

Final Assessment Report

Music (BA, Minor), Intensive Music Specialization (BA), Church Music and Worship (Minor, Diploma)

November 2022

Executive Summary

External reviewers found that the Bachelor of Music program and Minor, Bachelor of Intensive Music Specialization, and Church Music and Worship Minor and Diploma programs delivered by the Department of Music were, overall, of good quality.

A total of 5 recommendations were provided by the reviewers, regarding collaborations, enrollment, and course development and content. In response, the program created a plan outlining the specific actions proposed to address each recommendation as well as a timeline for implementation. The next cyclical review for this program is scheduled for 2027-2028.

Enrollment over the past three years

	Music General 3YR	Music General 4YR	Music Honours	Music Honours Co-op	Music - Intensive Music Specialization Honours	Music - Intensive Music Specialization Co-op	Music Minor
2021-2022	2	0	15	6	1	1	28
2020-2021	3	1	15	4	1	0	27
2019-2020	0	1	21	4	2	0	22

	Music and Peace Specialization	Music in Global Context Specialization	Music and Peace Specialization	Church Music and Worship Minor	Church Music and Worship Specialization	Church Music and Worship Diploma
2021-2022	0	1	0	0	0	0
2020-2021	0	0	0	0	0	0
2019-2020	0	0	0	1	0	0

Based on Active Student Extract in Quest, accessed November 23, 2022.

Background

In accordance with the University of Waterloo's Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response of the music programs (BA, Minor, Diploma) delivered by the Department of Music at

Conrad Grebel University College. A self-study (Volume I, II, III) was submitted to the Associate Vice-President, Academic on May 12, 2021. The self-study (Volume I) presented the program descriptions and learning outcomes, an analytical assessment of the programs, including the data collected from a student survey, along with the standard data package prepared by the Office of Institutional Analysis & Planning (IAP). The CVs for each faculty member with a key role in the delivery of the program(s) were included in Volume II of the self-study.

From Volume III, two arm's-length external reviewers were selected by the Associate Vice-President, Academic: Professor Susan Lewis, University of Victoria, and Professor Brian E. Power, Brock University.

Reviewers appraised the self-study documentation and conducted a virtual site visit to the University on June 21-24, 2021. An internal reviewer from the University of Waterloo, Professor Olaf Weber, School of Environment, Enterprise and Development was selected to accompany the external reviewers. The visit included interviews with the Associate Vice-President, Academic, Dean of the Faculty of Arts; Arts Undergraduate Associate Dean; President, Conrad Grebel University College, Dean, Conrad Grebel University College, Chair of the Department, as well as faculty members, staff, and current undergraduate students. The Review Team also had an opportunity to view photos of the program facilities and meet with representatives from the library, and Co-operative Education.

Following the site visit, the external reviewers submitted a report on their findings, with recommendations. Subsequently, the program responded to each recommendation and outlined a plan for implementation of the recommendations. Finally, the Dean of Arts and the Dean of Conrad Grebel University College responded to the external reviewers' recommendations, and endorsed the plans outlined by the program.

This final assessment report is based on information extracted, in many cases verbatim, from the self-study, the external reviewers' report, the program response and the Dean's response.

Program Characteristics

Three-year General Music:

Music requirements in the Three-year General Music program require a minimum major average of 65%. At least six academic course units (12 courses) in Music, including MUSIC 110, MUSIC 270, MUSIC 271, one of MUSIC 232 or MUSIC 233 and two of MUSIC 253, MUSIC 254, MUSIC 255, MUSIC 256. Students must participate in at least four terms of Music Ensemble, which do not count towards the 12-course requirement. By graduation, students must demonstrate competence on one instrument (or voice) equal to Grade Ten standing at the Royal Conservatory of Music of Toronto. Normally this is attained through taking Music studio courses.

Four-year General Music:

Music requirements in the Four-year General Music program require a minimum major average of 65%. At least eight academic course units (16 courses) in Music, including MUSIC 110, one of MUSIC 232 or MUSIC 233, three of MUSIC 253, MUSIC 254, MUSIC 255, MUSIC 256 and three of MUSIC 270, MUSIC 271, MUSIC 370 and MUSIC 371. At least four Music courses must be at the 300-level or higher. Students must participate in at least six terms of Music Ensemble, which do not count towards the 16-course requirement. By graduation, students must demonstrate competence on one instrument (or voice) equal to Grade Ten standing at the Royal Conservatory of Music of Toronto. Normally this is attained through taking Music studio courses.

