

School of Music and Dance

Sabrina Madison-Cannon, Dean

MEETING MINUTES

Fall Kick-off Meeting | September 20 and 21, 2022

Faculty in attendance: Abbott, Bellona, Boss, K. Brown, Brunkan, Cherry, Cordova-Arrington (day 1), Crumb, Ebert, Esquivel, Fine, Garner, Ghillebaert, Gries, Grossman, Hatakeyama, Henniger, Ho, Honka, Iddrisu, Jacobs, Kennedy, Kim, Koenigsberg, Krueger, Kyr, Landreth, Llinás, Madison-Cannon, Nobile, Ortiz, Pack, Paul, Peña, Phillips, Pologe, Ramos-Kittrell, Riley, L. Rodgers, S. Rodgers, Sasaki, Shner, Stanley, Stolet, Straka, Strietelmeier, Thomas, Vacchi, Wallmark, Wheeler (day 2), Wolf.

Staff: Bates, Benefiel, Bostwick, Boyd, Cagno, Castro, Dunn, Gren, Gorman, Hinojosa, Hsieh, Klenke, Koch, McShane, Mikesell, Miller, Rich, Schaffer, Spicer, Stevens, Van Ert, Walton.

Day 1: Welcome, opening remarks, and presentation – Sabrina Madison-Cannon, Dean

Introduction of our guest speaker and facilitator: Mary Spilde (retired), President Emeritus, Lane Community College. Retired June 2017.

Purpose of today is establishing a baseline understanding of our values and visions; this will help us inform how are we thinking about goals and plans for the future, and how to best allocate our resources.

Introductions of new faculty and staff

- Keith Brown, Assistant Professor of Jazz and Contemporary Piano
- Miki Sasaki, Assistant Professor of Trumpet
- Jesús Ramos-Kittrell, Assistant Professor of Musicology
- Gustavo Castro, Vocal Coach and Accompanist
- Nick Van Ert, Graphic Designer and Multimedia Specialist

Promotions | Spring 2022

- Brad Garner, Professor
- Habib Iddrisu, Associate Professor
- Zach Wallmark, Associate Professor

Sabbatical Leaves during 2022-23

- Alex Dossin—fall 2022
- Eric Mentzel—2022-23
- Shannon Mockli—fall 2022
- Jay Silveira—fall 2022
- Lydia Van Dreel—2022-23
- Sharon Paul – spring 2022
 - Steve Vacchi will serve as acting department head while Sharon is on sabbatical.

Highlights from the last year

- IHP searches underway: Piano, Violin, and Director of Jazz Studies
- Search for new Director of Development is underway; campus visits for finalists will take place in the upcoming weeks
- Budget: ended fiscal year 2022 with a surplus!
- Hosted NASM site visit in fall 2021; s
 - Submitted optional response and received the commission report over summer.
 - We have a few things to follow-up on:
 - Our internal governance policies need to be complete; we spoke to having dept heads in our NASM material, but it's not reflected in our current policies.
 - Facilities funding for interim solution; funding to support more performances at Hult Center, supported verbally by OtP. Ensemble directors have submitted proposals. We are also looking into residential status with Hult Center for both OBF and SOMD performances to help with priority scheduling.
- PhD in Data Driven Ins was approved this year. Congrats to Jeff Stolet and the music technology faculty; thank you for all of your hard work.

Faculty accomplishments; coming out via email shortly.

Continuing conversations from last year

- Governance policies and faculty workload policies
 - Have reviewed the workload documents prepared by the departments; the current proposals are not fiscally sustainable so they will need to be refined before we can update our policy docs.
- Defining and clarifying SOMD values and guiding principles; work we'll start together today
- SOMD scholarship and fundraising campaign
- SOMD collage concert at Hult Center
 - We need at least one performance a year that showcases the breadth of SOMD
- Continue to find more ways for music and dance students to collaborate
- Continue to pursue feasibility of a new performance hall

