

Florida Atlantic University

Department of Music

Dorothy F. Schmidt College of Arts and Letters

Program Review January 05-07, 2017

Document Submitted February 20, 2017

Review Team

Dr. Daniel Sher – University of Colorado, Boulder

Dr. Torrey Lawrence – University of Idaho

Dr. Philomena Marinaccio – FAU, College of Education

Preface

The review team wishes to express its thanks to the Department of Music faculty members who provided a myriad of relevant comments and observations. In particular, we express our thanks to Rebecca Lautar, Chair and Professor in the Department of Music for crafting a comprehensive and transparent self-study document aligned to FAU's 2015-2025 strategic actions and initiatives, for providing additional document requests throughout the visit, and for her attention to every detail of the onsite review, including travel arrangements for the external evaluators. We also express our thanks and appreciation to Associate Dean Linda Johnson, for her invaluable insights, and to all those, listed here, who took time from their busy schedules to meet with us and share their important perspectives:

- Ed Pratt, Dean of Undergraduate Studies
- Russell Ivy, Associate Provost for Programs and Assessment
- Debra Szabo, Assistant Director of Programs and Assessment

- Nora Barragan, Assistant Dean of Graduate Enrollment Management
- Dan Flynn, Vice President for Research
- Barclay Barrios, Assistant Dean
- Department of Music Faculty
- Graduate and Undergraduate students in the Department of Music

Overview

This report provides the review team's impressions of what the Department of Music is doing well and identifies areas for improvement. It includes the reviewers' perspectives on programs, facilities, and faculty and staff. Short- and long-term recommendations are organized into those requiring resources, and includes non-resource-based recommendations as well. Also included are impressions and questions about departmental involvement in the strategic plan for the University, since it is understood that resource requests are expected to further the FAU 2015-2025 Strategic Plan "The Race to Excellence." Furthermore, the Report addresses:

- A) Evaluation team observations with associated action recommendations,
- B) Responses to the questions for reviewers posed at the end of the self-study, and
- C) A Summary that prioritizes the most pressing suggested actions.

Program Assets

One of the major strengths of the Department of Music is a talented, involved and cohesive faculty. Faculty members are engaged with their students, their curriculum, and their field. Other strengths are a strong, talented, and energetic chair (Rebecca Lautar) and an engaged student body. It is clear that the faculty care greatly for their students and work

tirelessly to ensure student success. This can be seen in the improvements to advising and graduation rates.

The review team was particularly impressed with the many major changes that have been implemented since the recent NASM reaccreditation review, which took place just a few years ago. These successful changes required outstanding leadership and faculty buy-in. For example, it is due to the ambitious and collaborative spirit of the department that they were able to shift the Bachelor of Music (BME) degree from the College of Education to the College of Arts and Letters. This change has addressed on-time graduation rates and the ability to track the progress of students toward program completion, even though it is too early to report complete data.

Although there are several facilities issues needing urgent attention (see “Resource Recommendations” below), we commend the Department for progress towards important facilities improvements, including sound isolation in the practice rooms, recording studio upgrades, and the installation of a state-of-the-art computer music lab. These improvements will continue to have a positive impact on retention, recruiting and enrollments, and the student experience.

The Department implemented many significant changes to support and enhance the Bachelor of Music degree:

- Prioritized and accomplished the hire of a tenure-line Music Education faculty member, thus adding depth to the full-time faculty working with students majoring in the BME.
- Transitioned the BME degree program into the Dorothy F. Schmidt College of Arts and Letters, which has resulted in providing more focused advising and tracking of the BME student cohort.

- Developed a Music Education Faculty Committee, which serves to process music education students into the professional sequence of the degree.
- Developed a system to track each BME student's completion of requirements, including such items as the Florida Teacher Education Certification test results, piano proficiency and degree recital completion.
- Created closer liaisons between the department's faculty and area public school teachers to develop more clinical educator-trained faculty and student teaching placements.
- Improved tracking of completer employment in private school settings. Reporting the cohort's employment status will increase the BME degree's Annual Program Performance Report (APPR) summative ratings.
- Implemented "Music for Healing," made possible by a grant from Drs. Andrew and Bradford Ress of the Ress Institute.

