

PROCEEDINGS
The 96th Annual Meeting
2020

NATIONAL ASSOCIATION OF
SCHOOLS OF MUSIC

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© 2021

ISSN Number 0190-6615

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PREFACE

In light of national conditions due to the effects of the coronavirus pandemic, the on-site aspects of the 96th NASM Annual Meeting scheduled for November 15–24, 2020 in Scottsdale, Arizona were cancelled. The business of the Association was conducted via electronic means commencing on December 2, 2020 and ending on December 16, 2020. This volume is the official record of business transacted and reports offered.

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**SUMMARY OF ACTIVITIES, MINUTES, AND ACTION ITEM
OF THE
NASM MEMBERSHIP**

December 17, 2020
By Electronic Means

Given the national issues facing NASM members, in June of 2020, after careful and thorough consideration of all issues before the Association, the NASM Board of Directors voted to cancel the on-site aspects of the 2020 Annual Meeting of the National Association of Schools of Music, including all on-site professional development sessions, pre-meeting workshops, Board of Directors and Executive Committee meetings, and Commission on Accreditation and Community College Commission on Accreditation meetings scheduled to take place November 15-24 at the Westin Kierland Resort in Scottsdale, Arizona. Noting that the NASM Annual Meeting is an opportunity for individuals to connect, communicate, and broaden understandings and awareness of salient issues, the need to entertain a decision to cancel this meeting was approached with great depth of care.

Participating: Voting Representatives from NASM Accredited Institutional Members

2020 Membership Vote: 2020 Report of the Treasurer, 2020 Elections, Proposed *Handbook* Revisions

On September 17, 2020, NASM forwarded notice regarding the cancellation of the on-site aspects of the NASM Annual Meeting scheduled for November 15-24, 2020 in Scottsdale, Arizona. Although the on-site aspects of the Annual Meeting were cancelled, the need to conduct the business of the Association, which typically takes place at the General Sessions conducted during the Annual Meeting remained. Therefore, the Association conducted its voting business “via electronic communication” (see NASM *Handbook 2019-20*, Bylaws, Article VI., Section 12.).

On November 30, 2020, NASM forwarded to each primary representative of NASM accredited institutional members, notice of a call for 1) questions and comments pertaining to three items of business: the 2020 Report of the Treasurer; the 2020 Slate of Nominees for Election; and the Proposed Revisions to the 2019-20 NASM *Handbook*, and 2) a vote on the three items.

On December 2, 2020, NASM forwarded to each primary representative of NASM accredited institutional members, notice regarding the posting of ballot information and instructions for participating in the online voting process. Establishing a quorum and beginning on December 2, 2020 and concluding on December 16, 2020, the NASM Membership voted on and passed the following motions:

Motion (M. Ibrahim/T. Channell):

- To accept the 2020 Report of the NASM Treasurer,
- To elect individuals to offices open as presented in the 2020 Report of the Nominating Committee, and
- To accept the proposed revisions to the NASM *Handbook 2019-20*.

On December 18, 2020, NASM Primary Institutional Representatives were notified by email of the results of the online voting.

Respectfully submitted,

Karen P. Moynahan
Executive Director

WRITTEN REPORT OF THE EXECUTIVE DIRECTOR

KAREN P. MOYNAHAN

The 2020–2021 academic year marks NASM’s 96th 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 and issues of note are presented below.

Accreditation Standards and Procedures

Much of the yearly work of NASM involves accreditation. This includes preparation for the meetings of the Commission on Accreditation and the Commission on Community College 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 Commission on Accreditation and Commission on Community College Accreditation members, 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, and music as a specific disciplinary field of study.

In August 2015, NASM began a multi-year comprehensive review of its standards. Such reviews provide to NASM an opportunity to focus on all standards currently found in the *NASM Handbook*. NASM began this review in the Fall of 2015 by opening consideration of its graduate standards. It reviewed undergraduate standards in 2016; non-degree-granting standards in 2017; operational standards, standards for two-year degree-granting programs, and applicable appendices in 2018; and specific operational standards for free-standing music institutions of higher education and specific operational standards for proprietary institutions of higher education in 2019. Though the current comprehensive review process has come to final conclusion, the standards as a whole remain open for comment. NASM welcomes feedback at any time. Following its commitment to proactively review in detail all standards in the *Handbook* on a scheduled basis, the next comprehensive review process is slated to begin in 2025.

