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**PROCEEDINGS
The 97th Annual Meeting
2021**

**NATIONAL ASSOCIATION OF
SCHOOLS OF MUSIC**

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PREFACE

In light of national conditions due to the effects of the coronavirus pandemic, the on-site aspects of the 97th NASM Annual Meeting scheduled for November 14–23, 2021 in Orlando, Florida were cancelled. The business of the Association was conducted via electronic means commencing on December 1, 2021 and ending on December 17, 2021. This volume is the official record of business transacted and reports offered.

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

December 17, 2021
By Electronic Means

Given the national issues facing NASM members, in September of 2021, 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 2021 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 Commission on Community College Accreditation meetings scheduled to take place November 14-23 at the Hilton Orlando Bonnet Creek in Orlando, Florida. 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

2021 Membership Vote: 2021 Report of the Treasurer, 2021 Elections, Proposed *Handbook* Revisions

On September 24, 2021 NASM forwarded to members notice regarding the cancellation of the on-site aspects of the NASM Annual Meeting scheduled to take place November 14-23, 2021 in Orlando, Florida. Although the on-site aspects of the Annual Meeting were cancelled, the need to conduct the business of the Association, which typically takes place during the General Sessions conducted during the Annual Meeting, remained. Therefore, the Association conducted its voting business “via electronic communication” (see *NASM Handbook 2020-21*, Bylaws, Article VI., Section 12.).

On November 29, 2021, 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 2021 Report of the Treasurer; the 2021 Slate of Nominees for Election; and the Proposed Revisions to the 2020-21 *NASM Handbook*, and 2) a vote on the three items.

On December 1, 2021, 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 1, 2021 and concluding on December 17, 2021, the NASM Membership voted on and passed the following motions:

Motion (K. Orr/L. Unrau):

- To accept the 2021 Report of the NASM Treasurer,
- To elect individuals to offices open as presented in the 2021 Report of the Nominating Committee, and
- To accept the Proposed Revisions to the *NASM Handbook 2020-21*.

On December 21, 2021, 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 2021 – 2022 academic year marks NASM’s 97th 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.

SARS-CoV-2 Pandemic

In March of 2020, the higher education community and the country at large became aware of the onset of the SARS-CoV-2 pandemic — powerful in its effect, swift in its ability to spread. The impact that the virus and its associated illness, COVID-19, have had on the work of the academy in these ensuing months has been substantial, disruptive, and in many cases, devastating. Operating in a time during which the provision of information is insufficient in breadth, depth, and consistency, institutions and their administrators, faculties, and staff members have worked tirelessly to reimagine how educational content is delivered, to reconfigure physical spaces, to redesign curricular programs, and to relearn how to communicate effectively. The creative capacity, will, and spirit of these individuals is evidenced in their efforts, monumental in nature, to continue to educate and train students enrolled in music study and to advance the artform of music, undertakings which at this time have never been more important given the role they play to coalesce, engage, encourage, and heal a nation of people thirsty for connection.

Informed by the understanding that the health and well-being of the individuals involved in the activities of NASM holds a predominant role in considerations, NASM’s work to support its accredited institutional members and constituencies through its accreditation, professional development, policy analysis, and research initiatives continues. Many initiatives remain unchanged in approach and execution; some have been modified; some altered to address current challenges faced.

Accreditation Standards and Procedures

Much of the yearly work of NASM involves accreditation. This includes preparation for the 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 Commission on 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.

Maintaining its responsibility to review accreditation applications, the work of the Commissions has continued without pause during these months, aided in large part by its ability to connect and conduct their business through virtual means. Although the number of comprehensive review considerations has decreased as several institutions have sought and received postponements of on-site comprehensive reviews, the agendas of the Commission remain robust as the Commissions continues to review Responses, Progress Reports, Plan Approval and Final Approval for Listing applications, and requests for Substantive Change.

The most recent multi-year comprehensive review of the NASM standards, begun in August of 2015, has come to its conclusion. Since 2015, the membership has reviewed all standards and guidelines found in the *Handbook* in a section-by-section fashion. Feedback has been welcomed, open hearings conducted, comment on proposed revisions solicited, and actions taken by the appropriate bodies within NASM. Approved revisions have been included in the current edition of the *Handbook*.

Typically, an amended *Handbook* is released following each Annual Meeting. The NASM *Handbook 2021-22* is expected later this fall. *Handbooks* released just after Annual Meetings include any standards changes approved by the membership, Board of Directors, and/or Commission on Accreditation and Commission on Community College Accreditation as appropriate during their respective and most recent meetings, as well as any amendments approved between Annual Meetings. The text of proposed changes may be found in the *Official Notice: Proposed Revisions*, which has been circulated to the Membership in two successive open and public comment periods (September 10 – October 10 and October 19 – November 18, 2021) and are slated for a vote by the Commission on Accreditation, Commission on Community College Accreditation, and NASM membership in November of 2021.

