

CLASSIFIED & ADMINISTRATIVE POSITION REQUEST

2018-2019

Internal Use

#: 10

Requester Name: Titian Lish & Ian Brekke

Division Name: A&H - Theater & Music

SUMMARY INFORMATION

Title of Position Being Requested: (Note: Please also attach a current or proposed district job description)

Collaborative Pianist (Accompanist)

Position Will Reside in Division/Unit:

Arts & Humanities

Indicate To Whom this Would Report:

Dean of Arts & Humanities, Titian Lish, Ian Brekke, Cindy Rosefield

Indicate if this position or a similar position has been presented to RAC previously and in what years:

The music department had this position for several years until it was removed in 2009 during drastic budget cuts. The position was previously presented in 2016 and 2017.

The position is:

New

Number of Hours per Week: 25

Number of Months per Year: 12

Increase for an existing funded position

From: 9 10 11 Months

To: 10 11 12 Months

OR From: _____ % to _____ %

Name of Person Currently Holding Position: _____

New Categorically funded position (information only; position not ranked)

Number of Hours per Week: _____

Number of Months per Year: _____

SECTION 1: PROGRAM NEED

What key responsibilities would this person assume?

Under general supervision, provide collaborative piano services for choral groups, instrumental chamber ensembles, recitals, concerts, musicals, instructional classes, rehearsals, individual lab time coaching students, and other special events. Collaborative Pianists provide a highly specialized and nuanced skillset that cannot be replicated and/or performed alone by the instructor of record, making their contributions absolutely necessary to the current and future success of both the music and theater education programs.

Specific Key Responsibilities May Include:

- Play accompaniment at sight for designated classes, choral groups, rehearsals, and other performances in a variety of musical styles.
- Coach students individually or in small groups outside of class to improve vocal and/or instrumental skills; recommends modifications to vocal harmonies and encourages student involvement and participation.
- Coach students in proper diction for songs in foreign languages.
- Assists students or instructors in planning, reviewing, and selecting music suitable to various occasions.
- Perform clerical duties such as scheduling piano tuning and repair; preparing performance programs or flyers; ordering, receiving, classifying, cataloging, filing and maintaining a library of music, scores, and audio recordings.
- Provide piano and keyboard accompaniment for musical theater productions.
- Accompany students and ensembles in performances.
- Answer inquiries from staff, students, and community members regarding musical performances.
- Performs related duties as assigned.

List other Personnel in the Unit (i.e. with shared or similar responsibilities):

For the 2018-2019 school year, the Music and Theater Department have a combined need of approximately 748 hours of collaborative piano/accompaniment, per year, for the music instructional classes, musical theater instructional classes, recitals, concerts, musicals, rehearsals, individual lab time coaching students, and other special events. Current class offerings that require a collaborative accompanist include:

THEA 39A, 39B, 39C, THEA 47A, 47B, 47C, 47D, MUS 23A, 23B, MUS 38, MUS 44, MUS 45, MUS 46A, 46B, MUS 47

SECTION 1: PROGRAM NEED (contd)

Give a historical perspective of the changing demands on your unit's staff over the past 3-5 years (refer to your program review relating to human resources.) You may use narrative or relevant data.

Both the Theater and Music departments have sustained rapid growth over the past 3-5 years: Titian Lish, Peet Cocke, Ian Brekke, and Dan Marschak were added to full-time faculty, the amount and overall quality of public events increases each year, new state-of-the-art equipment is added whenever possible, several new classes and CTE programs have been added, and enrollment continues to grow. However, overall staffing has actually decreased over this time, as no new positions have been granted and Christine Hornbaker transferred to I.T. This has created an extreme imbalance within these departments, as we desperately need staffing positions filled to assist all aspects of our programs, whether it be in the classrooms or during on-stage performances.

We have stated the need for a Collaborative Pianist position in each year's Program Review. Our current practice of "temporary" hires each semester is unsustainable on several levels, but ultimately negatively impacts the learning environment and degree paths of students. Hiring on-call on a continuing basis violates Education Code under 88003.

Simply, Collaborative Pianist is the largest current staffing need within Theater & Music. Maintaining the continued growth of these departments with temporary hires is not sustainable and may result in failure to meet the intended SLOs for all classes requiring this position.

And/or provide additional information supporting a need for this position and resulting impact on students or program:

The music department had this position for several years until it was cut 2009 during drastic budget cuts. Since this time, the Performing Arts program has gone through many temporary and part time accompanists, resulting in high volatility and turnover. Under the current model, pianists are hired either through available Gen Funds or through co-curricular accounts (as On-Call employees or Independent Contractors.) With a pay Range 37, Step 1 (that never allows advancement up the pay level) it has proven difficult to keep accomplished musicians around for this position as they are forced to juggle multiple jobs/schedules to make financial ends meet, severely limiting their availability to work with Las Positas students. The industry standard compensation is not reflected in either the temporary/on-call rate or the listed Accompanist position at the district level, leading to ongoing issues with employee retention.

