

NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC

SELF-STUDY REPORT

•

VOLUME 1

Submitted by

**Department of Music
Youngstown State University
Youngstown, Ohio 44555**

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January, 2001

National Association of Schools of Music

SELF-STUDY

Data presented for consideration by the
NASM Commission on Accreditation

by

Youngstown State University
One University Plaza
Youngstown, Ohio 44555
(330) 742-3636

A. Degrees for which Renewal of Final Approval is being sought:

Bachelor of Arts: Applied Music
Bachelor of Arts: Music History
Bachelor of Arts: Music Theory
Bachelor of Music: Composition/Keyboard
Bachelor of Music: Composition/Non-Keyboard
Bachelor of Music: Performance/Instrumental
Bachelor of Music: Performance/Jazz Emphasis
Bachelor of Music: Performance/Organ
Bachelor of Music: Performance/Piano
Bachelor of Music: Performance/Vocal
Bachelor of Music: Instrumental Music Education
Bachelor of Music: Keyboard Music Education
Bachelor of Music: Vocal Music Education
Master of Music: Music History and Literature
Master of Music: Music Education
Master of Music: Performance
Master of Music: Theory/Composition

The data submitted herewith are certified correct to the best of my knowledge and belief.

(Date)

Tedrow Perkins, Interim Director
(Name and Title of Reporting Officer)

(Signature)

Appendix I: HEADS Data Surveys for Music (NASM Annual Reports)

Appendix II: Financial Data

Appendix III: Faculty Data

Appendix IV: Curricular Tables in the NASM Format

Appendix V: Copies of Promotional/Student Recruitment Documents

VOLUME II

Appendix A: YSU 2000

Appendix B: Undergraduate Bulletin

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I. OPERATIONS

A. MISSION, GOALS AND OBJECTIVES

Born in a time of impending budget cuts, the faculty devised a Mission and Goals Statement with a mind toward justifying current programs and establishing a wish list of items that the faculty hoped to see created. It serves as a foundation for current programs as well as future directions desired by the faculty. The statement is narrowly focused and not a broad philosophical statement. In keeping with the stated mission of the University, the Dana School of Music defines its mission as dedication to excellence in teaching, scholarship and service by providing a creative learning environment which prepares students to engage the world of music as professionals. The University's mission statement, *YSU 2000*, may be found in Appendix A. The Dana School of Music's Mission and Goals Statement is found directly below.

Mission and Goals

Founded in 1869 by William Henry Dana, Dana's Musical Institute espoused the professional conservatory model of the great European music schools. With its primary goal the development of performing musicians and composers, emphasis at the Institute was on performance and basic musicianship skills. Its union with the Music Department of Youngstown College in 1941 fostered the expansion of this successful but narrow tradition into new culturally diverse areas of music education, music history, and musical performance. During the 1960's and 1970's an inventory of music related humanities courses was added to serve interested non-majors. The Dana School of Music's primary mission remains the preparation of professionals, a mission substantiated by its many successful alumni.

The Dana School of Music is dedicated to excellence in teaching, scholarship, and service in the areas of instrumental and vocal music performance, music theory, music history, composition, and music education. Degree programs include Bachelor of Arts, Bachelor of Music, and Master of Music. Beyond its concern with traditional musical training, music research, music education, and music humanities courses, the School of Music also strives to maintain awareness of and disseminate information about the latest trends in the music field. New media resources in fields of computer technology, computer assisted instruction, electronic music (MIDI), library cataloging, acoustics, new vocal and instrumental techniques, and audio/visual technology represent ongoing concerns of faculty, students, and administration.

The School of Music faculty nurtures a creative learning environment and seeks to broaden the intellectual and aesthetic musical perceptions of all interested students. Opportunities for study address the diverse needs of students, the University, and the larger urban community. The ethnic diversity of the Youngstown area helps to foster this mission. Notwithstanding its strong local base, the School of Music continues to draw talented undergraduate and graduate students from throughout the United States and abroad. Scholarship and research remain vital to the School of Music. These figure prominently in advancing effective teaching, and provide essential stimuli for the growth and development of future musicians.

The Dana Concert Series, the Butler Music at Noon Series, as well as student and faculty professional participation in the Youngstown Symphony and Chorus, the Warren Chamber Orchestra, and various off-campus performances, all enrich the cultural life of the University and community at large. Faculty at the Dana School of Music often act as first chair performers and assume leadership roles in the professional musical life of the greater metropolitan Youngstown.

The Dana School of Music has maintained a strong tradition of excellence in the field of music education and recognizes the responsibility to provide the creative force in shaping the future of a multi-cultural society.

