

DEPARTMENT OF MUSIC

STRATEGIC PLAN 2014–2019 [FIENBERG AND HEISLER REVISED DRAFT, 27 June 2014]

Mission Statement: The Department of Music at The College of New Jersey promotes music study in a program where performance, music education, technology, creativity, and scholarship are closely integrated. Our core curriculum emphasizes comprehensive performance opportunities, rigorous academic inquiry, and professional certification. Our programs offer a range of music curricula, including individualized and innovative interdisciplinary options. (Source: <http://music.pages.tcnj.edu/>)

Vision Statement: The Department of Music aims to be a model of undergraduate teaching and learning in music and its allied disciplines. We aim to build and retain a faculty of teacher-scholars/artists of national and international reputation. We strive to maintain a rigorous curriculum that includes performance, music education, history, theory, technology, and the liberal arts. Through immersion in serious music study, our students will develop the creative, technical, and intellectual tools necessary to become leaders in whatever fields they pursue. We seek to challenge our students to create and innovate in ways that blend disciplines and cultures, and that enable them to use the transformative power of the arts to engage peers, audiences, and students in their communities and beyond.

Strategic Goals and Initiatives: The Department of Music Strategic Plan is guided by the conviction that the goals of our diverse faculty must be shared, and that our faculty and students benefit from unified goals and identity. Looking beyond the Department, our Strategic Plan is motivated by a desire to link with the College’s Mission, standards, Signature Experiences, and Strategic Plan (see <http://strategicplanning.pages.tcnj.edu/>).

CONTENTS

Curriculum and Learning.....	2
Bachelor of Arts in Music.....	2
Bachelor of Music in Music Education.....	3
Bachelor of Music in Performance.....	5
Recruitment and Enrollment	6
Faculty Development.....	6
Advisement.....	8
Administration.....	8
Facilities and Resources.....	10

CURRICULUM AND LEARNING

The Department of Music offers and supports academic courses and curricula as well as performance experiences across historical periods and cultural traditions. This area concerns these courses, curricula, and experiences, and the desired learning outcomes they serve in each of our three programs: Bachelor of Arts in Music, Bachelor of Music in Music Education, and Bachelor of Music in Performance.

BACHELOR OF ARTS IN MUSIC

GOALS	STRATEGY	ASSESSMENT	CYCLE	RESPONSIBILITY
A. The required, core program curriculum will provide a comprehensive and rigorous understanding of the cultural, historical, and theoretical foundations of music, including basic musicianship skills.	We will regularly offer and be able to staff required courses in the Historical and Cultural Studies in Music and Musicianship areas. We will also deliver a high quality of individualized instruction.	The achievement of this goal will be gauged by whether these courses have been offered regularly, whether course syllabi promote the goal, and whether students improve sequentially in the goal areas.	Yearly.	Area coordinators of Historical and Cultural Studies in Music and Musicianship; the entire music faculty, including full-time and adjunct faculty, at the Sophomore Review.
B. The required, core program curriculum will foster the development of skills in critical speaking, reading, writing, and thinking about music.	Across the core students will have required experiences presenting, researching, and writing about music.	The achievement of this goal will be gauged by whether course syllabi require experiences that promote this goal, and whether students improve sequentially in the goal areas.	Yearly.	Area Coordinators of Historical and Cultural Studies in Music and Musicianship; the entire music faculty, including full-time and adjunct faculty, at the Sophomore Review.
C. Students will pursue a wide range of electives in music and the liberal arts, as per their talents, interests, and goals, and in the spirit of interdisciplinarity.	The B.A. in Music curriculum will be guided by the principles of mentored student choice, individualism, and interdisciplinarity.	The achievement of this goal will be gauged by monitoring the courses that B.A. in Music majors take and how they serve their short-term and long-term goals.	Yearly.	Coordinator of the B.A. in Music program and all advisors of B.A. students.
D. The B.A. in Music curriculum will support innovative applications of technology by offering courses and experiences that articulate core values across new modes of communication.	We will regularly offer and be able to staff courses and experiences in Music Technology.	The achievement of this goal will be gauged by monitoring the availability of courses and experiences in Music Technology, and monitoring how said courses and experiences serves B.A. in Music students' goals in the short and long terms.	Yearly.	Coordinator of Music Technology; coordinator of the B.A. in Music program and all advisors of B.A. students.
E. The Department will continue to offer and staff Liberal Learning courses in music, for B.A. in Music majors, as well as non-majors and music minors.	We will regularly offer and be able to staff Liberal Learning courses in music open to B.A. in Music majors, as well as B.M. majors, non-majors, and music minors.	The achievement of this goal will be gauged by whether these courses have been offered regularly, with careful consideration of offering new courses in response to new scholarly directions in music-related fields, provided that they can be staffed.	Yearly.	Coordinator of the B.A. in Music program, Department of Music Chairperson, Department of Music Academic Affairs Committee, and all faculty (full-time and adjunct) who teach Liberal Learning courses.

