

## **Academic Department Meeting**

2/23/2024

9:00-10:00 AM Room 178

**Attendees:** Steve Vacchi, Tim Pack, Lindsey Rodgers, Ed Wolf, Drew Nobile, Abigail Fine, Lori Kruckenberg, Zach Wallmark, David Crumb, Beth Wheeler, Melissa Brunkan, Jay Silveira, Rob Kyr, Jackie Cordova-Arrington

### **Welcome, Notices, and Reminders:**

- Jackie Cordova-Arrington is coming to facilitate a discussion on a more structured mentorship program.
- Area chairs – Steve Vacchi will set up brief meetings to go over course projections for 2024-25.
- There is no curriculum committee in place at the SOMD yet.
- 3<sup>rd</sup> and 4<sup>th</sup> candidates for the Music Technology position are visiting; we have a good group to choose from. Faculty are encouraged to come observe and read their CVs.
- Dance candidates also bring impressive backgrounds.
- Provost Book Award \$5,000 cash (<https://provost.uoregon.edu/book-publication-award>)

### **Standing committee updates:**

- Trotter proposals must have gone in, but we haven't heard anything. We don't have a chair while Won is on sabbatical. Steve will ask about this.
- OHC will start interviewing candidates in two weeks.

### **Summer Session Policy:**

Lindsey Rodgers: Summer session policy hasn't changed since the last faculty meeting where a concern was raised about the timeline of cancelling a class three days before the start. I'd like to find a better solution. Working during the winter term to decide what summer classes will be available, it seems that we have plenty of time to determine class numbers. Since raising the requirement for minimum enrollment, it feels riskier of cancellation. In the CBA (Article 18 section 6), it says the unit has the right to cancel the class, but in the event of a cancelled class, the department or unit will attempt to appoint the faculty to a new assignment. This feels like there is shared pressure on the administration. Lindsey wants to offer an online version of 611 (asynchronous) which could be helpful for students. It could also help or tie in if Abigail teaches her writing class in the fall. Preparing for this, however, there is a lot to go through if it gets cancelled three days before. I'd almost rather not get offered the contract.

- Steve Vacchi: there should be time for discussion at the faculty meeting.
- Zach Wallmark: one of the issues in predicting enrollment and allowing maximum time for students to enroll is that students often take these classes if they fail a class during the first summer session or previous spring term.
- Lindsey Rodgers: but how many courses does that apply to?

- Tim Pack: There has been flexibility with combining enrollment across sections of the theory classes to avoid cancellation since the courses I teach are so essential for student graduation, but I also don't want to put in a lot of preparation time if it might get cancelled.
- Zach Wallmark: For the musicology classes, there are a decent number of students who enroll to satisfy a general education requirement and they will filter their search for that. To graduate, they may have a few days to figure out a plan to satisfy their graduation requirements. I understand the underlying logic behind this, but Mike has said we can have flexibility and set internal deadlines if you talk to him directly. We also need to be more proactive in advertising these courses.
- Drew Nobile: One of the issues is who is taking on the risk? SOMD should be taking on more of the risk rather than the faculty member. Classes should run based on previous enrollment data and if they don't get the enrollment, the instructor shouldn't be the one who gets penalized. Advisors have the resources more so than faculty to find these students that should be encouraged to take these classes.
- Lindsey Rodgers: When I was a graduate student here, I didn't realize how important it was for the school to know if I was planning to take a class over the summer.
- Ed Wolf: CAS just changed their summer session policy where the criteria will be stricter, and the timeline is moved earlier. The policy also encourages online classes.
- Lindsey Rodgers: There seems to be two types of classes: interesting topics that need to be advertised and classes that are necessary for student graduation.