Goals and Purposes

I. The Integration of Teaching, Scholarship and Service

The Dana School of Music recognizes a commitment to and an understanding of teaching, scholarship, and service as inseparable and interactive components of the faculty mission. In support of this purpose, the Dana School of Music is committed to developing opportunities for students such as internship programs in cooperation with the public school system, presenting public programs and developing career related projects that directly reflect those educational goals supported by the classroom environment. (ongoing)

II. Teaching and Learning

The Dana School of Music continues to offer a balanced curriculum designed to educate students in creativity as well as in the acquisition of those skills necessary to provide a format for the explanation of contemporary issues while continuing a traditional historical perspective to the development of music. In support of this and the larger goals of the College of Fine & Performing Arts, the Dana School of Music is committed to maintaining the highest standards in music education with continued focus on the communication skills of music, theoretical analysis and historical perspective as well as the creative processes and evolution in music technology.

Students in the Dana School of Music will be directed in a course of education designed to develop the following skills:

1. Exemplary solo, chamber and large ensemble performance; musical creativity in a variety of styles; music research; preparation of exemplary music educators equipped to teach elementary, middle, secondary and collegiate levels in ever-changing urban, rural and suburban environments;
2. Excellent educational opportunities for majors, minors, non-majors and community members with distinctive offerings for Honors students and University scholars;

3. Opportunities for international study and multi-cultural programs as exemplified by the Dana New Music Festival, which brings international composers and performers to the campus;
4. Continually reviewing and updating existing programs at the undergraduate and graduate levels, as well as exploring new programs and curricula to meet the needs of a changing society;
5. Maintenance of accreditation through NASM in all areas with future goals of expanding curricular developments;
6. Faculty and student achievement by insuring sufficient and appropriate equipment, materials and human support as deemed necessary by the growing demands of the 21st century. Continual review of space utilization necessary in the development of a state-of-the-art environment in music with particular emphasis upon the development of a professional quality recording studio and electronic laboratory;
7. The implementation of new technology integrated into the traditional curricular designs of music theory, music history, composition, applied study and music education, therefore, providing more varied teaching methods for future educators;
8. A desire for lifelong music learning and the promotion of experiences for non-traditional students and community members;
9. Role models for careers in music teaching, performance, creativity, and scholarship serving as a vanguard for the future in music and music education;
10. A continuous schedule of performances, premieres, guest lectures, and residencies to enrich the cultural and learning environment for students and community;
11. The ongoing growth of a musically literate public, building a responsive and interested audience through collaborative efforts such as pre-performance lectures at symphony concerts, workshops and visitations throughout the public schools serving as guest lecturer/conductor;
12. The overall student/faculty ratio of full time equivalent students to full time equivalent faculty should be a goal of 10 to 1 or less in order to provide optimum educational opportunities for students. (ongoing)

13. Fostering continued production of first recordings of new musical compositions on compact discs featuring Dana faculty and students through the Dana Recording Project; and through implementation of national distribution enhance the project's influence on the growth of a musically literate public;
14. To encourage creation and performance of new works by Ohio, American and international composers by:
 - a. continued support of the New Music Society Concert Series and enhancing the scope of the Dana New Music Festival by increased emphasis upon the existing international and multi-cultural nature of the festival;
 - b. strengthening community ties through the establishment of a community advisory board to develop and direct programming.
15. Cooperation with the Office of University Development in exploring opportunities and efforts toward the attainment of a University Concert Hall in order to provide a suitable performance arena for major ensembles and guest artists.

III. Access and Diversity

The Dana School of Music recognizes its obligation to provide a diverse educational environment through which students may develop an understanding of the fundamental relationships of all art forms. Courses and departmental activities should be expanded to encompass cultures outside the Western tradition.

The School of Music seeks to increase its access and diversity by:

Continuing collaborative efforts between two year institutes and YSU thus providing a smooth transition for students into the baccalaureate degree programs. (two years)

Developing stronger advisement and tutorial services in order to support the educational needs of the music students. Promoting ethnic, gender and academic diversity through the recruiting and nurturing of minority students, faculty and staff utilizing an intensification and expansion of the current recruitment activities including the following:

(two years)

- a. examination of a target market;
- b. implementation of a strategic system to include:
 - i. marketing calendar
 - ii. batch mailing system
 - iii. letter series coding system
 - iv. expert training of faculty in recruitment and marketing