An amended *Handbook* typically is released following the Annual Meeting. The *NASM Handbook 2020-21* 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 their most recent meetings, as well as any amendments approved between Annual Meetings. The text of these changes may be found in the *Official Notice: Proposed Revisions*, which have been circulated to the Membership in two successive open and public comment periods (September 14–October 14 and October 21–November 20, 2020) and are slated for a vote at this time.

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 standards are set in a framework which allows for flexibility in approach. Should representatives wish to explore the depth, breadth, and latitude inherent in the standards, which can be invaluable when addressing local conditions and realities, contact with the NASM National Office staff is recommended.

The Association continues to encourage consideration of the use of the NASM review process and/or materials, particularly the national standards, in other review contexts. Consolidating reviews may assist institutions to conserve resources and realize economies of scale. Many institutions are finding efficiencies by combining required NASM comprehensive reviews with internal and/or other external reviews. The Association is willing to work with institutions and programs interested in exploring options in this regard 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 Commissions. 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.

Annual Meeting

Due to the effects of the national pandemic conditions and NASM's intentional focus on the health, safety, and well-being of all individuals involved in its work, on September 17, 2020, after careful and thorough consideration of and attention to issues before the Association and subsequent action by the Board of Directors, NASM announced that all on-site aspects of its 2020 Annual Meeting, including the meetings of the Commission on Accreditation and Commission on Community College Accreditation, Board of Directors, and Executive Committee, all pre-meeting workshops, and all professional development sessions which were scheduled to take place in person November 15–24, 2020 at the Westin Kierland Resort in Scottsdale, Arizona had been cancelled. Noting that the NASM Annual Meeting is an integral opportunity for individuals to connect, communicate, broaden understandings and awareness of salient issues, and come together in community, this decision was approached with great depth of care.

Each Annual Meeting offers the opportunity for music administrators to share and receive information which can broaden and hone understandings, particularly with regard to current and salient issues, and assist administrators to address local and national realities. As well, the Annual Meeting serves as a venue which enables the Association to conduct its required business. Although the 2020 Annual Meeting will not be held in person, the Association will conduct through electronic means the business meetings of the membership, Board of Directors, Executive Committee, and Commission on Accreditation and Commission on Community College Accreditation for the purpose of carrying out their respective responsibilities and duties.

Information and Professional Development Assistance

To assist accredited institutional members to navigate the constantly changing landscape brought about by the effects of the coronavirus and attend to accreditation responsibilities, NASM provided to its members three successive electronic communications: *A Challenging Time—COVID-19 and Related Issues* dated March 2, 2020; *Pressing Forward—Continuing Our Work During Uncertain Times* dated May 1, 2020; and *Informed Decision Making: Collecting, Considering, and Synthesizing Information* dated June 9, 2020. These communications provide

detailed information regarding a number of topics including: the NASM Annual Meeting; the NASM Commissions; comprehensive reviews and possibilities regarding postponements; Annual Reporting Requirements; flexibilities inherent in the accreditation work of NASM and the *NASM Handbook*; and federal initiatives.

Subsequent to these mailings, on August 11, 2020, NASM launched an extensive web-based resource entitled, *Leadership: Navigating Difficult Situations and Conditions* (<https://nasm.arts-accredit.org/leadership/>). Offering a wealth of information, this site is divided among six sections: *Facts, Principles, Considerations: Important Reminders*; *Strategic Thinking—An Intellectual Endeavor: Developing an Abiding Approach*; *Informed Decision-Making: The Importance of Distillation and Synthesis*; *Frequently Asked Questions (FAQs)*; *The Long View: The Place of Reasonableness*; and *Concluding Thoughts: Support and Appreciation*. It is recommended that representatives of member institutions visit and review the site's content often and as needed.

Of note is the availability of professional development sessions offered through virtual means, a listing of which may be found within the *Informed Decision-Making* tab, specifically under the section entitled, *Professional Development Opportunities*. Topic-focused professional development sessions include: *Bioaerosol Emissions in the Performing Arts—Reducing Emissions and Exposures*; *Mitigating Inherent Risk: Formulating Strategies and Action Plans to Address the Effects of the Coronavirus*; *Strategic Thinking—An Intellectual Endeavor: Developing an Abiding Approach*; and *A Review of the Current Final Rule Addressing Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance and its Implications*, which included a review of newly released regulations related to Title IX. In addition, a number of accreditation-focused sessions have been scheduled, including those addressing the work of NASM evaluators, completion and submission of the HEADS Data Survey, statistical data and its use in institutional planning and decision-making processes, the procedures required of those institutions scheduled to conduct comprehensive accreditation reviews in the near future, as well as a session regarding current federal issues.

