**Administrative Leadership Unit Review (ALUR) Template for FY 2022-23**

**Date**:    3/1/2024

**Division**: SSCA

**Division Dean/VP**: Redding Lapuz

**Program(s) within your division**: Click or tap here to enter text.

I.    **List the programs that fall within your Division.**

The Social Science & Creative Arts Division houses the following 19 academic programs:

Administration of Justice (AA, AS-T, Certificate)
Anthropology (AA-T)
Art: Studio and Art History (AA, AA-T, Certificates)
Digital Media & Design (AA, Certificate)
Drama
Economics (AA-T)
Ethnic Studies
Film
Geography (AA-T)
History (AA-T)
International Studies (AA)
Music (AA, AA-T)
Paralegal Studies (AA, Certificate)
Philosophy (AA-T)
Political Science (AA-T)
Psychology (AA, AA-T)
Social Justice Studies (AA-T)
Social Science/Interdisciplinary Studies (AA)
Sociology (AA-T)

In addition, the following programs are housed within the SSCA Division:

Theater
Art Gallery
Honors Transfer Program
Psi Beta Honor Society
uSOAR – Undergraduate Symposium of Academic Research
The Mural Project
Skyline Musical Productions (Fall & Spring)
Music Ensembles
Art on Campus

II.  **Briefly describe any major changes to the Division or Programs' purview and functions during the past year.**

The only changes to the division this year were the move of Kababayan Learning Community out of Social Science & Creative Arts and into Language Arts. Kababayan will still collaborate with the SSCA team, as we provide cohorted classes and faculty who teach in the program. Additionally, SSCA supports Kababayan in their Pilipino Culture Night (PCN) performance, which includes several days of tech support and a performance in our B1 spaces (previously theater and gallery have been used and SSCA staff supports).

Another impact to the workload of the division has been the revitalization of the Art on Campus Committee and our strategic planning for the cultivation and curation of a series on public art projects. The committee is comprised of Art Faculty and various expert support members. The creation and future implementation of our various plans will require significant human capital and will likely need support.

III.  Review the Improvement Platform's "General Information Summary" dashboard for program review completion and **note which programs within your division are (a) missing a CPR/PRU for their designated year, and are (b) scheduled for a CPR and/or PRU next year.**

a. **The following program are missing their CPR/PRU for the designated year:**
    i. ECON – PRU (postponed Spring 2024, FT faculty retired and an adjunct faculty will take on PRU work in Spring)

b. **The following programs are scheduled for CPR/PRU in the next academic year**
    i. MUS – CPR 2024-2025

IV.  Review the Improvement Platform's "Course SLO/ PSLO Assessment" dashboard for your division and **note progress on course SLO assessment (for instructional/ student service programs with courses) or program SLO assessment (for student services programs) for the current three-year cycle? Which programs may need your support, and how will you support them?**

We are in the second year of SLO assessment and are making progress toward assessment. As a division we have the largest number of classes to assess at a total of 238 classes. Art and Music have the largest number of courses and they have faculty who excel at coordinating these efforts, so I have no doubt that they will meet their goals. We do have several departments that do not have FT

faculty (DRAM, ECON, FILM, SJS, SOSC) and I will work with our FT pool of faculty to support the assessment of those classes. It will be important that there is faculty support consistently through FLEX and various workshops to support faculty learning this new Platform system. We do have some faculty that are participating in the Canvas SLO integration pilot through PRIE and we will continue to utilize this office and their support services as we assess our course SLOs and ISLOs.

V.    **Briefly describe the major challenges and achievements for your Division over the past year.**

**CHALLENGES:** Some of the biggest challenges that we have faced as a division are:

- **Staffing:**  As a super division with the highest enrollments in the college and a wide range of auxiliary programming and specialty music/art labs, we are understaffed and need additional permanent support to continue to provide our students with outstanding educational experiences. We desperately need a Music IAII position to support our sheet music and instrument collections, as well as our internal/external performances and community engagement programming. We need additional administrative support in the division office to manage the wide range of programming and student programming, so we are requesting an additional PSC position and an Office Assistant II to bring the extremely heavy workloads to a manageable level. Finally, we need a management level positions, recommending a Director, to oversee our Creative Arts programming to bring the full potential of our program to fruition.

    Our staffing challenges have been further exasperated by the retirement of our PSC (Nov 2023) and the vacancy of our Division Assistant (since Dec 2023). The replacement hiring process has been very long and we are hoping to have those positions occupied by April 24. In the meantime, we have been struggling to meet our basic functions and the small support team is stretched extremely thin.

- **Facilities:**  While several of the larger projects are now complete in our B1 upgrade, there are several critical concerns that remain:
    o  **Lack of technology –** we have been offering classes in our Vocal Arts Studio and Instrumental Arts Studio for several semesters without the required technology. We have brought in temporary equipment to assist faculty in teaching. The timeline for completion continues to be pushes back month after month.
    o  **Water Intrusion & Leaking –** we have experienced multiple water intrusion episodes including leaking in our Sculpture Lab that damaged our Laser Cutter; multiple leaks in our newly constructed Ceramics Kiln Garage due to poor construction and lack of proper sealing of walls; and

roof leakage in our Photo Lab. Facilities has been responsive in responding to these events and it has become clear that the roof of B1 needs replacement.

- o **Gallery Lighting System –** do to a communication error, the lighting system that was installed in our Art Gallery does not meet the needs of the faculty and gallery coordinator for the exhibition and gallery shows. The construction team is working with the faculty to remedy the problem by installing an expanded lighting grid, which is slated for Summer 2024.
- o **Theater Technology Upgrades –** our theater received upgraded curtains and rigging, but the technology was not upgraded and it beginning to fail. We will need several large ticket items to keep the theater functional over the next several years. A multi-year replacement plan has been created and presented to the administration so that we can prepare for these expenses.

- **Sheet Music Collection Damage:** In Fall 2022, we experienced a great loss with the flooding of our sheet music collection, that was temporarily stored in our theater green room during the upgrade of our storage system. Roughly 58 storage boxes of sheet music was damaged, amounting to thousands of pieces of music impacted. We do not currently have a resolution to this impactful loss. We have created a model for collection replacement that focuses on decolonizing the canon of western music and we are requesting allocated funds for the curation of music that includes under-represented composers and diverse musical styles. We are building curriculum to support this goal as well. No progress has been made on this project and we hope to work with leadership to move forward a solution with support.

ACHIEVEMENTS:  We are a division of highly collaborative faculty and staff who embrace innovation and dedication in everything we do. We support a vibrant community of students/faculty/staff who actively engage in research, extracurricular activities, social justice causes, and creative projects on campus and within the community. We are excited to utilize our newly updated spaces as we continue to rebuild our programming in a post-Covid environment.

**Curriculum & Programs:**

We are working to develop new AA/AA-T degrees within our already existing programs, and have initiated curricular surveys with our articulation officer, Marianne Beck, as well as joining statewide conversations for emerging degree programs and when applicable, scheduled curriculum consultations with our Curriculum Committee team. The proposed degrees for development include:

1. Ethnic Studies AA (AA-T once approved at state level)

2. Theater Arts AA-T
3. Global Studies AA-T (modernization and alignment of International Studies)
4. Commercial Music (AA-T being developed at state level)
5. Film, Television, and Electronic Media AA-T (may be future option)

The discussion around Social Justice Studies and Ethnic Studies degrees, disciplines, and minimum qualifications continue and we will adapt as needed. We are also in the early stages of planning for a potential Commercial Music degree option within our music department, as well as some medium specific certificates in Studio Arts.

