

4-9-19

To: The Oberlin Student Body
From: Student Senate
Re: The AAPR Process

Knowing the importance that the AAPR community consultation process will have on the future of this institution and its stakeholders, Student Senate has worked tirelessly to publicize the information compiled by the AAPR and make that data as transparent and accessible as possible.

Over the past few weeks, Senate has had two consultation sessions with the AAPR Steering Committee as they have met with representative constituencies across campus. In both of those meetings, Senate demanded more data regarding the AAPR be released publicly. With the goal of transparency in mind, we have advocated for the release of as much contextualizing information as possible so all students can be better informed. In our consultation sessions, Senate also fervently amplified student concerns that were conveyed through our student forum, Google Form, and office hour conversations.

Attached to this email, you will find the Steering Committee's comprehensive response to questions that students, within and outside of Senate, have requested data around. We hope that all students interested in the AAPR process will utilize this document to inform productive conversations during the ongoing campus consultation process. We encourage all students to attend Senate office hours this week to discuss the released information further. Student Senate and AAPR Steering Committee will also plan to hold a series of solutions-oriented forums for students to propose alternative solutions. We will publicize the dates and times of the forums as soon as it is finalized.

If you have more specific thoughts, suggestions, or requests for data, we encourage you to email those to AAPR.Feedback@oberlin.edu directly.

Thank you for your continued engagement in the AAPR process.
Student Senate

4/9/19

To: The Oberlin College Community
From: The AAPR Steering Committee
Re: Data & Information Request from Student Senate

Oberlin is in the midst of an ambitious initiative called the Academic and Administrative Program Review. The purpose of this exercise is to help Oberlin fulfill its mission in a new way, translating its core values and distinctive strengths in a way that is most relevant and sustainable for future generations while laying a foundation for even greater creative evolution in the future. The AAPR stands out from other reviews and strategic planning efforts around the nation, as well as previous efforts at Oberlin, by addressing difficult tradeoffs head-on, with a clear focus on the institution's mission and long-term best interests.

The AAPR Steering Committee is currently engaged in an intense period of campus consultation, as it refines its work to date into final recommendations to be delivered to President Ambar by the end of the semester. As part of that consultation, the Steering Committee has solicited and received questions on a wide variety of topics. While the fullest understanding of the project can be found in reading the [Summary of Work to Date](#), available on the AAPR website, the Steering Committee will also try to address particular questions in this FAQ format.

Following the AAPR Steering Committee's first meeting with the Student Senate, the Senate submitted 40 questions on a wide variety of subjects. We appreciate Student Senate's deep and serious level of engagement with the AAPR process. Some of these questions from Student Senate are also addressed in subject-specific FAQs, but we wanted to make this particular part of AAPR consultation available in this form for students and the entire Oberlin community.

OSCA:

1. *According to OSCA, its existence attracts more prospective students and helps retain current students to stay and finish their undergraduate careers at Oberlin. Is there any qualitative or quantitative data to support this, and could we see it?*

The College looked at retention data by examining retention rates of students who participated at least once in OSCA during their enrollment versus those who never participated. Over the past five years, the average six-year graduation rate both groups was 86%, meaning that OSCA has neither a positive nor negative impact on retention and persistence to graduation.

2. *According to AAPR Presentations, OSCA's impact on the college is \$1.9 million per year. What is factored into the composition of that figure, and how does that translate into per person cost?*

The College loses an average of about \$4 million dollars in revenue per year due to releasing students to house and dine in OSCA rather than with Residential Education and Campus Dining Services, factoring in the rent that OSCA pays to the College. The \$1.9 million represents potential revenue minus the costs that the College would have to pay for the additional housing and dining staff it would need if OSCA did not exist. Those costs are projected to be \$2.1 million at current compensation rates – when subtracted from all the potential revenue (around 4 million), you reach the \$1.9 million.

In addition to the foregone revenue of \$1.9 million, Oberlin additionally covers direct costs to support building maintenance of \$1.2 million annually related to OSCA. The real costs associated with staff support from Student Life and Finance & Administration are not tracked and, therefore, not expressly noted.