The Review team concluded that the Department's Commercial Music program has the potential to be nationally recognized. A well-equipped professional recording studio and a state-of-the-art computer lab have been especially helpful to students from both sides of this curriculum, and it appears that recent graduates of the program are accessing successful career opportunities. A particular strength of this program is that it requires a robust music component, and trains composers interested in the entertainment, game, advertising, and film industries. What was both surprising and pleasing to the review team was that this program co-exists and thrives alongside the more traditional BME, BM in Performance, and BA degrees; faculty work collaboratively, rather than competitively, to recruit and develop the very best students possible. It is to the credit of their excellent Department Chair that these two very different programs put music first and value each other's contributions and assets.

NON-RESOURCE BASED RECOMMENDATIONS

Mission and Goals

The mission statement for the Florida Atlantic University Department of Music. According to the self-study, the mission statement for the Department of Music *is to offer comprehensive academic and performance training in all aspects of the discipline in order to prepare students for advanced study and successful careers in music. It also seeks to represent Florida Atlantic University through community outreach.* Although mention is made of research under faculty accomplishments, it is not included in the mission statement. Conversations at every level, from students to faculty to all the various leadership levels of the institution indicated that the definition of research across the unit, college, and university is not made clear, and more importantly, does not seem to fully acknowledge that creative activity is to be recognized as an equivalent to scholarly research or scientific discovery. Inclusion of more clearly defined wording would indicate that research and creative activities are equivalent, important, and valued. Faculty expressed concern that there appears to be a double standard in which arts and humanities disciplines are undervalued relative to those in, for example, engineering and the sciences.

This may help to explain why they have not taken advantage of avenues of funding that are available to them, nor encouraged students to apply for widely available research funds.

NOTE: Information and materials provided by FAU's Office of Undergraduate Research and Inquiry include the university's general definition of research and inquiry; see (http://www.fau.edu/ouri/researchdefined_SLOs.php) and more detail here: (<http://www.fau.edu/ouri/4-17-15%20SLOs.pdf>).

Recommendation. The Department of Music should craft a mission statement that explicitly includes creative activity as one of its important values. Following upon that, the department could add goals and objectives that can help guide decisions regarding funding, programs, and curricula.

Definition of Research. Despite efforts to be inclusive, on behalf of The Office of Undergraduate Research (OURI), concerns that music research is valued less than that which brings in federal funding. The College and central administration, in particular, the Provost's Office, should review its very use of the term "research" and pivot toward a more widely adopted designation of "research and creative activities", so that faculty accomplishments from all disciplines will be acknowledged equally when it comes to University publications, press releases, web site updates, branding, etc. The provost and chancellor are front and center for research and creative activities and are urged to ensure that the institution recognize and pro-actively embrace this more inclusive description of faculty output. Interviews with faculty, students and some administrators indicated a need for greater communication, collaboration and cooperation between the department and the university research initiatives. In addition, a conversation between the Directors of the various Pillars, the research office and the department of Music needs to take place concerning the definition of creative activity as it applies to OURI. Even if unintended, the Pillars give the strong impression of being science focused.

FAU pillars and platforms. Additionally, the Department of Music might consider inviting directors from the various pillars, such as I-SENSE or I-BRAIN, to discuss research that fosters active involvement in the creation, enjoyment and study of music in our diverse South Florida culture or across the life span.

Research Designated Courses. Within the definitions above, research enriched (RE) courses could include exposure, skill building and intensive level activities. Research Intensive (RI) courses are more rigorous (http://www.fau.edu/ouri/RI_designation.php). No course from the College of Arts and Letters has been submitted nor approved for RI designation to date. However, the Office of Undergraduate Research provided evidence that confirms that the College of Arts and Letters has participated in Curriculum Grants program; however, Department of Music courses were not evident:

1. Political Science – establishment of an honors program
2. Language, Linguistics and Comparative literature – various single courses from White, Blatner, Kharlamov
3. Philosophy – single course from Gould
4. Anthropology – single course from Cameron
5. Sociology – departmental initiative for integrating research within the entire curriculum, Gen Ed course as well as a single course from Harvey,
6. Visual Arts and Art History – various single courses from Hart, Knipp, Broderick, and one Gen ED course from McConnell
7. Communication and Multimedia studies – single course from Robe
8. English – single course from Ulin (Chamely-Wiik, personal communication, February 13, 2017).

