

THE CHINA BREAKERS: PICKING THE RIGHT PATTERN

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(Situational and Not Prescriptive)

- I. Define rationale for change
 - Student career needs are different and need to be more connected to the musical learnings in curriculum
 - S**trengths: faculty/personality expertise
 - W**eaknesses: no a priori experience with collaboration; faculty fear
 - O**pportunities: collaborative teaching with stronger connections between learnings and applications; question content for integration in other classes without intruding on academic freedom; catalysts for change (individual person, accrediting agency reviews, change in chair/leadership, student alum survey, funding \$, state mandates, self-assessment, student enrollment)
 - T**hreats : time factor for change; student enrollment; faculty attitude adjustment; can we share mutual futures?
- II. Processes/Strategies
- III. Implementation and Models
 - A. Interdisciplinary studies/ideas
 - B. New job descriptions for faculty hires
 - C. Current faculty with ownership in the change process
 - D. New authority/boss
- IV. Evaluation/Assessment
- V. Outcomes: the new faculty of unity; the new status quo; a new sense of cohesiveness and flexibility; stronger, more eclectic student preparation

CATALYSTS

- *NASM review (other accrediting agencies)
- *Change in leadership (chair/dean) or faculty
- *Student/alum survey
- *Funding \$
- *State mandates
- *Self-assessment
- *Student enrollment –58% of music majors are in music ed;

48% of applied music students are not gainfully employed in making music
*the individual/the department

BARRIERS IDENTIFIED

- how to teach collaboratively
- how to deliver content differently (teaching strategies)
- get students to use info differently
- time to plan for integrated instruction
- faculty resistance
- personal energy
- overbalance of performance ensembles
- underprepared student

WAYS TO BREAK THE CHINA – THE ACTION PLANS

- ability grouping for theory classes
- catalyzing event
- decentralize the budget (use incentives for innovations)
- diffuse non-ownership or negativity by one-on-one discussion or large meeting
- faculty task force formed
- content connections across courses for students
- course content (not title) changes
- synthesized jury
- facilitate small/full faculty discussions
- informal mentors/coaches for students and faculty
- emphasize more process and outcome for students
- new faculty will change the collective faculty face
- become informed, listening to those with unlike minds
- actively seek pathways of communication with like minds
- study the background of change/school reform
- different structures for faculty dialogue

BEST PRACTICE

1. New job descriptions reflecting: open-ended team approach, dispositions, structuring while interviewing, reflective practice/pedagogy, collaboration, interdisciplinary, participation in new initiatives
2. Current faculty: merit pay, faculty review, post-tenure review (the chair's vision); student surveys re Prof X; circumvent Prof. X; mentoring; listening (1 on 1); rules of civility; identification of positive faculty ideas; develop a

sense of community; work from top down which fosters communication from bottom up

3. Models: University of Minnesota model – new administration w/support Eastman Initiative – curricular change and innovation re changing job market; optional interdisciplinary track leading to the same degree
Potsdam – multi-job search recrafting a department based on dispositions and philosophy
Duquesne – National MENC standards based curriculum revision
Minnesota State University at St. Cloud – Individuals across disciplines as change agents
4. Ingredients for success: \$\$\$\$\$ (more business-like) FOOD TRUST
PATHWAYS FOR COMMUNICATION

RESOURCES:

Levine, A.E. The Future of Colleges: Nine Inevitable Changes, The Chronicle of Higher Education, 10/27/00.
Jeff Kimpton, University of Minnesota-Twin Cities
Reasons for Hope: Voices for Change -- case study compilation
Annenberg Institute for School Reform, Brown University
Publications for institutional change to be submitted

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