

School of Music and Dance

Sabrina Madison-Cannon, Dean

MEETING MINUTES

November 13, 2019

Faculty in Attendance: Baird, Boss, Brunkan, Chatfield, Ebert, Esquivel, Fine, Foley, Fritz, Garner, Ghillebaert, Gries, Grose, Grossman, Hatakeyama, Henniger, Iddrisu, Kim, Koenigsberg, Krueger, Llinás, Madison-Cannon, Manis, McQuilkin, Mentzel, Owen, Pack, Peña, Pologe, Ponto, Shner, Silveira, Stolet, Straka, Strietelmeier, Van Dreel, Viens, Wallmark, Wheeler, Wolf

Faculty Not in Attendance, but Excused: Bellona (teach), Brunkan (senate), Cordova-Arrington, Crumb (teach), Denny (teach), Honka (teach), Kruckenberg (travel), Kyr (teach), McWhorter, Paul, Riley, Vacchi (sabb), Wayte (teach)

Staff in Attendance: Bates, Benefiel, Cagno, Cummings, Eckelberger, Glenn, Ho, Kenton, Klenke, Levy, Mason, Mikesell, Spicer, Stanny, Stevens

Visit from the Provost

Provost Patrick Phillips visits the SOMD meeting from 2:00-3:00 p.m.

Dean Madison-Cannon welcomes everyone to the meeting and introduces Provost Patrick Phillips. Phillips is accompanied by Janet Woodruff-Borden, the new executive vice provost for academic affairs, and David Austin, communications director for the Office of the Provost, who are also introduced and sat in on the meeting but were not part of the discussion.

Provost opened that his intent is to have a discussion with the group. He shared that he has been at UO for about 20 years, he played trumpet in college, and has a love of renaissance and baroque music. He has taken weekly private lessons learning the flute with SOMD faculty Elliott Grasso; why is this relevant? Because he cares deeply and personally about the arts and believes that universities play a very important role in society.

Phillips recaps the Presidents current priorities: building tenure-related faculty and promoting academic research; ensuring affordability, access and success for students; and delivering a rich, excellent educational experience for students in an inclusive and diverse environment.

Provost explains that his role at the university is to support the president and unit priorities; all academic programs report to provost. The Provost's Office is a place where we can look at the entire university and look for places of opportunities to work together.

Provost shared that he has his own initiatives: Environment – want to attract the best students, staff, and faculty; Innovation and entrepreneurship – only public university with law, business school—plus knight campus; Humanistic studies – division in CAS called humanities, but we have humanities across all colleges/schools (College of Design, School of Journalism and Communication, SOMD).

Provost views his initiatives below UO priorities but thinks of them as ways to start conversations on how we can work together and synergize within schools and across campus.

The Provost opens the floor to questions and comments.

Shner shares a student driven project; a new cd that was just released for sax and clarinet, that includes original music composed by SOMD students, produced by SOMD students, and played by SOMD students. This project only involves players but involves students and faculty from all parts of our school. This graduate student driven project is a perfect example of how we work together within SOMD and hopes to see more of this collaborative work in the future.

Glenn reflected on a past Provost meeting two years ago when Jayanth met with SOMD and had a similar message that arts were important at UO. But that has not translated to our school; we took a large budget cut to our school one that was disproportionate to our budget. She shared that she's a bit skeptical of the importance of arts on campus.

Provost agrees that large cuts were made to OBF but feels that cuts to the school were not disproportionate cuts to SOMD. He says that our budget is tight and will not sugar coat it. There are major drivers, external forces causing conservation internally: we have PERS retirement obligations at a rate of about 10 mil a year in annual cost, health care increases, and we have also lost over 1,000 international students the last few years...which is about 30 million. All of that together is about 60 million.

These are financial pressures that are difficult for us to address. It would be great if the state could step up and support. State support is currently less than it was before the recession, this is the world we are currently in. Our students in turn bear the costs of these increases. More and more we are dependent on tuition dollars, we try to offset this with philanthropy and state support.

Narrative that is driving students to seek out college is different these days; students have a goal of employment and many even state they want to be self-employed (about %75) which is a shift from how universities were valued in the past.

