

## 4-year state universities roundtable discussion

January 29 2011; TAMS 2011, Austin TX.

11 attendees

Discussion opened with budget concerns and strategies:

amount of budget reductions still unknown for most (not T Tech); strategies for coping with budget reductions; access to HEAF funds; access to arts fees assessments (T Tech has this: \$1 per credit hour per student on campus)

New degree programs in music:

UTSA has proposed a DMA in choral music but has encountered difficulty gaining THECB approval (because of rules that tie new doctoral degree approvals to undergraduate graduation rates; David Frego would have more on this); University of Houston recently proposed an MM in Sacred Music but wasn't able to move the proposal past the internal college level because of the college's reluctance to commit to any new degree that may cost money

attendees expressed an interest in a keynote speaker from the THECB at a future TAMS meeting and perhaps regularly thereafter; we noted the last speaker from the THECB was well received and sparked interest among the membership

attendees also expressed interest in and appreciation for Robert Floyd's presence at the TAMS meeting on Friday morning, and with the presence of his TMEA lobbyist (name?), especially with the ongoing legislative session in Austin

strategies for dealing with reductions in state appropriations:

some noted the level of state funding is now as low as 10% of total operating revenues (higher for some); Glenn Chandler inquired about interest in corporate sponsorships of music school events and programs, some kind of collaboration between public universities and the private sector, or other creative funding strategies; others expressed concern about this; all agreed on the necessity of creative thinking in this regard

concern expressed on whether public education is gradually becoming inaccessible to all but the upper- or middle-class elites who have the income to afford it

concern over student debt now growing to unsustainable levels; concern over diminishing student support opportunities such as work study

question (Sue Urbis) on procedures for registering students for applied lessons:

do we use separate section numbers for applied lessons at various levels or do we lump students into a single section; most used the latter approach, mainly because of reporting requirements and restrictions; Sue is receiving pressure to consolidate into single sections (?)

concern about the effectiveness of student course evaluations:

many are now submitting course evaluations online (many are required; for others this remains optional and paper evaluations are still available); online evaluations have consistently lower response rates (as low as 20% for some); online evaluations also exhibit higher standard deviations and thus are quickly becoming meaningless; concern over how the impact of evaluations on tenure, especially given these recent changes; almost all schools represented have tailored their course evaluations to reflect music-specific evaluation criteria; a suggestion—Glenn Chandler—that students submission of evaluation be tied to grade reporting (no grade will be reported until course evaluations are completed; this has gone nowhere)

classes with time listed as “TBA” in course schedule:

some (Sue Urbis) can no longer use this designation because of reporting requirements; others (Lynn Lamkin) suggests listing meeting times as beginning and ending at 12:00am; this seems to evade many of the associated problems (Lynn would have more on this)

concern over travel funding and other special funds:

some (Sue Urbis) have had unencumbered funds swept already, four months into the fiscal year; others are concerned about encumbering money immediately to avoid this problem; some noted this should be standard practice

David Frego (UTSA) discussed the challenges of creating a marching band from scratch (by September 03 2011); he recently hired a faculty specialist from Central Florida

Respectfully submitted,  
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