

School of Music and Dance

Sabrina Madison-Cannon, Dean

MEETING MINUTES

March 8, 2023

Faculty in Attendance: Abbott, Boss, Brunkan, Cheung, Crumb, Esquivel, Fine, Ghillebaert, Grossman, Hatakeyama, Henniger, Honka, Kennedy, Kim, Krueger, Kyr, Landreth, Llinás, Madison-Cannon, Moore, Nobile, Pack, Paul, Peña, Phillips, Pologe, Ramos-Kittrell, S. Rodgers, Sasaki, Shner, Silveira, Stanley, Stolet, Straka, Strietelmeier, Vacchi, Watcher, Wolf.

Not in Attendance, but Excused: Bellona (teach), Cordova-Arrington (teach), Dossin (search), Gries, Ho (search), Jantzi (leave), Ortiz (search), L. Rodgers (teach), Shivers, Wallmark (teach).

Staff in Attendance: Bates, Benefiel, Bostwick, Cagno, Dunn, Hinojosa, Hsieh, Hudgins, Koch, Mikesell, Miller, Rich, Taflinger, Van Ert, Walton.

Call to Order

Dean Sabrina Madison-Cannon welcomes faculty and staff to the SOMD meeting and calls the meeting to order at 3:03 p.m. We have no motions or minutes to vote on today, so we'll get right into our meeting with announcements and updates.

Community for Equity and Inclusion Update

Committee chair, Steve Rodgers, shares the list of CEI grant awards and congratulates the faculty for their successful proposals:

Pius Cheung – Eriko Daimo and Dai Fuikura, Northwest Percussion Festival guest artists.

Arnaud Ghillebaert —Ken Overton guest artist: world premier piece, masterclass, presentation.

Won Kim— produce video recordings of three works by Korean and Korean-American female composers.

Hannah Thomas—Quilan Arnold, choreographer.

Ed Wolf—Dr. Jessica Swanson invited to participate in round table discussion with anthropology.

Read more about the awards in this SOMD news story:

https://musicanddance.uoregon.edu/honored-thrilled-and-grateful-five-somd-faculty-receive-grants-award-work-equity-and-inclusion?fbclid=IwAR3X5EUT0gKz9f-UHTqdZDu1eUhQRopyNbc_X_x6trIFsD4cBE1KKPK4IXA

Madison-Cannon thanks the committee for reviewing proposals for grants and their efforts to increasing our DEI efforts.

Alyssa Hinojosa shares a CEI event taking place next week: **Meet 'N' Treats and Therapy Dogs**

March 13 and March 16 at 1:00 p.m. in Foo Lounge

Madison-Cannon asks if there are other CEI announcements? Are there others who would like to serve?

Rodgers agrees; they are happy to have more people (faculty, staff, and students) on the committee who are interested in this work.

Cykler Song Scholars Reminder

Rodgers reminds us of the Cykler Songs Call for Proposals has been sent out and he asks the group to encourage students to apply. Students from any area in music are eligible and recipients will receive \$6,000 grant. Deadline May 1.

Call for proposals: <https://musicanddance.uoregon.edu/edmund-cykler-song-scholars-call-proposals>

Admissions Announcement

Julie Koch provides an update regarding admissions and scholarships:

- Audition decisions have been received from faculty.
- Almost through sending acceptance letters; students will hear from the admissions office before end of week (which is ahead of the usual mid-March notifications)
- Scholarships coming up next. If you haven't signed up to meet with Julie yet, do so soon. Email her for the link. We're on track to get scholarship offers out soon.

Commencement Announcement

Brooke Cagno, SOMD Scheduling & Events Coordinator, provides a commencement and regalia update:

Commencement takes place this year on Tuesday, June 20, 2023.

- UO Commencement: 9:00 a.m. at Autzen Stadium
- SOMD Commencement: 1:00 p.m. in Beall Hall

All commencement events on campus will happen on Tuesday, a day later than usual due to campus being closed on Monday for Juneteenth holiday.

Commencement Regalia for Faculty:

- REMINDER: faculty are responsible for ordering their own regalia.
- If you are part of the platform party and/or sitting on stage, please plan on wearing regalia.
- Regalia is optional for faculty attending SOMD commencement and sitting in the audience.

Below are links and deadlines. Please refer to the email from Brooke for complete details: "IMPORTANT: Commencement & Faculty Regalia (with Deadlines!)"—sent March 3, 2023.

