

Faculty Position Request Form

This form is used to request all new and unfilled faculty positions relying on Program Review and/or any other justification. Position requests are due to Division Deans by Monday, January 23, 2012.

Position Requested: Theater Arts

Contact Person: John Ruys

Discipline/Division: Theater Arts/A&C Starting Term: Fall 2012 Spring

CRITERIA

1. Full-Time versus Part-Time FTEF for the past six semesters:

Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
0/2.4 FTEF	0/2.2 FTEF	0/2.3 FTEF	0/2.2 FTEF	0/2.0 FTEF	0.0/2.0 FTEF

2. a. Instructional Faculty: WSCH per FTEF for the past six semesters:

Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
668.18	617.73	668.28	415	613	252

b. Non-instructional Faculty: Student/Faculty ratio for the past six semesters:

Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
n/a	n/a	n/a	n/a	n/a	n/a

3. Number of Full-Time Faculty in Discipline:

Filled positions Unfilled positions

4. Year of last Full-Time Faculty HIRED (Do not include sabbatical leave replacements):

REPLACEMENT: NEW

Name(s) of Faculty being replaced:

5. Program Characteristics:

a. Describe the variety of courses taught and/or work performed in this discipline (Faculty can use Program Review here.)

A full-time faculty member is desperately needed to support the Theater Arts program and the new Mertes Center for the Arts. Ken Ross retired in December of 2009. Since Ken retired there have been substantial changes in theater arts curriculum across the state and we have moved into a state-of-the-art theater and teaching facility. The new hire would perform the traditional duties of a faculty member (teach courses, update curriculum, assess SLOs, and conduct program review), direct and produce shows every semester, collaborate with faculty in Music, Dance, and Speech, and help support operation of the Barbara F. Mertes Center for the Arts. The program offers 14 different courses that provides an introduction to acting, film, musical theater, improvisation, and more. We are also developing curriculum for a technical theater certificate. This will likely add 2-3 more courses to the program. All of the courses are currently taught by adjunct faculty. (See attached section of Program Review)

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b. Total number of sections taught in the discipline in each of the last six semesters:

Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
9	9	10	9	8	8

c. Student enrollments in the classes taught or number of students served in each of the last six semesters:

Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
273	231	255	245	219	185

d. Special characteristics of the discipline such as:

Mandated class size limits due to state, contract, accreditation standards.

Facilities

Percentage of courses that are General Education Requirements

Percentage of courses that are required as part of an AA/AS degree, certificate or transfer

Discipline provides basic skills courses

Discipline provides mandated/specialized services to students

Other

The majority of the courses (10 of 14 courses) within Theater Arts program meet GE requirements at LPC and/or at California universities. In addition, students studying drama or theater arts are required to complete 3-6 of the courses offered at LPC prior to transfer.

Four of the courses are required as part of the A.A. degree in Theater Arts and the remaining 10 courses are electives within the degree. In addition, we are developing a certificate in technical theater that will require students to take multiple courses in theater.

Theater Arts is unlike many other programs because it requires that faculty invest a great deal of time in performances and shows. Students must spend considerable time developing a variety of performance skills and invest extensive amounts of time in productions and performances. The students need a full-time faculty member that is present on campus for additional hours outside of the time spent teaching. It also requires that students form a bond with a mentor that will help them develop as an actor and performer.

6. Describe how courses and/or services in this discipline impact other disciplines/services. (Faculty can use Program Review Self-study here.)

The Theater Arts program is closely aligned with the other performing arts areas (Dance, Speech, and Music). Students studying performing arts often take courses within all four programs. This level of cooperation between the programs is best illustrated in the spring musical. This show.... The following excerpt is from the most recent Theater Arts Program Review -

"Many of our former students are doing acting and backstage work in community, educational or professional theater, making use of the training they received here to enrich their lives and to strengthen the community or professional organizations for which they work. We also are confident that people are attending and appreciating theater in ways they would not have if they had not taken our theater and film appreciation courses."

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7. If this is the first full-time position in the discipline, discuss:

- a. Justification for the position. (Attach Program Review Maintenance and/or Development form here.)
- b. Projected start-up costs for equipment, facilities, and support staff for the first three years. (Faculty can use Program Review.)
- c. Projected enrollment growth for the next three years, starting with the first semester of the projected faculty hire.

The Theater Arts program has suffered without a full-time faculty member. We had a highly respected theater program and we are losing that reputation. Curriculum has not been updated to meet changes at local universities, students interested in theater lack a mentor to advise them on studying theater arts, and the new performing arts facility is under utilized. Performances should be packed with community members but they are not. Auditions should have lines of students but they do not. Instead, we are losing students to other performing arts programs and to local community theater. Possible students are bypassing LPC as an educational center in performing arts.