## Co-Curricular Creative Arts Programming:

- **The Musical:**

  A massive collaborative undertaking between the Music, Dance, and Drama departments at Skyline College, the Spring Musical is a professional quality production that creates opportunities for our students to performs and learn all elements of production. This Spring 2024 we will feature *Legally Blonde, The Musical* with faculty director/choreographer and Broadway performer Gary Ferguson, vocal musical direction/production management from faculty and composer Dr. Jude Navari, pit orchestra musical direction by our new instrumental music specialist Dr. Luis Zúñiga, and set/production design by Disney's (and Skyline's) Josh Harris.  With over 30 student performers, this is the largest cast we've ever had for a Skyline musical production. For *Legally Blonde*, we were also able to bring back the Pit Orchestra class that gives qualified student instrumentalists an opportunity to participate in this professional quality experience. Some student vocalists from *Legally Blonde* will perform at the President's Breakfast to highlight the important work of the College and the impact that the President's Innovation Fund has on programming.

  This past Fall 2023, we inaugurated our first ever Fall Musical with the ground-breaking Tony and Pulitzer-award winning show *Rent*, which came about as the result of a new PIF grant award. The PIF-funded Fall Musical project built upon the idea of using a Musical with topical themes to highlight related student support services on campus. Last spring's musical, *Heathers* connected the mental health issues of the characters to mental health services on campus with a collaborative panel discussion featuring Active Minds Club, Psi Beta Psychology Club, and Skyline's Mental Health Services.

- o **Collaboration:** With *RENT* this past Fall 2023, we collaborated on Wed. Oct. 5 with Skyline's SAGA (Sexuality and Gender Alliance) club for an event titled "*Who's Telling The Story*: A Conversation about LGBTQIA+ Representation & RENT." This event highlighted the LGBTQIA+ themes in RENT and featured a sneak preview from the production as well as a panel discussion moderated by Prof. Rika Fabian (Sociology Faculty Member and SAGA Club Advisor). The panel included student performers from RENT, SAGA club members, Prof. Gary Ferguson (RENT Director), and Prof. Arthur Takayama (Art Faculty Member). In addition, the collaboration included a mixer and preview performance of RENT on Nov. 15 for SAGA club members, administrative allies, and the LGBTQIA+ student support groups at our sister colleges (CSM, Cañada).

- o **Collaboration:** Due to the challenging themes in *Heathers, The Musical*, we have collaborated with Active Minds Club, Psi Beta Psychology Club, and Skyline's Mental Health Services to provide direct support to the cast and we are hosting an event for the campus community prior to the musical production which includes a performance and panel discussion with student performers, club members, and a mental health professional: *Watching and Weaving Difficult Stories: A conversation about Bullying, Suicide, Sexual Assault and School Violence as depicted in Heathers, The Music.* April 12, 2023

- **Art Exhibitions:**

**SWA Student/Alumni Show:** The art department participated in an art exhibition in partnership with the Society of Western Artists in downtown San Bruno. This exhibition was open to Skyline College Alumni as well as current students. The exhibition was on display from November 16th, 2023 until January 5th, 2024. The exhibition saw over one hundred visitors for the opening reception, and hundreds of other visitors in the month it was on display.

**Faculty Art Show:** The Skyline College Art Gallery exhibited artworks by Art Faculty from November 6th through December 8th, 2023. The exhibition featuring paintings, drawings, sculptures, photographs, ceramics, video installations, prints and more. Viewers were invited to come see the wide range of artistic practice done by current art faculty members. The reception and exhibition were well attended by students, faculty, and members of the community. This exhibition gives our students a chance to see that their

instructors are professional artists and allows them to pick professors of interest as mentors. The exhibition ran from November 6th to December 8th, 2023.

**Social Justice Exhibition:** "Portraits of Growing Up Asian," is a photo exhibition that tells a visual story of a Chinese American family's journey from China to San Francisco's Chinatown. The exhibition revolves around the Hall family who arrival from China in the 1850's. The Halls opened of the first Chinese herbal medicine shop in San Francisco's Chinatown in 1864 and became a hub for the local community. The business was open until it was unlawfully shut down by the FBI in 1957. This tragedy led to a family tradition in photography that spanned generations. The exhibition features archived photographs and artifacts from the Hall Family Collection, including the family herb shop signage. It also features photographs by Timothy Hall and his experiences growing up in San Francisco from the 1950's to contemporary times. The exhibition explores themes of ancestry, family, discrimination, and all that comes with growing up as Chinese Americans in San Francisco's Chinatown in the mid to late 20th century. The reception for this exhibition was well received by the community and featured a talk by the artist Timothy Hall and Skyline College art professor Amir Esfahani. The exhibition runs from February 26th until March 29th, 2024. This exhibition is a collaboration with the Internet Archive. https://skylinecollege.edu/artgallery/

**The Annual Student Art Exhibition** is a vital part of the Skyline College Creative Arts program and is an essential component of an art student's educational experience. It provides students the opportunity to prepare and present their artwork in a high-quality setting and serves as a platform for public exposure – itself a learning experience different from that gained in the classroom – and facilitates community-building by bringing together students, their families, faculty and staff, and the local community. The 2024 Student Art Exhibition will be on display from April 8th – until May 10th, 2024.

**Sanchez Art Center:** The Skyline Art faculty has been invited to showcase their professional artwork at the Sanchez Art Center in Pacifica in the summer of 2024. The faculty exhibition, curated by Jerry Barrish, will highlight our art instructors' current drawings, paintings, photography, sculptures, and installation work for the local community. The exhibition will conclude with an artists' talk to further connect the audience with the concepts and techniques of the exhibition and promote Skyline College's studio art instruction opportunities.

**CA Conference for the Advancement for Ceramic Art:** The Skyline Ceramics program will be highlighted in the spring of 2024 at the California Conference for

the Advancement of Ceramic Art in Davis, CA. The Skyline Student Ceramics Exhibition, curated by Professor Tiffany Schmierer and Studio Art Program Coordinator Ash Asaro, will allow our art students to share their artwork with ceramics professors and students from over 30 other art colleges, universities, and art galleries. These connections help guide their transfer and career pathways.

- **The Mural Project:**

  The Art Department Mural Project brought our Mural Painting class into the community to design and paint the restrooms facility at the Alto Loma Park in South San Francisco in Spring 2022. Under the direction of Amir Esfahani with support by Chris Woo and PIF funding, the group of students engaged with the professional process of community mural-making. A short film was created to document the work: https://skylinecollege.edu/muralproject/ The Mural Project plans to bring their creative flair to the upgrade of our art lockers in B1 in the future and a new project with a local city is currently underway for Spring 2023 and we will be proposing the development of a new Fall 2024 offering of a Skyline Campus Mural Project.

