Final Assessment Report of the Review of the Music, Music (Arts and Business) and Church Music and Worship Programs (BA)

Review process
The self study for the program review was submitted on July 2, 2013. Prof. Laura Gray, Chair of the Music Department, assumed primary responsibility for guiding the self-study process, with assistance of others in the department. Faculty and staff were consulted. Student input was obtained via focus groups and surveys. Alumni were surveyed.

The site visit by two external reviewers (Prof. Jennifer Bain, Dalhousie University; Prof. Patricia Debly, Brock University) with a University of Waterloo team member (Prof. Dan Brown, Cheriton School of Computer Science) occurred on November 18-19, 2013. The report of the external reviewers was received on January 13, 2014. The program response and implementation plan, endorsed by the Dean of Conrad Grebel University College (CGUC), were received on April 7, 2014.

Changes since the last review
The Music Department and CGUC have worked conscientiously since the last formal review in 2006, making progress on 13 out of 17 recommendations made at the time. Recommendations that were not yet implemented have all been discussed and, in most cases, substantial efforts have been made to implement them. Follow-through on some recommendations depended on considerable donations (e.g., the building of a dedicated performance space), increased personnel resources, or the involvement of other university administrators.

Staffing and faculty workload issues have been ameliorated somewhat by creating a new staff position (administrative assistant), maintaining a maximum five course teaching load (with appropriate reductions for faculty with administrative responsibilities), hiring a full-time faculty member with a background in ethnomusicology, and planning concerning replacement of faculty set to retire in 2013 and 2014. With the arrival of new full-time faculty for 2013-2014, some of the students’ suggestions for a wider, more varied curriculum will be met.

Classroom and performance facilities were improved by a substantial capital project that addressed concerns raised in the 2006 review, including additional practice rooms and studios, centralizing Music faculty offices for full-time and part-time faculty, an expanded departmental office, dedicated ensemble rehearsal space, additional storage for the choral music library, instruments and electronic equipment, and an updated digital music studio. Additional dedicated performance space awaits funding.

Program and curricular improvements resulting from the recommendation to strengthen the global and cross-cultural character and components of the program included the hiring of an ethnomusicologist, introduction of travel and special topics courses, and organization of conferences focusing on various aspects of musical diversity. The Music Department has also created third and fourth year seminar courses for senior students. The performance proficiency requirement now occurs well in advance of graduation, in the fourth studio course - MUSIC 327 - thus giving students ample time to complete the
requirement in later studio terms should they not be successful earlier on. Issues surrounding the popular MUSIC 100 course and the program’s prerequisite structure were also examined. Engaging Co-operative Education and Career Action (CECA) to explore the possibilities for local co-op placements has not yet been undertaken, however.

Recommendations related to resources and funding resulted in an increase in the Music library acquisitions budget and investment in many online reference materials and services. Discussions among the Music Department, CGUC and UW regarding adjustments in the funding model for the program have occurred and once a significantly higher number of majors has been attained and become relatively stable for a few years, discussions will revisit the funding situation for Music.

Recommendations for enhancement of recruitment success and program file have resulted in new initiatives for engagement of high school students, the annual Spring Open House Audition Days for aspiring music majors, the UW residence-based Music Living-Learning program, and increasing exposure of program faculty, students and alumni accomplishments in various media.

Faculty
Faculty members in the Music Department have received numerous research and travel grants, as well as grants to assist with their creative work. Funding comes from a variety of sources, including CGUC, UW, as well as regional, provincial and national granting bodies. Music faculty regularly publish scholarly and other works, present at academic conferences, and present as invited speakers at a variety of events. Due to the nature of their profession as academics and musicians/composers, faculty are also involved in creative activities that go beyond the more conventional research output of academics in other disciplines. Music faculty have been the recipients of a variety of awards, honours and recognitions over the past seven years, both for their research and creative contributions to the university and broader community. Music faculty are involved in a wide range of professional associations and three are editors or sit on editorial boards for music-related publications.

A normal full-time teaching load in the Music Department is five courses per academic year, with course releases for the Chair and Undergraduate Officer. Course releases can also be negotiated in lieu of extra duties. Course evaluations in Music demonstrate that the overall quality of Music instruction and courses, regardless of class size, consistently exceeds the Faculty of Arts results. For all Music courses the average score over the last three years was 4.4 whereas it was 4.2 for the Faculty of Arts.