8. What is the impact on students, the discipline and the college of NOT filling this faculty position. What are the programs/courses/services that have not been or cannot be offered due to the vacancy?

The Theater Arts program has suffered without a full-time faculty member. We had a highly respected theater program and we are losing that reputation. Curriculum has not been updated to meet changes at local universities, students interested in theater lack a mentor to advise them on studying theater arts, and the new performing arts facility is under utilized. Performances should be packed with community members but they are not. Auditions should have lines of students but they do not. Instead, we are losing students to other performing arts programs and to local community theater. Possible students are bypassing LPC as an educational center in performing arts.

Furthermore, without the leadership of a full-time faculty member we are not able to plan future seasons. Previously, the full-time faculty member would pay attention to what was being offered in theaters both locally and nationally. Productions were planned based on those trends.

9. Any additional information that addresses justification of the position:

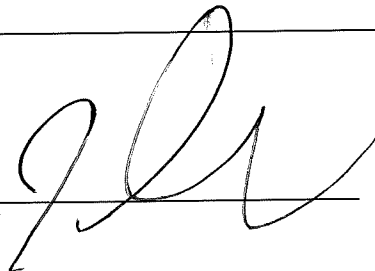
We are also losing the close coordination between the music and theater programs. Previously faculty in both programs would support one another by directing students into performances that suited their strengths. Many schools compete for students (between music and theater) but we have always had strong cooperation, believing that students needed both experiences to be well-rounded performers.

Signatures:

Requestor _____

Dean _____

Vice President _____



PROGRAM DESCRIPTION AND STRENGTHS

The theater program offers both classroom and production experience. Acting classes range from introductory acting and improvisation to specialized, interdisciplinary training with the Music Department in musical theater performance. Performance classes encourage creativity, self expression, imagination and self confidence and also develop particular skills such as communication through speech. Theater appreciation classes encourage the use of critical thinking in evaluating dramatic performances and writings, and also educate students in literature, theater/film history and the contributions of various people and cultures to dramatic art. Classes in beginning acting, improvisation, theater and film appreciation, and beginning technical theater draw the general student population. Advanced acting classes, musical theater class, the Introduction to Technical Theater and involvement on stage or behind the scenes in productions draw more pre-professional students or those with specific experience or interest in theatrical productions.

Our schedule of productions is as large as, and in some cases is larger than other schools with larger staffs. These productions are one of the things that keeps students coming here and also engages the community and the campus at large. With a fall play and children's show, a spring musical and student directed one acts and an outdoor summer production, there is always a place for students to perform and work backstage. We also work for and achieve a very high quality in our productions and, as a result, students are attracted to participate and audience members are encouraged to return time and time again.

Another strength of our productions is that we primarily aim to involve current full time Las Positas students in the shows. Shows are chosen with cast requirements that our students can successfully fulfill. We do open our auditions and casting to members of the community at large and every cast usually includes several people who are not currently full time Las Positas students, but we try to make use of our students as much as possible. This is in contrast to some colleges where the emphasis is placed on outside community people.

Productions are seen as an integral part of the theater education process. The goal is not just a quality finished product, but the learning that can take place in the process. Much time is given in rehearsals to learning the craft and the development of creativity and skills, as well as just getting a quality show up.

Many of our former students are doing acting and backstage work in

community, educational or professional theater, making use of the training they received here to enrich their lives and to strengthen the community or professional organizations for which they work. We also are confident that people are attending and appreciating theater in ways they would not have if they had not taken our theater and film appreciation courses.

We have a committed faculty that is very knowledgeable and experienced in the particular fields they teach and also very enthusiastic about the work. The faculty and staff are also very pleasant, caring and cooperative people. We have been lucky to have added three new adjunct faculty members since the last program review. Wesley Morgan teaches Beginning Acting, Introduction to the Theater and American Cultures in theater. Laura Lowry teaches Fundamentals of Stage Speech and Advanced Acting, Jill MacLean teaches Musical Theater Workshop. Long time members of the faculty are Ken Ross (formerly full time, but now part time), currently producing and directing our major productions, Jeremy Hamm, teaching technical theater classes and Wendy Wisely, currently teaching Improvisation, film and theater appreciation classes and beginning acting. Mike Rinaldi is our classified staff stage technician. As will be noted in a following section on needs, goals and action plan, there is a serious need for a full time instructor in the department and, as soon as possible after that, a second full time person.

