UNDERGRADUATE COUNCIL MEETING
April 2, 2013
Collaboration Room, Knight Library

PRESENT
Susan Anderson, Andrew Bonamici, Ron Bramhall, Sue Eveland, John Gage, Loren Kajikawa, Alison Schmitke, Josh Snodgrass, Karen Sprague, Randy Sullivan, Glenda Utsey, and Tom Wheeler

ABSENT
Ashley Buchholz, Paul Engelking, Dave Hubin, Madeleine Hudson, Jennifer Joslin, Diana Salazar, Ben Smood, Kerry Snodgrass, Beata Stawarska, and Karen McLaughlin

GUESTS
• Patricia Dewey, Associate Professor and Director, Arts and Administration Program, AAA
• Tina Rinaldi, Managing Director, Arts and Administration, AAA
• Ian McNeely, CAS Associate Dean for Undergraduate Education and Associate Professor
• Ruth Keel, Assistant Vice Provost, Academic Affairs
• Bil Morrill, Assistant Director, Office of Academic Advising
• Lee Rumbarger, Director of TEP, University Teaching and Learning Center

AGENDA

I. Minutes from February 25 and March 11, 2013

II. Architecture and Allied Arts proposals:
   – Revised minor
   – New major

Presented by: Patricia Dewey, Associate Professor
   Director, Arts and Administration Program

MINUTES

* NON AGENDA ITEM: PREVIEW OF COUNCIL WORK FOR REMAINDER OF THE YEAR
The Chair opened the meeting with a brief request from Karen Sprague for ideas from Council members for improvement to the Undergraduate Council website. Suggestions would be welcome regarding content, arrangement, navigation, or anything else members wanted to suggest. Comments can be sent directly to Karen.
I. MINUTES FROM FEBRUARY 25, AND MARCH 11, 2013 MEETINGS

The Chair called for any emendments to the minutes of the meetings held February 25 and March 11, 2013. A minor typo was noted and corrected in the March 11 minutes.

The motion was made to accept the minutes of the meetings of February 25, 2013 and March 11, 2013.

Moved: John Gage
Seconded: Susan Anderson

The motion passed unanimously.

* NON AGENDA ITEM: ANNOUNCEMENT OF PROPOSAL REVIEWS FOR APRIL 19, 2013 MEETING

Before introducing the proposal currently before the Council, the Chair announced proposals to be reviewed at the April 19, 2013 meeting. They are the proposal for a minor in Native American Studies and changes in two minors in AAA: the minor in Architecture and the minor in Interior Architecture. The hope is to have these proposals approved by April 24 so they can be entered in the Spring Curriculum Report to the Senate and can be implemented in Fall 2013.

It was noted that the Arabic Studies proposal has not yet been submitted to the Academic Affairs office. It may not be ready for presentation at the April 19 UGC meeting, but possibly for the last Senate meeting on May 8, if the UGC can review the proposal at its May 3 meeting.

II. ARCHITECTURE AND ALLIED ARTS PROPOSALS: CHANGES IN THE ARTS & ADMINISTRATION UNDERGRADUATE MINOR AND AAA PROPOSAL FOR A B.A. IN ARTS MANAGEMENT IN THE ARTS & ADMINISTRATION PROGRAM

The Chair introduced Patricia Dewey and Tina Rinaldi and invited them to present the two proposals from the Arts & Administration Program in AAA. Council members introduced themselves to the presenters.

Patricia suggested focusing on the proposed new major and discussing the minor in that context. She distributed a chart illustrating a 1-3-5-Year Strategic Realignment of programs in Arts & Administration. (This is part of a Strategic Plan & Budget Report the AAA Dean has requested from all departments.)

AAD is a relatively small program, staffed with five regular tenure-track and 20 adjunct faculty. Since the mid-1990s, AAD has primarily been a master’s degree program. The focus has been to educate graduate students how to run museums, opera companies, symphony orchestras, and theater companies. The program’s mission statement is “…to educate cultural sector leaders and participants to make a difference in communities.” The social role of the arts, that community emphasis, cuts across the AAD curriculum and research that takes place, based on the AAD program.

