

# School of Music and Dance

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Sabrina Madison-Cannon, Dean

## MEETING MINUTES

May 13, 2020

**Faculty in Attendance:** Abbott, Bellona, Boss, Cheung, Crumb, Denny, Dossin, Ebert, Esquivel, Fine, Garner, Gearhart, Ghillebaert, Grose, Grossman, Hatakeyama, Henniger, Iddrisu, Jacobs, Jantzi, Kim, Koenigsberg, Kruckenberg, Krueger, Kyr, Llinás, Madison-Cannon, McQuilkin, McWhorter, Mentzel, Mockli, Nobile, Owen, Pack, Paul, Peña, Phillips, Pologe, Ponto, Riley, L. Rodgers, S. Rodgers, Shner, Stolet, Straka, Strietelmeier, Vacchi, Van Dreel, Viens, Wachter, Wagoner, Wallmark, Wayte, Wheeler, Wiltshire, Wolf.

**Faculty Not in Attendance, but Excused:** Baird, Brunkan (senate), Chatfield (teaching), Foley (teaching), Silveira (senate).

**Staff in Attendance:** Bates, Benefiel, Cagno, Eckelberger, Gorman, Ho, Klenke, Levy, Mason, Miller, Spicer, Stanny, Stevens.

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### Call to Order

Dean Sabrina Madison-Cannon welcomes SOMD faculty and staff to the remote zoom meeting and calls the meeting to order at 3:04 p.m.

### Approval of the Minutes

The minutes of the April 15, 2020 were presented to the faculty; Paul motions and seconded by Bellona. Minutes were approved by unanimous vote, with a notation to make a few minor typo corrections.

### Student Town Hall Survey Feedback

Sabrina introduces FAC member, Beth Wheeler, who has been a sub-committee of one leading the charge to review the Student Town Hall survey feedback.

Wheeler provides the group with a PDF outlining the process, updates where are, next steps for faculty and staff, and the plans for what we're doing with this feedback.

### Step 1: Initial Town Hall | January 30 and 31, 2020

An initial town hall meeting was convened by the Dean's Student Advisory Council, for the dean to hear from students and discuss the student experience. After the initial town hall discussion, were provided with a survey to capture their feedback. Of the 167 responses, we discovered four prevailing themes:

1. Communication 40%
2. Curricular Design 31%
3. Facilities 22%
4. Pedagogy 6%
5. NA 2%

## **Step 2: Review initial Feedback**

### **Step 3: Faculty and Staff input**

Review the discussion points with your area/committee, see below.

Send feedback to Beth Wheeler by May 22, 2020

### **Points of Discussion**

1. Communication:
  - a. In what ways can we communicate about concert schedules and student recitals?
  - b. In what ways can we make curricular changes easier to find and understand?
  - c. In what ways can we create fun social activities to help establish a community atmosphere?
  
2. Curricular Design / Pedagogy:
  - a. In what ways can we facilitate collaborative work and cross-disciplinary engagement?
  - b. In what ways can we fix the course conflict problems?
  - c. In what ways can we create less vague syllabi?
  - d. In what ways can we include more technology in the classroom?
  
3. Facilities:
  - a. In what ways can we enhance the Wifi access throughout the buildings?
  - b. In what ways we can add appropriate water fill stations and bathroom facilities on every floor?
  - c. In what ways can we add space for interdisciplinary work and projects (operas, dance works, musicals, etc.)
  - d. Can we add online sign-up procedures?

## **Step 4: Communicate to students by end of spring term**

### **Step 5: More input from students**

Wheeler opens the topic to questions and Garner asks if these survey questions were specific to Spring term.

Madison-Cannon: No, this feedback is from the Town Hall meetings that took place during winter term.

Esquivel asks if we should answer these questions individually or as an area?

Madison-Cannon responds that this should be done as an area; several of these topics are things we've already addressed or are currently working on. However, students aren't always aware of

things that are being done behind the scenes. It's important to let students know their voices are being heard. Explain to them what we are going to do or explain why we do what we do.

Kyr asks if we can we combine the two surveys and provide responses to both surveys at the same time.

Madison-Cannon agrees that could be a possible way to approach the feedback however we should be mindful that many concerns are related to pedagogy; the first student feedback was given a long time ago and we should push forward to give them a response to their feedback.

As for the spring term feedback, that's more so for us to learn from if things are remote during fall term—how can we make things better? Students were flexible during spring term but going forward into fall, they question if this worth their time and money. In reading their feedback, can we change how we deliver/adjust to fall term in a more meaningful way?

