

PROCEEDINGS
The 95th Annual Meeting
2019

**NATIONAL ASSOCIATION OF
SCHOOLS OF MUSIC**
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PREFACE

The Ninety-Fifth Annual Meeting of the National Association of Schools of Music was held November 22 – 26, 2019, at the Hilton Chicago Hotel in Chicago, Illinois. This volume is the official record of reports given and business transacted at the two plenary sessions.

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THE PLENARY SESSIONS

MINUTES OF THE PLENARY SESSIONS

HILTON CHICAGO HOTEL
CHICAGO, ILLINOIS

First General Session
Sunday, November 24, 2019
9:00 a.m. – 10:15 a.m.

Call to Order: President Dressen called the meeting to order at 9:03 a.m. and welcomed all attendees to the 95th Annual Meeting of the National Association of Schools of Music.

Declaration of Quorum: President Dressen declared that a quorum was present.

Introduction of the National Anthem and “America, The Beautiful”: President Dressen introduced Crystal Sellers Battle of Bluffton University to conduct the National Anthem and the first and third verses of “America, The Beautiful.” Trilla Lyerla of Baker University accompanied both.

Welcome to Members and Guests: President Dressen welcomed all guests to Chicago and recognized Honorary Members that were in attendance:

Sue Haug, Past President and Vice President of the Association; Chair, Associate Chair, and Member of the Commission on Accreditation; and Member of the Nominating Committee
Catherine (Kitty) Jarjisian, Past Secretary of the Association; Member of the Commission on Accreditation; Member of the Committee on Ethics; Chair *pro tempore* and Secretary of Region 5

Mellasenah Y. Morris, Past Secretary and Treasurer of the Association; Member of the Commission on Accreditation; Member of the Nominating Committee; and Secretary of Region 7

James C. Scott, Past Chair, Associate Chair, and Member of the Commission on Accreditation; and Chair of the Nominating Committee

Eric W. Unruh, Past Chair and Member of the Commission on Community College Accreditation; and Secretary of Region 3

Recognition of Sister Organizations: An attending representative from one of NASM’s sister organizations was recognized:

William L. Pelto, Executive Director, College Music Society

Recognition of Representatives from the Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen: Attending representatives were recognized:

Stefan Gies, Chief Executive
Eirik Birkeland, President

Newcomer Welcome: President Dressen welcomed those attending the NASM Annual Meeting for the first time and invited newcomers to seek information and assistance from board members and NASM staff.

Recognition of Retirees, New Representatives, and those on the Podium: Music executives leaving their positions this year and those new in their positions were asked to stand and be welcomed, recognized, and thanked. Representatives seated on the podium were also introduced.

Greetings from the Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen: The President of the Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen, Eirik Birkeland, was recognized and conveyed greetings from AEC and appreciation to NASM.

Commission Reports: Kevin J. Dobreff, Chair of the Commission on Community College Accreditation, and Peter T. Witte, Interim Chair of the Commission on Accreditation, reported the outcome of Commission activity in 2019.

In November, the Commission on Community College Accreditation considered nine (9) applications in total. It reviewed one (1) application for Associate Membership, granted renewal of Membership to three (3) institutions, and Plan Approval to one (1) institution. The Commission on Accreditation reviewed one hundred and thirty-seven (137) accreditation-related applications and thirty-six (36) administrative matters in June, and one hundred and forty-seven (147) accreditation-related applications and nine (9) administrative matters in November. As a result of these 2019 reviews, NASM welcomed two (2) new institutions to Associate Membership and three (3) new institutions to Membership.

President Dressen recognized representatives from newly accredited institutional members of NASM:

Associate Membership:

Aquinas College
California College of Music
Concordia University, Irvine
Kirkwood Community College
University of Virginia's College at Wise

Membership:

Five Towns College
Southern Connecticut State University

It was confirmed that this information, as well as a summary of all Commission actions, would be made available on the NASM website in the coming weeks. President Dressen offered the Association's gratitude to all those who conducted comprehensive reviews and prepared applications for Commission review, and to the Commission chairs and members, and visiting evaluators and consultants.

Treasurer's Report:

Treasurer Pappas presented and reviewed the *Statement of Revenue, Expenses and Changes in Net Assets; Cash Basis for 2018-19 Fiscal Year* and the *Statement of Assets, Liabilities, and Net Assets Resulting from Cash Transactions for the 2018-19 Fiscal Year*. Treasurer Pappas explained factors

unique to this year's Treasurer's Report particularly as they pertain to staff expenses, and spending and investment practices, all of which continued to result in a position of ongoing stability and strength.

Motion: (J. Pappas/C. Hofer): To approve the Treasurer's Report. **Motion passed unanimously.**

Report of the Committee on Ethics: Patricia J. Flowers, Chair, reported that there had been no formal complaints brought before the Committee on Ethics during the last year. NASM representatives were respectfully reminded of their responsibilities to make their faculties and staff aware of the Association's Code of Ethics particularly its provisions concerning faculty and student recruitment. Members were asked to review the Code's provisions and the complaint process found in the *Handbook*.

Introduction and Remarks of the Executive Director: Karen P. Moynahan was introduced, offered a welcome, recognized representatives from several organizations hosting social events for the Association: Steinway & Sons – Americas; Society of Pi Kappa Lambda; Wenger Corporation; and Yamaha Corporation of America, and introduced members of the NASM staff. She outlined specific NASM services, including visiting evaluator training opportunities, features of the HEADS projects such as Data Summaries and Special Reports, and directed members to the Annual Meeting programming questionnaire requesting feedback at the conclusion of the Annual Meeting. She proceeded to outline in some detail federal policy matters of import, and in particular, recent activity as it pertains to the reauthorization of the Higher Education Act, as well as a variety of federal initiatives such as regulation writing as it pertains to Title IX, State Authorization and Distance Learning, Accreditation and Innovation, Gainful Employment, and Borrower Defense to Repayment, as well as those pertaining to the Endowment Tax, the status of graduate students as employees, and minimum wage and overtime pay requirements. An overview of the ongoing conversation between the Department of Justice and NACAC was discussed. Executive Director Moynahan thanked all presenters, speakers, moderators, facilitators and other volunteers participating in the 2019 Annual Meeting. The standards review process of NASM was introduced drawing attention to 1) the ongoing comprehensive review process which included the offer of two Open Hearings during the 2019 Annual Meeting, and 2) the request for consideration of *Proposed Revisions* to the current *Handbook* which were slated for a vote.

Action on proposed Handbook changes: Karen P. Moynahan noted the *Proposed Revisions to Handbook* were included in each attendee's folio. Attendees were reminded that, following stipulations found in the Bylaws of the Association, the proposed revisions were circulated during two comment periods during the fall of 2019 and in advance of the Annual Meeting, and that comment received was carefully reviewed and considered. The *Proposed Revisions* to the NASM *Handbook 2018-19* were confirmed to include proposed changes to the Bylaws and Standards and Guidelines for Accredited Institutional Membership.

Motion: (J. Wozencraft-Ornellas/I. McGee): To approve the *Proposed Revisions* to the NASM *Handbook*. **Motion passed unanimously.**

Report of the Nominating Committee: Mary Ellen Poole, Chair of the Nominating Committee, presented the report of the Nominating Committee, and reviewed the slate for the attending members, introducing all candidates. She announced that voting would take place during the Second General Session.

Report of the President: Through a vignette featuring an Andre Previn interview on conducting and conductors, President Dressen provided insights into the need for and poignance of leadership

in our profession. He stressed the role that leadership plays in fostering community, where leaders are serving as beacons of hope among our constituents and are active participants in the development of social capital. Outlining the writing of Robert Putnam, he recognized the current challenges faced when working to develop social capital, primarily resulting from self-isolation and a highly centralized focus by many of us in our modern world on our work and leisure activities. Aligning these challenges with the work of NASM, its members, and its leaders, President Dressen illuminated the power of music to inspire, and to motivate us to connect with one another; he implored attendees to embrace their obligations and their aspiration and to overcome the challenges faced when working to develop social capital where they work and live, suggesting that they keep in mind the resources offered by NASM to assist each in serving their obligation and aspiration. He concluded with a call for unity among music leaders and NASM members, recognizing NASM's strength and dedication to its cause, both of which enable music administration and the field of music to achieve successes as they relate to our common interests.

Conclusion: At 10:20 a.m. President Dressen expressed appreciation, announced the next sessions, and confirmed that the body was in recess until 9:15 a.m. on Monday, November 25 at which time it would reconvene.

**Second General Session
Monday, November 25, 2019**

9:15 a.m. – 10:00 a.m.

Call to Order: President Dressen reconvened the meeting at 9:18 a.m. and reintroduced Executive Director Moynahan.

Report of the Executive Director: Executive Director Moynahan offered a greeting to attendees and suggested that the work accomplished by music administrators was noble in its pursuit as it was guided by a shared vision focused on high achievement and excellence as it pertains to the education and training of music students. It was suggested that the outcome of such efforts could be considered a gift realized during a time when work can often be derailed by others and other intentions, and that the collective and positive results of music administrators could also be attributed to their ability to consistently rise above the fray and work for the greater good of the art form. She urged attendees to remain focused, committed, connected, and guided by shared principles, and to not only continue good work but to revel in accomplishments achieved. It was noted that the approach of NASM offered a reminder of kinder and gentler days which seemed to embrace basic principles such as values, dedication to work and responsibility, the importance of lessons learned in school, from family, and by service to community and each other. In contemplating the work of NASM, it was noticed that participants had not only mastered but transcended the basics of past times, and in doing so, opened doors which allowed music administrators to embrace new principles which included abiding understandings of the importance of infusing reason, rigor, and respect, and a commitment to each, into each and every activity – a hallmark of the work of NASM. She reminded attendees that the NASM community provides an unending source of assistance and support, that its approach to issues of importance and concern is grounded in a great art and honorable principles, and that its members hold an expansive depth of compassion and knowledge, which is ready to be shared and offered in support. Executive Director Moynahan expressed hope that music executives would continue to operate and work conceptually where considerations pertaining to reason, rigor, and respect guide thinking, and that our good work will continue to raise the consciousness and level of the national discourse. Appreciation was

offered to each executive for the inestimable contributions offered on behalf of the field, institutions of higher education, and the thousands of students participating in music study.

Election of Officers: President Dressen then asked Mary Ellen Poole, Chair of the Nominating Committee, to come forward. Professor Poole reintroduced the slate of candidates. Committee members and National Office staff members assisted in facilitating the election. She recognized members of the outgoing Nominating Committee and thanked them for their service.

Appreciation to Officers Completing Terms: President Dressen thanked those retiring from or leaving office.

BOARD OF DIRECTORS

John P. Henry, Jr., Chair, Region 7
Caterina Bristol, Chair, Region 8
David E. Scott, Chair, Region 9

COMMISSION ON ACCREDITATION

James C. Scott, Associate Chair *pro tempore*
S. Kay Hoke, Member
Linda A. Monson, Member
Michael R. Sitton, Member
Robert Walzel, Member

COMMITTEE ON ETHICS

Julie C. Combs, Member *pro tempore*

NOMINATING COMMITTEE

Mary Ellen Poole, Chair
Susan C. Cook, Member
Paula A. Grissom-Broughton, Member
Beth Cram Porter, Member
Lucia Unrau, Member

New Business: President Dressen asked if there was any new business to come before the Association.

