

# Final Assessment Report

## Music

### Undergraduate Programs (reviewed 2015/16)

#### A. Summary

1. The Department's Self Study was considered and approved by the Academic Review Committee of Senate on November 4, 2015.
2. The Review Committee consisted of two external reviewers: Philip Adamson (University of Windsor) and Bob Pritchard (University of British Columbia) and an internal reviewer, Doug Bruce (Brock University).
3. The site visit occurred on February 7-9, 2016.
4. The Reviewers' Report was received on March 22, 2016.
5. The Department's response was received on April 21, 2016.
6. A revised Department response was received on May 26, 2016.
7. The Senate Undergraduate Program Committee response was received on April 22, 2016.
8. The Interim Dean of Humanities response from Carol Merriam was received on May 4, 2016.

The academic programs offered by the Department of Music which were examined as part of the review are:

Bachelor of Music  
BA in Music

This review was conducted under the terms and conditions of the IQAP approved by Senate on June 6, 2011.

The reviewers assigned the program an outcome category of "Good Quality".

Outcome Categories:

Excellent Quality	Good Quality	Good Quality with Concerns	Non-Viable
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## B. Strengths of the Program

The reviewers noted that:

...music history is a particular strength of the program, both through the areas of specialty by the faculty as well as through their research and publication record.

Historically choral music has been a program “strength,” involving Music students, Brock students, and the community. Post-graduation influence has been very strong, with much choral activity in the Peninsula resulting from the training received at Brock.

The new facilities are a particular strength of the program. The facilities will result in better teaching environments with a higher profile, and will assist in attracting students to the program. Additionally, the location means that the profile of the Music department will be greatly enhanced in the community, allowing for greater student involvement in community activities, thereby strengthening their education.

Access to the First Ontario performing spaces is another particular strength of the program, enabling students to learn how to perform in a professional, public concert hall. Few music programs have access to state-of-the-art public facilities, and this should be celebrated.

The new Music Ed Plus program will develop into a major area of strength. There is a strong commitment by full time and sessional faculty to the development and promotion of the new MEP program, and this is expected to pay dividends in student enrolment and community activities.

The inclusion of a Music Cognition lab will allow Brock University to provide training in a fairly new field, attracting students with an interest in both Music and Psychology.

## C. Opportunities for Improvement and Enhancement

The reviewers provided 27 recommendations in five areas: Outreach, Academic, Performance, Other and Music Ed Plus:

### Outreach

#### Recommendation 1 (A.a)

Hire a marketing and publicity officer for the School of Fine and Performing Arts, to coordinate and develop materials that represent the “public face” of the School, from concert programmes and publicity to informative and attractive web pages, with up-to-date news items and video clips. The position would also be the point of contact with the University’s secondary school liaison office, and would be pivotally involved in the sub-recommendations that follow.

In its response, the Department stated:

The School of Fine and Performing Arts (SFPA) already has a Communications Officer who works under the direction of the Director of the School. The fact that the reviewers were not aware of this indicates the need for restructuring and allocation of resources to this crucial component of the School’s marketing activities. The Department agrees that a Music-specific publicity person would be crucial to the marketing of all aspects of our programs (academic programs, concert activities, Music Ed Plus, etc.)

The Department agrees that the web site structural changes described above are necessary. We desperately need someone to manage the content of our web and social media presence on an ongoing basis, and this is a significant problem across the other departments in the SFPA as well.

That said, the current administrative office staff of the School itself is ill-equipped to take on this task, and so, the addition of new human resources, i.e., staff with specific proven web development, understanding of marketing and communications strategies, knowledge of classical music, and social media savvy, is the most expeditious way to solve this problem, making changes consistent within the School and according to new University website policies.

The Faculty Dean stated:

The Dean is confident that the Office of the MIWSFPA will continue to promote all of the programs within the School appropriately. The Dean’s Office itself continues to work with Marketing and Communications on promotions and publicity for all units in Humanities.

With the launch of the new Brock main page and intranet, the opportunity now exists for new and exciting revisions to all of Brock’s web pages.

**ARC Disposition of the Recommendation**

ARC considers this recommendation to be completed as the position of Communications Officer for the School of Fine and Performing Arts has been filled. The Department is encouraged to work with the Communications Officer to ensure that the profiles of music programs and activities are communicated internally and externally.

**Implementation Plan**

Implementation completed.

**Recommendation 2 (A.b)**

Increase communication with music teachers in area high schools and middle schools. Solicit invitations from these teachers to send out Brock students (performance, Q & A).

