



## Music & Dance Faculty Meeting

Minutes of February 3, 2016

**Faculty in Attendance:** Boss, Cheung, Crumb, Dossin, Esquivel, Foley, Gearhart, Gries, Grose, Henniger, Iddrisu, Kajikawa, Kerner, Koenigsberg, Kyr, McCallum, McQuilkin, Manis, Nobile, Owen, Pack, S.Paul, Pologe, Ponto, L.Rodgers, S.Rodgers, Shaffer, Smith, Stolet, Straka, Udell, Vanscheeuwijck, Vargas, Wachter, Wagoner, Wayte(Laura), Woideck, Wolf (38)

**Dance:** Kennedy, Mockli (2)

**Staff in Attendance:** Bach, Eckelberger, Ho, Klenke, LaFayette, Littlejohn, McShane, Mason, Merydith, Miller, Spicer (11)

**Faculty Not in Attendance, But Excused:** Barth (OWQ), Case (teach), DeMartino (OWQ), Dorsey (teach), Jacobs (teach), Kramer (sabb), Kruckenberg (teach), Latarski (teach), McWhorter (teach), Mentzel (sabb), Olin (teach), Peña (OWQ), Vacchi (OWQ), Van Dreel (OWQ) (14)

**Faculty Not in Attendance:** Abbott, Baird, Brown, Denny, Grasso, Hobbs, Jantzi, Johnson, Lucktenberg, Riley, Tedards, Wayte(Larry), Wiltshire, Zaerr (14)

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### GREETINGS & APPROVAL OF MINUTES

Dean Foley brought the meeting to order a little past 3:00 pm. Hearing no objections or corrections, the minutes of the music faculty meeting of January 13, 2016, were accepted as written.

### ANNOUNCEMENTS

#### DEAN'S ANNOUNCEMENTS

- **SOMD Fundraising:** with gifts pending or about to close, Dean Foley announced that as of January 31, 2016, we stood at \$13,561,981 raised, or 87.5% of our goal.

#### PRESIDENT MICHAEL SCHILL

Dean Foley introduced the university's newest president, Michael Schill, who is going around campus to have discussions with area faculty. President Schill said he would briefly present his priorities and then have a Q&A session. He admitted that he doesn't know very much about music and dance programs. He did attend the recent choral performance presented by Sharon Paul, where he sat next to Foley and peppered him with questions.

By way of introduction: he grew up in Schenectady, NY, (home of Kurt Vonnegut) in a home that did not have much music and a town that didn't have much entertainment. He received a huge scholarship to Princeton, where among his studies he took music 101 and piano lessons. Saying he is in awe of people who do make good music, such as Alex Dossin, he stressed that it is essential for our students to be exposed to the arts. His exposure in college broadened his perspective and enriched his life.

Princeton was followed by law school, practicing real estate law, and finding himself drawn to administrative work. He ran a co-op that included Ed Koch and Bella Abzug. UCLA hired him to be dean of their law school, where he found a temperament that was an 180° turn from the

Chicago law school, which was all about the life of the mind ("You're only as good as your last article.")

On coming to the University of Oregon, he knew the recent history, including multiple turnovers in presidential leadership and funding challenges. But he looked forward to the challenge of changing the environment to one that allows faculty to be excellent and not have to deal with distractions. He, himself, came because he has a "hunger for excellence."

He declined the advice given to him of spending his first year listening to his new campus and instead went to work on the three elements he has identified:

- academic excellence
- building tenured faculty
- accessible, affordable, timely graduation

The UO has one of the lowest graduation rates of our peers: 49% in four years, 71% in six years, and 29% not graduating at all. He explained that students don't yet see the connection of overall cost of tuition with long graduation timelines. Schill would like to see every student with a 3.7 GPA from an Oregon high school have all expenses reimbursed. He wants to get to students before they have to drop out and has targeted \$1.5 million in graduation assistance awards.

He talked briefly about sources of funding, low alumni support, and his recent memo outlining a realignment of priorities at the UO. Some parts of the university adjusted to increased student population by hiring more NTTF and tipped the ratio with TTF too far. CAS budgets have had the hardest budget deficit and suffered the largest decline in enrollments. He announced that the central administration will take a 2% pay cut in the next budget and 3% in the year following.

He wants to see the university have a centralization of purchasing (computers, supplies) and notes that there are 27 IT systems on campus. Autonomy is valued, but economy of scale is also important. He reported that the SOMD is one of the "few bright spots" and credited Foley's skillful stewardship.

## **Q&A**

Several questions or topics were sent over ahead of the meeting and some came from the assembly.

**Q:** STEM vs STEAM (Science Technology Engineering and Math vs Science Technology Engineering Art and Math): what is the role of a school of music in a university's mission? **A:** Hiring music faculty vs scientists: cost are much lower for music because of no laboratory expenses. Schill acknowledged our excellence as he also said that students are pushed by parents to take sciences for future employment. His response is "let your students have a broad background. Creativity is important and is fostered by exposure to the arts. It's important to feed the soul and not just the mind."

**Q:** Will there be a cluster hirings of excellence in the arts? **A:** Clusters have happened as we fund raise for them. Could we do more with central fund raising; we should look at cluster potentials.

**Q:** How can we recruit and keep quality students? **A:** There was some worry with Schill's January memo that there would be cuts to graduate funding. Last year the UO went down in graduate

numbers but made an immediate support for approximately 40 new GTF positions. There will be to more commitments in the form of promising scholar awards and a Graduate School fund to recruit students.

**Q:** In regard to the TTF/NTTF balance, are there new ways of defining tenure and exploring creative ways of looking at alternatives? **A:** Schill believes in the traditional tenure system with support given for extraordinary scholarship. The typical triad is research, teaching, and service. This is a very service-intensive school, in part due to the comprehensive nature of the school. We have high fixed costs and everyday people are wanting to provide new programs. We have committees with empty seats and more teaching done by NTTFs.

**Q:** On the distribution of resources, will funds go first to starved programs? What about productive units? And will areas that have lost funding be able to rebuild? **A:** Decisions will be guided by the strategic mission. Equity investments may be needed. Plans are in place to balance budgets. Fiscal Year 17 will be a stabilization budget followed by a new financial system (as yet not determined).

**Q:** What is your vision for community engagement? **A:** We do that a lot: education, Sustainable Cities (Redmond), etc. We need to build pipelines for African-American students to enroll in the university—a particular type of outreach in the form of engagement. We have a significant role to play, but no doubt, our number one priority is to build our academic programs.

### **Closing**

President Schill thanked the school for the student instrumental welcome, saying that we had definitely set the standard. [Prior to the start of the meeting and as President Schill entered the room with Dean Foley, the Tueuph Quartet played "Hail to the Chief."]

### **ADJOURNMENT**

The meeting was adjourned at 4:00 pm.

Respectfully submitted by,

Anne Merydith  
Dean's Office