

C O N S U L T A N T ' S R E P O R T

to

The Department of Music

CARTHAGE COLLEGE

Kenosha, Wisconsin

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Consultant: Andrew J. Broekema
College of the Arts
The Ohio State University
Columbus, Ohio 43210

General Comments

1. The music unit needs to develop in-depth discussions concerning its role on the campus. The function of the music unit as a resource in the liberal arts block is essential to its future. The second function of providing a broad-based degree program for the music major needs to be carefully related to the total campus philosophy. Some concerns about the destination of music majors in the professional world, in the educational world, and in the unspecified world need to be carefully surfaced and placed in priority to the ability of the campus to fully implement and sustain the program in the future.

Concurrently, a fully-endorsed statement of objectives should be prepared and included in the catalog. That statement should precede all other tasks at this time in order to establish the foundation for any needed changes and adjustments in the curriculum, the faculty, student demography, and other needs.

2. A five-year plan of implementation of objectives should be developed. That plan should reflect discussions about faculty development, sustaining the student enrollment, expansion of library holdings in all of their descriptions (books, scores, performance music, classroom materials, recordings, periodicals, collected editions, etc.), equipment needs, budgets and general program needs.

3. Serious attempts need to be made to expand the image and value of the department of music to the campus at large. Discussions with the central administration about ways that the music unit could enhance

general recruiting activities, could assist in development plans, and could reflect the ambassadorial mission of the campus. There will be added duties for the music faculty should these activities materialize, but the consultant feels that such activities will produce great results with respect to sustaining enrrolments and financial commitments to the institution. Public relations and reputation are delicate aspects of the continuation of the basic tenets of an institution, and it is recommended that the music department find its unique contribution to the maintenance of the philosophy of Carthage College.

Comments and Observations about the Department of Music

Administration

The chairman is a dedicated and professionally oriented person with developed perspectives that allow him to balance both administrative and teaching responsibilities well. His interaction with students, faculty and administration appears to be effective and productive. However, the continuing development of the department will produce growing strain on his time commitment and energies. The teaching and administrative load is balanced at this time, but he could be greatly assisted in a more traditional office function. Secretarial assistance should be committed to him to allow for the on-going processes of student contacts, public relation activities, and general department matters. The constant interruptions in his teaching studio are an irritant to students and constitute a deterrent to learning. A telephone diversion could be provided with assistance from a secretary in fielding calls that could be re-placed later.

The chairman is urged to develop a pattern of administration that

outlines lines of authority and delegated responsibilities in relation to the new Faculty Handbook. Committees and representation on campus committees should be included. Assignments for advising, for curricular developments, for record keeping and the like should be defined.

It is suggested that all records of the department be collected in one location. Although it appears functional under the present system of maintaining applied music records in each studio, it would provide more control on the records if a person could supervise the collection in one location. Records maintained by part-time and full-time faculty could result in loss and uncoordination. Files that centralize advising and class records along with syllabi and other administrative records should be more accessible to those persons who can respond to student and faculty needs.

Faculty

The faculty is unusually balanced and beautifully credentialed for its role in the context of this institution. Perspectives observed by the consultant indicate that there has been a full realization of relations of each faculty member to the total program. Expectedly, there are differences of opinion about achievement of goals, but these should provide an energetic examination of the role outlined above.

It would be of great advantage to the faculty and to the administration to outline the needs in terms of faculty talents required to fully implement the program now included in the catalog. Conversion of those faculty talents into practical terms of load and cost can help in the communication about the future of the department.

The greatest present need for the faculty is to develop a load statement that carefully describes time commitment, contact hours, preparation hours, and weighted responsibility in relation to the campus load statement. Presently, there exists a general lack of understanding about the unusual nature of music instruction in the context of the course system. It would be of advantage to gather information from other campuses that might have developed statements for reference purposes. It is the consultant's reminder, however, that no other campus will exactly duplicate the program and implementation of the Carthage campus. A realistic statement of loads will provide a foundation for development of objectives and should encourage a sympathetic response to requests for the future. Discussions could be greatly assisted by faculty members outside of the discipline to provide perspective and reality to the final statement.

A load statement will allow the unit to more fully understand its own strengths in the classroom and the studio.