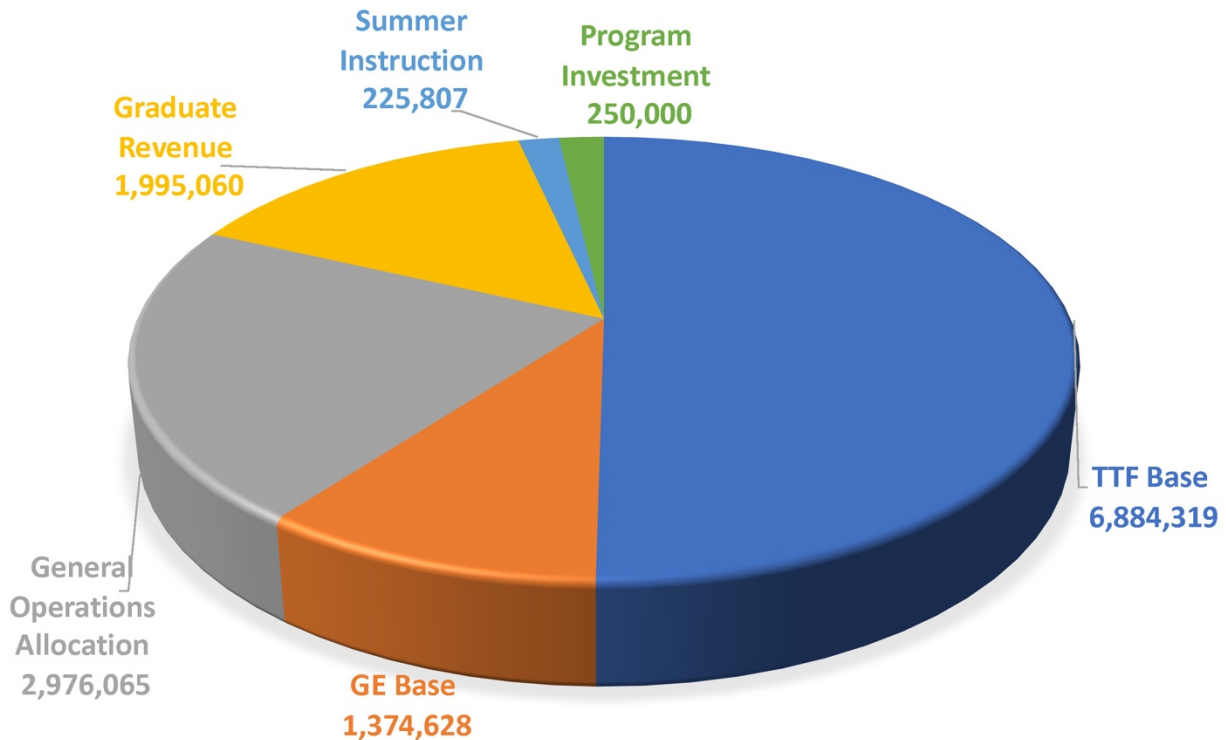
SOMD Financial Picture – Melynn Bates, Associate Dean of Finance and Operations

UO Academic Allocation Model: how we receive the majority of our funding (this is a change from RCM model a few years ago). All academic units are allocated general fund budgets through the components listed below:

Category	Description	Notes
TTF Base	All TTF salaries & OPE	Tied to the Institutional Hiring Plan (IHP)
GE Base	Allocated GE terms x average wage/term + OPE/insurance/fees	Tuition waivers covered by unit
General Operations Allocation	Operating budget for staff, other faculty, services, supplies, etc.	
Summer Instruction (variable)	Number of UG and Grad SCH x the rate established per SCH	Based on enrollment
Graduate Revenue (variable)	100% of graduate tuition less a fixed holdback	Based on enrollment
Program Investment	Budget supplements for specific programmatic needs	Conversations between the Provost and the Dean