Glenn followed up with addressing how the decline to international students is not unique to UO, and asks if there are things other universities are doing address this issue that we should be looking at?

Provost: we don't totally know the answer to that question. In our case, we are talking about students from China. The value of coming to UO and Oregon is different; other schools like in CA have a different reputational status that students are still drawn to. We don't have engineering, medicine, etc. the types of programs that international students are still seeking. Times are challenging and there are added federal and government challenges for students, creating added access issues for these students.

Boss said he was encouraged to hear the Provost talk about the value of humanities and asks how does the Provost's Office want to encourage us to link us together with other humanities across campus? Or link us together with our colleagues within SOMD?

Provost views parallels to our school with the College of Design—they have humanities, planning, creative, and professional disciplines; there is depth and breadth within the college that is already celebrated. Through performance, we can have public engagement.

Right now, we are balancing resources. Making sure units have their priorities established so the Provost's Office can help support these initiatives.

Wolf speaks to the president's three goals including access and diversity; students made the switch after the recession to think about college as a means to employment. But in turn, there has been a large push on innovation and entrepreneurship at the university. There is a discourse of the social justice, what is the state's responsibility to our students and students from Oregon?

Provost understands this point and that we are facing different challenges; what it is to prepare this university for addressing the next generation of our students.

Mikesell reiterates that yes performance brings community and inter-department collaborations, but it's also a large collaborative effort amongst others in the school like staff and takes a toll on our limited resources; we are working with old dated facilities and spaces. In the sense of continued community engagement, what is the reality of a new performance hall?

Provost: What are the realities of it? What are we up against? Costs, planning... I'm not going to shutdown these conversations, but I will let you know there will be no state funding for this, almost guaranteed, they will not invest in new buildings on campus, from their perspective we have enough buildings.

Whatever the costs are, we have to bear that solely and internally; really that means philanthropy. I want to help the school look at the scale and scope of the project and hopefully attract new philanthropy to the university. I cannot commit to the project or any timelines but can commit to keeping the conversation going.

Pologe brings up that facilities conversation started at least 25 years ago, this is not a new conversation.

Provost: yes, I realize that. I'm working with Sabrina and campus planning to get copies of past plans. But realistically it's going to be about who is coming to UO support this.

Grose addresses the issue that it costs the UO more to educate undergraduate students then we receive from state funding and asks what are some of the lobbying efforts being done in Salem?

Provost shares that in a previous role as acting knight campus director, he went to Salem to lobby. He saw firsthand that lobbying consists of two components: what can the state do and what do the citizens want the state to do. We are currently operating with periodic engagement—intense engagement ramps up when a bill comes up, but nothing proactively done in the down town. This needs to change to a continuous engaged model.

For example, OSU does this well. They have an extension center that brings value to the state that community members can see (forestry; fire services; workshops for the community)—this state needs us badly and we need to fulfill our role as a public institution.

Wallmark brought up research on campus and how STEM needs to change to STEAM—where the added "A" is for the arts. He asks to what extent are SOMD and other arts centered disciplines involved in conversations with the knight campus and research?

Provost said there are other ways that we can highlight arts and art research on campus, not just through the knight campus. It has already started with visual arts—for example the 1% of art program is part of

every new building. When we design a building, we work with the program to incorporate art into our spaces early on; a way to integrate and celebrate.

Glenn expresses concerns regarding finding new donors if the president has priority over the first ask.

The Provost does not address this issue in depth and states this is not in his portfolio, but he is aware of the concerns and that this is a further conversation for advancement leadership.

Provost hopes to find other opportunities to bring arts to the center of campus—music students performing at the EMU, art installations outside of Lawrence Hall; this is one of my visions moving forward.

Ebert brings up the issue of quality vs quantity. You're not getting a ton a tuition dollars from SOMD because we can't produce large numbers of students and therefore large amounts of tuition dollars. Our class sizes are small and different than how others on campus operate.

Provost says we are not alone and that others across campus have this same concern; such as small architecture studio classes. There is value in the quality of our teaching and of our professional schools.

Chatfield adds that to have someone on our side, philosophically, is great. Thank you.

Provost thanks everyone for their time and leaves the discussion a few minutes past 3:00 p.m.