BACHELOR OF ARTS IN MUSIC continued				
F. Through freedom of choice and advising, the B.A. in Music program will encourage community engagement, study abroad, and/or internship experiences to enrich their development through exposure to the arts across cultures, disciplines, and professions.	The B.A. in Music curriculum will be guided by the principles of student choice and individualism, as well as the College's Signature Experiences.	The achievement of this goal will be gauged by monitoring the types, value, and rate of increase of community, global, and internship experiences our students have.	Yearly.	Coordinator of the B.A. in Music program and all advisors of B.A. students.
G. The required, core program curriculum will include a one-semester Capstone seminar in which students synthesize their interests and experiences from the required core and elective courses, as well as perspectives and methodologies from second majors, minors, and/or concentrations outside of music.	We will regularly offer and be able to staff the B.A. in Music Capstone seminar.	The achievement of this goal will be gauged by whether the seminar has been offered regularly and whether its syllabus promotes the goal, as well as by reviewing students' Capstone projects in tandem with their academic history.	Yearly.	Coordinator of the B.A. in Music program, instructor for the Capstone seminar, and all advisors of B.A. students.

BACHELOR OF MUSIC IN MUSIC EDUCATION

GOALS	STRATEGY	ASSESSMENT	CYCLE	RESPONSIBILITY
A. The program will provide a comprehensive and rigorous understanding of music performance, theory, history, and contemporary practices and issues in Music Education.	We will offer a core curriculum in which varied music performance experiences, music history, music theory, and non-Western/non-“art” musics are integrated with Music Education at the introductory, intermediate, and advanced levels.	The achievement of this goal will be demonstrated by evaluations of outcomes of the Sophomore Review, the Senior Recital, and the Capstone experience. The Program Coordinator will ensure consistency and quality of the courses and the meeting of course objectives.	Yearly.	Music Education Coordinator and Academic Affairs Committee.
B. The curriculum will be guided by principles of professional excellence, pedagogical rigor, and current educational policy so that students are prepared with the skills and dispositions necessary to become effective 21 st century educators.	Skills and dispositions of an effective 21 st century music educator (including knowledge of music education technology, teaching students with exceptionalities, Common Core, and informal music learning) will be modeled, practiced, and assessed in the music education courses.	The achievement of this goal will be measured by data collected from the Professional Dispositions Rubric, Teaching Performance Assessment, and culminating projects in the music education courses.	Yearly.	Music Education Coordinator and Academic Affairs Committee.

