



University College Dublin

Quality Improvement Plan

UCD School of Music
May 2021

1. Introduction

We commenced the current Quality Review process in February 2019 with the nomination of reviewers. The Self-Assessment Report was submitted in December 2019, with the site visit taking place on 11th–13th February 2020. The Review Group Report was received in November, clearly subject to delays resulting from the pandemic, and our response returned the following month.

On foot of the Review Group Report, and recommendations from our outgoing External Examiner, we decided to align discussion pertaining to the QIP with a School Strategy Meeting. This was managed in two parts: a Performing Groups Strategy Meeting featuring all our ensemble directors on Friday March 12th, and a School Strategy Meeting with full-time faculty on Friday March 19th. Prof. John McCafferty from the UCD School of History was invited to Chair the latter meeting.

The Quality Improvement Committee comprises the following members of the School of Music:

- Dr Laura Anderson, Assistant Professor
- Dr Ciaran Crilly, Assistant Professor, Head of School
- Dr Wolfgang Marx, Associate Professor
- Dr Tomás McAuley, Assistant Professor, Ad Astra Fellow

This committee met on three occasions: Thursday 18th March, Friday 26th March and April 1st. During these meetings, the QIP was progressively shaped and finalised, involving a division of responsibilities among the four contributors. It was subsequently submitted to the College Principal for review and completed on April 13th.

2. Recommendations for Improvements - Follow-Up Action Taken and/or Planned

Categories

1. Recommendations concerning academic, organisational and other matters which are entirely under the control of the unit
2. Recommendations concerning shortcomings in services, procedures and facilities which are outside the control of the unit
3. Recommendations concerning inadequate staffing, and/or facilities which require additional recurrent or capital funding

1. PRIORITISED RECOMMENDATIONS

RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead* (E.g. Name of Faculty/Staff/Group)	Start Date	Planned Completion Date
REC. 1	<p>The current resourcing framework at the School means it is thinly spread and trying to provide a full service on lean staffing, financing and administrative support. The RG recognizes the challenging financial backdrop, and this raises the need for increased strategic prioritisation. While the School is making strong efforts in relation to operational planning, RG found it difficult to get a clear sense in the SAR and related discussions of the School's long-term strategic priorities and intent. The RG recommends the following in relation to strategic planning and development:</p> <p>a. Develop a strategic plan: it would serve the School to have strong</p>	All	<p>a. A Strategic School Planning Meeting was held on Friday March 19th, following a separate Strategy Meeting with the Directors of the Performance Ensembles. Many of the items discussed inform the content of the QIP. We plan for each group to meet again following the completion of the Grade Approval Process in order to produce a Strategic School Planning document that sets out our strategic aims and priorities.</p> <p>b. The School has a particular strength in close interaction between historical musicology and ethnomusicology. Another focus is on the creative and innovative academic framing of performance activities. There is also a thread running through our undergraduate and taught graduate programmes reflecting music as cultural history in general, with the musical culture of Ireland a particular focus. We aim to</p>	All Faculty	March 2021	June 2021

1.PRIORITISED RECOMMENDATIONS

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	<p>internal dialogue about where it wants to be in the short, medium and long term - so that the resulting strategic priorities are strongly shared and actioned by all members of the School. This compass-setting will support the School and help it to consolidate its more detailed strategic ambitions relating to reputation, impact, programmes, staffing, student numbers and specialisations, as well as leadership and succession planning.</p> <p>b. The School's portfolio of activities is extensive, and the RG was keen to tease out what distinguishes it on the national and international landscape and sets it apart from competitors. It is beneficial to look across the positioning and activities of competitors on a national stage, as well as potentially, peer Schools of music internationally. Articulating the distinctive identity of UCD School of Music very clearly would be helpful in terms of student recruitment as well</p>		<p>foreground these strengths in future publicity campaigns. For a small school, we also have a significant connection to non-programme students across the University via performing ensemble and popular general electives, and to the audience via public musicology initiatives.</p>			

1. PRIORITISED RECOMMENDATIONS

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	as guiding strategic focus, and decision making about programmes, curriculum and resource allocation, as well as day to day and operational decision making, communication with internal and external stakeholders and build buy in and support.					
REC. 2	Workload and Staffing: The RG recommends that strategically, staffing, workload and workload distribution in the School need attention. An immediate priority is enhanced administrative support relating to the School's provisions for Performing Groups. With a number of colleagues carrying very heavy loads, there is an onus on the School to ensure all members of the School can reach their research impact potential. The RG recommends an open discussion in the School about parity of research support between earlier and more established members of staff and ensuring that everyone has the time they need to progress their	All	The opportunity to augment staffing levels may not be forthcoming, so a discussion on workloads was initiated at the recent School Strategy Meeting. One option is a rethinking of the 40-40-20 model (Teaching-Research-Administration). Increased burden on a small school to fill committee and council roles at College and University level results in teaching and research becoming squeezed. It was suggested that something closer to a 30-40-30 model could be recognised. In order for this to happen, however, it would be necessary to provide more teaching support in the form of an increased allowance for occasional lecturers and tutors. Early career mentoring was also highlighted, as younger colleagues require a considered approach to teaching/administration burdens in order to protect research time.	All Faculty	March 2021	Sep 2021