Adjournment: Hearing none, President Dressen requested a motion to adjourn.

Motion (E. Hills/H. Landes): To adjourn the meeting. **Motion passed unanimously.**

The meeting adjourned at 10:01 a.m.

Respectfully submitted,
Tayloe Harding, Secretary

**GREETING FROM THE ASSOCIATION EUROPÉENNE DES
CONSERVATOIRES, ACADEMIES DE MUSIQUE ET
MUSIKHOCHSCHULEN (AEC)**

EIRIK BIRKELAND
President, AEC

President, Executive Director, colleagues, dear friends.

Thank you very much for the generous invitation to attend the NASM Congress. It is an honor and pleasure, on behalf of the Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen, to greet the NASM and this distinguished Assembly. This is my fourth Congress and it is inspiring to come back and meet American colleagues again, to listen to interesting presentations and vivid discussions, and to have the opportunity to share thoughts with you.

On our side of the Atlantic, ever since the Bologna declaration in 1999, we have had an ongoing process with a view to realizing a pan-European integration of higher education with a common degree structure and emphasis on quality assurance, recognition, and international mobility. The process has had a substantial impact on higher education within the European Higher Education Area, which now encompasses 48 countries.

This year, the Presidency of the Bologna Process has been assumed by the Italian Government. From the perspective of higher music educators, we think it must be embarrassing for the Italians to realize that Italian laws still do not open for full recognition of their own Italian conservatories as higher educational institutions.

And, as we all know, the history of our conservatories goes back precisely to Italy, not only to the 19th and 18th centuries, but even earlier, to the 16th century, to the orphanages linked to hospitals, where the children were given education in music at an early age.

Two weeks ago, the Annual AEC Congress took place at the Conservatorio Statale di Musica Giuseppe Verdi in Torino. For us, this was an encounter with a vital institution and its venerable culture for music education, – a reminder to our non-Italian member institutions of the value of continuity in music education and training, from early childhood to the concert podium, a tradition that is still found in many of the nearly 80 Italian music conservatories.

As institutional leaders in America and in Europe, we all are concerned about the quality and quantity of applicants to our institutions. In Europe we are worried because there are too few opportunities for highly motivated children to immerse themselves in music, and for those who want to develop their talents even further, there are too few paths leading towards studies at our institutions. These kinds of subject-specific needs in music education have not yet been properly addressed in the Bologna process.

However, we realize that an even more fundamental threat is intensifying because music- and arts education in European primary and secondary schools has become gradually weaker over the years, and in some countries, have disappeared altogether. This threat is made even more severe by the increasing number of music teachers who do not have the necessary competencies in the subject they teach.

In 2017, the AEC decided to include a third element in our Vision, stated as follows:
“AEC understands and supports music and arts education, together with cultural

participation, as central contributors to quality in human life, and inclusive societies founded on democratic values.”

There are many similarities in the work that NASM does and what the AEC does, but there are also some differences. One distinct difference is that NASM for many years has had a strong emphasis on quality enhancement through development of common standards and accreditation, while the AEC has a shorter history in this respect, and has chosen instead to establish our accreditation agency, MusiQuE, as a separate body, maintaining AEC as a membership-based organization for advocacy and a common think tank for quality enhancement and developmental work.

AEC is not a political organization, but we realize that we have to be as political as we have to be in our continual effort to support academic and artistic freedom and strengthen the citizens' right to music and arts education and to participation in cultural life.

The good news is that we are seeing some rays of light in recent political developments in the European Union, such as when the European Commission, for the first time in its history, in November 2017, referred to culture and cultural education as the “key to the future - both for the individual as well as for the Union as a whole”. Triggered by this clear political commitment, and also by other corresponding statements, the concept of art and music as identity-builders is experiencing a revival, although a somewhat unexpected revival.

The arts do not exist in isolation. They are part of society. For art and culture to become the glue that holds societies together, we must place greater emphasis on issues such as providing everyone with access to music and music education. It is time to re-think and re-imagine how we can enhance the social relevance of our institutions and strengthen our candidates' competence. What are, in fact, the criteria for our success, and theirs, and who determines these criteria?

At the AEC Congress in Torino, we had the great pleasure of listening to important contributions from NASM President Dan Dressen and Executive Director Karen Moynahan. AEC's Chief Executive, Stefan Gies, and I are looking forward to continuing our European-American dialogue here at the NASM Congress in Chicago.

I wish you all a stimulating, inspiring and valuable NASM Congress! Thank you.

REPORT OF THE PRESIDENT

DAN DRESSEN
St. Olaf College

“E pluribus unum”

Andre Previn served as the Music Director of the Pittsburgh Symphony Orchestra from 1976 until 1984. For three years in the late 70s, he and the orchestra were featured in a television series on the Public Broadcasting Service (PBS) titled, “Previn and the Pittsburgh.” Each episode featured a topic with Previn interviewing guest artists and scholars punctuated with performances by the orchestra. I found the episodes that I watched to be quite stimulating, particularly because Previn was such a skilled interviewer; an interviewer in the manner of Dick Cavett, for those of you old enough to remember that erudite television personality. Specific elements from that series are still burnished clearly in my memory. The episode that focused on Stephen Sondheim was a masterful combination of dialogue between conductor and composer and skillful performances of Sondheim’s music. I recommend it to you if a search of some kind can provide you access. But it is the episode about conductors that I wish to highlight today. In it, Previn invited orchestra members to entertain the television audience with their favorite stories or experiences with a conductor. The first flautist, for instance shared his story of a rather histrionic conductor that in one of his flourishes fell off, not only the podium but the front of the stage as well. The orchestra continued to perform in spite of their shock and concern but soon their concern was relieved by a single hand with baton appearing over the lip of the stage, missing nary a beat.

It was Previn’s own story in that episode however, that I remember most clearly. He described a period in London as a guest conductor preparing for performances with one of its storied symphony orchestras. Previn shared with his television audience the professional practice in London of the deputy system; that is...if a member of the orchestra had to miss a service for some reason a deputy was simply found to substitute for that service. At the conclusion of the final rehearsal, Mr. Previn lay his baton down on the podium and congratulated the 2nd horn player. From the conductor’s perspective, he was the only member of the ensemble that made every rehearsal. At which point the 2nd hornist raised his hand to speak and said, “well maestro, that was the least I could do since I cannot make the performance.”

Leadership can be a humbling exercise, to be sure, even for the most gifted and experienced among us. A misstep from a podium, a 2nd hornist, a faculty colleague that challenges common practice, an inquisitive student that simply asks “why” can stop us in our tracks. And yet we persevere. We must persevere. We pick up our pride and renew our sense of purpose and move forward as best we can.

But I wish to focus less on our specific work as leaders but instead on the culture and milieu in which we are trying to lead and positively affect the purposes we have set for our departments, schools and conservatories.

Let me start by reminding us of the obvious. The nature of our art form is found in community, and not only in the myriad types of musical ensembles that populate our culture, be they symphony orchestras, garage bands, hand bell choirs, string quartets, gamelan ensembles or gospel choruses. I submit that even those of us who often make music in a more solitary fashion, say the pianist in a recital of Chopin or a solo violinist performing a Bach Partita must

acknowledge the community of players, though perhaps less visible, the community of players who have made powerful contributions to that performance. Might we start with the composer and the publisher, the instrument maker and the intendant who supports the performance with space, lights and finding an audience...and then there is the audience, whether live or virtual. All of these and likely countless others together make a performance a performance.

Given the nature of our art form, it stands to reason that we, as music makers, teachers and leaders in music, are prepared to stand and serve as a beacon of hope and reason in our current culture, where community appears to have broken down in significant ways.

I now wish to leave the musical world for a moment to provide some context that will attempt to explain the loss of community and declining social capital in our contemporary culture. The expression, social capital, not coined, but significantly clarified by Harvard Professor of Public Policy, Robert Putnam in his book, *Bowling Alone*, finds its clarification early in the book. He writes, "Whereas physical capital refers to physical objects and human capital refers to parties of individuals, social capital refers to connection among individuals - social networks and the norms of reciprocity and trustworthiness that arise from them. - - - A society of many virtuous but isolated individuals is not necessarily rich in social capital."

Bowling Alone is a weighty tome of over 400 pages that includes an extensive collection of evidence and analysis. It provides insight into the decline of social capital in several areas of society:

- Political participation and work of public governance
- Civic participation in support of the well-being of communities
- Religious participation and engagement in faith communities that Putnam described as arguably the single most important repository of social capital in America
- Connections in the workplace, whether measured in membership to unions or business and professional organizations
- Informal social connections, be they having coffee with regulars, sharing a barbecue picnic, gathering in a book club or joining a bowling league

...all examples of social capital that have withered in the last 30 years of the 20th century and clearly continue to decline in the 21st.

Putnam proposes that the benefits of social capital, on the other hand, would appear to be self-evident. Solving collective problems is easier when we trust all, or at least that most of all, are contributing to the solution. The trust that social capital cultivates allows communities to advance smoothly rather than spending time and effort to see that others will uphold their end of the arrangement. The author suggests that social capital widens our awareness of connectedness and linkages to others. We become more tolerant, less cynical and more empathetic.

Now, we must acknowledge that community has constantly stood in contradiction to the other powerful current of our culture, individualism. From the Pilgrim's fleeing religious persecution and obeisance to prevailing practice, through the 19th century champions of the individual, Henry David Thoreau, Ralph Waldo Emerson and Walt Whitman, to the *Babbit* of Sinclair Lewis and *Atlas Shrugged* of Ayn Rand, the individual has found significant pride of place in the American identity. But, according to Putnam, "powerful movements...swept across American society in the twentieth century...where a dominate theme emerged."

“During the first two-thirds of the (twentieth) century Americans took a more and more active role in the social and political life of their communities - - in churches and union halls, in bowling alleys and club rooms, around community tables and card tables and dinner tables. Year by year we gave more generously to charity, we pitched in more often on community projects, and (insofar as we can still find reliable evidence) we behaved in an increasingly trustworthy way toward one another. Then, mysteriously and more or less simultaneously, we began to do all those things less often... We maintain a facade of formal affiliation, but we rarely show up. We have invented new ways of expressing our demands that demand less of us. We are less likely to turn out for collective deliberation — whether in the voting booth or the meeting hall — and when we do, we find that discouragingly few of our friends and neighbors have shown up. We are less generous with our money and (with the important exception of senior citizens) with our time, and we are less likely to give strangers the benefit of the doubt. They, of course, return the favor.”

“More of our social connectedness is one shot, special purpose, and self-oriented. As (University of Chicago) sociologist Morris Janowitz noted, we have developed ‘communities of limited liability.’ Large groups with local chapters, long histories, multiple objectives, and diverse constituencies are being replaced by more evanescent, single-purpose organizations, smaller groups that ‘reflect the fluidity of our lives by allowing us to bond easily but to break our attachments with equivalent ease,’ here quoting Princeton Sociologist, Robert Wuthnow.

We can certainly understand some of the causes of this loss of social capital, be it the pressures of time and money, mobility and sprawl and the time and energy it takes simply to get to anywhere, and technology, mass media and television prevalent in the time of the publication of *Bowling Alone*, but now twenty years later challenged with exponential growth in social media. But the most important factor, according to Putnam is generational, “the slow, steady and ineluctable replacement of the civic generation by their less involved children and grandchildren.”