Since the mid-1990s, AAD has evolved out of a long-standing Art Education program to become an Arts Administration program. There is now a master’s degree program with five concentration areas of
study. There is a long-standing undergraduate minor called “The Community Arts” minor. More recently, AAD has introduced a supporting area of study for the SOMD doctoral program.

Currently, at the undergraduate level, AAD offers three group-satisfying general education courses (AAD 250-Art & Human Values; AAD 251-Art & Visual Literacy; and, AAD 252-Art & Gender) taught in face-to-face classes on campus and in an online format through Academic Extension. It also participates in First-Years through FIGs and Freshman Seminars.

In looking at all the different programs in AAD, and given growth in the demand for Arts Administration, growth of interest in the field, growth in the creative economy, what partners across campus are saying (e.g., School of Music and Dance), and a real interest of students and parents to not only get depth and breadth of education in arts and humanities, it makes sense to also develop functional areas, skill set areas, capacities and competencies that will position students in different career paths as they enter the job market. Looking at all these demands and at the growth of undergraduate arts management education across the country, it seems the timing is perfect for the development of a new undergraduate arts management major, as well as continuing to modify, build, and grow the existing undergraduate arts management minor (and so the request to rename the minor). Ideally, the direction, then, is to have a seamless sequence of program activities from First Year Programs to undergraduate general education courses, or an undergraduate minor, and an undergraduate major. AAD also seeks to differentiate a little bit more the graduate and undergraduate course offerings. There is a very long history of AAD 400-500-level courses, but there is a need for more graduate-focused coursework as well as for more undergraduate-focused coursework. There is also a tremendous potential for growth in the AAD Portland-based presence. There is a rapid rise in the Asian market, especially in China, for education in this area. Looking at all of these pieces that have been developed over the past year, a detailed proposal to launch an undergraduate major, a BA in Arts Management, is being proposed. Patricia acknowledged that it may have been backwards to propose a name modification in the Community Arts minor to the Arts Management minor before formally proposing the BA major. A number of courses are currently under review that will be launched over the next three years. These courses will become integrated into what will be the undergraduate major and the undergraduate minor.

Patricia outlined the Executive Summary of the Undergraduate Arts Management major. She pointed out that the major has been developed in close partnership with the AAA Department of Planning, Public Policy, and Management as well as with the SOMD. There are ongoing conversations with the College of Education, as well. It is expected that this program will be of particular interest to students and their parents as a double-major option or in some form of a major-minor configuration. By encouraging depth and breadth and scope in the arts and humanities, a very strong liberal arts education combined with a very strong and robust arts management education that focuses on the role of the arts in society and on professional practices associated with the field, students graduating from the undergraduate level will be very well-positioned to enter a variety of career paths upon graduation.
The program is structured so that a student would be able to enter the program as a freshman or a sophomore, or a junior or senior. They would be able to come in at [their respective level] so that they would be able, upon graduation, if they are interested, to continue their studies in a master’s degree.

The Executive Summary provides an overview of the course requirements for the BA in Arts Management. 64 credits are required for the degree and 36 AAD credits are required, of which 24 credits must be in upper-division courses. Some of the required courses are already regularized; some of the required courses are currently being reviewed. One of the courses under review will be launched this spring. Another course will be launched next fall. A number of the remaining required courses will be regularized the year after next.

There is also a practicum requirement named CULTUREWORK. This course is built upon a very strong practicum structure that already exists in AAD.

All of the university General Education group-satisfying requirements are included in the requirements for a BA in Arts Management. Requirements also include at least 12 credits of history/survey courses in a specific arts sub-field and 16 credits -- 4 courses of in-depth study in creative practice, arts, and humanities in a cluster such as “visual arts”, “performing arts”, or “humanities.”

Students who pursue this major would also be strongly encouraged to complete a few more required courses to earn the PPPM minor in Non-Profit Administration.