Honours Music:

Music requirements in the Four-year General Music program require a minimum major average of 70%. At least eight academic course units (16 courses) in Music, including MUSIC 110, one of MUSIC 232 or MUSIC 233, three of MUSIC 253, MUSIC 254, MUSIC 255, MUSIC 256 and three of MUSIC 270, MUSIC 271, MUSIC 370 and MUSIC 371. At least four Music courses must be at the 300-level or higher. Students must participate in at least six terms of Music Ensemble, which do not count towards the 16-course requirement. By graduation, students must demonstrate competence on one instrument (or voice) equal to Grade Ten standing at the Royal Conservatory of Music of Toronto. Normally this is attained through taking Music studio courses. 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 (Arts and Business Co-op and Regular):

Music requirements in the Honours Music (Arts and Business Co-op and Regular) program require a minimum major average of 70%. At least eight academic course units (16 courses) in Music, including MUSIC 110, one of MUSIC 232 or MUSIC 233, three of MUSIC 253, MUSIC 254, MUSIC 255, MUSIC 256 and three of MUSIC 270, MUSIC 271, MUSIC 370 and MUSIC 371. At least four Music courses must be at the 300-level or higher. Students must participate in at least six terms of Music Ensemble, which do not count towards the 16-course requirement. By graduation, students must demonstrate competence on one instrument (or voice) equal to Grade Ten standing at the Royal Conservatory of Music of Toronto. Normally this is attained through taking Music studio courses.

Specializations in Music:

Specializations are open to all students majoring in Music. Music students may elect to complete either the Music in Global Context Specialization or Peace Specialization, but not both.

Intensive Specialization:

The Intensive Music Specialization is taken in combination with the Honours Music plan-level requirements listed above. Students interested in pursuing the Intensive Music Specialization will be required to fulfill the following requirements:

- A minimum Music major average of 75%.
- Successful completion of four additional MUSIC courses at the 300-level or above, for a total of ten academic course units (20 courses) in Music.

Church Music and Worship Specialization:

The CMW Specialization requires successful completion of 3.0 academic units including, MUSIC 222 and MUSIC 322, MUSIC 363/CMW363/RS 357, and MUSIC 364/CMW 364/RS 358 and two of:

- CMW 201 and CMW 202 (0.25 units each)
- RS 152 or RS 250
- RS 235 or RS 236/JS 236
- RS 240/HIST 235

Music in Global Context Specialization:

The Music in Global Context Specialization requires successful completion of six courses (five half-credit courses and two quarter- Cyclical Academic Program Review 10 credit courses), including: MUSIC 232, Music 233, three of MUSIC 231, MUSIC 333, or MUSIC334/GSJ 334, MUSIC 355, MUSIC 392. Students must enroll in two of MUSIC 116, MUSIC 117, MUSIC 216, MUSIC 217, MUSIC 316 or MUSIC 317, specified as World Music Ensemble.

Music and Peace Specialization:

The Music and Peace Specialization requires successful completion of five courses, including: MUSIC 355/PACS 335, three of MUSIC 231, MUSIC 232 or MUSIC 233, MUSIC 334/GSJ 334, MUSIC 355, and additional PACS course from the list below but now already taken, and one of PACS 201, PACS 202/LS 271, PACS 203/HIST 232.

A **Music Minor** is open to students enrolled in any degree program and requires successful completion of a minimum of four academic courses units (eight courses) in Music with a minimum cumulative average of 65%, including, MUSIC 110 and MUSIC 270. Six additional courses selected in consultation with the Music Department, and participation in at least two terms of Music Ensemble, which may not be counted as part of the eight-course requirement.

A **Church Music and Worship Minor** is open to students enrolled in any degree program and requires successful completion of a minimum of four academic units (eight courses) with a minimum cumulative average of 65%, including:

- CMW 363/MUSIC 363/RS 357
- CMW 364/MUSIC 364/RS 358

- one of MUSIC 253, MUSIC 254, MUSIC 262
- one of RS 130/JS 131, RS 235, RS 236/JS 236
- one of HIST 235/RS 240, HIST 348/RS 344, HIST 379/RS 343, RS 348
- one of RS 151, RS 152, RS 250, RS 257, RS 286
- two of the following (not already selected above): CMW 201 and CMW 202 (two terms of Worship Practicum), MUSIC 222, MUSIC 232, MUSIC 233, MUSIC 376, MUSIC 253, MUSIC 254, MUSIC 262

Diploma in Church Music and Worship:

Students enrolled in any non- or post-degree academic plan may pursue the Diploma in Church Music and Worship. The Diploma in Church Music and Worship requires successful completion of 2.5 academic course units (five courses) with a minimum cumulative average of 65%, including:

- CMW 363/MUSIC 363/RS 357
- CMW 364/MUSIC 364/RS 358
- RS 240/HIST 235
- one of MUSIC 253, MUSIC 254
- one of RS 235, RS 236/JS 236

Summary of Strengths, Challenges and Weaknesses based on Self-Study**Strengths****Faculty:**

- High-quality full-time faculty with national and international profiles in scholarship, music performance and composition and strong teaching evaluations.
- Excellent long-serving adjunct faculty teaching academic courses, studio music lessons and leading department ensembles. The Department maintains good relationships with adjunct instructors, as evidenced by high retention rates and the extent to which adjunct faculty engage in the program beyond their teaching responsibilities.

Program:

- Within a relatively small department, we offer wide-ranging performance opportunities through three choirs, a university orchestra, instrumental chamber ensembles, jazz ensemble, and Balinese Gamelan ensemble. Ensemble offerings are available and open to all students on campus and it is not unusual for faculty and staff from across the university to participate.
- Being situated in a liberal-arts context allows the Department of Music to explore, through both research and courses offerings, the intersections of music and other disciplines. Examples of these offerings include regular course offerings that study music and landscape, music and peace, and other topics.

- Experiential course offerings such as the Music and Culture Travel Course (MUSIC 355) and the Church Music and Worship Practicum offer students opportunities to have learning experiences abroad and/or outside of the traditional classroom.
- With the exception of two high enrolment lecture courses (MUSIC 140 and MUSIC 246), class sizes are relatively small.
- The flexibility of the Bachelor of Arts standardized plans allows for students to pursue Joint Honours and Double Majors, and/or a co-op stream.
- The Music Department offers one of the few undergraduate experiences in studying and actively participating in a Church Music and Worship curriculum. As other music programs have distanced themselves from studies in church music or closed programs entirely, the department continues to invest in the program which resonates with the mission of Conrad Grebel University College.
- The Department of Music provides essential service teaching at the University of Waterloo and attracts a wide range of students who contribute to the department through diverse engagement in courses and ensembles.

Students:

- Students are drawn from all faculties within the university. The Department benefits from the wide-ranging interests, abilities and experiences of students, particularly as they are interested in and able to bring perspectives from their primary discipline of study to their study of music.
- Graduates of the program find success in graduate education, teacher's college and wide-ranging employment, both in the field of music (eg. Librarian of Kitchener-Waterloo Symphony, Artistic Director, KW Glee) and outside (employment in the high-tech sector). Recent alumni have been admitted to competitive graduate programs at McGill University, University of Toronto and the University of British Columbia, and in some cases direct-entry into PhD programs.

Community:

- The Department of Music maintains strong relationships in the wider community, particularly with community-based musical organizations.
- There is a strong sense of community amongst students and faculty. There are regular, intentional settings for faculty to engage with students in informal ways, such as eating lunch in the dining room, weekly community suppers, and an annual pizza party with students.

Challenges

- Many of the programs with which we compete for students, including Wilfrid Laurier University, are direct-entry programs. Unlike many other programs within the Faculty of Arts, it is assumed that students who will major in music at University of Waterloo have a reasonably high-level of prior experience in the discipline. Identifying these students

before they arrive at UW, therefore, is critical to the success of recruitment to the program.

- Recruiting students to the University is further challenged when the Department is not able to contact potential students directly. The Department of Music remains obscured in the faculty structure and a centralized recruitment program, making it more difficult for potential students to find us.
- Having a standardized plan with other programs in the Faculty of Arts lowered the number of required courses. The Standing Committee of Institutional Members of the Canadian University Music Society guidelines for Undergraduate Programs suggests that “in programs leading to a four-year degree Bachelor of Arts (or other) with a major or equivalent in Music, approximately one half of the courses should be in music.” The Standardized Plan makes it more difficult to compete with the more focused curricula of other music programs.
- The Department of Music depends on a relatively large number of part-time faculty for studio instruction and a number of high enrolment courses. In order to retain the best instructors, it will be important to continue to keep on par with rates of pay for instructors at other nearby institutions.
- The Co-op stream of the University of Waterloo interrupts the flow of what are normally full-year musical experiences in other university settings (i.e., full-year music ensembles, Music Studio sequencing).
- Students from a faculty other than Arts who declare Music as a second major, do not count towards the Department of Music’s majors.
- Music ensembles provide an avenue to help students balance the demands of university life, improving and/or maintaining student mental health and well-being; however, students outside of the Faculty of Arts are not always permitted by their faculty advisors to enroll.