- techniques;
- c. enhancement of media advertising in quality, volume, and distribution;
- d. ongoing reevaluation and adjustment required to meet the changing curriculum and degree programs;
- e. appointment of a recruitment/admissions coordinator whose responsibilities would include:
 - i. serving as a clearing house for student inquiries about the Dana School of Music;
 - ii. coordinating faculty contacts with prospective students;
 - iii. facilitating the admission process for incoming freshmen;
 - iv. scheduling student and faculty groups for off-campus engagements;
 - v. managing both national and regional auditions;
 - vi. maintaining an alumni network;
 - vii. overseeing the development of printed recruitment materials;
- f. continued support of faculty ensembles in residence serving a vital role of onsite recruitment. (two years)

IV. Research and Scholarly Activity

The Dana School of Music shall continue to encourage research and scholarship through:

1. The support of faculty release time, sabbaticals, graduate assistantships, graduate internships, travel budget and library resources;
2. Continued evaluation of resource materials including books, periodicals, CD's and computer hardware and software; (ongoing)

V. Connections with the Community

The Dana School of Music will continue to strengthen its commitment to the Youngstown Community through:

1. Maintaining a concert series featuring faculty, students and guest artists;
2. Maintaining a Butler Institute of American Art noon series featuring faculty artists;
3. Continuing collaborative efforts with the Youngstown Symphony Society in an attempt to attract the highest level of students and faculty;

4. Encouraging and supporting faculty participation in professional societies and boards;
5. Continuing to foster a strong relationship with the area schools through internships, field studies and student teaching;
6. Continuing collaborative efforts with the Maag Library in providing a consolidated center for music scores, compact discs, recorded materials, software and audio/visual media.

The Dana School of Music will be greatly enriched by:

- a. strengthening library holdings and augmenting current collections, and by acquiring new materials including an expanded collection of chamber music, symphonic literature and periodicals;
- b. expanding video and CD ROM capabilities for student and faculty research;
- c. exposing students to the ongoing technological developments through the newly developed electronic studio and computer assisted instruction laboratory;
- d. continuing support of community cultural diversity through the Interface Program and the development of Upward Link program with the Youngstown City schools, providing opportunities for the community on and off campus through musical presentations, lectures and demonstrations;
- e. exposing students in the community to a variety of guest artists, conductors and speakers from the various fields of music in order to maintain a familiarity with current trends in music education.

VI. Institutional Environment

The Dana School of Music will continue to encourage collegial conversation within the college and university by:

1. cooperating in the development of programs involving art, theater and speech communication;
2. strengthening existing collaborative efforts such as musical production and opera productions with the cooperation of the department of Communication and Theater;

3. providing shared opportunities for art and music in presentations incorporating the talents and work of faculty and students from both disciplines;
4. continuing to develop shared resources such as multi-media laboratory, shared support positions and computer laboratories;
5. continued development of an administrative structure enabling faculty members to be an active part of a decision making process within the Dana School of Music, particularly relating to budgetary allocations, curricular priorities and physical planning. (ongoing)

Need for Improvement

The Mission and Goals Statement is narrowly focused. The statement regarding Access and Diversity does not directly address the issue of racial diversity. Revision of the Mission and Goals Statement is currently being considered by Dana's Strategic Planning Committee. In light of the change in Youngstown State University's administration, it is perhaps too early to prepare a finished statement. (The University is also in the process of reviewing its mission and goals statement.)

B. SIZE AND SCOPE

The Dana School of Music enrolls nearly 300 undergraduate music majors and about 50 active graduate students. The enrollment has grown by 33% in the last five or six years after a gradual decline in enrollment since the mid 70's. Growth in the instrumental music education field is especially notable. Several of the factors responsible for increasing enrollments are 1.) the University Scholars program, 2.) the job market for music education, 3.) the change in the constitution of the faculty and administration, 4.) an attitudinal change among the faculty and students, and 5.) a perceptual change from outside the University.

The constitution of Dana's student population has primarily been drawn from the local three county area in the past, but recently there is a widening of the geographical region. This is due to more available campus housing and a successful recruitment program. Student achievement has been elevated which has also contributed to favorable reports returning to high schools, thereby increasing the recruitment pool. The academic achievement of students has risen; the average G.P.A.s and College Entrance Exam scores are higher than ten years ago. Taken altogether, the rising quality has enabled Dana to become slightly more selective, allowing the incoming students to be better able to succeed. All in all, the program has been successful in terms of number and quality of students. The balance of studio representation presents a challenge for Dana's ensemble programs. One faculty member has proffered a model school approach, which has helped address the problem of balanced instrumentation. Shortages are cited and presumably rectified through increased scholarship help for these areas.