Following its commitment to proactively review in detail all standards on a scheduled basis, the next comprehensive review process is slated to begin in 2025. Such reviews provide to NASM an opportunity to focus on all standards and guidelines found in the current edition of the NASM *Handbook*. It is important to note that although the most recent comprehensive review process has come to conclusion, the standards remain open for comment. NASM welcomes feedback at any 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.

Information and Professional Development Assistance

The Annual Meetings of the Association provide a welcomed opportunity for music administrators to come together in person to discuss issues of common concern, share thoughts and ideas, consider possibilities, and chart through their efforts the trajectory and future of music in higher education. Conditions brought about by the pandemic have caused NASM to cancel all on-site Annual Meeting activities in both 2020 and 2021. Although it is not possible to replicate an in-person Annual Meeting experience through virtual means or to create the conditions each Annual Meeting provides for music administrators to engage in high-level dialogue, in the interim, to assist accredited institutional members navigate the constantly changing landscape brought about by the effects of the coronavirus and attend to accreditation responsibilities, NASM has provided to its members a series of five broadcast 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; *Informed Decision Making: Collecting, Considering, and Synthesizing Information* dated June 9, 2020; *Responsibilities, Considerations, and Initiatives* dated March 19, 2021; and *Why? Good Questions to Ask at this Time* dated June 4, 2021. These communications provide detailed information regarding a number of topics including: the NASM Annual Meeting; the work of the NASM Commissions on Accreditation; comprehensive reviews and possibilities regarding postponements; flexibilities inherent in the accreditation work of NASM and the *NASM Handbook*; Annual Reporting Requirements; and federal initiatives.

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, as well as the electronic communications, often and as needed.

Several professional development sessions have been and are planned to be offered through virtual means, a listing of which may be found within the *Informed Decision-Making* tab of the website, specifically under the section entitled, *Professional Development Opportunities*. Past sessions have focused on topics such as: *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; Facing the Fallout of National Events: the Effects on Mental Health and Well-Being; 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 recently released regulations related to Title IX. In addition, a number of accreditation-focused sessions have been and are planned to be offered, 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 and Initiatives

Just prior to the onset of the pandemic, NASM finalized and anticipated launching in November of 2020, its new Annual Meeting app. This app is intended to provide to Annual Meeting attendees streamlined access to Annual Meeting, hotel, and venue information. NASM looks forward to releasing this app for the 2022 Annual Meeting.

The National Office has conducted an extensive review of platforms and software packages that will enable institutions to submit and manage accreditation materials through electronic means and enhance and streamline accreditation procedures. At this time, the National Office is beginning the discovery phase regarding the design of this project with the vendor selected. The launch and implementation of the software is expected during the 2022-23 academic year.

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 2021. 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 18 institutions accredited by ACCPAS. This undertaking is valuable in that it assists to connect precollegiate and higher education efforts.

Participation by member and non-member institutions in the Higher Education Arts Data Services (HEADS) Project remains strong. Following the close of the information gathering process facilitated by the 2020 – 2021 HEADS Data Survey on January 31, 2021, the resultant Data Summaries were published in April of 2021. A redesigned Higher Education Arts Data Services (HEADS) platform was launched on November 1, 2021. The new platform presents a fresh look and is designed to be user-friendly and intuitive in approach. Users will find the data entry process similar in form and function to that previously utilized (the HEADS Data Survey Form). However, the traditional Data Summaries and Special Reports features, although remaining available in function, will be replaced as the predominant vehicles for data presentation by a user-driven ability to compare data points; customize reporting options; and create, view, and save visual presentations of data and data comparisons – features provided using interactive dashboards. The new platform will be populated with five years of historical data, enabling users in the first year to review six-year trends. This perspective will increase each year as new data is added to the system. It is hoped that this tool will provide invaluable information to members and will serve to inform institutional decision-making considerations.

Policy

The Association continues to follow and monitor carefully various federal and state initiatives and issues – one of 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, Borrower Defense to Repayment and Misrepresentation, Recognition of Accrediting Bodies, Public Service Loan Forgiveness, and Title IX. Joining this list are issues such as access, cost and financial responsibilities of institutions, new pathways for collegiate study, and ability to benefit.