- **Drama Performance:**

  Each semester our Drama classes host **Telling Stories**, a rousing performance of student work. The event highlights student monologues and scene work from a variety of playwrights. Student get to experience a public performance and staging of their work with professional lighting and sound technology. The event is open to the public and serves to prepare students for future performance opportunities in our Skyline College plays and musicals.

- **Music Ensemble Performances:**

  **Soundscape:** In Nov 2023, Skyline College's *Soundscape Vocal Jazz Ensemble*, led by Professor Michelle Hawkins, performed at the **Cuesta College Jazz Festival** in San Luis Obispo, CA featuring high school and college groups from all around California. Soundscape performed a diverse set of repertoire and participated in a 30-minute workshop members of the acclaimed a cappella group m-pact. https://www.m-pact.com/home. In April 2024, Soundscape will travel to Oceanside, CA to perform at the **Oceanside Jazz Festival** held at Mira Costa College.  The festival features Canadian pianist & singer-songwriter Laila Biali as its artist headliner. Soundscape is particularly excited to meet Ms. Biali having performed one of her compositions, "Broken Vessels" during the 23-24 academic

year. https://miracosta.edu/academics/degree-and-certificate-programs/creative-and-applied-arts/music/oceanside-jazz-festival/vocal-festival.html

In Spring 2023, Skyline College *SOUNDSCAPE Vocal Jazz Ensemble* led by Music Professor Michelle Hawkins, performed at the **Columbia College Jazz Festival**. The festival is hosted by Columbia College of Sonora, CA and features high school and college groups from around California. Skyline College's SOUNDSCAPE Vocal Jazz Ensemble performed a set and participated in a 30-minute workshop with award-winning master educator Curtis Gaesser, who expressed how impressed he was with the ensemble's *"commitment to the music, joyful and inviting stage presence, and polished diction."* He even said one of their phrases was **perfect**.

https://skylineshines.skylinecollege.edu/uncategorized/skyline-college-soundscape-vocal-jazz-ensemble-attends-columbia-jazz-festival/

**Concert Band/Concert Choir:** The *Concert Band* (conductor: Luis Zuniga) and *Concert Choir* (conductor: Michelle Hawkins) started a yearlong collaboration. The Fall concert featured both ensembles. The grand finale included both ensembles performing together. During the Spring semester, the ensembles will join efforts yet again to bring our community a beautiful piece by German composer Johannes Brahms. Additionally, the Concert Choir will perform as the feature guest artist with the **Contra Costa Wind Symphony**, led by Skyline College Assistant Professor Dr. Luis Zuniga. This performance will take place on May 19th at the **Lesher Center for the Arts** in Walnut Creek.

**Jazz Band & Vocal Jazz Collaboration:** *The Jazz Band* is back at Skyline College! During the Fall semester, the Jazz Ensembles (Vocal and Instrumental) collaborated by performing together a challenging program that featured the Latin Jazz composition entitled Snow Samba by Cuban composer Paquito D'Rivera. As the ensemble grows, we are starting to get out to perform for our community. On March 10th, the Jazz Band will be performing at the **Odd Fellows Society in Half Moon Bay**.

**Guitar Ensemble**: The Skyline College Music department added the wonderful Nelsen Hutchinson to our roster of faculty members. Nelsen is a wonderful instructor and an accomplished guitarist. Nelsen has revitalized the guitar program at Skyline. Our guitar classes are growing and heading in the right direction. The guitar ensemble will perform an end of the semester concert in May.

**Performance Courses:** The Skyline College Music department has recovered from the pandemic and we are bursting at the seams. Our leveled I-IV performances classes in areas such as Voice, Piano, Violin/Viola, and Guitar are fully enrolled and we have reinstated Saturday and online sections to support our students. The Violin/Viola class performs for the children in the Child

Development Center each year to share the joy of music with our youngest students.

**Career and Workforce Programming:**

- **Paralegal Program:** In the past year, Skyline College's Paralegal and Administration of Justice Programs have achieved remarkable success in supporting students. With a dynamic curriculum, strong connections in the local area, and dedicated educators, the programs have supported students in transferring to four-year colleges and universities, earning admission to graduate schools, and landing coveted internships and fulfilling jobs. The Paralegal Program hosted is Spring 2024 *Advisory Committee* meetings with Paralegal professionals from across the state, including some Skyline Program alumni. We will be undergoing *American Bar Association recertification* in Fall 2024 and anticipate a great deal of data collection, analysis, and writing as a part of this process. There will be a site visit from ABA in Dec 2024.

- **Administration of Justice Program:** Our Administration of Justice program, led by Prof. Steve Aurelio, is a statewide leader in preparing students for careers in the field and supporting the articulation and development of *Credit for Prior Learning Initiative*. The program has implemented equity initiatives such as the elimination of "Zero points grading," which is an impactful equity practice. The department is primed to support *AB458 Modern Policing* educational requirements. The ADMJ program participates collaboratively in a wide range of professional career-related activities, including connecting students to internships with local police departments, serving on the executive board of DC-PAL Ed (Daly City Police Athletic League Educational Scholarship Foundation) which provides Skyline student scholarships, and participation in college career fairs and outreach activities.

- ***Careers in Psychology* Panel:** As one of the top majors at Skyline College, it is important to expose our students to the variety of career opportunities that are available in the field of Psychology. In Spring 2024, our Psychology Department is collaborating with the Strategic Partnerships and Workforce Development team to hold a Psychology-specific Career Day. The event will be hosted in Building 6 on April 9, 2024 from 10:30am – 12:30pm and will include a panel of psychologists from a variety of career fields. The panel will share information about their careers and their paths. Local business will be tabling with career and job information.

**Honors and Student Research:**

- **Psi Beta Honor Society:** Skyline College is now an official Psi Beta host campus**.** Psi Beta is a national honor society for community college students attending two-year colleges, inviting students who plan to major or minor in psychology, as well as students who simply have an interest in psychology. Our induction ceremony will be held in collaboration with uSOAR in April 2024. There is now an official Psi Beta campus club at Skyline College and they attended the *Western Psychological Conference* last Spring and have created many community service and civic engagement activities.
https://skylinecollege.edu/psibeta/

- **Honors Seminar:** We expanded our Curricular offerings for our Honors Transfer Program with a new course: IDST 106 Honors Research Seminar II. We now consistently offer both in-person and online sections of our Honors Research Seminar I and II each semester.

- **uSOAR – Undergraduate Symposium of Academic Research:** On April 28, 2021, we hosted our first annual symposium, with over 55 attendees, which focused on research in the humanities and social sciences. In 2022, the event was expanded to two days and included poster and student presentations, as well as research panels of both students and faculty. In 2023, our 3rd Annual uSOAR event evolved to included collaborative programming with our Honors Transfer Program, Psi Beta Honors Society, PTK, and student research.

