

PROGRAM(S): MUSIC (BA, MINOR), INTENSIVE MUSIC SPECIALIZATION (BA), CHURCH MUSIC AND WORSHIP (MINOR, DIPLOMA)

FEBRUARY 2025




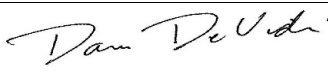
Program information: *completed by AQUE Office*

Previous review period:	2020-2021	Next review period:	2027-2028
Date of Internal Approval of Final Assessment Report (FAR):	10/17/2023		
Link to FAR:	Final Assessment Report		

Signatures:



Please keep this document in Word version. We do require you to sign it or demonstrate your approval. If you have issues with signing a Word document, please confirm your approval by adding the following wording when you send back the document by email "I hereby approve the attached document." We will collect formal signatures at a later stage on a pdf version.

	Required	Signature	Date
Chair/Director	<input checked="" type="checkbox"/>		3/4/2025
Dean	<input checked="" type="checkbox"/>		3/17/2025
AFIW Dean	<input checked="" type="checkbox"/>		4/22/2025
AVPA	<input checked="" type="checkbox"/>		2/21/2025
AVPGSPA	<input type="checkbox"/>		Click or tap to enter a date.

Enrollment (past three years): *completed by AQUE Office*

	Music General	Music Honours	Music Honours Co-op	Music – Intensive Music Spec. Honours	Music – Intensive Music Spec. Honours Co-op
2024-25 (CURRENT YR)	2	12	2	2	2
2023-24 (LAST YR)	1	15	5	2	0
2022-23 (LAST 2YRS)	3	20	1	0	0

	Music Minor	Music & Peace Spec.	Music in Global Context Spec.	Church, Music & Worship (CMW) Spec.	CMW Minor	CMW Diploma
2024-25 (CURRENT YR)	30	0	0	0	0	0
2023-24 (LAST YR)	30	0	0	1	0	0
2022-23 (LAST 2YRS)	32	0	0	0	0	1

Based on Active Students Extract from Quest on February 6, 2025.

Initiatives/Developments since the Final Assessment Report

Between 2022-2024, the Department of Music initiated extensive curriculum and plan changes. The plan change primarily serves to open the music major to current and prospective students by removing the audition requirement, which has been restrictive and posed a barrier for some students who might have otherwise declared music as a major. At the same time, it eliminates the challenges posed by a performance exit requirement for successful completion of the program. The changes reflect the program's efforts toward decentering music of the Western Art Music tradition, by promoting broader ideas and practices. The plan remains flexible, enabling students to explore the many facets of music studies through a wide selection of courses and responds to the significance and relevance of music to students in twenty-first century North American society. At the same time, the new plan includes the creation of three new specializations: Composition Specialization, Performance Specialization, and Cultural Context and Analysis Specialization.

The new specializations provide clear guidance to students interested in pursuing particular areas. By formalizing a group of existing courses that concentrate in specific areas of music studies, this removes any ambiguity for advisors and for students who enter the program. This helps students and advisors identify academic goals and develop skills in their areas of interest

early on in their music study. Furthermore, adding specializations to the new plan would allow students to show their particular area(s) of interest and excellence after completion of degree requirements to future employers or a graduate admissions committee.

In addition to the plan and specialization changes, we have developed several new courses, revised others, and retired courses that have been replaced by new courses.

Progress update on Implementation Plan

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

Completed: ☐ Yes ☐ No ☒ Partially

Progress: The Department of Music has had conversations with the Dean of Science about ways in which courses in music can be promoted to students in the Faculty of Science. From those conversations, two actions have been implemented. As an initial step, we provided a list of music courses that Science students could ‘bundle’ together as mini areas of exploration. Courses were grouped into areas such as Cultural Contexts, Theory and Composition, Performance and Cognition. These courses can be taken sequentially, according to the student’s interests. And to increase the visibility of our program to Science students, we developed signage, on the invitation of the Dean of Science, promoting the Department of Music to Science students. We are grateful to the Dean of Science for deploying this signage in prominent locations within the Faculty of Science. More broadly, in an effort to increase the visibility of the department, we have created a series of faculty-specific promotional signs (movable sandwich boards) that we place near faculty buildings promoting courses and upcoming auditions for departmental ensembles. This signage has broadened exposure to the program and welcomes students to the department from across the university during orientation and the first week of classes. We continue to promote courses with an inter-disciplinary focus (Special Topics in Music: Music, Health and Healing, for example) with relevant units across the university.

Next steps (if applicable): We recognize that in our Music Theory courses, as many as half of enrolled students are in Math. We will pursue, with Math, whether there is any possibility of a formal collaboration, given that the combined LLC did not materialize (see next section).

Additional comments: The Final Assessment Report referred to a recently signed Memorandum of Understanding, between Math and Music to create a “Math Music International Living Learning Community.” This LLC did not receive any uptake, and the Conrad Grebel University College residence program has not continued to offer Living Learning Communities. Further, the suggestion to pursue collaborations to build infrastructure such as a shared performance space has not materialized in a challenging financial climate.

RECOMMENDATION 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.