And why should this matter to us, we the leaders of our respective institutions dedicated to educating and training the next generation of musicians? Why should this matter?

The many ways we are linked through NASM, the network of social capital that is nourished by the continuing spirit of volunteerism that is at the heart of NASM’s enduring strength, the fact that you are all here today, that hundreds of you are currently serving as visiting evaluators, commissioners, committee members, regional chairs, officers, palpably demonstrates the bond of participating in something larger than any one of us, and that holds as its central purpose the care of one of civilizations most sensuous, most spiritual and life-affirming creations.

May I ask that we begin to reinvest in the social capital that is NASM. We can begin with the smallest of gestures. Look across this vast room and acknowledge how many here you do not know. May I ask each of us to seek out one of these friendly strangers, to extend the hand of fellowship and engage in the simple act of connecting.

May I ask you to volunteer or agree to serve when asked.

May I appeal to you to acknowledge that you are the heart of the matter. There, in your position of leadership in which you find yourself at your respective institution, you are the light of knowledge and understanding about the value of participating in this Association, something larger than any of us, individually and institutionally, and participating in this community of scholars and artists that form and nurture a broad and abiding commitment to excellence.

The NASM *Handbook* serves as the guiding document for that which we mutually aspire to

accomplish. That document begins with a set of six aims and objectives that charge us to: ...preserve and advance standards in the field of music, ...uphold the position of music study in the family of fine arts and humanities, ...provide leadership in music training that supports growth of individual musicians as artists, scholars, teachers, and participants in music, ...establish standards of achievement in music curricula without restricting the freedom to develop new ideas and to innovate, ...foster inspired and creative teaching that will lead to new content, and ...acknowledge that the prime objective of all educational programs in music is to provide the opportunity for every music student to develop individual potentialities to the utmost.

I find that every one of these objectives is telling us that if music is to thrive, our mission needs to embrace a broad constituency of musicians, both professional and amateur, all of whom make important contributions to our musical cultures.

This is good and important work, which we can choose to do alone, or we can choose to do it together. And by alone, I mean alone individually or alone institutionally. Your presence today at this annual meeting strongly suggests that you understand and appreciate the value of participating in a community of artist-scholars, and administrative leaders to learn from each other, to challenge and be challenged, and to probe collectively the means that propel our aspirations forward.

Professional associations that NASM exemplifies are born of the premise that all of us together are smarter than any one of us alone. We need each other in these associated unions of common mission just as these unions need the full participation of each and every one of us. Or as Robert Putnam declared, "Civic engagement and social capital entail mutual obligation and responsibility for action."

E pluribus unum, my friends. "Out of many, one." This the motto of the United States for nearly 200 years and still visible on our currency and on the Great Seal of the United States. This motto appears to me to be the perfect emblem for the work of NASM, for the big tent of approximately 650 institutions that comprise our membership and our cause.

It is an honor to serve as your president and to be able to share with you these thoughts that I hope in some small measure may stimulate your continuing commitment to our common purpose.

Thank you. Thank you very much.

WRITTEN REPORT OF THE EXECUTIVE DIRECTOR

KAREN P. MOYNAHAN

The 2019–2020 academic year marks NASM’s 95th season of service to its members and to the field. Efforts to support and advance the music profession in the United States remain at the core of the Association’s projects. Its work in various areas, including accreditation, professional development, research, and monitoring and analyzing policy surrounding higher education and the arts, is continually being reviewed, discussed, improved, and enhanced. As NASM serves an ever-growing and diverse membership, its projects in accreditation and beyond continue to broaden and evolve. The Association’s principal activities during the past year are presented below.

Accreditation Standards and Procedures

Much of the yearly work of NASM involves accreditation. This includes preparation for meetings of the Commissions on Accreditation; scheduling accreditation visits; arranging consultations for member and potential member institutions; communicating with institutions preparing accreditation materials; receiving and reviewing accreditation materials; and reviewing and developing standards, guidelines, resources, and educational programs in support of the accreditation review process. All individuals involved in these activities—including institutional representatives, faculty and staff members, NASM Commissioners, visiting evaluators, consultants, presenters, and National Office staff members—work to make this service a valuable component in the advancement of music programs in institutions of higher education.

In August 2015, NASM announced its intention to begin a multi-year comprehensive review of its standards. This process, now underway, is intended to focus on the standards currently found in the *NASM Handbook*. In Fall 2015, NASM began this review by opening consideration of its graduate standards; the review of undergraduate standards began in Fall 2016; non-degree-granting standards in Fall 2017; and operational standards, standards for two-year degree-granting programs, and applicable appendices in Fall 2018. Continuing its multi-year review of accreditation standards, in September of 2019 NASM began a review of the two remaining sections of the *Handbook*: “Specific Operational Standards for Free-Standing Music Institutions of Higher Education” and “Specific Operational Standards for Proprietary Institutions of Higher Education.” Mailings, which included the text under review and instructions regarding the submission of comments, were distributed to accredited institutional members including administrators, faculty, staff, and students; non- and potential member institutions; the higher education community including regional, specialized, and national accreditors; related organizations and associations; and the general public. Although particular focus is devoted at this time to the specific standards under review, the standards as a whole remain open for comment. This is particularly important, as there are relationships between and among standards. Consideration of these relationships will be included in review conversations and used to inform ongoing and later phases of the comprehensive review process.

Subsequent to the comment period, NASM will hold two Open Hearings during its 95th Annual Meeting in Chicago, IL. Feedback collected during the open comment period, as well as that collected during the Open Hearings, will be reviewed by the National Office staff and considered as appropriate by the applicable bodies within NASM. Individuals should feel free to contact the office of the Executive Director at any time if views are held that would assist the Association in this review process and its ongoing work.

An amended *Handbook* typically is released following the Annual Meeting. The *NASM Handbook 2019–20* is expected later this fall. *Handbooks* released just after Annual Meetings

include any standards changes approved by the membership, Board of Directors, and/or Commissions as appropriate during the most recent meeting, as well as any amendments approved between Annual Meetings. Official notices regarding the proposed revisions to the *Handbook* were disseminated on September 12, 2019 and October 23, 2019. Following these two open and public official comment periods, the proposed revisions are slated for a vote by the Membership during this Annual Meeting.

All current accreditation-related documents, standards, and procedures are available for download from the Association's website at <https://nasm.arts-accredit.org>. Institutions are reminded that the NASM framework does allow for flexibility in approach. To discuss available flexibilities that can assist to address local conditions and realities, and for assistance in using the various *Procedures* documents and *Handbook*, please contact the NASM National Office staff.

The Association continues to encourage consideration of the use of the NASM review process or materials in other review contexts. Consolidating reviews may assist institutions to conserve resources and realize economies of scale. Many institutions are finding efficiencies by combining the NASM review with internal and/or other external reviews. The Association is willing to work with institutions and programs to consider options and to craft NASM reviews that are thorough, efficient, and suitably dovetailed with other internal and external efforts.

The Association is cognizant of the many hours devoted by member and applicant institutions to research, study, consider, prepare, and present accreditation materials for review by the Commission on Accreditation. NASM is deeply grateful for these efforts on behalf of the field of music and congratulates the institutions and their representatives for the many accomplishments and successes resulting from their work.

Projects

NASM participates in the Council of Arts Accrediting Associations (CAAA) with NASAD (art and design), NASD (dance), and NAST (theatre). The Council is concerned with issues that affect all four disciplines and their accreditation efforts. NASM President Dan Dressen and Vice President Michael D. Wilder are the music Trustees of the Council and represented NASM during CAAA meetings held in January 2019. CAAA sponsors the Accrediting Commission for Community and Precollegiate Arts Schools (ACCPAS), which reviews arts-focused schools at the K–12 level. Currently, there are 17 institutions accredited by ACCPAS. This undertaking is valuable in that it assists to connect precollegiate and higher education efforts. Cedric L. Adderley is the music appointee to ACCPAS; James B. Forger serves as Chair.

The Higher Education Arts Data Services (HEADS) Project continues to be refined and improved. Participation by member and non-member institutions remains strong. Following the close of the information gathering process facilitated by the 2018–2019 HEADS Data Survey on January 31, 2019, the resultant Data Summaries were published in April 2019. Additional capabilities and services are added as time and financial resources permit. Periodically, minor adjustments to the Data Survey are made that are intended to clarify the submission process, thus ensuring the collection of accurate and helpful data. Data Survey changes typically are followed by associated changes to the Data Summaries. Comparative data in the form of Special Reports are a feature of the HEADS system and can be valuable resources for administrators. These Special Reports and their possible uses will be discussed during an Annual Meeting session and can be discussed at any time with staff in the National Office. NASM welcomes thoughts and feedback regarding the HEADS Project.

The NASM Annual Meeting provides various opportunities for the discussion and dissemination of current information surrounding music study, higher education, administration, and other related fields. A large number of individuals participate in the Annual Meeting program each

year, producing sessions that offer helpful and thought-provoking ideas. The 2019 Annual Meeting will devote time to topics such as demographics, devising strategies, and discussing solutions with regard to enrollment planning; defining expectations for and developing subject matter expertise in undergraduate discipline-specific areas; advocacy; Title IX; facilities challenges; and student wellness. The meeting will also provide opportunities for discussion of the topics on the program, and those of interest to attendees. Roundtable discussion groups and forums will be held, as will several informational sessions for individuals guiding their institutions through the accreditation/reaccreditation process. Training opportunities will be offered for potential and experienced visiting evaluators, including those serving community and two-year and non-degree-granting institutions. Informative sessions addressing NASM annual reporting requirements, administrative resources, and federal issues for music administrators will also be offered.

NASM continues in 2019 its long-standing tradition of offering a Pre-Meeting Workshop for New Music Administrators in Higher Education. This workshop is highly recommended for new administrators. Additionally, NASM is offering pre-meeting workshops focused on creating effective Self-Studies, the self-study process for community and two-year colleges, building and renovating facilities, the work of assistant directors/associate deans, and issues salient to non-degree-granting institutions.

The Association is pleased to welcome each registrant and is grateful to all those who developed specific agenda material for the Pre-Meeting Workshops and Annual Meeting, as well as those who volunteered to serve as moderators and recorders.

Policy

The Association continues to follow and monitor carefully various federal and state initiatives and issues.

Activity regarding reauthorization of the Higher Education Act (HEA) began in late 2017. This Act was last reauthorized in August 2008 and expired December 31, 2013. Issues of concern include initiatives pertaining to gainful employment, state authorization, teacher preparation, and misrepresentation. Joining this list are issues such as access, cost and completion, new pathways for collegiate study, student achievement, institutional responsibility, borrower defense to repayment, and institutional obligations under Title IX.

With the arrival of the 116th Congress, current House Committee Chair Bobby Scott (D-VA) and Ranking Member Virginia Foxx (R-NC) announced a series of hearings as part of a formal effort to reauthorize the HEA during the 116th Congress. On October 31, 2019, the House Committee on Education and Labor voted along party lines (28 (D) – 22 (R)) to advance a comprehensive bill to reauthorize the HEA. The bill, entitled the *College Affordability Act* (H.R. 4674) was introduced by Committee Chair Bobby Scott. As of November 2019, the bill has yet to be scheduled for House debate or vote. The Senate Committee on Health, Education, Labor and Pensions (HELP), chaired by Lamar Alexander (R-TN), is attempting to reach bipartisan agreement on a number of the issues and has held a variety of hearings throughout 2018–19 regarding reauthorization to collect information and garner support. Chair Alexander has announced his upcoming retirement and desire to reauthorize the HEA prior to his departure from Congress. It is to be noted that Senator Alexander introduced a bill intending to update a number of existing provisions of the HEA as recently as late September of 2019.