BACHELOR OF MUSIC IN MUSIC EDUCATION continued				
C. The program will provide students with a broad range of diverse and high impact field experiences.	We will search out and maintain working relationships with urban and suburban school districts, community music organizations, curriculum supervisor and successful music teachers to offer diverse field experiences.	The achievement of this goal will be demonstrated through students' various placements in diverse academic settings, e.g., general music, band, choral, at different grade levels. The Music Education Coordinator, STEP Office, supervisors, and/or course instructors will continually monitor the effectiveness of cooperating teachers and schools.	Yearly.	Music Education Coordinator and Academic Affairs Committee.
D. The program will prepare students to be reflective and innovative educators through the development of critical and analytical skills gained in undergraduate research projects.	We will structure a curriculum where research projects of increasing sophistication are incorporated over the regular four-year cycle.	The achievement of this goal will be demonstrated through evaluations that occur in Music Education classes, the Sophomore Review, and the Senior Capstone.	Yearly.	Music Education Coordinator and Academic Affairs Committee.
E. The program curriculum will keep current with state and national requirements for music teaching certification.	We will continually monitor our curriculum to align with state and national requirements, revising when necessary.	The achievement of this goal will be demonstrated through evaluation of student results on the Praxis Examination and the reaccreditation processes of NCATE and NASM.	Yearly praxis and ten-year NCATE/ NASM.	Music Education Coordinator and Academic Affairs Committee in coordination with TCNJ's STEP office.
F. The program will prepare students to meet career objectives through comprehensive field experiences and a senior Capstone project.	We will offer students progressively immersive observational and hands-on teaching experiences in the sophomore and junior years, culminating in the senior year student teaching and Capstone experiences.	The achievement of this goal will be demonstrated through assessments in practica courses, the Sophomore Review, field observation, and disposition reports, as well as the Capstone project in the Student Teaching seminar.	Yearly.	Music Education Coordinator and Academic Affairs Committee.
G. The Program will support innovative applications of technology by offering a range of courses and experiences in music technology and emphasizing the possibilities for use of these technologies in the classrooms of the present and future.	We will 1). Modernize and upgrade classrooms to include standard A/V projection in all classrooms, including at least one classroom equipped with a SmartBoard® 2). Purchase hardware and software reflective of best practices in classroom technologies 3). Maintain this hardware and provide adequate user support	Technology that is utilized in the curriculum and the classroom will be assessed with regard to widely used and state-of-the art technologies in the field.	Yearly.	The Music Education Coordinator, departmental Technology Liaison and Chair.

BACHELOR OF MUSIC IN PERFORMANCE

GOALS	STRATEGY	ASSESSMENT	CYCLE	RESPONSIBILITY
A. The program curriculum will provide a comprehensive and rigorous training in music performance.	The Department will regularly offer varied opportunities for music performance in large ensembles, chamber music and solo recitals. The program will offer diverse opportunities for study and performance in specialized performance media such as (but not limited to): early music, jazz, electronic music, 20 th and 21 st century, and the music of diverse cultures.	The Performance Affairs Committee will monitor the achievement of this goal in verifying that these performance opportunities have been regularly offered and that the quality of performance across varying performance media are appropriately consistent.	Yearly	Performance Affairs Committee.
B. Supporting a comprehensive curriculum that is reflective of best practices of music study in a liberal arts environment through the integration of performance skills and experiences within other areas of academic inquiry (music history, theory, pedagogy, liberal arts, and interdisciplinary courses).	The Department will evaluate current music performance goals and align these, where applicable, to learning goals across the music and liberal arts curriculum.	The assessment of whether performance and academic goals have been successfully integrated is accomplished through the Sophomore Review. The review considers an entire class that has completed the core curriculum and includes performance, transcript review, and an interview.	Yearly	The entire music faculty, including full-time and adjunct faculty.
C. Supporting the Senior Recital.	A curriculum of progressively more extensive and sophisticated solo recitals will culminate in the senior recital.	Recitalists must partake in two performance assessments prior to the presentation of the senior recital: the junior qualifying exam and the pre-recital hearing.	Yearly	Area studio faculty, e.g., woodwinds, brass, strings, and the Performance Affairs Committee
D. Supporting the senior performance Capstone course.	The senior Capstone will serve to integrate the performance and the intellectual components of a pre-professional recital.	The senior Capstone is a discrete discussion-based course centered on individual students research on issues in music performance.	Yearly	Instructor of the performance major Capstone course, in consultation with area studio faculty and the Performance Affairs Committee.
E. The program curriculum will support innovative applications of technology by offering courses and experiences that support traditional, extended, and innovative modes of music performance.	Purchase hardware and software reflective of best practices and state-of-the art applications. Maintain this hardware and provide adequate user support.	Technology and application that are commonly found in the discipline will be available for study and use in performances.	Yearly	The Chair, Faculty and departmental technology liaison.