3. *How has AAPR considered the costs that coop members provide through their own labor to the discounted rate OSCA members have compared with students in CDS?*

The primary cause of the impact on the College budget from the current relationship with OSCA is caused by the College's decision to lease its facilities to OSCA for less than their market value – in other words, charging OSCA less the net revenue that the College would generate if it ran them itself. In order to mitigate that budget impact, the College must address its decision to underprice its facilities.

Presumably, OSCA will always be able to charge less for its services than the College, as it is an at-cost organization and does not need to pay for housing and dining labor as the College would if it operated the full program (since the work is performed by members). OSCA should be able to continue to offer its members a lower price than the College does, as any new model it adopted would not include labor costs. However, the College's choice to underprice its facilities has allowed OSCA to offer an artificially low price, as the College is absorbing operating costs and forgoing revenue that the rent payment does not cover. A typical pricing model would include that impact in the cost of rent.

4. *It sounds like the 1.9-million-dollar subsidy the college provides OSCA is largely based on lost revenue the college does not receive because students are not eating in CDS/participating in ResEd. Does OSCA cost the college any direct expenses, or is that figure all due to lost revenue?*

Yes. The College is responsible for capital maintenance and equipment, utilities, a wide range of services including trash removal, snow and landscaping services, IT access, and other items specified in the rental agreement. These costs amount to an average of \$1.2 million annually.

- a. *Does this figure account for the Residential Education supervision (Area Coordinator and supporting administrative/central staff) that OSCA housing does not require?*

Yes, it does — the \$1.9 million reflects all possible revenue minus costs related to the additional staffing the College would need if it operated the facilities directly.

5. *What is the revenue generated for the institution by a student who lives in a ResEd double and dines in CDS in a 300-swipe meal plan?*

The double room rate is being phased out, in order to provide all students with equitable access to housing (next year, only seniors will be on a plan that includes a double room rate), so we are answering this question based on the current pricing model, where students pay the same price regardless of what housing they choose. In 2019-2020, students on the one-price plan will be charged the standard housing rate of \$8,350. They will be charged \$8,476 for the GoYeo meal plan, which includes full access to all dining options. How much they pay depends on their need-based financial aid. They will pay the total cost of attendance up to the amount of their estimated family contribution. Total tuition and fees for 2019-2020 are \$73,694. About 80% of students in the 2018-2019 demonstrated some form of financial need, with an average grant of \$32,000. In total, Oberlin had a financial aid budget of close to \$59 million in the current year.

Conservatory:

1. *What is represented in the figure that a college student, on average, contributes \$10,000 more to OC than a conservatory student? Is that solely because of the variance in the discount rate?*

No, it's not solely because of the variance in the discount rate. The discount rate is in essence the effect, not the cause. The discount rate effectively tells us how much aid a student receives and how much revenue a student generates. So, yes, on the one hand the \$10K difference is the result of a much higher discount rate for Conservatory students than Arts & Sciences students. But it doesn't explain the causes. One reason is that Oberlin Conservatory's tuition is significantly higher than its peers (Curtis, Juilliard, Rice, Eastman, Colburn, Indiana); as a result, in order for the Conservatory to compete nationally for the best students, we must discount at a high rate. Another reason is that Oberlin meets the need for all students who are accepted. Over the past five years, the average net tuition for Conservatory and Double Degree students was \$20,396; for Arts & Sciences students it was \$30,122.

2. *How recently was the Conservatory 100 students smaller? What did the different studios look like at that time (size, professor:student ratio)? As studios vary in size each year, would you be able to send an estimate or goal for the size of each studio that the Conservatory may aim for each year?*

The last time the Conservatory's undergraduate enrollment was approx. 450 was in the 1980s. Because of the yearly variation amongst studios, it is difficult to pinpoint exact

historic student numbers per studio. About a decade ago undergraduate enrollment in the Conservatory was as high as 624. Since then, the size of the faculty has contracted in various areas, in connection with student enrollments, curricular needs and innovations, and other factors. In general, over the past several years, the number of Bachelor of Music students has declined while the number of double-degree students has essentially held steady, or even increased. In addition, course credits of Arts & Sciences students have increased from 1,935 in the year 2011 to 2,962 in the year 2017. So, the Conservatory is providing approximately 50% more teaching to Arts & Sciences students.