The master's program is somewhat modest in terms of numbers of full-time enrolled resident master's students, but the numbers are sufficient to sustain a viable graduate program. Performing ensembles, as well as swing courses (courses of mixed upper division undergraduates and master's students), benefit from the higher level of proficiency of the master's students. Just this year, the number of graduate assistants and teaching assistants was increased so that the situation is improving. Dana's graduate students aid in the teaching process and gain many valuable experiences along the way, experiences that are missing in many schools with larger numbers. Students receive significant mentoring from our faculty.

The number of classes that assigns undergraduate and graduate credit is relatively small. The number of graduates versus undergraduates in our theory elective for Fall 2000 was 7 graduates and 9 undergraduates. The history elective: 4 graduates and 12 undergraduates. The music education elective: 5 graduates and 13 undergraduates. There are performance classes with a mixture of both. The terminology for major, minor, concentration and emphasis is defined by the curriculum guide sheets (Appendix B) and the *Undergraduate Bulletin*. The curriculum for a minor in music is currently under revision.

Areas for improvement: Given the diminishing number of full-time faculty since Dana's last accreditation and the increasing number of students enrolled in the Dana School, there is a strain put on programs to accommodate the students. There is a talented pool of part-time faculty available to help take up the slack. Nevertheless, there is a need to maintain, if not increase, the current number of full-time faculty to keep pace with the programs and expectations that Dana currently enjoys. Balanced proportions need to be continually improved.

C. FINANCES

Finances are undoubtedly the single most frustrating concern for faculty and administration alike. A budget adjustment due to unbudgeted expenses for the University this academic year has caused budget cuts in the part-time faculty line and a reducing in nonessential minor level lessons and in some course offerings. On top of the tight budget, the University is dealing with a state-mandated reserve which has created a 9% reduction in funding for operations over the last two years. Of the issues tied to budget, the most prominent weaknesses are little or no funds for equipment (instructional supplies, printing, communications and equipment purchases) and program support. Likewise, funds for faculty lines, staff help and limited service are low. Since our last accreditation, the Dana School of Music has lost three full-time professors and at the same time has added 75 students. Salaries of the faculty are comparatively good, but it may be good at the expense of additional benefits and perhaps even positions. As mentioned above, Dana is dealing with three fewer faculty members than it had ten years ago. With the addition of 75 students, Dana is short in the areas of instrumental/music education, guitar, theory and in vocal studies. Two of those need areas are currently filled by temporary one-year contracts. The professional staff area is also very low in terms of support. Ten years ago there were three full-time secretaries, now there is one.

Student help has filled in the void to some extent, and a certain amount of the chores have been transferred to the Dean's office, but the one secretary for the Music Office is not enough to manage the day to day activities of such a large department.

Part-time service has been most helpful in maintaining the programming that is needed to fulfill our mission and goals, but this area has been under-funded in recent years and has been supplemented with funds from other budget lines. With budget cuts in those areas as well, this is no longer a solution. With two retirements occurring this year and the prospect of at least one or two additional retirements in the next two years, the Dana School of Music will be pressed even further to offer the same degree of services through full-time faculty.

Lab fees have been instituted in recent years to help with some of the maintenance of the instruments and technology, but it is far too little to make significant inroads for the many years of little or no equipment replacement funds.

D. GOVERNANCE AND ADMINISTRATION

Youngstown State University is part of the state system of higher education. Originating in 1908 with the establishment of the School of Law of the Youngstown Association School, in 1920 the State of Ohio empowered the school to grant the Bachelor of Laws degree. In the same year, the school initiated a four-year course in business administration. In 1921 the school changed its name to the Youngstown Institute of Technology, and liberal arts courses were offered for the first time in the evening. In 1927, the College of Arts and Sciences was established and offered the first daytime classes. In 1928, the institute changed its name to Youngstown College, and in 1930 the college conferred the Bachelor of Arts degree for the first time.

The Dana School of Music merged with Youngstown College in 1941 after nearly closing. In 1955 the college changed its name to The Youngstown University and it joined the Ohio system of higher education in September, 1967 as Youngstown State University.

Associate, baccalaureate, masters and doctoral degrees are offered. Classes are offered during days and evenings on a semester basis, after 30 plus years of being on a quarter calendar.

The University is structured into the following units:

- The College of Arts and Sciences
- The Beeghly College of Education
- The Rayen College of Engineering and Technology
- The College of Fine and Performing Arts
- The Bitonte College of Health and Human Services
- The Warren P. Williamson, Jr. College of Business Administration
- The School of Graduate Studies

The Dana School of Music is housed in Bliss Hall, the home of the College of Fine and Performing Arts, which also contains the Department of Art and the Department of Communication and Theater.