Goals of the Strategic Realignment:

- 2011–2012 = completed: Critical assessment of the program; planning; development of program infrastructure; and establishment of support frameworks.
- 2012–2013 = in process: create an undergraduate major in the program; revise the undergraduate minor; develop new undergraduate courses; expand strategic planning to Portland; address expenses and revenue shortfalls in the program.
- 2013–2014 = create Portland program; recruit students for the undergraduate major and minor; select courses to convert to online presentation and develop a system to achieve this; cultivate external research funding.
- 2014–2016 = launch and grow the undergraduate major; reposition the master’s and graduate specializations; launch the Portland programs; address faculty and staffing needs in Eugene & Portland; develop online, low-res, and hybrid courses; cultivate external funding.
- 2016–2018 = grow and stabilize the undergraduate major/minor; stabilize residential Eugene master’s program and doctoral-supporting courses; grow the Portland-based programs; develop Portland-based internal programs (principally in Asia); cultivate external funding.
The goal of AAD is to educate leaders for social community culture, develop entrepreneurship in the arts, and promote work in the non-profit area. The focus is to expand employment opportunities for students after graduation. Based on the program’s self-study and national trends, the time is right to develop an Arts Management major.

The Chair invited Council members to address questions about the proposal to the presenters.

Discussion

Q. What is the rationale for the development of a two-track pathway toward a degree based on how advanced a student is when s/he declares a major? This is very unusual and very different from current practice on campus.

A. [?]

Q. Will there be a media component included in the Arts Management major?

A. It is emphasized in both the master’s program and in the doctoral support courses and infuses everything in AAD. This topic also crosses over into the undergraduate major in AAD 315, Funding the Arts, which deals with marketing the arts and fundraising.

Q. How would the AAD program partner with SOMD towards a degree?

A. The School of Music & Dance partnership would be primarily with instrumental performance majors (since the vocal performance major is completely filled with other required courses). This partnership could lead to a double major or a double minor specifically tailored to the SOMD students. SOMD has already presented AAD with a proposal mapping out how major would be designed for their students.

Q. Would this major or minor be possible for a student who is interested in music, but not necessarily seeking to major in music?

A. There is a great deal of flexibility built into the major.

Q. Regarding the role of adjuncts in the program, how will the quality of the faculty offering the new major be assured? There are currently only 5 tenure-track faculty available along with 20 adjuncts.

A. Two of the tenure track faculty are preparing for their tenure reviews. Additionally, a new tenure-track faculty has just been hired from another institution. The AAD adjuncts are highly qualified; indeed, many are PhD; many are master’s or PhD graduates in the former Arts Education program; many have 20, 30, or more years of teaching experience. They receive excellent feedback on student evaluations from students who take their classes. Moving forward, all tenure-track faculty will be expected to teach at the graduate and undergraduate levels and will be teaching a lot of the 300- and 400-level courses. A great deal will be determined by how the numbers of students in the program will shape the program. As yet, the question of adding tenure-track faculty is not fully addressed in the proposal. It is being worked on as assertively as possible.
Q. Would students, with adviser approval, be able to take alternative survey-courses for the 12-credit requirement in areas outside just the basic music or just the basic arts survey courses, e.g. an interdisciplinary focus on music and arts in the 20th or 21st Century?

A. Yes, the program is striving for depth, but still allowing for flexibility and individual interest. We don’t know yet what some of these program variations might look like. We believe that depth and deep understanding of a particular arts area or humanities area is very important. Otherwise, when students graduate, they may have wonderful skills and competencies, but without the solid foundation that would enable them to be effective leaders in the field.

Q. In looking at the required courses for the major, it is apparent that many of the arts and letters courses will double-dip (as both major and General Education requirements). Is it the intention of the program that students will need to select courses for the major over and above the Arts and Letters group-satisfying requirement, or that students will be able to “kill both birds with one stone”?

A. A lot of that will depend on the point at which a student would enter into, and declare, the major. We want to avoid the situation where a junior would declare for the major, and then have to backtrack and re-do their General Education requirements. Looking at the detailed coursework plan, which assumes students declare the major as freshmen, the plan allows for a pretty broad foundation of a liberal arts education that includes the more in-depth knowledge of survey and history. University policies and procedures will have to be followed as to what counts as double-dipping and what does not.

