

School of Music and Dance

Sabrina Madison-Cannon, Dean

KICK-OFF MEETING MINUTES

September 22, 2020

Faculty in Attendance: Abbott, Baird, Bellona, Boss, Brown, Brunkan, Chatfield, Cherry, Cheung, Cordova-Arrington, Crumb, Denny, Dossin, Ebert, Esquivel, Fine, Foley, Garner, Gearhart, Ghillebaert, Grose, Grossman, Hatakeyama, Henniger, Honka, Iddrisu, Jacobs, Jantzi, Kennedy, Kerner, Kim, Koenigsberg, Kruckenber, Krueger, Kyr, Llinás, Madison-Cannon, McQuilkin, McWhorter, Mentzel, Mockli, Moore, Nobile, Ortiz, Owen, Pack, Paul, Peña, Phillips, Pologe, Ponto, Reiter, Riley, Roberts, L. Rodgers, S. Rodgers, Shner, Silveira, Smith, Stolet, Straka, Strietelmeier, Vacchi, Van Dreel, Vanscheeuwijck, Viens, Wagoner, Wallmark, Wayte, Wheeler, Wiltshire

Staff in Attendance: Anderson, Bates, Benefiel, Bostwick, Cagno, Cummings, Delp, Frazer, Fyffe, Glenn, Gorman, Goudy, Gren, Harris, Ho, Kenton, Klenke, Mason, McShane, Mikesell, Miller, Shaffer, Shivers, Spicer, Stanny, Stevens, Walton, Zysett

Call to Order

Dean Sabrina Madison-Cannon welcomes SOMD faculty and staff to the remote zoom meeting which begins at 8:30 a.m.

Welcome

Opening remarks and welcome by Dean Sabrina Madison-Cannon

This is an unusual way to start off the school year and I am that much more grateful. Through all this, what has kept me moving forward, is getting to work with many of you on these issues we're trying to solve. I hope everyone is working to take care of themselves. We worry about a lot: financial state, homes, fires, pandemic. There is a baseline state of anxiety and worry, so I hope that you're taking time for yourself as well.

In that spirit, we've invited Melissa Ngan to start off with some deep listening. Grace Ho connected us to Melissa about some of the work she is doing. Melissa is not just a flutist but also an advocate and cultural change leader. She believes in the essential role of the arts in developing mindfulness, empathy, shared understanding, authentic human connections.

Deep Listening Session

Presented by guest, Melissa Ngan from Fifth House Ensemble

Executive Director of [Fifth House Ensemble](#), Melissa runs deep listening every day with transformative results. Deep listening was created by [Pauline Oliveros](#), and the practice incorporates listening and sound, movement and dreaming. Melissa walks us through a couple movement activities to begin moving energy in the body.

- “Your body is a metaphor for how we work in daily life”
- “Listen to your skin as your arms pass through the air, resistance that happens as we move through space.”
- Collective environmental composition. All sounds are musical.

Jim Klenke shares his son joined in on the movement activity.

Habib Iddrisu shared his excitement to see colleagues engaging in movement!

Melissa: “Remember that movement is how we gather energy. With every breath and movement, we give energy”.

SOMD Kick-Off Presentation by Dean Madison-Cannon

Our staff has been working so incredibly hard to get our facilities and operating ready and up to speed for us. Not just challenging because we are delivering education in a unique way, but because the landscape has continually changed. We could not do what we do without our incredibly dedicated staff and want to thank them for that.

Shoutout to Erin Zysett – switches to screen share showing new poster – Erin found this artist and worked with them on this poster. The poster is calming, relaxing, exactly what we need in this moment.

Introductions of new faculty and staff:

- Dr. Camille Ortiz, assistant professor of voice
- Dr. Rosanna Moore, instructor of harp

Promotions:

- Tyler Abbott – promoted to senior instructor II
- Mike Denny – promoted to senior instructor II

Highlights from the last year:

- Interim structure: Jack Boss – Interim Head of Dept. of Academic Music, Sharon Paul – Interim Head of Dept. of Music Performance (also re-appointed to Robert M Trotter chair of Music)
- Dr. Idit Shner also awarded Philip H. Knight Chair of Saxophone and Jazz Studies (2020-2026)

View the “Area Updates” handout (available on the Dean’s Office blog [meeting page](#)) for more details on faculty accomplishments and department/area updates

Goals for the upcoming year:

- NASM Reaccreditation Site Visit – October 17-20, 2021
 - Committee formed: Vacchi – chair, SMC, Straka, Grose, Bates, Ponto, Paul, Boss, Frazer (staff support).
 - Document will take most of the academic year.
 - Anna Frazer will assist in this as well as communications from Dept Heads.
- Provost is funding research study for SOMD.