  Our 4th Annual uSOAR is slated for Friday, April 19, 2024 and will include both poster presentations and student research presentations in an academic conference format. As our symposium continues to grow and expand, we are now receiving inquiries from students at other institutions and will build expansion plans into our strategic work in the coming years. This program was much needed SSCA initiative and is well supported with a super team including faculty and staff. We are now starting to strategize about creating a funding stream and process around support for students to attend professional conferences and will explore models in the coming years.
http://skylinecollege.edu/uSOAR/

VI.    **List and describe the major goals for your Division – What will the Division focus on achieving over the next 1-3 years? How do your Division goals align with the College's M-V-V and Education Master Plan?**

Major goals for the SSCA Division over the next 1-3 years include:

1.    **Curriculum alignment and Degree/Certificate development:**
One of the important areas of work in the SSCA Division is the alignment of curriculum, which includes individual course alignment to statewide C-ID courses for transferability and the linking all of our courses to a certificate and/or degree program. Our goal is to offer courses with compelling content, while maximizing the impact of each course to meet the educational and career goals of our students. This work aligns directly with college's goal to "support students in attaining their educational goals" (Strategic Goals 1 & Success Initiative 15).

Additionally, because a large amount of GE courses fall under the SSCA Division, we are streamlining and intentionally offering our GE courses in both in-person and online when possible, with ZTC and OER options for our most popular GE courses (Success Initiative 12 & 13).

2.    **Develop and implement activities that support student success, career connections, and research experience:**
We have developed connections with dual enrollment (Strategic Goal 5, Success Initiatives 1) and career education in support of our Career Technical Programs. The offering of extra-curricular activities, such as our Paralegal Careers Night and Psychology Careers Speakers Series, inform students about career options in a variety of fields. We have also provided research opportunities for students through the development of our IDST 105 Honors Seminar Course (and added an advanced level IDST 106) that supports the research process for our students in the Honors Transfer Program. Our goal is to continue to build this research support course, offering multiple levels and modalities, as well as to create focus areas in STEM and the Humanities. Additionally, we hope to further build on our uSOAR Research Symposium, allowing our scholar-researchers opportunities to engage in the presentation of research. (Success Initiatives 2 & 3).

ZTC pathway development is another key initiative in SSCA and all new faculty are on-boarded with an introduction to our CTTL ZTC team and are provided with resources to develop alternative open source offerings in support of students. We are also supporting our faculty departments that are building complete ZTC degrees, as well as ZTC GE Pathways (Success Initiative 11)

3.    **Engage in anti-racist practices in our classrooms and campus:**
(Strategic Goal 1, 2, 4, & 7)

**Ethnic Studies:** As we build our Ethnic Studies course offerings, we are also building the capacity and knowledge of our student body to critique systems and narratives that do not represent our diverse collective. This program will educate students with the

framework and language to disrupt white supremacy and racist practices in their educational environments, as well as in their relationships and interactions on campus and beyond.

**Professional Development and QOTL 2.0:** Nearly all of the faculty in the SSCA Division have completed the CTTL QOTL training and are successfully teaching in the online modality. Many SSCA faculty have expressed the desire to move beyond the basics and learn how to better utilize technology to serve students and ensure that their courses and pedagogical approaches are equitable. We support additional training for faculty and staff in the use of Canvas and other technologies with a focus on equity with clear language and design that interrupts racist practices in the classroom.

**Equity Engagement & Service:** We have actively engaged in sending our team members to NCORE and have faculty serving in roles such as: Equity Mentor, SAGA advisor and LGBTQ+ task group, gender equity task group, and the district equity advisory council.

We have allocated division meeting time to exploring the impacts/uses of ChatGPT in the classroom, a workshop on alternative grading for equity models, and discussions about how to build curriculum that supports our students and their success.

A group of SSCA faculty that have built solidarity for Palestine and have engaged in a multi-faceted strategy to serve faculty/staff and students through teach ins, Academic Senate resolutions, speakers, panels, poetry workshops, and other events and actions.

Finally, we actively support our Promise Scholars Program and Learning Communities with dedicated sections and faculty that utilize culturally-relevant pedagogy to create anti-racist, anti-oppressive learning environments.

**Hiring:** One of the most important places that will allow us to make change within an institution is hiring. Through thoughtful and intentional hiring practices, we can ensure that students see faculty that look like them and that all new hires on our campus have a willingness to engage and further their learning around anti-racist practices. We can select employees who embody the desire to challenge the canon in our disciplines and reimagine academic environments beyond Eurocentric boundaries. We currently have 6 Tenure-Track faculty and will be hiring three (3) replacement FT TT Faculty for retirements (Psychology, Administration of Justice, and Economics) for Fall 2024, as well as future hiring for our Division Assistant, PSC, and hopefully the replacement of two (2) additional FT faculty (History, Philosophy) who are retiring this academic year. With upcoming retirements and the need to expand our division support team, I am hopeful that we will continue to build a strong, equity-minded, student-centered, collaborative team. We also have additional need for Classified Professional staffing, new adjunct faculty (various) and FT faculty (Art History, Studio Arts, Ethnic Studies, and Sociology).

4. **Upgrade B1 facilities and technology:**
   For the past two years we have been in the process of upgrading portions of our B1. To date, we have modernized our faculty offices, faculty workroom, sculpture lab, digitial arts lab, theater (curtain and rigging only), photo lab, and music technology lab.

   Projects that are still in process include: Ceramics (kiln garage fan/flooding), gallery (lighting), vocal music lab (tech), instrumental music lab (tech).

   We are awaiting technology upgrades as well in several of our classrooms that previously did not have technology or had vastly outdated tech. Unfortunately, there are several spaces that will not be upgraded in this project and it is our hope that we will continue to improve those spaces as well (Strategic Goal 3).

   We have specific ideas that would enhance the usage of B1, creating a welcoming space for students, creating student hang-out spaces in our lobby and atrium, and modernizing spaces to display the amazing art of our students (in the Creative Arts building…so it feels like you have entered the campus creative center).

   We also have many unmet needs with regard to classroom space, labs, and storage. We are actively planning to move into the SPWD suite on the 3rd floor on B1 when they transition into B2. We know this will take a few years we will collaborate with SPWD during this interim phase.

VII. **Using the boxes below, list the resource requests that the Division is moving forward for consideration. Please note that the resource requests should be in declining order of priority, as indicated in the upper left corner of each box. For each resource request, describe how it connects with your Division goals, and the potential consequences of not securing the requested resource. In sum, please explain why filling this request should be a priority for the College.**

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| HIGHEST | Associate Dean or Director, Creative Arts Programming | Classified Professional FTE | MUS, ART, DMAD, FILM, DRAM | Sal Sched 20, Grade AE $169,392 + benefits |
| **Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.** | | | | |
| SSCA is a super division with over 80 fac/staff and 20+ departments/programs. We currently are dramatically understaffed and are in desperate need for an administrator to assist with the workload | | | | |

of this division. The need for an administrative level support is to address the large number of direct reports, to provide guidance and decision-making for community facing and academic programming. This role will work collaboratively with the dean in overseeing schedule development, evaluations, hiring, and personnel matters. This position is critical to maintain our operations and bring our comprehensive Creative Arts vision to fruition.

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| 1 - highest | SSCA Program Services Coordinator | Other | All SSCA programs impacted | Grade 27, Salary Schedule 60, Step 3, $75,636 + Benefits |

**Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.**

We have been supporting and growing a huge number of programs as a part of our commitment to aligning with the College Strategic Initiatives, including Career programming, Research and Honors programming, collaborative Performing Arts offerings (concerts/musical/plays/campus events), Music festival competitions, Art exhibitions, speakers series, film festivals, and more.