Call to Order

Dean Sabrina Madison-Cannon calls the regular meeting to order at 3:06 p.m.

Approval of the Minutes

The minutes of the October 16, 2019 meeting were approved as written with no corrections or edits; the decision was almost a unanimous vote with the exception of one abstain.

Restructuring and Implementation Committee Update

Sabrina introduces the committee co-chairs, Melissa Peña and Beth Wheeler

Peña and Wheeler present a brief overview of the committee process including their timeline—see slide.

2019-2020 SOMD Restructuring **Looking forward**

Proposed Timeline

July – committee charge

October

- Initial meeting
- Selected Co-Chairs
- Proposed more detailed timeline
- Divided Responsibilities

October – January
We are here

January – April

- January check in meeting with Sabrina – all sub committees
- Set regular meeting schedule for winter
- Due date April 30

May – June

- Department heads will be appointed or elected

Next slide – more details

Divided into sub-committees

Peña and Wheeler also share that the committee has broken into smaller sub-committees to tackle the first set of charges set forth from the dean—see slide.

SUB COMMITTEE PROCESS CHART		
Sub Coms	Committee Charge	Members
1	Department Structure Sub Committee <ul style="list-style-type: none"> Identify places for all faculty and programs using approved structure Clearly define "areas" within the departments Clarify roles and responsibilities for Area Coordinators 	Chair: Toby Fritz Lori Steve
2	Union Policy Sub Committee <ul style="list-style-type: none"> Review union and university policies with regard to the development of departments Advise Dean's Office with respect to those policies 	Chair: Larry Drew Habib Jeff
3	Department Head Duties & Responsibilities Sub Committee <ul style="list-style-type: none"> Propose draft position descriptions & list job description Review SOMD governance documents to identify common policies 	Chair: Jack Karen Alex Rob

Scheduling Committee

Associate Dean Leslie Straka, Assistant Dean Bob Ponto, Brooke Cagno, Grace Ho, Thor Mikesell

The committee unveils the scheduling posters at the front of the room while Associate Dean Straka presents; the posters will also be on display in the 219B conference room.

Straka shares that last fall 2018, the committee was asked by the Dean to standardize a schedule framework for academic class scheduling based on equity and the available facilities. Some of the reasons that we have so many scheduling issues:

- Accommodating ever-growing number of course offerings & degree programs
- Making room for a growing student body and additional faculty
- Long-standing habit of scheduling classes wherever they seemed to "fit", but without looking at all of the collateral damage
- Long-existing programs gradually acquiring "prime" times and spaces.
- Scheduling around faculty personal schedules and preferences.
- Accommodating complex schedules for our 70+ GEs.

Straka also presents problems that we face with our current scheduling model:

- Many conflicts between required courses causing course substitutions, waivers and overrides
- Rooms inappropriate for performance medium
- When schedules & classes are changed due to faculty leaves and sabbaticals, replacements are often scheduled in an ad hoc manner
- Conflicts between required courses requiring wavers and overrides

When it came to resolving scheduling challenges, these were the committee's priorities:

- Students being able to reliably take the classes listed for their degree programs
- Timely completion of degrees
- Resolving potential conflicts for GEs (as much as possible)
- Placing classes in appropriate teaching spaces
- Avoiding teaching conflicts

What are some of the best things about the new schedule?

- Unified studio class times:
 - Area studio classes take place on the same day/time allowing for informal room swaps, area master classes with guest artists, area presentations, etc.
- Significant reduction in the number of conflicts between performance and scholarly courses.
- In many cases, there are more appropriate classroom spaces for courses being offered
- Resolved some of the long-standing conflicts, e.g.
 - Collegium Musicum and the Oregon Wind Ensemble
 - Music education and musicology/jazz courses
- Allow for non-use of Collier

How you can help the committee:

- Committee has met for the last year-and-a-half. Earlier versions were presented to Dean's Advisory Committee for feedback and that helped shape this beta version of the schedule. Now we would like to replicate that process with you. We have applied a variety of lenses to this project, but we realize there may be things we have overlooked.
- We are looking primarily for direct course conflicts for students, but if you see things you don't think work, please let the committee know.
- Please understand that there is no way to make an ideal schedule for all SOMD constituents.

