



Music Accreditation/Program Review 2021-22

Closing MOU

Date: September 12, 2022

Overview

Degree/Certificate Programs Reviewed: Bachelor of Arts in Music
Bachelor of Music in Music Education
Bachelor of Music in Applied Performance
Master of Arts in Music History/Musicology
Master of Music in Performance
Master of Music in Music Education
Ph.D. in Musical Arts

Department Chair & Dean: Reed Chamberlain, Chair; Casilde Isabelli, Dean

External Reviewers & Affiliation: Dr. Scott Emmons, University of Wisconsin-Milwaukee
Dr. Kristen Queen, Texas Christian University
Dr. Vanessa Sielert, University of Idaho

Date of External Visit: October 10 – 12, 2021

Review Process Summary

In 2021, the University of Nevada, Department of Music was recently re-evaluated for accreditation by the National Association of Schools of Music (NASM). This accreditation review coincided with the department's seven year program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Fall of 2021 for all Music programs. These respective reports were provided to the NASM review team prior to their in-person site visit on October 10 -12, 2021. Collectively, the visitors toured facilities, observed classes, lessons, rehearsals, and a recital presented by students representing a range of degree programs. In addition, the reviewers examined student files and transcripts, conferred with administrators, met with faculty, students, and institutional leaders at all levels. A preliminary report was issued by the review team shortly after the review visit (summarized below). This report was followed by a formal Accreditation decision letter which was received on July 6, 2022. In accordance with institution practice, responses to the review were solicited from the department and the dean. A final meeting took place on August 24, 2022. This document represents the final MOU of recommendations and findings from the review.

Signatures

Executive Vice President &
Provost:

Jeffrey S. Thompsn

Date:

Vice Provost, Undergraduate
Education:

David Shintani

Date:

Vice Provost, Graduate Education
& Dean, Graduate School

Markus Kimmelmeier

Date:

Dean, College of Liberal Arts

Casilde Isabeli

Date:

Chair, Music Department


Reed Chamberlin

Date:

10/13/22

Major Findings and Conclusions

NASM Review Team Post-Visit Report.

1. Program Strengths

- Leadership that is respected by the faculty.
- A highly qualified faculty and staff who are responsive to the needs of the students.
- Excellent facilities, particularly performance spaces.
- Strong connections between faculty and students.
- Talented, hard-working students.
- An accomplished and dedicated faculty upon whom the students heaped praise for their dedication and mentoring.
- A core of talented students, a number of whom were extremely impressive in their performances.
- Campus and College leadership that is supportive of the music unit's goals and needs.
- A library that has the materials needed to support the various programs and a staff that responds to faculty needs and requests.
- Respect in region (word of mouth recruiting by educator community and alumni).

2. Recommendations for Short-Term Improvement

With the desire of several upcoming faculty searches on the horizon, the unit has the opportunity to implement a structured plan for achieving a desired "core" of anchor faculty members that will drive the success of the Department. This will also allow for strategic planning that will address concerns about Department leadership, faculty mentoring, and consistent communication. While rehearsal and performance spaces are an area of strength, classrooms and classroom use will need more careful consideration. Department faculty, staff, and leadership appear to have difficulty in tracking records and obtaining the information needed to make informed decisions. It is recommended that campus and College leadership provide workshops for faculty on various campus data management and student tracking software and processes.

3. Primary Futures Issues

Faculty expressed the need for additional scholarship funds to offset tuition costs and challenges in recruiting students. Continued collaboration with upper administration on this issue is recommended.

4. Suggestions for Long-Term Development

When students were asked to describe the Department in one word, they overwhelmingly said, "disorganized." They shared that faculty and staff members, although wonderfully caring and strong as teachers, didn't understand program requirements and were unable to clearly and accurately advise students. One student said, "I feel like I'm doing this blind." A graduate student said, "I have yet to be advised -I have no clue what my program will consist of "The Department needs to develop processes for making curricular decisions, understanding their own programs, and then sharing these expectations with students.

NASM Accreditation Letter

On July 6, 2022 the University of Nevada, Department of Music Chair received a communication from the National Association of Schools of Music (NASM) Commission on Accreditation informing him that the commission voted to continue the Department of Music's NASM membership. However, the commission deferred full accreditation until the department addresses the following concerns:

1. It was unclear to the review team whether or not the department chair had sufficient time and staff to execute the required administrative and/or teaching activities effectively. They felt that the department chair had too heavy of a teaching load to effectively perform his administrative duties.
2. The review team felt that mechanisms by the department, college and university leadership communicate with faculty and students was insufficient. They provided examples where faculty were uninformed related to basic university policies and procedures.
3. The commission would like the department to provide plans and information about the filling of key positions, including an overview of the credentials of the new hires.
4. Because the review team found several errors and inconsistencies in department publications and web materials, the commission request that the department carefully review its publications and websites to ensure that the descriptions of degree programs and degree titles are consistent throughout all publications.
5. The Department of Music website mistakenly states that the department is a NASM member, when NASM only recognizes the University as the actual member.
6. NASM was concerned that the BA in Musical Theater degree was not included in the department's self-study, especially since the program has significant music content requiring resources from the Department of Music. As such they
7. The institution is asked to submit three transcripts for graduates of the Bachelor of Music in Performance degree program in order to be reviewed for consistency with curricular and other requirements stated in the institution's publications applicable to this degree. The submission should include an explanation of discrepancies between transcripts and the currently published curriculum for this program.
8. The Commission seeks information related to advising graduate students on program content and degree completion requirements, noting that the Visitors' Report indicates that "it wasn't clear to the reviewers, from the Self-Study, from the meeting with students of the music unit, and by reviewing available materials with administration, that consistency in advising of graduate students on program requirements and completion meets NASM standards.
9. The Commission notes the department's implementation of a more robust use of DocuSign for degree recital records, as well as the draft of a new job description for an employee to be hired to implement student record-keeping protocols. The institution is asked to provide documentation of the

implementation of the proposed new record-keeping protocols in its reply as related to the following NASM standards.

NASM required the Department of Music respond to these question by October 1, 2022 after which time NASM will consider the accreditation status of the university.

Next Steps for this Program/Department (topics will vary)

- **Response to NASM Inquiry 1:** The Department of Music Chair and the College of Liberal Arts Dean are working together to address the chairs administrative, teaching and scholarly activity workload balance. The chair is also delegating duties, as appropriate, to the department Associate Chair and Graduate Studies Coordinator.
- **Response to NASM Inquiry 2:** In regards to improving communication, a newly defined, rigorous faculty and committee meeting schedule has been established in the department to ensure faculty meet regularly and be updated on departmental, college and university issues. The department has also created and distributed a faculty handbook the provides detailed descriptions of department, college and university policies and procedures related to topics including tenure and promotion, sabbatical, etc...
- **Response to NASM Inquiry 3:** Each academic unit within the College of Liberal Arts was asked to submit a request for two positions on July 1, 2022. With support from NASM's recent findings, the music unit submitted the following position requests: 1. Coordinator of Music Theory (Tenure Track), and 2. Artist Teacher of Voice (low voice specialist, Tenure Track).
- **Response to NASM Inquiry 4:** The department has reviewed its publications and web materials and made the appropriate updates and corrections.
- **Response to NASM Inquiry 5:** The department modified the NASM accreditation statement to designate the university as the official accredited organization (i.e. "The University of Nevada, Reno is an accredited institutional member of the National Association of Schools of Music.")
- **Response to NASM Inquiry 6:** The BA in Musical Theatre was implemented as a shared initiative between the Music and Theatre and Dance units. While the unit is housed within the Theatre and Dance unit, two split voice teaching positions were created in support of this degree at a 50% music and 50% theatre allocation. One collaborative pianist position was created in support of this degree at a 75% music and 25% theatre and dance allocation. While the music unit shares faculty resources with the theatre and dance unit, these resources were put in place with the intent to be shared. Funding for musical theatre productions and other operational aspects related to that program comes from the Theatre and Dance unit. The Voice area continues to see robust enrollment and a loss of two classical voice positions has stressed faculty teaching loads and needs attention from University administration; however, the split music/theatre positions are currently being used as they were intended.
- **Response to NASM Inquiry 7:** Recent transcripts from the Bachelor of Music in Performance degree programs, including Instrumental, Jazz, and Voice, have been submitted for review to NASM.
- **Response to NASM Inquiry 8:** The music unit has taken several steps to improve access to advisement for students at the undergraduate and graduate level. In conjunction with a University-wide initiative to overhaul the advising process, a new associate chair with significant advising experience has been tasked with coordinating music advisors at the undergraduate level (this included a re-orientation to advising for all undergraduates and development of a comprehensive and accessible undergraduate handbook). All faculty at the graduate level who supervise and advise students have been re-trained at the Music unit level by the Director of Graduate Studies. A

new comprehensive and accessible handbook for graduate studies has been developed and released to the graduate students and faculty.

- **Response to NASM Inquiry 9:** The steps that the Department took to address record keeping modernization are as follows:
 1. Created a musicrecords@unr.edu email account, which is supervised by our Office personnel, where faculty or students can submit digital copies of student files (juries, proficiency exams, etc), which are then filed and organized under Department shared Drive (the "G Drive").
 2. Implemented DocuSign recital forms that are initiated by a student, and then routed through all the committee members, who must sign the document.
 3. Created an updated Jury/Barrier form, which must be pre-filled by students and signed by the respective adjudicator.

