December 19, 2006

UNIVERSITY OF WEST GEORGIA
Department of Music

Action:

The Commission voted to continue the current Membership status of the institution and to seek further information before completing its work with the application for renewal of Membership. This deferral by the Commission is not a negative action. Rather, it enables consideration of issues and concerns by the institution and the Commission within the framework of the present Self-Study and on-site visit.

The institution is asked to respond to the concerns below.

Items for Response:

1. The Commission requests documentation that demonstrates institutional plans to ensure an appropriate number of faculty to support the size and scope of the programs offered, and to ensure that budget allocations for personnel are sufficient to sustain programs offered by the music unit from year to year. In connection with this matter, the Commission notes that while the common 2:3 ratio of contact hours is policy, the recent loss of two full-time faculty positions and a 70% reduction in part-time faculty funding have resulted in full-time faculty taking overloads, which do not appear to be the same as faculty in other departments (see Self Study pages 62, 74-75; Visitors’ Report, pages 3, 16; Optional Response, page 7; NASM Handbook 2005-2006, page 53, items II.B.and C.; page 56, item II.E.4.) [NASM Current Standards: Handbook 2007-2008, items II.B., II.C., and II.E.4.].

2. The Commission requests documentation that demonstrates how the institution will comply with health and safety issues related to facilities. Specifically, the Commission requests that the institution provide further information and plans to respond to safety concerns of a single door exit, and the 120 decibel level measurements undertaken by the University’s Occupational Health and Safety Coordinator in September 2006 in connection with the marching band rehearsal room (see Self-Study, pages 80, 83-84; Visitors’ Report, page 17; Optional Response, page 2; NASM Handbook 2005-2006, page 57, item II.F) [NASM Current Standards: Handbook 2007-2008, item II.F.].

3. The Commission requests documentation describing what institutional policies and procedures exist to ensure that instrumental music education majors acquire experiences in both small and large instrumental ensembles (see Visitors’ Report, page 17; Optional Response, page 5; November 2005

Due Date for Response:

May 1 for consideration at the Commission meetings of June 2007.

The Procedures for Submitting Responses and Progress Reports may be downloaded from the NASM Web site at http://nasm.arts-accredit.org (see “Publications” and, beneath that, “Accreditation Procedures”).

Note:

1. The Commission notes that the Self-Study references the consideration of deleting the Bachelor of Music in Composition. The Commission requests that the institution inform NASM if the program is withdrawn (see Self-Study, Section II, Instructional Programs Portfolio, page 11).


Commendation:

The Commission commends the institution for beginning the process of acoustic and sound abatement review.

[Signature]

Samuel Hope
Executive Director

SH:mm
Section IV  
Management Documents Portfolio

Subsection I: Operations  
A. Mission, Goals, and Objectives

The mission of the Department of Music is to educate students through activities culminating in the creation, performance and promotion of music. In creating, performing and promoting music, the department involves, serves, educates and enriches the UWG community and residents throughout the region; and particularly, provides music students opportunities to develop their skills as performers and teachers. The Department is a professional, accessible and reliable department that presents creative, innovative and exciting performances and educational opportunities of the highest quality.

The faculty is dedicated to developing educators who are equally well trained as musicians and teachers; and performers, composers, and scholars who contribute performances, works, and ideas of integrity. Bachelor of Music degrees are offered with majors in Music Education, Performance, Performance with an emphasis in Jazz Studies, Performance with an emphasis in Piano Pedagogy, and Composition. Master of Music degrees are offered in Music Education and Performance. The programs of study in music education lead to Georgia State Teacher Certification. All instruction is delivered by a distinguished artist-teacher faculty with extensive credentials and professional experience. Faculty members have regional, national, and international reputations in performance, teaching, research, and creative activities. The University of West Georgia is an accredited institutional member of the National Association of Schools of Music.

Through its undergraduate programs and associated activities, the Department of Music provides:

- instruction designed to develop the musical understandings, performance abilities, and creative and critical skills of all music students.