FY23 SOMD Academic Allocation

Total projection = \$13,705,879



Fiscal Year 23 Financial Projections – General Funds

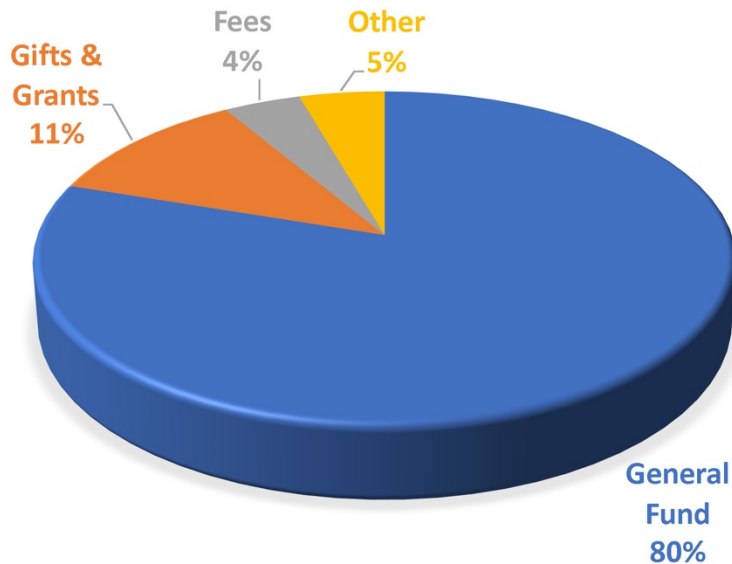
We look to break even this year with operating costs. Carry over/surplus from last year provides a bit of cushion since we are so close to our projections.

Projected Funding	13,810,800
Projected Expenses	
Admin Payroll	(1,964,500)
Faculty Payroll	(4,782,000)
Student Payroll	(844,700)
Other Payroll Expense (OPE)	(4,160,700)
General Expenses	(460,000)
Student Support (tuition waivers)	(1,498,800)
Faculty funding (ASA & startup)	(68,000)
Total Projected Expenses	(13,778,700)
Operating Surplus/(Deficit)	32,100
Carry Forward from Prior Year	310,861
Net Surplus/(Deficit)	342,961

Fiscal Year 22 Total Expenses by Fund Type

Gift/grant funds are restricted, and their use is designated to specific purpose and that is the only thing we can use it for (travel, professional development, scholarships, for example). Other – facilities use fees, CMI, example.

Total Expenses = \$16,602,000



Madison-Cannon shares that the goal of the financial presentation was for everyone to have a better understanding of our new budget model compared to the old RCM model (where more students/non majors registered increased our budget).

Faculty Question: what can faculty do to help bring in revenue under this new model?

Conversation and clarification regarding summer session and if it helps with revenue; still somewhat on the RCM model. What can you do to help? If you teach during summer, help ensure your enrollment is up/course is filled.

Graduate recruitment. Not just for GE's but some graduate students have funding from other places and still want to come to UO.

Another conversation to continue this year: allocation of GE resources

Introduction to Vision planning project – Madison-Cannon

Why? Madison-Cannon shares that when she interviewed for SOMD, it was unclear what the mission of the unit was. There are a lot of things we do and a lot we do well. It's hard to figure out what to support. We spread our resources out very thin. There are things that could benefit from more resources and help pull our school forward (increased enrollment, increased visibility). Help us determine where to put our emphasis. Not just funding, and GE. But where do I put my efforts in fundraising, in recruiting both students and faculty (IHP). Instead of just plugging holes/filling retirements, but we want to be aspirational.

Takeaways and goals from vision planning: What do we hope to accomplish? What are we great at? What do we want to take with us, what do we want to project out? What makes us exciting.

Madison-Cannon introduces and welcomes our facilitator, Dr. Mary Spilde.

Dr. Spilde shares an overview of how we'll spend our time together and the process. I'll facilitate, but you all will do the work. It's your future for SOMD is what you're shaping.

Success equals Innovate vs adapt. Iterate, iterate, iterate. Try, experiment. If it's not going well, fix it. We'll use the **appreciate inquiry process**. Commonly referred to asset-based approach to system building. It focuses on strengths, what's working, and is centered around positive conversations vs focusing on problems.

We'll work through a process of questions and dialogue to help us discover existing strengths, values, and opportunities we want to take into the future. Every human system has something that works right. Start by identifying the life force of the system.

Appreciate and recognize what's going well. And the strengths become foundation for moving forward. Inquiry and encourage participation from all levels in the organization. Everybody at the table. Who is missing and how do we include their voice.

First phase: Discovery. Ask you to identify the best of what is. What do we do well. Sources of excellence. Proud of the work we do here.

Second phase: Dream. Envision a future we want to be 1 year, 5 years, 10 years from now.