The ideal size for each studio in the proposed reduction of 100 Conservatory students would be worked out in full by the faculty. A sample enrollment calculator has been created to provide a way for faculty to assess and discuss the impact of various approaches to this reduction. Considerations in determining ideal studio sizes will include balancing instrumentation required for chamber groups (string quartets, woodwind quintets, brass quintets, etc.), large instrumental ensembles (a full orchestra, a chamber orchestra, and two contemporary music ensembles, etc.), and opera casting (an appropriate distribution of types of voices). Areas not affected by these considerations would likely see reductions similar to the overall percentage reduction of the Conservatory.

Academic Departments and Programs:

1. *Could we receive data on discount rates and revenues generated by individual departments or programs, to see how they relate to the institution's overall financial system?*

After careful consideration, the AAPR Steering Committee decided not to pursue

2. *Could we receive specific statistics to better understand faculty lines?*

In all likelihood, yes — could you say more about what you want to know?

3. *Concerning specific data on prospective faculty or worker employment reductions, which departments have been disproportionately impacted by attrition? What is the timeline for deciding which lines will be filled? Ultimately, how many positions will be eliminated?*

Reductions of faculty lines will go through regular faculty governance processes. Through those regular processes, open faculty lines can be distributed as most appropriate for the College, so the effects of reduction by attrition are not necessarily felt in the departments from which faculty depart or retire. As indicated in the AAPR Summary of Work to Date, but apart from AAPR's recommendations, the equivalent of 25 full-time faculty positions will be eliminated by FY2024, both by forgoing replacement of some tenured faculty who leave or

retire, and by the reduction of visiting faculty lines. By FY2024, more than 50 staff FTE will

4. *How many lines emptied by attrition (for the “pool” of lines to be potentially cut) were previously held by faculty of color? How many were held by women? How has the “natural” attrition impacted the racial and gender composition of each department? If this is considered jurisdiction of EPPC, then what is the responsibility of AAPR to recommend measures that specifically support a diverse faculty body that is “authentic to Oberlin” and is “broadly inclusive”? What is the qualitative or quantitative value that women and people of color faculty bring to Oberlin, and how has AAPR considered that?*

Compositional diversity amongst students and faculty are integral to academic excellence. Diversity and inclusion have been highlighted as core values by AAPR, and diversity was a major consideration in thinking through many of the AAPR areas of recommendation. What is envisioned by AAPR promises to enhance the diversity of our faculty: for example, increasing market alignment in faculty compensation should help with recruiting a diverse faculty. The AAPR educational focus on new curricular areas in business and global health, along with enhancing career preparation should only make Oberlin more attractive to a broad range of students.

Even in recent years when faculty compensation has been reduced (i.e., FY 2018 and FY 2019), the diversity of Arts & Sciences faculty has increased in most areas over the past five years (from 2014-15 to 2018-19):

2014-15

Asian American/Pacific Islander (10%)
 African American/Black (7%)
 Hispanic/Latinx (3%)
 Women (46%)

2018-19

Asian American/Pacific Islander (12%)
 African American/Black (7%)
 Hispanic/Latinx (6%)
 Women (48%)

5. *Can you explain what is factored into the decision to compare to Ohio schools, Sweet Sixteen, or COFHE schools? Do these comparisons account for the cost of living, competitive compensation, motivation/compensation for faculty to move to Ohio, etc.?*

In order to maintain excellence in all its functions, Oberlin must be able to compete in the relative markets from which it hires faculty and staff. In hiring faculty and some professional staff, Oberlin competes with a national market of similar top-tier colleges, best represented by the Sweet 16. In the case of junior faculty, base salary (as opposed to either benefits or cost of living) seems to be the primary factor of comparison. For other staff, Oberlin competes in a regional market, most accurately represented by similar-sized institutions of higher learning in NE Ohio, known as the Ohio 5, as well as the regional market for positions that are common in industries beyond higher education.

6. *People have stated that under the new divisional A&S structure—even after taking into consideration the FTE reduction planned through attrition, vacancy elimination, firing, etc—would allow for more courses to be offered each semester than right now. Is this the case? If so, it would be helpful to see the steps involved in reaching this conclusion. This request comes from student concerns that reduced faculty means reduced course options.*

A new divisional structure in Arts & Sciences would lessen the overall administrative burden on the faculty by reducing the number of organizational units responsible for much of the work, from 32 departments to 5 or 6 divisions. Because department chairs perform their functions instead of teaching classes, reducing those responsibilities overall would increase teaching capacity among active faculty. We estimate that this consolidation of functions would open up capacity for around 18 additional courses per year. This increase in courses will help to soften the impact of the reduction overall of Arts & Sciences teaching faculty and available courses.