In its response, the Department stated:

We have communicated in many ways (snail mail, email, phone calls), and send out mail communication with music teachers in area high schools. We have contacted the arts consultants from the Public and Catholic boards, with mixed success in their responses. We have worked tirelessly over the past few years to create outreach opportunities with the region's schools in many different ways, and to create public awareness of our programs, as described [in the full Department Response].

The Faculty Dean stated:

The Dean commends the Department of Music on all of its outreach, and supports the continuation of these efforts.

**ARC Disposition of the Recommendation**

ARC considers this recommendation to describe current practice. ARC encourages the Department to continue with these efforts.

**Implementation Plan**

No further action required.

**Recommendation 3 (A.c)**

Mail out promotional material to all area secondary schools.

In its response, the Department stated:

We already do this, and much, much more. See [the full Department response to recommendation #2]. Let it be stated clearly that these activities place a significant strain on the service load of the faculty members involved.

The Faculty Dean stated:

The Dean commends the Department of Music on all of its outreach, and supports the continuation of these efforts.

**ARC Disposition of the Recommendation**

ARC considers this recommendation to describe current practice.

**Implementation Plan**

No further action required.

**Recommendation 4 (A.d)**

Designate one day each semester as an "open house" day: invite high school students to attend classes and rehearsals.

In its response, the Department stated:

Our classrooms are a bit too small to accommodate this. They may be able to attend rehearsals in Cairns Hall as observers.

See [the full Department response to recommendation #2] for the many activities we already do.

The Faculty Dean stated:

It is agreed that this recommendation may not be feasible because of space considerations in classrooms. The Departmental suggestion that high school students be invited to attend rehearsals in the Cairns Recital Hall is a possibility.

**ARC Disposition of the Recommendation**

ARC considers this recommendation to describe current practice and to be linked with Recommendation #3. The Committee encourages the department to include the invitations regarding rehearsals in their correspondence as appropriate.

**Implementation Plan**

No further action required.

### **Recommendation 5 (A.e)**

Liaise on a continuing basis with the local branch of the Ontario Registered Music Teachers' Association. Explore ways in which some measure of mutual benefit might be achieved, such as a reduced rate for the rental of Cairns Hall.

In its response, the Department stated:

The Department's Professor of Piano has been a member of the local branch (Niagara Falls) of ORMTA since she joined Brock full time in 2003. Two sessional instructors (voice instructor, and choir accompanist) are also members of the Niagara Falls branch.

This faculty member's reason for joining ORMTA was to bridge a gap in communication between the region's private music teachers and the Department. Since this faculty member joined ORMTA there has been much more communication flow between the Department and the local music teachers, and more of the local students are now coming to Brock rather than going to other music programs. This faculty member also endeavours to lead or participate in workshops or information sessions where appropriate. The June 2016 meeting of the branch will be located in the MIW building and will also involve a tour of the facilities.

These voice instructor and professor of piano also submit students to ORMTA competitions every year. The visibility of this kind of activity is very valuable for our presence in the community.

We have no control over rental of Cairns Hall, since it is owned by the City.

The Faculty Dean stated:

The first part of this recommendation is already in practice, and, as the Department has noted, Brock has no control over the second.

### **ARC Disposition of the Recommendation**

ARC considers this recommendation to describe current practice with regards to liaising with ORMTA. The Committee understands that the rental of the Cairns Hall is not within the control of the Department or University.

### **Implementation Plan**

No further action required.

### **Recommendation 6 (A.f)**

Explore possible areas of mutual interest with the Shaw Festival, in particular, opportunities for Brock students to perform at Festival events.

In its response, the Department stated:

The Shaw Festival is not really an applicable match, as it is a union institution. Also the time of year is not a match with our students' academic year. Shaw is mainly from April to October - almost the exact opposite of our activities: September to April.

We have however begun an initiative with the PAC where students can perform in the lobby prior to concerts of interest to them. The student plays before the concert and at intermission in exchange for admission to the event. We plan to begin implementing this initiative starting fall 2016.

Through a program run by the Niagara Symphony Orchestra (NSO), Spotlight On!, MEP [Music Ed Plus] students have done something similar for symphony shows. MEP ensembles play once each semester at a symphony concert, performing in the lobby before the concert and at intermission. Publicity documents are placed around the lobby for patrons to read, and staffers are included in the NSO programs for the event. We have done this every year since MEP began in 2013.