RECRUITMENT AND ENROLLMENT

This area concerns recruitment strategies and efforts created to ensure optimal and balanced enrollment in all three music degree programs. It concerns the coordination of community outreach, campus programming, scholarships, and marketing efforts aimed at reinforcing as well as raising the standard of instruction across the curricula.

GOALS	STRATEGY	ASSESSMENT	CYCLE	RESPONSIBILITY
A. The Department will strive for full and balanced enrollment with respect to facilities and the curricular needs of required courses and ensembles.	1). The Department will plan and implement programing that will bring prospective students to the campus to observe and participate in specialized departmental events. 2). The Department will engage in community outreach to foster awareness of our programs by bringing music programs and other information to pubic schools and community organizations. 3). The Department will seek the means to increase funding for scholarships.	The Chair and the faculty will monitor application/acceptance/retention numbers of students and ascertain whether an optimal and balanced enrollment has been achieved with regard to required courses and ensembles. Increased funding will be available for student scholarships, particularly those that will help incentivize prospective students to matriculate.	Yearly.	Department Chairperson and all full-time music faculty.
B. The Department will maintain and expand its strong regional reputation as a destination for music study.	The Department will develop marketing materials and strategies to disseminate our "brand," as articulated in our Mission and Vision statements.	The Department will have appropriate and current materials to be distributed at recruitment opportunities and for paid advertising.	Yearly.	Department Chairperson and all full-time music faculty.

FACULTY DEVELOPMENT

This area concerns quality of teaching and support for teaching excellence, support for high-level creative and scholarly work, faculty recruitment and retention (for tenure-track and adjunct positions), and support for service on the departmental, School, and College levels, as well as to the field.

GOALS	STRATEGY	ASSESSMENT	CYCLE	RESPONSIBILITY
A. The Department will continue to espouse exemplary teaching, revising existing courses and developing new ones based on experience and evolving best practices in teaching and learning.	The Department will support faculty, intellectually and financially, to explore new methods, technologies, and materials that can foster exemplary teaching in a liberal arts context. Time will be allotted in music faculty meetings to discuss briefly faculty members' developments in the area of teaching.	The full-time music faculty will review course offerings and discuss windows of opportunity for development, improvement, and innovation. The quality of teaching will be evaluated through review of select student work, including the Sophomore Review and Capstone experiences.	Yearly.	The full-time music faculty.
B. The Department will foster the faculty's creative and scholarly work, consistent with the emphasis on active, continuous, and high caliber activity in the departmental Disciplinary Standards.	The Department will encourage faculty to pursue opportunities for creative and scholarly activities, including internal and external grants. Time will be allotted in music faculty meetings to discuss briefly faculty members' current creative and scholarly projects and their projected outcomes.	The Department of Music Disciplinary Standards will serve as the metric for the success and development of high creative and scholarly profiles.	Yearly.	The full-time music faculty.