Jay Silveria: Same document, page 2, article 4, letter E: "Non-MUP independent studies in research and thesis advising during the summer shall be considered as service with no remuneration ascribed". Could someone explain the rationale for the differentiation between 1-on-1 applied lessons and 1-on-1 research thesis dissertation advising? Why would someone teaching applied lessons get paid, but not someone editing a dissertation? In article 5, "Courses designed to fulfill undergraduate or graduate-level music or dance degree requirements may be exempted from the above stated enrollment guidelines in order to ensure timely progress towards degree completion"; this would apply to students needing thesis credits.

- David Crumb: When students would register for thesis credits in the summer I wouldn't necessarily get notified and sometimes, I got paid, sometimes I didn't. It might be good to clarify this.
- Steve Vacchi: There's never been a need to offer MUP in the summer, with some areas having exceptions, but dissertation credits could be much more utilized.
- Lindsey Rodgers: Does it have to do with if you sign up for the credits in the summer, you're obligating the faculty to work with you in the summer and it was up to the advisor's/faculty discretion. I don't know where the power would lie.
- David Crumb: Sometimes they will take the credits in the summer because it moves them closer to graduation even though they don't expect to work with faculty.
- Steve Vacchi: This is an important point to bring up in the faculty meeting.
- Rob Kyr: Summer credit is a way to accommodate students on a tight timeline and financial restriction.

- Drew Nobile: The difference is that during the year dissertation credits are part of the teaching load.

### **Other announcements:**

THEME guest today- Dr. Amanda Draper from Indiana University, noon in room 163 on Universal Design and Learning, and 3:15 pm Creating Learning Spaces for Students with Autism.

THEME next week Elizabeth Lindau from Cal State Long Beach- she works on intersections between popular music and the Avant-Garde.

Ed Wolf: Faculty bargaining next week, February 29<sup>th</sup> 12pm-2; at issue is higher salaries, professional development included and paid for career faculty.

Composition: Estelí Gomez will premiere eight new pieces by our students.

### **Feedback on developing a mentorship program:**

Jackie and Grace are serving on a subcommittee within FAC following up on the climate survey that highlighted a need for a more structured mentorship program. We are surveying faculty on what this program should look like and understanding the current situation. This is the first thing we are pulling from the climate survey and there are more topics that we plan to address. This topic can be activating, so the survey is a safe space to express anonymous feedback. We encourage people to use the survey to help document all feedback.

Survey (<https://poll-maker.com/Q3XDD4638>) with prompts on thoughts around a more robust mentorship program:

What are the current barriers to achieving effective mentorship at the SOMD?

What are important qualities in a good mentor?

From this group's survey responses:

- Course loads, time
- Having the right people in place with experience and mentorship skills
- Lack of onboarding structure
- Lack of leadership support
- Politics between senior and junior faculty members

Discussion:

- David Crumb: An idea was proposed for a senior faculty to be assigned to a junior faculty, but it seems to work best if it's someone within the area. Within composition, it feels like other areas might not understand what we do. Ideally, someone in the area would be preferable.

- Ed Wolf: The idea of a "guru/student" relationship is on the outs when there is not enough time to address all the questions. There should be a network of people depending on what you're needing help with.
- Jackie Cordova-Arrington: a singular mentor can be a barrier
- Abigail Fine: If each faculty member had one thing they identified as being an area they feel comfortable mentoring on, we can have a resource guide for new faculty.
- Lindsey Rodgers: When I thought of the term "mentor", I thought of navigating the SOMD at UO as location-specific (policy, expectations go here), but long-term career is also an area that needs mentorship. Having these different categories would be helpful.
- Jackie Cordova-Arrington: Would a Dean of Faculty be helpful for guidance on policy and location-specific items?
- Ed Wolf: There will be times when you want to talk to someone involved in administration as well as times with someone not involved in administration.
- David Crumb: I recall getting contradictory information about service. Admin would put junior faculty in committees but be advised to focus more on research over service.
- Ed Wolf: There are several places on campus such as CAS Diversity that are working on new mentorship programs that will be good resources to check with.
- Jackie Cordova-Arrington: This is an ongoing conversation.

Steve Vacchi brings the meeting to a close.