Department of Music Website. The Review team understands that the University maintains and redesigns, as necessary, all of the various web pages within its jurisdiction. However, at present, the staffing in this area appears to be at less than optimal levels. Nonetheless, the Department's website appears to be uninviting, short on information, and

not up to date, and as such, is in need of immediate attention. In particular, the web page that explains newly implemented audition procedures needs to be revised. For example, auditions can be a powerful recruitment tool, but in this instance, the rather defensive wording suggests that auditions serve as a gatekeeper to the program. Another example is that there is no clear path to web pages that could describe the department's various curricula. Considering that, there are two programs (music education and commercial music) that are particularly successful and have particular potential, these all need to be clearly described, with accomplishments of students and faculty celebrated.

Recommendation. The departmental web pages need to be thoroughly reviewed, updated, and purposefully and attractively redesigned. Doing so will help the University attract more visitors to the campus for the department's many public performances, greatly enhance recruitment efforts, and serve to enlighten all concerned regarding the talents, achievements and initiatives undertaken at the Department of Music. The demanding and ongoing process of updating the website, once it is redesigned, is an iterative and work-intensive effort. For this aspect of website issues, see "Resource Recommendations," below.

Admissions process. There appears to be a communication problem between the Department of Music and the Graduate College. Admissions procedures, contacts, timing, and information flow are not commonly understood. These admissions challenges have been detrimental to graduate recruiting.

Recommendation. The Department and Graduate College need to improve the areas mentioned above through conversation and agreement on a clearer admission process.

Advising. Students commented that having multiple advisors (sometimes as many as three) could be confusing. This confusion can lead to delayed graduation timelines in extreme cases.

Recommendation. Faculty advisors need to meet and clarify how consistent messages are communicated to students with multiple advisors.

Faculty Student Perceptions of Teaching (SOPT) Data. Student evaluations of faculty teaching are not collected for classes below five students. The policy is sound in that it insures student anonymity; however, private teachers suffer from not receiving SPOT scores or feedback because of the many small class enrollments and individualized applied study. The lack of such teaching evaluations by the students can have an adverse effect on promotion and tenure, as well as on Sustained Performance Expectations (SPE). It is also a lost opportunity for faculty to receive both positive and constructive feedback from students.

Recommendation. The University needs to bundle all the applied students taught by each faculty member to produce aggregated Student Perception of Teaching (SPOT) information. This is commonly done at other universities.

Keyboard proficiency. Students are required to be proficient in functional keyboard. The process included skills assessment and differentiated levels of entry based on student accomplishment. However, this process has caused some students to wait until the end of their study to complete this requirement. If they do not pass, it causes them to delay graduation.

Recommendation. The process by which the department requires functional keyboard should not be pass-fail, and attendance should be required. Students should be

required to take an audition for keyboard placement upon matriculation. The results should be made available to the student and advisor so that progress toward proficiency will begin at the earliest possible time. The proficiency requirement may be based on students' specializations (e.g., choral music students may have higher requirements than string or wind performance majors), in which case, some degree specializations may require only two semesters of class piano, rather than four. The Department might also consider incorporating progress toward keyboard proficiency into the junior barrier exam process.

APPR (Annual Program Performance Report). The Bachelor of Music Education (BME) program in the Department of Music should ensure that they are fully credited for the work their students do after graduation, even if *private schools* employ them. It is important for the Department to get the ratings they deserve in this category from the state. In addition to completion performance and retention rates, the state also asks for baseline targets for student performance. This is invalid data collection since it is based on the test scores for reading classes, rather than music content.

Recommendation. Work with university leadership to address these concerns.

Recital scheduling. The faculty as a whole need to re-consider the system of scheduling and producing recitals. Currently, student recitals appear to be bunched into a relatively few long weekends each semester, based on the ability of faculty to attend them. (Current practice apparently requires multiple faculty to be present at each recital.) This creates a singular burden on the student, because (s)he cannot get sufficient time in the performance venue to adjust to a space that is vastly larger and is therefore a significantly different acoustical environment from the practice room and the teacher's studio. Since

this is a capstone requirement of all performance and music education majors, it is essential that students be afforded the requisite appropriate experience.

Recommendation. The faculty might alleviate scheduling challenges by not requiring multiple faculty to attend each recital. Multiple faculty could hear a recital audition, or “pre-hearing,” instead. Alternatively, the faculty might consider changing the recital to pass/fail which lessens the need for multiple faculty at the performance, or to grade the recital audition rather than the recital itself.