FACULTY DEVELOPMENT continued

C. The Department will enable creative and scholarly work as well as teaching that engages in interdisciplinarity, community and/or global engagement.	The Department will provide support (intellectual and/or financial) for faculty whose work inside and outside of the classroom engages in interdisciplinarity, community and/or global engagement.	The Department of Music Disciplinary Standards will serve as the metric for the success and development of high creative and scholarly profiles, and will be interpreted flexibly for work that engages in interdisciplinarity, community and/or global engagement.	Yearly.	The full-time music faculty.
D. The Department will prioritize strategically critical vacancies in our faculty, beginning with full-time, tenure track hires in Music Education and Musicology, as well as an orchestra director and/or string specialist.	Through thoughtful and timely line requests, the Department will demonstrate the need for additional full-time, tenure-track faculty based on current faculty needs (including support of creative and scholarly work), curricular needs, and service requirements.	Our success will be gauged by the number of approved lines resulting in new hires and their impact on faculty creative and scholarly work, curriculum development, and service loads.	Yearly.	Department of Music Promotions and Reappointment Committee (PRC) and Department Chairperson.
E. The Department will hire and retain the highest caliber adjunct faculty in all areas and provide adjunct faculty with the necessary support for excellence in teaching and learning.	The departmental PRC, in consultation with appropriate full-time faculty area coordinators, will generate searches that accurately reflect teaching needs. Applicants will be vetted according to standards that are in accordance with the College's emphasis on exemplary teaching and learning. Area coordinators will serve as mentors and liaisons to the music faculty to ensure developing adjunct excellence and retention.	Our success will be gauged by the hire and retention rates of adjunct faculty, and by reviewing adjunct courses for their contribution to the Department's curriculum and standards.	Yearly.	Department of Music PRC, Department Chairperson, area coordinators.
F. The Department will encourage and enable faculty to participate and assume leadership roles in departmental, School, and College-wide shared governance.	The Department will inform faculty members of service opportunities and ensure there is an adequate number of faculty to enable service on the departmental, School, and College levels. Senior faculty will mentor junior faculty about governance and also balancing service with teaching and creative/scholarly work.	Our success will be gauged by the functionality of departmental committees, as well as the balance of faculty participating and assuming leadership roles in School and College-wide committees.	Yearly.	The full-time music faculty, including assigned mentors to pre-tenured faculty.
G. The Department will encourage and enable faculty to participate and assume leadership roles in service to their respective fields on regional, national, and international levels.	Faculty members will be involved in their fields outside of the College and will share opportunities for service to the field with their peers, especially as mentorship to junior faculty. Time will be allotted in music faculty meetings to discuss briefly faculty members' current service to the field.	Our success will be gauged by the number of faculty serving their fields.	Yearly.	The full-time music faculty.

ADVISEMENT

This area concerns strategies for effectively advising and mentoring students.

GOALS	STRATEGY	ASSESSMENT	CYCLE	RESPONSIBILITY
A. The Department will continue its commitment to advising and mentoring majors.	The Department will continue to advise and mentor students according to College advising standards.	Students will be on track in their programs of study as demonstrated through fulfillment of requirements and timely graduation.	Ongoing.	The full-time music faculty and Academic Affairs Committee.
B. The Department will advise students transitioning between programs (or out of music programs).	The Department will identify students that are underperforming in their respective curricula and intervene helping them identify the nature of their challenges and/or directing them into an alternative program.	Students will either graduate in a timely fashion or have a smooth transition into another course of study.	Yearly.	The full-time music faculty and Academic Affairs Committee.
C. The Department will provide mentoring opportunities to assist students with post-graduation decision making and planning.	The Department will promote MUSE, Independent Study, and internship opportunities, in addition to formal and informal mentoring through additional campus resources, such as Career Services and STEM.	Students will engage in a variety of graduate programs and career development activities following graduation.	Yearly.	The full-time music faculty and Academic Affairs Committee.

ADMINISTRATION

This area concerns the position of Department Chairperson, the shared internal governance by full-time faculty on standing committees, and organization of staff support.

GOALS	STRATEGY	ASSESSMENT	CYCLE	RESPONSIBILITY
A. Provide training and support for the position of Department Chairperson(s).	The full-time faculty will elect a faculty member(s) to assume the role of Department Chairperson/Co-Chairs. Previous Chairs along with the full-time faculty will facilitate the leadership transition. Full-time faculty will follow through with assignments delegated by the Chair(s).	Our success will be gauged by a smooth transition for the new Chair(s) and the ongoing functioning of the Department.	Every three years or as needed.	The full-time music faculty, Chair(s), and Dean.
B. The Department will establish the membership and leadership of three standing committees to share the responsibility and delegation of departmental functions: the departmental PRC (for tenured faculty only), an Academic Affairs Committee, and a Performance Affairs Committee.	The full-time music faculty will divide service to and leadership of the standing committees based on faculty rank and area(s) of expertise, and in a way that divides work equitably across the Department.	Our success will be gauged by the ongoing functioning of the Department.	Every three years or as needed.	The full-time music faculty, committee chairs, and Department Chair(s).