The Faculty Dean stated:

While the recommendation itself is not really viable, the initiatives outlined by the Department have the desired effect of increasing the visibility of the Music programme and its students.

### **ARC Disposition of the Recommendation**

ARC considers this recommendation to be not accepted. The Committee understands that the recommendation is not viable exactly as stated, but recognizes that the Department's initiatives to provide students with other performance opportunities address the intent of the recommendation.

### **Implementation Plan**

Recommendation not accepted.

**Recommendation 7 (A.g)**

Consider streamlining the name of MIWSFPA, to boost recognition and visibility.

In its response, the Department stated:

This recommendation is beyond the scope of the department.

The Faculty Dean stated:

This recommendation is beyond the scope of the Dean's Office.

**ARC Disposition of the Recommendation**

ARC considers this recommendation to be not accepted. The Committee recognizes that the re-naming of a school is not within the scope of the Department.

**Implementation Plan**

Recommendation not accepted.

## Academic

### Recommendation 8 (B.a)

Understanding that the next "hire" may be critical to the success of the Music programme, advocate strongly and actively for this position, keeping in mind that a growing enrolment will be your most persuasive argument. In the meantime we are encouraged to learn from the Interim Dean that a limited term appointment in choral ensembles and music education has been approved for the 2016-17 academic year. Continue to work for permanence for this position.

In its response, the Department stated:

We are overjoyed to report that a probationary position has been approved to begin July 1, 2017.

The Faculty Dean stated:

The process for the position, which is subject to final budgetary approval, is underway.

### ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted and in the process of implementation. The Committee understands that a probationary position is already under consideration.

### Implementation Plan (1<sup>st</sup> Priority)

Responsible for approving:	Department/Dean of Humanities
Responsible for resources:	Department/Dean of Humanities
Responsible for implementation:	Department/Dean of Humanities
Timeline:	Dean of Humanities to report by end of academic year 2016/17

**Recommendation 9 (B.b)**

Encourage and support the new hire's efforts to establish additional courses in music education, such as seminars in elementary and secondary music education.

In its response, the Department stated:

The Department agrees that a new position should be a combination of choral director and music education specialist, and we will be creating the job ad accordingly.

The Faculty Dean stated:

The Dean supports the recommendation that the next faculty member hired into the Department combine choral direction and music education.

**ARC Disposition of the Recommendation**

ARC considers this recommendation to be accepted and in the process of implementation.

**Implementation Plan (1<sup>st</sup> Priority)**

Responsible for approving:	Department/Dean of Humanities
Responsible for resources:	Department/Dean of Humanities
Responsible for implementation:	Department/Dean of Humanities
Timeline:	Dean of Humanities to report by end of academic year 2016/17

### Recommendation 10 (B.c)

Standardise the learning outcomes format for all courses, calling on the Centre for Pedagogical Innovation for assistance in developing active descriptors.

In its response, the Department stated:

The Department acknowledges the need to continue to revise and improve course syllabi to include clearly-stated learning outcomes. This Self Study process has been the catalyst for starting these changes. It will take some time for course outlines to fall in line with these expectations, especially courses by sessional instructors. As was done last year, the Chair will continue to advise instructors to use the course syllabus template from the Brock website, and will continue to review the inclusion of clearly-stated learning outcomes.

The Faculty Dean stated:

The Dean encourages the continual attention to the co-ordination of learning outcomes and objectives, including encouraging instructors to use the “best practices” template that is available.

### ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted. The Committee believes that both the Self Study and the Reviewers’ Report contain statements recognizing the need for further curriculum review and the clarification of learning outcomes that map to degree level expectations. The Department is encouraged to use the assistance of the Centre for Pedagogical Innovation and to undertake an ongoing process of curriculum review and revision.

### Implementation Plan (2<sup>nd</sup> Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by end of academic year 2017/18

**Recommendation 11 (B.d)**

Hold an annual "meet the librarian" day on the main campus.

In its response, the Department stated:

The Department will invite the liaison librarian to the student start-of-term orientation session held each fall. The majority of our student body attends that session which will allow the librarian to reach the largest possible number of Music students.

The Faculty Dean stated:

The Dean encourages continued development of the relationship between the James A. Gibson Library and the new MIW facility. Because the MIW is very new, patterns of interaction are still being developed. Library facilities and access, like many other services, must be developed in ways that benefit the members (faculty, staff, and students) of the MIWSFPA.