- opportunities to develop the pedagogical insights and communication skills of prospective teachers.

- opportunities to develop a high degree of professionalism in scholarship and in performance.

- opportunities for non-major students to broaden their acquaintance with the musical art through study and performance.

Through its graduate programs and associated activities, the department provides opportunities for the graduate student in music to:
• develop an advanced level of musical understandings and performance ability.

• foster the advancement of creative and critical skills.

• develop sophisticated pedagogical insights and advanced communication skills.

• produce scholarly and creative works in the fields of music and music education.

Using applicable professional standards as a basis, the Department of Music is committed to:

1. employ a sufficient number of distinguished and highly-qualified faculty who engage individually and collectively in creative endeavors locally and throughout the state, region, and nation including: concert performances and solo recitals; conducting and coaching of student and professional ensembles; organizing and participating in professional conferences and festivals; publishing articles, books, arrangements, and compositions; presenting research papers; teaching at camps, clinics, festivals, and workshops; and adjudicating, critiquing, and consulting. Furthermore, the faculty must provide a personalized environment as teachers, advisors, and role models, and must support the student in his or her quest for excellence. The faculty must engage in continuous self-assessment, be responsive to the changing needs of our society, and adapt the mission, goals, and objectives as needed.

2. provide curricula, instruction, and experiences designed to meet the educational demands of an increasingly diverse and global society in the twenty-first century; to provide an atmosphere for continual self-development and growth leading to well-rounded, liberally educated individuals; to provide an atmosphere of interaction with the community through public-service programs and concerts; to provide a system of assessment to measure each student's accomplishments at various stages in his or her program; to provide concerts, services and musical enrichment activities presented by faculty, ensembles, individual students, and visiting artists.

3. implement student recruitment activities focused on attracting a critical mass of qualified individuals to support the integrity of a high-profile ensemble program and on attracting music majors with the aptitude to succeed in the music profession; to implement recruitment efforts that include but are not limited to publicity, performance tours, conference presentations, mentorship programs in the elementary and secondary schools, and the sponsorship of music education events for school students and their teachers; to develop a significant scholarship fund that will
support competitive recruitment of prospective music students who show exceptional promise and to current students who demonstrate significant improvement.

4. maintain a positive public image and good relations with our alumni and friends by providing excellence in all musical and educational endeavors and by providing musical service for schools, service clubs, and community organizations; to provide expressions of appreciation to donors of music scholarship funds through regular communications, personal interaction, and professional activities; and to provide ongoing career support for alumni through professional mentorship and educational activities.

5. Provide adequate resources for teaching and scholarship, appropriate soundproofed spaces and acoustically treated facilities, and to provide the instruments, equipment, and materials sufficient to support the curricular objectives and the comprehensive mission of the department.

To meet these objectives, the Department offers Bachelor of Music degrees in Composition, Music Education, Performance, Performance with Emphasis in Jazz Studies, Performance with Emphasis in Piano Pedagogy, and with Elective Studies in Business. At the graduate level, the Department offers Master of Music degrees in Music Education and Performance. For the general student, the Department offers Core curriculum classes in Music Appreciation, World Music, and Jazz, Rock, and Popular Music. General university students are eligible to audition for the all the Department’s ensembles. Non-Music major students may also take other Music courses on a space-available basis, subject to approval of the instructor. Music courses in which general students have recently enrolled include Music Theory I, Aural Skills I, Keyboard Skills I, and Jazz History and Styles. In addition, the department also offers multiple sections of Music for Classroom Teachers, which is required of majors in Early Childhood Education.

Mission, goals, and objectives strongly guide the work of the department. They influence decisions regarding programs, curricula, and graduation requirements. Objectives and needs form the basis for determining allocation of resources and selection of faculty and staff.