This type of programming is vital to the division and is directly linked to our academic programs, while providing access and opportunities to our students and in support of our larger community. We currently have a division office support team of 2 people (division assistant + PSC) and the dean for 19 academic programs. With the wide range of responsibilities and support work needed to host all of our programming, we do not have a sustainable model.

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| 1 - HIGHEST | Music Instructional Aide II | Classified Professional FTE | Music | Grade 22, Salary Schedule 60, Step 3, $66, 912 + Benefits |

**Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.**

We have had a short-term temporary assignment in this role for the last 3 years. This role is critical for supporting our music program and we will not be able to provide the necessary support to our music

students and music majors without a permanent role. This role has been requested for many years and needs to be considered highest priority.

This position is temporarily funded as an Instructional Aide, but then denied by CSEA. The title of Music Lab Technician is included to reflect the scope and depth the job responsibilities. Music Lab Technician/Instructional Aide - Assists music faculty in supervising practice rooms/music labs/music classrooms including all specialized Music equipment, assists Music students with music practice required for coursework, also assists in maintaining music collections and libraries, organizing student travel, student medical information forms for off-campus music events, organizing and maintaining music department collections and libraries, contracts, etc.

Provides Music students with instructional and technological support to meet course and program SLOs through permanent Music Lab Technician/Instructional Aide who assists music faculty in supervising practice rooms/music labs and student practice, also assists in maintaining music collections and libraries, organizing student travel, student medical information forms for off-campus music events, organizing and maintaining music department collections and libraries, equipment/sheet music borrowing, contracts, etc.

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| HIGH | Office Assistant II | Classified Professional FTE | MUS, ART, DMAD, FILM, DRAM | Sal Sched 20, Grade AE $169,392 + benefits |
| **Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.** | | | | |
| Position critical for the support of our division assistant, who currently supports 80+ fac/staff members with all manner of requests, timesheets, budgeting, course schedule entry (300 classes/term – highest number in college/district), requisitions, contracts, ordering, student surveys, hiring packets, syllabi collection, and a myriad of tasks. This role would support the division office team and ensure sustainability and timely response to the needs of this large team. | | | | |

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| HIGHEST | Replacement FT Faculty Positions:<br>• ECON (vacant)<br>• ADMJ (retiring in May 24)<br>• PHIL (retiring in May 24)<br>• HIST (retiring in May 24) | Faculty/ Adjunct FTE | ADMJ + ECON + PHIL + HIST | $360,000 |

| | |
|---|---|
| **Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.** | |
| Each of these programs has/had a single FT Faculty, except for HIST. Without the replacement of these funded positions, we will be unable to support the programs including, evaluations, SLOs, PRU/CPR, curriculum, resource requests, tec. Each of these programs has an AA-T and plays a critical role in CTE, Transfer, GE, Credit for Prior Learning, and more. These are all critical positions and should be prioritized and replaced. | |

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| HIGH | NEW FT Ethnic Studies Faculty – concentration Latinx Studies | Faculty/ Adjunct FTE | ETHN, Puente, GE | $120,000 |

| | | | | |
|---|---|---|---|---|
| **Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.** | | | | |
| Our Ethnic Studies program has been growing rapidly and we need an additional FT faculty to meet the student demand. Nearly every section offered in Spring 2024 has a waitlist, several as much as 22+ students. Additionally, as an HSI Institution, we need an expert in Latinx Studies to develop our curriculum and teach classes that are culturally relevant to our students. | | | | |

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| 1-highest | New Art Tenure-Track Faculty Position | Faculty/ Adjunct FTE | ART | $120,000 |

| | | | | |
|---|---|---|---|---|
| **Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.** | | | | |
| The Art Program has seen significant enrollment growth in the last academic year with the expansion of our GE course offerings and the continuation of our online Studio Art courses in addition to our face-to-face offerings. For Fall 2022, our FTE was 6.74, making our unmet need 2.32 with our current full teaching FTE subtracted. Art is a specialized discipline with faculty members who bring expertise in specific areas. Expanding the diversity of this expertise would benefit students, increase access, and allow for continued program growth and community engagement in the Arts. | | | | |

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| 1-highest | New Sociology FT Faculty | Faculty/ Adjunct FTE | SOCI/SJS | $120,000 |

| **Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.** |
|---|
| The Sociology Department has seen significant enrollment growth in recent years and we need a new faculty member to support both Sociology and our Social Justice Studies programs. This field of study support the colleges mission to create an equitable and empowering learning environment and is in direct response to the student need. |

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| 1 - highest | **CREATIVE ARTS Programming** Dedicated Budget Allocation – so we don't have to scrape together mini budgets each year.<br><br>ART Gallery, Musical, Empty Bowls, Film Festival, Behind the Curtain, annual Theater Production | Other | -Art Gallery<br>-The Musical<br>-Annual Play<br>-Film Festival<br>-Behind the Curtain<br>-Empty Bowls | $29,000 total for 5 programs |

| **Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.** |
|---|
| We are currently running several programs without regular funding. To allow these programs to continue, we need to allocate an annual budget for each, to ensure that resources and time are not wasted seeking alternative funding sources each year.<br><br>• **Gallery** - $6000/year<br>• **The Musical** - $13,000/year<br>• **Empty Bowls** - $3000/every other year<br>• **Stories of Transformation Film Festival** - $3000/year<br>• **Behind the Curtain** - $4,000/year |

**Administrative Leadership Unit Review (ALUR) Template for FY 2022-23**

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| 1 - highest | **Social Science Programming** Dedicated Budget Allocation | Other | -uSOAR<br>-Soc Sci Unwrapped<br>-Psychology Careers<br>-Psi Beta Honors | $13,000 total for 4 programs |

| **Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.** |
|---|
| We are currently running several programs without regular funding. To allow these programs to continue, we need to allocate an annual budget for each, to ensure that resources and time are not wasted seeking alternative funding sources each year.<br><br>• **uSOAR (Undergraduate Symposium of Academic Research)** - $5000/year<br>• **Social Science Unwrapped** - $3000/year<br>• **Careers in Psychology** - $2000/every other year<br>• **Psi Beta** - $3000/year |

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| 1 - highest | Performance Quality 9-foot Steinway Grand Pianos (locations: theater and choral room). Estimated cost ($150,000 + tax $15,000 + $1000 delivery) = $166,000 x 2 pianos | Equipment | Music, Musical Theater, Dance | TOTAL for two 2 pianos $332,000 |

| **Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.** |
|---|
| Our current grand pianos are 50+ years old and are no longer performance quality. We were slated to get new pianos with the construction of a Creative Arts complex, and since this is no longer the plan, we need to allocate funds to replace our aging pianos.<br>https://www.steinway.com/pianos/steinway/grand/model-d |

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|

| HIGH | Grand Piano Replacement x3 | Choose an item. | | |
|------|----------------------------|-----------------|---|---|

**Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.**

We are working to replace all of our pianos in the Music and Theater Department, as we received zero (0) new pianos in the partial B1 upgrade. All of our current pianos are in disrepair and must be replaced. This particular request is for 3 lower quality pianos for our various teaching spaces.