Regalia Rental order form: <https://www.uoduckstore.com/regalia-rental-form>

Custom regalia purchase through Jostens:

https://www.jostens.com/apps/store/productBrowse/1046428/university-of-Oregon/Fine-Quality-Regalia/20171024042520653113/CATALOG_SHOP/

Faculty Regalia (Rent or Purchase) Order and Return Deadlines

- **April 24:** Order deadline for regalia purchases and rentals.
 - *Orders placed on or after April 25th will be charged a \$15 late fee. Departmental Indexes cannot be used to cover this late fee. School specific hood colors can no longer be guaranteed.*
- **July 3:** Deadline for regalia returns.

Note: As of May 15, the online rental form will no longer be available, and UO Ducks Store will not be taking any more rental requests. If extenuating circumstances kept you from renting, faculty must email the UO Duck Store to see if they can accommodate your request: orders@uoduckstore.com

Vision Planning Update

Ed Wolf and the ad-hoc planning committee have been meeting with Mary Spilde to continue our vision planning work from the fall kickoff meeting.

Wolf provides the following update on the committee's work:

- Committee has been meeting since October about every 3 weeks.
- They reviewed information created by faculty and staff during the fall kick-off retreat.
- With that, they have developed three guiding principles.
- Today they will be sharing these principles and are here to answer general questions.

Fellow committee members, Paul Krueger, Walter Kennedy, and Thor Mikesell join Wolf at the front of the room, and ask the group to follow along in reciting the guiding principles:

1. We are a university professional school that empowers students with the performative and intellectual skills to succeed in careers related to the performing arts as well as to live a well-balanced life.
2. We value collaboration – in our teaching & learning, our scholarship & creative activity – as members of the SOMD, university, and broader community.
3. We are committed to act and innovate to meet challenges and engage with issues.

Next steps:

- We will send out the draft guiding principles document for faculty to review and discuss in departments.
- Committee will review faculty feedback and rework the document.

Wolf asks if there are any questions from the group? None. The committee is looking forward to hearing your responses and what you think.

Kyr inquires where this document will live (will this be an internal document for us).

Wolf shares that the committee can also circulate a list of possible outcomes.

Madison-Cannon adds that this will help us regarding decision making. What kind of principles do we prioritize? In a time of limited resources, when we are spreading them thin like peanut butter, we need to think strategically, and we'll do so based on our principles.

Some of these pieces can be internal facing but they can also help inform our mission and values and what's outward facing.

Madison-Cannon thanks the committee for their work and putting this document together.

Updates and Announcements from the Dean's Office

UO President Search

- Search is moving along smoothly and an announcement is coming out soon
- It's been an interesting and educational process—finding the balance for a confidential search while still providing information to the campus, community, and trying to make sure candidates have the opportunity to engage with our campus and learn about our school.

Students on Search Committees

In the past, has SOMD had students on search committees? Did we stop this for a reason or maybe it trailed off as a practice for an unknown reason?

Madison-Cannon asks the group if they have any thoughts about this or any historical context to provide.

Discussion about SOMD searches and that in the past we have had one grad and one undergrad on searches. Concern about students getting exposed to confidential information, critique, and feedback when they might end up having this person as a professor in the future.

Madison-Cannon: We would set the stage up front and prepare them that this is a confidential process. And that they will be hearing constructive feedback in the process.

Confidentially is not just now while we are in the room, but after the search is over.

Or perhaps we adopt another model, some suggestions include:

- Candidates meet separately with students. They can provide feedback and their input to the search committee, but not be privy to the full search process and committee discussion.
- Charge the student with having a town hall and getting feedback from students.

Madison-Cannon: why is this coming up now?

Students feel like they don't have agency in the search. It seems like their voice doesn't matter and will not impact the process. There were some recent concerns expressed from current violin students about the search process. I'd like to figure out a way to make students know their voice matters.

Further discussion from the group about past searches when we did have student on committee, their role was unclear—are they a voting member? They did a lot of work but didn't have a vote.

Madison-Cannon: Something else to consider is what is the mechanism to decide who the students would be. If it's a brass search, should the students be from the brass area, or is that too close to the process and we need students outside of the area?

Start thinking of this at the department and area levels. I'd like to have a policy in place by the end of the year for our searches next year.

The first thing for us to decide is do we want to have students on committees, or is there another way to give them agency in the process?

Continued discussion from the group about confidential information and student access.

Madison-Cannon: I can see certain parts of the process not being done by students, like reference checks.

Mikesell shares that on a recent committee he chaired the search advocate helped set a tone and boundary for the search. Having a non-voting member on the committee to reach out to for advice. Can I ask this question, can I not?

Madison-Cannon suggests another possibility is that students are part of the search and are there for broad discussions, then there is an "executive" session where the students are excused from that part of the committee's discussion.

Shner brings up a concern about having a student rep on search, then they have that person as a professor. Will they have any leverage over the professor having had access to information from the review and application?