Characteristics of the program
Program objectives and distinctiveness
The Music Department is administered by Conrad Grebel University College (CGUC). The Department’s values are well aligned with the identity and mission of CGUC, the Faculty of Arts and UW. The Music Department is a full member of the Canadian University Music Society Standing Committee of Institutional Members, which sets out guidelines for university degrees in music. The Music Department adheres to the Standing Committee’s guidelines on faculty, physical resources, and music libraries, as well as the degree requirements for degrees that are not the traditional BMus.

The character of the Music program has been shaped to a significant degree by two factors: (1) a commitment to a liberal-arts and interdisciplinary approach to the experience and study of music that is distinctive among music programs in the Ontario university system, and (2) a conviction that most
university music programs serve a smaller pool of students than is potentially interested in the study of music because these focus more narrowly on professional training and skills acquisition.

The programs offered by the Music Department stand apart from those offered at other Canadian universities, resulting from its stature as an “intimately-sized” program and its intentional focus on a more rounded liberal-arts. The biggest difference is the offering of a Bachelor of Arts (BA) in Music, as opposed to a Bachelor of Music (BMus). Another distinguishing feature is the option to pursue a Minor or Specialization in Church Music and Worship, the option to pursue a Joint Honours degree, and to combine a Music degree with Business, as well as with a co-operative education stream option. The University of Waterloo’s program includes significant studio instruction and requires a high degree of performance skills that are closer to the requirements of BMus programs than typical BA music programs. This sets the University of Waterloo’s program apart as unique in its focus on developing skilled musicians as well as students with a broad, liberal-arts education who are able to think critically about the role of music in culture and society. The Music program at Waterloo has been providing an excellent educational experience for innumerable students with rather limited human resources for close to two decades, making their achievements all the more remarkable.

Academic programs offered
The Music Department offers a number of degree programs, as well as one diploma program. Church Music and Worship (CMW) is an interdisciplinary plan of study which may be taken in conjunction with many existing plans in Arts and other faculties. It is available as a specialization (only to Music majors), a minor and a diploma.

Music programs include:

- **Three-Year General Music**
- **Four-Year General Music**
- **Honours Music**
  - **Honours Music (Arts and Business Co-op and Regular)** - students wishing to pursue Music as a co-op option must enroll in the Arts and Business Program.
  - **A Joint Honours academic plan with Music** may be taken in combination with most Arts disciplines in which an Honours academic plan is offered and with many Honours majors in other Faculties.
- **Honours Music – Church Music and Worship Specialization.** The Church Music and Worship (CMW) Specialization is open to students who are enrolled in the Honours Music academic plan.
- **A Music Minor** is open to students enrolled in any degree program
- **A Church Music and Worship Minor** is open to students enrolled in any degree program
- Students enrolled in any non- or post-degree academic plan may pursue a **Diploma in Church Music and Worship**.

The Music program learning objectives are organized according to the following five broad categories:
1. music history and literature,
2. music theory,
3. music performance,
4. cross-disciplinary and non-traditional areas of music,
5. professional skills and musical citizenship. The program objectives are consistent with UW’s Undergraduate Degree Level Expectations (UDLEs). Consistent with the learning objectives of the Music major programs, students completing the minor in Music will demonstrate a basic knowledge and understanding of music history, literature, theory, and cross-disciplinary and non-traditional areas of music, and will have experience performing in ensembles. Students completing the Church Music and Worship Specialization, minor or diploma will demonstrate: an understanding of the history, structure and function of traditional and emerging forms of contemporary Christian worship; a
working knowledge of the principal genres of congregational song; mastery of the basic skills of choral conducting and congregational song-leading; and will have experience in developing and applying various skills of worship planning and leading in a congregational context.

The Department has an up-to-date curriculum map showing how its courses in the above categories introduce, reinforce and demonstrate mastery of the program learning objectives. Assessment varies according to the course, from conventional quiz, written assignments, exams, but also includes review of live performance, student presentations, journaling, in-class participation, dictation, sight-singing, keyboard skills test, performance, completion of a major research paper or musical composition.

The Music program’s learning objectives are also outcomes-based. Students are required to reach a level of mastery in each of the core areas of the program; for example, students of any Music BA program must achieve a Royal Conservatory of Music grade 10 performance level before graduating.

The Department encourages students with two strong areas of interest to combine their study of music with other disciplines.