**ARC Disposition of the Recommendation**

ARC considers this recommendation to be accepted. The Committee understands that the intention of the recommendation is to enhance interaction with the library and that the Department response is the initial step in this process. The Committee suggests that the Department is best positioned to determine subsequent steps to move forward with this issue.

**Implementation Plan (1<sup>st</sup> Priority)**

Responsible for approving:	Department
Responsible for resources:	Department/Library
Responsible for implementation:	Department/Library
Timeline:	Dean of Humanities to report by end of academic year 2016/17

**Recommendation 12 (B.e)**

Develop the initiative in Music Cognition by seeking collaborative opportunities with the Department of Psychology.

In its response, the Department stated:

The Music Cognition course (MUSI 3P64) and its sister course, Musical Acoustics (MUSI 4P67), were both instituted several years ago to provide complementary offerings in the sciences of music. Now, with the establishment of the new Music Cognition lab, it is hoped that we can also initiate a fourth-year project course in which a student would run an empirical study of her/his own devising. This trifecta of courses would provide excellent preparation for students interested in a Masters in music therapy, for example. Potential music therapy students also have to complete a number of psychology courses, so a “pre-music therapy stream” would further ties between Music and Psychology. The sciences in music courses also mesh well with other sound technology and design offerings by STAC, together providing both theory and practice in the production, manipulation and recording of sound. The connection between music cognition and music theory is most fruitfully pursued in research at the graduate level (e.g. the interdisciplinary PhD in the Humanities) and by individual faculty.

The Faculty Dean stated:

The Dean encourages the exploration of this initiative, as it would provide excellent opportunities for students and make good use of the new Music Cognition Lab.

**ARC Disposition of the Recommendation**

ARC considers this recommendation to be accepted and in the process of implementation. The Committee expects that the Department will consider this recommendation as part of the curriculum review referenced in Recommendation #10.

**Implementation Plan (2<sup>nd</sup> Priority)**

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by end of academic year 2017/18

### **Recommendation 13 (B.f)**

Consider opening up the second language requirement to include other languages offered by Brock University.

In its response, the Department stated:

The department feels this is not appropriate at this time. Although we recognize the validity of other languages in music study, we feel the secondary languages we require most closely support the kind of curricular work we demand of our students (our curriculum focuses on Western European music). To allow other languages in this way would not be supportive to our students' academic needs; however, students can take additional languages, if they so choose as other electives so we are not limiting the number of language courses a student might take.

The Senate Undergraduate Program Committee stated:

UPC members endorsed Recommendation B.f.

The Faculty Dean stated:

Because the Department's curriculum offerings focus on Western European music, requiring Western European languages makes perfect sense for the Department's stated objectives.

### **ARC Disposition of the Recommendation**

ARC considers this recommendation to be not accepted. The Committee recognizes that the Department's pedagogical rationale for the existing language requirements is valid and that students have freedom within their electives to take courses in other languages if they wish.

### **Implementation Plan**

Recommendation not accepted.

### **Recommendation 14 (B.g)**

Devise a multi-year cycle of offerings in Musicology and Methods and communicate this information to students, so that they may plan their year-by-year curriculum.

In its response, the Department stated:

The Department acknowledges the desire for students to have this kind of information available to them in advance, and it would certainly make course planning more streamlined for the Department as well. However, as much as planning of this kind would ideally not be affected by sabbaticals or other leaves, the fact remains that leaves do have a direct impact on our course planning. Many factors can influence a multi-year plan (for example: enrolments, part time budgets). Such a plan would have to be made clear to the students that it is tentative and subject to change, but the fact remains that students would hold to the plan as a promise and we would face difficulties were we to change the plan.

We can project, to a certain extent, some of our courses that cycle (techniques courses, for example), but again the offerings are subject to many external factors. Furthermore, the university calendar does not permit the notation of the timing of offerings. We will be sure to further emphasize with the students when they plan their courses that if they see a course they wish to take, they should be sure to take it in the year it is offered, and not to wait for it to be cycled again.

We do our course planning with students' programming needs in mind. Students have always been able to graduate with their required courses. The Department is able to make substitutions to accommodate students' specific program needs.

The Faculty Dean stated:

While it is ideal for students to be able to know well in advance what courses will be offered, this is not always possible. The Department makes specific effort to ensure that students have access to the courses they need to complete their programmes. It would be very difficult to adhere to a multi-year plan.

### **ARC Disposition of the Recommendation**

ARC considers this recommendation to be not accepted. The Committee recognizes that there are many factors which limit the Department's ability to plan multi-year offerings and that these factors are common to all Departments. The Committee understands that the Department of Music is already doing this to the best of its ability.