Evaluation of goals and objectives is an ongoing process involving the Music faculty as a whole and in committees and subcommittees. Opportunities and needs can be addressed by any of these bodies. Recommendations are brought to periodic meetings of the faculty for consideration and action. Formal procedures ranging from student evaluations of courses to assessments by accrediting agencies influence the evaluation of goals and objectives.

The department’s Mission, Goals, and Objectives are compatible with the Mission of the institution, which is stated on page 19 of the current Undergraduate Catalog.
and on page 10 of the current Graduate Catalog, as well as on the university website at this link: http://www.westga.edu/documents/mission.php

The University Mission Statement is:

The University of West Georgia, a charter member of the University System of Georgia, is a selectively-focused, comprehensive institution providing undergraduate and graduate public higher education in arts and sciences, business, and education, primarily to the people of West Georgia.

West Georgia offers a range of disciplinary, interdisciplinary, and professional programs at the baccalaureate level. It is also a major provider of graduate education at the master's and educational specialist's levels; further, a cooperative doctoral program is offered on West Georgia's campus. In addition to being accredited as an institute of higher education, the University earned national accreditation or recognition in most undergraduate and graduate fields of specialization.

The purpose of West Georgia is to provide opportunities for intellectual and personal development through quality teaching, scholarly inquiry, creative endeavor, and service for the public good. The University aspires to preeminence in providing educational excellence in a personal environment through an intellectually stimulating and supportive community for its students, faculty, and staff.

West Georgia is committed to the following areas of excellence:

- high-quality undergraduate and graduate programs in selected fields in the Arts and Sciences, in Business, and in Education, that are grounded in a strong liberal arts curriculum, and that
  - impart broad knowledge and foster critical understanding needed for intellectual growth, personal and social responsibility, cultural and global literacy, and life-long learning;
  - emphasize disciplinary rigor;
  - foster the development of effectiveness in communication, critical and independent thinking, problem solving, and the use of technology.

- a learning community dedicated to instructional excellence where close student-faculty interaction enhances both teaching and learning for a diverse and academically well-prepared student body.

- educational opportunities for exceptional students through initiatives such as the development of an Honors College and, for extraordinary high school juniors and seniors, through The Advanced Academy of Georgia.

- faculty research, scholarship, and creative endeavors which promote
knowledge, enhance professional development, contribute to the quality of instruction, and provide significant opportunities for student involvement and field-based experience.

- a broad range of public service activities and proactive partnerships to promote more effective utilization of human and natural resources; to contribute to economic, social and technical development; and to enhance the quality of life within the University's scope of influence.

- regional outreach through a collaborative network of external degree centers, course offerings at off-campus sites, and an extensive program of continuing education for personal and professional development.

- student services which increase opportunities for academic success and personal development and enhance the climate of campus life.

- affirmation of the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff.

- a collegial environment in the decision-making processes and supporting practices that embody the ideals of an open, democratic society.

These commitments culminate in educational experiences that foster the development of leaders and productive citizens who make a positive impact throughout an increasingly global society.

The department’s Mission, Goals, and Objectives are also compatible with the Vision of the institution, which is stated on the university website at this link: http://www.westga.edu/documents/vision.php

The University Vision Statement is:

The University of West Georgia will be a leader within the University System of Georgia in providing educational excellence in a personal environment.

The University of West Georgia will seek to create for students from various backgrounds every possible avenue to intellectual achievement, personal development, and leadership potential without compromising academic excellence. The University will maintain close contact with all people of the region, be responsive to their needs while raising their aspirations, and generating a more highly-educated populace. The University of West Georgia will be recognized for excellence in teaching and learning, research, and public service in undergraduate, graduate, and continuing education. The University will be recognized as being fundamental to the educational, social, cultural, technological, and economic advancement of the region and state.

Specifically, the University of West Georgia will be characterized by:
• Educational Excellence evidenced by outstanding educational experiences, national and regional recognition of selected programs, faculty who excel in their disciplines, superior staff support, and an increasingly capable student body. At West Georgia, teaching, research, and service will be intricately intertwined and supportive of each other.