Final phase: Destiny (aka. deployment, delivery). Acting on these strategies to make things happen.

This is a timely discussion: we are coming out from the pandemic; value of higher education is being questioned; value of arts and creative practices are being questioned. Presents opportunity: where are we and where do we want to be.

Break and plan to come back for table discussions with colleagues.

In table groups of about 6 people, faculty and staff worked through the "Shaping our Future" handout— see attached. Groups documented their discussion and listed responses on large paper (what do we do well, assets/strengths, what values do we cherish, and three wishes for future)

During this time, Deborah Butler (UO Associate Vice President for Campus Services and Chief of Staff) joined and worked with Mary to help facilitate the group discussions.

Break for lunch.

Groups returned and everyone had the opportunity to read through the group responses on the large paper. We used dot stickers to indicate which strengths, values, and wishes resonated with us individually.

See attached photos.

Break for lunch

DREAM: Return to table groups and work on phase three. Creating shared images of a preferred future (dream big; one without any financial or other limitation/barriers).

See attached for “SOMD Dream Notes” from group discussion.

Day 2: Wednesday, September 21

Welcome back and updates from Madison-Cannon

- New Dance department head: Christian Cherry.
- OBF artist director search: we did not make a hire for this season. Stay tuned for more details and there may be opportunities to serve on the search committee

Deborah starts the day with having us reflect on our observations and experience from day one.

Group discussion on common threads between groups and review of “SOMD Dream Notes”, which have been sorted by Mary and Deborah into categories.

Next, we break into smaller groups based upon these categories/themes:

Facilities, Marketing, Programmatic, Community Engagement, Collaboration and Partnerships, Students, and Faculty.

Groups come up with short-bulleted list or “elevator speech” regarding the biggest needs to address the “why” this is a priority.

Group discussion and individual groups share out.

Next, Mary has us return to our tables/groups and come up with a brief statement (no more than 4 sentences) for the prompt: Imagine it is the year 2030, what does SOMD look like? What values do we still have? What wishes came to fruition?

**School of Music and Dance
Shaping our Future**

Tuesday, September 20

DISCOVER

First Movement - Small Group Discussion (10:15-11:30)

Discuss the following questions:

Strengths: What do we do well? What are our assets? What is working around here? What values do we cherish that we must ensure are reflected in our preferred future?

Opportunities: Three wishes for the future of SOMD

Identify a facilitator and recorder. Please chart the responses (separate sheets for strengths and opportunities) so that everyone in the room will be able to review later

Second Movement - Small Group Discussion

Join with another group to review the charting of both groups (1PM-2PM)

Look for patterns and high energy themes across both groups; map positive threads and quotable quotes; agree on 3-5 threads and write them on a summary sheet for presentation to the entire group

Third Movement - Gallery Walk (2:00-2:30)

Review all charts of strengths and opportunities and the summary sheet of 3-5 threads.
Use dots to prioritize what resonates most that will serve as the foundation for the next phase.

DREAM

Begin process of creating shared images of a preferred future

Fourth Movement- Small Group Discussion (2:45-3:30)

Discuss the following questions

Possibility/vision statements: To what do we aspire regarding SOMD? What are the most enlivening and exciting possibilities for SOMD?

Please chart the responses

Fifth Movement - Share out (3:30-4:00)

From the share out begin to think about themes and patterns
What resonates? What animates the group? What is missing?

Wednesday, September 21

Sixth Movement – Whole Group (9:00-9:15)

Learning and Reflection

Reflecting on yesterday's work, what did we learn? What animates the group?

Seventh Movement - Small Group Creation (9:15-10:15)

Write possibility/vision statements for SOMD that will provide the guiding principles for the creation of a plan for the future