With the arrival of the 117th Congress in January 2021, Chair Bobby Scott (D-VA) and Ranking Member Virginia Foxx (R-NC) continue to hold their respective positions on the House Committee on Education and Labor. With the change in party majority, the Senate Committee on Health, Education, Labor, and Pensions (HELP) is now chaired by Patty Murray (D-WA), with Richard Burr (R-NC) serving as the Ranking Member. At this time, action on higher education legislation is not anticipated in the near term.

It is important to recall that the HEA 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, these regulations were subsequently placed on hold by federal action in 2017. 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 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, include asynchronous interactions when using “clock hour” definitions, and provide additional rules and flexibilities regarding competency-based education. These regulations took effect in July of 2021. In June of 2021, the Office of Postsecondary Education of the Department of Education held a virtual public hearing to gather public comment regarding regulations related to Ability to Benefit; Borrower Defense to Repayment; Gainful Employment; Financial Responsibility for Institutions of Higher Education; Public Service Loan Forgiveness; and several other topics.

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 a Notice of Proposed Rulemaking (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. However, on March 8, 2021, the Executive Office of the President issued an executive order initiating a one-hundred-day review period of all previously published guidance and regulations regarding Title IX with an intention to consider suspending, revising, or rescinding any aspect that would not align with the current administration’s initiatives, as well as publishing for notice and comment newly proposed rules. Additional modifications are anticipated. In June of 2021 the Office of Civil Rights in the Department of Education held a virtual public hearing regarding federal activity related to Title IX. Additional guidance in the form of a “Q and A” was published on July 20, 2021.

On October 15, 2020, the Department of the Treasury published final 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. These regulations further define “applicable education institution,” applicable students, applicability of the tax based on institutional location, and assets used directly in carrying out an institution’s exempt purpose. Although previous interpretations of the law specify a 1.4% excise tax on investment income, the final 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.

Since March 2020, the federal government has authorized the availability of approximately five trillion dollars in coronavirus relief aid in six 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 (CARES) Act as related to funds available for distribution to students as provided for in the CARES Act. The 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. Additional guidance was published on March 19, 2021 regarding the Higher Education Emergency Relief Fund II (HEERF II), which authorizes an additional \$21.2 billion for institutions of higher education through the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA) signed into law on December 27, 2020. In addition, the Office of Postsecondary Education published a set of Frequently Asked Questions on January 14, 2021. On May 11, 2021, the Office of Postsecondary Education made available approximately \$36 billion in emergency aid to postsecondary institutions through the Higher Education Emergency Relief Fund III

(HEERF III), which was authorized as part of a package of \$1.9 trillion in relief authorized by the American Rescue Plan Act signed into law on March 11, 2021.

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.

There is no doubt that the federal landscape associated with higher education has changed dramatically during the past year and continues to change, especially given the change in majority control of the Senate, and in the office of the President. Members and colleagues should remain abreast of unfolding activities, study federal writings, and offer feedback as deemed appropriate by the institution pertaining to federal requests and proposed regulation applicable to issues which may affect collegiate study and the education and training of students enrolled in music programs. 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.

It is of note that, 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 without intended result 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, D.C., 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. Due to the effects of the pandemic, the NASM National Office staff has been working remotely since March 17, 2020. Upon our return to the National Office, we would be pleased to welcome visitors once again. At that time, 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, Stephen Cannistraci, Stacy R. Fletcher, Nora R. Hamme, Kyle D. Johnson, Jenny Rebecca G. Kuhlmann, Tracy L. Maraney, Stacy A. McMahon, 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 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 continue 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 2020–2021 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 processes 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.

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 June and November 2021, NASM is pleased to welcome the following institutions as new Members or Associate Members:

North Carolina Central University
Queens College
West Valley College

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 2021.

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

West Valley College

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

Bucks County Community College
East Central College

Progress reports were accepted from five (5) institutions recently granted renewal of Membership.

Five (5) programs were granted Plan Approval.

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

REPORT OF THE COMMISSION ON ACCREDITATION

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

The Commission on Accreditation met virtually during the months of June and November 2021.

June 2021

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

After positive action by the Commission on Accreditation, the following new institution was granted Membership:

Queens College

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

**Florida Memorial University
Gonzaga University
Rhodes College**

Action was deferred on three (3) institutions applying for Membership.

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

**Augsburg University
Augustana University
Baldwin Wallace University
Central Methodist University
Idaho State University
Indiana University
McNeese State University
Moravian College
Southwestern University
University of Indianapolis
Washington Adventist University
West Liberty University
Western Connecticut State University
Westmont College**

Action was deferred on twenty-three (23) institutions applying for renewal of Membership.

Progress Reports were accepted from five (5) institutions recently granted renewal of Membership.

Three (3) applications were approved for Substantive Change.

Action was deferred on two (2) applications for Substantive Change.