Department Perspective

There is a tendency to attempt to respond to the demands of a profession at large by exploring degree options that may be unlikely and inappropriate for the department. In the one degree program with a limited number of hours (60 maximum) the faculty has outlined the options of music education (vocal, instrumental, or combined K-12), performance, music merchandising, and church music. In addition, projects in research, conducting and composition are placed before the student through the honors program. Although it is understood

that these enrichment options are simply reinterpretations of the core plus a selection of courses sufficient to explore, but not exceed the maximum, it appears that this "temptation" to the students might be creating an unnecessary and burdensome load for the faculty. The consultant finds no fault with the intention, but the sequencing of course offerings certainly will be affected by the need to provide optional courses enticed by the specializations. In relation to the discussion below about the program, it is urged that the department examine carefully its resources before these multiple specializations are further encouraged.

Student Body

The department is healthy with its 51 music majors and a large share of contributed services in ensembles from non-music majors. The session with students revealed a strong commitment to the department and to its objectives. The students enjoy the easy access to faculty, find the intimacy conducive to their aspirations, and are convinced they are receiving a good education in their degree programs. The opportunities for cultural activities in Kenosha and in Chicago continue to enrich their lives. They enjoy the smallness of the department because it allows more performance opportunity for each student and because they can be in close contact with all of the music processes. That strength is also a concern. It is paramount that the faculty continue to stress the realism of an extremely competitive world of professionals seeking jobs in music. Intensity and commitment increase when competition and comparison is a part of the life of the music major. Once again,

the philosophy of the college to a strong liberal arts degree base will come into contrast with a music major's ambition to compete with the professionally trained musician from other institutions. As long as the department reassures its posture of a B.A. program only, the student should be able to establish a realistic perspective.

Student concern about amounts of credit for experiences in studio instruction and ensemble will be discussed below. Students are optimistic that the changes and strengthening of the theory sequence will provide a more valuable experience in the future. A lengthy discussion about dependency in this intimate setting versus the need for independence as a creative musician revealed some of the lack of understanding of the actual developmental cycle needed in the program. Multiple experiences away from the campus need to be stressed.

Library

The library is supportive of the undergraduate program, and the institution is to be commended for what appears to be a systematic development of a very good basic collection. The chairman has indicated the N.A.S.M. library list has been checked and the majority of holdings has been secured. Such attention to the recommendations should be continued. However, the list is a guide only, and the faculty is urged to develop its own plan for library expansion. There needs to be very specific energy given to expanding the collection of scores. A policy about the acquisition of additional collected editions should be established. Periodicals are difficult to handle in the alphabetical shelving, and it would be advisable to consider at least a reference list of all periodicals in the discipline to provide for easier

"browsing" in that section of the library.

The faculty is concerned about the dislocation of some resources needed in the classroom and easily accessible to students. The possibility of locating closed reserve books in the listening room should be discussed. That area is secure and does provide protection for books to be located more conveniently to the activities of students and faculty.

The record collection could be greatly expanded. However, the faculty should consider the impact on its time as that collection requires more time for cataloging and circulation. Multiple copies of scores and study books should be budgeted as needed by the faculty.

The library is a well-developed resource for the music department, and it is urged that the department work actively to incorporate more use of the library in classes.

Equipment

Equipment is generally in excellent condition and in plentiful supply. Studios, classrooms and ensemble rooms are attractively and adequately equipped. Maintenance budgets should be carefully prepared in order to protect the investment and to insure adequate life for future years. Instruments are in good condition; are readily available; and keyboard instruments are in good supply with apparent good maintenance and tuning.

Facilities

Space is functional and complementary to the goals of the department. Adequate space for practice, for studio instruction is pleasant and

conducive to learning. In fact, the department is in excellent condition with respect to well-maintained and well-designed space for the current program. Any expansion will present some challenge for additional studio space and additional practice rooms, but that need can be addressed as it materializes.

Budget

The budgeting process is traditional and the department feels that adequate support has been given by the central administration. However, it is important that projected goals and expansion be coordinated with budget capabilities. A realistic approach to needs should continue. Salaries appear to be low, but that issue is internal. The faculty is committed to the institution and shares in the concerns to maintain a high quality program despite the constraints of budget limits. It is hoped that the music department will consider its capabilities in the light of limitations as it discusses the years ahead.

Program

Several comments have been included in the subjects covered above, and the following statements represent concerns about establishing a clearer developmental plan in the department. The most difficult task is to establish a genuine rationale and order for courses within the bind of the four-credit course concept on the campus. The restraints are real, and there should be some attempt to further modify the campus plan to allow for the freedom of variable hour courses typical of all music departments in the country. These statements will identify some problems:

1. The restriction to four four-credit courses cannot allow for the initiation of one or two-hour courses without making each variance a series of experiences that add up to four hours.

2. Sixteen hours of credit is seldom a "normal" load for music majors. However, any additional requirements results in additional assessed fees. It is suggested that some "activity" courses be petitioned as exemptions from that policy, or that a plan of eighteen hours for the music major be permitted.