- Viability of Music Therapy Program (proposal from Dr. Jason Silveira)
- Market Research Study: financial viability, enough need, enough work opportunities for graduates.
- Melissa Brunken will meet with SMC and Hanover Research Team. 6-week study to determine whether to move forward and in what manner.

Trotter Visiting Professors 2020-21 (tentative pending travel restrictions)

- Lori Burns (Drew Nobile) – Professor of Music Theory at University of Ottawa
- Nan Schwartz (Jay Kenton) – Grammy Award winning composer

TVP visits Deferred until '21-22:

- Omar Thomas (Dennis Llinas) – Composer/Arranger
- Donald Oehler

TVP visits TBD:

- Alex Klein (Alex Dossin)
- Meredith Monk - The Meredith Monk Digital Residency will take place on Feb 23-26th
- Richard Cohn

Suspending '21-22 TVP selections for this year. Sets us up for a better position financially to make more or better awards for the following year.

Restructuring Update

In the first year, the FAC culminated in a preliminary proposal. The restructuring committee then developed an interim structure now in place. The implementation committee will do its work from October '20-March '21, faculty will vote on the proposed structure in April, department heads will be nominated in May '21, and onboarded by June '21.

Thank you to restructuring committee led by Melissa Pena and Beth Wheeler.

If you would like to continue on in implementation committee, please let us know. Also, if you were not part of the restructuring committee but would like to be in the implementation committee, please let us know. A reminder email will go out.

General Q&A, COVID-19 updates, ice breaker rounds

How do we create more: diverse, inclusive, innovative: curriculum, programming, recruiting (students and faculty)?

- How do we create more opportunities for students to collaborate? I would like us to be more intentional about having these conversations in every area; every office of the school engaging in these topics.
- How do we work to make the arts more relevant? Even when things get back to “normal” many things will have changed. It may be a while before people are comfortable in large groups. Let’s think beyond the performance hall/theatre/traditional spaces.
- How to grow our audiences? Audience size and demographics have changed. How do we reach a broader range of people?

- How to tell a unique story about ourselves? Why come to the UO to study? I can think of a dozen reasons – how are we telling those stories. We need to do this because students are making difficult decisions on where to study and considering should they stay close to home from financial to pandemic reasons. Think about how we make ourselves an attractive option for students.

Impact:

- How do we impact our communities in a more meaningful way?
- How do we impact our students more deeply?
- How do we create greater impact on our university? We are on a precipice of possibly big budget cuts. Sabrina is co-chairing task force to help make recommendations to the President of the University. We need basic guiding principles in guiding these decisions. Impact on the University beyond financial (SOMD will never be the “cash cow”). But the intrinsic value is often more hidden, and we need to make it more explicit. University needs to see and feel and hear the great work we are doing.

Robert Kyr asks about how these discussions will take place or initiated. Could we form a group of faculty to discuss the best way to have these conversations?

Thoughts and advice are welcome. Knowing what the end goal is first is helpful. Multiple spaces for these conversations help so that not one group is responsible. FAC is a good space to funnel thoughts as that will be a part of the discussions. CEI (Committee for Equity and Inclusion) has been working hard on finding intentional ways to do this work. Reoccurring theme that we are all well-meaning people who want to do great work in this space but hard to move forward when its someone else in charge and we haven't invested as individuals in it. Who do we want to be, how do we want to get there? Whose role is it to do which things? A lot of diversity and inclusion goals spread across offices and impact how we do admissions, recruiting, scholarships, communications, curriculum. It's a massive topic – Daryl Smith will talk on this later. These are not tangential conversations but part of the ecosystem to make large movements of change.

Rob suggests level of engagement are not the same people, committee to advise the committee with people who have been active and engaged in this kind of work to help garner maximum engagement. Make space in our lives, hearts, and minds to do this work.

Sabrina shares Nina Simon's The Art of Relevance Ted Talk.

<https://www.youtube.com/watch?v=NTih-l739w4>

Meeting attendees get divided into breakout rooms to discuss what resonated and what we can apply to students, community, and university.

Upon return, some discussion points are shared:

- Jon Bellona shares about the importance of taking risks and accepting failure. 95% of our concerts occur in our one building. Jon suggests changing that percentage to engage our campus.