• A Safe, Supportive Community committed to enhancing learning, through close contacts between students and faculty, small classes taught by senior faculty wherever possible, and through dedicated staff who help provide a vibrant campus life.

• An Outstanding, Diverse Faculty and Staff who demonstrate effective communication and teaching skills; utilize new technologies and innovative strategies to enhance student learning; and exhibit the highest standards of intellectual achievement, research, and continuing growth.

• Educational Opportunities for a Wide Range of Academically-Prepared Students that include a strong academic knowledge base for the development of leadership skills and life long learning.

The University of West Georgia will help ensure its students' future success by developing the ability of individuals to access, interpret, analyze using current technology, and make use of, relevant facts, information, and knowledge to think critically, solve problems, work with, and communicate effectively with others.

West Georgia will develop the whole individual so that as alumni they will continue to be contributing members of their families, institutions, communities, state, nation and world.

• Educational Opportunities for Exceptional Students: West Georgia will build a reputation for having an honors college with a distinctive liberal arts curriculum and additional peaks of excellence in selected undergraduate and graduate majors and professional programs, with student involvement in faculty research, and themes that run across the curriculum, such as communication, leadership development, interdisciplinary studies, critical thinking, and problem solving.

• A Region-Wide Learning Community that Engages and Inspires Traditional and Non-Traditional Students to become educated persons with global and multi-cultural perspectives, and advanced technological knowledge. The University will help develop both ethical principles and intellectual flexibility for the future, and will celebrate and energize the human spirit through respecting and supporting individual differences in learning styles, identities, and personal/professional goals.
• Pro-active Partnerships with Public and Private Schools and Other Education Institutions, Business, Industry, Government, and Cultural and Social Organizations in order to analyze, synthesize, evaluate, predict, and respond to changing state and regional needs, to support Georgia's educational, economic, and cultural development, and to ensure graduates' readiness for the present and future.

• A Unified, Clearly Focused, University with each part contributing to and understanding how every other part contributes to the mission of the University and to the larger society.

Further, the department's Mission, Goals, and Objectives are compatible with those of the University System of Georgia. The Mission Statement for the University System of Georgia is stated on page 492 of the current Undergraduate Catalog and on page 265 of the current Graduate Catalog. The Core Mission Statement for State Universities in the University System of Georgia is stated on page 491 of the current Undergraduate Catalog and on page 264 of the current Graduate Catalog. The Vision, Mission, and Goals Statement of the University System of Georgia are also stated on the system website at this link: http://www.usg.edu/about/statements.phtml. The statement is as follows:

Vision Statement

The University System of Georgia will create a more educated Georgia, well prepared for a global, technological society, by providing first-rate undergraduate and graduate education, leading-edge research, and committed public service.

Mission Statement

The mission of the University System of Georgia is to contribute to the educational, cultural, economic, and social advancement of Georgia by providing excellent undergraduate general education and first-rate programs leading to associate, baccalaureate, masters, professional, and doctorate degrees; by pursuing leading-edge basic and applied research, scholarly inquiry, and creative endeavors; and by bringing these intellectual resources, and those of the public libraries, to bear on the economic development of the State and the continuing education of its citizens.

Each institution in the University System of Georgia will be characterized by:

• A supportive campus climate, leadership and development opportunities, and necessary services and facilities to meet the needs of students, faculty, and staff;

• Cultural, ethnic, racial, and gender diversity in the faculty, staff, and student body, supported by practices and programs that embody the ideals of an open, democratic, and global society;
• Technology to advance educational purposes, including instructional technology, student support services, and distance education; and

• A commitment to sharing physical, human, information, and other resources in collaboration with other System institutions, the public libraries, state agencies, local schools, and technical colleges to expand and enhance programs and services available to the citizens of Georgia.

