Shoreline Community College
Music Tech Advisory Board Minutes – Mar.17th, 2009
Submitted by Bruce Spitz and Norma Goldstein

Those in attendance include Julie Wiebusch, Allen Goldstein, Roger McRea, Matt Fordham, Bruce Spitz, Steve Malott, Charles Van Winkle, Steve Turnidge, Cody Groom, Paul Goldberg and Norma Goldstein.

Minutes from the fall meeting were read and approved unanimously. Steve Turnidge reported on the progress of his new album and the importance Skype is proving to have for his business communications. This is particularly true do to the immediate global access of the technology. He also announced details of the upcoming March AES Meeting, on Surround Sound by JJ Johnston presented at Opus Studio. Chris Pack, reported on his meeting with Steve Turnidge regarding the concept of developing a record label at the college. It is still a work in progress.

Norma Goldstein explained the details of the Institutional Effectiveness Grant focusing on the recruitment and retention of women into the digital audio program. She asked the committee what thoughts they had to interest students. It prompted a robust and extensive list of suggestions including:

- Show student clips from the past, give them CDs, examples of student work.
- Create a short music Trivia contest with prizes.
- Have successful female alumnae closely involved in the process. (Suz Sims recommended)
- Employ the social networks that are proving vital to future success in the industry.
- Battle of the Bands
- Contest for High School Students resulting in the production of a CD for the winners.
- Provide opportunities to record your band and have our students help them.
- Submit one track or a CD of music for evaluation by SCC students.
- Involve Grammy University: There are Demo reviews held at the Art Institute.
- Create panel of college students to review quality of outside submissions.
- Create an outlet for Bands to play—Recorded them as they play.
- Create production collaborations between college and high school students.
- Include Turntable and DJ contests.
- Race against the clock. 48 hours of recording, get mixed, more like real life.
- Explore marketing at the junior high institutions as well.

There was consensus to have some sort of Festival/Competition and possibly have the Music Merchandising program coordinate this. Roger McRea reminded the group to be careful not to create an environment in this endeavor that favors some populations while excluding others.

New Directions in Music Technology

Matt Fordham turned the meeting in a new direction when he introduced a discussion focusing on proposed changes to the MIDI program. He pointed out that the program
has always had the problem of a perception of being a second class citizen in comparison to the more equipment heavy Digital Audio Program. The solutions will require facilities expansion and more equipment to enhance student learning. He reported on a faculty effort to figure out improvements by meeting with 3 students in the program. These students were chosen because of their present level of involvement and a passionate interest in the subject matter and evolution of the degree option. A partial list of general concerns voiced by the students include:

- Clear naming and description of classes.
- Many student expectations are not being met.
- Change degree name from MIDI to Electronic Music Production.
- Classes should be more specific to topics and less general.
- Advanced Electronic Music Production—Difficult to perceive sequence and intent.

Paul Goldberg asked if we had clarity in whether we were offering Voc Ed or education in general? For example, there are different kinds of people coming through the MIDI program with interests ranging through video games, composition, electronic music, hip hop, etc. some overlap, some not. Can we have both people and have both parts?

Electronic Music/MIDI facilities issues discussed include:
- Single MIDI lab. Limited access.
- Bruce’s office as suite for students.
- Expanding into downstairs.

Program issues:
- Attrition in Digital Audio about 50%. This seems consistent at other teaching institutions.
- Is it possible to start with twice as many students?
- Is the target audience clearly defined?
- Is it possible to solve facilities problem?
- There is solid administrative support to keep and grow the program based on the belief that enrollment potential is strong.
- What can students get afterwards. Is this degree for a career or a hobby? Does it matter?

Steve Turnidge wondered aloud if it might be possible to make the students more self-reliant. If infrastructure is going to continue to be an unsolvable problem, can they work from home instead? Paul suggested talking to local studios for seat time to solve our space problems. Does such a model exist on campus anywhere? Is the precedence elsewhere?

The meeting adjourned when it appeared that several people had fallen into a deep and peaceful sleep.