- Sabrina Madison-Cannon shares about hearing of other programs where music classes were moved to outdoor tents and students were practicing in front of admissions building and infusing students into the broader campus that they never have been before.
- Steve Fyfe shares discussion of digital performances (large audiences) vs. intimate local performances (smaller audiences).
- Eric Mentzel brings up great spaces throughout campus that are largely un-used. Getting to use spaces across campus can be challenging, opening up those doors can help start that discussion.
- Provost (inspired by tuba performance) is supportive and can help with these opportunities.
- Alex Dossin shares how John Jantzi has coordinated performances in the Global Scholars Hall and has been a good experience. John adds that it attracts a diverse audience. It IS reserved for this term and will continue with COVID protocols.
- Won Kim says that digital performance has been a primary outlet during this time. Wanting the best acoustic and sounds limits digital performance, but these are things we will have to overcome to reach our audience right now. This is a great opportunity to experiment. Find a coherent way to publicize campus-wide performances around campus.
- Terry McQuilkin acknowledges departments can be territorial with spaces. Library Browsing Room has a nice piano. Ann Schafer confirms that Library admin is a bit more controlled now with “external events”.
- Lydia Van Dreel shares that there are tons of events already happening in different spaces. These ideas have been happening, but we need a more coherent plan to share these performances.
- Jack Boss suggests that a lot of these examples also apply to academic talks. Collier has a small but faithful audience that could be expanded upon.
- Stephen Rodgers stresses the need to create space by cutting other things. Adjusting degree requirements to ask students to translate what they are doing to something more outward facing. We need more time to do this, so other things need to be cut to make space.
- Curriculum committee will be able to unpack things and create collaborative and co-curricular things to address this concern.
- Dennis Llinás agrees with the ideas presented. How do we figure out how to do outreach for the student community that could be potential students? Dennis is preparing a series: The Workshop. During class (in response to time available), our students will create vignettes of pieces that are accessible for many levels. These will be made available for free to high schools all over the world. Students will create mini lessons to be sent out to directors to use in their classes and it works both in today’s situation and a more normalized world.
- Jacqueline Cordova-Arrington suggests that this process starts with restructuring how we think of outsider vs insider. How are we supposed to invite people in when we have out/in mentality? We need to consider Eugene as part of our community. Out/in perception makes it hard to appear genuine. Also, we are fortunate to have a good alumni network. After having a networking opportunity in BIPOC and LGBTQ+ community, a reflection survey was given to learn within our own networks.

- Akiko Hatakeyama is excited by the SOMD variety and looks forward to the graduation ceremony because it is the only time to see what different groups are doing. During master's studies, Akiko created a charity event and invited a wide variety of performances that resulted in successful fundraising. People seeing different types of music/workshops could help inspire during this difficult time as well as contribute to society. Collaboration with a charity like Red Cross can help awareness of what we are doing.
- Lori Kruckenberg asks how these suggestions work alongside faculty reports, getting tenure, moving beyond Eugene and the region? How do these initiatives "count" particularly with promotion and tenure committee files?
- This isn't about doing more, just re-packaging that the things we are doing are reaching who we want to reach. It isn't about changing our portfolio, but that the things we are doing close to home are having the true impact.

Guest Presentation

Dr. Daryl Smith presents "Diversity's Promise for Excellence in the Arts"

Dean Sabrina Madison-Cannon introduces Dr. Daryl Smith and her book "Diversity's Promise for Higher Education". She is a Senior Research Fellow and Professor Emerita at Claremont Graduate University and is currently working with several groups on UO's campus.

The Diversity Imperative for Excellence: Change isn't going to happen unless it's imperative. History of this work has always been a tension between diversity and excellence, but the two are deeply connected and cannot be separated.

Context:

Growing list of identities with respect to diversity:

- race/ethnicity (of all the identities with respect to diversity, the one that slips off the radar every time until there is an incident is race. This issue of race must be engaged deeply)
- gender
- class/first gen
- role of religion (particularly after 9/11)
- sexual orientation and gender identity
- indigenous communities
- internationalization
- veteran status
- multiple and intersecting identities. The tradition of single static notions of identity are no longer adequate.

Press for diversity in leadership. It is important to look at your institution's own history on how it deals with diversity issues – where they've done well and where they haven't. How do we build this in structurally to our institutions?

What makes identity salient?

- Deeply embedded norms in history and culture.
- Identity is more or less salient depending on context. Identity pops when it stands out.

- We have to understand that these issues are not just embedded in individuals but in institutions and embedded norms have defined excellence.

Reframing the paradigm: credibility, viability, capacity building for a pluralistic society.

For example: When we understood that technology was emerging as imperative, it began to change everything. Technology didn't wait for everyone to love it, but it was an imperative. You have to keep learning about technology. How is diversity imperative the way technology is?

Access & Success:

- Who is coming in and are they thriving?
- Climate
- Education and Scholarship (curriculum). If diversity is not at the academic core, it will continue to be marginal.
- Institutional Viability and Vitality (who you hire, professional development).

Key Strategic Principles:

- Locate diversity as part of the mission
- Diversity as part of core indicators of success (not parallel)
- Embedding, not just adding
- Importance of leadership at every level.
- Monitoring progress
- Diversity as inclusive and differentiated

SOMD Mission Statement

Anytime you have a mission that involves people, you want to say which people. "Traditional canon" is a red flag that some things are not included. The traditional canon does not go away, but it gets reinterpreted. What does this signal to our audience and to others when we say that?