| |
|---|
| Yamaha CF4 Concert Grand - Length: 6' 3" (191 cm) Replacement Grand Piano - Rm. 1115 (Instrumental Music Lab) **$125,443** |
| Yamaha C3X Grand Piano - Length: 6' 1" (186 cm Replacement Grand Piano - Rm. 1113 (Private Instruction Room), **$66,836** |
| KAWAI GX-3 6'2" Conservatory Grand Replacement  Grand Piano - Rm. 1206 (Music Technology Lab a.k.a Piano Lab) **$59,369** |

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|-------------------|------------------------|------|---------------------|----------|
| 1 - highest | Upgrade Teaching/Learning Spaces: Painting Lab (1-303), Drawing Lab (1-320) Center for Creative Arts (1-124), Art Critique Wall + Lockers (B1 3rd Floor Atrium) | Rennovation/ Designated Space | All SSCA with emphasis on Creative Arts | $332,937 |

**Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.**

With the limited budget allocated for the updating of B1, there are some spaces that will not be included in the renovation. I have prioritized the teaching/learning spaces that will not be upgraded in B1 as a first priority for facilities upgrade (amount listed are from initial budgeting process with facilities and capital projects team):

**Painting Lab** (1-303) = estimated $146,514

**Drawing Lab** (1-320) = estimated $126,423

**Creative Arts Collab Lab** (1-124) = estimated $32,000

**Art Critique Wall** + **Locker Refresh** (B1 3rd Floor Atrium) = estimated $28,000

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| 1 - highest | **Geography ZTC Pathways Project** – Atlas Order (one-time cost), can't be included with Instructional Equipment requests because each item is not high enough cost. | Supplies and Materials | Geography – all classes | $2,000 |

| **Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.** |
|---|
| Half of a class set of **Goode's World Atlas (23rd edition).** This text is currently used in several GEOG 101 lab exercises, and is applicable to several other geography courses as well. This text has been identified as the most comprehensive global atlas at a reasonable price point. As this text is from 2016, and no date has been set for a 24th edition, we are requesting only half of a class set, and will supplement with a more current (albeit less comprehensive) text. **$1000 One-time cost.** <br><br> Half of a class set of Oxford World Atlas (28th ed). While less comprehensive than our current atlas, it is much more up to date (2021). This text can be used in both GEOG 101 as well as other geography courses. **$1000 One-time cost.** <br><br> By providing a class set of atlases, we are saving students money, as they will not have to purchase textbooks. This is an equity and social justice issue, to ensure that all students have access to this popular transferable lab course. This also furthers the geography department's eventual goal of being an entirely **ZTC program**. |

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| 2- high | Curriculum Development | Faculty Timesheet Compensation | Curriculum Development (Adjunct) | $1,000 |

| **Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.** |
|---|
| Geography has only one full-time faculty member, and relies on support from adjunct faculty. Our adjunct faculty have already expressed interest in creating a new course for our department. It is only fair and equitable that all adjunct faculty receive financial compensation for their work. This hourly pay would be |

for one adjunct faculty member to participate in the creation of one **new Geography course:** Geography of California.

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| 1- highest | Vocal Jazz Outreach/Touring/Recruitment Activities | Other | Music – Vocal Jazz Ensemble | $5,000 |

**Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.**

Funding for outreach, touring, and recruitment activities - including music festivals, competitions, educational conferences and performance tours. Examples include: Reno Jazz Festival, Cuesta Jazz Festival, Columbia Jazz Festival, Santa Cruz Jazz Festival, Monterey Jazz Festival, American Choral Directors National Conference, Jazz Education Network National Conference Expenses incurred for these activities include: Registration fees, Hotel, Transportation, Auxiliary Accompanists (bass and drums) - Approximate cost $5000; Festival/Competition/Conference Registration Fees - $1000; Hotel fees - $2000; Transportation - $2000; Auxiliary Accompanists (bass and drums) - $1000 ($500 per instrumentalist). $5000 was the amount earmarked after a series PIF grant for Vocal Jazz Ensemble for this task.

Provides marketing for Music program when touring with student performance groups. Provide students equitable performance experiences that meet performance course SLOs.

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| 2 - high | Guest Artists/Clinicians for music ensemble/music classes | Professional Experts | Music | $3,000 |

**Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.**

Provides Guest Artists/Clinicians for Music Ensembles/Music Classes for marketing and outreach of Music program. Provide students with Guest Artists/Clinician from traditionally marginalized student groups through performance experiences that meet performance course SLOs.

Usually $500 per semester would enable us to contract 2 local guest artists/guest ensembles/clinicians per year, but for international musicians/prestigious ensembles, $1000 may only enable us to contract 1 per year. $3000 would enable us to contract 3-6 guest artists/guest ensembles/clinicians per year.

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|

| 1-highest | Software | | Other | Music | $200 |
|---|---|---|---|---|---|

| **Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.** |
|---|
| Provide instructional software licenses (yearly) for student use in Music Theory courses that enable music majors to achieve the courses' SLOs and enables the College to meet C-ID course descriptor requirements. Provides students of all socio-economic backgrounds access to this instruction by the College covering the costs.<br><br>Instructional Software Licenses (yearly) for student use in Theory courses. Noteflight Learn is music notation software for theory students to complete assignments in a web-based. Noteflight Learn as a LTI through our Canvas CMS provides a dynamic learning environment in which students can hear instant playback of music composition. Noteflight Learn with SoundCheck feature uses an annual subscription model;. Pricing $69 for 10 users with each additional user at $2. ($109 per year.) The SoundCheck feature is additional $3 per user. ($90) This would be used for Theory and Musicianship classes (approx. 30 students total). The anticipated cost is $199 per year. Software possibly already put through ITS vetting process at sister college. Software needs to be purchased. |

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| 1-highest | Accompanist Hours – Musical and Music Performance Classes/Ensembles | Professional Experts | Music/Theater | $8,824 |

| **Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.** |
|---|
| Provide accompanist for the MUS. 501-504 Studio Lessons courses and the Spring Musical rehearsal times (not covered by the MUS. 410 course) that enable music students to achieve the courses' SLOs and enables the College to meet C-ID course descriptor requirements. Provides students of all socio-economic backgrounds access to this instruction by the College covering the costs.<br><br>Regular paid Accompanist hours for Studio Lessons courses (MUS. 501-504) and Spring Musical rehearsal times (not covered by the MUS. 410 course). For both Fall and Spring semesters. Studio Lessons accompanist for Studio Lessons classes (1 hour x 17 weeks x 2 semesters = 34 hours) and Student Juries (Final performance of semester + Preparatory rehearsal with students = 15 hrs x 2 semesters = 30 hours). Total hours (for Fall and Spring semesters) = 64 x $75/hr = $4800; Studio Lessons accompanist (Hourly Employees Benefits) 13% of $4800 = $624. For the Spring Semester, there are approximately 40 hours of rehearsal time that are not covered by the MUS. 410 course that require an accompanist for students performing in the Spring Musical. 40 hrs x $75/hr = $3000. Non MUS. 410 Spring Musical accompanist (Hourly Employees Benefits) 13% of $3000 = $390. |

