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**AGENDA**

Attendees: Dean Tymas-Jones, Associate Dean Projansky, Assistant Dean Leckie, Assistant Dean Hovsepian, Assistant Dean McIntyre-Martinez, Brian Sanpp, Monty Paret, Cheryl Sandoval, Celine Downen, Brent Schneider, Melonie Murray, Rob Wood, Andrea Gossels, Kevin Hanson, Connie Wilkerson, Steve Pecchia-Bekkum, Karem Orrego, Stephane Glynn, Stephen Koester, Eric Handman, Cole Adams, Elle Johansen, Kelly Bruce, Miguel Chuaqui, Michael Chikinda, Mike Cottle, Mitchell Bodily, Mary Ann Dresher, Gage Williams, Martine Kei Green-Rogers, & Penny Caywood

1. Call to Order:  
Dean Tymas-Jones welcomes everyone to the meeting. He says that we were waiting a little bit for some more faculty to show up, but the students and the chairs are here. He wants to go ahead and just get started so we can leave hopefully before 5:00 pm.
2. Approval of Minutes:  
From February 20, 2015 Meeting  
Dean Tymas-Jones asks if there is a motion to approve the minutes from our last meeting. It is unanimous to approve the minutes.
3. Request for New Business:  
Dean Tymas-Jones asks if there is any new business. There is none.
4. Consent Calendar:  
N/A
5. Dean's Report:
  - "What's in a Name?" → College of Fine Arts  
Dean Tymas-Jones says that the first bullet is really a prelude for a discussion that he would like the Council to entertain next year. It is his assessment that the title of "College of Fine Arts" doesn't really adequately address what the College is. It was apropos in 1948 when the College started, but it denotes in some minds something less. For example, there are perspective patrons who immediately think that he is only talking about the visual arts, and isn't thinking about anything to do with digital or design, or performance. So the title, even just a title of "The Arts" denotes more than just "Fine Arts." He is not interested in applying for a new name for the College without the support of the College Council. But it seems to him that the utilization of the term "Fine Arts" is pretty passé in the 21<sup>st</sup> Century. So a new name might crystalize what we are in better way. So he is asking for your reaction to see if this is something that should be on the agenda for business next year. There is a lot of nodding in the room. The Dean says that we will put this on the agenda for next year.
  - Composition of the Dean's Cabinet

Dean Tymas-Jones says that since he has so many deans filling in with responsibilities, he wants to let everyone know about the composition of the Dean's Cabinet. Everyone knows Sarah Projansky as Dean of Faculty, and Liz Leckie takes care of Undergraduates, Karineh Hovsepien is the Dean of Finance & Operations—and works not only with the College but also with each department and works with each chair and each budget officer to maintain as strong a budget as possible. Then the College of Fine Arts and College of Education entered into a collaboration which precipitated a need for the Dean to have someone to represent him in those meetings—and that led to the creation of a half-time Dean for Arts Education who is also working with Arts Education and working with our Youth Arts. That is Kelby McIntyre-Martinez. Then, we made a conscious decision when we hired Brooke Horejsi to not only make her Executive Director of KH (now known as Utah Presents), but to make her a Dean to emphasize Arts across the entire campus. Also on the Cabinet is David Driggs whose team raises money for the College—and he is going to report out on that today. Also, we have asked Gretchen Dietrich, who is the director of the UMFA to sit on the Cabinet. So when we meet, we look at the Arts here in the College, and also across the entire campus. That's where Utah Presents and UMFA come into play. They engage the Arts from your departments' point of view, and then throughout the community. Any questions? There are none.

- **Ad Hoc Committee: Faculty Counsel Committee**

Dean Tymas-Jones says that if you recall at the last College Council meeting, we talked about this. He interacts twice a month with the Executive Committee—it is comprised with all the chairs and the deans. He doesn't have a chance to interact with the faculty so much. So he wants to change that. His plan is that the utilization of the faculty reps who are members of the College Council will inform him from a faculty perspective. Each year he meets with the faculty, but those meetings last at best an hour. They very rarely get into substantive interactions. Bringing a faculty advisory committee to get input will be really beneficial. So this is an informative announcement that starting this Fall he would like to have start having meetings of the Faculty Counsel Committee.