7. *Do these recommendations regarding FTEs disproportionately impact more niche subjects such as Classics, Arabic, etc. than larger departments?*

No. The faculty governance process helps ensure the quality of the curriculum, and the proposed administrative structure helps relieve the administrative burden on small departments and programs, where faculty currently have to chair every few years (as opposed to once, for example, in bigger departments). The divisional structure will help promote creativity and collaboration in the curriculum across departmental and disciplinary lines.

8. *What will the specific divisional structure look like? Where would the “administrative staff come from”?*

Discussion of these questions is underway, but decisions on the specifics will be part of the implementation of a new structure, through the normal governance structure.

Administrative staff for the divisions is expected to be drawn from our current administrative staff pool.

9. *How many FTE's would be gained with a shift to the divisional model?*

Roughly 4 faculty FTE of teaching would move from administration to teaching.

Professional Staff, Maintenance, and Student Life

1. *How are student workers factored into the hourly wages category and how was federal work-study accounted for?*

Student workers are not factored into the Hourly Workers category in AAPR communications. Student work study awards far exceed the availability of federal work study, so it was not considered except in relation to enhancing career preparation.

- a. *In AAPR presentations, Dean Raimondo has consistently brought up a study that reports that students' grades are negatively affected when they work more than ten hours a week. Why is this significant? Is AAPR considering significantly limiting hours that students can work, student hourly wage in the name of equity, or the number of student jobs on campus? Is there data that would support these measures?*

Human Resources is planning a study of student employment that will help us answer these questions with concrete data. AAPR has not contemplated any limitations on student employment; however, if the campus's operating model depends on students working in excess of 10 – 12 hours a week, it would create challenges for the College's core mission of student academic excellence. Individual students will continue to have robust choices for employment, as many Oberlin work several jobs.

2. *How are contracted workers, such as Campus Safety and specialized facilities personnel, accounted for? How does their hourly wage compare to other college employees? Did AAPR assess their quality?*

AAPR examined the compensation structure holistically, meaning that every employee group was included. Bargaining unit contracts can be [found here](#) — publicly available wage data can be found in these documents. Compensation for every employee group was examined relative to its labor market, meaning the pool of potential employees from which Oberlin recruits for specific positions. Campus Safety, for example, is recruited from the local labor market.

AAPR received data about the perception of quality of administrative units as well as academic units. It also examined administrative assessment data where available. These questions were considered at a high level and in terms of institutional policy. The specific

management strategies to ensure quality of individual units is the responsibility of the divisional leadership.

3. *What are statistics regarding Professional Staff salaries and benefits in comparison to COFHE schools and the Sweet 16? What is the standard student:staff member ratio of COFHE schools and the Sweet 16? This includes Residential Education, Center for Student Success, Counseling Center, and the Office of Student Conduct “entry-level positions” and beyond.*

As AAPR has reported, the average Arts & Sciences faculty salary, along with the average senior staff salary, falls significantly below the average of relevant liberal arts market peers, sometimes known as the Sweet 16 — the colleges with whom Oberlin most directly competes to recruit and retain faculty and our upper- and mid-level administrators. Other A&PS salaries are roughly in line with that same peer set. Oberlin’s hourly workers make significantly higher wages and benefits than their counterparts at the four other schools of the Five Colleges of Ohio — employees who represent a natural basis for comparison by industry, skills, and the regional labor market in which Oberlin competes when recruiting for such positions. AAPR did examine student-to-staff ratios at peer schools in reaching the conclusion that Oberlin is overstaffed. That overstaffing is spread across the administrative enterprise and not concentrated in any one unit.

4. *Many positions across student life have disappeared as professionals have left Oberlin. Will AAPR recommend filling these lines? Has AAPR asked affected parties or otherwise quantified the impact that the elimination of positions has had on the departments’ abilities to support students?*

AAPR is not designed to evaluate or make recommendations about operations within specific divisions – those analyses are undertaken on a continual basis by divisional leaders and senior leadership of the college.

