

Minutes from College Faculty Forum

Tuesday, April 5, 2016; 2:15 pm

MTNA 2016 Conference – San Antonio, Texas

Present: Becky Barlar, Alicia Caicedo, Courtney Crappell, John Dujka, Olivia Ellis, Sara Ernst, Christopher Guzman, Christopher Hahn, Gail Heywood, Martha Hilley, Igor Iwanek, Young Kim, Beth Klingenstein, Geraldine Ong, Denise Parr-Scanlin, Karen Parsons, Nicholas Phillips, Jon Reishel, Brian Shepard, and Melissa Slawsky.

Gail Heywood (ECD Director) presided over the meeting and several large topics were discussed.

MTNA Website:

Jon Reishel from *Color Nine* – the team that will be revamping the MTNA website, spoke about the process. They will be looking at the functionality, look, etc., and Jon is collecting information on how people like the site, what changes they would hope to see. They included space for open-ended questions on the survey that was sent to members. They are also having small focus groups here at the conference that will meet to discuss features and functionality further. He invited those at this forum to attend a focus group with him for 30-40 minutes after this meeting. Gail asked if we should have more space for college faculty to interact on the new website, such as by sharing info through a blog.

Blogs:

Gail passes around a blog from Ann DuHamel, a state College Faculty Chair, for those at the meeting to see a possible way to meet with other college faculty. Discussion followed on how college faculty from various campuses reach each other and discuss issues with each other.

Tenure:

A member from U of Minnesota Morris had a question: A faculty member there is trying to obtain tenure and she had questions about avenues to take to obtain tenure. Suggestions followed:

- Submitting proposals for e-Journal or AMT.
- Being active in the pedagogy forum.
- Giving presentations.
- Interdisciplinary projects with other faculty members on campus.
- Check the criteria for tenure from her own chair/dean/president. At a small campus, one must be sure that the campus policy is in sync with what “Scholarly activity” can mean in the field of music. In one member’s case, the music program was wedded to the humanities program.
- Look at “peer schools” and research what they do there, especially if the school has external reviews.
- Seek a mentor on her own campus.
- Read “The Chicago Guide to your Academic Career.”

Adjuncts:

Last year, a large topic was adjuncts and if there should even be a separate forum for them.

Gail opened the floor for this year's concerns and asked what people would like to discuss this. The feeling this year was that "we are all in this together" so one college faculty forum works, rather than having a separate one for adjuncts.

Peer observation/campus evaluations:

Martha Hilley said they were trying to make more effective peer observation (not evaluation) – a summative system where colleagues get more feed-back from their peers, and where it is ongoing and not all tied to tenure or promotion. Members were asked to share ideas:

- One person did an informal observation of a colleague and wrote a summary for him to include in his annual review. Many faculty at her institution do this on an informal basis.
- Another said that on her faculty senate, they came up with an informal peer evaluation form that can be used, but is not mandatory. She will forward the form to Gail.
- Martha said she has only been observed twice in 30+ years. Chris Hahn recommended that Martha have her students tape and evaluate her. This helps the teacher and is a good way for students to learn the art of speaking tactfully and constructively.

Load:

Load was discussed. One person has a huge load at a small college. She was in a tenure track, accompanies three choir, teaches four sections of class piano, teaches theory and oral skills, private lessons, etc. We can be well rounded, but don't want to be taken advantage of. That is unsustainable. She might take this issue to her chair, the dean, the academic VP or the faculty association. Faculty association can deal with faculty retention issues. She recently left this position, but the point was made that many schools know there is always another pianist there to take the place – even if the load is unsustainable. NASM schools are somewhat protected from this type of overloading.

A concern was voiced about universities that stress publishing rather than teaching.....so that teaching at the university level has diminished in importance. The point was made that "you have to see how to make the expectations fit *you*." How do you even know what the expectations are for that particular position when you are applying? It is important to find out these details before you take the position.

Enrollment management:

One person worked with a colleague who is not supportive of terminal degrees in music, given the shrinking market for those types of graduates. How many have enrollment management numbers pre-set? You should be more aware of the job market when encouraging students through those degrees. Some state programs are being shut based on enrollment numbers and the job market.

Brian Shepard mentioned topics like college faculty partnering with independent music teachers to prepare students. He also mentioned the webinars and possible topics or presenters that would appeal to the college faculty.

Meeting adjourned at 3:17 ; Minutes respectfully submitted by Beth Gigante Klingenstein