1.PRIORITISED RECOMMENDATIONS

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	research. If it cannot address workload distribution, the School may need to consider how it can reduce its workload commitments, to protect strategic priorities.		We address the recommendation for administrative support as a Prioritised Resource Requirement (part 3 below).			
REC. 3	Student Recruitment: Due to the loss of direct entry arising from the Bachelor of Arts Humanities, the School finds it difficult to predict and sustain the volume of core music students. Nevertheless, some urgency and strategic clarity about numbers is important. A robust School discussion about target student numbers relating to Bachelor of Arts, Bachelor of Music, and Masters programmes, informed by market research, would be especially helpful.	1 & 3	A meeting was arranged with the College Marketing & Communications Manager on March 31st to discuss outreach and recruitment strategies. Enrolment targets are currently being determined for the School's 2021 Strategy Planning Document (due at the end of April 2021). As we can have little direct impact on first year numbers in the BA and BAH, we have begun to focus our energies on retention going into the second year BA or BMus, or the fourth year BMus, and recruitment for the MMus and graduate research programmes. We have also sought to increase registrations (notably non-EU) for performance and general electives, which can carry potentially high numbers and thus deliver a significant amount of income. Recruitment for a revised MMus has proved successful, with eight students in the first cohort of the relaunched programme and already twelve applicants for this 2021–22.	CC	March 2021	Sep 2022

1. PRIORITISED RECOMMENDATIONS

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REC. 4	<p>Opportunity Identification:</p> <p>The relevance of the UCD School of Music to the University's new strategy is noteworthy, and there is a timely opportunity within UCD Strategy 2020-2024, specifically, the themes of 'Empowering Humanity' as well as values of 'creativity', and 'engagement'. The RG recommend the School consider conducting a needs analysis and build the case, to the extent it so decides, for strategic investment in its long-term development, as well as very tangible resourcing like research scholarships, composers in residence, instrument rental schemes and above all - rehearsal and performance spaces</p>	All	<p>Alignment with College and University Strategies and Research themes has been noted and shall inform much of the School's Strategy Planning Document. We seek creative solutions to our needs (with staffing priorities in the areas of Music Theory/Analysis, Popular Music, and Composition), and have already secured a Composer-in-Residence post for 2021, with funds from the Creative Futures Academy, although it is unclear how this may be funded beyond this year – indeed, its continuation is sought as a Prioritised Resource Requirement (part 3 below).</p> <p>The demand for rehearsal/performance space is ongoing, and this is being addressed in part by a number of initiatives, including redevelopment of the Astra Hall in which our Symphony Orchestra rehearses, under the auspices of the new Student Levy. We await news of the Memorial Hall in Richview, the refurbishment of the DramSoc space and the music corridor in the Newman Building, and a potential arts space in the new Centre for Creative Practice.</p>	All Faculty	Jan 2021	Sep 2021

1. PRIORITISED RECOMMENDATIONS

RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead* (E.g. Name of Faculty/Staff/Group)	Start Date	Planned Completion Date
REC. 5	Recognition of Research Outputs: The recognition of non-standard forms of research output, particularly performance related, is critical for UCD School of Music and confirmation of steps in this direction by the College and the University are to be welcomed. We strongly recommend consideration of the definition of output for music put forward by the UK REF. This should be reflected in OBRSS, research leave, recruitment, recognition and promotion.	2	A document proposing revised metrics on practice-based research was submitted to the Research Office on behalf of the College of Arts & Humanities last May, and we are now awaiting a response. This drive shall be galvanised by the “Engaged Creativity” research theme in the College, the recent establishment of the Creative Futures Academy (October 2020) and the UCD Creative Fellows group (first meeting in October 2019).	CC, DE, TM	May 2020	Sep 2022