- a. *What exactly are the differences in health benefits provided to different employees? Is the variation dependent on the employee position, preferences, family structure, health history, or another factor? What are the cost differences between the different plans, and how would standardizing health plans in the name of equity impact the quality of care and health of employees?*

The options for health care benefits among and within Oberlin’s employee categories are considerable and shaped by a variety of factors including market availability and collective bargaining. Human Resources is responsible for negotiating and contracting for different health plans. In its Summary of Work to Date, the AAPR Steering Committee shared its observations about disparities in the cost of benefits within the marketplace, and among employee categories, as a possible lever Oberlin should consider to control employee costs. It will be up to senior leadership to determine which levers it uses to control costs, and in what

proportions, in order to best serve the mission of the institution and treat employees fairly.

- b. Who are the highest-paid individuals on campus? What justifies this payment? Has AAPR considered reducing payment for the highest-paid persons on campus?*

In small colleges, highly paid individuals are typically in leadership positions. Just as with every employee category, Oberlin must compete within the relevant market for the best talent. In the case of leadership positions, that is a small, national — sometimes international — pool. Unlike other employees, compensation for the most senior leaders goes through additional scrutiny by the Board of Trustees to ensure that compensation is within market norms, in compliance with IRS regulations for non-profit institutions.

- c. In what ways is the administrative process top-heavy? What technological investment is necessary to catch up with industry norms?*

AAPR's observation was not that administrative processes are top-heavy compared to peer institutions or Oberlin's needs, but that inefficiencies are exacerbated by outdated process — an example of this would be a number of cumbersome processes that involve multiple layers of manual data entry on paper forms. While AAPR does not have a specific finding on the technological investment needed to maximize the investment in staff time and effort, it is clear that updating our systems and adopting best practices will yield savings in the long term.

Space Usage Recommendations

- 5. Of the non-residential buildings owned by Oberlin, which ones are, as the presentation said, "The most costly and inefficient"? Which buildings are the most energy-inefficient? Which buildings get used the least? Which buildings host activities that could easily be held elsewhere? In other words, which buildings would it be most logical to get rid of?*

Oberlin is in the early stages of a planning process that would provide data to answer these questions concretely and enable the College to develop a facilities master plan. AAPR is likely to endorse the importance of this work. A number of important factors play a role in such determinations — program use of the facility, maintenance and utilities costs, custodial requirements, overall condition, and others. AAPR sees the importance of attending to these questions to achieve the College's sustainability goals, both environmental and financial.

- 6. Would we be able to get a map of the land/buildings owned by Oberlin College and the land that AAPR may consider recommending to sell?*

AAPR will not recommend the sale of any particular properties — that is rightly the responsibility of senior leadership and the Board of Trustees. AAPR did note the findings of recent and current expert analyses of space as an important area for current and future cost control, as well as the need to conduct additional studies that will allow for the most effective decision making.

7. *What kind of profits can Oberlin potentially gain from selling land? Has AAPR looked at these numbers? Can estimates be available to students? Will these funds go directly into paying off debt, or be re-invested in capital projects or other operating costs?*

AAPR did not consider specific sales, de-commissioning, or other real estate transactions. AAPR did highlight the need for greater investment in those facilities that support Oberlin's mission, to offset deferred maintenance that has grown over the years. That investment will not only better serve Oberlin's students and faculty in their work, but save money for the institution in the long run and support recruitment.

8. *Are there ways to go about this process while seeking good-will between the "town and gown"? Or selling to businesses that would make Oberlin a more attractive location for students and professors?*

Those are interesting considerations for the implementation phase of any recommendations about space. AAPR has discussed the importance of thinking about the impact of its recommendations on the town of Oberlin, and your questions relate directly to the committee's shared concern with this issue.

9. *Is AAPR going to recommend cutting parking lots? Could a parking structure be created to solve the shortage of spaces, create another source of income (also- beware of creating new hidden costs), and sell parking lots that are not close to central campus?*

AAPR is not considering a recommendation on either cutting parking lots or building additional parking structures.

10. *Which buildings are historical buildings that will be protected? Which buildings/plots of land are not being considered for sale?*

See above.

