

Music, Graduate Programs, School of Arts, Media, Performance and Design

Cyclical Program Review – 2008-2014

Final Assessment Report and Implementation Plan

Reported to Joint Sub-Committee on Quality Assurance: December 12, 2016

Program Description

The Graduate Program in Music currently offers two degrees: MA (since 1975) and PhD (since 1993) with six fields approved by the Ontario Council of Graduate Studies: Composition, Ethnomusicology, Jazz, Musicology, Performance, and Popular Music Studies.

Program	Accepts 2014	Enrolment FTES 2014	Degrees Awarded 2014
Master's level	38	57	47
PhD	8	24	1

Reviewers appointed by the Vice-Provost Academic:

Dr. Steven Pond, Chair, Department of Music, Cornell University
 Dr. Eleanor Stubley, Associate Dean, Graduate Studies in Music, Schulich School of Music, McGill University
 Dr. Lisa Farley, Associate Professor, Department of Education, York University

Documentation Provided to the External Reviewers

Prior to the site visit, the external reviewers are provided with the following:

- Dean's /Principal's Agenda of Concerns
- Department/Program Omnibus Statement (where applicable)
- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Faculty CVs
- University, Faculty and Program planning documents



Site Visit: April 4,5, 2016

During the site visit the following individuals were interviewed: Vice Provost Academic, Alice Pitt; Dean Graduate Studies, Dr. Barbara Crow; Dean AMPD, Dr. Sean Brixey; Music GPD, Prof. Michael Coghlan; GPD elect, Prof. Mark Chambers; Music GPA, T. Tiban Rios; MA/PhD students; Music Faculty; University Librarian, Joy Kirchner; and Music Librarian, Rob Vander Bliet. Spaces that were visited included the AMPD Library and Sound and Moving Image Library.

Additional meetings included formal and informal sessions enabling a range of group and personal perspectives to be shared. Two faculty members provided confidential independent written reports.

Outcome:

The Joint Sub-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due June 2018. The next CPR will begin in the Fall of 2021 and will align with the undergraduate program.

Strengths:

The Review Report noted the following: “The Graduate Program in Music can point with justifiable pride to its long history of compositional experimentalism, its early embrace of ethnomusicology as partnered with historical musicology, and its advancement of performative and cultural studies in jazz and popular music.” They also noted that AMPD facilities are excellent and “facilitate communication and cross-fertilization among the arts and distinguish the space from other local and national schools”.

Among the strengths of the program are its versatility, diverse community, multiple musical traditions, experimental history, and sensitivity to the intricate connections between making music and studying musical cultures.

Opportunities for Enhancement:

The reviewers made the following observation in their report: “Given that the new funding economy requires sustainable programs, the diverse student and faculty body is rich in potential for building mutually beneficial long-term partnerships with the broader community in which the department and university are embedded.” In particular, students’ continuing professional ties, in combination with faculty associations, provide a dynamic network of collaborative relationships through which the long- standing gap between research and practice can be reimagined.

The reviewers stated that the Program and School of Arts Media Performance and Design must solidify an identity, beyond the current impasse. They wrote, “The Dean and faculty must agree on a vision for new hires, and a plan to make the vision sustainable.”

The reviewers’ report provided five sequential questions for consideration, focused on the role of performance, of technology, of the Keele and Markham campuses, potential cross-appointments and the strong professional background of students.

The reviewers recommended that the program enhance research opportunities to prepare students for post-graduate careers beyond academic positions. In addition they suggested that the program focus attention on the time to completion of students, the strategic scheduling of core elements at reliable intervals and the streamlining of candidacy requirements.

Given the large number of retirements that are forthcoming, the administration and faculty will need to work together to incentivize a workable distribution of supervision and teaching. They noted the importance of a definition of criteria that counts for performance contributions.

Charting a unique identity represents an exciting opportunity for the program. The detailed recommendations of the reviewers may assist with the larger discussions that will be necessary to develop a distinctive identity that allows York to clearly differentiate its programs from others being offered in the greater Toronto area, and Canada more generally, and therefore continue to attract excellent students.

Implementation Plan

The Dean noted in his implementation Plan that the program had commented thoroughly on a number of the recommendations made by the reviewers. He acknowledged that Graduate Program in Music has been known for its early embrace of ethnomusicology partnered with musicology and the advancement of its studies in jazz and popular music. He stated, “The articulation and promotion of the Department of Music’s distinctiveness amongst its competitors will be strengthened through an internal evaluation of our course offerings, student surveys, focus groups, market analysis and the implementation of program milestones”. A key component of the Dean’s Implementation Plan addresses the need for a strategic complement plan.