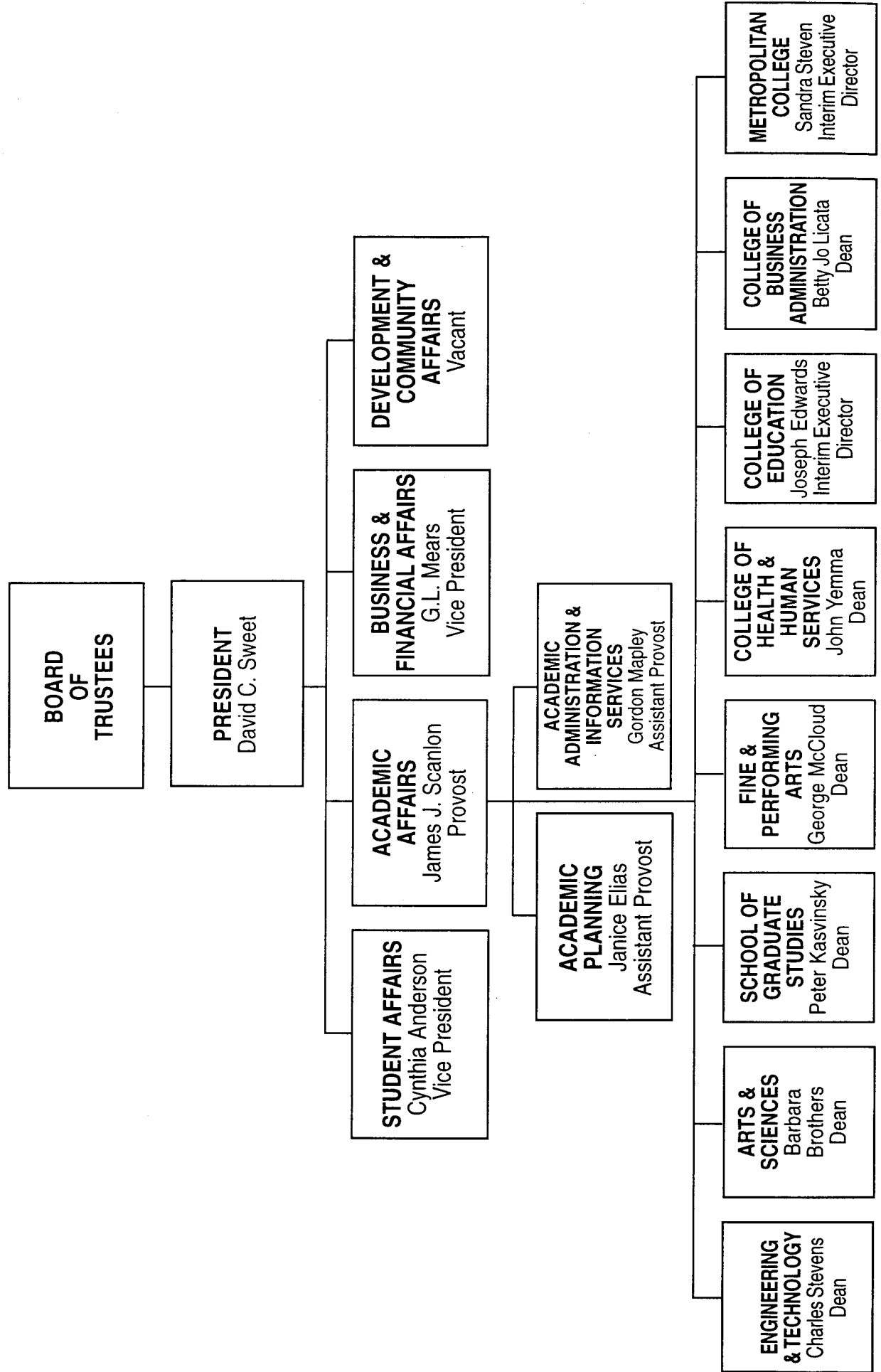
The Director of the Dana School of Music is nominated by the full service faculty and appointed by the president for a renewable five-year term and is directly responsible to the Dean of the College, who reports to the Provost, who reports to the President. This year the President is new and the Director of Dana has been asked to serve as interim Dean of the College of Education. The interim Director of the Dana School for this year is Tedrow Perkins, and the Assistant Director is Darla Funk. The duties of the Director are to manage the day to day running of the School and to teach one half of a teaching load (six semester hours per term, and four semester hours in the summer.) The workload of the Director is negotiated by the Director and the Dean subject to the approval of the Provost.