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

Action was deferred on thirty (30) programs submitted for Plan Approval.

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

Fourteen (14) programs were granted Final Approval for Listing.

Action was deferred on four (4) programs submitted for Final Approval for Listing.

One (1) institution was notified regarding failure to submit the 2020-2021 Accreditation Audit.

One (1) institution was notified regarding failure to submit the 2020-2021 Affirmation Statement.

Seventeen (17) institutions were notified regarding failure to submit the 2020-21 HEADS Data Survey.

Four (4) institutions were notified regarding failure to submit the 2019-2020 HEADS Data Survey.

Three (3) institution were notified regarding failure to pay outstanding invoices from 2020-2021.

One (1) institution was notified regarding failure to pay outstanding invoices from 2019-2020.

Twelve (12) institutions were granted second-year postponements for re-evaluation.

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

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

Progress Reports were accepted from one (1) institution regarding postponement of accreditation review.

Thirteen (13) institutions were notified regarding successful review of the Supplemental Annual Report.

November 2021

After positive action by the Commission on Accreditation, the following new institution was granted Membership:

North Carolina Central University

After positive action by the Commission on Accreditation, the following member institution was granted Membership:

Malone University

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

Adams State University

Alma College

Brigham Young University

California State University, East Bay

The College of New Jersey

Eastern Washington University

Gettysburg College
Greensboro College
Middle Tennessee State University
Northwest Missouri State University
Ohio Northern University
Olivet Nazarene University
Oral Roberts University
Palm Beach Atlantic University
Queens University of Charlotte
University of Saint Thomas
Western Carolina University

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

Action was deferred on thirty (30) institutions applying for renewal of Membership.

Progress Reports were accepted from one (1) institution recently granted Associate Membership.

Progress Reports were accepted from one (1) institution recently granted Membership.

Progress Reports were accepted from nine (9) institutions recently granted renewal of Membership.

One (1) application was deferred for Substantive Change.

Two (2) applications were approved for Substantive Change.

Sixty-eight (68) programs were granted Plan Approval.

Action was deferred on thirty-four (34) programs submitted for Plan Approval.

Progress Reports were accepted from seven (7) institutions and acknowledged from one (1) institution concerning programs recently granted Plan Approval.

Thirty-four (34) programs were granted Final Approval for Listing.

Action was deferred on six (6) programs submitted for Final Approval for Listing.

One (1) institution was notified regarding failure to submit the 2020-2021 Accreditation Audit.

One (1) institution was notified regarding failure to submit the 2020-2021 Affirmation Statement.

Three (3) institutions were notified regarding failure to submit the 2020-2021 HEADS Data Survey.

Two (2) institutions were notified regarding failure to submit the 2019-2020 HEADS Data Survey.

Nine (9) institutions were granted second-year postponements for re-evaluation.

Three (3) institutions were granted third-year postponements for re-evaluation.

Progress Reports were accepted from one (1) institution concerning programs recently granted postponement of accreditation review.

Eight (8) institutions (Holy Family College; Judson College; Northwest Nazarene University; Presbyterian College; Richland College; Spring Arbor University; The Players School of Music; Walla Walla University) withdrew from Membership during the 2020-21 academic year.

NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC
2021–22 Officers, Board, Commissions, Committees, and Staff
November 2021

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Cynthia Bridges (2022)

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[One position open]

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Florida Gulf Coast University

Donna M. Bohn (2021)

MidAmerica Nazarene University

[One position open]

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* Board of Directors

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Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania,
Rhode Island, Vermont, West Virginia

Region 7

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Claflin University
Florida, Georgia, North Carolina, Puerto Rico,
South Carolina, Virginia

Region 8

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Alabama, Kentucky, Mississippi, Tennessee

Region 9

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Stephen F. Austin State University
Arkansas, Louisiana, Oklahoma, Texas

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Chicago College of Performing Arts, Roosevelt University

Earnest L. Lamb (2023)
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Vanessa Sielert (2022)
University of Idaho

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Tennessee State University

Michael L. Benson (2021)
Malone University

Lori Hicks (2021)
Kentucky State University

Stephen P. Johnson (2021)
Azusa Pacific University

[One position open]

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Stephen Cannistraci, Accreditation and Materials Assistant

Stacy R. Fletcher, Associate Director for Accreditation and
External Affairs

Nora R. Hamme, Assistant Director for Accreditation and Research

Kyle D. Johnson, Editorial and Programming Associate

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Communications and Publications

Tracy L. Maraney, Management Director for Finance
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Lisa A. Ostrich, Management Associate for Meetings and Projects

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**Executive Committee

* Board of Directors