**Courses and enrolment in the Music Program**

Since 2006, the total number of courses offered annually increased from 27 in 2006/2007 to a high of 33 in 2011/2012, while the number of ensembles (counted by terms in which they are offered) has increased from 12 to 13. There is no formal cooperation with other programs, other than cross-listed courses taught by Music.

The total number of enrolments in music courses has increased from 1707 in 2006/2007 to 2024 in 2012/2013. Studio enrolment has likewise grown from 86 in 2006-2007 to 106 in 2012-2013. Enrollment in 100-level Music courses from 2006/07 to 2012/13 has been steady, averaging 921 students, ranging from a low of 841 in 2006/07 to a high of 952 in 2012/13. Enrollment in 200-level courses ranged from 410 in 2006/07 to a high of 637 in 2011/12, averaging 535 students. Enrollment in 300-level courses ranged from 88 (2008/09) to 122 (2012/13), averaging 108 students. 400-level offerings are studio/seminar/thesis courses, so enrollments were much smaller, ranging between 12 and 21, averaging 15 students. In addition to offering regular courses, the Music Department organizes a number of music ensembles that are open to all students, as well as Faculty and Staff of the university.

The amount of service teaching done by the Music Department is most clearly evidenced by comparing annual course enrollment numbers to the number of actual Music students in any given year. While enrollment numbers have exceeded 2000 in the past few years, the number of Music students (including General, Minor and Honours programs) has not exceeded 92 in any given year since 2006.

**Students**

**Enrollment and student quality**

Because the Music program is not a direct entry program, students do not officially register as Music students until their 2A term. Full-time and part-time registrations for both Music Majors and Minors have remained fairly consistent, typically 9-12 students per year although 2011/12 saw an upward spike to 19 students. Four Honours Music students are currently enrolled in the CMW Specialization. The number of students enrolled in the CMW Minor has ranged between 1 and 9 since 2006, with an average annual enrollment between 5 and 6. Students wishing to pursue Music as a co-op option enroll...
in the Arts and Business Program (co-op). The ratio of female to male students entering Music programs has remained fairly high, with women typically outnumbering men 3 to 1.

Since 2009 to 2013 (the earliest year for which this data is available), the number of students at the time of application who indicated an interest in music has been between 33 and 55 students. Audition statistics also track interest – since 2008, 14-21 students per year have had auditions prior to their matriculation.

The large majority of Music students (General, Co-op, Minor) had high school averages between 80% and 89% with a notable number entering UW with averages over 90%. In the last 7 years, 7 students who have entered Music programs have received entrance scholarships as first year students. Fifteen renewable departmental awards have also been given in the last seven years. Most students in the program are Canadian. Music students appear to stay in their program - with minor exception, retention between 2nd and 3rd year is 100%.

Since 2006, the number of degrees granted annually to Music Majors has remained fairly consistent, with a high of 15 degrees granted in 2007, and a low of 7 in 2009 and 2010. The large majority of degrees granted are regular Honours degrees. The higher number of graduates in 2007/2008 was likely due to the graduation of the so-called “double cohort”, many of whom would have entered university programs in 2003. Since the CMW Specialization began, two students have graduated.

Since 2007, the % of Graduates (Music Majors and Minors) on the Dean’s Honours List has ranged from a low of 4% to a high of 33%.

Co-op and post-graduation employment
The total number of Music co-op students remains relatively small – 1-4 students per term, depending on the term. With the exception of the fall 2011 term, the employment rate for Music students has been 100%, slightly above both the Faculty and university average. The top three sectors in which Music co-op students were employed are: education services, public administration and professional , and scientific and technical services. Music co-op students are consistently highly ranked by their employers. Music co-op students have generally had favourable co-op experiences, evidenced in the high rankings of their employers.

The above areas of co-op employment mirror trends in the type of employment graduates have found, with a notable number entering education services, as well as in public administration. Although Music students secured a variety of employment, most did not relate directly to their major. Students benefit from the employment opportunities developed within the Arts and Business framework or from opportunities students in those programs have arranged on their own.

What Music students think about their program
Students are generally quite positive about their Music program. Students contribute to the social life of the Music program through the Music Society and through peer leadership in the Music Live-Learn program with first-year Music students who live in the CGUC residence. Student representatives are also directly involved in recruitment of potential Music students at our Annual Music Department Open House audition days in March and April each year.