ADMINISTRATION continued

C. The Department will restructure administrative work to ensure timely and quality completion by a cooperative team made up of the Program Assistant, student workers, and School's Center for the Arts staff.	The Department will inventory administrative duties by calendar schedule and priority, and in collaboration with the Program Assistant and Dean distribute work properly and fairly between the Program Assistant, student workers, and School's Center for the Arts staff.	Our success will be gauged by the ongoing functioning of the Department.	Yearly.	The full-time music faculty, Department Chairperson, Program Assistant, and Dean.
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FACILITIES AND RESOURCES

This area concerns those resources that are critical to the fulfillment of Department's curricular goals and aspirations, as well as support for a faculty of active teacher-scholars and artists.

GOALS	STRATEGY	ASSESSMENT	CYCLE	RESPONSIBILITY
A. The Department will ensure that available facilities and equipment will support curricular needs as well as creative and scholarly work.	1) We will maintain, repair, and upgrade facilities and equipment to meet the curricular needs as well as creative and scholarly work of the Department. 2) The Recording studio will be put into full operation, and receive adequate support in staffing and maintenance. 3) An acoustic performance shell will be installed in the Kendall Hall main stage.	Facilities and equipment will be current, functional, accessible, and fully meet the curricular needs as well as creative and scholarly work of the Department.	Ongoing.	School Director of Operations, faculty, and staff.
B. Technology, including hardware and software, will be current and available to support curricular needs as well as creative and scholarly work.	The facilities in the Music Building will be modernized and upgraded to include 1) standard A/V projection in all classrooms and at least one SmartBoard® in the building, 2) upgrades to the current Keyboard Lab, and 3) purchase and maintenance necessary for hardware and software, and to ensure adequate user support.	The Chair(s) and a music faculty member designated as an IT liaison will ascertain whether IT resources, status, and accessibility meet student and faculty needs.	Ongoing, including regular updates to the three-year digital technology plan.	The Chair, a music faculty member designated as an IT liaison, and the coordinator of Keyboard Studies.
C. The Department will procure and maintain high quality pianos for performance, rehearsal, and pedagogical purposes.	The continuation to completion of the current of "All Steinway" campaign is key. The Chair(s) and Coordinator of Keyboard Studies will advocate for regular and adequate funding for piano purchase and maintenance.	The "All Steinway" campaign will be completed as planned. Timely and regular maintenance of all pianos.	Ongoing.	The Chair(s) and Coordinator of Keyboard Studies, along with the Dean and Center for the Arts.

FACILITIES AND RESOURCES continued

D. The Department will support and maintain an inventory of musical instruments for use in Music Education methods courses.	The Department will continue with its current instrument loan program, administered by the SAC Multi-Media Coordinator.	Instrument methods classes are equipped with an adequate number of suitably maintained musical instruments.	Yearly.	The Chair(s), SAC Multi-Media Coordinator, and Music Education faculty.
E. The Department will support and maintain library resource materials for curricular needs as well as creative and scholarly work.	A music faculty member will be designated as Library liaison and solicit library requests for acquisitions and holdings.	The music faculty library liaison will track requests and holdings.	Yearly.	The music faculty library liaison.
F. The Department will ensure a hearing-safe working and learning environment.	The Department will monitor hearing safety standards and practices according to departmental, College, and national standards.	The Chair(s) and area coordinators will evaluate whether hearing safety practices are disseminated and that best practices are followed.	Yearly.	The Chair(s) and area coordinators.