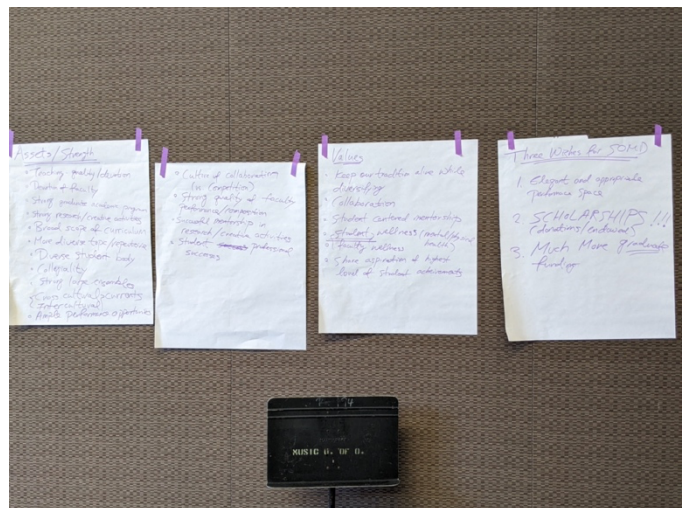
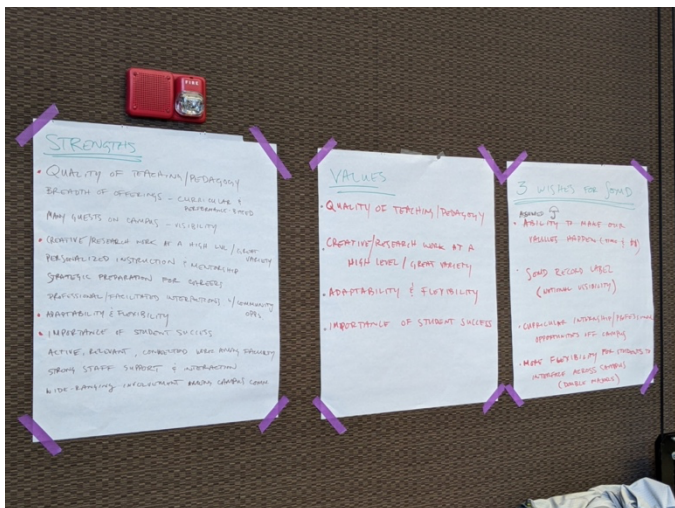
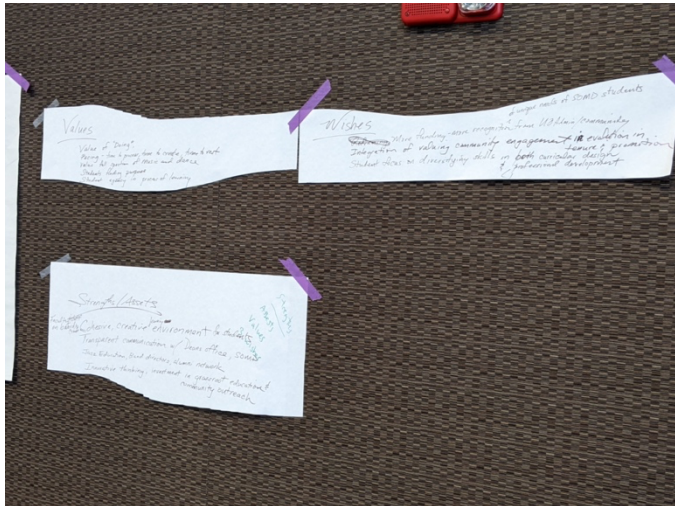
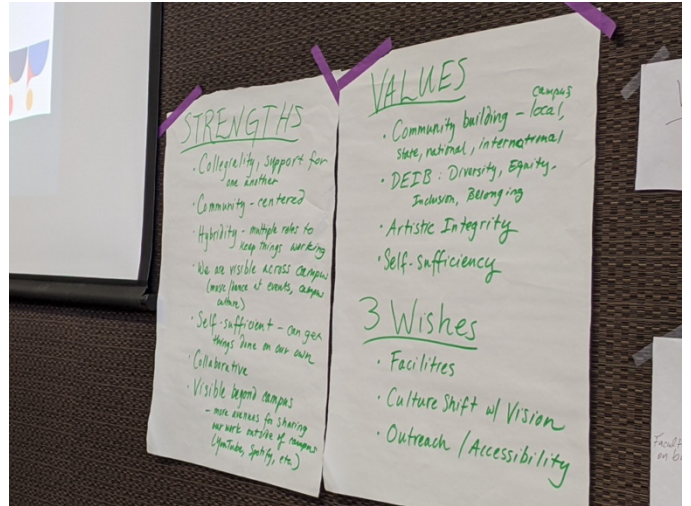
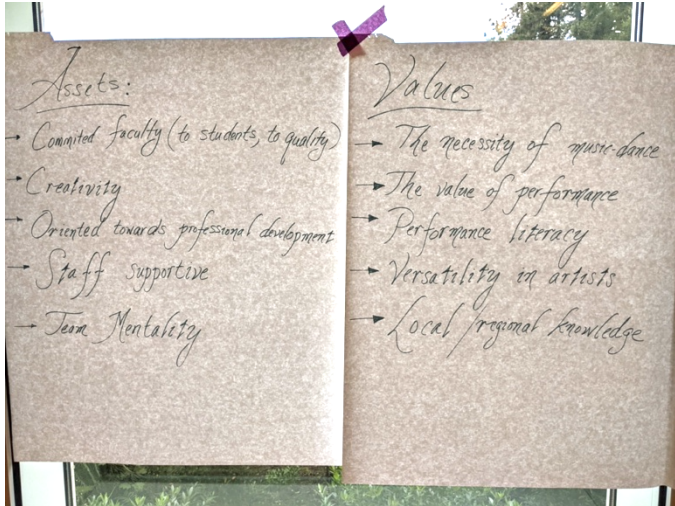
Please chart the completed statements