For years, the dream, hope and planning goal of the theater program has been to have a better facility in which to have our productions and classes. For the past four years, a large amount of staff time has been given to the planning of the new College Center for the Arts. In the beginning of the fall semester, 2010, this dreaming, planning and hard work paid off with the opening of the center. The new building houses a 500 seat proscenium theater, 150 seat black box theater, a large outdoor amphitheater, drama rehearsal room, green room, scene shop, costume shop, and dressing rooms. Classes are taking place in the new building and it is thrilling for students and staff to be able to work and learn in this state-of-the-art facility. The fall 2010 play will be staged in the black box theater and the spring 2011 musical will take place in the large proscenium theater. Hopefully the amphitheater will soon be able to be used for the production of outdoor summer musicals.

Current courses offered:

- 1A - Theory and Practice of Acting
- 1B - Theory and Practice of Acting (continued)
- 3 - Improvisation
- 5 - Children's Theater

- 10 - Introduction to Dramatic Arts
- 11 - Stage to Film
- 12 - Film as Art and Communication
- 25 - Fundamentals of Stage Speech
- 30 - Drama Workshop
- 39 - Musical Theater Workshop (Dual enrollment class with Music 39)
- 40 - Introduction to Technical Theater
- 46 - College Theater - Management
- 47 - College Theater - Acting
- 48 - College Theater - Technical

A.A. Degree. For about the past ten years, an A.A. degree has been in place that includes requirements in classes to be taken and productions to be a part of (either on stage or behind the scenes). Each year, several students attain this degree.

Student Learning Outcomes. At least one student learning outcome has been written for all classes in the department and assessments have been made for every class taught by the full time instructor. Assessments follow fairly closely to the pattern of grades, indicating that the assessments adequately measure the degree of accomplishment in the courses. There is a distinct difference in grading patterns between regular classes and those associated with a production. Classes such as Acting, Musical Theater Workshop, Introduction to Dramatic Arts, Stage to Film, Film as Art and Communication and American Cultures in Theater all show a rather typical pattern of grade spread, with the majority of students in the B range, some in the A and C ranges and a few Ds and Fs. Grades in the classes that involve participation in a production are significantly higher. This is because students who are in or working on a production are highly committed to the work and are therefore more apt to complete all the requirements with A quality work.

Curriculum Revisions

Courses that are current in terms of course outline:

Theater Arts 3, 4, 5, 10, 11, 12, 14, 25, 40 and 48

Courses whose course outlines need revising:

Theater Arts 1A, 1B, 30, 41, 46 and 47

PAST GOALS ACHIEVED AND NOT ACHIEVED

Several of the goals listed in the 2006 program review have been

achieved; others have not. The new Center for the Arts has been built and moved into. Course outlines have been updated to fulfill the Title V requirements and Student Learning Outcomes have been written for all courses. The number of acting classes has been increased by the offering of the Fundamentals of Stage Speech class. The number of students in general education theater lecture classes has increased, including in the American Culture in Theater class which was introduced shortly after the last program review. The Theater Department staff meets at least once a year to discuss problems, ideas and goals. The goal of setting up a video production class has been met within the photography department, but we need to create an acting for the camera class that integrates more directly with the video production class.

There were other goals listed in 2006 which have not been achieved. A second full time instructor has not been added. Furthermore, with the move of Ken Ross from full to part time status, his vacated full time position was not filled. No on-line course has been added to the curriculum, although Wendy Wisely has been working on the creation of a Bay Area Theater on-line course. The number of video and DVD teaching aids has not been significantly increased, although the LRC has been adding to the collection as much as possible. A certificate program in technical theater has not been created. Also, there still needs to be better contact with local high schools, including encouraging their students to attend our productions.

CURRENT NEEDS AND GOALS

Staffing: The most pressing need for the department at this moment is for a full time instructor who can teach classes, direct and produce productions, and lead and coordinate the program. This person would fill the current vacant position created by the retirement of long time program leader, Ken Ross. Filling this position is essential, especially given the move into the new facility, with its increased expectation level and number of students served. The many things a full time person does simply cannot be achieved by multiple part time people. For the past thirty years there has been a full time Theater instructor. A second full time person should also be added as soon as possible after the hiring of the full time replacement. This second person could either be a theater generalist or someone with a specialty in technical theater. For the benefit of all the performing arts areas, a full time theater manager needs to be hired as soon as possible to manage the new facility both in its campus use and for the possible renting of the facility to outside groups. Also needed are a full time classified

sound specialist to be shared with the music department and the school as a whole. A part time costume shop supervisor/designer also should be hired as quickly as possible.

Needs:

A full time theater instructor

A theater manager

A second full time theater instructor, perhaps with an emphasis in technical theater

A full time sound technician (classified)

A part time costume shop supervisor and designer