Excellence in the Arts: how do you broaden the talent base? How does diversity broaden our understanding of beauty, aesthetics, the canon, metrics for excellence?

Lessons from research:

- Myths and assumptions for lack of progress (low budget, attractiveness of program). Provides an excuse: MUST be imperative. When they come, make sure they thrive.
- Leadership at all levels matters. Faculty matter.
- Create conditions under which benefits emerge. Conditions of trust, commitment, and observation of real progress. Student activism will make these observations.
- Highlighting multiplicities and intersectionalities of identities for vital communities (instead of trying to unify by saying "we're all Ducks", it is better to highlight differences)

Where is diversity in the curriculum? Are all students being prepared for diverse environments in the arts?

Rationale for Faculty Diversity

- Decision making
- Perceptions of commitment and equity
- Providing legitimacy
- New approaches and scholarship
- Relationships with diverse communities on and off campus
- Institutional attractiveness
- Leadership development
- Significance of the absence of – not 1:1
- Role models for all
- Burden on tokens – cultural taxation
- Interrupts implicit bias and stereotype threat
- Challenging embedded norms, assumptions

Some lessons from research in hiring:

- Faculty diversity slow to change (UO is not much different from 10 years ago)
- Job descriptions and proactive searches really matter
- Pay attention to graduate student diversity.

Discussion:

Robert Ponto: How do we measure progress?

Dr. Smith: By monitoring access, who your faculty/students are, and are they thriving? Measure through the amount of diversity embedded in curriculum. Start with simple metrics.

Habib Iddrisu: We know when we are being used as a backdrop to fill in what the institution or department wants to look like. Bothered by colleagues who do not take time to look at qualifications. What can be done to feel valuable beyond this?

Dr. Smith: It's about the job description – what do you really need in a hire when a diverse society is imperative. Black folks are getting used in ways that are unfair because of tokenism not because there is interest in their value.

It's not easy to leave, but when feeling unsupported they will leave. Important to identify trusted people. When there are toxic areas, don't set them up for failure by giving that department a search.

Robert Kyr: Question of cultural change at the local level to effect change on a larger level. Asking for elaboration on "how". Rob says he hasn't been on a committee where understanding each other on a deeper level takes place. How do we get there?

Dr. Smith: Behaviors need to change and there needs to be an environment of a shared commitment to the purpose. Competing hierarchy of victimization can shut down a conversation. Human dimension of multiplicity is a powerful tool. We're all too busy and faculty need the capacity for these discussions.

Robert Kyr: Resonated with “when silence reigns, we have a big problem”. From what does the silence arise?

Dr. Smith: There are institutional barriers to discuss. Social media has become learning organizations, well-meaning people who feel so pained by inequity that they don’t want to discuss it.

Brad Garner: Thinking about the parallel to technology, Brad recalls a time where he felt embarrassed at lack of knowledge. As academics we want to teach each other and don’t want to expose our lack of knowledge. How do we get past feeling at risk of exposure?

Dr. Smith: It is a fraught moment because the stakes are higher. Importance of discussions among white people to learn like reading White Fragility so that the burden isn’t on People of Color (POC). Reading groups are very effective or mini grants for discussion groups. You can’t ask people to trust when there hasn’t been observed commitment. In technology we had partnerships, and we haven’t created that for diversity and encouraging people to do their own homework.

Andiel Brown: In my experience, Tulsa was taught at a young age like folklore with a sense of despair embedded in the story. Andiel noticed that in the current climate after George Floyd, we have seen a lot of unrest in Eugene/Springfield. A lot of people are throwing around the buzzword of calling a white person “racist” liberally. With work in the community, Andiel spoke with people who were called racist and found they were victims of implicit bias with ignorance due to lack of information and understanding. In higher education and institutions, how do you deal with implicit bias to better serve our students who feel marginalized.

Dr. Smith: It’s not just implicit bias but embedded norms and the only way to break this is more diversity around the table. Having diversity helps point out these norms. We haven’t created trusted environments to discuss. This shouldn’t be the burden of a few people. Suggests [Whistling Vivaldi](#) book on stereotype threat.

Abigail Fine: What reading would you recommend for ways implicit bias manifests in higher ed teaching environments and to become more self-aware and conscious of our biases?

Dr. Smith: [Harvard has an implicit bias test](#). Recognize your implicit bias and slow down. Understanding how a hiring rubric really can be used to find what you want.

[CHAT] From Jacqueline Cordova-Arrington to Everyone: (11:44 AM)

<https://pointmadelearning.com/>

Also has an incredible list of opportunities that help communities engage in the kind of personal self-auditing that is critical in combatting implicit bias.