The faculty, staff and professional staff are all unionized under their respective unions. Administrators, including chairpersons, are not unionized. The faculty is represented by the YSU chapter of the Ohio Education Association (YSU-OEA) (Current contract enclosed). This unit, in conjunction with the University administration, has developed a form of governance that is participatory, in which mutual goals are addressed through mutual-gains bargaining and through consensual decision-making. This process, although time-consuming, allows faculty and departments to establish their own goals and shape the educational mission of the University. This participatory governance is structured around the concept of Departmental consensus, which is brought forward to the Dean's Advisory Councils (one per college, comprised of the Dean, the Chairpersons and two elected members of each department) where consensus is achieved as well. Decisions from this unit may or may not go forward (issues involving resource allocation would, for example) to the Provost's Advisory Committee, where once again, consensus decision-making is employed in a participatory manner.

Most decisions among Dana's faculty are mutually agreed to, but the parliamentary procedure of taking a vote is also used as an expedient. Decisions from the faculty are expertly handled by the Director (Edwards), so there is little dissension from the faculty regarding procedure.

Part of the major thrust of the central administration has been to comply with the Ohio Board of Regents' mandate to develop a functional mission statement for the university. This was followed by the development of mission and goals for each College and Department. While they (Goals) existed before, there has been new emphasis in making these statements an integral part of the planning process at the University. The creation of this document on the departmental level has entailed many meetings on both the committee and the whole department level.