AAD can say that the requirements for the major are over and above the General Education requirements. This proposal does not specify if double-dipping is allowed in the major. Students will simply assume it is allowed. Some majors do specify this allowance. However, most majors do not allow this. AAD was not aware that this allowance was possible. This is a critical question that AAD needs to consider.

Q. What is the intent of the courses in the required 16-credit cluster and what is its relationship to the required 12-credit survey? Is the intent of the 16-credit group to focus on practice, rather than history or theory? Or is the intent to go into greater depth in an area?

A. These courses are intended to focus in-depth on areas of particular interest to the student. Depending on a student’s field of interest (theater arts, musical arts, visual arts), the 16-credit cluster could focus on either practice or more history and theory or both. The intent is to gain deeper understanding in a particular area.

Q. Management of arts tends to focus on non-profit management. Would there be some value in incorporating business courses to cover for-profit enterprises in the arts (e.g., recording industry, digital industry, etc.)?
A. The Arts and Administration Program is designed to provide foundation and transferrable skill sets and its emphasis has historically been on non-profit enterprises. For-profit administration is addressed in the AAD entrepreneurship courses.

Q. There is still confusion concerning implementation of the two-track entry of the major or the minor, with students being able to declare the major in their undergraduate years (freshman-sophomore and junior-senior), take different courses, and still wind up with the same major and/or the same minor. And how does the role of advising fit into these two tracks?

A. It is necessary to understand that the initial proposal was only for changing the name of the minor (while the proposed major was being established). What was not articulated in the minor were all the new courses for the major, being launched over the next few years, which would then become built into the minor and packaged in different ways to appeal to different student interests across campus. AAD is still working out its response to questions raised in regards to the proposal for the minor. At the same time, AAD wants to make it possible for students across campus to access this course of study, even if they find out about it as they are moving through the system.

This distinct two-track configuration into the minor based on where a student is in their undergraduate career is very new. There are other minors on campus that offer different directions of emphasis within the minor, but the AAD proposed track into the minor is very different and needs to be considered very carefully. One primary concern of the Council is that, depending on when a student entered the minor, s/he could have less or more grounding in Arts Management, specifically. It would be conceivable that entering the minor earlier would result in relatively much more training than entering the minor later, and graduating with relatively little training in Arts Management. Depending on what happens with the proposal for the major, AAD will revisit and resubmit the proposal for the minor, addressing some of the issues raised by the Council.

Q. There is a mention in the proposal of taking Undergraduate General Education courses in class and online. Is AAD proposing to add new Gen Ed group-satisfying courses to the ones already offered in the department?

A. Yes. One course being added is AAD 300, Understanding Arts Worlds and the Creative Sector. It has been submitted to be a new group-satisfying course in the Gen Ed curriculum as well as required for the Arts Management major. This is the only additional course at this point in time. It is being submitted as a multi-cultural course, too. The UO Curriculum Committee has the submission on its docket. There is a possibility more new courses will be added for the Gen Ed curriculum.

Q. What are AAD’s plans for online General Education courses? What is the quality control for these courses?
A. There is already a long history of AAD 250, 251 and 252 being taught online. AAD has the distinction of being the first academic unit to offer online courses. This has been going on for at least 15 years. Those three courses are taught by a group of adjunct faculty that has been teaching them both in class and online. Online is a mediating environment; it doesn’t change the way the course is taught or the curriculum of the courses, or the assignments in the courses, or the evaluations that the teachers do of the students. Basically, the student performance both in the classroom environment and the online environment is virtually identical. The online courses are virtual and asynchronous. Because the faculty teaching these courses have done so for a long time, they meet to discuss new approaches, new techniques of presentation, new ways of handling the online environment, and keeping the courses re-tooled and up-to-date as the technology evolves. They approach this as a cohort of faculty, peer coaching one another.

Q. Do these online courses include courses for the new major?

A. These three courses (AAD 250, Art and Human Values; AAD 251, Art and Visual Literacy; and AAD 252, Art and Gender) are in the General Education curriculum and are basic required courses in the proposed Arts Management major. In time, AAD plans to develop three additional courses (AAD 300, Understanding Arts Worlds and the Creative Sector; AAD 312, Arts Management; and AAD 315, Funding the Arts) as both classroom presentations and online presentations. Courses in the field are tending to the online format, nationally and internationally. Solely online classes is not deemed to be the best way of running the courses. AAD prefers to develop hybrid classes.

