

AGENDA

Attendees: Paul Stout, Emina Tatarevic, Vanessa Romo, Luc Vanier, Jay Kim, Michael Wall, Mackenzie Allred, Molly Cook, Natalie Gotter, Sarah Sinwell, Craig Caldwell, Mia Mortensen, Paula Lee, Miguel Chuaqui, Julie Wright-Costa, Cathy Clayton, Kaitlyn Seymour, Claudia Restrepo, Michelle Addison, Denny Berry, Sarah Shippobotham, Barbara Sturgis, Jasmin Peterson, Colleen Hirst, Marina Gomberg, Sarah Projansky, Liz Leckie, Karineh Hovsepian, Brooke Horejsi, Kelby McIntyre-Martinez, Sydney Cheek-O'Donnell

1. Call to Order:

Associate Dean Projansky welcomes everyone to the meeting to order at 3:04 pm. Dean Tymas-Jones is out of town, so she is going to be running the meeting. Is there a motion to approve the minutes? There is a motion and the minutes are approved.

2. Approval of Minutes:

From February 17, 2017 Meeting

3. Request for New Business:

4. Consent Calendar: N/A

5. Dean's Report:

- N/A – Dean Tymas-Jones will be out of town

6. Dean's Staff Reports:

Associate Dean Projansky

- Update on Career-line/Adjunct/Visiting Faculty Appointment & Review Policy
Associate Dean Projansky says that we finally got an update on the "Career-line Policy". Last year we sent it in and the committee approved it, but had 3 requested changes. Up on the screen are definitions of Excellent & Effective. What is in yellow is what the committee put in, and what is in white is our original language. The reason we pushed back about the language in the first place is that in some of our units career-line faculty are not invited to develop programs or mentor/advise students. Associate Dean Projansky worked with the committee to add "where allowed by the unit and applicable" so if the faculty members are doing those things, they need to be making significant progress. But if they aren't, they don't need to do it.

Associate Dean Projansky opens it up for questions and discussion.

A member of the Council says that they are trying to make the language the same as the RPT template. It brings him to the point that they are revising the RPT guidelines and the mentoring/advising is all under teaching. People who serve on committees that aren't the main advisor, they consider that as service. So that opens up a can of worms that this

language is in there. Would it impact the contracts? If a career-line faculty member is serving on a graduate committee, would you have to give them a teaching release?

Associate Dean Projansky says that for career-line, service needs to be in the contract, as well. So whether it was teaching or service, it should still be in the contract.

A member of the Council says that advising/mentoring and curriculum development are under teaching, then.

Associate Dean Projansky says that these are across the board, even though they only refer to teaching. In the RPT documents, we define them separately each time. But here it just defines excellence and effective work.

Associate Dean Projansky asks if there is a motion to approve? It is motioned and seconded. There is one abstention, and no nays. All others are in favor except a council member who just walked in.

- **General Education Offerings in the CFA**

Associate Dean Projansky says that on campus they are trying to reduce the number of courses with Gen Ed designations—not the courses themselves, just the designations. And they want to keep all the ones that are fulfilling their purpose. The conversation is: should we drop the Gen Ed designations on some of our courses? One thing to consider is that you have to apply for the Gen Ed designation every three years, and the process is getting laborious. And the second is that it is easier to advise students to get through if there are fewer Gen Ed courses. She is meeting with all of the Chairs/Directors and discussing if there are courses with Gen Ed designations that might be better not designated as Gen Ed. Step 2 of this project, then, is for the College to think about Gen Ed in general. We teach more of the FF Gen Eds than anywhere else on campus. So if we can think about how those courses are being offered and how we are doing it, we might be able to make an argument to request funds to help us support our Gen Ed offerings. So that is a head's up. For most of you it will be invisible.

Assistant Dean Hovsepian says that it is important that we think that way as a college. Because with the new budget model, we don't have each unit competing against each other---it all comes to the college. So that's a good way to start thinking.