It is important to recall that this Act governs the flow of federal monies earmarked for higher education.

As a reminder of past activities and events, following the release of final regulations in 2016

pertaining to state authorization, teacher preparation, and borrower defense to repayment, in 2017 these regulations were subsequently placed on hold by federal action. In July and August 2018, following delays of the implementation of recently approved rules related to borrower defense to repayment and gainful employment, the Department of Education announced a variety of new comment periods and plans to rewrite or rescind various regulations. In July 2018, the Department of Education announced the intention to form a negotiated rulemaking committee and requested comment regarding regulations related to the Secretary's recognition of accrediting agencies. The Department included in the notice information of significance indicating that in addition, the committee would be tasked with reviewing federal definitions and requirements related to state authorization, the definition of "regular and substantive interaction" as it relates to correspondence and distance education, the definition of the credit hour, and direct assessment programs and competency-based education. Also in July 2018, the Department of Education issued a Notice of Proposed Rulemaking (NPRM) requesting comment related to federal standards concerning the evaluation of applications related to borrower defense to repayment. In August 2018, the Department of Education issued an NPRM requesting comment concerning the Department's proposal to rescind regulations related to gainful employment. In October 2018, the Department of Education issued its intention to establish a negotiated rulemaking committee to address issues pertaining to accreditation, distance learning, TEACH grants, and faith-based educational entities. Relatedly, in December 2018, the Department of Education released two documents with an intention to guide future policy proposals entitled, "Rethinking Higher Education" and "Rethinking Higher Education: Accreditation Reform." Negotiated Rulemaking sessions on policy proposals noted in both documents began in January and continued through the end of March 2019. In July 2019, the Department of Education announced new gainful employment regulations, thus rescinding prior gainful employment regulations entirely. Although the previous gainful employment regulations remain in effect until July 1, 2020, the Department of Education is offering to institutions the ability to implement the new regulations immediately. Institutions that elect early implementation are not required to comply with the requirements of the prior rule. In August 2019, the Department of Education announced final regulations regarding borrower defense to repayment applicable to all federal student loans made on or after July 1, 2020, replacing the 2016 borrower defense to repayment rules. On November 1, 2019, the Department of Education released final regulations applicable to institutions that participate in Title IV federal financial aid programs, governing the recognition of accrediting agencies, certain student assistance general provisions, and institutional eligibility as they pertain to the HEA. The final regulations are extensive and will go into effect July 1, 2020.

In addition to activities related to the HEA, heightened activity affecting institutions of higher education appears to be widespread in various federal departments and other entities.

In September 2017, the Department of Education 1) rolled back Title IX guidance, specifically, previous guidance offered in the 2011 "Dear Colleague" letter and the 2014 Question/Answer set; 2) issued interim guidance pertaining to Title IX; and 3) published notice of its intent to negotiate regulations pertaining to Title IX. A notice was sent regarding the November 2018 Department of Education release of an NPRM. This Notice requested comment regarding proposed regulations related to Title IX. It remains to be seen what changes will result from these actions.

On July 3, 2019, The Department of the Treasury published proposed regulations intended to clarify statutes in the Tax Cuts and Jobs Act regarding the excise tax applicable to the net investment income of private colleges and universities meeting certain thresholds. Although previous interpretations of the law specify a 1.4% excise tax on investment income, the proposed regulation specifically defines "qualified tuition and related expenses" and its exemption from the tax in order to require that the tax apply to gross amounts of income from interest, dividends, rents, royalties, and capital gain income from all sources other than those directly used by the

institution in carrying out its exempt purpose. A comment period on the proposed regulations closed on October 1, 2019.

On September 23, 2019, the National Labor Relations Board (NLRB) published a notice of proposed rulemaking and request for comments related to the National Labor Relations Act that would establish that students, both undergraduate and graduate, who perform any services for compensation in connection with their studies at private colleges or university are not “employees” as defined within Section 2.(3) of the Act. As part of the notice of proposed rulemaking, the NLRB is also seeking comment on whether the rule should also apply to students providing services to their institution in a capacity unrelated to their course of study. The comment period on this issue closes on November 22, 2019.

On September 27, 2019, the Department of Labor published final regulations regarding exemptions from minimum wage and overtime pay requirements as related to the Fair Labor Standards Act. Following various stops and starts from previous rule publications, this new rule, effective July 1, 2020, increases the salary level for those eligible for overtime pay from \$455 per week (\$23,660 per year) to \$684 per week (\$35,568 per year). While the Department of Labor previously noted that professors, instructors, and adjunct professors would be exempt from salary requirements, institutions may wish to study the regulations as they may affect support staff and administrators.

On September 28, 2019, in response to concerns apparently held by the Department of Justice (DOJ) regarding potential antitrust violations, delegates at the Annual Conference of the National Association for College Admission Counseling (NACAC) voted to remove three provisions from its *Code of Ethics and Professional Practices*. The removed provisions addressed exclusive incentives for early decision, recruitment of undergraduate students who have already committed elsewhere, and recruitment of transfer students. As the legal review is not yet resolved and remains pending with the Antitrust Division of the DOJ, much awaits ahead including the possibility that the concerns of the DOJ and the actions of NACAC will result in a protracted national conversation, the outcome of which is unknown at this time. At this time, all aspects of the current NASM *Handbook* remain in force.

There is no doubt that the federal landscape associated with higher education has changed dramatically during the past year and continues to change. Members and colleagues should remain abreast of unfolding activities, study federal writings, and offer feedback pertaining to federal requests and proposed regulation. Concerted effort is needed to ensure that neither law nor the regulation that follows restricts the academy from designing and implementing effective programs of study. Protecting and maintaining institutional autonomy and freedoms vital to the success of our educational system, as well as our pursuit of creative and innovative undertakings, remains paramount.

In addition to regular mailings, such as the comprehensive notice distributed to member institutions regarding federal issues in early October 2019, NASM currently publishes advisories that describe regulations associated with the current 2008 reauthorization of the HEA. These *Advisories on Federal Issues* may be found within the Publications section of the website and are intended to provide helpful summary information. Review is highly recommended.

In addition to accreditation policy mentioned above, the Association remains concerned about implications of tax policy, intellectual property rights, the preponderance of data collection and associated issues of privacy and confidentiality, copyright and public domain, the disparity in educational opportunity at the K–12 level, and the pace of cultural climate changes enabled by technological advances and their impact. Many contextual issues that affect NASM institutions grow out of large social forces that can be understood, but not influenced significantly. Economic cycles and downturns have a profound effect, but no single person or entity controls them. NASM

continues to monitor policy discussions regarding deductions for charitable contributions on federal income tax returns. Increasing personal philanthropy is a critically important element in future support for education and the arts, particularly in these fluctuating economic times. As well, NASM keeps a watchful eye on proposals that would bring increased federal involvement in the activities of and control over non-profit organizations and philanthropies.

NASM will continue to monitor ongoing events, actively participate in the conversations that address such issues, assist to provide detailed and thorough information, and keep the membership informed as issues and projects progress.

National Office

The NASM National Office is located in Reston, a Virginia suburb of Washington, DC, and the current terminus of Metro's Silver Line. The office is about eight miles east of Dulles International Airport, and approximately 20 miles from downtown Washington. We are pleased to welcome visitors to the National Office. Should your travels bring you to the area, please feel free to schedule an appointment with a staff member, or merely stop by for a visit.

The primary purpose of the National Office is to operate the Association under rules and policies established by the membership, the Board of Directors, and the Commissions on Accreditation. Its strength rests in its peer governance operations and its peer review efforts. The work of the Association is carried out by many volunteers—elected officials, evaluators, and meeting participants—all willing to donate their valuable time and expertise, all holding and exhibiting unwavering commitment to the field. Although the availability of each member's time becomes ever more precious, NASM continues to seek volunteers and enlist their assistance in the work of the Association. Such acts of support and volunteerism in NASM are a testament to the extraordinary spirit and dedication of its members. The work of our visiting evaluators and Commission members is an exemplary expression of our collective commitment to our field and faith in its future.

This outstanding corps of volunteers is joined by a dedicated and capable National Office staff: Stephanie Blakely, Adèle-Marie Buis, Paul J. Florek, Nora Hamme, Ben Karnes, Jenny R. Kuhlmann, Kyle D. Johnson, Tracy L. Maraney, Stacy A. McMahon, Lisa A. Ostrich, and Kristin Stowell. To support the work of accredited institutional members, the work of the staff and the services to NASM over the years have grown. Staff is focused on carrying out the daily work of the Association, developing new and refining old systems, assisting institutions seeking accreditation for the first time, and consulting with those seeking renewal of Membership. The staff is diligent in its efforts to assist and serve the institutions, and to carry out the responsibilities of NASM effectively.

As a staff, we are able to see on a daily basis the great foundational strength of NASM. Fundamental to this foundation is wisdom about the need to remain informed, communicate, and work together to build music in higher education as a whole, as well as in each member and applicant institution. NASM has realized great success in maintaining its focus on issues of importance to institutions and the field, and in working to address these issues. It promotes collegial connections and centers its work on concepts, conditions, and resources necessary for competence and creativity. This foundation, now strongly in place, will serve NASM well as it faces changing and challenging times ahead.

The staff joins me in expressing appreciation for the support, cooperation, assistance, and kindness extended by the NASM membership. It is an honor and a privilege to have the opportunity to serve NASM, its member institutions, and constituencies. We hope you will

always feel free to contact the staff whenever you think we may provide assistance. We look forward to continuing our efforts together.

Please accept our heartfelt appreciation and best wishes as you continue your work throughout the year.

Respectfully submitted,

Karen P. Moynahan
Executive Director

ORAL REPORT OF THE EXECUTIVE DIRECTOR

KAREN P. MOYNAHAN

“The Three Rs”

Good morning. Once again, welcome to the 95th Annual Meeting of the National Association of Schools of Music.

It is good to see you. It is always good to see you, to be with you, and to share the pleasure of your company. It is an honor to stand side-by-side, shoulder-to-shoulder, as together we continue the important work necessary to advance the cause of music in higher education in our country, and support the education and training of students enrolled in music study everywhere. And, it is both inspiring and comforting to know that we have returned once again to a place where ideas can take shape, receive support and thoughtful critique, and be shared and considered by individuals deeply committed to the cause of music and its future – all in a positive and mutually supportive atmosphere.

Annually during this time of fellowship, we are reminded of the importance of dedicating and rededicating ourselves to noble pursuits. We search for information and ideas which will assist us to expand our understandings and capabilities. In so doing, worlds of possibility open for us, and therefore for our students and our institutions. We see possibilities for more and for better, and find ideas and inspiration for creating what we see and can envision. We covet this time which enables us to begin new friendships and rekindle old. We realize that these days are a welcomed gift, offering a lifeline of support not only hard to find today, but ever rarer in our country, which at the moment seems to be embroiled in a bitterness of discourse – a discourse which carries the grave risk of destroying a once passionately held shared vision – a shared vision through and from which we as citizens can focus in comity on issues important to our country and in doing so advance cooperatively and productively the future of our Republic as it serves us, our fellow citizens, and the world. So often now, the nation we know and in which we place our hope and trust seems unrecognizable, unfamiliar, unsettled, and on an uncharted, and therefore, possibly perilous course.