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 2020. 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. James Forger from Michigan State University is the chair of ACCPAS Commission; Cedric Adderley from the South Carolina Governor's School for the Arts and Humanities is the music appointee.

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 2019–2020 HEADS Data Survey, on January 31, 2020, the resultant Data Summaries were published in March of 2020. 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, as well as the HEADS Data Survey and Data Summaries, are typically discussed onsite during the Association's Annual Meetings. In the Fall of 2020, such discussions took place through the provision of accreditation-focused professional development sessions. Please note that the staff welcomes questions and feedback regarding the HEADS project at any time.

Policy

The Association continues to follow and monitor carefully various federal and state initiatives and issues—one of particular import is the Higher Education Act (HEA). This Act was last reauthorized in August 2008 and expired December 31, 2013. Activity regarding its reauthorization began prior to its expiration. However, and to date, reauthorization has yet to be completed. Issues of concern include initiatives pertaining to gainful employment, state authorization and distance learning, 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. 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 to this end held a variety of hearings regarding reauthorization throughout 2019 to collect information and garner support. Following approval in the House and Senate, on December 19, 2019, the *Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act* (H.R.5363), a bill reauthorizing portions of the Higher Education Act, was signed into public law. In addition to the permanent authorization of funding for Historically Black Colleges and Universities (HBCU) and Minority Serving Institutions (MSI), the bill stipulates requirements for the disclosure of personal tax-return information deemed necessary to carry out the provisions of the Higher Education Act. With the impending retirement of Senator Lamar Alexander and the focus devoted to the national elections, further action on higher education legislation is not anticipated in the near term.

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 remained in effect until July 1, 2020, the Department of Education offered to institutions the ability to implement the new regulations immediately. 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. The new rule contains, but is not limited to, a federal standard for facilitating the collection and review of evidence, new evidence standards, a new limitations period of three years, and a definition of "misrepresentation." 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. These new regulations are far-reaching and include the modification of requirements regarding accreditor-established timelines for institutions and programs to come into compliance with accreditor standards; removal of the geographic area of accrediting activities from the definition of scope of Secretary recognition for regional accrediting bodies; and changes to the term "substantive change" and resultant submission requirements for accreditor review. The final regulations went into effect July 1, 2020. Most recently, on September 1, 2020, the Office of Postsecondary Education of the Department of Education published final regulations entitled "Distance Education and Innovation." These regulations offer further permissions and definitions regarding "regular and substantive interaction" in distance education, includes asynchronous interactions when using "clock hour" definitions, and provides additional rules and flexibilities regarding competency-based education. Though the final regulation takes effect July 1, 2021, institutions may voluntarily implement any or all provisions as noted in the regulatory document published in the Federal Register.

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 to the Membership regarding the November 2018 Department of Education release of an NPRM. Over 124,000 comments were received in response to the proposed changes. On May 19, 2020, the Department of Education published in the Federal Register the Final Rule entitled, "Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance." As the regulations span over 2,000 pages, the Department of Education simultaneously published a summary of major provisions of the Final Rule. The Final Rule, effective August 14, 2020, includes significant provisions such as: an amendment of the definition of sexual harassment for Title IX purposes; the role of the Title IX coordinator; mandatory response and reporting obligations; grievance processes and procedures, including processes and requirements related to investigations and hearings; and each institution's confirmation of the standard of evidence now in place as it relates

to Title IX investigations. It is anticipated that the implementation of the rule will affect various daily practices at institutions of higher education.

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 gains 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 (NPRM) 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 universities are not “employees” as defined within Section 2.(3) of the Act. As part of the Notice of Proposed Rulemaking (NPRM), the NLRB sought 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 closed 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.

NASM has been following since 2017 a possible restraint of trade concern held by the Department of Justice (DOJ) as it may pertain to the National Association for College Admission Counseling (NACAC), specifically with regard to changes made by NACAC to its *Code of Ethics and Professional Practices* in 2017. Although NACAC amended its *Code* provisions in September of 2019, the concern resulted in a complaint filed by DOJ against NACAC in December of 2019. The removed provisions addressed exclusive incentives for early decision, recruitment of undergraduate students who have already committed elsewhere, and recruitment of transfer students. Following an open comment period, on April 16, 2020 a final judgment was pronounced in *United States of America v. National Association for College Admission Counseling*, imposing a number of requirements on NACAC and prohibiting the removed *Code* provisions from being reinstated. This final judgment has been reviewed carefully by NASM in light of its own *Code of Ethics*. Resultant from this review, and in order to preserve NASM’s independence, autonomy, and ability to maintain the spirit of the NASM *Code of Ethics*, revisions to current language are presently under review by the NASM membership.