Goals Statement

The University System of Georgia will ensure access to academic excellence and educational opportunities for all Georgians by:

1. Educate graduates who are intellectually and ethically informed individuals with well-defined skills and knowledge who are capable leaders, creative thinkers, and contributing citizens.

2. Expand participation by increasing access, enhancing diversity, improving service to nontraditional students, expanding use of distance education, advancing public library usage, and marketing the advantages of postsecondary education.

3. Increase academic productivity through improved recruitment, increased retention, accelerated graduation, expanded credit generation, augmented continuing education opportunities, and current technology.

4. Emphasize the recruitment, hiring, and retention of the best possible faculty, staff, and administration.

5. Help accelerate Georgia's economic development by providing needed graduates, offering appropriate academic programs, and marketing the System and its institutions as economic assets of the state.

6. Seek the most efficient, effective, and technologically sound business and service best practices, and regularly compare ourselves to national peers.

7. Provide and maintain superior facilities, funded by innovative mechanisms that shorten the time that elapses between approval and use.

8. Ensure coordination, where appropriate, between University System of Georgia policy and practices and those of the Department of Education (DOE) and the Department of Technical and Adult Education (DTAE).

9. Increase, diversify, and strategically allocate resources.

In meeting these goals, the University System of Georgia will hold itself\textsuperscript{72}
accountable to the citizens of Georgia for the effective and efficient use of every available material resource, new technology, and human insight and activity and will charge its collective intellectual power on behalf of the state.

B. Size and Scope

The Music Department has maintained essentially the same enrollment over several years. There are currently increased numbers of new students in the instrumental area, primarily due to increased activity of the Marching Band.

The department primarily serves students from the state of Georgia. However, students from other states and foreign countries (including recent graduates from Finland and Turkey) also enroll in Music degree programs. The majority of students are from the west Georgia region, including the metropolitan Atlanta area and suburbs.

The diversity of experiences and backgrounds of our music majors and the extensive teaching experience, performance and research activities, and dedication of the faculty create a dynamic mix that provides for excellence in classes and performance. The faculty-student ratio allows for strong individual attention to students in advanced music courses. Enrollment is sufficient to support advanced courses and advanced-level ensemble experience.

The graduate program provides a small community of performers and music educators. Although most graduate students attend part-time, taking evening classes, they interact with each other and with their instructors in classes, ensembles, and in preparation of performances, class projects, and theses.

In the last few years, we have begun a non-degree program of Initial Certification in Music. This program is designed for those with baccalaureate degrees in Music other than Music Education, who wish to become certified to teach Music in the state of Georgia. Many of the students enrolled in the program are currently teaching on provisional certificates, and have a limited amount of time to complete the program before their provisional certificates expire. The program consists essentially of the Music Education portion of the BM in Music Education degree. To accommodate the Initial Certification students, the Music Education classes are taught during evening hours. Those who are currently employed as Music teachers may use their teaching sites to fulfill internship requirements.

The presence of Initial Certification students has had a positive effect on our traditional students. The older students bring a perspective of experience and pragmatism to the classroom that inspires the younger students to higher levels of achievement, and gives them a more practical perspective of the class objectives.

Despite taking only undergraduate courses, Initial Certification students are classified as graduate students by the institution, and are admitted as non-degree
graduate students. Unfortunately, they are not counted in as Music majors for purposes of institutional, NCATE, or NASM HEADS reports. They take only minimal resources in terms of transcript evaluation and advisement, and in supervision of the Teaching Internship.

