

MICHIGAN STATE
UNIVERSITY

May 4, 2006

MEMORANDUM

TO: Ralph Putnam, UCAP Chairperson
Jeremy Hernandez, UCSA Chairperson
Karin Wurst, UGC Chairperson
Eric Hinojosa, Academic Assembly Chairperson

FROM: Jon Sticklen, Chairperson 
Executive Committee of Academic Council

SUBJECT: Proposal to Create a College of Music

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SECRETARY
FOR ACADEMIC
GOVERNANCE

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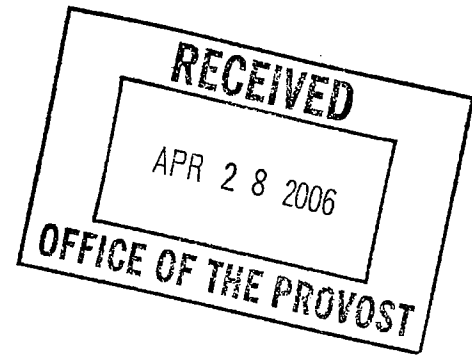
As a follow up to our Executive Committee meeting of May 2, 2006, I would like to formally forward the attached materials, with regard to the proposal to create a College of Music, to your committees for review. Please plan to bring your comments back to the Executive Committee early fall semester, 2006.

Thank you.

JS/jh

MICHIGAN STATE
UNIVERSITY

April 28, 2006



TO: Kim Wilcox, Provost

FROM: James Forger, Director
School of Music

A handwritten signature in black ink, appearing to be "J Forger".

SUBJECT: Proposal to create a College of Music

On behalf of the faculty, staff, and students in the School of Music, I write to request your review of the proposal to create a College of Music at Michigan State University. A document is attached which provides background information, context, rationale, and other details concerning this proposal.

Our request comes after two and one-half years of discussion, consultation, and detailed planning. This proposal follows broad consultation with faculty and students. These discussions have led to the unanimous support from the School of Music Advisory Committee and the entire School of Music faculty with strong support from the student body.



SCHOOL OF MUSIC

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The School of Music has had ongoing dialogue about this reconfiguration with faculty and administrators in the College of Arts and Letters including detailed budget discussions over the past year. The College and School have developed a mutually advantageous proposal which we believe will help move all the arts and humanities forward on this campus. We also believe the proposal will pave the way for a stronger College of Arts and Letters and a stronger College of Music.

Thank you for your consideration of this request.

MICHIGAN STATE
UNIVERSITY

April 28, 2006

TO: Kim Wilcox, Provost

FR: James Forger, Director 
School of Music

RE: School of Music request for administrative reconfiguration

I write on behalf of my colleagues in the School of Music to request that our unit be reconfigured as a College at Michigan State University.

Background

After the October 2003 announcement that Dr. Wendy Wilkins would be stepping down as Dean of the College of Arts and Letters, then Provost Lou Anna K. Simon visited the College on several occasions and indicated that a search for a new Dean would not proceed immediately. She indicated there would be a "pause" to reflect on various issues within the University including the future of the liberal arts and sciences and questions of structure, academics, and mission, goals and objectives within the College of Arts and Letters. The Provost invited discussion, commentary and proposals from the members of the College individually, from representative governance committees, as well as from constituent units.



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The School of Music engaged in an ongoing discussion about these issues in our Area Chairs meetings, in the School's Advisory Committee, and with the entire faculty. The School responded to the Provost's invitation to provide commentary on November 18, 2003, through a memorandum that provided data and a discussion about the administrative configuration of the top 50 Schools of Music in the United States. This document included a discussion about the ways in which the other arts disciplines (art, theatre, and dance) were configured in relation to music units. It also provided commentary concerning several possible configurations at Michigan State University.

On February 17, Provost Simon released the document *Realizing the Vision: Liberal Arts and the 21st Century Land Grant University*. Following the Provost's invitation for discussion of and responses to this document, the School of Music faculty again discussed the issues in Area Chairs meetings, Advisory Committee meetings, and with the full faculty. The faculty came to a broad consensus about the positive and expanded role the School of Music could assume in a reconfigured general education format on campus, in the proposed residential college, and as a nationally recognized professional school with strong

connections across campus. The faculty unanimously voted to request the School become an autonomous unit. A document outlining these positions, *The School of Music Perspective on the Strengthening of Undergraduate and Graduate Education, a Residential College, and Reorganization*, was sent to the Provost on March 6, 2004. www.msu.edu/unit/provost/inputs/AL01.htm.

The request of the School's faculty to become an autonomous unit was shared through discussions with the A&L Dean's office and with the Chairs and Directors during the 2004-05 academic year. There was a further discussion of this issue with the Chairs and Directors in your presence early in the 2005-06 academic year.