A Council member says that it's great, but she has a question about consolidation of the Gen Ed fine arts courses in the CFA and consolidating them into fewer courses. The question is, how do the decisions get made in terms of the allocations of funds?

Assistant Dean Hovsepian says that it has been a challenge. Last year she and the Dean looked at what each unit's budget proposal was, what the needs were, what the degrees awarded & SCH were for each unit, and used that as the basis of the allocation. Last year we only got half of our allocation, though. This year we got our full allocation. Last year the college was also able to get \$1.5M hardened. But it made it so that we don't have any revenue at the Dean's level to grant one-time requests. So this year we based the initial allocation on what was awarded last year, and

then took the requests of the units needs. For example, Theatre needed the dimming/lighting system in Babcock replaced. And the Dean awarded that out of Incentive Model Funds. She doesn't know what the new dean would do, but that is what we did this year.

Associate Dean Projansky asks if there are any other questions or comments about Gen Ed?

A Council member says that in this model, if this year we had cut a whole bunch of Gen Ed courses, but they were consolidated in one of the other departments, does that become a bargaining chip for the department that houses the Gen Ed course so that they could get a bigger piece of the pie?

Karineh says that's a good question, but this year they didn't even look at what each department so-called "earned." The calculation is done initially at the University level of 40%, 40%, 20%. Then each college is judged in relation to each other based on those categories. So there isn't a direct correlation to what is "earned." And the proportions could change at any point.

A member of the Council says that if we want to get buy-in across the college, there should be transparency about how the college is going to treat those classes on the back-end.

Assistant Dean Hovsepian says that she hopes that we can go to upper campus and then get some financial support for all the Gen Ed that we are providing. And then, if they are able to fund us, then at that point some funds could go to support those classes.

A Council member says that it would also be good to say that smaller classes that offer different kinds of experiences for students are kept in the model, as well. He hopes that it isn't just cost that drives the conversation.

Associate Dean Projansky says that the data she got is that both types of classes are doing the work. So there are both large lecture courses and smaller studio classes that are providing the instruction. And we can look and see how effective those classes are. If we only offer large lecture classes, we would be doing a disservice to campus. But we could say that we can continue offering the lecture courses because those are super cheap. But we need extra funding to offer the studio courses. Associate Dean Projansky reiterates that the intent of this is not to cancel the classes, just to remove the Gen Ed designations. And if you have ideas about this going forward, she'd love to hear from you.

- Curriculum Committee Report

Associate Dean Projansky says that the MAT is fully approved and will be admitting students to begin in Summer 18. Potential students are really excited. For those who don't know, it's a hybrid summer-intensive combined with online for working teachers to get their degree. In Art & Art History they are revising the foundation series and moving their 4-credit courses to 3-credit courses. In Dance, the MFA is reactivated starting Fall '17.

A Council member says that there will be students soon.

Associate Dean Projansky says additionally that in Music, the BA got loosened up a bit and they've added the choice of music tech or career-development to their degrees. Any questions?

A member of the Council says that we really need to sell the new foundations courses. He would love to talk to Marina Gomberg about it. Marina says she has talked with Dean, and they are going to "hype" it.

A student on the Council says that there was some discussion about Arts Management/Arts Administration program. What happened with that?

Associate Dean Projansky says that it hasn't come to the curriculum committee, but conversations are still happening. The most recent is to possibly do a certificate, and if you are interested in it, she and Associate Dean Leckie are trying to collect information. But conversations are definitely continuing. Any other questions or comments? There are none.

Associate Dean Cheek-O'Donnell

- Update on External Research Grants in the CFA

Associate Dean Cheek-O'Donnell says this is an update on external funding for research for the College. CFA faculty were PI/Co-PI on 16 external grants in FY 17, and had a 31% success rate. So it can happen! If you are interested in finding people to work with, let her know. She can help you find people to collaborate with. Please let your colleagues know she's here to help with that.