The Current salary scale is approximately \$24/hour. Our proposal suggests \$45/hour, the industry standard. All numbers in estimated cost and benefit cost are based on the proposed salary, not the outdated Step 37. A recent survey of local music studios (originally completed for the Piano Pedagogy program) supported the salary range of \$40-50/hr as industry standard (data available upon request). The proposed change to the district job description would also include the collaborative pianist (accompanist) serving as a Professional Expert in the Applied Music requirement. This requirement (as mandated by the state TMC) is currently being unmet, or met inconsistently for our music students.

Ultimately, students and faculty are under-served by the current system and are very much negatively impacted, leading to difficulties in fulfilling class and degree requirements and hampering successful graduation and transfer opportunities.

SECTION 2: STUDENT LEARNING AND SUCCESS

Explain how this position will contribute to and/or support student learning and success:

The LPC Performing Arts Program is rapidly expanding to provide an inclusive and well-rounded education for students and community members. As the vocal and theater departments grow, the need for a Collaborative Pianist/Accompanist become more pressing by the day. Collaborative piano is both a necessity and an industry standard for all vocal performances, ranging from soloists to large ensembles. The classes requiring the work of an accompanist have SLOs written with their presence intended, making the achievement of these outcomes extremely difficult if the position is not fulfilled. As stated previously, the students are directly affected by not having a long-term pianist in the program, as the availability of a temporary employee is extremely limited and potentially short. This position represents a continued effort to meet the college's goals of fulfilling ACCJC standards.

Students require the services of a Collaborative Pianist to: successfully earn their degrees, successfully transfer, learn to communicate and work directly with a professional musician, build their musical skillsets in a provided supportive environment, re-enforce fundamental skills pertaining to their discipline, and to ultimately be trained and ready for job opportunities in their field as a successful representative of Las Positas College.

Explain how this position will have a positive impact on Accreditation or strengthen the college's adherence to the ACCJC standards:

A recommendation for the college by the visiting team states: "To improve institutional effectiveness, the college should evaluate its faculty, staff, and administrative needs at all areas of the college and use the results of these evaluations to ensure an administrative structure, faculty, and classified staffing level that focuses on program needs and reflects the institution's purpose, size, and complexity. Additionally, the College should develop a comprehensive staffing plan at the programmatic level. (III.A.2, IV.B.2.A)." This twice suggests that staffing needs be evaluated at a PROGRAM level.

Nearly every collegiate music program state-wide employs a staff Collaborative Pianist/Accompanist, as it is truly a staple position of a successful department. By providing this staff position we will be more in-line with state standards and much more competitive with other programs near us. A staff accompanist strengthens future accreditation processes simply by strengthening our music and theater departments as a whole. Additionally, our music and theater departments work hand-in-hand to successfully coordinate and avoid scheduling conflicts, allowing a joint Collaborative Pianist/Accompanist position to exist between the two programs.

SECTION 3: LPC MISSION AND PLANNING PRIORITIES

LPC MISSION STATEMENT:

LPC is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

LPC PLANNING PRIORITIES:

- ❖ Establish regular and ongoing processes to implement best practices to meet ACCJC standards.
- ❖ Provide necessary institutional support for curriculum development and maintenance.
- ❖ Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes.
- ❖ Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses.

Indicate how this position supports the College's mission and/or planning priorities:

Planning Priority: Provide necessary institutional support for curriculum development and maintenance.

In just page 2 of the Master Plan, we discuss the need to respond to the needs of the ever-changing workplace. Having a Collaborative Pianist/Accompanist serves not only the Master Plan, but also the specific learning needs of all Performing Arts students. Page 23 of the Master Plan acknowledges that the Arts serve as the second highest employer in the Bay Area, with a consistent projected increase over the next 25 years. Additional preparation in these fields projects to more successful LPC graduates working in their selected disciplines. This is supported by the hiring of a staff Collaborative Pianist, another included Master Plan item: "Goal C (page 29) - by providing supportive organization resources (build staffing levels across the college to more effectively meet student needs - C3.)"

Planning Priority: Expand tutoring services to meet demand and support student success.

In addition, the presence of a professional full-time Collaborative Pianist (accompanist) allow students one-on-one tutoring opportunities with their accompanist. This is, unfortunately, not currently offered to our students, as the availability of a temporary employee is severely limited. Students are asking for more time to work with the accompanist constantly as they prepare for a rapidly expanding and more demanding performance schedule. The pianist's supportive role is very similar to a "musical tutor" for live performance purposes, as they are professional musicians that are able to help/offer suggestions for improvement outside of scheduled class time.

Planning Priority: Establish regular and ongoing processes to implement best practices to meet ACCJC standards.

The inclusion of a staff Collaborative Pianist/Accompanist in a supportive role helps to fulfill/meet ACCJC standards for: Assuring Academic Quality and Institutional Effectiveness, improving Institutional Integrity, offering Instructional Programs consistent with the institutional mission, and fulfilling clear needs for Learning Support Services through relevant staffing.

SECTION 4: PROGRAM OUTCOMES, INITIATIVES, and PLANS

Please check one.