From the student survey and two focus groups, students consider the program strengths (in order of highest to lowest) to be (1) teaching staff (accessible, enthusiastic, supportive), (2) variety of courses, (3) positive supportive environment, tight knit-community and small classes, (4) interesting content, (5)
openness to all students and (6) flexibility in program options. Students also commented favourably on the facilities, performances, different types of learning assignments and ensembles.

Students also identified program weaknesses and areas for improvement. There was a desire for increased availability and variety of courses, and more flexible scheduling particularly with respect to studio classes and night classes. There were a variety of issues pertaining to course content and teaching methods that concerned students (more “hands-on” courses, assessment methods, memorizing dates in some history classes, too many participation marks, lack of availability of lecture materials, too many quizzes in music theory courses, and a desire for more class outings to musical events). Students suggesting curriculum changes were mostly enrolled in 300-level courses, and more likely Music Majors/Minors. Other issues were requisites (e.g., making Music 100 a prerequisite for other music courses), courses with overlapping content and the need for equal time in students’ graduation recitals. Additional suggestions for improvement included introducing a Music Therapy program, a Master’s program, more opportunities for music-making/performances/ensembles, and increased access to courses by students with no music background. Regarding facilities, students suggested improvements such as better practice rooms with extended hours (late night), better classrooms, better seating and sound system in the Great Hall, better Wi-Fi access, a percussion room, and a better music technology studio. Students also felt that promotion and visibility of the Music program to the campus community was insufficient – this is at least partly the result of location of the program and the lack of a designated performance facility.

What Music alumni think about their program
A survey was completed by 27 alumni. Since graduation, 11 respondents went on to complete further studies, while 3 are currently completing degrees. Many of these respondents continued their education in music, while others pursued other fields of study, most notably the education sector. Approximately half of the respondents are employed in music-related jobs, while others are employed in a wide range of fields, ranging from other arts and culture related jobs to public service.

When asked “What impact do you think studying music at Conrad Grebel/the University of Waterloo has had on your employability?” of the 25 respondents answering this question, 6 indicated that studying Music had relatively little impact on their employability, or was not relevant to their field, while 1 was “on the fence” about the impact of their degree on their employability. The remainder of the respondents described a range of ways in which studying music had increased their employability, and made them more well-rounded individuals.

Program concerns identified in self study
Personnel
The Music Department depends substantially on sessional instructors, whose teaching accounts for over half of Music courses and about 80% of enrolments in Music. This number seems high even knowing, as the external reviewers commented, that “Most music departments rely heavily on sessional instructors, because of the needs of studio instruction.” In the mid-1990s, when there were five fulltime faculty, the annual enrolment was approximately 1300 per year; today, the Department has annual enrolments over 2000 – an increase of over 50%.

The Department also relies on a large number of studio instructors to offer studio courses in voice and in a variety of instruments, as well as to lead ensembles. Twenty-nine instructors have taught Studio courses and/or led ensembles over the past 7 years. In 2012/13, the studio program rose to 106
enrolments, the highest number in the history of the program. Much of the logistical work is handled by the full-time Administrative Assistant, who coordinates the work of the part-time Music Assistant. The Department recommends that the current contract Music Assistant position be made permanent, to compensate for the increasing enrolment in ensembles, studio and music courses.”

Recruitment
Recruitment remains a challenge. Although annual course enrolment has grown steadily and Music classes, ensembles and studio courses are becoming increasingly popular among students across campus, the number of Music majors remains relatively low. Reaching and maintaining a critical mass of Music majors of about 60 (from the current level between about 40 and 50) is crucial for a healthy sense of program identity among the Music majors. As the reviewers noted, the UW Music program is a second-year entry program and is therefore not as visible to potential majors as first-year entry Music programs at other schools. Like other Fine and Performing Arts, Music has distinctive needs in the admission process (such as auditions) that are difficult to integrate into the centralized UW Arts recruitment process. The Arts recruitment practice prior to 2013, which encouraged departments to make direct contact with prospective majors, was effective in recruiting more majors into the Music program, as the self-study report demonstrates. The new practice, however, has dramatically curtailed Music faculty involvement in communicating with potential majors.

Space and resources
Although the recent capital building expansion has provided much more space for Music, it did not include a designated recital performance hall, a critical requirement for a well-developed Music program. A feasibility study conducted since the last review indicated that the project was beyond the current financial capacity of the College and not a priority project of the University. The Department continues to use multi-use performance spaces on campus and in the community. The Department and College will continue conversations about how an additional performance space could meet the needs of the program and community and garner the financial support required for such a project.