- **Arts & Health/Wellness and Arts & Social Justice**

The Dean says that we had a meeting about a month ago with faculty who are collaborating across the campus in terms of the role of the Arts in addressing issues of Health and Issues of Social Justice. This is a way for the CFA to support faculty who, on their own, are researching topics that involve health and social justice—to shed light on the role of Arts in society. So we are not just dancers or playwrights, or artists, but we are interested in and have a role to play in solving issues involving health and social justice.

- **Arts Administration and Entrepreneurship**

Last but not least, the Dean says that the College is taking a new direction to focus on arts administration and entrepreneurship--starting with undergraduate level, and then moving to the graduate level. So we will be offering a course in the Fall which is an introductory course. Brooke Horejsi will be teaching it—FA 3100. So all the students representatives in the room, would you please share that information that there will be an introductory course in arts administration? We are working hard to make the CFA a relevant entity to our students and to campus.

A member of the Council asks how we as department areas are giving credit to them? The Dean says it is at the College level. This would be

treated as an elective. The Council member asks how we are to treat this, though?

Sarah Projansky says that some departments allow for electives, but right now it is just a stand-alone course. We hope it will become a minor or a program, and at that time we would hope that the units would make room for it.

Liz Leckie says that it is only 1 credit hour, so it won't impact as much.

Another Council member asks if it would be possible to do this as a BUS program? Liz says that one of the challenges with that is that in order to do the BUS program there has to be curriculum for them to take. And we're just at one credit right now.

A Council member says that he was going to send an e-mail to his students to let them know that it would count as an Allied Hour. He's hoping to see it develop into a complimentary 6000 level.

Dean Tymas-Jones says that we are working right now with Brooke's load, and so we're doing this without having to go out and hire someone.

Liz Leckie says that it would be very beneficial if, once this class is full, if we could get information about which students would still like to take it. So that would give us information about how popular it would be, so we need the data.

A Council member says that they also have a graduate student who might be interested in helping Brooke out.

Dean Tymas-Jones asks if there are any other questions?

A student asks if there are any opportunities for students to be involved in the Arts and Health/Wellness initiatives, like with UROP? Dean Tymas-Jones says that we are having a meeting next week, and we can bring it up in the meeting, and then Marina Gomberg could promote it and let the students know.

A student says that he knows that there are several students in the School of Music who would be interested in it.

A member of the Council says that there will be interest in it, especially if there are students involved.

Dean Tymas-Jones says that what we really need is a comprehensive list of what research is on-going so that the students can know what they might be interested in. He knows that there are two faculty members who are interested in health & dance. And there are other faculty members in other areas.

6. Dean's Staff Reports:
  - Assistant Dean Leckie
    - *ArtsForce* Update

Christina Jones & Paul Hill present on ArtsForce. They have been interns for ArtsForce for the past year, and they want to present the feedback that they received from the Conference.

Christina says that ArtsForce is a conference designed by and for CFA students. It was held Saturday, October 4<sup>th</sup> at the UMFA. Participants did a bunch of things, but they networked with alumni & local arts organizations, learned how to strategically design their career and explored multiple career pathways.

Students found out about ArtsForce through e-mail, fellow students, posters/advertisements/ and faculty. They tried very hard to get their fellow interns to get into the classrooms to give presentations, and they also hired about 20 students for conference staff to get the word out, as well. They were also at ArtsBash and PlazaFest. When they weren't able to get into the classrooms themselves, they asked faculty members to slip in a blurb, and a lot of people found out about it from the faculty members.

Student feedback was gathered throughout the day. Students said they left feeling like they gained valuable information. They would attend future ArtsForce events, and they would recommend it to other students. They especially appreciated the Arts & Education panel in the afternoon. A multitude of students mentioned networking as the most important thing they learned.

Paul says that there were a few things that they found that they could improve. Some of the repeating suggestions in the evaluations were shorter afternoon panels, representation of all departments in panels, and more structured networking. Part of the reason that there was not as strong of ratings for the afternoon panels is that not all of the panelists stayed for both panels. Also, for the networking lunch it wasn't as structured this year, however in 2013 the networking event was structured and the students said it was too structured, so they are trying to find a happy median.

One of the things that ArtsForce tries to do is build skills through progressive opportunities. One of the problems in the past was that students had to attend Pre-Conference Workshops and might miss class. This year, they had it all on one day. The feedback that was received about this was that students didn't feel like they had enough time for this. So next year they are going to work more closely with career-services and talk about specific skill workshops.