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| 1- highest | The Musical | Other | Music/Theater/Dance | $10,500 |

| **Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.** |
|---|
| Theater Tech Team Support – for each production we need a tech team to cover lighting, sounds, rigging, and stage management. We only have one staff member and need to supplement with additional positions for short-term periods while in tech/performance. $5000 <br><br> Sets and Costumes are necessary elements to support student learning in the Spring Musical classes. Without these elements, the choice of show is limited. Without costume funding, the burden of supplying their own costuming is passed to students, which is not equitable for economically-disadvantage students. ($3500 for set; $2000 for costumes) <br><br> Provides necessary costuming and set equipment (for each production) for the MUS. 410 courses that enable music students to achieve the courses' SLOs. (In the past, students were asked to get their own costumes, which is not an equitable practice. In the past, production choices were limited due to set costs, which affects enrollment.) <br><br> We currently received PIF funds to support our Fall musical and are seeking a permanent budget allocation to continue our excellent work providing full-scale musical productions each Fall and Spring. |

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| HIGH | Dedicated Psychology Lab | Rennovation/ Designated Space | Psychology and other Social Science disciplines | Minimal Cost |

| **Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.** |
|---|
| The Psychology Department is requesting a dedicated space that includes a central meetings space and several small adjacent rooms/offices that would serve as a Psychology/Social Science Research Lab. The space would be used for qualitative testing, interview, and focus group design and implementation work to support student research. We have identified the Equity Institute space as an ideal model of what we are requesting. This room would support Psychology, Sociology, Social Sciences, and the Honors Transfer Program (and IDST Seminars courses). |

**Administrative Leadership Unit Review (ALUR) Template for FY 2022-23**

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| 1-highest | MUSIC DEPARTMENT: Sheet Music for Student Ensembles | Supplies and Materials | Music | $3,600 |

**Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.**

MUSIC DEPARTMENT:

\*\*With the loss and damage of our current sheet music collection, this request becomes even more urgent.

Sheet Music for Student Ensembles = $3,600
Provides necessary instructional equipment (for each new semester) for the Ensemble courses that enable music students to achieve the courses' SLOs. In addition, sheet music choices (ensemble repertoire choices) need to stay current to reflect diversity of student demographics. Provides students with sheet music by composers from or genres familiar to traditionally marginalized student groups.

All student ensemble courses have performance SLOs that require sheet music each semester to demonstrate performance skills. While the majority of the sheet music that the student ensembles use semester to semester is borrowed from our Choral and Instrumental Libraries, a smaller portion of new sheet music is purchased each semester by the ensembles in order to provide music from a variety of styles - especially those that are attractive and exciting for students and reflect our underrepresented/underserved student populations. Each choral score is approximately $2-5 per singer, so a single new 3 to 5 minute piece will cost between $40-100 for 20 singers. A vocal jazz chart (licensed for the group) is $75-100. A set of band parts for a single piece (4 to 8 minutes) costs approximately $60-100. Each of the following ensembles programs about 1 to 1.5 hours of music per semester, so each ensemble asking for $300 of sheet music is only about 10-15 minutes per semester. Concert Choir = $300 per semester Concert Band = $300 per semester; Jazz Band = $300 per semester; Vocal Jazz Ensemble = $300 per semester Chamber Orchestra = $300 per semester; Guitar Ensemble = $300 per semester

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| 2-high | Auxiliary independent contractor musicians | Professional Experts | Music/Theater | $6,000 |

**Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.**

Auxiliary Independent Contractor Instrumentalists (in addition to regular piano accompanists) to accompany student ensembles on final performances. Includes (1) Spring Musical hires pit orchestra instrumentalists needed to accompany shows $3500 - 7 services needed for production week

rehearsal/performances. 2.) Concert Choir hires a String Quartet to accompany a large work on their Fall concerts - $1500 3.) Concert Band hires 2-4 additional instrumentalists for which we do not have students to cover required parts - $1000. Hiring Auxiliary Independent Contractor Instrumentalists ranges from $125-$150 per service (a 'service' is usually a 3-4 hour performing commitment - either a rehearsal or a performance). To benefit our students in the music ensembles, independent contractor instrumentalists need to play at least 1 rehearsal to prepare our students for the performance. The Spring Musical is more complex with multiple performances. (Sometimes, our musical groups perform a concert multiple times, so the amount of total performances may vary.)

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| 2-medium | (3) metal large storage cabinets, and (1) metal medium storage cabinet | Equipment | Art | $2826 |

**Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.**

Provide safe, secure, and accessible storage of prop room items for 2D class student access.

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| 1- 2-high (must wait for B2 completion to take over SPWD space) | Supply storage rooms for Photography, 2D Art, and Digital Art - 3 small or 1-2 larger storage rooms to house small equipment and instructional supplies for 2D art classes. We recommend repurposing a few offices in room in 1-311, currently used as the Strategic Partnership and Workforce Development Office when they relocate to Building 2. The size and adjacency to the other 2d labs make this room appropriate for our needs. | Rennovation/ Designated Space | | |

| Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above. |
| :--- |
| Relocation of the photography Art Lab and Digital Art Lab from building 2 to building 1, and the loss of our 2D Prop room with the upgrades to building 1, resulted in a significantly reduced space. This reduction created a loss of critical storage space for supplies and small instructional equipment. More dedicated storage will improve instruction, as the labs are too cluttered with storage and equipment, making them less accessible and impacting best practices and safety standards. We want to secure additional storage space as they become available with transitions out of building 1. |

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
| :--- | :--- | :--- | :--- | :--- |
| 1- highest (B2 completion to take over SPWD space or other B1 space) | A dedicated Room_Printmaking Lab - Secure a dedicated room for a Printmaking Lab in building 1. We recommend repurposing room 1-319, currently used as the Cooperative Education Workforce Experience Office when they relocate to Building 2. The size and adjacency to the other 2d labs make this room appropriate for our needs.<br><br>**NOTE: We anticipate taking over the SPWD space when they move to B2** and we will use for the various print-making, dry lab, storage, and photo storage, as well as faculty offices and student space. | Rennovation/ Designated Space | ART (Social Science will benefit from SPWD space when B2 move is complete) | |

| Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above. |
| :--- |

A dedicated printmaking space is necessary to fully implement a printmaking curriculum per best practices exemplified by our transfer institutions. Similar to sculpture and ceramics, printmaking has highly specialized tools and equipment which are large, heavy, and stationery. This equipment can present a safety issue if they are not allocated the proper amount of space. In the current situation, instructors are required to sacrifice significant amounts of teaching time to set up and take down

vastly different types of equipment, furniture, tools, and supplies for different course needs in a shared multi-disciplinary 2D studio space. An additional Printmaking Lab would increase student access to studio space and equipment required for each discipline. It would also reduce repeated studio art lab reconfigurations that impact the health and safety of students and faculty. If we cannot secure a dedicated lab, we will need to bank the Printmaking courses. This is due to the impact that the current Printmaking equipment set-up has on the function of the other 2D courses offered in the Painting lab.

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| 2-high (B2 completion to take over SPWD space or other B1 space) | A dedicated room_Design and 3D Art Technology Lab (SPWD spaces)<br><br>Provide a dedicated Art program Design and 3D Art Technology Lab that integrates with all studio art disciplines, is appropriate in size, and safely allows for the integration of all digital equipment: a 3-D printer, a laser cutter, 2-D and 3-D scanners, a plotter, large format digital printers, and storage cabinets for equipment and supplies. We recommend repurposing a room in 1-311, currently used as the Strategic Partnership and Workforce Development Offices when they relocate to Building 2. The size and adjacency to the other 2d labs make this room appropriate for our needs. | Rennovation/ Designated Space | ART | |

**Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.**

The Art Program wants to ensure art students from all Art classes can access the technology needed for 21st Century design. A Design and 3D Art Technology Lab would increase equitable access to digital technology and design equipment for all art students. A dedicated clean, dust-free space for computer-based technical equipment would allow us to expand the types of industry-focused machines we acquire and keep protected.