Music History course sequence. Students and faculty alike noted that a disproportionate number of students were failing a required Music History course sequence. It could be that this is due to the hour in the schedule that these courses are offered, it could be due to a disproportionate number of students failing to attend, or showing up late for class, it could be that the course delivery is not connecting with the current generation of students. In any case, the decision to increase the number of semesters required from two to three does not seem to have addressed the problem, nor does it seem to be a very good strategy for fixing the problem.

Recommendation. The college and department need to determine whether protocols related to student use of clickers, students using electronic devices in class, teaching methodologies (i.e., flipping the classroom), and other classroom strategies might enhance the learning experience. These points are not meant in any way to demean any particular instructor; it is common for any university to experience the occasional disconnect between instructor and student, and often there is an effective remedy, such as engaging in confidential peer review, or consulting with whatever teaching excellence program the university supports. In the “Resource Recommendations,” below, this team

posits another recommendation to address not only this, but also other tangential needs. Furthermore, the team recommends that the department consider returning to a 2-semester course sequence for its music history core requirement, or to repurpose one of the 3 semesters to provide an overview of music in various non-western cultures; this would be more in line with national practice. Another and important solution for the university to consider involves additional personnel (see "Resource Recommendations," below).

RESOURCE RECOMMENDATIONS

Facilities

Safety concerns in the theater. This space has significant safety issues. Primary areas of concern are the theatre rigging and hydraulic stage lift. The theater rigging needs repair. A rigging problem could easily result in the serious injury or even death of a student, or a member of the faculty, staff, or audience. An incident could also result in shutting down the Theatre (and therefore Department of Music performances) for a significant amount of time. This would be catastrophic to student retention, degree completion, and future recruiting. The consequences for the department, the College, and the University could be dire, particularly since these issues have been known to the university for some time, and written reports are on record (reports showing safety concerns for the rigging are attached to this Report). Because of this, in the event of an accident involving these worn and improperly functioning equipment Florida Atlantic University could be faced with liability as well as public relations problems.

Recommendation. The appropriate personnel from Facilities/Maintenance as well as the Division of Risk Management should be consulted. The FAU upper administration are urged to take the lead on rectifying these concerns in a timely manner.

Adequate or suitable performance space. The Music Department does not have a performance space suitable for student recitals. These recitals are required by the curriculum and are taken for credit. The theatre is too large for student performers and students cannot get suitable dress rehearsal time before their public performance. As the department grows its enrollment these problems will only become more acute. Without sufficient time in the auditorium, for example, singers could easily injure their voices trying to adjust in the midst of a performance, while other instrumentalists cannot possibly deliver their best result in these circumstances. The senior recital is required of all music performance and music education majors.

Recommendation. The institution is obliged to provide a suitable performance space available to its students. Assuming the University would consider a one-time, soft money investment the review team recommends a renovation of the choral rehearsal space to accommodate dual usage: classroom experiences during the day and recital activities during evenings and weekends. This can work quite well if the appropriately credentialed and experienced acoustician and architect are brought in to determine feasibility and cost.

Rehearsal room acoustics. The acoustics of the instrumental rehearsal room are deemed by those using it to create unsafe sound levels (too loud), which can result in significant hearing loss. Improvements will create a better learning environment and a safe classroom experience.

Recommendation. Improve the acoustics of the room. The institution is urged to consult an acoustician to determine a solution to the situation. Renovating this facility will not only create a safer classroom, it will also help the Department with room scheduling challenges.

NOTE: Some working drawings are already complete for this improvement.

Acoustic isolation problems. There is sound bleed between offices, classrooms, and rehearsal rooms.

Recommendation. Improve the sound isolation between rooms. An acoustician must be used to determine a solution to the situation. NOTE: Some working drawings are already complete for this improvement.

Faculty/Staff

The Department Chair's Workload. The Department Chair, recognizing the critical need for attention to the web site, has been attempting to update and revise it on her own. This only adds to a workload that is extraordinarily heavy; the Chair did not receive any teaching relief upon accepting her administrative appointment, and yet she has been valiantly attempting to address many administrative needs that can help the department's success.

Recommendation. A review of the Chair's teaching and administrative responsibilities would almost surely result in a conclusion that this position has heaped upon it far too much for any one individual to be expected to maintain. Relief, in the form of some part-time adjunct help and/or an additional part-time staff, would surely be the outcome of such a review.