Weaknesses

- Although the Department of Music enjoys improved facilities, since the building project in 2014 created new practice facilities, ensemble rehearsal and classroom space, the Department still lacks a dedicated, high profile, on-campus performance space, and is often still short on space for rehearsals and other events.
- The Department of Music must increase its exposure and visibility on campus and have a higher community profile.
- The Department of Music views the interdisciplinary specializations (in Music and Peace, Music in Global Contexts, and Church Music and Worship) and the Intensive Specialization as under-subscribed.
- Several high enrolment courses are offered by and dependent on part-time sessional faculty.
- With a small cohort of full-time regular faculty there is an impact to course offerings and sequencing, and the number of courses taught by full-time faculty. Sabbatical cycles,

administrative releases, and shared administrative responsibility without teaching release (auditions, juries, recruitment, noon-hour concert coordinating, library liaison, CMW director, Living-Learning coordinator, Gamelan managing director), all have to be managed carefully along with faculty course loads.

- Graduates do not often enough find the jobs they want.
- There are too few co-op work placements directly related to music available.
- The program does not offer courses in music education, sometimes seen as important for graduates as they apply for and enter a teacher's college

Summary of Key Findings from the External Reviewers

Reviewers indicated that “the unit has been realistic in its SWOT analysis. It has a good sense of its strengths as a small, close-knit student-oriented musical community, where students feel like a cohort with real support and individualized attention from its instructors. It is also realistic in its assessment of challenges that are both beyond and within its control.”

Program Response to External Reviewers’ Recommendations

1. Pursue collaborations (math, applied health science, popular culture, for instance) to increase majors, enhance program offerings, and build infrastructure.

Program Response

Current initiatives of the music program include recruiting students from all parts of the university into its ensembles, in particular, and courses more generally. The recently signed MOU with the Faculty of Math for a Music and Math Live Learn Community is an example of a formal collaboration with another unit of the University. The Music Department will continue to pursue relationships, where appropriate and possible, with units on campus to develop and enhance programs. One particularly exciting opportunity would be to collaborate on a state of the art, acoustically-superior shared facility that could become a flagship building on the growing campus. This concept, though enormous in scope, aligns well with the needs of the program, and with the current strategic plan of the University to build a supportive environment for living, learning, working and discovery.

Dean’s Response

I strongly support collaboration and interdisciplinarity, particularly across the diverse units on campus. Participation in the Music programs is available to students in all faculties at Waterloo and contributes to the vitality of our campus. Needless to say, creating a new facility is an ambitious endeavour, but the Faculty of Arts will be happy to be involved in these discussions, and would also welcome participation from the broader University community, given that new performance space would be beneficial to the campus as a whole.

Dean's Response (AFIW)

I strongly support interdisciplinary collaboration with other University of Waterloo Faculties and departments, and I know the department looks for ways to connect and collaborate with other programs. A new performance facility would be a significant boost to both the program's profile and the presence of the performing arts on campus. An initiative on that scale is unlikely in the near future, yet administrators at Conrad Grebel have entered in conversations with their counterparts on the main campus of the university to begin the conversation.

2. Target recruitment efforts to build cohort in the first year, including increasing recruitment activities, outreach activities in high schools, and guarantees of admission to the music program.

Program Response

The music department will work with the Faculty of Arts to increase targeted recruitment activities to the music program with an emphasis on identifying a strong first-year cohort of students, critically important to a music program. Doing so will help to level the playing field with other music programs who recruit students directly into first-year entry programs, the sector norm. We recognize that targeted recruitment efforts and communications strategies would need to be coordinated with the Faculty of Arts Undergraduate Office, and the department will develop a recruitment strategy in consultation with the Faculty of Arts to work together to target recruitment, in coordination with Conrad Grebel University College's Communications office.

Dean's Response

As with most Arts programs, students are not recruited directly into the major. I agree that the program should continue to work with the Arts recruitment team to identify opportunities to attract prospective majors while also supporting the overall Arts recruitment strategy. The program might also consider adding recruitment resources, which has been successful in increasing applicants to some other AFIW programs.

Dean's Response (AFIW)

I support the department's initiative in working with Arts' recruitment team in reaching potential students. If I can assist in making connections with Arts' counterparts and supporting Music recruitment efforts, I will do so.

