

Q&A for CMS "Administrative Leadership During an Unprecedented Time of Uncertainty and Change." Webinar — May 29, 2020

Questions received from CMS members and others before the webinar:

Q: Where are people finding the best practical and scientific guidance for informing their decision-making during COVID-19?

(Parker) - I am checking the guidelines for the CDC for higher education

<https://www.cdc.gov/coronavirus/2019-ncov/community/colleges-universities/index.html> And I also checking with my state public health department

Q: How are people approaching choral music education, solfege and diction courses that involve indoor singing?

(Crossman) We plan to move our ear training classes into our recital hall in order to appropriately distance the students, and we will have them use personal screens.

Q: How are music units educating their campus administrators about the risks of group singing and ensembles?

(Parker) I have been sending links of the various professional organizations with additional details of how we can adjust for reopening. I am also consolidating the language for their consumption and understanding as needed. Here are a few shared articles and webinars:

1.NATS webinar on Singing

<https://www.youtube.com/watch?v=DFI3GsVzj6Q>

2. League of American Symphony Orchestras

<https://americanorchestras.org/>

Note: there are multiple articles on this site.

I have ongoing meetings with all performing arts leaders on campus to discuss strategies for anticipated changes and need resources based upon the tentative plan in place for reopening.

Q: How are music units working with their campus policies for event planning (athletics, concerts, public speakers, etc..)?

(Crossman) We are not planning any events for more than 50 people for the fall semester. This is our decision regarding performing arts events. Athletics will likely make their own decision.

Q&A During the webinar:

Q: The question about how to handle voice and wind instruments in August is a question that we need help for, especially with our admins that might not understand. It would go a long way for NASM to provide that leadership. Similar to the NCAA for sports.

(Parker) The recent youtube from Germany study will clear up the handling of wind and brass issue. The jury is still deliberating on the voice ensemble situation. The use of plexiglass barriers will work in small areas while social distancing with directional positioning of performers could work with some experimenting. The more space available for social distancing beyond the 6ft , the greater chance for larger numbers. You still will need to account for HVAC and surfaces in the space.

Q: How is everyone handling access to large instruments (e.g., piano, percussion) for students in a remote teaching format?

(Parker) We were able to loan out spare percussion equipment and digital pianos from our second keyboard lab that were portable enough for students to move. We consulted with each applied instructor about their students' needs and made students complete contracts accepting responsibility.

Q: Beyond adaptations to deliver instruction in 2020-21, are any of the panelists thinking about embracing this moment to drive program or curricular changes for a post-Covid world? Are you asking for faculty to think about long-term curricular changes in tandem with planning for next year? Do you have arguments for acting now, purposefully waiting, or avoiding this topic?

(Crossman) I think that we will respond to this once we have a chance to see the results of our planning for fall. I agree that this is a prime time for re-evaluating some of our tried and true methods.