We all are familiar with the discursive ebb and flow of each day’s public dialogue, and we understand with deep and poignant concern the many effects, especially to the extent that sights are blurred by desire for personal gain, or worse, by pursuits organized with clear intent to destroy that which we and our ancestors as citizens of this country have devoted lifetimes to create, build, and nurture. We are well aware that if we as a people relinquish our fundamental principles and mission of liberty to a series of temporary distractions, or if we nurture the kinds of partisanship that seek to destroy conditions of philosophical, or artistic, or policy diversity, we will approach ever closer to and ultimately stand at the edge of the abyss, possessing only a fighting chance to step back from a devastating and costly loss of freedom and prosperity for everyone. Aristotle tells us, “It is during our darkest moments that we must focus to see the light.” And so therefore, it is clear that our focus and our path forward as individuals and as a group of colleagues are ours to choose, the journey ahead for music in higher education is ours to plan, and the accomplishments are ours to achieve. In making such determinations historically, we have purposefully chosen to rise above the fray, to transcend boundaries real or inferred, and to work, to contribute, and to advance the conversation and our cooperation for the greater good of our art form. We continue to do all this today because we understand the centrality of the art of music to our mission, and the importance of our ambassadorial work on its behalf. We do this because we understand what is at risk. We do this because we care about the intertwined futures of our art

form. We care about our artists, our teachers, our scholars, and all associated practitioners and enterprises. We do this because it is the only wise and safe course for us and our present and future colleagues, those who will carry our art form into the future and sustain it there for their lifetimes before passing their responsibility on to the next generation in their own time.

Within NASM, so it is, and so it has always been. Cognizant of the environment in any age, but either in spite of it, or having risen above it, or having carefully chosen what is worthwhile from it, with heads down focused on our work but eyes wide open and hearts vigilant, we continue undeterred. There is no question that the efforts of music administrators are marked by a seriousness of purpose, a roll-up-the-sleeves work ethic, and a ubiquitously held and shared vision – each of these being integral aspects of our collective pursuit of high excellence in music that includes the best possible education and training of each and every student involved in music study. We did not arrive here, nor have we remained on this foundation, by accident. Much like the path chosen, the journey planned, and the accomplishments anticipated, conscientious choices have been made to settle for nothing less than to seek the fruits of a labor perpetually guided by the long view as informed by the nature and content of our disciplines as exemplified in a collectively held and shared vision – a vision expressed and brought to life by institutions in their individual programs of study and by NASM in frameworks that encourage and support detailed work of many purposes and types, as well as new goals and means to achieve them, all within hundreds of different institutions.

Given the frenetic pace of work, of play, of life, of nearly everything today, we sometimes forget to stop and savor the fruit, the result of all we and our predecessors have accomplished. Unfortunately, when this happens, we can also fail to celebrate our successes, to take stock in our accomplishments, to be suitably pride-filled and proud of our work over time. We can fail to take comfort in the scale and meaning of our successes, to enjoy the ripened fruit even as life presses on and around us.

Recently I had the opportunity to attend a meeting of music administrators. Entering the room, just a foot inside the door and therefore standing on the room's periphery, I was for a moment offered a full and clear view of the activities under way from a distance that seemed to be miles from the activity's epicenter – a bird's-eye view of sorts. From this perch, I witnessed in anonymity the inner workings of a group of individuals who arrived with and were bound together by an unquestionable and abiding collective purpose – in short, a commitment to serve, assist, and support a multitude of institutions varied in size and type and mission, each of which desirously willing to search for and engage in intellectual dialogue, the result of which would assist each institution to consider what was, is, and could be given its own circumstances. I observed a group of individuals who with unrelenting focus were engrossed in serious and purposeful work undertaken at a level of care and concern one normally would expect only if the risk or reward led to personal consequence or benefit. In that moment, I was overcome by a palpable feeling of comfort. The room and the work seemed safe, and honest, and true. The environment seemed familiar. The undertakings in this room were genuine and real, and unlike much of that which was occurring beyond the confines of the meeting space. Quickly though, the distance between the periphery and the epicenter collapsed and I was enveloped in the work of the group. But the moment of distance was not forgotten, the thoughts of the moment did not dissipate, and a curiosity remained. On what foundation did this sensation of comfort rest with such ease and abiding strength?

At the conclusion of the meeting, I traveled home enjoying time for reflection, time to ponder my newfound curiosity. The experience preoccupied me. Its effects resonated with me in a fashion similar to that which led me to music study in the first place, a resonance first experienced so

many years ago. This as you can imagine precipitated a walk down memory lane, a walk which quickly reminded me of kinder and gentler days – days when there was less rhetoric, deeper care, and considerable effort on the part of most, if not all, to not only avoid destructive civil discourse, but to protect the boundaries and courtesies that enable respectful dialogue, thoughtful listening, and measured but insightful replies.

Memories of a small town returned – a town in which the streets were filled with individuals who, holding genuine and unpretentious interest, stopped to greet and speak with each other. A town with a historic past, the residents of which held a collective awareness that its solid foundation and ongoing successes were and could be attributed to the unfailing contributions of individual members of its community. A town that welcomed the thoughts of those new to arrive and valued the sage wisdom dispensed by those who had not only settled in the town but whose ancestors settled the town itself now hundreds of years ago. This was a town that offered support, particularly in terms of values – the value of its history, the value of its people and their contributions, the value of connection and communication, and the value of intellectual dialogue and curiosity – values shared by an enlightened community of individuals over a long period of time.

In my case as a youngster, this support was offered to a small school without conditions or strings – a school in which most all students proceeded in a common curriculum from kindergarten through grade twelve – a school where the teachers knew not only each student, but each student’s siblings, cousins, parents, grandparents, and some cases, the family canine. A school where the day focused on what mattered – the education and training of students in fundamental disciplinary content so that each might become a productive participatory ambassador responsible through his or her life for tending to something far greater than him/herself. Each day in the earliest years focused on the basics – simply the three Rs (reading, writing, and arithmetic). Pursuits were pure and simple and purposeful. Without interruption or intervention from educational fads and mass production improvement schemes, students learned how to read, to distill, to question with respect the positions put forth by others, and to think collectively and independently. They learned how to express themselves verbally and orally, their words chosen carefully and with appropriate amounts of consideration for not only the issues at hand but as well for those involved in the conversation. And they learned how to add and subtract, and to recognize mathematical relationships and proportionalities – calculations that applied not only to numbers but as well to people and events. Invaluable lessons then. Imperative lessons now in their outcome and application in greatly expanded contexts.

Much like the feeling experienced in the meeting room of music administrators, I recall finding great comfort in this local community and its small school room. As the unpacking of my curiosity continued, memories became clearer and connections worked to form new insights. What was it that connected these experiences – specifically the meeting room and the school room? In many ways they shared striking similarities – the conduct of activity was defined by, and its purpose based in, disciplinary substance; in achievements of the past upon which each day’s work rested and built from; in understanding that the promise of tomorrow hinged on success today; and in adherence to strong work ethics which enabled all involved to rise above the noise and distractions of the day and remain focused on the substantive work at hand. Such connection could have been influenced by the intimacy of the spaces and long-standing behavioral expectations, but in retrospect, it seemed clear to me that the major force in both situations was the clear content-grounded, intentional, service-oriented purposes of the undertakings themselves.

In the case of the elementary school room, it was the pureness of the pursuit of mastery of the

three Rs – a task well defined and well understood by all, coupled with unrelenting reminders of the responsibility placed before the students to become and serve as good stewards of the land and its peoples – stewards who were to be undeterred in their search for truth, eager to advance intellectual capacity, and uncompromising in the respect offered to others regardless of topic, condition, approach, or individual.

Observing the work in the music administrators’ meeting room, it was clear that the three Rs had been mastered long since, and that principles associated with a focus on disciplinary content, stewardship, intellectual advancement, and openness to individuals and ideas remained, continued, and were firmly embedded and interwoven into fabrics and practices of the music administrators who were working together in that setting. Absent the need for the unrelenting reminders offered in the school room, these principles had infused the work of individual music administrators, and therefore the work of the collective body. The connection became clear. It was about the concept of basics. Real disciplinary basics, common bodies of knowledge and skills, the necessities for operational competence and fluency, not only in music but in any endeavor. Real service and courtesy were basics as well. Meeting participants had not only held to, but had widened and advanced, the concept of basics. Not only did they include and embrace reading, writing, and arithmetic, they included understandings associated with reason, rigor, and respect, for music first, but ultimately for many fields and subjects touched on in the conversation. I concluded that our arithmetic lessons had taken hold – we had learned how to “square” R, virtually infinitely.

In the meeting room, and as if observing poetry in motion, each and every aspect of our expanded meaning of “Rs” was clearly evident in the work of the music administrators. Each consideration was marked by a concerted and collective effort to think through, understand, and comprehend the current realities and conditions which framed issues, so that informed judgements could be made which would assist those dedicated to producing effective local results. Each consideration was framed by the necessity to ensure that each and every student was provided an opportunity to advance, to become expert in his or her craft at the highest level possible and in doing so to be able to contribute to the advancement of the artform. Each consideration was exemplified by a deep and abiding regard for the specific and often unique positions, points of view, traditions, and aspirations of those involved in the conversation.

It is clear that there are striking differences between former times and today. Today’s dialogues are more sophisticated in certain ways, more simplistic in others; risks and rewards seem more typically accompanied by unintended consequences and hidden or elusive strings; and high stakes are often redefined at lightning speed. There is no question that the challenges of today have moved well beyond the service that can be offered solely by mastery of the original three Rs, or the principles of conduct that can be derived from their productive use. On the other hand, there is no question that the original basics of our discipline remain as essential as they ever were. However, now we must ensure that abiding principles as they pertain to reason, rigor, and respect that were embedded in the unrelenting reminders of the responsibilities that were impressed upon us in the school room, remain infused in our deliberations, conversations, and considerations about music, wherever they occur. Although uncoded and deeply internalized at the time, the imperative then, just as it is now, was clear and decisive – inclusion of ideals and expectations supported by these principles was not negotiable. These principles, a modern behavioral twist on the three Rs of yore, now defined by terms and expectations, are critical mainstays in conversations that continue between and among NASM, its members, and its constituencies.

There is no question that the challenges faced by music administrators today are complex and considerable. The efforts necessary to maintain our desired and charted courses can be

demanding. The efforts needed in institutions when it is necessary to return to a content-based approach which has been compromised by distractions or the unexpected setback can be downright daunting. However, and regardless of all that we face, it is imperative that we stay on our discipline-centered course, remaining attentive and committed to the long view – a view that commits to, supports, and reiterates the value of music study on its own terms and the importance of our work to advance the field. FDR offered reassuring words when he suggested that when we reach the end of our rope, we “tie a knot in it and hang on.” If any one of us faces such a time, let none of us forget that this community provides an unending source of assistance and support, a lifeline; that its approach to issues of importance and concern is grounded in a great art and honorable principles, which provide a source of support and comfort; and that its members hold an expansive depth of compassion and knowledge, which is ready to be shared and offered in support. NASM is about music and people and both together.