Recommendation	Proposed Follow-up	Responsibility for Leading Follow-up	Timeline for Addressing Recommendation
<p>Reimagine and define a distinctive, future focused, and sustainable creative identity that will resonate with and attract a new generation of interdisciplinary graduate students, as well as clearly differentiate AMPD's Music program offerings from other like competitors</p>	<p>1. Utilize input from Music's 2016 strategic visioning exercise, in combination with graduate student survey and focus group data to create, articulate and clearly communicate a savvy, new, future focused identity for AMPD's Graduate Music programs</p>	<p>1. Graduate Program Director Department Chair, Associate Chair, Area Coordinators, Assistant Dean of Strategic Marketing, Communications, and Recruitment, Associate Dean of Research and Graduate, Dean of the School of the Arts, Media, Performance and Design</p>	<p>1. Begin branding and identity process, Winter 2017</p> <p>2. Undertake Graduate Student survey and focus group, Winter 2017</p> <p>3. Rollout new branding and identity, Summer 2017</p>
<p>Refine and streamline curricular offerings to more effectively reflect clusters of student creative and scholarly interest (e.g. sound and movement; technology, entrepreneurship, innovation and change; radical performance; gesture, pattern, etc.)</p>	<p>1. Move the instruction of core curriculum to "cluster" studies courses rather than excessive numbers of Directed Reading and Independent Study courses.</p>	<p>1. GPD, Graduate Executive Council, Departmental AAPPC representative</p>	<p>1. January 2016 submission of course changes to AAPPC Committee.</p>
<p>Program enhancements need to be supported by a concerted and more demanding requirement to track progress, both in advising and in Departmental record-keeping.</p>	<p>1. Implementation of clear program milestones.</p> <p>2. Incoming orientation review and end of year full faculty reviews provide new levels of guidance.</p>	<p>1. Graduate Executive Committee led by the GPD</p> <p>2. Graduate Program Director in coordination with the Graduate Program Assistant.</p>	<p>1. Notification and communication of programmatic enhancements to students, Winter 2017</p> <p>2. Full implementation, Summer 2017.</p>

<p>Remove completion rate bottlenecks, e.g. overly complicated fieldwork research for ethnomusicologists, course offering schedules, advisement slowdowns, concern of post-graduation professional market</p>	<ol style="list-style-type: none"> 1. The creation and communication of suggested courses to help clarify specific areas of study suitable for each graduate candidate. 2. Changes in degree requirements allowing for more a more rapid path through the program. 3. Regular, scheduled, graduate executive meetings to discuss major and minor adjustments to degrees 4. Review of Masters degree that culminates with an MRP and no defense 	<ol style="list-style-type: none"> 1. GPD, Graduate Executive Council, and Graduate Program Assistant 2. GPD, Graduate Executive Council, Departmental AAPPC representative 3. GPD, Graduate Executive Council, Departmental AAPPC representative 	<ol style="list-style-type: none"> 1. Tailored orientation interview process between and individual student and the GPD. Implementation Summer 2017 2. Implementation, Fall 2017 3. Ongoing 4. Possible implementation, Fall 2017
<p>Develop strategy to reinvest in Full-Time Faculty Complement (new-hires/retirement replacements) reconciling the needs of historical core disciplines and student demand for new fluencies.</p>	<ol style="list-style-type: none"> 1. A prioritized list of replacement positions has been submitted to the Dean of AMPD. 	<ol style="list-style-type: none"> 1. Department Chair, Assistant Dean of Strategic Marketing, Communications, and Recruitment, Associate Dean of Research and Graduate, Dean of the School of the Arts, Media, Performance and Design 2. Pan Faculty Search Committee 	<ol style="list-style-type: none"> 1. Request innovative new positions with Spring 2017 Faculty complement request

This plan is detailed and ambitious but clear in its identification of responsibilities and timelines. The follow-up report on this plan, which will be due in June 2018, should provide an update on the implementation and the impact where it can be measured. The follow-up report will include a revised articulation of degree level expectations, using the OCAV framework (see link: <http://oucqa.ca/framework/appendix-1/>) and student learning outcomes with clear indication of assessment of outcomes.

Alice J. Pitt
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