Q. Will the number of [online] courses a student can take in the major be limited?

A. They will be limited only in terms of what is offered.

Q. In the original minor proposal, AAD 312, Arts Management, was presented as both an introductory course and a capstone course. There is some question as to how a single course can be both.

A. This will be studied more by AAD as the minor is re-examined and reconfigured. It may be that there will be multiple capstone experiences, in addition to an introductory course that provides a smooth segue into 300- and 400- level courses in the major. However, AAD 312 will still be required of both the majors and the minor. (It will still serve as the introductory course into the major. In a modified form, it may serve as the capstone for the minor.)

Q. The Executive Summary of the proposal for the major indicates that AAD is focusing exclusively on arts management in the non-profit sector. Is that correct?

A. That tends to be the primary emphasis of AAD.
Q. Does the business school have an arts management course? There might be a great potential and a great deal of interest in looking into opportunities of arts management by students who are interested in the industry in a tangential way to their interest and passion, e.g. music, digital companies, pop culture, multimedia, computer art and electronic music.

A. There is a new sequence of courses at the 400-level that addresses specifically the area of “Arts Entrepreneurship.” This includes both commercial and non-profit models of business. There is also a joint MBA and Master in Arts Management program that is coordinated between AAD and the Business School, but the Business School does not have a course or program that is specifically focused on the cultural sector of society and on arts management. It would be difficult to try and meet everyone’s particular interest and needs on all fronts. We do provide foundational coursework and transferrable skill sets that students can take and apply to the opportunities they find after they graduate.

Q. Down the line, as you’re meeting with freshman students at IntroDUCKtion, what are you telling them to take? Everything listed here are elective courses. There are no lower-division requirements. In students’ minds, “elective” means “I don’t have to take this course.” Are there any courses that students would be expected to take in order to get started on this major that, in their mind, are going to count?

A. The detailed course plan spells out the recommended courses, and include the foundations... That is the problem: “recommended” courses, which means “not required” to students. But those courses are listed in “Required” areas of study and they will provide the 100- and 200-level foundation that will allow them to succeed when they get into discussing policy issues and societal issues in their 300- and 400-level courses.

Q. But it this courses are so important to the major, why aren’t they required courses to get into the upper division courses for the major? Why aren’t they set up as pre-requisites? Also, why would the freshman and sophomores entering the program be required to take those AAD 200 courses, but the juniors and seniors entering the program won’t have the same requirement?

A. The way to get around this problem is probably to sequence the courses. Or you could say that it is required to take so many credits from a group of courses at the 100-200-level before you can take the 300-400-level courses.

Q. Also, why not have a BS option for the program as well as the BA? It is very helpful to have degree offerings for both options, the BA or the BS. This opens the major to more students and helps with recruiting for the program.

What is the grading policy in the major? There is one mentioned for the minor. There should be one for the major in the proposal, as well. The English department serves as a good model in how these technicalities in the proposal might be addressed.
What double-majors are allowed or disallowed? This should be specified in the proposal. You want to avoid issuing two credentials for the same body of work.

Q. GPA of graduates is proposed as an assessment of the effectiveness of the AAD major. Which GPA will be used – GPA within the major? GPA outside the major? GPA in other coursework? Overall GPA? GPA might not be a straightforward indicator of program quality. What is the connection between GPA and program quality?

Q. What is the availability of different courses for students who graduate with the BA or BS in Arts Management and continue on to the Master’s in Arts Management program?

A. This a lot of the strategic repositioning AAD is undertaking: realigning the graduate core curriculum, developing a hybrid program in the Portland area in the future, meaningfully delineating between the 400- and 500-level courses, and identifying 600-level courses to be developed, with a strong research focus at the graduate level.