Additional tenure-track faculty. Of the many needs the department has for additional tenure-line faculty, the most important need appears to be a musicologist.

Recommendation. Hiring a musicologist who is equipped to deliver courses not only in classical music, but also rock, heavy metal, jazz, hip-hop, etc., would broaden the reach of the department to non-music majors, and could quite possibly develop revenue streams for the institution through the development of on-line courses.

Staff/Theater management. The concern on the theater management side is that the staff, particularly the theatre manager is overworked. This is due primarily to the sheer size of the workload, but it is also due to the apparent situation in which it is not clear to whom the Theatre Manager reports. The use of graduate assistants is already at maximum capacity, since they already have specific and valuable assignments related to their educational development.

Recommendation. Create a full-time assistant theater manager position, or develop additional teacher assistantships in Theatre that can alleviate the workload.

Staff/Marketing person. It is well known, and universally acknowledged that athletics and the arts provide the most significant gateways, by far, for enabling and advancing University engagement with the community. The University is urged to address the College's need for an additional staff person with credentials in marketing and public relations (for theatre, dance, and music). Without it, the University cannot maximize its impact on campus and the community. Although it is Music that has expressed the critical need for this staff addition, it might be beneficial to determine if such a position could be available to cover the needs of theatre and dance as well.

Recommendation. Establish a concert office that does marketing for all three units. One person for theatre, dance and music would pay dividends for the university as a whole. There would be an increase in attendance due to a new audience and therefore more concert revenue for student scholarships. More scholarships will lower college costs to students and improve the cost-to-student metric on the State Performance Metrics.

Another investment situation involves people who are philanthropic. A known database that partners with Development and Fundraising could create events around that and

improve fundraising. An important additional advantage to this additional staff support is the workload relief it would provide for the Department Chair.

Part-time adjunct faculty wages. The review panel is concerned that the department had to cannibalize its own operating budget to provide suitable wages for its part-time adjunct faculty. The Department is heavily reliant on these faculty members to provide studio instruction – a required curricular component of every music degree.

Recommendation. Restore the OPS budget to the department to make up for this re-allocation. Such heavy reliance on adjunct faculty requires all the other duties (service, advising, etc.) to fall on full-time faculty who are already overscheduled with juries, student recruitment, auditions, student advising, etc. The review team suggests that adjunct faculty can be remunerated for these extra but essential activities, as they often are at other institutions.

Graduate assistants. Graduate stipends appear to be low and graduate student. Recruitment is impacted negatively by the stipend level. The review team witnessed GA duties that include manual labor along with scholarly activities. This presents a challenge to the graduate program as it attempts to recruit GAs.

Recommendation. Although the review Team understands that this issue is a concern for TA's system-wide, it is nonetheless important to make note of the fact that FAU needs to increase its stipends and offer health benefits to graduate assistants. To not do so is to seriously impact the quality of all its graduate programs. It is hard to understand how FAU can continue to compete successfully for graduate student talent with its peer SUS institutions, let alone peer institutions nationwide, given this funding disadvantage.

Department of Music Faculty Questions to the Program Review Team

The Department of Music posed the following questions. The Program Review Team has provided references to locate answers in sections of this document.

Staff/Resources

1. **Question.** Currently the department has 2.75 non-faculty support staff. Significant portions of faculty resources are diverted to cover clerical, advising, communication, recruiting, marketing, and publicity needs. Do you feel that the support staff presently in our department is adequate? If not, what changes do you recommend?

Recommendation. With our recommendations under Faculty/Staff resources, above, the answer is a resounding “no!” However, it should be pointed out that “advising, communication, [and] recruiting” are duties usually performed by faculty in the area of Service. As above, we recommend an additional full-time staff support person, to assist with a variety of administrative activities, but especially to include web-site updating and public relations responsibilities.

2. **Question.** How do our resources—facilities, music labs, instruments and equipment—compare to other peer programs?

Recommendation. The computer lab and recording studio are excellent. Rehearsal rooms and the one primary performance space have acoustic problems that are a detriment to the student experience. The review team was not able to fully assess the condition of its instrument inventory.

Student Recruitment

3. **Question.** Financial obligations seem to place recruiting to a non-essential role as money is more often than not, allocated to other needs. 83% of our students are from the three

adjoining counties. What strategies do you believe are serving us well in recruiting and how can we effectively advertise our strengths and programs to a wider community? How might the administration more effectively help the Department of Music attract top-tier graduate and undergraduate students?