Former Provost Simon appointed the Committee on College Reorganization in April 2004. I had the opportunity to meet with members of the committee on two occasions to communicate the perspective of the School of Music, as did Dr. Anna Celenza, a member of the committee and faculty in the School of Music. Finally, Prof. Melanie Helton, a member of Academic Council, had the opportunity on two occasions to present the position of the School of Music.

On a number of occasions since the summer of 2004, individuals from the School and College, more recently joined by individuals from the Office of Planning and Budgets, have been meeting to analyze budget issues related to such an administrative reorganization. Finally, a memorandum requesting administrative reconfiguration as an independent college was sent to Acting Provost John Hudzik on March 25, 2005. A summary is provided below.

Context

The School of Music is a highly interdisciplinary unit made up of distinct divisions as follows: a performance division in both classical and jazz traditions including administrative areas in brass and percussion, conducting (choral, orchestral, and wind), jazz studies, piano, strings, voice, and woodwinds; an academic division including administrative areas in composition, music education, music therapy, musicology/ethnomusicology, music theory; and a significant outreach division, the Community Music School. The School of Music has approached its planned target enrollment goals from approximately 320 majors in 1990 to 653 at present. Correspondingly, the size and quality of the yearly applicant pool has increased causing the admissions process to become more selective. The School currently serves approximately 1,800 non-majors through courses and ensembles each year, and provides instruction for approximately 1,600 individuals through the Community Music School.

The mission of the Michigan State University School of Music is to provide the highest quality professional instruction; to instill in students a dedication and desire to achieve excellence and understanding in all aspects of their musical education; to develop their abilities to the highest professional standards; to

expand cultural awareness and diversity; to provide access for comprehensive non-degree instruction; to participate in community, state, regional, national and international arenas through service, teaching, research and performance; and to support an excellent faculty vitally engaged in significant research, scholarly and creative endeavors.

Rationale for autonomy

The rationale for the School of Music becoming an autonomous unit is grounded in the faculty's belief that this organizational identity will provide flexibility to advance excellence in the musical academic and performance arts in a highly competitive national environment. Data indicate that generally, the strongest schools have a direct reporting relationship to the Provost. The last national music rankings (*US News and World Report, Graduate Rankings, 1997*) placed the MSU School of Music in the top 30 in the nation. With incremental investment since that time, the School has strengthened considerably and has developed additional programs of distinction.

The great majority of the finest schools of music are either free standing schools/conservatories or are colleges or schools in a university and report directly to the Provost (90% of the top 10, 85% of the top 20, 73% of the top 30, 68% of the top 40, and 64% of the top 50). The reasons for this autonomous status, (including those that distinguish the MSU School of Music from other disciplines in the College of Arts and Letters) include the following:

- The School of Music is a professional school.
- The School of Music has held professional accreditation since 1934.
- The School of Music is a limited-enrollment unit with an admissions process that is unique within our College; it requires an entrance audition on a specific instrument/voice and admission to the School as well as admission to the University
- Majors within the School of Music begin in the first semester of the freshman year rather than in the junior year
- The undergraduate curricula in the School of Music are significantly different from curricula in Arts and Letters and other undergraduate degrees in the following noteworthy ways. Accreditation and certification issues cause several primary music degree programs in music to exceed the 120 credit norm. The Bachelor of Music in Music Therapy degree program is currently comprised of 126 credits (which may be raised in the future to meet clinical practica requirements of accreditation), 44 of which are necessary for certification through the American Music Therapy Association. This degree also includes a six month internship. The Music Education degree contains

150 credits, one of the largest numbers of any degree programs in the university.

- Our curricula are anomalous in other ways. For instance, in order to fulfill required national competencies and keep credit requirements reasonable, certain courses have very high weekly contact hours and comparatively few credits (e.g., Spartan Marching Band rehearses for 9+ hours per week for 1 credit; Symphony Orchestra rehearses 6 hours of rehearsal per week, 1 credit). This does not include dress rehearsals, performances, or special events.
- The School, with a Director of Admissions, develops a recruiting and enrollment management strategy with an annual evaluation of teaching effectiveness that encompasses expectations for meeting target enrollments of quality and quantity.
- The teaching model is very different from A&L with significant variability; many faculty having a teaching assignment ranging from 18 to 23 contact hours of applied teaching; others have applied teaching assignments of up to 10 applied contact hours plus up to three classes. This contrasts markedly with predominant Arts & Letters faculty loads of 2 + 2.
- Significant and broad outreach and engagement efforts exist throughout the state with a particular focus in Detroit.
- Our alumni associate primarily with the School of Music, which has its own MSU Alumni Association charter.
- External links and partnerships will continue with other A&L units; however, the School has developed substantive partnerships and interactions with many more units outside the College including the following: Wharton Center for Performing Arts, Center for Latin American and Caribbean Studies (CLACS), University Development, Affirmative Action and Compliance, University Admissions and Scholarships, Intercollegiate Athletics, African Studies Center, Honors College, and College of Education. It is the understanding, assumption, and hope of the School of Music faculty that substantive connections with various units across the University will continue and grow.