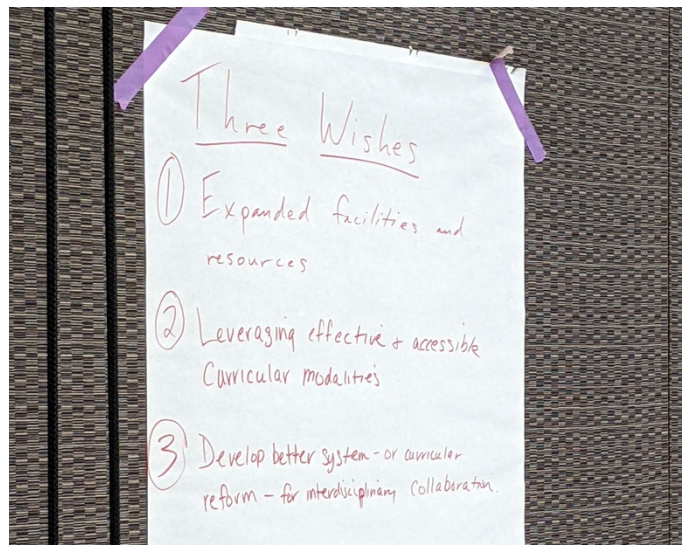
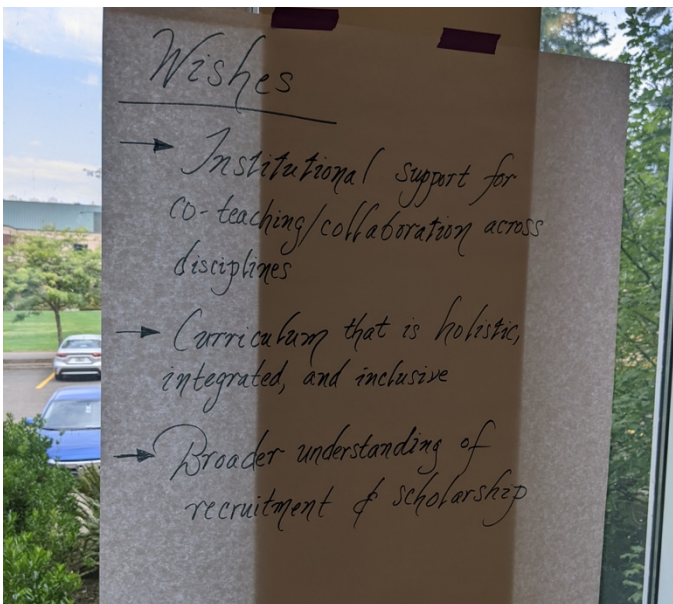
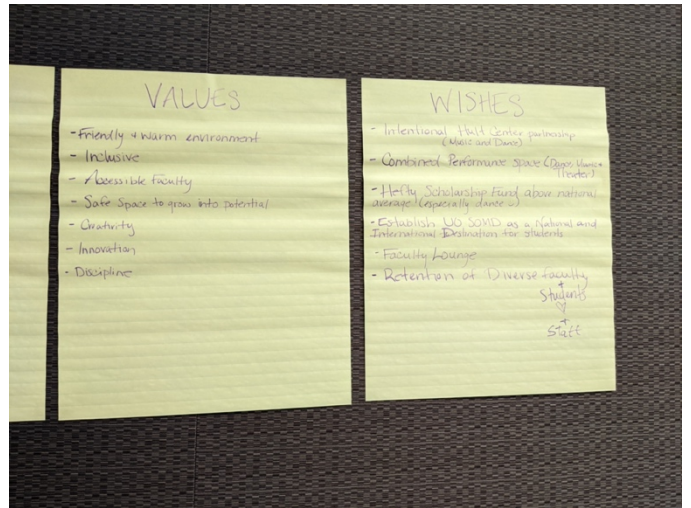
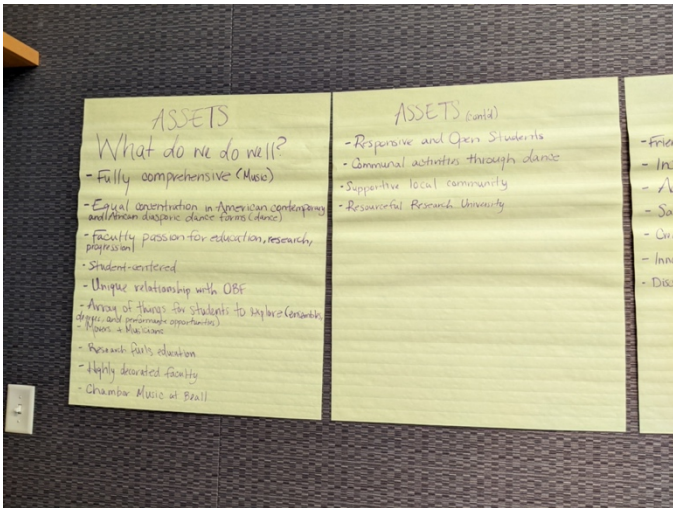