Since March 2020, the federal government has authorized the availability of approximately three trillion dollars in coronavirus relief aid in four separate actions. On May 6, July 9, August 31, September 23, and October 2, 2020, the United States Department of Education Office of Postsecondary Education (OPE) published guidance offering further detail regarding reporting requirements noted in the *Coronavirus Aid, Relief, and Economic Security Act (CARES) Act* as

related to funds available for distribution to students as provided for in the CARES Act. The newly published guidance offers further requirements to participating institutions regarding the publication by type, function, and location of information to be placed on the institution's primary website as it relates to distributed CARES Act funds. An extensive section devoted to questions and answers and all of the reporting notices have been published on a Higher Education Emergency Relief Fund (HEERF) website created by the Department of Education. It is recommended that institutions review and consider guidelines pertaining to student privacy rights as they prepare their required reports.

On March 5, April 3, May 15, June 9, July 10, and August 21, 2020, the Office of Postsecondary Education (OPE) published documents offering guidance pertaining to the interruption of study related to COVID-19. For those institutions participating in federal financial aid programs, these documents offer guidelines which address issues such as the movement from on ground to online learning platforms, federal work-study programs, modifications to the length of an academic year, changes in student enrollment status, the stewardship of Title IV funds, and institutional reporting responsibilities. Institutions designating NASM as their gatekeeper for the purpose of participation in federal aid programs should note that distance education is included in NASM's scope of recognition as approved and listed by the U.S. Secretary of Education. In reviewing federal responsibilities outlined in these guidance documents offered by the Department of Education, institutions are reminded to 1) ensure that any course of action which varies from stated and written institutional procedure be vetted as appropriate and ideally by counsel before implementation, regardless of newly offered Department of Education flexibilities and exceptions/exemptions, 2) publish as required and document for institutional records changes to approaches, procedures, and protocols, and 3) review the provisions of the Clery Act, specifically as they apply to issues related to COVID-19.

On September 25, 2020, the Department of Homeland Security (DHS) published a proposed rule that would transition all current F, J, and I visas to a two-year or four-year basis, based on the date of admission and the program end date. Two "interim final rules," published on October 8, 2020 by DHS and DOL would require increased wages for employees on employee-based visas and narrow qualification requirements for H-1B skilled worker visas. The effects of these three rules may be significant. Institutions are encouraged to study the published rules now found in the Federal Register.

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, remain paramount.

In addition to regular mailings, 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, Executive Committee, and the Commission on Accreditation and Commission on Community College 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 Florek, Nora R. Hamme, Kyle D. Johnson, Ben Karnes, Jenny R. Kuhlmann, Tracy L. Maraney, Stacy A. McMahan, Kathryn Omune, 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 during these unprecedented and challenging times.

Respectfully submitted,

Karen P. Moynahan
Executive Director

REPORT OF THE COMMITTEE ON ETHICS

LINDA BERNA, *Chair*

No formal complaints have been brought before the Committee on Ethics during the 2019–2020 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*.

As has been offered by NASM in broadcast email communications, following a long and protracted conversation between the United States Department of Justice (DOJ) and the National Association for College Admission Counseling (NACAC) which began in the fall of 2017—a conversation that was followed by NASM and the salient points of which have been shared with the NASM membership along the way—the Department of Justice, in December of 2019, filed a civil lawsuit against the National Association for College Admission Counseling (NACAC) alleging that provisions of its Code of Ethics and Professional Practices created limitations and restrictions on the ability of its member institutions to recruit students. The Department of Justice’s Antitrust Division simultaneously issued a consent decree confirming that NACAC’s removal of three provisions from its Code, with a further restriction on the possibility of implementing new requirements, would satisfy antitrust law. Following the close of a required comment period for the Department of Justice consent agreement, a final judgment was published by the Department of Justice in April of 2020. This final judgment has been reviewed carefully by NASM in light of its own Code of Ethics. Resultant from this review, and in order to preserve NASM’s independence, autonomy, and ability to maintain the spirit of the NASM Code of Ethics, NASM has proposed changes to its Code of Ethics. The text of these changes may be found in the Official Notice: Proposed Revisions, which have been circulated to the Membership in two successive open and public comment periods (September 14-October 14 and October 21-November 20, 2020) and are slated for a vote at this time.