Let us also remember to revel in the moment, to find the joy along the way, to enjoy the fruits of our labors, and to be open to recognizing and accepting with great humility the humorous and not so humorous ironies we encounter in our daily work. Let us also remember to rise above the fray of the hour and season, and operate and work conceptually where considerations pertaining to reason, rigor, and respect, considerations which know no boundaries, guide the thinking of the day. And once there, from time-to-time, as reminded by a dear friend recently, “let us keep ourselves quieted and rest there on the promises we know.”

It is my hope that the comfort and contributions of this meeting extend well beyond its adjournment. It is also my hope that the conditions which bring about such comfort will permeate and seep through these walls, and through your work, will continue to raise the consciousness and level of the national discourse, the possibility of which remains in our grasp as do the positive results which continue through the good work of students, faculty, and staff, assisted and served by your leadership.

In the coming days, we will move from the company of good friends and colleagues, and the mind-spinning focus on our work in music in higher education, to the gentle and comfortable surroundings of home and family. We extend appreciation to each of you for your inestimable contributions. May you enjoy the peace of the season knowing that your contributions matter to your students, your community, and the ongoing success of our country – the bounties and freedoms of which we hold so dear.

Thank you.

REPORT OF THE COMMITTEE ON ETHICS

PATRICIA J. FLOWERS, *Chair*

Thank you, Mister President.

No formal complaints were brought before the Committee on Ethics during the 2018-2019 academic year. The Executive Director has responded to inquiries regarding the Code of Ethics in accordance with the Rules of Practice and Procedure.

NASM representatives are respectfully reminded of their responsibilities to review, remain abreast of, and honor the provisions of the Association's Code of Ethics – the purpose of which is to encourage orderly process and equitable proceedings. In addition, representatives are asked to ensure that their faculty and staff members are cognizant of the Code and its provisions. The Code's provisions work for the benefit of everyone involved.

Please note that the Code's provisions, along with the complaint process outlined in Part II of the NASM Rules of Practice and Procedure, may be found in the current edition of the NASM *Handbook*.

Questions about the Code of Ethics or its interpretation should be referred to the Executive Director, who will contact the Committee on Ethics as necessary.

Thank you for your continuing attention to the requirements of the Code of Ethics, and the spirit of collegiality it is intended to ensure.

REPORTS OF THE REGIONS

**Business Meetings of the Regions were held on Sunday, November 24, 2019
from 8:00 a.m.-8:45 a.m.**

MINUTES OF REGION 1

Fred Cohen, San José State University, *Chair*

1. The meeting was called to order at 8:00 a.m.
2. 10 new members of Region 1 were recognized. Attending representatives were acknowledged, as were the officers for Region 1.
3. The Chair provided updates from the National Office. Challenges facing institutions in the future, such as freedom of speech guidelines and Title IX exemptions, were mentioned. Member institutions were encouraged to respond to the National Office with their concerns.
4. The Chair polled the attendees about the desirability of setting up a Google group. It was approved. The Chair will take the lead in setting up such a group.
5. A need was expressed for leadership training programs for new executives and that NASM will be working to set up such program.
6. The Chair reminded all attendees of the region program entitled “Generation Z: Teaching and Relating to the Next Generation of College Students” and encouraged all to attend.
7. The Chair led a discussion of potential sessions to be offered in the future. These included the following:
 - a. State Funding, the need for private fundraising, as well as grant and foundation fundraising.
 - b. Interdisciplinary Collaboration and funding models.
 - c. Cost – how to manage rising costs for students?
 - d. Mental Issues – Psychological help for students. Although a session was part of 2019 meeting, several expressed the need to address this issue every year.
 - e. Music History and Music Theory – how schools manage to alter the core – creative approaches to solutions
 - f. Diversity, change demographics, inclusion
 - g. Tension between degrees and technology
 - h. Contemporary composition, the computer as instrument (video games, movies, song writing and production)
 - i. Two-year college issues (transferring)
 - j. Declining enrollments and how to manage the issue
 - k. Solutions regarding the lack of fundamental skills
 - l. Strategies for developing coursework for underprepared prospective majors.
 - m. First-generation students
 - n. What would a 21st century curriculum look like if we were not doing the same things that were being done 100 years ago? What does a music degree look like for the future?
 - o. Vocal and Hearing Health Concerns
 - p. Retrofitting buildings to solve issues with sound bleed.
8. A final issue was raised with regard to the NASM Code of Ethics. It was brought to the attention of all attendees that the NASM Code of Ethics is still intact. Several attendees remarked that the Code could be revisited for consideration on ways to eliminate some of the vagueness.

9. The meeting was adjourned at 8:45 a.m.

Respectfully submitted,
Gary W. Cobb, Pepperdine University
Secretary

MINUTES OF REGION 2

Keith Kothman, Montana State University, *Chair*

Introductions

- Keith Kothman, Montana State University, Chair
- Dean Luethi, Washington State University, Vice Chair
- Vanessa Sielert, University of Idaho, Secretary
- All will serve for the next 3 years

Meeting content is set in January. This year:

- Demographics – opposite of a baby boom
- Standards in content areas – standards

New idea – the creation of a list serv

- Google group
- Allows someone else to manage the group later
- Will be a forum to deal with problems
- Also will be a place to keep an ongoing list of topics

Board meeting topics

- NACAC – recent change in code of ethics. Department of Justice feels that restrictions in recruitment after May 1 hinders free movement of students
 - NASM has not changed restrictions – Code of Ethics will remain
 - Athletes are still restricted
- Leadership training at NASM?
 - 30-40% change in primary leadership at institutions
 - What is the interest level from membership?
 - Tom H. is not interested if online
 - Timothy would like to see the timeline changed. Not good if just before the annual meeting
 - Dean L. mentions that if accepted this could be written in to contracts as professional development
 - Generally, the membership feels that it would be good if advertised and done correctly

Content for the next meeting – generally looking for 1hr 15min

- Curricular
- Dual Credit
- STEM
- Cultural Appropriation
- Teaching traditional music (Western canon)
- Mental Health of Students
- Hearing Health

- Community Engagement/Impact
- Core (Gen Ed)
- Life Skills
- Interdisciplinary collaborations
- Sustainability

Adjournment

Respectfully submitted,
Vanessa Sielert, University of Idaho
Secretary

MINUTES OF REGION 3

Julia R. Gaines, University of Missouri, *Chair*

The Chair called the meeting to order and asked all present to introduce themselves with name, institution, and number of years as music executive.

35-40% of all NASM music executives are new to the role. Scott Turpen (University of Wyoming), Vice Chair of Region 3, will match willing mentors with new executives for networking/mentoring opportunities. Contact Scott Turpen if interested.

John Miller will continue to manage the listserv. Tips for effective use of the listserv were shared.

- Use clear subject lines for future searches
- No need to respond if you have nothing new to contribute
- Remember responses go to the full membership

The Chair gave a report on the meeting of the NASM Board.

- Finances of the Association are healthy
- The future of the Reston property was discussed
- NACAC is seeing some changes in recruiting regulations. NASM has not changed the Code of Ethics at this time.
- NASM is considering developing a leadership institute

The Region 3 session is Monday, November 25 – 3:15-4:30. *Applied Instruction: Managing Good Intentions and New Perceptions*. The session will be led by Julia Gaines and Dori Waggoner (Central Methodist University).

The Chair reminded members of suggestions for session topics that were shared last year.

- Non-Tenure Track Faculty: Making Them Feel Welcome, Included, and Valued
- Supporting/Being Sensitive to LGBTQ Students: Programming, Greetings, Logistics, Resources, etc.
- How to assess the validity of all the new “ASCAP”-styled companies who are asking for performing rights payments
- Look into models of peer review of creative projects and publications released in non-traditional media formats
- Demographic changes as a country and colleges, faculty diversity is not keeping up with expected norms
- Dual Credit, financial consequences of dual credit to college programs

- Curriculum models for the smart phone generation

New suggestions were shared from the membership.

- The impact of online education on music departments and/or curriculum models for the smartphone generation (learning style changes, changes in pedagogy and pacing, etc.)
- Best practices in online and with smartphones/tablets.
- Virtual applied instruction – how to teach effectively at a distance

Volunteer resources: Chris Redfearn (Valley City State University), Eric Honour (University of Central Missouri), Aleks Sternfeld-Dunn (Wichita State University), Tom Roland (University of Nebraska-Omaha)

- Mental Health issues for music executives and/or faculty
How does increased reliance on adjuncts impact load/mental well-being of full-time faculty
Young faculty may need different types of mentoring
Transitioning from colleague to leader
Could be a panel discussion with experts in 2-4 areas
Volunteer resources: Jenifer Cowell (Casper College) - knowledgeable of KORU (mindfulness training); Robert Walzel (University of Kansas)

Respectfully submitted,
Dori Waggoner, Central Methodist University
Secretary

MINUTES OF REGION 4

Mark Smith, Chicago State University, *Chair*

1. Introductions
2. News
 - Monday 1:45 Region 4 Session
 - Board of Directors Meetings held this week
 - ListServ: we will be working on creating a ListServ over next couple of months. The platform may be Google based or held on a Region 4 Institution server
 - Illinois group breakfast 8:00 tomorrow
 - Wisconsin: All two-year access campuses are merging with 4-year campuses
 - Minnesota: Applied Music was re-tooled into the most recent contract due to a contact/credit hours problem. Some faculty may have received back-pay.
 - Iowa slashed tuition by half
3. Election of Officers for Region 4 in 2020
 - Past show of hands may not be most constructive approach to selecting candidates
 - Nominating committee with one member from each Region 4 state. This will be led by Region 4 Vice Chair, Alison Shaw
 - Show volunteers:
 - Iowa: Cynthia Krenzle, Central College
 - Illinois: Johnathan Faughts, Augustana
 - Minnesota: Dan Sheridan, Winona State University
 - Wisconsin: Alison Shaw, University of Wisconsin (Oshkosh)
 - Email will be the primary form of communication.
 - Duties of officers
 - Secretary Minutes go to Board of Directors via Chair
 - Vice Chair Nominating committee; available to replace chair
 - Chair hosts this meeting
 - Regional chairs become board members, attend 3 meetings during annual meeting.
4. New Members
 - Kirkwood Community College

- 20 new members to Region 4 to attend the annual meeting
 - Introduction of new members in attendance
5. Board of Directors Meeting
- 35%+ of chairs of member institutions are new; high turnover rate
 - Mentoring for the new members
 - Bring forward topics for Region 4 or NASM
 - Future Chair training workshop
6. Ideas for Next Year

Leadership and Program Development

Administrators are challenged with managing the mechanics of daily music unit operations while addressing enrollment trends, budgetary limitations, and the bureaucratic processes of academia. Teaching faculty are often unaware of administrative duties because of the rigor of classroom and individualized instruction. In many institutions this produces what is often characterized as a faculty and administrative divide. Administrators at institutions facing resource limitations and decreasing enrollments understand that maximization of human resources may be critical to the future of the music unit. What practices can administrators employ to engage faculty that have not participated in recruiting, contributed to music unit operations, or are resistant to curricular re-tooling?