Akiko Hatakeyama: When looking at an institution’s website, when the pictures use POC despite population being predominately white, it feels tokenizing.

Dr. Smith: Monitoring progress requires being honest with where you are and whether people are thriving. Part of this is lack of integrity on where we are. All faculty need to have conversations on whether this is a place where people feel they really matter. What is the narrative?

Alex Dossin: Alex went for a walk in an affluent neighborhood and realized that he had not experienced what many POC have experienced. He doesn't experience this until he speaks and his accent prompts, "where are you from?". In asking, although well-meaning, implies he's othered. Should there be an attempt to educate?

Dr. Smith: In a cross-the-line exercise, most people would share an experience where they've felt marginalized. The scale of significance is important. Some associations are more dangerous than others. How is your own school/dept/area doing? Encourage as a group to have honest conversations and allow people to make mistakes. There must be a trusting environment to say, "I don't feel like I matter to you" and they can't be defensive. Take the time to have the complex discussion. White leadership needs to take responsibility in educating so it does not fall to those who have carried this for so long.

Won Kim: Echoes Alex Dossin's point. Won experienced fierce process to assimilate and later rewards for this. He remembers how much energy this requires and relates this to how this applies to students. You're never free from this struggle from daily interactions and emails.

Dr. Smith: Encourages high expectations, belief in student capacity when they don't believe in themselves, and support. Are we sure we are encouraging people to be their full identities?

Jack Boss: Has had diverse students who want to use partnerships to collaborate on difference expertise.

Dr. Smith: Hallmark of 21st century instruction. Important that leadership make sure there is space for people to be their full self. This allows you to learn from your students - honoring the scholarship of all that you've learned from.

SOMD Updates

Dean Sabrina Madison-Cannon welcomes everyone back and says there will be a follow up discussion from take-aways. How do we continue to have these conversations? Lydia and Melissa have already begun great work on this:

Committee on Equity and Inclusion Updates by co-chairs Lydia Van Dreel and Melissa Peña

Lydia Van Dreel introduces CEI and how the group wanted to create actionable items. Hope this resonates, especially after our talk with Dr. Smith.

Melissa Peña: Idea of Community Conversations for Diverse Voices came from Jackie and she hosted the first event last night. Great attendance and faculty attendance were meaningful to students.

Clear takeaway from last night was "More!".

Lydia Van Dreel: There is a Thursday session for LGBTQ-identified. Students appreciate the presence of faculty and staff. The events of this past summer have drawn sharp focus toward our

understanding of issues of racism and the myriad ways students, faculty and staff from underrepresented identities experience life at the University of Oregon. Throughout the summer, members of the CEI have been addressing this urgent need for action. We have a number of initiatives to address these concerns over the course of this academic year that we'd like to share with you:

- Community Conversations for Diverse Voices in Music and Dance: 2 meetings (respectively) for BIPOC/LGBTQ+ students, faculty, staff and alum.
- Our main objective is to welcome BIPOC and LGBTQ+ students into the school and connect them with people (other students, staff, faculty and alumni) who might share something about their identity. We want to be sure that students are aware of resources available to them, they feel like there are people that they can talk to and connect with at SOMD, and that they are welcomed in the community. You should have received an invitation to this event. Please feel free to attend either event if you identify as either BIPOC/LGBTQ+ by filling out the Qualtrics form. Our visibility will matter to our incoming students. If anyone needs that link or more info, email me.

Second initiative: Dr. Daryl Smith

If you have a specific way you would like to use Dr. Smith as a resource, contact CEI/Sabrina.

- engagement with SOMD leadership team (met last week) <https://www.cgu.edu/people/daryl-smith/>
- presentation at our SOMD Kick-off meeting* Tuesday "Diversity's Promise for Excellence in the Arts"
- continuing availability for consulting and support throughout the academic year. Dr. Smith's engagement with SOMD is funded by UO's DEI.
- Stephen Rodgers: Reflecting in the spring of how to lift voices of underrepresented, he offered help to CEI. If you would also like to help, reach out to Lydia and Melissa. Wanted to find a way to address underrepresentation of students as faculty and wanted to come up with something that was more than just talking points or a conversation that goes nowhere. Came up with idea of faculty pledge.
- Faculty pledge - we will send a letter out to faculty after this meeting. This letter will encourage faculty to do a self-audit of curricula and research, exploring your work through the lens of equity and inclusion. We will invite faculty to share the results of this self-audit and a pledge to expand curricula and research to be more inclusive of underrepresented identities.
- Write a statement to send to Lydia/Melissa to post to the CEI website. You are encouraged to self-audit and come up with your own way to address these inequalities in the work that you do. Steve personally commits to programming a certain percentage of the repertoire taught and readings assigned being from underrepresented groups. You could assign projects that prompt students to grapple with some of these issues. You could create a concert series that reaches underrepresented populations. Fundamentally rethink how you foster safe spaces in your classroom so these things can be discussed. Main idea is that everyone can do something. Think deep about what you can do to address these issues.