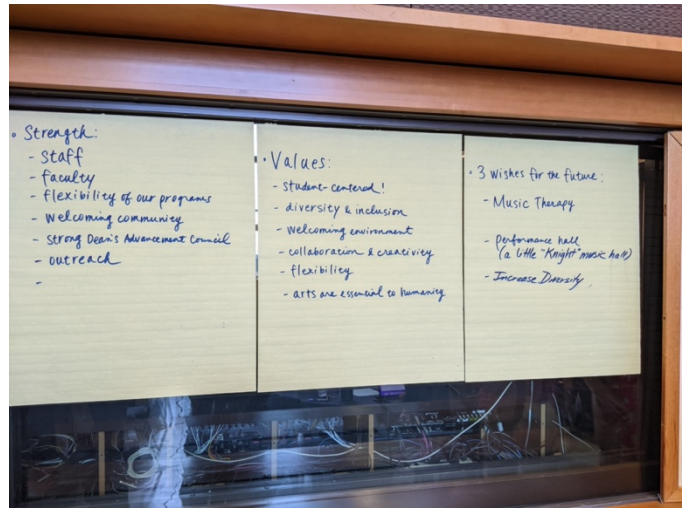
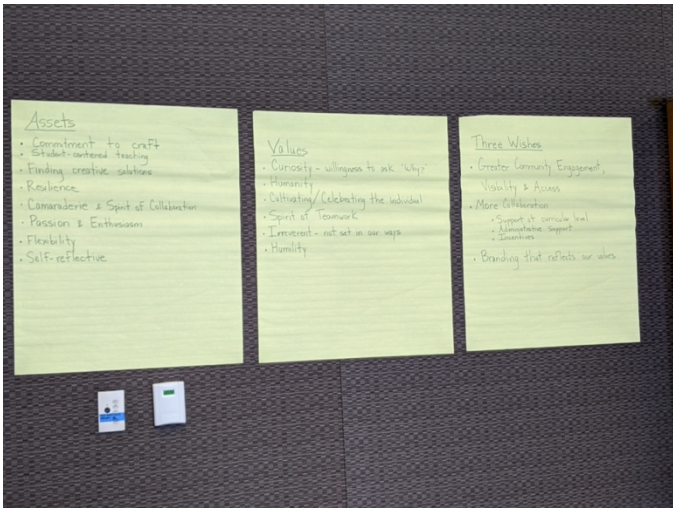
Eighth Movement – Share Out of Statements (10:15-10:50)