### **Implementation Plan**

Recommendation not accepted.

### Recommendation 15 (B.h)

Consider a stronger degree of differentiation between the B.Mus. and the B.A. degrees.

In its response, the Department stated:

This recommendation reflects a misunderstanding of the thrust of our programs, and suggests that students who are serious in the more academic courses might not also be strong performers. This also points to the possibility of turning the BMus program into a “conservatory” model where performance is fostered to the detriment of other academic components.

The Concentration in Music History and Theory, whether in BMus or BA, already does allow students the opportunity to focus on these academic courses, so we do not agree with this part of the recommendation.

We believe our programs as they exist serve the needs and abilities of our students, and allow us to maximize our enrolments.

The Senate Undergraduate Program Committee stated:

UPC members found the wording of Recommendation B.h. somewhat inconsistent with the subsequent explanation:

The suggestion “to craft a curriculum of greater academic depth by requiring upper level Musicology and Theory and Composition courses in place of the Performance courses” for B. A. students, would suggest a diminishment of the academic bar separating these degrees, rather than a greater differentiation. While UPC did not disagree with the introduction of the proposed courses, we did not understand how this would create greater differentiation and why this would be desirable.

The Faculty Dean stated:

The current configuration of these programmes allows for maximum flexibility and mobility for students. BA students may want to pursue performance, and BMus students may want more courses in Music History and Theory. The current flexible system provides the most opportunities for students to pursue their interests and aspirations.

#### ARC Disposition of the Recommendation

ARC considers this recommendation to be not accepted. The Committee understands that the Department has at its disposal the means of discerning each program’s cohort through present content and assessment. The flexibility of the two programs serves the needs and abilities of present students and is attractive to potential students.

#### Implementation Plan

Recommendation not accepted.

## Recommendation 16 (B.i)

Consider discontinuing the B.A. "Pass" degree.

In its response, the Department stated:

The Department disagrees with this recommendation. The recent trend of interest in shorter programs (such as diplomas or accreditation programs) seems to indicate that the 3-year degree is one that still holds value. We attract a number of different kinds of students to our programs, among them students who are well served by the 3-year degree, such as mature students studying out of personal interest, or students who have a job waiting for them upon completion.

This recommendation represents a misunderstanding of the requirements for the 3-year degree by the reviewers. It is admittedly difficult to understand the core requirements of this degree by looking at the undergraduate program calendar. A clarification of the wording may be in order for the next UPC update.

We are unclear on the reviewers' meaning concerning the transfer of courses from a prior degree.

UPC stated:

UPC members did not agree with Recommendation B.i.

The reviewers state that "...students need only to complete the first three years of an Honours degree, regardless of whether or not core discipline requirements have been met". However, the first three years of course requirements are very prescriptive, with only two elective credits allowed, so we cannot concur that core discipline requirements would not be met nor that "this situation has the potential to undermine efforts to boost overall academic credibility."

A three year Pass degree is of value to some students who have invested some time at university but wish to leave "early" to take up other opportunities. Since the spring of 2010, there have been only 8 students graduating with a BA Pass degree in Music, which does not seem to be a sufficiently large number to represent a danger to the reputation/quality of the B. A. Honours or B. Mus. program.

UPC also did not understand the relevance of the following sentence: "Students who have completed another undergraduate degree should be eligible to transfer a minimum of a year's worth of qualifying courses from their prior degree; in so doing they would then not be obliged to earn a pass degree." First, students who are completing a second degree are never obliged to earn a pass degree, regardless of the number of qualifying courses transferred. Second, because "the student must meet all program requirements for the second degree (FHB 7.5.Biii)", and because not all courses transferred from a previous degree will not necessarily meet core and/or context requirements of the second degree, it

is not possible to guarantee how many of the transferred credits can be used towards the second degree.

The Faculty Dean stated:

The Department makes a valid case for continuing the three-year pass degree. The Dean supports the suggestion that the wording regarding the degree be clarified in the next UPC submission.

**ARC Disposition of the Recommendation**

ARC considers this recommendation to be not accepted. The Committee recognizes that the value of the Pass degree is supported by the Department, Dean and UPC.

<b>Implementation Plan</b>
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Recommendation not accepted.
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### **Recommendation 17 (B.j)**

Consider establishing a specific transfer protocol with Mohawk College.