Library resources (print, electronic, special collections, etc.) and library support to service the program are excellent. Equipment inventory (electronic, musical instruments) appears adequate to properly service the program.

Summary of program strengths and challenges

Strengths
- In addition to a BA in Music, the program presents the opportunity to pursue a Minor or Specialization in Church Music and Worship, the option to pursue a Joint Honours degree, and to combine a Music degree with Business, as well as with a co-operative education stream option.
- The Music program has the expected benefits of being “intimately-sized” and has an intentional focus on a more rounded liberal-arts education.
- There is a large variety of courses available.
- High quality of faculty benefit the program from both research and instruction perspectives, and sessional instructors are also of high quality
- Student retention is strong
Weaknesses/challenges

- Enrollments numbers are small - Music Majors and Minors have remained fairly consistent, typically 9-12 students per year.
- Scheduling issues can be problematical
- Students would like more variety in their courses
- The Music Department depends disproportionately on sessional instructors who now teach over 80% of the Music courses
- The Department also relies on a large number of studio instructors to offer studio courses in voice and in a variety of instruments, as well as to lead ensembles.
- Space is tight - the Music Department will likely outgrow the designated space not long after the ongoing building project is complete.

External reviewer report, program response and implementation plan

The assessment of the external reviewers recognized the overall high quality of the Music program and they reported favourably on the various criteria outlined in our Institutional Quality Assurance Framework. They recognized the diversity of offerings that set it apart from other programs in Canada, including the much larger program at Wilfrid Laurier University, prompting their comment “this Music Department has positioned itself well to respond to the Ontario government’s directive concerning differentiation.” They noted the challenges posed by limited resources, commenting that the “Department punches significantly above its weight and is prized by students, faculty and Conrad Grebel College. It provides a wonderful atmosphere for students to develop intellectually and emotionally…”

The Music program is in a time of transition, renewal and expansion. Two senior faculty retired and have been replaced by junior faculty in the past two years. A new position in Global Music was added this year and filled by a junior faculty member. The two remaining long term faculty serve as Chair and Undergraduate Officer. One of the priorities in the next years is to mentor the talented new faculty as teachers and scholars, and also as colleagues who share administrative tasks and departmental leadership. In the next few years the Department will focus on the challenges and opportunities identified in the self-study and the external reviewers’ report. The priorities will be recruiting Music majors, promotion of the program, community engagement, and curriculum review.

The reviewers made 15 recommendations for the program, re-organized in this report (but with their original numbers) according to topic. The program response and implementation plan follow each recommendation. Unless indicated otherwise, the responsibility for following through on the various initiatives lies with the Chair of the Music Department.

A) Program Issues & Curriculum Recommendations:

Recommendation 2. If the Faculty of Arts reduces the number of required major courses from 20 to 16, that the Department of Music be exempt from this change.

The Department will participate in UGAG discussions about such program changes. If the proposed reduction is proposed for all Arts programs, we will discuss with the CGUC Dean and the Faculty of Arts the importance of an exemption for the Music program. The exemption is well warranted – the program must meet the requirements for the minimum number of Music courses as determined by the Canadian University Music Society for the Honours BA degree in Music, while meeting the liberal-arts mandate of the Faculty of Arts. Furthermore, retention is not an issue as it is in some other Arts programs.
**Recommendation 15.** As the Department members fully intend to do, revisit the mission and vision for the Department and ensure that the curriculum reflects both.

Once the new Music Theory faculty member has begun in 2014, the Music Department will conduct a comprehensive review of the Music curriculum in the 2014-15 academic year, in light of Music’s program objectives and mission.

**Recommendation 3.** Change the name of “stage band” to “jazz band” and consider the possibility of creating another large ensemble for woodwind and brass players, i.e., a Wind Ensemble, if the number of performers warrants it.

The name of the ensemble has already been changed to “Jazz Ensemble”.

The Department will discuss options for accommodating wind and brass ensembles with the Director of the Instrumental Chamber Ensembles for fall term 2014.

**Recommendation 5.** The Review Committee encourages the Department to continue its expansion of global/world music courses – in both the academic and performance streams.

In 2014-15, the Music Department will add two seminars in Global Music: Music and Ritual, taught by Professor Sum, and Music and Peace, co-taught by Dr. Sum and PACS faculty member, Dr. Reina Neufeldt.