Next initiative:

- Year-long engagement with Revolve Consulting <https://www.revolveconsulting.com/>

Revolve Consulting is a consulting firm that offers services to assist in building respectful and inclusive spaces. This work will be data-driven and customized to the needs of the SOMD, so that we develop pro-active strategies for meaningful and sustainable change in order to build a more inclusive, safer, and healthier environment for all.

FALL 2020

- Anonymous survey assessment of equity/diversity/inclusion in work environment. Using anonymous online survey tools we will ask a variety of questions designed to help us 1) understand how faculty/staff interpret belonging inside the organization, 2) identify themes of opportunities for the organization to create the most inclusive space possible, 3) determine the optimal entry point for effective training and dialogue, 4) utilize the creativity and knowledge of faculty/staff to develop a series of action items that can further the School's inclusion/belonging efforts (especially for students), and 5) acquire necessary information and ideas to develop a strategic action plan for the School.
- Two 1-hour listening sessions (CEI Committee, Faculty) These 60-minute qualitative small group interviews allow us to create a richer understanding of institutional practices/habits, relational dynamics, and organizational culture. They will also provide us an opportunity to solicit suggestions for inclusion actions that can be implemented in the School.
- Training for CEI to learn how to apply equity/diversity/inclusion best practices, while simultaneously developing a clear action plan. This process will yield both tangible action steps and will simultaneously equip the CEI to continue such work independently.
- Revolve Consulting will give us a report of action items for implementation and assist our CEI and leadership team with strategic implementation.

WINTER 2021

- Two 1-hour customized online faculty training Revolve Consulting will host 2 one-hour sessions during winter term to follow up on Fall initiatives

SPRING 2021

- Guest artists: We are working with Richard White and Terra Anderson (they were guests who we were supposed to have last year) for short term engagements during the 2020-21AY

CEI has brought in speakers for equity and inclusion. Past presenters are listed on the CEI website. We have developed a CEI website <https://blogs.uoregon.edu/ceisomd/>

Updates on Richard White and Terra Anderson will be posted to this website as the situation with COVID develops. Pending the restructure of the UO SOMD website, we hope to incorporate this

website's content into our overall UO SOMD website. Please check it out for information and resources. Contact CEI if there is anything that should be added to the website.

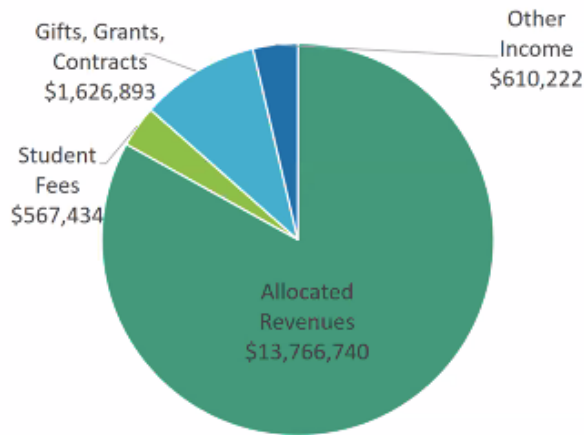
Melissa Pena acknowledges and thanks the work of Melissa Brunken as she steps down from the committee.

CEI membership is open to all faculty and staff. Students elect 2 representatives yearly. Our current membership is Melissa Peña, Co-Chair, Lydia Van Dreel, Co-Chair, Andiel Brown, Jaqueline Cordova-Arrington, Sarah Ebert, Akiko Hatakeyama, Wonkak Kim, Shannon Mockli, Stephen Rodgers, and two student representatives for 2020-2021 (Annabel MacDonald and Natalie Resendez)

If you would like to serve on this committee, please contact any of our members.

Financial State of SOMD by Melynn Bates, Associate Dean of Finance and Operations

FY20 Revenue - \$16,571,289



• Allocated Revenues

- General fund budget (academic allocation, state targeted, strategic initiatives)
- Incidental fees (marching band support)