Following are the notes that generated the topic:

- Cultural divide: Faculty vs administration
 - Music admins walk a fine line between these
 - Faculty do not have clear idea what is going on because they are teaching
 - Trends that are happening in the institution writ large
 - Articulating why changes have to be made to faculty
 - Some changes don't have to be glacial when financial changes are involved
 - Asking faculty to do more than in the past
 - Some step up and some sit back
 - Culture divide in conversation. Innovation is difficult if faculty are not on board.
 - Giving faculty a vision for how they might fit into a retooling
 - Decreasing enrollment in Region 4
 - 2008 less birth rate is coming up
 - Depressing trends of low enrollment means depressing session. How do we do that uniquely
 - Reframe the conversation such that music is an instigator for enrollment.
 - Leadership for distinctive program development: How are you relevant to the students that want higher education?
 - Local aspect of retooling. So much goes into change that is out of our control. Curricular innovation due to local controls
 - Coaching in other environments. Leadership components outside arts.
 - Culture divide in conversation. Innovation is difficult if faculty are not on board.
 - Giving faculty a vision for how they might fit into a retooling
 - Michael Olsen, Minnesota State University, Mankato
 - Students you have versus the students you want
7. Opportunity to share ideas/concerns with the board

- Establishing online platform for re-accreditation similar to HLC

Adjournment at 8:40 a.m.

Respectfully submitted,
Robert Gronemann, Normandale Community College
Secretary

MINUTES OF REGION 5

Kathleen Hacker, University of Indianapolis, *Chair*

The Region 5 meeting was called to order by Chair Kathleen Hacker at 8:00 a.m. with approximately 35 members in attendance.

1. Call for approval of 2018 Minutes

The 2018 minutes were sent to all members prior to the meeting. A motion to accept the minutes was made by Susan Van Vorst (Baldwin Wallace), seconded by Lisa Brooks (Butler), and the motion carried unanimously.

2. Region 5 Program: Addressing Challenges

Everyone was encouraged to attend the Region 5 session on Monday afternoon. Time, title and room number were reiterated.

3. Introduction of new members to Region 5

A total of 8 attendees were introduced as new to NASM or new to Region 5.

Jason Corey, University of Michigan/mentor: Bill Ballenger, Ohio State University
Eric Tucker, Central Michigan University/mentor: Kent McWilliams, Kent State University
Thomas Zuger, Capital University/mentor: Bill Mathis, Bowling Green
Arthur Campbell, Grand Valley State University/mentor: Kevin Dobreff, Grand Rapids Community College
Daniel Zehringer, Wright State University/mentor: Ann Uscher, Akron University
Amy Tully, Oakland University/mentor:
Jonathan Ten Brink, Lansing Community College/mentor: Kevin Dobreff

Volunteers were requested and assigned to serve as informal mentors for our new members. All were encouraged to reach out regularly in support of one another.

4. Develop Nominating Committee Team – 3-person

A process for selection was formulated and a 3-person nominating committee was selected during the meeting. It was decided to include at least one male and one female on the committee, one member of a public institution, and one member of a private institution, and also the outgoing chair of Region #5. They are:

Lisa Brooks, Butler University;
Randall Goldberg, Youngstown State University;
Kathleen Hacker, University of Indianapolis, outgoing Chair

5. Remarks from Chair Kathleen Hacker (from Board Meeting)

- It was reported to the membership that we will hear about the NASM Code of Ethics and that it remains in full force.

- The National Office staff is working with a staff shortage. The two unused salary lines explain the current budget surplus.
- Over the next five years our National Office will begin searching for a new place to reside.
- NASM is considering the development of a Leadership Institute.

6. Call for suggestions for presentations for 2020 conference

Several suggestions for future presentations were proposed. The discussion was robust as we had time available to discuss.

- Student wellness
- Assessment in light of regional and national agency reviews

A discussion revealed several interesting ideas and efforts to improve student wellness assistance. Some of these ideas include:

- Assigning student mentors for incoming freshmen
- Reaching out to leaders in athletics to share their experience and process
- Possibility of having a counselor's office located in the music building for visibility and convenience.

7. Adjournment

The meeting adjourned at 8:32 a.m.

Respectfully submitted,
William Ballenger, Ohio State University
Secretary

MINUTES OF REGION 6

Armenio Suzano, Jr., Houghton College, *Chair*

Welcome

The meeting was called to order by Vice Chair Susan Tusing (Marshall University), who welcomed the regional representatives. The membership was apprised of the reason for Chair Suzano's absence with all offering hearty congratulations to Armenio and his wife on the birth of their daughter.

Introduction of Music Executives in Region 6

The Music Executives in Region 6 introduced themselves and their institutions.

Approval of the November 18, 2018 Minutes

The minutes of the November 18, 2018 meeting were reviewed. Motions were made and seconded, with the minutes approved as submitted.

Election for the Position of Secretary of Region 6

The membership was informed that upon Curt Scheib's election in November 2018 to the Commission on Accreditation, the position of Secretary for Region 6 became vacant. Nominations were then requested from the floor. Keith Jackson nominated Michael Ibrahim (West Virginia University). As there were no further nominations, Michael Ibrahim was elected by unanimous consent.

NASM Board Meeting Update

There was not a report this year as no elected position holders for Region 6 were able to attend the meeting.

Conference Session Topics for 2020

The representatives discussed potential topics for the Region 6 session at the 2020 NASM Conference.

The topics considered at the 2018 Regional meeting were reviewed to initiate conversation in small groups. A spokesperson from each group then reported out to the assembled membership.

Suggested topics to be considered for the 2020 meeting include:

- Online learning (distance learning) at the undergraduate and graduate levels – a panel discussion
- Using disposition in interviews and other assessments measures during prospective student auditions
- Using transfer agreements with high school programs
- Changing demographics for students and how that is reflected in staff demographics
- Advocacy for our programs as relates to music courses for non-majors
- Support for international students both socially and in issues of overall wellness
- Acknowledging the inherent connection between the student health crisis and our inadequacy in achieving curricular reform
- Diversity, equity, and inclusion: who we are, who our students are, and what we teach
- Diversity in ensembles: repertoire and participation

The topics were voted on by the membership with the selected topic below:

“Acknowledging the inherent connection between the student health crisis and our inadequacy in achieving curricular reform.”

The members were asked to contact Chair Suzano with suggestions for presenters or panelists on this topic.

Region 6 Presentation for the 2019 NASM Annual Meeting

The membership was reminded of the session sponsored by Region 6 at the 2019 Annual Meeting

“The Local Effect of Declining Enrollment: Strategies for Recruitment and Growth”, which is scheduled on Monday, November 25 at 1:45 p.m. in the Waldorf Room.

The presenter is Stephen Müller (Liberty University). The session will be moderated by Susan Tusing due to Armenio Suzano’s need to be absent from the meeting.

The meeting was adjourned.

Respectfully submitted,
Curt Scheib, Indiana University of Pennsylvania
Acting Secretary

MINUTES OF REGION 7

John P. Henry, Jr., North Carolina A&T State University, *Chair*

Welcome: Florida, Georgia, North Carolina, Puerto Rico, South Carolina, Virginia

Introduction of Officers: John Henry, Jr. (Chair); Dennis AsKew (Vice Chair);
Karen Fuller (Secretary)

Introduction of Music Executives who are new to NASM (7)

Introduction of others in attendance

Elections were held for Chair and Vice Chair and resulted in the following:

Isaiah McGee (Claflin University, Orangeburg, SC) as Chair

Linda Apple Monson (George Mason University, Fairfax, VA) as Vice Chair

Karen Fuller-Veloz (Florida international University, Miami, FL) will remain as Secretary

Discussion of future topics:

Mental Health

Sexual Harassment Training

NACAC directive from the Department of Justice

Persistence in First Generation College Students

Discussion of the Region 7 Session on Monday, November 25, 2019, from 3:15 p.m.-4:30 p.m.
(Williford C)

“Addressing Current Issues and Developing the Next Generation of Leaders”

A panel of experienced administrators will consider issues currently faced by music units, such as the need and value of developing and maintaining a healthy rapport with upper administrators, and developing the next generation of leaders by employing methods and approaches resultant from strategic considerations as they pertain to recruitment and retention, particularly in the area of music education.

Dr. James Douthit, Appalachian State University

Mr. John D. Kieser, New World Symphony

Dr. Isaiah R. McGee, Claflin University

Dr. Linda Apple Monson, George Mason University

Dr. David L. Perry, Anderson University

Dr. Christopher Ulffers, Eastern Carolina University

Dr. Aaron D. Vandermeer, University of North Carolina at Pembroke

Ms. Karen Fuller-Veloz, Florida International University

Moderator: John P. Henry, Jr., North Carolina A&T State University

During our sponsored session, we broke the topic down into two-30 minute sessions, one with 5 people presenting on developing a rapport with upper administration, and 3 people presenting on Next Generation Leadership. There were approximately 27 attendees.

Respectfully submitted,

John P. Henry, Jr., North Carolina A&T State University

Chair

MINUTES OF REGION 8

Caterina Bristol, Alabama State University, *Chair*

The meeting was called to order at 8:03 a.m.

1. Welcome
 - Greetings from the Chair
2. Minutes Review: Region 8 Business Meeting - Sunday, November 18, 2018
Omni Shoreham Hotel, Washington, D.C.
 - Minutes unanimously approved. (motion by Scott Harris, second by Bob Elliot)
3. Introduction of officers
 - Officers introduced by the Chair.
4. Introduction of Region 8 members in attendance
 - Attendees introduced themselves.
5. Region 8 Session: Monday, November 25, 2019 – 1:45 p.m.-3:00 p.m.; Williford C (Third Floor)
Session Title – “Mentoring Beyond the Classroom”

Music executives are called to set unit-level expectations and emphasize the value of student mentoring beyond the traditional advisor/advisee roles. It is clear that music programs are responsible for mentoring an increasingly diverse student body—a body comprised of digital natives, particularly those with entrepreneurial mindsets, global aspirations, and interests in socially connected initiatives. Today, these students seek expert guidance as they pursue their paths to positions as “influencers” and cultural leaders. This session will identify high impact practices that might be used to mentor music students throughout their development. The panel will discuss strategies for developing a holistic approach to student mentoring including career pathways, psychological health and well-being, and the legal issues related to these efforts.

Presenters: Carly Johnson, Alabama State University
Jeffrey L. Pappas, University of Tennessee
Moderator: Caterina Bristol, Alabama State University

6. Discussion of topics for future meetings
 - Leadership Succession Planning
 - Mentoring Faculty toward Leadership in Music Programs
 - Emotional Health of Current Students in Music
 - Sound of Diversity in the Context of a Music Program
7. Nominations and elections for Region 8 (Skip Snead, nominating committee chair)
 - Chair – Julia Mortyakova elected
 - Vice Chair – David Ragsdale elected
 - Secretary – Mark Schell elected
 - All officers elected for a 3-year term.
8. Announcement of next Annual Meeting

November 2020, Westin Kierland – Scottsdale, AZ

9. Other announcements

- Members provided information regarding faculty searches at their institutions.
- The Chair encouraged members to get involved in NASM leadership and expressed words of appreciation regarding her tenure as Chair of Region 8.