Which statements are most compelling?

Finale- Next Steps (10:50-11:00)

Photos from group discussions: **Strengths/Assets, Values, and Wishes**





SOMD DREAM NOTES

Facilities

Mid sizer performance hall

Facility that would house music and dance

Facility to expand Popular Music Program

Earn national recognition

Professional Chamber ensemble-in-residence (String Quartet, WWCE, dancers/choreography)

Performance Hall attracts major artists and our students would run sound, publicity; artists would give something back to our students

Performing Arts Center

- Facilities for full orchestra/open with pit – jazz – dance

- Backstage/greenroom/lobby area

- Blackbox theater

- Music Library in house

- Ample storage space

Performing Arts Complex

- Costume shop

- Scene/prop shop

- Rehearsal spaces

- Performance spaces – experimental, medium, large

- Fully staffed

Excellent large performance venue

Separate facility on/near campus for CMI (McMorran House)_

Student driven recording facility – sound, video, dance with professional outlets

Concert Hall

Dedicated space for Music Technology

Complete revision of dance facility

Integrated music library and instrument storage

Potential satellite/ community outreach campus in Portland (in connection with Ballmer)

Marketing

Marketing that connects with all residents to share our work

Input into promotion and marketing for faculty and student concert events

Better attended concerts

SOMD tour bus that takes our students out but also brings students here

Faculty input into revisions of new website

Free student tickets to all concerts

Identify as a school who “the community” is

Earn national recognition for excellence

Establish a unique identity

National and International visibility

Audience development

Compelling international identity

Reasons to choose SOMD over other accredited schools

Programmatic

Multi-disciplinary Popular Music Studies Graduate Program

Leveraging existing strengths – Artivism, Ecomusicology, HPP

Lab School (School of Ed engagement)

Teaching local music

Make our SOMD Collage Concert the thing Eugene/Springfield residents look forward to

SOMD Traveling concert series

Full time contemporary ensemble to perform modern students rep

Somatics as part of schoolwide curriculum

Fully staff SOMD preparatory school

Summer enrichment programs expanded

Increased resources for Popular Music and Jazz

More vibrant department with GEs (Dance)

Smaller undergraduate classes

Community Engagement

Integrated community engagement

-Local bars as performance space; retirement communities

K-12 cross pollination

Collaboration and Partnerships

Meeting between OBF staff, SOMD faculty and staff about collaborative projects

Collaborate

Co-teaching across academic departments; swapping classes

Require courses in other areas *not electives

Thematic projects Touring to Recruitment to alumni connections

Cross campus

College of Design –productions

Architecture – design new performance hall

Journalism – write/media

Collaboration between Music and Dance

Students

Every student could chart their own path/flexible degree

Student career opportunities – internships, job shadowing, self-promotion, conference travel

Fully funded graduate students in every program

MA/MM fellowships for under-represented students

Specific funding for students

Young artist/Emerging Professional Program

Exceptional Grad Students (ex. Ensemble Connect)

Research awards, Auditions, competitions

Fellowships for graduate chamber groups

Free student tuition

Develop pipeline from UO to employment

Faculty

Faculty and staff earning FTE funding they deserve

Faculty work-life balance

Faculty workload clarity

SOMD Wellness Center with cafeteria,, physical therapist, counselor etc.

Hire more faculty/smaller academic class size

Free reserved parking for faculty; lounge/bar/café

Faculty staff access to gym
Faculty staff wellness center
Free parking
Faculty member teaches what they want
Everyone is TTF
Fully funded creative/research work

Other

Production of art – performance space, instruments, equipment
Documentation of work and art – audiovisual, recordings, publications
Stradivarius collection
SOMD benefactors
International recruitment and retention
Dedicated SOMD development department