CFA faculty PIs put in requests for 3 Incentive Seed Grants, and all of them were successful. The intention of those is to allow you to start a project and get preliminary data/findings that will allow you to seek external funding larger than \$35,000. Just a point of distinction—the difference between the Seed Grants and the URC Scholarly/Creative Grants is that the URC grants are more for projects that typically wouldn't get external grants. And the university is making it clear that you can't apply for both for the same project.

We have applied to several different outside sponsors, like NEA, NEH, NIH, National Science Foundation, etc. We submitted \$1.6M in grant proposals, and \$650,000 was awarded. Some of these were multi-college grants, so not all of that is coming into the college. But if your colleagues are working on external grants, have them come and talk to her, so she can help make things happen for them.

We have had a number of grant workshops over the year—some in the CFA, some in Humanities, and one is the Grant Writing for Arts & Humanities. What was discovered was with trying to go to the Grant Writing course over the space of a semester was too time consuming. So she and other ADRs asked for a different format. With the RATS programs, most of the people who were mentoring the applicants were scientists and they were going for NIH grants. You probably weren't going to be working with people who understood the arts/humanities. We don't have specific aims to outline in our grants. So now the VPR is going to offer a grant writing academy so that you don't have to drive up to Park City and spend all that time. This way it will be offered 1-2 days and you can get meaningful feedback. That is on the horizon. She's also going to be

working this summer to create a workshop series that will either take the whole thing over the course of the year or do it a la carte. She'll develop that with OSP and it will be ready in the Fall. The other thing to note is that she will continue to push notifications of Humanities and their grant workshops, because those are relevant to us. And she'll continue to push out notifications of trainings in research and grant writing that are offered by the Marriott Library and RATS. Some are not helpful, but she will be more aggressive about pushing those out to you so you know. She'll curate that.

The VPR's Office is planning on creating a strategic research vision for the University. You don't have to worry about this, but each college will develop a strategic vision for research. It will be presented over the course of two years. We'll be probably around Spring '18 or Fall '18. And we have to identify our strengths, our opportunities, and our vision for the future with benchmarks. She's going to reach out to individuals to get their input, but she will be conscious of your time.

For the Arts-in-Health Initiative, she has established a campus-wide think tank steering the Initiative. The HCI has offered itself as a clinical site for work that we would like to do. We are now partnered with them, and that is a preliminary clinical site for us.

Also, we submitted a TEP, and that is still pending. If we are awarded it, we could get two faculty positions—one in the college, and one in the college of Health.

On April 6th & 7th, we had guests come in from UFHealth. There was upper administration "buy-in" and the Psychology department offered at least 5 faculty members who are interested in study design for arts-in-health research.

Right now we are doing a campus inventory, to see what is currently happening in terms of Arts-in-Health. And we are putting out a survey in May that will go campus-wide to get a clear sense of the land there.

And also, there are going to be student artist opportunities at the HCI. They are excited to have a partnership with us, and she and Liz Leckie are working on procedures to help with a pipeline.

Also, we have two new Faculty Fellows in Arts-in-Health. Jared Rawlings is doing a project "Beyond Intimidation & Aggression: Understanding Adolescent Bullying in Instrumental Music Classrooms" and Xan Johnson is doing a project "A Theatre-based intervention program for the development of Social Communication, Theory of Mind and Theatre Skills in Preschoolers with Autism Spectrum Disorder."

So that is what we have coming up. If you have any questions, she's happy to answer them.

A student on the Council says as a student, it's a bit intimidating. So if a student is interested in being involved in what research is going on, how should they go about that?

Associate Dean Cheek-O'Donnell says to talk to your faculty and see what they are doing. A lot of faculty would be interested in having a student do

an Independent Study Research project. And if you were to work with a faculty member in the college, you could do a UROP and get paid for it. So there are mechanisms in place to support undergraduate and graduate research. But if you have questions about specific areas of research, feel free to email her and she can help you find someone.

Another student on the Council asks if there would be an opportunity to make that knowledge available to students? She thinks it would be really cool to know about it.