This need was described explicitly in a Program Review (Year _____ 2016-18).

This need was implied in a Program Review (Year _____).

This need was not included in a Program Review, but has become a need since that time.

Explain, including language from Program Review (if available):

Music Program Review:

"The music department has requested a staff Collaborative Pianist/Accompanist in Program Review for several years running. Collaborative piano is both a necessity and an industry standard for all vocal performances, ranging from soloists to large ensembles. The classes requiring the work of an accompanist have SLOs written with their presence intended, making the achievement of these outcomes extremely difficult if the position is not fulfilled. Students are directly affected by not having a long-term pianist in the program, as the availability of a temporary employee is extremely limited and potentially short. This position represents a continued effort to meet the college's goals of fulfilling ACCJC standards.

Music students require the services of a Collaborative Pianist to: successfully earn their degrees, successfully transfer, learn to communicate and work directly with a professional musician, build their musical skillsets in a provided supportive environment, re-enforce fundamental skills pertaining to their discipline, and to ultimately be trained and ready for job opportunities in their field as a successful representative of Las Positas College."

Theater Program Review:

Program Needs:

"A permanent and available pianist for productions and musical theater classes. Currently students in the musical theater program could theoretically go an entire semester and only work with a pianist for a few minutes in the development of their skill set and course work."

SECTION 5: SAFETY (if applicable)

Explain how this position will improve safety on campus or within your unit:

Not Applicable.

SECTION 6: COSTS*

Estimated Increase or Proposed Annual Salary Cost:	\$	<u>33,524</u>
Estimated Benefits Cost:	\$	<u>18,438</u>
Total Cost for Position:	\$	<u>51,962</u> SW


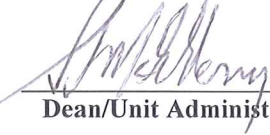


NOTE:

- Full Time = 20-40 hours per week or 50% - 100%
- Regular Hourly = 18 hours or less per week (<50%)

**Costs: For accurate costs, requestor must contact the College Administrative Services Technician in the LPC Office of Administrative Services (ext. 1632).*

SECTION 7: REVIEWS

Signatures:

 Requester	<u>10/10/18</u> Date	 Dean/Unit Administrator	<u>10/18/18</u> Date
 College Administrative Services Technician Office of Administrative Services	<u>10/18/18</u> Date	 Vice President	<u>10/18/18</u> Date

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

ACCOMPANIST

Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed within the job.

SUMMARY DESCRIPTION

Under general supervision, provide suitable piano accompaniment, through improvisation, composition, and sight-reading, for a comprehensive music education program; and provide accompaniment for music instructional classes, recitals, concerts, and other special events.

REPRESENTATIVE DUTIES

The following duties are typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform additional or different duties from those set forth below to address business needs and changing business practices.

1. Provide suitable piano accompaniment in voice and music classes; select and play suitable music for voice classes.
2. Improvise and transpose music to other keys; transcribe melodies and accompaniments from selected records.
3. Compose and arrange accompaniment for assignments and problems developing in voice classes.
4. Provide musical assistance at a variety of times and locations, as schedules and performances dictate.
5. Rehearse and prepare with students for student recitals and formal programs.
6. Respond to inquiries and requests for information from students, faculty and staff regarding concerts, recitals and other events.
7. May conduct conferences with students to assist in developing understanding of problem areas and preparation for specific assignments.
8. Perform related duties as required.

MINIMUM QUALIFICATIONS

The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

Knowledge of:

1. Extensive repertoire of music suitable for accompaniment of voice classes.
2. Methods and techniques of piano accompaniment for a variety of music and musical application.
3. Principles and practices of sight reading for piano accompaniment.
4. Vocal and instrumental repertoire and technique.
5. Music theory, including harmony and notation.

Chabot-Las Positas Community College District
Accompanist (*Continued*)

Ability to:

1. Play advanced piano pieces.
2. Sight-read a variety of music.
3. Play music in a variety of different keys.
4. Follow vocalist/instrumentalist in rehearsals and performance.
5. Communicate clearly and concisely, both orally and in writing.
6. Establish and maintain effective working relationships with those contacted in the course of work.
7. Work with and exhibit sensitivity to and understanding of the varied racial, ethnic, cultural, sexual orientation, academic, socio-economic, and disabled populations of community college students.

Minimum Education & Experience - *Any combination of the following would provide a typical way to obtain the required knowledge and abilities.*

Education/Training:

Completion of formal education sufficient to assure the ability to read and write music and play the piano at the level required for successful job performance.

Experience:

Two years experience as an accompanist for voice, dance or other music groups or classes.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment: Work is performed primarily in a classroom setting

Physical: Primary functions require sufficient physical ability and mobility to work in a classroom setting; to sit with sustained posture or intense attentiveness for prolonged periods of time; to play a piano requiring repetitive hand movement and finger dexterity; and to verbally communicate to exchange information.

4/1875; 9/10/86

Adopted by Board of Trustees on October 20, 2015

Effective: October 21, 2015

Job Family: Technical-Paraprofessional