Recommendation. The review team is concerned that the facility and the number of faculty on hand would not easily allow for significant growth. That said, the recommendation, above, to redesign the website and the content therein can significantly enhance recruitment, particularly at the grade student level. The team also recommends that the department focus its efforts to publicize and prioritize its resources on its two signature programs: the BME and the BM in Commercial Music. These, but most particularly the Commercial Music Program, have great promise and potential to serve a population wider than its current three-county population. Consider working with BME alums working in the public schools to serve as ambassadors and liaisons to the Department, and try to engage with alums currently working in the Commercial Music arena. They would no doubt be honored to go engage in college recruitment on behalf of the faculty, at high schools to promote this program. Another avenue to explore is the BA in Music, which can afford students a rich experience to those without professional career aspirations. Just making that known to all College of Arts and Letters students might bump up enrollments. Of course, it never hurts to provide some budget allocation for faculty and student travel to key high schools, and for promotional materials, marketing, and outreach.

4. **Question.** How might we better recruit for our graduate program assuming no additional funds for graduate assistantships?

Recommendation. See question #3 above. Caution: attracting more graduate students without additional GA stipends could easily result in attracting lower quality students.

The recommendation to upgrade and redesign the website is a critically important part of the recruitment of graduate students. It is well known that prospective music graduates are astute in researching the programs that will best fit their needs, and generally, they spend considerable time surfing websites of various programs.

Curriculum

5. **Question.** Where do you see adaptability in our curricula to incorporate lacking skill sets and contemporary curricular trends, such as improvisation or entrepreneurship? What can we do to become more adaptable?

Recommendation. The review team was not able to identify specific curricular details at this level. Faculty are encouraged to look carefully at the curriculum for innovative ways to incorporate these areas. Addition of these subjects may require the elimination of other subjects. That said, there does appear to be enormous potential for entrepreneurship training as a part of the Commercial Music program. Conversations with faculty, and especially recent graduates of the program successfully working in the field could provide valuable insights regarding this important aspect of the student experience.

Community and Cultural Engagement

6. **Question.** How does the department contribute to the cultural life of our University? Our Community? What strategic collaborations should we seek to foster between the department and other entities, both internal and external to the University?

Recommendation. The Department of Music contributes significantly to the cultural life of the university and the region. This is clearly documented in the self-study. This success should be celebrated by FAU!

Vision/Goal Setting

7. **Question.** Florida Atlantic University is the only music unit in the SUS offering graduate degrees that is not a School or College of Music. Do you recommend structuring as a School of Music in order provide greater autonomy and funding?

Recommendation. We recommend pursuing the change of classification to a School of Music if the faculty feel it will improve the external image of the unit and FAU. It should be understood; however, that this will likely not result in increased funding, or more faculty or staff positions, in and of itself. We also question the use of the “School of the Arts” title within the college. There seems to be no clear identity, function, or purpose for this division. We encourage the new Dean to consider this carefully – a School of Music within a School of the Arts does not appear to reflect current administrative structures and reporting systems.

8. **Question.** Based on our strengths, needs, and current growth, where should the next five faculty hires be focused, in terms of specialty?

Recommendation. We recommend a musicologist first, and particularly because of the potential for the right appointee to develop courses for the non-music major and to develop revenue streams through on-line course offerings. The faculty will need to prioritize areas for future growth. There is clear potential for growth in instrumental studios and in the commercial music area.

Faculty

9. **Question.** In terms of total creative and research output, how, as a faculty, might our department be better balanced? Are there other relationships that should be sought that would strengthen the department's research and creative efforts?

Recommendation. See comments above regarding a broader definition of research and an effort to communicate your many great accomplishments to the campus community. Research and creative activity must also be added to the department's mission.

Summary

10. **Question.** What do you view as the top three critical issues for our department?

Recommendations.

- a. Facility safety concerns in the Theatre
- b. Lost opportunities, due to lack of critically needed staff support in the area of marketing and public relations, to connect more powerfully to the surrounding community. Along the same lines, lost opportunities for prospective students due to a lack of an updated and up-to-date website.
- c. Other facility challenges outlined above (recital space, hearing safety, acoustic isolation, etc.).