3. Determine whether the current music content for the BA is sufficient and address the quantity of material in the theory and musicianship courses (which is too high).

Program Response

As the external review team noted in section 2.3 of the External Reviewer's Report, the current curriculum for the Bachelor of Arts in music is lower in music content than comparable Bachelor of Arts programs (The Canadian University Music Society Standing Committee of Institutional Members recommends approximately one half of the courses leading to a four-year Bachelor of Arts in Music should be in music). The number of required courses for 4-year majors, however, is limited to 16 by the Faculty of Arts. The Music program will not seek an exception to the Faculty of Arts' program requirements, but rather seek to address the issue of the quantity of material being taught in the Music Theory sequence of courses (which currently includes musicianship) in other ways. The program will explore the feasibility of developing a separate musicianship curriculum offered outside the number of required courses.

Dean's Response

This curriculum change is well justified by the reviewers. However, the number of plan-level required courses for a 4-year major in the Faculty of Arts is 16. This decision was made at the Faculty level six or seven years ago, and was intended to increase the flexibility of our programming, including opportunities for work-integrated learning, a key Waterloo differentiator. It is important to note that there is nothing to prevent a student enrolled in any major from taking more than the minimum number of plan-level courses required for that major; most departments employ pro-active advising to identify students who would benefit from taking more than the bare minimum. I encourage the program to consider ways to meet the aim of this recommendation, which is to increase the number of musicianship courses relative to theory courses, within this context.

Dean's Response (AFIW)

In conversation with the department and the reviewers' report, the theory courses currently contain too much content in an effort to make sure that student musicianship develops at a pace with theory instruction. The Faculty of Arts' limit of 16 required courses for a 4-year major constrains some solutions. The department's plan to look at comparative institutions may offer alternative models, but there may be other ways to meet the goals of the reviewers' recommendation through advising or streaming.

4. Create a few online courses at the 300-400 level to offer in the summer term, thereby increasing the options for upper-level classes and potentially increasing uptake in the co-op program. This can be a step toward an eventual tri-semester program structure.

Program Response

The external reviewers recognized the need to increase upper-level course offerings in spring term, to respond to the needs of students who take advantage of either of the Co-op programs available in Music (Arts Co-op and Arts and Business). The suggestion that this can

be solved by offering a few online courses at the 300-400 level is one that the music department, to date, has not considered. We affirm the need for additional course offerings in the spring term as student numbers in co-op increase, or as students look for more flexible ways to complete the program. It may be determined that the offerings that better meet the priorities of the program will be in-person synchronous courses, rather than online offerings. Regardless of the format, the additional teaching will bring an increased financial obligation which we will need to plan for.

Dean's Response

Whether or not the Music Department decides to offer more Spring term programming is of course a decision that will need to be made by the Department in conjunction with Conrad Grebel. It is true that UW's commitment to Co-op makes the availability of Spring term courses in all our majors desirable, and equally true that this can be a challenge for smaller departments. It might be more efficient to offer a large-enrolment class (e.g., MUSIC 246) in the Spring term, rather than the necessarily very small 300-400 level classes, but again, this is a decision for the Department and Grebel.

Dean's Response (AFIW)

At the current level of majors, not all of whom are in the co-op program, offering 300-400 level courses in the spring term may conflict with concurrent College-wide efforts to make sure that courses meet minimum enrolments. Nevertheless, Grebel will work with the department and the Faculty of Arts to look at student data and demand for Spring term to make sure that students make timely progress through their program. As it becomes clearer that more students expect a trimester progression, Grebel will work with the department to resource Spring term teaching needs, such as the development of an online 300-level course.

5. The case for increased sessional funding to meet these recommendations is strong. Sessional instructors play a critical role in the Department of Music and more funds are needed to secure instructors given the market and pending retirements.

Program Response

Recommendation 5 suggests that the department ensure increased funds are made available to support the department's sessional faculty on which the delivery of the music program depends. Like most post-secondary music departments, the program at University of Waterloo relies on a significant number of specialized instructors to teach Studio music lessons, direct music ensembles, and teach courses. The program regularly reviews its hourly rate for Studio instructors and accompanists and adjusts as necessary to ensure it remains competitive and fair to attract high quality instructors. The external reviewers noted in their report the high quality of the sessional instruction the department retains. Additionally, the program has secured an endowed fund whose earnings will be used to support the Studio instruction program. This will allow for increased instruction for students without increasing

the studio fee students pay. Recommendation 4 makes the case for the development of new courses to increase upper-level offerings in Spring term. The increased teaching in spring term will bring with it new, increased costs to the department, whether or not the courses offered are new online offerings (as suggested by the reviewers), or synchronous in-person courses (perhaps more in line with department priorities), and will need to be budgeted for.