In its response, the Department stated:

As noted in the self-study, the Music Department has many years' experience accepting fine students from Mohawk's diploma program. However, although these students generally have high grades on entering Brock, they are still quite varied in terms of the types of courses they have completed at Mohawk. For this reason, we have found it most expedient to assess each incoming student individually to determine the courses they still need to do to complete our degrees. Were we to initiate an articulation agreement, this individualized assessment process would likely be replaced with a more general, "one-size-fits-all" method of evaluation. The university has specific protocols with respect to transfer of credits from colleges, and these are constraints by which the department must abide.

The Faculty Dean stated:

Brock's programme and the number of transfer requests from Mohawk are still small enough to allow the individual attention and assessment process to continue. This individualized system allows for more flexibility for the incoming students to develop their strengths and fill in any gaps in their preparation. If the volume of transfer requests increases significantly, this situation will have to be revisited.

#### **ARC Disposition of the Recommendation**

ARC considers this recommendation to be not accepted. The Committee understands that the Department has an existing process which is working well and will re-visit the issue if it becomes expedient.

#### **Implementation Plan**

Recommendation not accepted.

### Recommendation 18 (B.k)

Incorporate into the Computers in Music courses a significant unit on composing and arranging.

In its response, the Department stated:

In summer 2016 the current Chair of Music will be taking over directorship of the Centre for Studies in Arts and Culture (STAC) with the possibility of developing a concentration in Sound Studies as a cross-disciplinary venture. It is possible, and desirable, for courses that incorporate this kind of activity be available in the STAC concentration. Music Department faculty will be approached about considering exactly this kind of collaboration, in a way that may open some of our Music courses to non-music majors.

The Faculty Dean stated:

The Dean supports this discussion and the consideration of cross-unit collaborations. The possibility of opening these courses to non-Music majors is a worthy objective.

#### ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted and in the process of implementation. The Committee understands that collaboration with the Centre for Studies in Arts and Culture to offer a Sound Studies concentration may be one way to facilitate this recommendation. The Committee expects that the Department will consider this recommendation as part of the curriculum review referenced in Recommendation #10.

#### Implementation Plan (2<sup>nd</sup> Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by end of academic year 2017/18

### Recommendation 19 (B.I)

Add beginning and advanced courses in computer music.

In its response, the Department stated:

This recommendation could be accepted either in terms of re-vamping the curriculum of MUSI 2P98 and 2P99, or by adding a new course specifically in sound technology to the course bank, which would likely be cross-listed in STAC. There are already two courses offered in VISA and cross-listed in STAC (VISA 1P99 and 2P99) that are sound design courses and will become part of the proposed concentration in Sound Studies through STAC.

The Faculty Dean stated:

The Dean supports the development of the course offerings in computer music.

#### ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted. The Committee expects that the Department will consider this recommendation as part of the curriculum review referenced in Recommendation #10.

#### Implementation Plan (2<sup>nd</sup> Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by end of academic year 2017/18

## Performance

### Recommendation 20 (C.a)

Develop a series of graduated achievement levels in all instruments and in Voice, to align with and support the respective learning outcomes.

In its response, the Department stated:

It would appear this recommendation is based on a model employed by another institution. A sample would perhaps be in order if this recommendation were to be implemented, as it is not entirely clear what is being suggested here. Such a model is beyond the experience of our department members.

One of the attractions of a small program is our ability to adapt to students' needs and progress. That said, the department acknowledges that clearer benchmarks could be of benefit to students, and to the lesson instructors guiding the students through their lesson courses.

The Faculty Dean stated:

The Dean supports the development of clearer benchmarks in a way that will benefit students and provide clarity to lesson instructors.

### ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted. The Committee suggests that the Department explore the possibility of implementing graduate achievement levels using a model appropriate to its needs.

### Implementation Plan (3<sup>rd</sup> Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by end of academic year 2018/19

**Recommendation 21 (C.b)**

Establish more consistency between the statutory entrance requirements and the actual entry level of B.Mus. candidates.

In its response, the Department stated:

The reviewers misunderstand the entry grade level requirements, based either on interviews, or a misunderstanding of our clearly stated program entry requirements. BMus entry level is minimum RCM grade 9 or equivalent.

It is unclear why they are mentioning chamber music training here, since it is not part of our curriculum. See response [to recommendation 22] below.

The Faculty Dean stated:

The Dean considers this recommendation moot, as it is based on incorrect information about the current entry qualifications.

**ARC Disposition of the Recommendation**

ARC considers this recommendation to be not accepted. The Committee recognizes that the reviewers seem to have based this recommendation on a misunderstanding of the entrance requirements.