Something else they have been doing this Spring is working in collaboration with KH, and the first was a makeup workshop with Ballet Trocoderos. And the feedback from that were overall very positive, and the students would like to see events like this in the future. The other events that were held were great opportunities for students to have conversations outside of curriculum.

Christina says they wanted to present this information and to thank you for your support. Also, to plea that we think this is really important for our students, and want to see them continue.

Associate Dean Projansky

- CFA Curriculum Update

Sarah Projansky says that she wants to give a brief update on the curriculum in the College—not a full Curriculum Committee report, but incorporating some of that information.

After discussion with the committee, we are going to try to only have communication between the Dean's Office and the curriculum committee chairs in the departments. There are two reasons for this—if you are involved in the curriculum process, there are a huge amount of forms for us to process. Also, it is important within the departments for the department/school curriculum committee chairs to know what is going on in their units. This was recommended by the Dean's Office, but taken up by the committee chairs. So we are going to try this next year. We are still going to work with the individual faculty members, but with the actual communications/submissions will come from the department curriculum chair.

A Council member asks about the next deadline for Fall? Sarah says that the due dates haven't been determined yet, but they will be very similar this next year. So one response when you get the comments back we have only gotten 8 questions on possibly 1000 forms. So that is the goal we are going for. As soon as we have the dates we will let you know.

Sarah says that the third point is that Dr. Watkins asked for some information from us in a very quick timeline, and she wants to thank the chairs/director for getting that information quickly. They were asking the information for accreditation. And she wanted to report on what was given in the memo. The first question was—what curriculum revisions have you made in the last two years? And she's not going to repeat that in the past few years, but what she found when she was preparing the memo for the Dean, she found that we have been tying our curriculum to learning outcomes. The second question she had a lot of trouble getting an answer to. It was—how do we assess and then use the assessment of those learning outcomes to determine curriculum? Some of the assessment activities that we engage in are holding town halls, anonymous student surveys, all departments evaluate student performance all the time. Using SNAAP data to determine that our students would like arts administration degree. The Academic Senate is thinking of putting in a requirement of a yearly report-back. So why not say that we are tying it to curriculum and portfolio review, etc? Sarah asks if there are any comments or questions?

A member of the Council says that the graduate school already has the learning outcomes and how we assess them. Sarah says that how we assess them is not there, but the accreditation committee wants to know how we tie the assessments to our curriculum. We just have to articulate it. The Council member asks if we have to evaluate our curriculum on a yearly basis? Yes. The Council member says that we assess the students through juries. Dean Tymas-Jones says that at that point, though, we need to assess the curriculum so that we know that it is the curriculum as opposed to a problem with the student. That is what they are after.

Sarah says that Dr. Watkins would object to us blaming her, since this is a national trend.

A member of the Council asks if the Chairs can have a copy of what was submitted? Sarah says she thinks so, as long as there isn't any problem with the Dean.

Sarah says that we have to have a copy of the syllabus for every course on the books in the Deans office. So we will be asking you to dump that stuff. The reason they want it at the Dean's Office level is because this is what the accreditors have been doing—they have been going through and selecting a course and they want to call the Dean's Office and have a copy of the syllabus 30 minutes later. So if we have them all on file, then when they ask for a random one, we can provide it.

A Council member says that we gave them all the syllabi 3 years ago. Sarah says that if it is that old, then we should have more updated ones.

Another member of the Council says that when it was requested 4 years ago, we wanted to see what the minimum requirements for syllabi are. So it's a good idea to have updated syllabi that meet the minimum requirements.

Dean Tymas-Jones says that when the Deans Office did that, the Dean's Office didn't have a file of the syllabi. We didn't keep them in the Dean's Office.

A Council member says that theoretically, we should have them all in the Department Office.

A member of the Council asks for clarification—is this just for fall or spring? Sarah says that every course in the catalog should have a syllabi.

The Council member asks about courses with multiple sections, how should that be handled? Just the course number. Some of the courses are all on Canvas now, so there isn't a printed syllabus. Sarah says that for this purpose it should be a static document—so either when you start or when you finish, it doesn't matter. Sarah will send it out, and we have time to get it together, but she wanted to announce it.