• Student Fees

- Course fees – faculty salaries, course related expenses

• Gifts, Grants, and Contracts

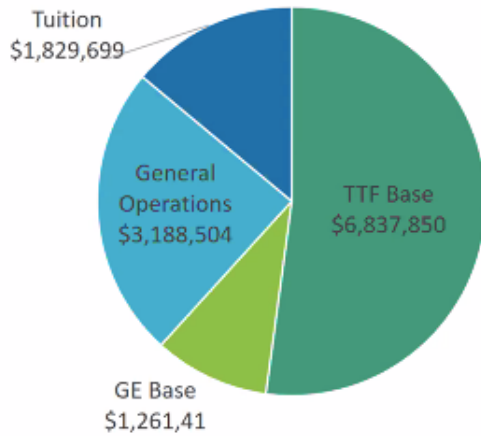
- Restricted to specific uses

• Other Income

- Workshops, ticket sales, space rentals

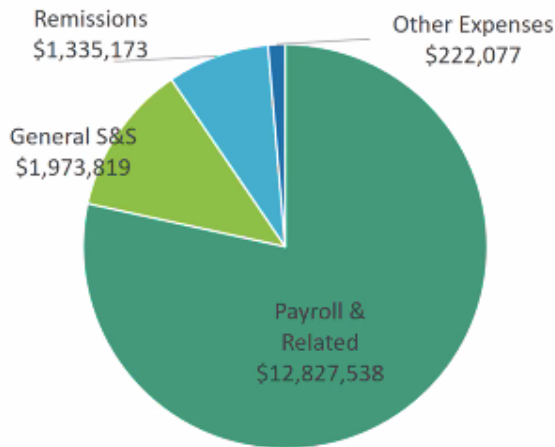
Includes Oregon Bach Festival

FY20 Academic Allocation - \$13,117,463



- **TTF Base**
 - Actual Salaries and OPE
- **Graduate Employee Base**
 - Predetermined rate per allocated GE term
- **General Operations**
 - Fixed amount
- **Tuition**
 - Graduate revenue less holdback
 - Summer session revenue

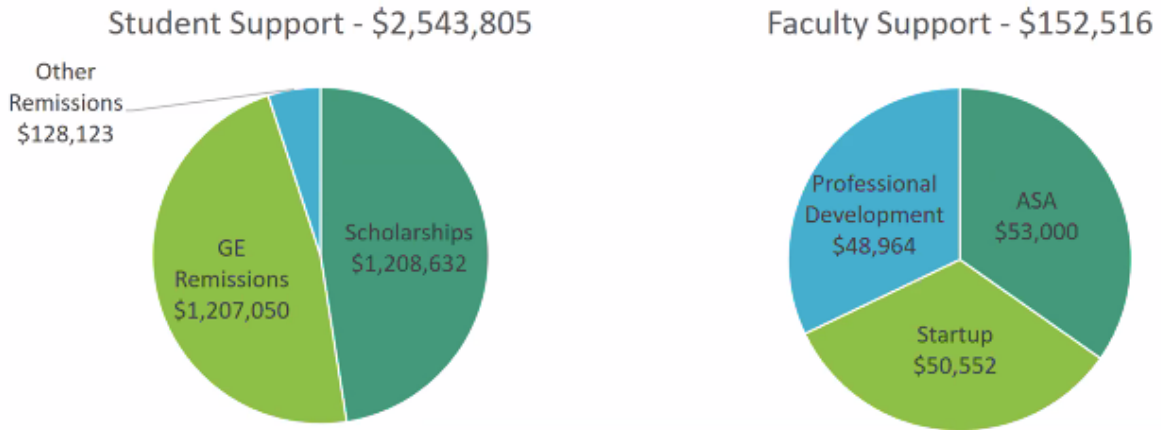
FY20 Expenses - \$16,358,606



- **Payroll & Related**
 - Salaries, other payroll expense
- **General S&S**
 - Services, supplies, guest artists, equipment, travel
- **Remissions**
 - Graduate employees
 - Other tuition remissions
- **Other Expenses**
 - Capital, indirect costs, transfers

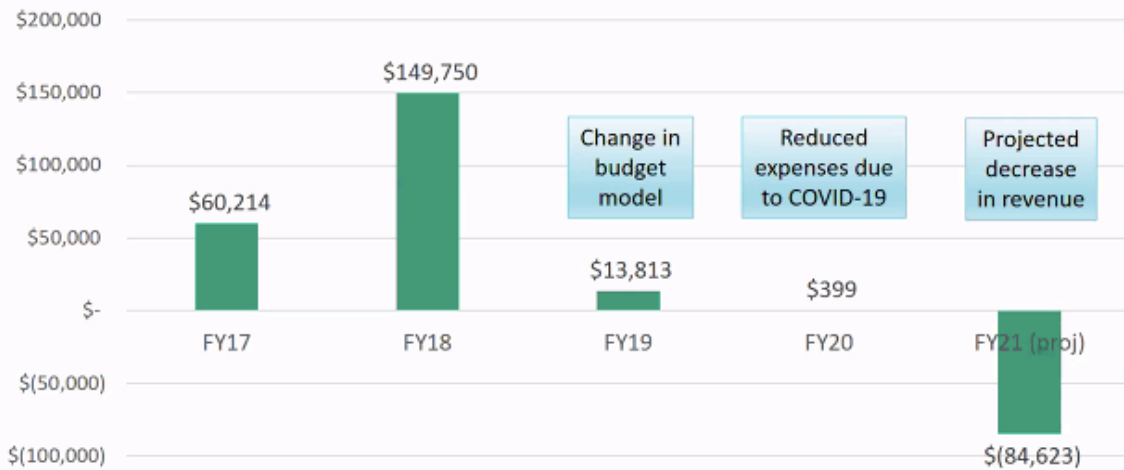
Includes Oregon Bach Festival

FY20 Student and Faculty Support



Broke even in FY20 due to reduces expenses due to COVID. Expected lower budget from Summer Session.