Associate Dean Leckie says that she and Associate Dean Cheek-O'Donnell have some plans to get some structure around that and then we can get that info out to the students. Additionally she would love to talk with the students and see what mechanisms work for some people and not others.

Associate Dean Leckie

- 2017 Student Speaker, Outstanding Seniors, & Trustee for Convocation
Associate Dean Leckie would like everyone to give the SAC leaders a round of applause for all the work they have done this year. She also wants to talk a little bit about what is coming up—CFA Convocation. We ask students & faculty to be there at 8:30 am. We ask you to minimize the number of people, but we know we can't enforce that, so we ask that you be patient with that.

We want to let everyone know who our Outstanding Seniors are. Nicole Lively, Alyssa Bertelsen, Jordan Hanzon, Thomas Call, Catherine Heiner. Cate Heiner is going to be our Student Speaker, as well. Her speech is really thoughtful, and we're excited to have her speak to us. And finally, one of the Board of Trustees who is the ASUU President is graduating. So if you are graduating, you will get the chance to shake Jack's hand. This is a good year for us, and his constituency helped to raise the Fine Arts Fee. So you can congratulate him on a couple fronts, as well.

Assistant Dean Hovsepian

- CFA Budget Request for FY18 Update
Assistant Dean Hovsepian says that she wants to go over our request to the SVP for our budget for next year. Our first request is to ask for faculty salary equity money. The history of this started in 2011-12. We asked for \$500,000 and received \$288,000 (plus \$48K for staff). In 2012-13, the University's PLI was nada, but we got \$300,000 that year. In 2013-14, we began a 5-year ask. Based on calculations to reach equity in 5 years, we asked for \$340,000 in 2014-15. In 2015-16 we asked for \$340,000 and got \$200,000. Last year we asked for a lot more \$494,000 and received \$145,300. So since 2011-12, we have received over \$1.2M. This year, we are asking for \$535,000. That is our number one budget proposal this year. Any questions? No.

Assistant Dean Hovsepian says that our #2 request contains urgent facility safety issues. She couldn't prioritize one over the other, so she lumped them together. One is for \$577,810 for the Rigging/Fly System in the MCD. The other is \$560,742 for the Libby Gardner Hall Lighting System. The College & individual units are also contributing. In Libby, the wiring is fused inside, and hot to the touch. It's in imminent danger of fire. And the rigging

has been in need of replacement over several years. They are both urgent. Any questions about that? No.

The last slide shows the remaining requests. We were successful last year in converting soft-funding to hard-funding. So that means that we will get it on a committed, on-going basis. #4 is that Luc Vanier from the School of Dance pursued getting a studio in the Field House for graduate students to use. This request is to make ADA improvements and install a sprung floor. And #5 – the Dean and Kevin Hanson have been in conversation with the Dean of Engineering about EAE, and in an effort to mitigate the loss of revenue, we were asked to include a request for new faculty positions in Film & Media Arts.

Assistant Dean Hovsepian says that our presentation to the SVP is on Wednesday, so wish us luck.

7. Special Committee Reports:

- Arts Advocacy Day – Kylie Lincoln & Justin Morgan

Kylie Lincoln & Justin Morgan introduce themselves. One of the classes that they share is Brooke Horejsi's class. And because of that, they were offered the opportunity to go to Arts Advocacy Day in Washington DC.

They were able to attend an Emerging Arts Leaders Symposium, the National Arts Action Summit, and Arts Advocacy Day.

Justin says that when he received the e-mail asking if anyone was interested, and he was excited, but also daunted. To talk to legislators about the arts when you represent only one part of the arts is very daunting.

The first day, they flew in and had a dinner appointment and were able to watch an Opera at the Kennedy Center. The story of the opera was very dark, but it was exciting to be a part of the audience was incredibly moving.