Dean's Response

No additional comment.

Dean's Response (AFIW)

Grebel has worked with the Department to increase the rate of pay for studio instructors and matches the Faculty of Arts' compensation for sessional instructors. As an acknowledgment of the important role some of the program's sessional instructors play, the College has also offered the possibility of offering more spacious contracts for key sessional instructors in order to minimize the precarious nature of this critical teaching.

Recommendations Not Selected for Implementation

Recommendation 4 suggests the creation of several upper-level online offerings to increase courses in spring term. While the department recognizes the growing need for increased offerings in spring they may prefer to pursue additional in-person upper year course offerings, and instead explore CEL-supported versions of current 100- and 200-level high enrolment courses.

Implementation Plan

	Recommendations	Proposed Actions	Responsibility for Leading and Resourcing (if applicable) the Actions	Timeline for addressing Recommendations
1.	Pursue collaborations (math, applied health science, popular culture, for instance) to increase majors, enhance program offerings, and build infrastructure.	Continue to pursue conversations with interested units about possible programmatic connections and infrastructural collaborations.	Chair of Music with senior administrators at Conrad Grebel University College (President, Dean, Director of Advancement)	Fall 2022-Spring 2023
2.	Target recruitment efforts to build cohort in the first year, including increasing recruitment activities, outreach activities in high schools, and guarantees of admission to the music program.	Determine, in consultation with the Faculty of Arts, what recruitment activities could be coordinated by the Department of Music and the Communications office at Conrad Grebel University College. Resume and expand outreach activities in high schools when health regulations/guidelines will allow. Determine, with the Faculty of Arts, whether the possibility of a direct-entry music program is viable.	Chair of Music, Dean, CGUC and Faculty of Arts leadership	Fall 2022-Spring 2023 (Covid precautions still preclude high school engagement activities the program has typically offered; we will resume these activities when possible).
3.	Determine whether the current music content for the BA is sufficient and address the quantity of material in the theory and	Examine the range of BA Music programs at other Canadian universities. Develop courses in Musicianship as separate offerings from Music Theory.	Chair of Music with Faculty of Arts Leadership, Grebel Dean	June 2023 to explore feasibility to develop specialized courses in Musicianship

	musicianship courses (which is too high).	Determine, in consultation with the Faculty of Arts, whether an increase in music content in the Honours BA is viable.		
4.	Create a few online courses at the 300-400 level to offer in the summer term, thereby increasing the options for upper-level classes and potentially increasing uptake in the co-op program. This can be a step toward an eventual tri-semester program structure.	Determine demand for upper-level courses in Spring term, and whether to expand current offerings with online offerings. In conjunction with Recommendation 5, determine teaching needs for increased spring course offerings.	Department of Music, Grebel Dean	Large enrolment course, Music 246, to be added to S23 offerings; Music Theory 271 was added to S22 offering and will be offered again in S23.
5.	The case for increased sessional funding to meet these recommendations is strong. Sessional instructors play a critical role in the Department of Music and more funds are needed to secure instructors given the market and pending retirements.	In light of Recommendation 4, to increase course offerings in Spring term, and to respond to a pending retirement of the instructor of two high enrolment courses, determine and address long-term teaching needs. Research rate of pay for sessional instructors of Studio lessons and accompanists in other comparable programs.	Chair of Music with administration of Conrad Grebel University College	Implement in time for budget cycle, early 2023

The Department Chair/Director, in consultation with the Dean of the Faculty shall be responsible for the Implementation Plan.

Date of next program review

2027-2028

Date

Signatures of Approval



Nov 25, 2022

Chair/Director

Date



January 10, 2023

AFIW Administrative Dean/Head (*For AFIW programs only*)

Date

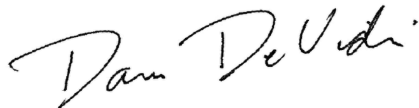


August 31, 2023

Faculty Dean

Date

Note: AFIW programs fall under the Faculty of ARTS; however, the Dean does not have fiscal control nor authority over staffing and administration of the program.



October 4, 2022

Associate Vice-President, Academic

Date

(For undergraduate and augmented programs)