Additional Program Goals Outside of Accreditation Review

1. Continue to seek balance between core class offerings and music major-specific offerings by shifting more Core-Objective 7 classes to Wintermester and Summer term, and exploring the possibility of online conversion for some sections of these courses.
2. Rename the Department of Music to School of Music (remaining a unit within the College of Liberal Arts) to better reflect breadth of degree programs, increased graduate programming (DMA degree), and to increase prestige for recruitment of students and developing donors.
3. Seek new methods to build enrollment, to include enhanced digital recruiting efforts and the development of new degree programs which utilize existing human resources.

Vital Statistics on NSHE Reports

Number of students with declared major in the program area:

2021-22	<u>BA in Music</u>	<u>49</u>
2021-22	<u>BM in Music Education</u>	<u>65</u>
2021-22	<u>BM in Applied Music</u>	<u>41</u>
2021-22	<u>MA in Music History/Musicology</u>	<u>4</u>
2021-22	<u>MM in Music Performance</u>	<u>17</u>
2021-22	<u>MM in Music Education</u>	<u>6</u>
2021-22	<u>Doctor of Musical Arts</u>	<u>13</u>

Number of graduates from the program for the following years:

2019-20	<u>BA in Music</u>	<u>7</u>
2019-20	<u>BM in Music Education</u>	<u>7</u>
2021-22	<u>BM in Applied Music</u>	<u>5</u>
2019-20	<u>MA in Music History/Musicology</u>	<u>1</u>
2019-20	<u>MM in Music Performance</u>	<u>7</u>
2019-20	<u>MM in Music Education</u>	<u>0</u>
2019-20	<u>Doctor of Musical Arts</u>	<u>n/a</u>
2020-21	<u>BA in Music</u>	<u>10</u>
2020-21	<u>BM in Music Education</u>	<u>6</u>

2021-22	<u>BM in Applied Music</u>	<u>16</u>
2020-21	<u>MA in Music History/Musicology</u>	<u>0</u>
2020-21	<u>MM in Music Performance</u>	<u>9</u>
2020-21	<u>MM in Music Education</u>	<u>2</u>
2020-21	<u>Doctor of Musical Arts</u>	<u>n/a</u>

2021-22	<u>BA in Music</u>	<u>2</u>
2021-22	<u>BM in Music Education</u>	<u>11</u>
2021-22	<u>BM in Applied Music</u>	<u>6</u>
2021-22	<u>MA in Music History/Musicology</u>	<u>0</u>
2021-22	<u>MM in Music Performance</u>	<u>6</u>
2021-22	<u>MM in Music Education</u>	<u>1</u>
2021-22	<u>Doctor of Musical Arts</u>	<u>n/a</u>

Program-level graduation rate using first-time, full-time, degree-seeking cohort at 150 percent completion time:

2019-20	<u>BA in Music</u>	<u>45.5%, n=11</u>
2019-20	<u>BM in Music Education</u>	<u>57.1%, n=7</u>
2021-22	<u>BM in Applied Music</u>	<u>57%, n=7</u>
2019-20	<u>MA in Music History/Musicology</u>	<u>n/a</u>
2019-20	<u>MM in Music Performance</u>	<u>75.0%, n=4</u>
2019-20	<u>MM in Music Education</u>	<u>n/a</u>
2019-20	<u>Doctor of Musical Arts</u>	<u>n/a</u>

2020-21	<u>BA in Music</u>	<u>33.3%, n=12</u>
2020-21	<u>BM in Music Education</u>	<u>46.7%, n=7</u>
2021-22	<u>BM in Applied Music</u>	<u>64%, n=11</u>
2020-21	<u>MA in Music History/Musicology</u>	<u>n/a</u>
2020-21	<u>MM in Music Performance</u>	<u>87.5%, n=8</u>
2020-21	<u>MM in Music Education</u>	<u>33.3%, n=3</u>
2020-21	<u>Doctor of Musical Arts</u>	<u>n/a</u>

2021-22	<u>BA in Music</u>	<u>50.0%, n=10</u>
2021-22	<u>BM in Music Education</u>	<u>40.0%, n=20</u>
2021-22	<u>BM in Applied Music</u>	<u>30%, n=10</u>
2021-22	<u>MA in Music History/Musicology</u>	<u>n/a</u>
2021-22	<u>MM in Music Performance</u>	<u>87.5%, n=8</u>
2021-22	<u>MM in Music Education</u>	<u>n/a, n=0</u>
2021-22	<u>Doctor of Musical Arts</u>	<u>n/a</u>

Headcount of students enrolled in any course related to the program (duplicated):

2021-22	<u>BA in Music</u>	<u>4663</u>
2021-22	<u>BM in Music Education</u>	<u>4663</u>
2021-22	<u>BM in Applied Music</u>	<u>4663</u>
2021-22	<u>MA in Music History/Musicology</u>	<u>289</u>
2021-22	<u>MM in Music Performance</u>	<u>289</u>
2021-22	<u>MM in Music Education</u>	<u>4663</u>
2021-22	<u>Doctor of Musical Arts</u>	<u>289</u>