Q. How will the 600-level courses be staffed? How will the research focus be staffed?

A. They are all taught by the tenure-related faculty.

- The Council discussed concerns on grade inflation with the AAD presenters. There is an understanding that grades are going to vary to some extent among different departments, but there is concern when disciplines have very high grades and grade distributions that are very different from other disciplines, particularly in the context of General Education courses and multi-cultural courses in the General Education curriculum. This raises concern about rigor in the curriculum. Evidence shows that students tend toward those classes that appear to offer “easy As.” Grade distributions, on average, in AAD courses are pretty high (54% A-range grades; 16.8% A+). The average distribution of the A range in a class is 3.7%. More transparency in the AAD grading practice would be helpful: what does an A mean? How hard is it to earn that A?

Patricia responded that AAD is monitoring that very closely, but there are different ways of looking what a grade means, what rigor means, what assessment means. There are different fields. Not everyone needs to be working on a Bell curve. There are different ways to assess what a course means. Many students consider their AAD classes to be transformative experiences.

It was noted that AAD has not yet posted its grading rationale, as requested by the Undergraduate Council. AAD is tied with Military Science in having the highest percentage of A+ grades on campus. The Council explained its concern about not only grade inflation, but also grade compression and the fact that students suffer from the inconsistent use of the A+ grade from department to department. Some departments give no A+ grades, on principle. Information on the posting of grading rubrics will be forwarded to AAD.
Patricia Dewey will continue working on the proposal for the minor as well as looking at grading policy, pre-requisites, and other concerns raised by the Council.

Patricia and Tina left the meeting and the Chair noted that he would send them a written report of the Council’s considerations.

- Council members discussed several concerns about the AAD proposal, including:
  - Too many tenure-track faculty are from their own program. This sounds too incestuous and raises questions about the sustainability of the program. It is important to understand why they are feeding their own graduates into their faculty;
  - The tenure-track faculty is simply too small to support the growth of this program. This would force the continuation of non-tenure track faculty to teach the major. This ration is too far off norm to constitute a good program;
  - It is not a good idea to have an introductory course at the 300-level, especially when trying to have the course cover two requirements of the General Education curriculum (Arts & Letters Group and Multicultural);
  - The two-track entry of the major or minor based on when a student declares is not acceptable and has to be fixed. It is not good to have two very different tracks to get the same credential. This design also produces two different outcomes: in one, you learn Arts Management; in the other one, you are introduced to the concept;
  - It appears that there is a very small core of courses required for this major;
  - The major depends on too many courses that do not yet exist or that are being reviewed for the first time after running as experimental courses;
  - The capstone/practicum for the degree program major is not clear. Are these internships?

- The Council suggested some options that could be offered to the department:
  - Continue with teaching the minor as the major is being developed (AAD hopes to launch the major in Fall of 2013); not sure if this is going to be possible;
  - One attraction of the proposed major is that many of the courses could come from SOMD and many of those students going for performance degrees could add a component to their degrees that could enable them to work in the arts field non-performers. The question is whether or not there is enough substance in AAD’s offerings toward the major. There are also monetary concerns as to what the program may bring to either SOMD or AAD. This partnership may be good for students, but not necessarily good for SOMD;
  - It is interesting that AAD 312 was taught as an experimental course this term and it has only 11 students enrolled;
  - It seems, from an educational standpoint, that it would be better for students to major in a good liberal arts program and then minor in the Arts Management program, as long as it is a good robust minor that would provide real arts management training and culminate in actually doing a major project in an arts field;
  - Narrow the scope of the major to partnerships with SOMD and AAA.
• Other comments included:
  - Is this program designed just to get more money out of the budget model?
  - This proposal is really for a management degree that is administrative, and belongs more properly in the business school. PPM already has a newly minted non-profit management degree program.
  - There are just so many options in the proposed program, it would be almost impossible to advise for;
  - Would this program more properly be a Certificate program in AAD?
  - There must be a formal recommendation for a close examination of the grading rubric.

• Council members were willing to consider the proposal for the minor (after revisions were made to address Council concerns) but were not willing to endorse the proposal for a new AAD major.

The next UGC meeting is scheduled for Friday, April 19, 2013 at 3:30pm in the Collaboration Room of the Knight Library.