#### Assistant Dean Hovsepian

- Budget Update

Karineh says that the 1000-foot view of the financial structure of the College is that there are 3 types of funding. One is outside funding (from donors), the second is from ticket sales, and the third is money that is allocated from the university. The primary responsibility of her job is to partner with the Dean and to A) identify, B), prioritize, C) substantiate, and D) request additional funds. Even though it seems like it is just within January – April, it is actually a year-long process.

What she is going to go over is the PowerPoint presentation that the Dean and she presented to the Sr VP and the AVP for Planning on April 8<sup>th</sup>. They had requests for specific information, and this is an abridged version, but she wanted to give everyone a feel for where we are in terms of our goals. The budget process has changed quite a bit since Dr. Watkins has come in. We have to make all our requests in April, and then we find out about whether we got them later in the year.

Last year the #1 Goal was to establish KH (now Utah Presents) as the Center for Arts and Creativity. That was helped immensely with the hiring

of Brooke Horejsi. YTD people served is: 109,550. Goal #2 was to meet the critical program needs within the CFA Academic Units. The major critical need was TA Funding. Then faculty salary equity funding. The CFA is way below the national medians in terms of faculty salary. Also, we tried to internally fund as many needs with college funding. The #3 Goal was to increase diversity in faculty, students, and staff. Goal #4 was to expand or establish significant global ties. Goal #5 was to offer all CFA students easily accessible, professional, and effective advising.

For FY 16 Goals, #1 was to Strengthen and Expand Students' Academic experience through the Arts. One of these strategies was to increase use of the Arts Pass—and that has happened.

A Council member asks if non-ticketed events included in this? Marina Gomberg says that we have a big gap in terms of non-ticketed events, so we have tried to get card readers for those events.

Dean Tymas-Jones says that the number for football games is 30,000—so we are at 27,107 right now. And that doesn't include those non-ticketed events. So we are using this data to promote this to upper administration and see if we can increase the Fine Arts Fees.

Marina says that she would love to get a reader to track them more accurately. A member of the Council says that they could just ballpark it—most of the time students will just walk into the space and not swipe their card.

Karineh says that the #2 Goal was strategic growth that is data-based and sustainable. Additionally, they are trying to foster, promote, support sponsored projects and applications.

Goal #3 was to continue to offer all CFA students easily accessible, professional, and effective advising. The primary financial challenge for the Fine Arts is that costs of instruction are substantially higher in the Arts to serve majors as well as non-majors, as compared with the Humanities or Social Sciences—Studio and applied arts—laboratory experiences of productions, public performances, exhibitions, etc. So our production costs are exorbitant compared to other colleges, and we have limited resources for outside funding.

Productivity funding in the CFA functions as the primary resource for administrative expenses, adjunct faculty, and a significant portion of TA salaries. There has been a significant decline in CFA productivity funding for FY 14, 15, & 16—due primarily to the University-wide decline in enrollment.

Our funding request #1 was TA funding. The graduate school requires a \$500/year in terms of TA Salary increase. With very little productivity funding, the TA Salary increase has to come from somewhere, and it is killing the departments. We are definitely hoping for this money.

The second funding request was for faculty salary equity funding. We started this formally last year, and asked for infusions over the next 5 years until we are able to meet our peer institutions.

The third funding request was for two new positions in media arts and technology. It's based on nearly 500 majors in these areas with less than 1% of full-time faculty in those areas.

Karineh says that this morning we had an Executive Committee Meeting where we were all discouraged by how little we have and how much we need. However, in the FY 2012-15 we have received over \$7M. In FY 2004-07, the amount received was less than \$4K. This is above and beyond what we would have gotten initially. So we are doing a lot better than we did, but there is a long way to go.

A member of the Council asks if we got the \$300K in TA stipends in a one-time ask? Yes, we got it for this year.

Karineh asks if there are any other questions? There are none.

#### Assistant Dean McIntyre-Martinez

- *ArtsLink* Update

Kelby McIntyre-Martinez introduces herself, and says that *ArtsLink* was the first conference for Pre-Service arts education and elementary education students. It took place March 28<sup>th</sup> in the Beverley Taylor Sorenson Arts & Education Complex. There are individuals in similar roles in every institution across the state. The integrated topic was the arts and social studies. There were 60 participants from CFA, COE, Westminster, and BYU. They did a survey, and what was awesome about the feedback was that students found confidence in implementing the arts and utilizing them on a deeper level across content areas. Also, that art is powerful and can reach more learners—it helps even the playing field in the academic space. Next year it would be great to add Film & Media Arts integration—so that is something that we will be thinking about moving towards.