Some of the earlier feedback we can't do anything about right now, like our space/facilities, but we can respond to it and let students know the steps we are taking—such as conversations with our advancement council on a feasibility study regarding our facilities.

A lot is going on behind the scenes, and when students don't realize that, they can think we're doing nothing.

Mentzel asks if there is a way to get more granular with the student feedback. For instance, if they bring up concerns about technology not being used enough, but we're in an area that utilizes technology—how do we know that feedback is directed towards our area and if we need to improve?

Beth suggests that faculty share if they have questions for students that you would like clarity on.

### **Restructuring and Implementation Committee Update**

Madison-Cannon switches gears and introduces committee co-chair, Melissa Peña, for a restructuring committee update.

Peña reminds us that there was a May 1<sup>st</sup> deadline for faculty to submit feedback via a Qualtrics survey and shares that the co-chairs (Peña and Wheeler) have been reviewing and organizing feedback.

The committee is scheduled to meet this Friday (May 15) to begin the process of revising and incorporating updates into the restructuring documents.

Next steps will be to share revised documents.

Peña also takes this opportunity to clarify a few points regarding some common themes in the feedback survey:

- **Conducting Area Inconsistency.** This was just a small oversight when the draft documents were created, and it is being addressed in revisions.
- **Primary/Secondary Area Placement.** Some faculty are housed in multiple areas/departments; this is indicated in the document by “P” for primary and “S” for secondary. There were questions regarding the placement process, and to clarify, the committee is not making area/department assignments, these are arranged individually in consultation with SOMD Dean.
- **Proposed New Area.** This process is not about creating or approving new areas. We are trying to align programs/areas in the correct structure, so if you sign off/approve these committee documents, you are not expressing your approval/disapproval of a new area.

Peña thanks the faculty for contributing to this process and asks the group if there are questions.

Wolf brings up a concern that if it is not part of the process, it should not be in the document; this is now part of an approved document and part of an approved process, so it becomes an approved area by default. This proposed new area keeps creeping up and added to documents similar to what happened with the Music Therapy program that was not put forward.

Madison-Cannon responds that we cannot compare this to Music Therapy, which was not a degree program, where Popular Music is already a concentration. The committee was responding to the charge they were given to put everything (faculty, programs, etc.) in the place that makes the most sense within the new structure.

Madison-Cannon also explains that areas are not part of our governance. We’ve been operating in a fuzzy way; our current governance lies with the Dean’s Office and departments not areas; area chairs do not have faculty or budget oversight. When we are having discourse back and forth, I want to make sure we’re not having any discourse about this. Area chairs are advocacy and advisory.

I have spent a lot of time on this topic, because I know it’s important to those involved but I do not want it to derail the restructuring process.

Paul asks if there is an established timeline and when is this starting—in fall term or a phased implementation?

Madison-Cannon responds that we will be done with logistics of restructuring this spring term, but we will not have all of our governance polices updated and in place.

Our current policies from 2017 are out of date and needed updating anyway, even without restructuring. These updates include:

- updating our org chart, administration responsibilities, committees, implementation of the CBA;
- Grose working on summer session policy;
- Professional responsibilities for TTF and NTTf;
- faculty review and promotion;
- unit assessment;
- we also have new committees now that have an un-official charge, we need to codify and solidify their charge.

Long winded answer, I don't think this process will be done by the end of spring term. I've sent what we have so far to the Provost's Office letting them know our timeline and asking what the university's process is. There isn't a university process in place but after the restructuring of the College of Design, they realized they needed university input.

Next steps:

Now that the first part of the process is in place, governance policy edits will continue to take place next year.

Department heads to be named in June; there is new department head training in June, led by Sierra Dawson, and I'd like for them to join the new training, if possible.

Paul: So, it would start this fall?

Madison-Cannon: Yes, this fall.

### **Commencement**

Madison-Cannon hands off the virtual microphone to Brooke Cagno, who provides a commencement update.

Cagno informs the group that there are a lot of changes and this year's commencement event will be a virtual with streaming taking place on Saturday, June 20<sup>th</sup>, 2020.

All 2020 graduates are invited back to participate in the in-person spring 2021 ceremonies.

UO will stream the main ceremony at 9:00 a.m., lasting one hour, then at 10:30 a.m. all colleges/schools will have their virtual links go live to view. Each college/school will have 30-minutes of pre-recorded messaging followed by a "grad roll".

All graduates will have their name read as part of pre-recorded commencement ceremony. Prior to commencement day, students receive emailed instructions on how they can upload a photo, short message and a short video to enhance their recognition moment—which becomes part of the grad roll.