Table 1

<table>
<thead>
<tr>
<th>Degree program</th>
<th>2005</th>
<th>2004</th>
<th>2003*</th>
</tr>
</thead>
<tbody>
<tr>
<td>BM in Composition</td>
<td>2 / 1</td>
<td>1 / 2</td>
<td>2 / 0</td>
</tr>
<tr>
<td>BM in Music Education</td>
<td>50 / 4</td>
<td>48 / 5</td>
<td>46 / 3</td>
</tr>
<tr>
<td>BM in Performance (all Emphases)</td>
<td>25 / 2</td>
<td>26 / 3</td>
<td>40 / 2</td>
</tr>
<tr>
<td>BM with Elective Studies in Business</td>
<td>9 / 1</td>
<td>6 / 0</td>
<td>4 / 0</td>
</tr>
<tr>
<td>Total Undergraduate</td>
<td>86 / 8</td>
<td>81 / 10</td>
<td>92 / 5</td>
</tr>
<tr>
<td>MM in Music Education</td>
<td>8 / 2</td>
<td>6 / 2</td>
<td>5 / 3</td>
</tr>
<tr>
<td>MM in Performance</td>
<td>1 / 1</td>
<td>5 / 0</td>
<td>3 / 2</td>
</tr>
<tr>
<td>Total Graduate</td>
<td>9 / 3</td>
<td>11 / 2</td>
<td>8 / 5</td>
</tr>
<tr>
<td>Grand Total</td>
<td>95 / 11</td>
<td>92 / 12</td>
<td>100 / 10</td>
</tr>
</tbody>
</table>

*Numbers provided by Office of Institutional Research instead of from Departmental records, and include a number of self-declared, non-participatory undergraduates, especially in BM in Performance.

Areas for Improvement

Budget cuts in recent years have reduced the full-time faculty from ten to eight, with a corresponding reduction in EFT of 7.75 to 6 (24% reduction). At the same time, the budget for part-time faculty has been reduced from a peak of about $165,000 to $50,000 per year, or a 70% reduction. To cope with these reductions, the department has eliminated all non-essential applied lessons, reduced the frequency of studio classes, and reduced offerings in small ensembles. Further, the Music faculty have taught consistent overloads since the reductions. We are under intense pressure to maintain seats in general education classes, and have taught large-section classes without the concomitant load reduction specified in Arts & Sciences By-Laws. The new Dean of Arts & Sciences is aware of our load imbalance. It is hoped that one or more additional faculty lines will be forthcoming when the state budget climate improves.

Increased demands of faculty time have made recruiting more difficult. Nevertheless, we are making positive changes that we believe will help to attract more qualified students to West Georgia. Increased numbers of qualified Music majors are needed to meet the thresholds established by the Board of Regents for each degree program. The department studied its programs and brought in an NASM consultant. As a result of this study, we are currently gathering supporting data to propose the addition of a Bachelor of Arts degree in Music. At
the same time as the proposal goes forth, we will seek to delete the BM in Composition program.

The department needs additional full-time faculty and additional funds for part-time faculty to meet its mission.

C. Finances

The allocation of funds begins with the Georgia legislature and goes next to the Board of Regents and the Chancellor of the university system, which includes the University of West Georgia. The College of Arts and Sciences receives a portion of the institutional budget and allocates funds to the departments for salaries and operating expenses. The Dean of the College of Arts & Sciences determines the Department Chair’s salary and, based on recommendations of the Chair, the salaries of full-time faculty and staff. The departmental operating budgets in the College of Arts & Sciences have remained the same for many years. The Department Chair is responsible for the allocation of operating budget funds. These funds are used for travel, supplies, office and classroom equipment, postage, consultants, telecommunications, and printing and duplication.

The Music Department is fortunate to also receive allocations from Student Activity Fees. Choral Organizations, Instrumental Organizations, Jazz Ensemble, and Opera Workshop each receive an allocation from this source. The faculty members in charge of these organizations have control of these funds. In addition, the department receives an allocation for “Fine Arts Events.” The Department Chair is responsible for the allocation of these funds. These funds are used for travel, supplies, instrument purchase and maintenance, postage, advertising, receptions, guest artists, and printing and duplication.

Institutional financial records are audited each fiscal year in accordance with state policy. Auditors’ reports are available at: http://www.bf.westga.edu/Comptroller/AFR/

D. Governance and Administration

A Table of Organizational appears on the next page.