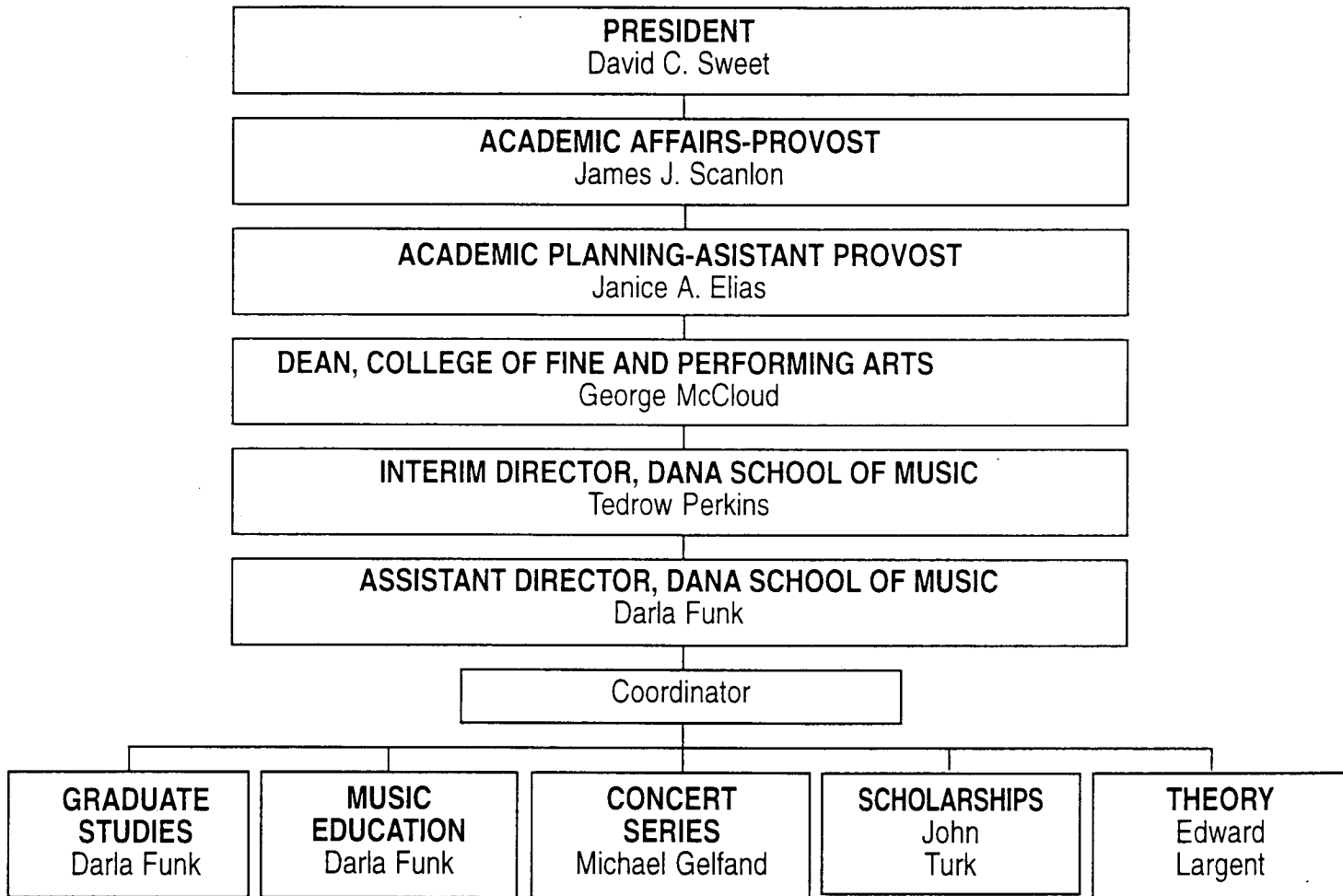
University Organizational Table



National Association of Schools of Music

SELF-STUDY

Board of Directors Youngstown State University



Department Organization:

Faculty (Primarily Applied)

Nancy Andrew, flute
James Boyce, guitar (one-year temporary)
Michael Crist, trombone
Michael Gelfand, violoncello
Christopher Krummel, trumpet
Allan Mosher, voice and opera
Tedrow Perkins, oboe and theory (interim Director 2000-2001)
Roman Rudnytsky, piano
Wade Raridon, voice (extended teaching)
Glenn Schaft, percussion
John Turk, tuba
James Umble, saxophone
John Wilcox, violin and Dana Chamber Orchestra
Misook Yun, voice

Music Education

Stephen Ausmann
Darla Funk, coordinator of Graduate Studies

Music History

Laura Buch, history and Dana Early Music Ensemble (on sabbatical)
Ronald Gould, history and organ

Music Theory

Edward Largent, chair of theory
Robert Rollin, theory and New Music Ensemble

Jazz Studies

Kent Engelhardt, jazz and woodwinds
Tony Leonardi, jazz and double bass

Ensemble Directors

Stephen Gage, Dana Symphonic Wind Ensemble and conducting
Geoffrey Holland, Dana Chorale, University Chorus and Madrigal Singers
William Slocum, Dana Symphony Orchestra and horn
John Veneskey, Marching and Concert Band, music ed. and trumpet (1 yr. temp)

Office Secretary

Carol Marsh

Policy-Making/Committee Structure

The School functions through a process of committee work and full-time faculty meetings. At the beginning of the academic year, meetings are held at the University, College and Departmental level for all faculty and staff. Faculty appointments to committees are determined by the director based on consultation with the faculty member and by past practice.

- Curriculum Committee (Ausmann, Gelfand, Krummel, Rollin and Umble)
- Ensemble Directors Committee (Engelhardt, Gage, Holland, Leonardi, Schaft, Slocum, Veneskey & Wilcox)
- Graduate Committee (Funk, Gage, Gould, Largent, Rollin, Slocum and Umble)
- Music Education Committee (Ausmann, Crist, Funk, Holland and Veneskey)
- NASM Review Committee (Funk, Gould, Largent, Perkins)
- New Music Committee (Andrew, Gage, Perkins, G. Rollin, R. Rollin, Slocum and Turk)
- Recruitment Committee (Andrew, Gage, Holland, Krummel, Wilcox, Yun)
- Showcase Concert Committee (Mosher, Leonardi, Rudnytsky, Wilcox)
- Strategic Planning/Outcomes Assessment Committee (Ausmann, Crist, Engelhardt, Krummel, Schaft and Umble)
- Student Advisory Committee (Andrew, Boyce, Oltmanns and Yun)

Committees for Departmental Promotion are elected through the process outlined in the *YSU/OEA Agreement*.

COMMITTEE STRUCTURE

The faculty of the Dana School of Music is represented by committees which assist in the decision-making processes of the department. Committees make periodic reports to the faculty and seek their approval in matters of programs, curriculum, and policy. All committees are staffed by a minimum of three faculty members appointed by the director in consultation with the individuals. Committee membership is based on equitable representation with the constituency of the School of Music. The staffing of the Promotions Committee conforms to the guidelines of the *YSU/OEA Agreement*. The following is a list of standing committees and their charges.

GRADUATE COMMITTEE – To review graduate matters and to recommend changes in policy and curriculum to the faculty. To deal with those matters specifically assigned to the committee such as graduate assistantships, independent project approvals and thesis proposals.

ENSEMBLE DIRECTORS – To address problems of the scheduling of performances and classes, to review suggestions for improvement of matters pertaining primarily to major and some minor ensembles.

CURRICULUM – To review undergraduate curriculum matters submitted by faculty or self-generated and to recommend appropriate action to the faculty.

RECRUITMENT – To oversee recruitment for the Dana School of Music and present issues, concepts and proposals to the faculty.