3. No prerequisites are included in the catalog, allowing students to enroll in courses as they wish. It was observed that students were simultaneously in the beginning theory course and in music history. The numbers of these courses seem to indicate that this should not happen. The department should decide what experiences are necessary in order to allow courses with advanced numbers to use certain experiences as preparation.

4. Course syllabi examined by the consultant indicated a range of observations. Some had been recently prepared. Some included experiences that overlapped with other courses. Some did not include goal statements. Texts were not always indicated. All syllabi need to be shared with the entire faculty, and they need to be evaluated in relation to goal statements issued by the department. A carefully developed syllabus file will greatly help the department to solidify its mission.

5. Some attention should be given to placement testing in theory skills. Presently, the admission of all students into a common section produces strains on the varying abilities of students. Students without

adequate preparation could be placed into a class designed to include pre-majors and general college students. Such a class could also be combined with a basic class piano.

6. The department should initiate a numbering system for applied music (as was discussed). Such an action will allow the department to more fully establish a developmental sequence for studio instruction. It is urged that the department complement that action with repertoire and technical studies lists that will clearly describe the reasons for the change, and will further identify expectations for students in the studio. Grading will be easier since a standard can be used to evaluate progress.

7. The department should initiate a request to grant credit for ensembles. With a clearly defined statement of purpose and objectives for ensembles, it should be stated that these experiences are vital to educational development in music. Ensembles are not just group practice, and the present no-credit enrollment only promotes a lack of substance for the ensemble program.

8. Course sequences need to be outlined and followed. Although the department publishes a list of two-year offerings, it is apparent that students have been either inconvenienced or delayed toward graduation with changes and adjustments to those sequences. Without prerequisites students are being allowed to proceed through the program with the available courses as the determinant. It should be noted that the N.A.S.M. visitors will be concerned about the sequences in which courses are taken, and each transcript will be studied to determine the effect of course offerings and sequencing on each student. The department should

establish a clear order of courses to insure control of quality.

9. The handbook of N.A.S.M. clearly identifies competencies expected of every music major in an accredited program. The consultant is concerned that these expectancies have not been systematically discussed and included in the basic course series. The core appears to reflect teacher preference and expediency rather than a department developed statement of standards and equivalencies. There have been recent discussions about the theory offerings, and adjustments are being made. Because of the close contact with students, the instructor can keep very close check on progress. The consultant is not convinced that a full understanding exists about the value of foundational work in music theory and the integration of that work in the music history sequence. It is recommended that the department initiate very basic discussions about arranging a three-year sequence of courses to begin with theory for four semesters, five meetings a week, and completing with two semesters of music history. Within the time frame of this span of time it would be possible to include ear training, written work, keyboard experiences and compositional-music literature experiences. The culmination of that work in the context of history could include, maintaining that five-day frame, experiences in form and analysis and other historical skills such as counterpoint could be included. In addition, it is advisable to design a course frame that includes contemporary styles and those ethnic styles that are appropriate to the whole. Upper division genre and composer courses are also appropriate to the B.A. program.

10. The course offerings for the general college student should be expanded. At the present time only one course is specifically related to the liberal arts context although other courses are open for enrollment to the general student. Discussions with other disciplines and studies that relate music to the broad base of the liberal arts should produce courses that are more appropriate for the context of general studies.

11. The church music program is commendable and practice and performance equipment is excellent. Because of the question of sufficient enrollment, it is recommended that discussions be initiated with the religion department to determine appropriateness of including specially designed courses in church music for the pre-seminarian student. This aspect of the department should be featured in recruitment since few departments are capable of duplicating equipment and talents available at Carthage.

12. Some courses are not printed in the catalog (421, 420). Some specific listing of topics under 401 would define opportunities more completely for students. The catalog should be brought up to date with accurate course descriptions and program details.

In conclusion, the basic ability of this faculty to discuss fully its mission should produce a more balanced statement of objectives. Course work should be altered to fit that statement. A rationale for all offerings grows from the intentions of the faculty. A careful comparison with the N.A.S.M. handbook will insure readiness for the time of request for membership. Presently most areas are in good order. Because of the change in staffing it is wise to confront issues now and to arrange the assignment of classes to faculty that are prepared to

teach each subject. It might be advisable to solicit advice from institutions where the theory-history sequence is achieving good results. Perhaps Carthage then will be convinced that its present offerings, or those developed from discussion, do indeed use the faculty to the highest advantage and simultaneously provide the maximum experiences for its students.