Kylie says that the arts can make a way to talk about issues and topics that can be difficult. On Sunday, they attended the Emerging Arts Leaders Symposium. They put on this symposium every year, and it was very impactful for her. She's going into music and she loves to play the bassoon—but she knows that she's not going to be a symphony player, and she doesn't want to be done with the Arts. One of the sessions she attended was a STEAM session, and it was cool to gain insight and resources from professionals who are doing this and to be able to bring that back here to the community.

Justin went to a session about being an artist and paying the bills. He didn't particularly enjoy the session because it was focused too strongly on just one organization. Brooke attended the Using Art to Heal session.

Kylie says that because they were connecting with students just like them, it made it a little less intimidating. On Monday, they went to Arts Advocacy Day. The focus was on the new budget proposed by Trump, because of the slashed funding for the Arts. To see all of this happening was a big deal. The conference had almost 800 attendees (it typically has 300-400 attendees).

Justin says that of Utah's six elected representatives, there was one who didn't meet with them. In fact, that person didn't reply, or even have his office reply. Senator Lee didn't reply. The first day of Arts Advocacy Day took all the novices into a room and did a mock interview. They taught them how to speak to representatives, and several sessions with facts and figures.

Kylie says that when you are going into speak to the representatives, if you are going in as an advocate, you have to be the expert and that you have accurate figures—because they might quote it in the future, and you don't want it to be wrong.

Justin says that his part of the group only met with staff people. At first he was disappointed, but then he realized that the staff people really do have to know what is going on.

Kylie says that the information facts and figures that they were given is on the Arts Advocacy Day website if you're interested in it. So many organizations are benefitting from the NEA, and Utah would lose a ton of support.

Justin says that the adults in the room were taking charge of the conversation in the rooms, so he spoke up. So one of the things that he mentioned was that the very first experience that he had with the symphony was through an NEA-sponsored project. And so even though he might not be qualified to know all the facts and figures in this giant book, he knows how the NEA has benefited him and others. And telling representatives that, they can put a face to a vote.

Kylie learned that personal stories accompanied with facts and figures are what is needed to get the representatives to think about what you are trying to say. Their group had the opportunity to meet with Congresswoman Love and Congressman Bishop and with the staff from Senator Hatch. Once they got in the room with the staff members, it was really cool to be participating in democracy. You're always hearing "go out and vote" but this is a different way to make your voice heard.

Kylie says, so what can you do? The first thing is to support your favorite arts organizations. It's important that as artists we can't just support our own discipline. When you support your favorite arts organizations, tell people that you are supporting them. The next step is to join lobby groups that donate your dollars to advocating for the arts.

Justin says that it is important to mail and call your representatives. E-mails are not always getting the responses, but mailed letters make a difference and phone calls make a difference. Even if you only get to voice mail, it is important to call and say what you're advocating for. Also, pick two or three issues that you want to tackle and save the other topics for later.

Kylie says that the last step is to meet with your representatives. And you need to remember that they work for you. You need to be bold and patient and understanding. You also need to develop an ongoing relationship.

Justin says that as proud of the work that they did, he is so proud to be part of a college with such fantastic representatives as Dean Tymas-Jones and

Assistant Dean Horejsi. He wrote a letter to SVP Watkins on Tuesday evening after the day at the Hill, and expressed his admiration for our administrators here at the U.

Assistant Dean Horejsi says that Justin & Kylie represented us very well. We were with a number of students from different institutions and they hardly ever spoke. Justin and Kylie spoke up and were amazing.

8. Notice of Intent: N/A

9. Debate Calendar: N/A

10. Information Calendar: N/A

11. Adjournment:

Associate Dean Projansky says that she wants to thank everyone for their service on this body this year. It's really important work. For those of you who are cycling off or graduating, thank you. For those of you who are coming back next year, we look forward to seeing you.

There is a motion to adjourn at 4:29 pm. It is seconded and the meeting adjourns.

Future College Council Meetings: Meetings for 2017-18 are TBD

Future Faculty Counsel Committee (FCC) Meetings: Meetings for 2017-18 are TBD