Completed: ☒ Yes ☐ No ☐ Partially

Progress: While formal strategies for the recruitment of students to the Faculty of Arts at University of Waterloo reside outside of the department, Music resumed outreach activities with Waterloo Region District School Board secondary schools in 2024. In October 2024, we welcomed approximately 230 students from nine different schools for a full day of musical activities centered around choral singing. A post-event survey sent to the participating music teachers indicated that this event was a welcome extra-curricular activity that they would attend annually with their students. We have also identified that secondary schools with Regional Arts Programs in Ontario are significant feeders of students who enroll in our music ensembles, and courses, but that it sometimes takes these students a year or two to find us on campus. We have started to send a letter with accompanying posters to these music departments to signal to their students who will matriculate to University of Waterloo that they can continue to foster their love of music at UW, regardless of what they have come here to study.

In 2024, we attracted the Ontario Youth Choir, operated by Choirs Ontario, to hold their residential program of workshops and rehearsals at Conrad Grebel University College. While in residence we were able to offer participants an information session about the various ways in which students can engage with music at University of Waterloo. Similarly, the Ontario Mennonite Music Camp is held in residence at Conrad Grebel University College. In recent iterations, we have been intentional about giving the participants, who range in age from 12-17, an opportunity to learn about and experience the music department.

Next steps (if applicable): We will continue to invite students from Waterloo Region District School Board secondary schools on a regular basis (likely biennial) to our campus and seek other opportunities for potential students to experience the music department through programs like the Ontario Youth Choir and Ontario Mennonite Music Camp.

Additional comments: With respect to the recommendation that the music department work to guarantee offers directly into the major, the Music Program, like others in the Faculty of Arts, is a non-direct entry program. Not admitting students directly into the major remains a challenge when competing with other post-secondary music programs in Ontario. The department, however, does not have plans to pursue a change.

RECOMMENDATION 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).

Completed: ☒ Yes ☐ No ☐ Partially

Progress: There are two separate parts to this recommendation. The first asks whether the amount of music content is sufficient for the Bachelor of Arts. With the introduction of Plan Standardization in the Faculty of Arts in 2016, the number of required courses in the Music major was lowered from twenty to sixteen or 40% of the total degree. While other comparable music programs require at least 50% of courses to be completed in the major area, we do not have plans to seek an exemption to the major plan. Students can, of course, elect to take more music courses than are required, and many do, opting to add the Intensive Specialization to their degree program. The second part of this recommendation seeks to address the quantity of material in the music theory courses. We have addressed this in the new major plan, by removing musicianship requirements from Music 271: Music Theory 2 and requiring students to take Music 222: Conducting 1, which will now include the musicianship content previously included in Music Theory 2. The class hours for Music Theory 2 will be reduced from four hours to three as a result.

Next steps (if applicable): N/A

Additional comments: N/A

RECOMMENDATION 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 trimester program structure.

Completed: ☐ Yes ☐ No ☒ Partially

Progress: The Department of Music has not pursued the development of 300-400 level online courses offerings. The investment of time and human resources are extensive for the development of even a single online course, and to date, the demand does not warrant the investment. When spring term student enrolments increase to the point of requiring more course offerings in spring term, we will respond with additional in-person courses. To date, we have offered additional Music Theory courses (Music 271) in the spring term, but the enrolment has been small. Through advising, we encourage students who have study terms in the spring to complete breadth requirements, where possible.

Next steps (if applicable): The department is planning to develop Music 100: Understanding Music into an online offering.

Additional comments: N/A

RECOMMENDATION 5: The case of 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.

CYCLICAL PROGRAM REVIEW PROGRESS REPORT



Completed: ☒ Yes ☐ No ☐ Partially

Progress: Recognizing the importance of two large section courses offered regularly by a sessional instructor, the Department created a more stable, longer-term appointment to handle this teaching load. This new definite term contract is in place until 2027.

Next steps (if applicable): N/A

Additional comments: As budgetary belts continue to tighten in the current period of underfunding of post-secondary education in Ontario, it will be increasingly challenging to ensure that the department is able to continue to secure excellent instructors for the Studio Program by maintaining industry rates for their instruction and coaching.

CYCLICAL PROGRAM REVIEW PROGRESS REPORT

	Recommendations	Proposed Actions	Responsibility for Leading and Resourcing (if applicable) the Actions	Timeline for addressing Recommendations
1.	RECOMMENDATION 1: Pursue collaborations (math, applied health science, popular culture, for instance) to increase majors, enhance program offerings, and build infrastructure.	Determine, with Math, whether a collaboration with Music would be of interest/benefit, given the number of Math students who are already pursuing music.	Chair of Music	Fall 2025
2.	RECOMMENDATION 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.	Continue outreach programming with secondary schools on a biennial basis.	Chair of Music	Fall 2026 for next outreach event
3.	RECOMMENDATION 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).	Completed	N/A	N/A
4	RECOMMENDATION 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 trimester program structure.	Develop Music 100: Understanding Music into an online course.	Chair of Music, Dean of Conrad Grebel	Fall 2025

CYCLICAL PROGRAM REVIEW PROGRESS REPORT



5	RECOMMENDATION 5: The case of 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.	Completed	N/A	N/A
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The Department Chair/Director, in consultation with the Dean of the Faculty shall be responsible for monitoring the Implementation Plan.