

# Minutes

## Faculty Council

### February 2, 2022

On Zoom:

<https://uncsa.zoom.us/j/95166013622?pwd=QTZDQ2lpMXJ2S0ErSGhER3VGZjEyQT09>

**Attendance:**

**Abby Yager, at large rep, Dance**  
**Allison Gagnon, music**  
**Andy Paris, Drama rep, Drama**  
**Betsy Towns, DLA liaison**  
**Darren Chiott, staff council liaison**  
**Darren Miller, film liaison**  
**Darin Harris, consultant for CSI**  
**David Winkelman, Music liaison**  
**Elizabeth Klaimon, faculty rep fac assembly, DLA**  
**Eric Rimes, D&P**  
**Ellen Rosenberg, faculty rep to fac assembly, DLA**  
**Eric Nottke, D&P liaison**  
**Hans Gabriel, DLA liaison**  
**Jared Redick, Dance rep, asst dean of Dance**  
**Jeff George, HSAP alt rep, HSAP**  
**Joe Mills, DLA liaison**  
**Josh Selander, chair, D&P**  
**Karen Beres, vice provost, Dean of Academic Affairs**  
**Kathryn McMillan, office of the VC and provost liaison**  
**Kevin Lawrence, Music rep, Music**  
**Latonya Wright, performance facilities liaison**  
**Laurel Donley, counseling services liaison**  
**Lauren Vilchik, vice chair, Film**  
**Mack Wilder, facilities liaison**  
**Marci Harvey, secretary, chair of FWC, HSAP**  
**Michael Dodds, chair of CDC, Music**  
**Martha Golden, HSAP rep, HSAP**  
**Patrick Sims, provost**  
**Renata Jackson, chair of EPC, Film**  
**Rosemary Millar, chair of FDC, DLA**  
**Tracey Ford, Vice Provost, Dean of Student Affairs**

New Collaborative Scheduling Initiative (CSI) information has been put on the UNCSA CSI webpage and sent to all faculty. Liaisons to the CSI work were invited. This meeting is for questions regarding the new information. Faculty Council will hold a virtual vote on the minutes by the end of the week.

Darin Harris and Provost Sims gave a brief introduction to the new information that has been put on the CSI webpage.

**Questions:**

**Faculty Question: What was the logic of doubling up wellness time with collaborative time? It seems counterproductive.**

Harris and Sims: Difficult task to move from a 14-hour workday to a 12-hour day. The idea behind this time is to offer student/faculty choice. They can rest or they can engage in collaborative work or other ways if they choose. Any of the work during this period will be self-directed and optional. Collaborative days are also an option for interdisciplinary work. We do not want this time filled with programming. In the end, it will be the group's decision about how to use the time.

Selander: Interdisciplinary work can also be placed in other places during the week. If class times begin to work with one another, schools can schedule these times more regularly, but I agree with you that we do not want students to have to make this choice.

Winkelman: 2 hours each Wednesday is a small amount of time for each school to honor compared to what we get out of it. Programs need to find time for reflection and restoration in their own schools.

**Faculty response:** It was offered that we must separate "down time" from optional collaborative work and interdisciplinary study. Students will still have to make a choice between their studies and their health. Any block of free time will get grabbed up every time. Self-directed, collaborative time must be included in the art schedule and not part of wellness time.

**Faculty Question: Talk about 25% DLA coursework and 75% coursework in arts**

McMillan: Traditional schedule is 84 hours/week (6 days x 14 hours/day). Modern schedule is 72 hours (6 days x 12 hours/day). Time allocations in the given schedules try to reflect this (16 DLA; 56 arts). The schedules show how time can be included into a weekly schedule for students. Trying to be proactive to help students find time to complete DLA assignments out of class. Each school will receive one of these templates to work with. Time allocations look different for each school.

Harris: these are templates. Keep in mind that the final decision will be based on the needs of each school and programmatic choices.

**Faculty response:** Concern was noted that the schedules should include Saturday and Sunday time, performances, and a variety of options for Music students was requested too.

**Faculty Question: How did you arrive at the definitions of traditional and modern conservatory?**

Group discussion: Every program is very different with very different needs from each student. Traditional definitions are 12-14 hours/day for 6 days/week. Some students need more time, others will not. We need to consider the full diversity of our students in this plan.

**Faculty Question: If we don't do something drastic to this calendar, how can we impact our students' well-being?**

Group discussion: A flexible schedule is important, but time is still what limits all of us. Dance and music students, for example, practice in a class setting, but also individually or in small groups. A 45-minute class for dance is very different than a 45-minute composition class. The goal needs to be maximum flexibility rather than mandating wellness hours. Giving students wellness time, only to cram in missed scheduled time is not a solution.

Sims: faculty needs to identify the issues and implement the solutions. If we are intentional in scheduling wellness time, then we need to honor that time as only wellness time. Thanks to everyone for focusing on health and wellness.