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| 1-highest | Building 1: Third floor lobby_2D Art Class Critique Area and Artwork display<br><br>Removal of two large locker units, (1) large 2D Art Display case, (1) critique wall installation, (2-4) seating furniture | Rennovation/ Designated Space | ART | $10,000 |

| **Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.** |
|---|
| Creating a student art critique area accessible to all 2d students and instructors would help students meet the SLOs for critique and provide an interactive space for best HIP interactive practices. Displays of students' work encourages enrollment and student motivations for success. It also increases community engagement with student artwork. Currently, the existing 2D Photography, Painting, and Drawings Labs do not have adequate wall space for the large critique wall that the lobby could provide. |

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| 1-highest | Sculpture Lab_Instructional Supplies: Small equipment, hand tools, hardware, and bulk supplies (pewter and wood) for sculpture and 3D Design | Supplies and Materials | Sculpture | $800 |

| **Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.** |
|---|
| Increase equity for studio art lab classes by providing more small tools and equipment that can be used for multiple semesters rather than requiring an individual student purchase. Stock Studio Art |

| | |
|---|---|
| Lab with basic supplies and small tools to mitigate high costs for students supply expenses. Increase the number of tool kits that can be checked out. | |

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| 1-highest | (6) 80mm f/4 Enlarger lenses and (8) Medium film format negative carriers | Equipment | Photography | $1788 |
| **Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.** | | | | |
| Increase access to required camera equipment to meet Photography course SLOs and learning objectives.<br>**Cost** | | | | |

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| 1-highest | (25) wheel bats (boards),  (20) bowl-forming molds, (50) glaze brushes, | Supplies and Materials | Ceramics | $1427 |
| **Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.** | | | | |
| Stock Studio Art Lab with basic supplies and reusable small tools to mitigate high costs for students supply expenses. | | | | |

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| 1-highest | (1) Milwaukee, Cushion Grip Screwdriver Set, (2)6-1/16 in. Wood Handle Scratch Awl,(2) Nail Setter Kit, (2) Medium and Large Trigger Clamp (4-Pack), (1) 8" crescent wrench, (1) Gyokucho #611 Ryoba (Double-Sided) Extra Fine Saw / 240mm (9.5"), (1) Gyokucho #651 Blue-Hard Ryoba (Double-Sided) Saw / 240mm (9.5"), (15) X-ACTO X3205 NO 5 HEAVY DUTY, (4) Bostitch Office QuietSharp 6 Electric Pencil Sharpener, (1) Dura-Lon Plastic Coated Picture Wire #4 | Equipment | ART | $567 |

| **Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.** |
|---|
| Increase equity for studio art lab classes by providing more small tools and equipment that can be used for multiple semesters rather than requiring an individual student purchase. |

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| 1-highest | (1)Gallery reception desk, (3) Gallery Benches,  (1) gallery donation box | Equipment | Gallery | $5522 |

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| **Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.** |
|---|
| Improve Art Gallery environment to increase its role as a community gathering space for students and the community to experience and connect with art exhibitions. |

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| 1-highest | Refinishing the gallery wood floors to remove years of damage and wear. | Rennovation/ Designated Space | Gallery | $18,240 |

| **Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.** |
|---|
| Improve Art Gallery environment to increase its role as a community gathering space for students and the community to experience and connect with art exhibitions. |

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| 2-high | Art Gallery_Annual Budget for Art Reception Catering | Other | Gallery | $4,000 |

| **Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.** |
|---|
| Improve Art Gallery environment to increase its role as a community gathering space for students and the community to experience and connect with art exhibitions. |

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| 1-highest | . <br><br> Art Gallery_Increased Release Time for Gallery Director: Secure funding for increased release time for the gallery director position from .4 to .8. this could be for one faculty member or divided between two to cover the workload. | Faculty/ Adjunct FTE | Gallery/Art/Campus/Community | $ |

| **Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.** |
|---|
| The gallery is a significant public-facing venue at the college. Expanding this position would further enable the gallery to represent the college well with enriching art exhibitions by students, faculty, and regional artists. In addition, this would allow for increased community engagement and curriculum development in connection with art exhibitions and other college events hosted by the gallery each year, aligning with the objectives of the PCI's Community Engagement and Civic Mindset goals. The gallery and art faculty would like to increase our community presence, including student shows at the SWA gallery in San Bruno, curated exhibitions in the campus Intercultural Center and Library, and other requests for art displays. The current gallery release time does not account for these new and enriching opportunities. An expanded gallery director position could also co-chair the Public Art on Campus Committee at a time when its role is increasing. |

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| 1-highest | Art Gallery_Exhibition Supplies: An annual budget is needed for supplies (including paint, spackle, hardware, | Other | Gallery | $1,800 |

tools, light bulbs, vinyl, etc.) to maintain the gallery and produce professional quality exhibitions. These supplies also ensure that students in the gallery class have the full exhibition installation experiences to meet the course SLOs.

**Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.**

Secure a dedicated Art Gallery supply budget to run professional exhibitions and allow for successful planning and community participation. These supplies also ensure that students in the gallery class have the full exhibition installation experiences to meet the course SLOs.

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| 1-highest | 2D Art Lab_Safety Supplies - (2) IQ-Air filter replacement sets | Supplies and Materials | ART | $826 |

**Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.**

Continue to maintain the 2D lab safety standards required. Purchase air filter replacements to maintain a fume and dust free environment for 2D lab courses.

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| 2-high | Building 1 2nd floor Lobby Update Art display furniture and digital TV monitor, seating furniture, and facilities contract to remove existing showcases - (3) tall Art Displays, (1) Large Art | Other | B1 Lobby Entrance | $23,000 |

display, (1) wall art display (1) TV display, (2-4) benches/chairs (exact items to be determined), removal of (4) large showcases.

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**Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.**

The Building 1 second-floor lobby needs updating to showcase the central atrium, provide welcoming seating, and showcase the programs in Building 1. This project includes demolishing the current showcases obstructing the windows and replacing them with tall column-style showcases. Also, add a large showcase in the place of the vending machines (which can be relocated to the side) and install a wall-mounted monitor to showcase Creative Arts and Social Science Events engagingly.

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|
| 2-high | B1 External Mural Infrastructure – to expand our Art On Campus work, we are bringing forward a Fall Mural Project for Skyline College. Facilities has created a quote to build our B1 infrastructure and we will need ongoing support to move our annual murals to locations throughout campus | Other | B1 Exterior | $9,000 |

**Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.**

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|---|---|

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount $ |
|---|---|---|---|---|

| 2-high | Skyline Public Art Walk Project – need signage for each artwork, possible lighting, website work, content creation/research, and campus map | Other | Campus Wide Impact | $30,000 |
|---|---|---|---|---|
| **Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.** | | | | |
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