For SOMD, our pre-recorded video will consist of the following elements:

- Dean Remarks/Speech - pre-recorded video
- SOMD Award recognition – pre-recorded video of awards as presented by the student's faculty advisor or studio professor
- Dance video – headed by Shannon Mockli
- Music compilation video –
- Faculty congratulatory element

Action Required: we need videos, messages, etc. from faculty. We want to try to replicate the experience of the student processional where faculty clap as students walk by. I'll be reaching out to faculty requesting this. Stay tuned for an email with the deadline and instructions on how to upload.

We are also mailing out commencement packets—printed programs and fun treats like SOMD alumni stickers—to provide a personal touch since we can't celebrate with our graduates in person.

Boss asks about PhD hooding.

Cagno shares that students are being encouraged to record being hooded by family/friend to upload/share on commencement day. We are also considering other opportunities since we don't have a ton of PhDs (about 10)—options include inviting them back next year to 2021 ceremony, special dinner/lunch celebration. If you have ideas, please let me know.

McQuilkin inquires if there is a way to have a virtual reception? Some way for faculty to share a congratulations message (instead of faculty just emailing individual students)?

Cagno responds that this isn't something that has been formalized or scheduled yet but appreciates the idea and sentiment. Cagno will share this idea with the commencement committee.

### **Updates and Announcements from the Dean's Office**

Madison-Cannon return to discuss Fall Academic Continuity Planning.

There are still a lot of unknowns and things to consider— like building access and scheduled practice times/rooms assignments—and there are lots of teams involved with planning:

- Academic Continuity Team—big picture planning
- Scheduling Allocation committee—students in spaces, in-between class times, stagger times so less students in hallways,
- FAC
- Equity and Inclusion

Students want to know what planning we are doing for fall term and I am creating a video message to share with students about this.

Survey about spring term remote teaching. I've received feedback—shared with FAC and LTM—there are things we can't do as well in this remote environment, like applied lessons.

There are still students and faculty who could say they don't feel comfortable with face to face lessons, so we need to be prepared.

Provost will be visiting all academic units. Send questions to Dean's Office and, if there are common questions among faculty/staff, we can submit questions in advance, so he has a clear picture of what we want to know and what our concerns are. Depending on the questions we have, he may bring a guest with him to help address these questions—likely Janet Woodruff-Borden, executive vice provost for academic affairs.

Madison-Cannon asks the group if there are questions or comments.

Rob suggests it would be nice to have an opportunity to meet as a group for anyone who is interested in sharing stories, best practices, strategies, ask questions, etc.

Madison-Cannon: something like another SOMD meeting but something un-official where attendance is not required and no Robert Rules of Orders? Should people submit topics in advance or open discussion? This is something we can work on offering.

Dossin asks about the impacts on the accreditation process timeline and finances?

Madison-Cannon responds that right now we are not deviating from our schedule. NASM may ask us to push our site visit back because of their schedule changes with other site visits but I'm not asking for another deferral at this point—we've already asked for two.

Madison-Cannon reiterates that from a university perspective, we don't know what our cuts/state appropriation will be. We also don't know what enrollment will look like.

Jacobs asks if decisions have been made yet for fall in terms of class size.

Madison-Cannon: right now, we are making the assumption that we will be in the governor's phase two, which would mandate gatherings of 50 people or less, including the instructor and GEs. But it could be that when October comes, we're still in phase one. We will still be practicing social distancing guidelines.

Yes, the current fall planning is based off of assumptions of where we'll be in the phase and we do not have a definitive answer yet. We need to plan for a variety of scenarios.

Phillips adds to the discussion by asking, in terms of fall planning, do we need to be prepared to give each of our students the option to maintain the remote option?

Madison-Cannon: for your area in voice, yes and possibility instruments we blow in to.

We need to be prepared to accommodate these requests. This shifting landscape is really difficult. As more and more information is released, I'll share it and we'll shift with it.

Kruckenbergs asks the group if can we take a moment to celebrate the teaching award for one of our colleagues?

Madison-Cannon: Yes! Congratulations, Habib, recipient of the 2020 Herman Award for Specialized Pedagogy [virtual applause and kudos sent to Habib by the SOMD community].

You all have been incredibly resilient and for the most part, you've all exceeded our students' expectations. There is no other faculty and staff I would rather go through this with. Thank you.

### **Adjournment**

Madison-Cannon has a last call for questions or concerns before thanking everyone for their time and joining the virtual meeting. The meeting was adjourned by Dean Madison-Cannon at 4:09 p.m.