**Faculty Question: If we are talking about a 74 hr/week model, how do we combine the 45 hr/week with the industry standard 74 hr/week?**

Group Discussion: We have 120 hours for undergraduates (45 hours per week). Our actual work is more than that. Comment shared that we should do sampling to run numbers and tally the time students are actually working and accounting faculty work hours.

Mcmillan: we wanted to standardize the hours we ask students to work. Right now, it varies depending on the school and what stage of a production they are involved in. HSAP, undergrad and graduate hours will look different from one another.

Sims: some of the calculations have already begun. These templates are based on gross averages, so they are not perfect, but they are better than nothing. It feels like we are cramming more work into less hours and hopefully this work will head us in the right direction.

**Faculty Question: Can we do the math with some sample student schedules to quantify these "invisible hours"?**

Group Discussion: Arts and DLA have different expectations. In fact there are at least three sets of expectations: Arts, DLA and Production/Creation/Performance. And we are trying to ADD a fourth: interdisciplinary activities or wellness time.

I find myself asking "what's driving the wellness crisis?" Time and focus are pulled in so many directions that it is exhausting. Rest time that we used to have doesn't exist anymore. Students are coming to class to rest because they can focus on one thing. We are constantly living in a "fight or flight" stressed status. What can we do that's not just about periodic wellness days and down time? We need to start addressing the mental crisis of being scheduled and connected all the time.

The "Wellness Wednesdays" are "days off" from the schedule, but course work wasn't reduced. In other words, we still expected the same amount of work overall, we just didn't meet those days. And, while they were valuable, they then had to be "made up" in the schedule somehow.

The work got jammed onto other scheduled days, for example. It's not simply a matter of not meeting.

Sims: We need to look at whether or not we have been successful at moving from a 140-hour program to the mandated 120-hour program and looking at what the student reality is. Faculty will drive the shifts in time and this process will be iterative.

### **Concerns brought by Faculty:**

- If students are doing any kind of work, faculty will be involved. Some faculty are working 8am to 11pm each night, 7 days each week. Faculty are not always heavily engaged in student-directed work, but they do have to be available to support students. Faculty workload should be considered too.
- Traditional conservatory description versus modern conservatory description: I do not understand the move to a modern school. Many students are asking for a more conservative model. Conservatories nurture growth and conserve energy, rather than protecting traditions.
- Happy to see unscripted "out of class" time included in some of these schedules. That time needs to be consistent across all schools, including HSAP. The needs of a 14-15 year old is different from 21 year old students.
- All students are feeling the time crunch. They are missing the Wellness Wednesdays and are asking about them (often in the last 2 weeks). They looked forward to them and knew they were coming.
- The continuum between REQUIRED, RECOMMENDED, DISCOURAGED AND PRESCRIBED and the criteria for different blocks of time. Many students will choose to work on collaborative projects rather than caring for themselves. We need to look at the language we are using in our approach to wellness. What are the criteria for a prescribed block of time and what are its benefits?
- Arts and creative work gives us energy to keep going. When a student loves their work in the arts, it invigorates them. But we also have an academic arm and students are having to choose between things you have to do for your classes and things you choose to do.
- DLA, Arts and Production all want students to be their best and to receive top-quality education. We must figure out the template blocks for students because Carnegie hours also include work time outside of class to complement the in-class time. And we must consider that 1 DLA faculty member (or even 1 class) serves all 5 arts schools...so there is concern with each arts school defining "their" schedule / DLA component (schedule time-wise, for example) independently of the others.

### **Other Thoughts Shared in the Zoom Chat:**

- I think it's worth noting that students are asking for freedom for organic, student-driven collaboration more than they are asking for university-driven curriculum.

- I see the banded time as working well for that student-driven work, as opposed to formal classes.
- CSI packet 1: It looks like a marketing instrument. How is it part of CSI?
- The kind of conservatory we aspire to be should take seriously the need to provide a place that can open students' experience to a world beyond consumption of social media.
- Conservatories traditionally have academic components, because our students need to be immersed in a culture that extends beyond their discipline.
- I also want to say that any moment I don't need to meet, I get a lot of work done. Wellness for me on many occasions means uninterrupted time.
- What about Residential Life?
- We all agree that what we have is unhealthy for both faculty and students. We, as a faculty, need to be willing and able to reimagine our programs and make systemic changes.

**Next Steps:**

Deans and liaisons will begin visiting all programs, student groups, and Staff Council, beginning this week. We will collect feedback in the next 2 months from alumni, students, faculty, and staff. We will get more detailed templates. Around March, we can produce the next iteration. Possibly take the final template to EPC by end of semester 2022. We all need to communicate questions and concerns to Deans, liaisons, and Faculty Council members for future discussions. IT will create a new email [csi@uncsa.edu](mailto:csi@uncsa.edu) for anyone to submit questions.

**Selander adjourned the meeting at 2:05pm.**