



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

School: Liberal Arts

Department: Theatre Arts

Position Title (number of requested positions): FT instructor of Technical Theatre

Number of FT Faculty in Fall 2021: 1

Number of PT Faculty teaching in Fall 2021: 0

Please submit your responses to the prompts below (no more than 800 words) to the Office of Academic Affairs by October 15, 2021 at 5 PM.

1. Potential Load and/or Potential Direct Student Contact: *(FTE, Courses, number of sections, student/counselor ration; no need to submit days/times of teaching schedule at this time):*

The new instructor in this position would be in charge of the technical theatre offerings for the program as well as some of the book-taught lecture classes to fill out their schedule. We currently have 6 classes in the technical theatre field (THEA 3, 5, 20, 21, 27, 47). Book classes are as follows: Intro to Theatre (THEA 6), Script analysis (THEA 9), Diversity in Theatre (THEA 13) and eventually THEA 10 (Theatre History, when our program is large enough to reinstate and fill it).

Our program is different than other programs and even with Guided Pathways, because we have three different degrees with two different emphases (actually more than two when students begin to specialize in different areas of tech), this can be confusing to both students and the Counseling department. To have more completers and more students moving on to careers in Theatre, we are instituting a guidance requirement for Theatre faculty to ensure that our Theatre majors take GE classes throughout their time at Solano and work toward finishing the program with a degree or certificate.

2. Availability of qualified hourly faculty to teach and serve students:

Currently, we have no qualified hourly faculty available to teach the technical theatre courses. This field of study requires not only many lab hours where students show up at different times, it requires the instructor to work in conjunction with the acting side and the live productions. A FT instructor is needed to find and recruit outside design contractors and to maintain contact with them to ensure our students are building to the design specifications. This also requires purchasing materials such as wood, tools, paint, and lighting and sound equipment.

3. Why is it important to have a FT faculty in this role?

Though our other FT instructor has tried to adjust the classes to allow for an adjunct to fulfill these duties, doing so increases the time our students would need to remain at SCC to receive a degree, because the classes must be spread apart, spanning more than 2 years. If this position were FT, it would allow us to be on a tighter schedule with the new FTER also teaching book classes to fill out their assignments.

FT would also allow us to continue to offer theatre outreach programs to the high schools to encourage their students to enter the field of theatre and technical theatre and to expose them to and interest them in attending Solano.

4. Areas where additional expertise is needed:



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

Our program is a combination of two areas: Acting and Technical Theatre. Though there is crossover, there is a definitive need for two differently qualified and experienced instructors with the specialties needed in each field. If the technical role is filled by a part-time instructor only, extra support for the program and counseling of students will be lost.

5. What will be the impact (students, program, College, other) if this position is not filled?

If this position is not filled it is likely that this program will turn into an acting program only, essentially eliminating the technical theatre certificate completely. This would be a great loss to students, many of whom originally come to theatre with hopes of becoming an actor, only to then be exposed to the world of technical theatre, which offers more stable and continuing employment opportunities. We would also lose the ability to offer technical theatre as a CTE program. This would diminish or potentially kill our role as a feeder school to IATSE and other technical unions, where we have been placing students in theatrical career fields for many years.

Further, without a FT instructor in this position, we will end up with a new multi-million dollar theatre that is not adequately used to prepare our students for their future in theatre—or even to work on productions in that theatre.

6. How does this position help fulfill the mission of the college and our commitment to antiracist practices?

It is our hope that the instructor hired for this position will be from an underserved community in the field, either as BIPOC, LGBTQIA+, and/or female, all of whom are woefully underrepresented in the field of technical theatre. If we hire only part-time for these classes, we will likely be able to pull only from local applicants, a candidate pool not notable for its diversity. If we hire FT, we have a better chance of finding someone who could bring a fresh perspective to this role, as well as experiences that are potentially more relevant to a student body that deserves representation.

7. Other compelling factors not identified in responses 1-7 above:

Our classes are not always filled to capacity, though we work to adjust our regular offerings so that we can minimize under-enrollment by spreading out the offerings. We have also put some classes on hold for this same reason. Though we serve the general student body with our GE classes, including our Diversity class, the role that theatre has in the lives of both our theatre students and GE students should not be undervalued. For many of our students, the only reason they go to school at all is to fulfill their love of theatre and the unique qualities of theatre that make them more well-rounded humans, such as igniting their creativity, self-respect, critical thinking, empathy, public speaking skills, and respectful socialization and communication for the common good.

In Spring 2020 we had an eight-person department counting both faculty and staff. Due to staffing changes and faculty losses, our program is currently down to 1 faculty and 2/5ths of one classified employee.

The position was identified in a previous program review: Yes or **No**

If no, what changed necessitating a request for a full-time faculty member?

We had a second full-time instructor at the time of program review who has since retired.



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

Optional Rubric for Faculty Staffing Request Form – Qualitative Criteria

Description	0 Point	1 Point	2 Points	Score
Potential Load and/or Potential Direct Student Contact	<i>Load and/or direct student contact hours not clearly defined or not available</i>	<i>Sufficient number of classes and/or student contact hours available as measured by evidence that 100% load and/or student contact hours are available.</i>	<i>More than sufficient number of class and/or student contact hours available as measured by evidence that 160% Load and/or student contact hours available.t</i>	
Availability of Qualified Hourly Faculty to Teach and Serve Students	<i>PT applicant pool is strong</i>	<i>Some challenges attracting PT faculty are identified</i>	<i>Multiple challenges attracting PT faculty are identified or absence of qualified PT faculty</i>	
Areas where additional expertise is needed	<i>No area of expertise identified</i>	<i>Areas of expertise are identified</i>	<i>Areas of needed expertise are identified and the need is compelling-defined as a new program, a program with single FT faculty, or a program with no FT faculty</i>	
What will the impact on the program and the College be if this position is not filled?	<i>No or minimal negative impact on the program or college was identified</i>	<i>A moderate negative impact on the program or college was identified</i>	<i>Significant negative impact on the program or the college was identified</i>	
Other compelling factors not identified in this rubric	<i>No additional compelling factors were identified</i>	<i>Some additional compelling factors were identified that don't result in catastrophic outcomes for the program</i>	<i>Some compelling factors were identified that may result in catastrophic outcomes for the program</i>	
Program review – as a part of our integrative planning process was this position identified as a need during the last review cycle	<i>Not in program review or change necessitating hire not identified</i>	YES	NA	
Total Points				