Madison-Cannon adds that further clarification is needed about their role in the process and if executive sessions/discussions without the student are part of the committee evaluation process. Depending on their role/part in the process, students would know up front they are held to confidentiality expectations.

Fine asks a question about the survey process and if that can be used for each search. It could help to standardize the student survey process for each search.

Madison-Cannon adds that surveys are helpful, but students have expressed that they want to have a voice earlier in the process before finalists are brought to campus.

It's common across campus to have students involved in the search. The presidential search had students.

Kim shares that from his experience he's never had students on search committees.

Peña adds that something unique to the performance department is that for applied lessons the student and faculty are going to interface every term vs searches where a student/candidate might not interact very often.

Madison-Cannon: what I think I'm hearing is there might be other ways we look to include student voices.

Wolf shares that as a student at Indiana, he had a role as student liaison for searches. We saw CVs, talks, and had input. But other conversations happened behind closed doors. We (students) still felt involved.

Madison-Cannon adds it's important for students to know that where you can have the most impact, is to show up to the things. If you want agency, show up.

Boss notes that from the student standpoint, it can be educational to be in part of the process early. To go through a hundred CV and cover letters can help them for their own job search process. They can be there for the beginning to hear the committee discussion and how they narrow down the pool. Then they leave for the more in-depth discussions.

Madison-Cannon shares from the presidential search, there were several times the committee was going with momentum then a student would chime in and share a different viewpoint. It changed the conversation. The students were fully immersed in the process and their voice had an impact.

Hatakeyama asks for clarification regarding the recent student concerns—did these students express being unhappy about the process or finalists for that search?

Madison-Cannon replies it was a broader discussion and concern where in general they wanted to be part of search processes. They also erroneously didn't know they would be surveyed and part of the process.

Ramos-Kittrell agrees that agency for students is important; but he hopes there will be a mechanism and a well-defined process for selecting student representatives.

Rodgers adds that he can see benefit of having a student outside the area. They might be able to speak to how the candidate would interact with the whole school and not just their discipline or area.

Nobile shares that the last search he was on the student comment and feedback was really important in the committee review process. I got the sense the students really did feel valued and part of the process.

Madison-Cannon: currently, students just get a list of finalists when campus visits are scheduled, then they are like okay, this is happening. Maybe the student involvement starts up front—we ask students what they want to see in a candidate, so they are involved earlier but not a part of the full search.

Next steps: Madison-cannon will reach out to other units to ask about their process, and we will also talk with DSAC to ask their input on this process.

Strategic Investment Proposals

- SOMD received and submitted one proposal this year.
- Joint proposal from Jon Bellona (SOMD), Ann Shaffer (Library), and Kate Thornhill (DREAM Lab).
- The request is for wrap around support for audio research – to fill the gaps formerly supported by CMET, both staffing and equipment. New resources would be for campus broadly, not just SOMD.

FAC Update

- Finished IHP review and proposals were submitted last month.
- SOMD Teaching Awards
 - Drafting criteria for the creation of new SOMD unit level teaching awards.
 - SOME will establish three awards, open to career and tenure-related faculty, based on the UO teaching evaluation standards: research-informed, engaged, and inclusive teaching.
 - SOMD currently does not have any teaching awards and our faculty are competing for university level rewards that are open to all of campus. When it comes time for promotion and/or tenure files, SOMD faculty often have to list “no teaching awards”; these new school awards are intended to recognize the amazing work our faculty are doing and can help fulfil a required component of the promotion dossier.
- Window Covering Policy
 - Some studios don't have windows, or some do they are covered. This leaves us vulnerable and our students vulnerable.

- The intention behind creating this policy is to keep us safe and our students safe.
- Initial work has begun to identify how many of our offices have windows, and how many of those can have a shade/cover that can be raised or lowered (so you can have privacy during lunch, break, etc.)

- Faculty Absence Policy
 - Bringing forward a draft document to clarify faculty absence.
 - Faculty, especially tenure-related faculty need to be out there engaging in research and creative activity so the goal is to have something in place so we can better support your activities while also being mindful of the student experience and staying informed about your time away from campus.

- Governance Policy
 - Work to revise our policies is ongoing (internal governance, merit policy, etc.)
 - I want to work on creating a new faculty designation for our career faculty. The university has teaching faculty or funding-contingent research faculty (but SOMD does not have those).
 - We have faculty who teach but also do research and creative activity, by the nature of their discipline and/or interests.
 - Internally we can create separate faculty designation (for teaching vs teaching/research) and outline how the workload/FTE works for those two categories.

Madison-Cannon asks if there are any additional updates or announcements for the good of the order.

Adjournment

Madison-Cannon thanks the group for their time and the meeting was adjourned at 4:01 p.m.