School vs. College

Nationally, autonomous music units are variably called either “School of Music” or “College of Music.” The nomenclature used is generally consistent with that of other units in those institutions (e.g., School of Law, School of Education). Because “College” is the nomenclature used at MSU to designate an autonomous unit reporting to the Office of the Provost, the

faculty believes that a College of Music is a more appropriate unit designation, accurately and consistently reflecting the proposed administrative reporting lines.

University Bylaws Revision

We would request a University bylaws revision providing for appropriate College of Music representation in academic governance including Academic Council and all relevant standing committees.

Curricular Stability

There would be no adverse curricular impact on students should music become an autonomous College, as the current array of College of Arts & Letters and University requirements would remain the same.

Commitment to General Education and Proposed Residential College

The School of Music faculty has discussed future opportunities for engagement in general education resulting from a more flexible approach to the Center for Integrative Studies in the Arts and Humanities (CIS-AH) and with the new proposed Residential College. Specific proposals are included in the March 6, 2004, memorandum *The School of Music Perspective on the Strengthening of Undergraduate and Graduate Education, a Residential College, and Reorganization*.

Two new general education course initiatives, *Songwriting* and *Music and Culture in the Spotlight*, were offered in Fall '05 through CIS-AH. These courses directly involved student participation in the creative process. The latter course, with the assistance of Wharton Center, provided opportunity for students to interact with performing musicians and to attend live performances of the School of Music and Wharton Center. Plans are in place to incorporate more live performances in CIS-AH courses offered through the School of Music.

The School of Music has been actively involved in the planning process of the Residential College (RC) to ensure the development of a curriculum that includes the arts and music-making as well as the formation of RC ensembles, master classes, interactive performances, seminars, workshops, mentoring programs, and an in-residence program with visiting artists, scholars, and performers.

Impact on Students

The School of Music has consulted widely with our graduate and undergraduate majors to seek their opinion regarding the impact a change

from a School within a College of Arts and Letters to an autonomous College reporting directly to the Office of the Provost might have on them. A wide variety of students with whom we spoke – both graduate and undergraduate – unanimously support this change. Many of our graduate students come from Schools and Colleges of Music with this administrative structure and wish to see this change align with institutions from which they graduated (e.g., University of Michigan, Northwestern, University of North Texas, University of Southern California, Eastman School of Music, University of Cincinnati College Conservatory of Music, University of Southern California, Florida State University, and others). They stated that this would better align the external perception of music at Michigan State with the reality of its excellent quality. One new doctoral student mentioned how impressed he was with the amount of outreach that the School does and speculated that this new alignment might foster even more. Others stated they would prefer to have a diploma from a College of Music citing their perspective that this would be more “prestigious.” Finally, a number of students stated they believed an autonomous status would provide the flexibility to address curricular and collaborative issues that would benefit student programs and learning more readily.

Summary

The following are several primary reasons for favoring an autonomous College of Music (COM) over a School of Music embedded within the existing College of Arts and Letters

1. Reorganization into a COM will provide an institutional identity and a flexibility consistent with our peers, necessary to advance excellence in the musical academic and performance arts in a highly competitive national environment.
2. A COM will streamline our ability to cooperate and collaborate with units across campus.
3. A COM will provide a structure that will foster and accelerate development and alumni activities.

The objections and responses to this administrative structure have come primarily from individuals concerned about the future strength and viability of the College of Arts & Letters.

1. *Objection:* A COM would weaken the arts and humanities on campus.
Response: Recognizing the complexity and unique budgetary needs of Music (e.g. all-university responsibilities and obligations such as commencements, outreach, development, athletic music, university celebrations, etc. plus unique infrastructure demands such as instrument

inventories, equipment maintenance, marketing, facility rental), which need support in addition to the standard academic programs, separating the budget of Music from A&L, would clarify the budgetary process and needs of each autonomous unit.

2. *Objection:* A COM would make it more difficult to attract a new dean for A&L.

Response: Dean's of Arts & Sciences or Arts & Letters Colleges do not usually have an expectation of including a music unit. Of the top 30 music programs, only 10% report through an Arts & Letters or Arts & Sciences administrative configuration.

3. *Objection:* A COM would likely seek to reduce its responsibility for participation in general education.

Response: The School of Music faculty has reconfirmed its commitment to increase general education offerings and the availability of non-majors to participate in music making. In the 2005-06 AY, the School initiated two new courses that involve creative musicianship and actively engage students in the concert hall as well as the classroom: *Songwriting and Music and Culture in the Spotlight*. The School has also been an active participant in planning for the New Residential College.

The School of Music faculty believes the future of the performing musical arts on the MSU campus and beyond, is very promising. We are committed to being a part of the University community in every sense, and through our outreach activities we will continue to be an integral part of MSU's land grant mission. We believe that through autonomy, the School of Music will best be able to realize its full potential and better serve the University as a whole.