10. Adjournment

- Meeting adjourned at 8:33 a.m.
- 53 members present

Respectfully submitted,
Mark Schell, Asbury University
Secretary

MINUTES OF REGION 9

David E. Scott, Texas A&M University – Commerce, *Chair*

I. Order and Introductions

The meeting was called to order at 8:02 a.m.
David Scott, Chair; Tom Webster, Vice Chair; Todd Queen, Secretary

New Music Executives in attendance:

- Natorshau Davis – Grambling State
- Jeffrey Cottrell – Hardin-Simmons
- Stephen Platte – Central Arkansas
- Jeffrey Loeffert – Oklahoma State University
- Michael Walsh – Lone Star College - Montgomery
- Lauren Schack Clarke - Arkansas State University
- Sara Baker - Temple College
- Glen Brumbach, Texas A&M University - Central Texas
- Wes Parker, Harding University

No executives are retiring in the current academic year.

58 total members in attendance.

II. Chair’s report from the Board of Directors Meeting

Regulations still out for Comment (closed recently but not acted on)

Student ability to unionize or not

Title IX

Received over 100,000 comments

Endowment Tax

Distance Learning rules

NACAC withdrew 3 portions of its Ethics guidelines

Based on potential antitrust concerns

Students change decisions after June 1

If you admit early, you can woo

Students who didn't choose you after being accepted are fair game in year 2-4

NASM Ethics statement still in force and appears appropriate

A&I Actions, recommendations

Effectively eliminate six regional accrediting agencies

Stress mentoring aspect of interactions, both at conference and in state organizations

III. Invite attendees to consider ideas for future national meetings and for our own regional meetings.

Remind attendees of the importance of completing the meeting evaluation questionnaire. The National Office staff reads all of them, and this year's programming, especially the enrollment trends and issues discussions, is in large part responsive to suggestions offered in this document following the 2018 Annual Meeting.

IV. Recognize the official representatives of each state to give the state reports:

Arkansas – Jeff Bright, Arkansas Tech University

- Budgets
 - o State funding flat
 - o Henderson State becoming part of Arkansas State system
 - o Challenging to find part-time faculty
- Enrollment management
 - o Concerned about projections

Louisiana – Cory Wikan, Centenary College

- One-year residency for music education majors
 - o Still working out details and implementation
- Enrollment management
- Re-election of Governor by narrow vote
- Music Therapy program undergraduate
 - o Endowed chair

Oklahoma – Jeremy Blackwood, Southeastern Oklahoma State University

- Meets as roundtable 2x's a year
- Grant to allow professionals to come to schools

Texas – Matt Roberson, Abilene Christian University

- Founded in 1938
- 52 institutions this year
- Bill McGlocklin guest speaker
- Scholarship program – over \$2.5M, 33 current students
- Thomas Forrest Kelley, upcoming speaker in January

V. Region 9 session this year: “A Conversation with the Lyric,” Members of the Lyric Opera of Chicago staff, Monday 3:15-4:30 p.m., Williford A

VI. Election of new Regional officers

Ann Stutes, Wayland Baptist University, Nominating Committee

Thomas Webster, East Texas Baptist University, Chair
Todd Queen, Louisiana State University, Vice Chair
Wes Parker, Harding University, Secretary

Motion by Robert Hanson, West Texas A&M University, second Matt Roberson, Abilene Christian University to elect the slate by acclamation –Passed unanimously

Region 9 candidates for other positions within the Association

Cynthia Bridges, Del Mar College-Commission on Community College Accreditation
Thomas Webster, Todd Queen, David Scott-Commission on Accreditation
Wes Moore, Dallas Baptist University-Nominating Committee

VII. Suggestions for Region 9/Conference presentations for future conferences

-Mentoring in the association and our state organizations

-Title IX additional and significant discussion

-Initiating conversations about facilities issues after onsite visit/Commission action

-Music Program's and University's role in the increasing instance of emotional and mental demands on our students

- Alternative Certifications and impact on institutions

VIII. Old Business

IX. New Business

X. Adjournment at 8:31 a.m.

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ACTIONS OF THE ACCREDITING COMMISSIONS

NEW MEMBERS

Subsequent to action by the Commission on Community College Accreditation and the Commission on Accreditation at their meetings in November 2019, NASM is pleased to welcome the following institution as new Members or Associate Members:

Aquinas College
California College of Music
Five Towns College
Kirkwood Community College
Southern Connecticut State University
University of Virginia's College at Wise

REPORT OF THE COMMISSION ON COMMUNITY COLLEGE ACCREDITATION

KEVIN J. DOBREFF, CHAIR

After positive action by the Commission on Community College Accreditation, the following institution was granted Associate Membership:

Kirkwood Community College

Action was deferred on one (1) institution applying for Membership.

After positive action by the Commission on Community College Accreditation, the following institutions were granted renewal of Membership:

Amarillo College
Joliet Junior College
Snow College

Action was deferred on one (1) institution applying for renewal of Membership.

Progress reports were accepted from two (2) institutions recently granted renewal of Membership.

REPORT OF THE COMMISSION ON ACCREDITATION

PETER T. WITTE, INTERIM CHAIR
JAMES C. SCOTT, ASSOCIATE CHAIR *PRO TEMPORE*

After positive action by the Commission on Accreditation, the following institutions were granted Associate Membership:

**Aquinas College
California College of Music
University of Virginia's College at Wise**

After positive action by the Commission on Accreditation, the following institutions were granted Membership:

**Five Towns College
Southern Connecticut State University**

After positive action by the Commission on Accreditation, the following institutions were granted renewal of Membership:

**Abilene Christian University
Anna Maria College
Ball State University
California State University, Los Angeles
Claflin University
Heidelberg University
Marietta College
Montclair State University
Northern Michigan University
Northwestern State University of Louisiana
Portland State University
Reinhardt University
San Francisco State University
Shorter University
Southern University and A&M University
State University of New York, College at Oneonta
Troy University
University of Central Oklahoma
University of Miami
University of Rhode Island
University of Texas at El Paso
University of Wisconsin Oshkosh
Virginia Commonwealth University
Wayne State College**

Action was deferred on two (2) institutions applying for Membership.

Action was deferred on thirty-four (34) institutions applying for renewal of Membership.

Progress Reports were accepted from three (3) institutions recently granted Membership.

Progress Reports were accepted from twelve (12) institutions recently granted renewal of Membership.

One (1) institution was granted Basic Listing.

Five (5) applications were approved for Substantive Change.

One hundred four (104) programs were granted Plan Approval.

Action was deferred on thirty-eight (38) programs submitted for Plan Approval.

Progress Reports were accepted from four (4) institutions concerning programs recently granted Plan Approval.

Forty-four (44) programs were granted Final Approval for Listing.

Action was deferred on two (2) programs submitted for Final Approval for Listing.

Three (3) institutions were notified regarding failure to submit the 2018-19 HEADS Data Survey.

Five (5) institutions were granted second-year postponements for re-evaluation.

One (1) institution was notified regarding failure to submit the 2017-18 Supplemental Annual Report.

Ten (10) institutions (Cornerstone University, Hiram College, Marylhurst University, Nassau Community College, Northwestern University, Saint Mary's University of Minnesota, Shenandoah University, Southern Arkansas University, Stillman College, University of Alaska Fairbanks) withdrew from Membership during the 2018-19 academic year.

**OFFICERS, BOARD, COMMISSIONS, COMMITTEES, AND STAFF
November 2019**

President

- ** Dan Dressen (2021)
St. Olaf College

Vice President

- ** Michael D. Wilder (2021)
Wheaton College

Treasurer

- ** Jeffrey L. Pappas (2019)
University of Tennessee

Secretary

- ** Tayloe Harding (2020)
University of South Carolina

Executive Director

- ** Karen P. Moynahan

Immediate Past President

- * *Vacant*

Non-Degree-Granting Member, Board of Directors

- * Kirsten Morgan (2020)
The Diller-Quaile School of Music

Commission on Community College Accreditation

- * Kevin J. Dobreff, *Chair* (2020)
Grand Rapids Community College

Cynthia Bridges (2019)
Del Mar College

Patricia P. Crossman (2021)
The Community College of Baltimore County

Commission on Accreditation

- ** Peter T. Witte, *Interim Chair* (2019)
University of the Pacific
- ** James C. Scott, *Associate Chair pro tempore* (2019)
University of the Pacific

Cathy Albergo (2021)
Florida Gulf Coast University

Donna M. Bohn (2021)
MidAmerica Nazarene University

C. Brad Foley (2020)
University of Oregon

David Gier (2020)
University of Michigan

- * Board of Directors

- ** Executive Committee

Commission on Accreditation (continued)

- Daniel Goble (2021)
Colorado State University
- Calvin Hofer (2020)
Colorado Mesa University
- S. Kay Hoke (2019)
Gettysburg College
- H. Keith Jackson (2019)
West Virginia University
- Ronda M. Mains (2020)
University of Arkansas
- Dale E. Monson (2021)
University of Georgia
- Linda A. Monson (2019)
George Mason University
- Karl Paulnack (2020)
Ithaca College
- Curt Scheib (2021)
Indiana University of Pennsylvania
- Michael R. Sitton (2019)
The Crane School of Music
- Robert Walzel (2019)
University of Kansas

**Public Members of the Commissions
and Board of Directors**

- * Elizabeth Fairchild
Vienna, Virginia
- * Kelly Lormore
Indianapolis, Indiana
- * Fran Tucker
Herndon, Virginia

REGIONAL CHAIRS

Region 1

- * Fred Cohen (2021)
San José State University
Arizona, California, Hawaii, Nevada, New Mexico, Utah

Region 2

- * Keith Kothman (2021)
Montana State University
Alaska, Idaho, Montana, Oregon, Washington

Region 3

- * Julia R. Gaines (2021)
University of Missouri, Columbia
Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, Wyoming

Region 4

- * Mark Smith (2020)
Chicago State University
Illinois, Iowa, Minnesota, Wisconsin

Region 5

- * Kathleen Hacker (2020)
University of Indianapolis
Indiana, Michigan, Ohio

Region 6

- * Armenio Suzano, Jr. (2020)
Houghton College
Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, West Virginia

Region 7

- * John P. Henry, Jr. (2019)
North Carolina A&T State University
Florida, Georgia, North Carolina, Puerto Rico, South Carolina, Virginia

Region 8

- * Caterina Bristol (2019)
Alabama State University
Alabama, Kentucky, Mississippi, Tennessee

Region 9

- * David E. Scott (2019)
Texas A&M University – Commerce
Arkansas, Louisiana, Oklahoma, Texas

- * Board of Directors

- ** Executive Committee

Committee on Ethics

- Patricia J. Flowers, *Chair* (2020)
Florida State University
- Linda Berna (2021)
Chicago College of Performing Arts, Roosevelt University
- Julia C. Combs, *pro tempore* (2019)
Missouri State University

Nominating Committee

- Mary Ellen Poole, *Chair* (2019)
University of Texas at Austin
- Susan C. Cook (2019)
University of Wisconsin – Madison
- Paula A. Grissom-Broughton (2019)
Spelman College
- Beth Cram Porter (2019)
Cedarville University
- Lucia Unrau (2019)
Murray State University

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- Stephanie Blakely, *Assistant to the Management Associate for Finance and Operations*
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- Ben Karnes, *Accreditation and Data Management Assistant*
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- Lisa A. Ostrich, *Meetings and Projects Associate*
- Kristin Stowell, *Accreditation Assistant*