The Department will explore opportunities for further travel courses, including the possibility of a student trip to Indonesia, Morocco or another location in 2015-16.

**Recommendation 6.** Explore the area of music technology, in consultation with interested Computer Sciences faculty members at UW to create an interdisciplinary program with the Music Department.

The Department will continue to discuss music and technology offerings in a comprehensive curriculum review in 2014-15.

**Recommendation 7.** After the appointment of a tenure-track theorist in July 2014, the content of the four Music Theory courses needs to be examined. Concerns over whether all the various skills required in these courses (ear-training, sight-singing, and keyboard harmony) are receiving adequate instruction needs to be addressed, in light of the fact that all the written and analytical elements have to be incorporated as well.
The Music Department will schedule an additional class hour for skills (to an overall total of 4 hours/week) in each of the theory classes in the 2014-15 academic year to determine if more class time will address the issues. Further options for 2015-16 will be discussed with the new Music Theory faculty member who begins July, 2014.

**B) Publicity and Recruitment:**

**Recommendation 1.** Create a joint strategy with the Faculty of Arts for the recruitment of students straight from high school into Music programs.

Before the next recruitment cycle, it is imperative for the CGUC Dean, the Department and CGUC’s Recruitment Officer to discuss recruitment concerns with the Arts Recruitment Office to determine collaboratively an effective recruitment strategy for the program. We look forward to working with Arts to increase significantly the number and quality of Music majors.

In October, 2014 the Department will host the University of Waterloo Choral Day.

**Recommendation 4.** Based on the very positive outcomes listed for the program in Section 6 and Appendix D of the self-study, UW should consider promoting the Honours Music (Arts and Business) more in its recruitment strategies.

In the 2014-15 academic year, the Department will work with CGUC to secure a co-op placement for a Music Arts and Business student in the Music Department, working on promotion of the Music and Arts and Business programs and recruitment.

In Spring 2014, the Department will include information on its website about Music Arts and Business graduates who are currently employed in the arts.

**Recommendation 14.** Create a public event that highlights the liberal-arts framework at the core of the Department’s mission.

The Department has secured funding from CGUC and will organize a public event that highlights the liberal-arts nature of the program to take place in the 2014-15 academic year. This could be in the form of a guest lecture or lecture-recital or other event. We anticipate that this will grow into an annual or biennial event.

The Music Department will also pursue the idea of an annual public forum or event for senior students to present their theses or term projects, somewhat akin to a graduation recital, to feature the academic achievements of students and the liberal-arts character of the program. We anticipate that this would become an annual event.
C) Faculty and Staff Resources:

Recommendation 8. Maintain faculty complement of 5 and consider increasing to 6.

CGUC and Music Department are currently committed to five full-time faculty positions. As the new faculty fill their roles and as future program distinctions and scope are clarified, the Department and CGUC will discuss the faculty complement needed as part of long term strategic academic planning.

Recommendation 9. Make the half-time staff position, Music Assistant, permanent.

A job description is currently being drafted and will be presented to the Administrative Executive at CGUC for review in the context of 2014-15 budget decisions.

Recommendation 10. Create a new staff position dedicated to communications and marketing.

CGUC has such a position that serves all of its programs. By fall 2014, the Department will work with CGUC’s Communications Officer to update the design of promotional materials (concert programs, posters, and brochures).

In 2014-15, the Department will work with CGUC to secure a co-op placement for a Music Arts and Business student in the Music Department, working on promotion and recruitment. (See Recommendation 4 above)

D) Space and Other Resources:

Recommendation 11. Make sure the Department of Music retains all of the spaces they have been using even as they acquire new space through the current construction project.

The Music Department and CGUC will monitor and ensure that programmatic space needs are met within the current facilities.

Recommendation 12. Develop a firm plan with Conrad Grebel and the University of Waterloo to provide a dedicated performance space for the Department of Music.

The Department and CGUC will continue conversations about how a dedicated performance space could meet the needs of the program and community and garner the financial support required for such a project. It is unlikely, however, that there will be a firm plan for a dedicated performance space within the 2-year implementation schedule.

Recommendation 13. Have the library purchase a subscription to RILM (Répertoire Internationale de Littérature de Musique).

A decision will be made in the next two months whether a subscription to RILM is a prudent use of limited library resources. Because of the cost (annual subscription is $5820 USD), however, it is unlikely that the Department will order this resource.