LIBRARY – To oversee the development of the music collection in Maag Library and to act as a liaison between the School of Music and the library.

MUSIC EDUCATION – To review the music education curriculum and recommend program and policy changes to the faculty relative to our resources and the trends and needs of the profession.

NEW MUSIC – To oversee the programming, publicity and logistics associated with events surrounding new music. To aid in implementing the grant awarded the New Music Guild.

SHOWCASE – To oversee the development of the annual Showcase Concert including public relations and final program coordination.

STUDENT ADVISORY – To review items of concern to students and recommend modifications or adjustments of school policy, curriculum or general requirements to the faculty for consideration.

NASM REVIEW – To review the self-study and incorporate developments of recent years. Prepare faculty and students for the spring visit.

STRATEGIC PLANNING/OUTCOMES ASSESSMENT – To investigate major trends in education and propose ways and means for shaping the future of the School. To review our Mission and Goals statements and Governance documents in order to keep them current and to propose changes to those documents if necessary. To review examination procedures for music majors including entrance examinations, auditions, jury examinations, exit examinations such as Theory 2632, Keyboard Musicianship 2682 and upper division review.

Reports and recommendations from these committees are brought before the Dana faculty at bi-monthly faculty meetings. This procedure has been successful in directing the Dana School of Music's policy for many years, especially in recent years where the gap between senior and junior faculty members is not quite so apparent.

E. FACULTY AND STAFF

The YSU-OEA contract provides generous benefits for faculty development. These are not exclusive to the Dana School of Music, obviously. The various leave benefits include:

The budgeting of sixteen **Sabbatical Leaves** which are full-year, full salary, full benefit leaves. These are competitive in nature and require administrative reports to be filed. Faculty are eligible for such leaves after seven years of employment at the University and faculty who are awarded such grants must return to teaching for two years following such a leave." There are 18 **Research Professorships** also available.

There are up to twenty-four **Distinguished Professorship Awards** granted yearly; six each based on excellence in teaching, scholarship, public service and University service. These awards are selected by a committee chaired by the Provost, following nominations from faculty, students and administrators. Recipients receive a \$1,500.00 award and there is no restriction on the number of times an individual can receive these awards. Dana School of Music has several distinguished professors in its ranks.

Performance is considered "research" by the faculty and to a large extent by the College, however there has been a trend by the administration to favor publications, articles and creative endeavors as more meritorious than performance. The recent administration has "raised the bar" for promotion and tenure.

The YSU-OEA contract also provides protection for faculty members in terms of a standardized Grievance Procedure, although there seldom have been grievances in the past eight years.

The qualifications of the faculty are excellent. The recent push by the administration to insist on terminal, or nearly finished, degrees has effectively changed the faculty into one that appears more qualified than since the last accreditation visit. The desire for candidates with the terminal degree has resulted in nine of the last eleven tenure-track hires (hired since 1990) having earned the doctorate. The other two are almost finished with the dissertation. Since the Dana School of Music relies on its faculty to teach a wide range of subjects, there is a certain degree of flexibility needed by the faculty. Dana has chosen wisely this past decade, selecting experts with strong secondary skills, thus enabling students to get the best instruction possible for this type of school.

The faculty consists of ten full professors (one on leave), nine associate professors, three assistant professors, and three instructors. There are also about twenty part-time instructors and one full professor on extended teaching contract. The percentage of full-time instructors to the total number of students is not as good as it was ten years ago; retirements did not always mean that a new position was created. Discounting the faculty string quartet, which was initially employed for recruiting purposes and used toward the end of its stay for part-time teaching, there were twenty-eight full time faculty members in 1990. Today there are only twenty-five. In addition to the decrease in faculty members, there has been an increase in the number of students; 230 undergraduates in 1990 and over 300 undergraduates in 2000. (See Size and Scope) This has put enormous pressure on certain facets of the curriculum.

For those faculty who were not brought in with the terminal degree, the University has been most kind to grant sabbatical leaves for pursuing the terminal degree, and has given faculty members financial aid to pursue the degree. Faculty members hired without the terminal degree have been further rewarded with an automatic promotion upon completion of the degree, but they have also been hired at the instructor level, usually without an opportunity for promotion and tenure, until the terminal degree is achieved. The University also helps with faculty research through release time (Reassigned Teaching) and through research professorships.

Salaries for faculty are comparable or slightly above average for schools of this size and class; there are very few faculty members who leave for financially better situations. There has been more concern from the faculty about the overall support for music and the arts in recent years. The percentage of the total music instructional budget allotted to part-time faculty members is 5.8 per cent. The policy regarding the duties of graduate