**Implementation Plan**

Recommendation not accepted.

## Recommendation 22 (C.c)

Create and staff a course in chamber music performance.

In its response, the Department stated:

With a small program such as ours it is extremely difficult to do chamber music as a credit course, and the cost of a chamber music course would be significantly higher than the cost to students of participating in Music Ed Plus (MEP)'s chamber music ensembles. There would be a need to run multiple sections of the course to accommodate different instrumental combinations.

The Department doesn't have the numbers of students to create standard trios or quartets. Our experience in MEP has shown that we have had to create "odd" ensembles (range of instruments is not balanced) such as 3 flutes and an oboe, or 4 sopranos and a pianist. There is also the problem of various levels of student performance ability within one ensemble (creating the difficulty of finding compositions which are manageable for the weaker performers, but still have some musical interest for the stronger performers).

We can function with chamber music ensembles in MEP because the ensemble is not part of the student's grades, so problems with various levels of ability is not as problematic, and students adapt to the best of their ability. However, the stronger performers are not always put in the best light because of the poorer quality of the performer they have to work with.

The Faculty Dean stated:

As the departmental response notes, this is not currently feasible due to the costs of running multiple sections (in order to accommodate different combinations) and the size of the student body, which does not allow for the creation of standard trios and quartets. The chamber music opportunities provided to students the MusicEdPlus programme addresses the spirit of this recommendation within the current situational restrictions.

### ARC Disposition of the Recommendation

ARC considers this recommendation to be not accepted. The Committee understands that there is a lack of resources and student numbers needed to implement this recommendation. The Committee recognizes that there are opportunities for students to perform chamber music in the Music Ed Plus program.

### Implementation Plan

Recommendation not accepted.

### **Recommendation 23 (C.d)**

Encourage the use of original print scores in performance.

In its response, the Department stated:

In reference to this in applied courses, the inclusion of this information in the course syllabi is there to clarify the legalities of what is allowed. The Department is happy to remove this from the applied student handbook. In practice most teachers do promote the purchase of high-quality editions in old-fashioned book format, but the point remains that there are in fact many high-quality electronic formats too (Neue Mozart Ausgabe online, the new Henle app for iPad, etc.)

The Faculty Dean stated:

The department's willingness to remove the information about downloading scores from the web addresses the spirit of this recommendation. But the department's note about the availability of high-quality scores in electronic format is well taken.

### **ARC Disposition of the Recommendation**

ARC considers this recommendation to be not accepted. The Committee understands that while original print scores are to be encouraged, recent changes to copyright laws and the availability of electronic formats allow for greater flexibility and cost-effectiveness in many cases.

### **Implementation Plan**

Recommendation not accepted.

## Other

### Recommendation 24 (D.a)

Investigate opportunities for additional research funding.

In its response, the Department stated:

Often the kinds of projects our faculty pursue do not necessarily require large amounts of money, and many of our projects also do not fit into standard funding models. Many of our projects do not involve travel, and not everyone in the department is writing a book. Furthermore, with no graduate program from which to draw graduate student research assistants those types of funding opportunities are not possible for us. Of course we always encourage funding where appropriate.

The Faculty Dean stated:

The Dean recognizes the need for small-scale funding opportunities for many researchers within the Faculty of Humanities. The Humanities Research Institute is well-placed to address this need, and all members are also encouraged to apply for BUAF/BSIG funding for their projects.

### ARC Disposition of the Recommendation

ARC considers this recommendation to be not accepted. The Committee recognizes that research/scholarly activity and creative work are consistent with the normal faculty workload and expects that faculty will seek additional financial support for research as appropriate.

### Implementation Plan

Recommendation not accepted.

### Recommendation 25 (D.b)

Determine whether there may be alternatives to what the reviewers consider to be onerous ancillary charges to the students.

In its response, the Department stated:

These charges are:

- Practice facilities: the \$55 fee pays for maintenance of the pianos the students use in those practice facilities. We feel this is appropriate, and ensures the students value the access to the facility and the equipment within the rooms.
- The MEP fee of \$475 is far lower than the \$720 students are charged in the first two years of Med Plus. We had to make an application through the Associate VP of Student Services to the Board of Trustees at their meeting in April, 2013 to be able to charge this fee. Neither the Board, the University nor the Department of Music takes the issue of charging extra-curricular student fees lightly.