Why ArtsLink? For many years Kelby sat at the table with Beverley Taylor Sorenson and she would ask—what is the conference at the U? And we didn't have anything. A lot of the institutions across the state have conferences for in-service teachers, so we did something different for pre-service teachers. We only had 8 students from the CFA this year, and that's OK. Most of the students were from the College of Education. So next year Kelby will look to you to help promote it. Some of the College of Ed faculty put it on their syllabi, and there might be ways that we can engage more students in it.

A student says that a lot of students in the CFA are willing to volunteer, so that might be a good way to do that. There is an outreach program in Ballet where the students would like to do that.

Kelby says that she would like to thank everyone involved.

#### David Driggs

- Development Update

Dave says that he would just like to report out on the philanthropic dollars that have come in to the College. We have set an aggressive goal for our Fund for Excellence campaign, and we are hopeful to achieve that. And overall, we have raised over \$8,000 towards the College. But what he would like to focus on is the Campaign for the Arts. This is a comprehensive campaign, which means that all donations within a period

of time will be counted towards it. It's modeled after the University's campaign that just ended. The campaign will promote all of our programs, and will last approximately 5 years.

A campaign is really a marketing tool. The number one rule of a campaign is that you must ensure that you reach your goal. You don't announce your goal until you are sure that you will reach your goal. 90/10 is a percentage. 90% of the funds contributed to a campaign comes from 10% of the donors. So we devise our campaign to solicit major gifts (\$100K and above). And there will be time and resources involved, as well as key leadership from the Dean and upper administration.

There are three phases to a campaign—the planning, quiet, and public phase. Planning phase takes 1-2 years. The quiet phase takes 1 to 3 years. We are currently in a quiet phase. Everyone knows that we are in a campaign, but we don't have to be pinned down to a number. We will start to initiate conversations about lead gifts (\$1M +) and those set the bar for us. At this point we will begin to involve others and build our case statement. We are at the beginning of that stage, and once we have secured a certain amount of funding, we will determine from that how much we can raise in the full campaign. The public phase will also take 1 to 3 years, and that is when it is formally announced. We are very excited, and as you start hearing about the campaign, we hope that each one of you will be engaged in bringing your programs to the table.

Dave asks if there are any questions?

A Council member says that we are always fundraising—so you will be counting all the fundraising that happens now. So what are you going to be doing that is different than we usually do?

Dave says that there will be, based on conversations with the departments and with the affiliate entities, there will be priorities and big ideas that will come out. The campaign will be made up from major donors, so we'll continue to do what we are doing, but add to it. The difference will be in strategic targeting of major donors who get energized by big ideas. So that will continue throughout the campaign that will be the focus.

A member of the Council asks if we will have events to advertise this? Dave says that there are a lot of ways we engage people and engage with the arts.

7. Special Committee Reports:  
N/A

8. Notice of Intent:

- Diversity & OEO Initiatives

Dean Tymas-Jones says that last week we had a session where the OEO officer came in and talked to us about the definition about affirmative action and also about sexual harassment, some questions were answered, but more questions were generated. So over the next year we will continue having these types of conversations. We are also interested in issues of diversity sensitivity training, and in diversifying our student body and our faculty body. We have issues of sensitivity—and most faux pas are out of

ignorance. So as a College that will lead the way in terms of aggressively diversifying our curricula, and our community, and how we interact with each other. And this will be a focus of this body as we set the agenda. So that is what the notice of intent is all about.

The Dean asks if there are any questions? There are none.

The Dean says that this has been a great year. He has been very impressed with the students. Your work has been noted, and we are very proud of our students in every way. Our students are amazing. He wants to congratulate our faculty on a great year—it's not over yet, but we are quickly approaching it. We are still in the race, but we are making progress. So he thanks you for your dedication and your passion for the arts. Also, he just wants to say to the Chairs that he has heard back from people who did the Dean's Tour last week, and they were bowled over by the caliber of our students, but the thing that impressed them the most was your enthusiasm. Each Chair was enthusiastic and proud of their unit, and so kudos to all the Chairs.

9. Debate Calendar:

10. Information Calendar:

11. Adjournment:

A motion is made to adjourn and it is seconded. The meeting is adjourned at 4:44 pm