Although certain specific activities are now prohibited as outlined in the DOJ Final Judgment, it is important to remember that 1) a hallmark of the work of NASM accredited institutional members is the continuing and unwavering regard held for ethical practices that are fair, applied equitably, and continue to serve and protect both institutions and students, and the field, and 2) such practices may be freely exercised absent the presence of articulated requirements. The Code of Ethics is based upon long-standing NASM principles, which remain today. Approaches and initiatives which 1) uphold the spirit of the NASM Code and the principles upon which it rests firmly, and 2) attend to the letter of the DOJ judgment should be considered as appropriate and can be implemented consistent with the provisions of each.

NASM anticipates the publication of an advisory which will focus on the historical practices as related to the Code specifically as they pertain to Student Recruitment, Financial Aid, and

Transfer Students—this to ensure that the spirit of the Code continues to be communicated to faculty, staff, and administrators.

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.

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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 2020, NASM is pleased to welcome the following institution as new Members or Associate Members:

California State University, Bakersfield
Missouri Southern State University

REPORT OF THE COMMISSION ON COMMUNITY COLLEGE ACCREDITATION

KEVIN J. DOBREFF, CHAIR

The Commission on Community College Accreditation met virtually during the month of November 2020.

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:

Casper College
Lone Star College – Montgomery

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

Progress reports were accepted from four (4) institutions recently continued in good standing.

Two (2) programs were granted Plan Approval.

One (1) program was granted Basic Listing.

One (1) institution was granted a second-year postponement for re-evaluation.

REPORT OF THE COMMISSION ON ACCREDITATION

PETER T. WITTE, CHAIR
DAVID GIER, ASSOCIATE CHAIR

The Commission on Accreditation met virtually during the month of November 2020, at which time it considered both its June and November 2020 agendas.

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

California State University, Bakersfield
Missouri Southern State University

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

Molloy College
University of Mary

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

Alabama State University
Arkansas State University
Bowling Green State University
California Jazz Conservatory
California Polytechnic State University, San Luis Obispo
Charleston Southern University
Chicago State University
Clayton State University
Fayetteville State University
Indiana University of Pennsylvania
Jacksonville State University
Los Angeles College of Music
Mars Hill University
Messiah University
North Dakota State University
Northern State University
Nyack College
Point Loma Nazarene University
Rhode Island College
Seattle Pacific University
Southern Nazarene University
St. Mary's University (Texas)
Texas State University
Texas Wesleyan University
University of Colorado Boulder
University of Houston
University of Louisiana at Lafayette
University of Maryland, Baltimore County
University of Portland
University of Wisconsin – River Falls
Valley City State University
West Texas A&M University

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

Action was deferred on thirty-six (36) institutions applying for renewal of Membership.

Progress Reports were accepted from six (6) institutions recently granted Membership.

Progress Reports were accepted from twenty-six (26) institutions recently granted renewal of Membership.

One (1) institution was granted Basic Listing.

Six (6) applications were approved for Substantive Change.

One hundred twenty-six (126) programs were granted Plan Approval.

Action was deferred on fifty-six (56) programs submitted for Plan Approval.

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

Forty-three (43) programs were granted Final Approval for Listing.

Action was deferred on seven (7) programs submitted for Final Approval for Listing.

One (1) institution was notified regarding failure to reapply.

One (1) institution was notified regarding failure to submit the 2019-202 Accreditation Audit.

One (1) institution was notified regarding failure to submit the 2019-2020 Affirmation Statement.

Eleven (11) institutions were notified regarding failure to submit the 2019-20 HEADS Data Survey.

Two (2) institutions were notified regarding failure to submit the 2018-2019 HEADS Data Survey.

Two (2) institutions were notified regarding monies outstanding for 2019-2020.

Ten (10) institutions were granted second-year postponements for re-evaluation.

Two (2) institutions were granted third-year postponements for re-evaluation.

Two (2) institutions were granted a fourth-year postponement for re-evaluation.

Twelve (12) institutions were notified regarding review of the Supplemental Annual Report 2018-2019.

Three (3) institutions (California State University – Chico, Columbia College, Western Oregon University) withdrew from Membership during the 2019-20 academic year.

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