Ponto asks faculty to review the schedules, and if this is a radical rewrite of your program and schedule, to please pause for a moment and think “can I make this work”?

Feedback due by December 13—an email will be distributed after today’s meeting with copies of the schedules and a link to a Qualtrics survey for giving feedback.

Fritz and rest of faculty thank the committee for their efforts—the room applauds.

SOMD Metrics Gathering

Jay Kenton, Student Services Director

Sabrina introduces Jay and the concept of student data tracking. Where do students go after admissions? Do they stay in our program, do they graduate? And what about student demographics: Where are they coming from? Jay was tasked with collecting data. These metrics help us understand where we currently are and our capacity for growth.

Jay shares highlights from report and how he was able to sort and drill down to specific student populations within graduate and undergrad areas. The data from the report also shows that graduate enrollment has been steady over the last few years while undergrad enrollment has inclined. Kenton says this data will help inform us who are students are.

Glenn asks what are the most popular majors?

Kenton: most popular undergrad majors are popular music and general music.

SOMD Adoption of new IT Tools

Guy Eckelberger, IT Director

Guy introduces Microsoft Teams and does a live demo of SOMD Teams. What is Microsoft Teams and what can you use it for? It's part of Office 365, which is a service that includes file sharing and storage via OneDrive; Office Suite Word, Excel, OneNote; Stream for video storage; and more. MS Teams is an app in O365 as well.

Teams is a central collaboration and communication hub bringing together IM, videoconferencing, audioconferencing, file sharing, and more. This is a great tool for groups and committees as a way to collaborate with others and keep content in one place.

Where do I get support and provide feedback?

- Knowledge Base Articles in the Service Portal
<https://service.uoregon.edu/TDClient/Shared/Search/?c=all&s=microsoft+teams>
Open to suggestions and requests for new documentation!
- FAQ
<https://service.uoregon.edu/TDClient/KB/ArticleDet?ID=68658>
- Service Requests/Feedback
<https://service.uoregon.edu/TDClient/Requests/ServiceDet?ID=32268>
- Where do I download Teams?
<https://teams.microsoft.com/download>

Institutional Hiring Plan (IHP)

Madison-Cannon returns to the podium to discuss IHP proposals for SOMD. Our current way are engaging with IHP is replacing and maintaining; our colleague, Steven Chatfield, recently announced he will retire June 2020, so I've added his position in dance to the list of current IHP proposal suggestions:

- Assistant Professor of Dance
- Assistant Professor of Trumpet
- Assistant Professor of Jazz Piano
- Assistant Professor of Guitar

Madison-Cannon shows the list to the group and asks if anyone has any thoughts or feedback about the suggestions. We could potentially add a Music Education position for Music Therapy to the list, but this needs more discussion with music ed faculty and partners across campus (College of Education, etc.). She also asks the group to think about if there other things we should be considering for our IHP proposals other than covering what we are missing. Are there any concerns with the current suggestions?

Jeff: Music Technology is getting ready to propose new program

Madison-Cannon: so is the Music Educaiton faculty

Mikesell asks what about office space for these folks?

Madison-Cannon: Yes, capacity for growth also includes facilities; let's first think of this from a student serving mindset, and a program serving mindset, then we'll look at this from a facilities point of view. We have to grow to bursting then address our facilities problem. Let's focus on figuring out how to serve faculty and students.

Unknown: is the target of opportunity hire still an option with IHP?

Madison-Cannon: I'm open to this discussion; the Provost is carving out part of the IHP fund for direct appointments and this may include target of opportunity hires.

Wolf asks if there any thoughts on hiring for music admin?

Madison-Cannon says that no one has brought that to the table. There has been early discussion with the College of Business, maybe a business music minor, but nothing solidified yet. I don't know how it (music admin) fits with our current offering, but I'm open to the conversation; IHP proposals due early February.

Going forward, instead of focusing on what holes do we need to fill, how do we shape our future? How should we prioritize? Let's figure out what our pillars are, a cohesive vision and how we get there. Vision level conversations at an area level. Let's start contributing ideas so we come up with a plan in our next meeting in January.

Adjournment

The meeting was adjourned by Dean Madison-Cannon at 4:04 p.m.