11. *AAPR mentioned a centralized Career Center. Does this centralization have a spatial dimension as well? If so, what are some locations that could be considered?*

Implementation of this recommendation would have a spatial dimension, but it is not AAPR's purview to identify potential locations. Such questions would be addressed through normal College processes to allocate space.

General Questions:

1. *When receiving pertinent data, could you specify whether it should remain confidential, or if we can discuss specific findings with the rest of the student body?*

We will make it clear if we are asking you to keep any information confidential within the Student Senate. Unless explicitly noted, you should feel free to share information we provide you with the student body as you deem appropriate.

2. *What were other discussions and proposals that were made during the initial AAPR process, before the publication of the current set of potential areas for recommendation?*

Before the March public presentations of areas of recommendation, all AAPR deliberations were strictly confidential to allow Steering Committee members the greatest freedom in their explorations and deliberations. That said, an enormous amount of data, statistical and subjective, was considered by the AAPR Steering Committee before it made its significant observations, which then led to the areas for recommendation. The Steering Committee — consisting of faculty, staff, students, alumni, and trustees, appointed in consultation with the General Faculty — was charged with analyzing that information and making recommendations. More information on the AAPR process is available on the AAPR website.

3. *What is the overarching timeline for AAPR feedback and what other events/forums/listening sessions have been planned or will be planned to solicit community feedback?*

The AAPR Steering Committee has been charged with providing its recommendations to the President by the end of the spring semester. More information on the campus consultation process, including upcoming opportunities to ask questions and provide feedback, will be posted on the AAPR website by mid-April.

4. *Clarification questions: What is an FTE line? How does a line build up? What is entailed with getting rid of a faculty line?*

FTE stands for “full-time equivalent,” and is used to compare work activities based on the hours required to complete them. 1.0 FTE is equivalent to a full-time employee. 0.5 FTE is equivalent to a half-time employee. A line is metaphorical language from the old days of budget ledgers, referring to budget assigned to fund a position. Two 1.0 FTE faculty lines means that the College has budgeted salary and benefits for two full-time faculty members. The assignment of funds to lines and positions is part of the annual budgeting process. A full-time faculty line is 9 months per year; a full-time administrative line is 12 month per year.

5. *Why are there only 3 students on the committee? What constituencies do they represent? How can we still have our voices heard later in the semester?*

The students on the AAPR Steering Committee have provided a strong and important perspective that has factored into the committee's work in important ways. 9 of the 31 Steering Committee members are also Oberlin Alumni. That said, all members of the Steering Committee, whatever their own role at Oberlin, have been challenged to act not as representatives of special interests, but as citizens of Oberlin. Across the entire committee, their dedication to putting Oberlin's overarching interests first has been a hallmark of this process, and one of the reasons it has been successful in this extraordinary initiative. Student voices were also important in much of the data that AAPR collected, including surveys and focus groups. There are many ways for students to have continued meaningful input, including through the work of Student Senate to represent student views.

6. *Can we get more clarity as to which FTEs on the chopping block are: Vacant, filled but retiring, filled and being fired, etc?*

Faculty position reductions will happen through the regular faculty governance process. Non-faculty staff reductions are determined by administrative leadership in relevant areas. At this time, AAPR is not contemplating any recommendation that would require the elimination of currently filled tenure-track or tenured positions (i.e., people who are currently working at Oberlin). Non-faculty staffing reductions will prioritize opportunities created by vacancies (when staff retire or otherwise leave), but in some cases, mission-focused planning may entail the elimination of positions, including those that are currently vacant, those that will become vacant following a retirement, or those that currently have an active employee in place.

7. *Will the 100-student reduction from the conservatory go directly into the college BA in Music?*

No. 100 more students will be added to the College of Arts & Sciences the way they always have been admitted, by increasing the size of each incoming class by 25 students, compared to current admissions targets. These students will have the same options for majors traditionally available to them. Data shows that there is significant interest among admitted Arts & Sciences students who chose to go elsewhere in having greater access to the educational opportunities of the Conservatory. With a revised BA in Music, improved secondary lessons structures for College students, interdivisional concentrations across the College and Conservatory, and the option of a minor in music for College students, we hope to better serve that interest. But this proposed shift of students is not intended as a direct swap of Conservatory students to the College's BA in Music.