General Fund Operating Surplus/(Deficit)



Excludes OBF and faculty controlled funds

Projected decrease in GE remissions due to lower enrolled credit levels and is projected university wide. We will talk more on how to decrease expenses to help this deficit.

Facilities Update by David Mason, Facilities Director

COVID-19 related updates, building access, protocols, etc.

David Mason, with a burst of energy and humor, recaps what has happened since March: 3-4 days before Spring term, it was relayed that each school would come up with their own plan. As we got closer to fall, it became clearer that instruction would not be dictated, and it would be up to the SOMD to determine everything. Thor worked with faculty on a Student Access Plan. where faculty would schedule practice rooms for their students.

Work of the scheduling committee on how to rearrange academic schedule was re-routed to allow 30 min transition time between classes and activities. EHS contact spoke with Thor and OHSA and created approved plan on face to face lessons. They are close to having approved indoor ensemble plan – looks very promising. We have implemented classroom wipes, sanitizer stations, and classroom social distancing by reducing seats. Every classroom will also have a supply of masks. 6ft rule seemed restrictive, particularly for dance, but we worked with Brad Garner on a plan and grid/stickers for the floor. Decided on 12x12ft distancing taped grid in Dance Building (Doherty). Classrooms will have taped off instructor area, musician area, etc. No eating inside buildings unless you're in a private office.

Currently, there are 4 large tents outside: One is in the SOMD courtyard (20x40). Use for informal meetings, eating, *maybe* music-making. Another tent is on the north side in the amphitheater up the slope. These spaces can be reservable but no system currently in place. A monitor is set up at the front desk and Kristi can video in so people can interact with a person at the front desk remotely.

Disinfecting wipes for classrooms are provided in every classroom – they do not need to be requested.

Building Entry:

David has asked for more clarification from OHSA on what is needed for a resumption plan. Currently, building entry requires proxy access 8am-5pm. For office access, many share offices, so it will be up to those in shared offices to work out an access schedule. Updated occupancy signs are posted on doors. Contact David if you have any proxy trouble.

Keypad locks are too expensive to add, so keys are the preferred method of office entry.

The back entrance to the applied faculty tower door is still under consideration but David has not found a suitable option yet.

Lessons:

Exposure equals less than 6ft without masks for 15 minutes. Outside has very different rules. If you keep social distancing and keep masks on, we can have lessons outside. You could also break up lessons with a discussion outside with a mask.

Wind PPE:

Bell covers and masks with mouthpiece slits have been ordered. Upon arrival, they will be distributing by ensemble directors (Llinás).

Testing and Protocol for Positive Cases:

Only those moving into residence halls and athletes are getting tested. If you expect to be sick, you're supposed to self-test and quarantine. If someone is in the building and has symptoms or find out a positive test result, they would be quarantined. The next step would be to close down that class, start contact tracing, close down that room until clean. Official word for air exchange rate is 3 air changes/hour, combined with fogger/sprayer. There is currently no planned schedule on fogger use. Chemicals may cause irritation to some who have direct contact with the cleaning materials. Every night at 10pm UOPD will do a campus sweep, night custodian will spray surfaces and wipe. During the day, custodians will do regular cleaning and wipe. It might make sense for larger ensembles to get sprayed at the beginning of rehearsal.

Instances of cases are mostly linked to non-sanctioned events. We have low liability there. For contact tracing, 15-20% activities on campus are in-person and the idea is if there is an in-person experience, students can OPT to go remotely. Also, if a student gets sick, they can continue their studies remotely.

Tech for Broadcasting Lessons:

Facilities and Tech staff have a meeting tomorrow to come up with a plan to outfit offices with equipment for Zoom lessons with a good quality for internet and sound.

Lockers:

Earlier this summer, Kristi pre-assigned lockers based on who had lockers in the Spring for returning students. Kristi will be able to do locker sign-ups for those who go to her front desk monitor.

Dean Sabrina Madison-Cannon calls for clear communications to go out to students and faculty of the plan for fall term. As we get suggestions for FAQ, we'll post them to the website.

Minutes submitted by

Anna Frazer

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