Without this fee we cannot run the program. This fee covers: the cost of hiring coaches to teach the chamber music ensembles one hour/week for 24 weeks; the honorarium for weekly guest speakers (20 weeks of speakers); plus any other expenses such as photocopying, printing, and costs of performing venues, etc.

When we set up the MEP program we were told the program had to be self-financing, thus the need for the charge. MEP runs on a shoe-string budget - in 2015-16 student fees totalled \$6,175 to cover all the costs. With only, on average a dozen students in the program, we have very little money. The cost of hiring the coaches for weekly chamber music sessions costs almost \$5,000, plus approximately \$700 to pay the cost of the honorariums for the guest speakers we bring in. That leaves less than \$500 to cover all the other costs of printing, "thank you reception", etc.

- Juried recitals - these are not "surcharges". These courses (3P02 and 4P02) are charged as elective lesson courses, equivalent to 3P82 and 4P82. Under the new funding model beginning fall 2016, if these courses are taken as lessons in the BMus program in 3rd and 4th year (co-registered with 3P82 and 4P82) the surcharge will not apply. The surcharge will remain if these courses are taken as electives by students outside the BMus, exactly as the charge exists for students taking any other kind of lesson as electives outside of the BMus program. The charge is not for the recital, but for the lesson time attached to the course.

The Faculty Dean stated:

The charges referred to are well justified, and the Dean agrees that eliminating them would have a significant negative impact on the functioning of the department and its facilities.

**ARC Disposition of the Recommendation**

ARC considers this recommendation to be not accepted. The Committee understands that ancillary fees are charged according to normal university operating procedure and that the Department does not consider them to be unusually high in comparison to programs at other universities.

**Implementation Plan**

Recommendation not accepted.

**Recommendation 26 (D.c)**

Monitor the issue of sound transmission between floors, to determine whether remediation might be considered.

In its response, the Department stated:

This is under review at the School level, with a full acoustic assessment planned for summer 2016. It has been determined that sound isolation in music spaces is now adequate, with the exception of one office that will be included in the summer 2016 assessment as a top priority for our department.

The Faculty Dean stated:

The matter of sound transmission between floors is included as part of the “deficiencies” discussion with the construction contractors as we near the end of the warranty period on the building.

**ARC Disposition of the Recommendation**

ARC considers this recommendation to be not accepted as it lies outside of the Committee’s jurisdiction. The Committee expects that the Department will proceed through normal avenues to address the issue of sound transmission between floors.

**Implementation Plan**

Recommendation not accepted.

## Music Ed Plus

### Recommendation 27 (E.a)

Ease the administrative burden on full time faculty by transferring organisational responsibilities to administrative support staff, such as the new marketing and publicity officer.

In its response, the Department stated:

The Department completely agrees with this recommendation. It is beyond the scope of expectation to have a full-time faculty member maintain the heavy administrative load of co-ordinating the MEP program.

We are in the process of seeking an administrative support person to do exactly this, to be an administrative support person for MEP. We have a budget in place from the Dean (with thanks) to hire someone in this capacity.

We also acknowledge the connection between MEP and marketing/publicity. We have addressed the marketing/publicity recommendation in an earlier section. We do plan to employ the MEP administrative position in a publicity support capacity where possible, but the larger issue of publicity lies at the School level (as discussed above).

Concerning the recommendation of the development of a music education stream, we cannot reasonably comment on this until we have begun to craft our new position. It should also be noted that the "ed" in MEP does not mean "music education" in the narrow sense of the word - referring to only elementary and secondary Schools - but rather to music knowledge in general. We had wanted to call the program "Music Plus" to fit in with the other Experience Plus programs at Brock, but the name was already taken by a well-known music store in the Kitchener area so we couldn't use it.

The Faculty Dean stated:

As noted, the Dean has included funding for a support position for Music Ed Plus in the budget.

### ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted and in the process of implementation.

#### Implementation Plan (1<sup>st</sup> Priority)

Responsible for approving:	Department/Dean of Humanities
Responsible for resources:	Dean of Humanities
Responsible for implementation:	Dean of Humanities
Timeline:	Dean of Humanities to report by end of academic year 2016/17

## D. Summary of Recommendations:

Completed

Recommendation 1

First Priority:

Recommendations 8, 9, 11, 27

Second Priority:

Recommendations 10, 12, 18, 19

Third Priority:

Recommendation 20

Not requiring further action:

Recommendations 2, 3, 4, 5

Not accepted:

Recommendations 6, 7, 13, 14, 15, 16, 17, 21, 22, 23, 24, 25, 26