8. *How will the 100-student reduction in the Conservatory interact with the existing BM degree?*

The specifics are under discussion now and will ultimately be determined by Conservatory faculty and leadership. But it is the belief of the Steering Committee that this contraction in size will provide for new opportunities for both students in the College and the Conservatory, and will ultimately build on the excellence of the Conservatory

education. The Conservatory faculty and leadership are considering ways to revamp the curriculum, so as best to take full advantage of the contraction in size. One idea that is being explored (preliminarily) is to provide enough additional flexibility within each area of study to allow students to pursue minors or concentrations in the Arts & Sciences. Another idea is to expand the course offerings in the Conservatory to include new skills and courses that conservatory students need and want in today's market.

9. *Within the Conservatory, there are concerns around the 100-person reduction coupled with unclear, vague "changes" to ensemble structure. How can we ensure that, for example, large-cast operas can continue to happen at Oberlin for decades to come?*

Large-cast operas and large instrumental ensembles are essential to our mission and ability to compete in the national marketplace, and we are committed to maintaining and enhancing these opportunities.

The proposed changes to the instrumental large ensemble structure would introduce more flexibility into the distribution of players between ensembles and to the overall size of each ensemble. By moving to a "one pool" model, in which all instrumentalists are available at the same rehearsal times, it will be possible to more freely move players between large orchestra, true chamber orchestra, and contemporary music experiences. This approach will allow players a richer variety of experiences to prepare them for the professional world and will also provide flexibility for ensembles to function well even when a particular instrumental area experiences lower than ideal enrollment.

A more intensive mode of preparation is being considered, akin to the workings of the professional world, that would provide time for preparation (during the weeks that the student is rostered off) before the student's next rehearsals begin, along with a shorter rehearsal cycle for each concert. This new structure would require a rescheduling effort from the College as well as the Conservatory to allow for a time when ensemble rehearsals could be scheduled free from conflict with labs and other lengthy classes taken by double-degree students.

For large-cast operas, the primary challenge in casting at present is not the overall size of the voice area, but rather the lack of balance between singers of various voice types. An approach to reducing the overall size of the voice area that focuses more strongly on yielding a balance of voice types will provide more (and more equitable) opportunities for roles for all singers, regardless of voice type, in the Conservatory.

10. *What would the scaling back, or process towards self-sustainment, look like for OSCA?*

As an independent organization, OSCA should plan for a financially sustainable future the way any independent organization would, understanding and managing its costs and its revenue, so that it can support and fulfill its mission. AAPR suggests that Oberlin can help

OSCA undertake that planning process. We understand that OSCA does have a committee focused on strategic planning that continuously considers its future goals and operations.

11. Will future OSCA dues and operations be able to reflect students with undocumented financial need?

Oberlin seeks to spread its financial aid resources as equitably as possible and in compliance with applicable laws and regulations. The concern about undocumented financial need is a serious one, and Oberlin recognizes the challenges families experience with the process of determining financial need. To ensure equity, this process should be handled through the process to assign costs for tuition and fees and financial aid processes.

12. Will there be more staff hired in the Office of Winter Term, or will the duties of the office be transferred over to the Registrar's Office?

The idea under consideration by AAPR envisions one staff member dedicated to coordination of the more robust programming under consideration (see Section VIII of the AAPR Summary of Work to Date). It does not speak to the reporting structure for that position.

13. What would a Bachelor of Arts degree look like for a college student? Would these students play in Ensembles with Conservatory students? Would they study with Conservatory faculty? Would they major in a specific instrument or something like Arts Administration or Education?

The specific requirements of a Bachelor of Arts major, minor, or concentration in Music would be worked out through consultation with faculty from both the Conservatory (EPC) and the College (EEPC) and would likely include work that has already been done by the Musical Studies Committee independent of AAPR. The Conservatory will also be investigating ways to improve the secondary lesson experience, with the ideal being college students enjoying some mode of teaching with Conservatory faculty where possible. Also under exploration are a new music minor for A&S students and cross-divisional (Con-College) concentrations that would connect courses, faculty, and students around interdisciplinary themes and topics, such as Arts Administration, Popular Forms and Practices, Music and Science, or Arts and Creative Technologies.