2.ORGANISATION AND MANAGEMENT OF RESOURCES

RG (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
2.14	It would be useful for the School to identify and track what benchmark schools are doing at a national and international level.	All	We have already taken on board some suggestions from the Review Group Report on organisation, notably with the establishment of clear roles for an Undergraduate Programme Director and Graduate Programme Director. We shall also seek to reflect on such structures in other music departments/schools, primarily in Anglophone territories. We note that only two university schools/departments of Music in Ireland have a smaller faculty than UCD (TCD and the newly established department in NUIG), and that there is often additional administrative support (eg Goldsmith's) where there is a very active performance culture. This is addressed as a Prioritised Resource Requirement (part 3 below).	CC	Ongoing	Ongoing
2.15	The distinctive identity of UCD School of Music more clearly would be helpful in terms of student recruitment as well as guiding strategic focus, and decision making.	1	A meeting was held (see REC 3) with the College Marketing & Communications Manager to commence a fresh approach to advertising the School to prospective students. We intend to use the upcoming Summer School as a springboard for a number of Music-specific events, including recruitment talks and a School Open Evening,	CC	March 2021	Sep 2022

2.ORGANISATION AND MANAGEMENT OF RESOURCES

RG (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Sta ff/ Group)	Start Date	Planned Completion Date
			possibly online. Future live events could be linked to major School concert performances.			
2.16	The RG sees an opportunity for the College of Arts and Humanities and the University to increase the enabling environment for the UCD School of Music in key areas such as finance and development, staffing, marketing and student recruitment. The School would benefit from expanded strategic support as well as itself taking a proactive approach in relation to securing and improving its future.	2 & 3	To be discussed with the College Principal on foot of the Quality Review process.	CC/CP	May 2021	Sep 2021
2.17	In addressing priorities for student recruitment and revenue, it is important that everyone in the School has good knowledge and understanding of the revenue and expenditure of the School and particularly, the strategic priorities, a sense of the costs of running modules and fee income associated with student registrations.	1	This information has been shared with the School's Executive at recent meetings and during the Strategic Planning Meeting. All understand the importance of retaining BA students following first year (BA Joint Major or BMus), and into the BMus programme following the BA third year, as well as attracting increasing numbers of graduate taught and research students. It is understood that larger performing groups and general electives (especially those popular among	All Faculty	March 2021	Sep 2022

2.ORGANISATION AND MANAGEMENT OF RESOURCES

RG (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
			non-EU students) are a significant source of income. The School has repeatedly highlighted the hugely negative impact that the regulation preventing 1st Years cannot take Autumn Trimester electives has had on our income, due to our dependence on registrations in the performance and general elective modules.			
2.18	It would be helpful for the School to articulate a strategy for student retention.	1	This was discussed at the Strategic Planning Meeting, with conclusions similar to 2.17. There is a clear line of communication between the School and the Programme Office, notably via the Associate and Deputy Associate Dean of Undergraduate Studies, through which this can be articulated.	All Faculty	March 2021	Sep 2022

3. STAFF AND FACILITIES

RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staf f/ Group)	Start Date	Planned Completion Date
3.15	The RG recommends strongly that the School is supported to ensure it has its full complement of staffing. Key areas are leadership and the professorial chair, securing continuity for Director posts across each of the professionally led performance groups, including replacing the Assistant Professor of Choral Conducting, and as noted above, administrative support for the School Office and the ensembles.	3	<p>All of these recommendations are reflected under Prioritised Resource Requirements (Section 3) below.</p> <p>The School seeks the continuation of the Chair of Music, a position that has been filled since 1914. This would also involve the replacement of the current Chair on his scheduled retirement in 2023. Another faculty member is due to retire in 2024, and it is important for the School’s reputation that this ethnomusicology post is also replaced; the presence of two ethnomusicologists in the School is vital to our standing, especially in attracting International graduate students.</p> <p>The secondment of an Assistant Professor of Choral Conducting to the College Office, equivalent to an 0.5 FTE, is currently offset by a €6k contribution towards our occasional lecturing budget.</p> <p>The UCD School of Music is a national leader in terms of professionally-led performance ensembles, with six groups (Ad Astra Chamber</p>	CC	Ongoing	Ongoing

3. STAFF AND FACILITIES

RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
			Orchestra, UCD Choral Scholars, UCD Composition Ensemble, UCD Gamelan Orchestra, UCD Philharmonic Choir, UCD Symphony Orchestra) for which there is no additional administrative support at School level. The Head of School is also an Artistic Director of the Ad Astra Academy for the Performing Arts (Music), creating a further administrative burden in concert scheduling, publicity and management.			
3.16	The RG suggests that thought be given to how to ensure appropriate support for workload balance, research support and individual career development. This matters for all members of the School, with additional needs in the case of new faculty, Head of School, and faculty returning from leave.	1	This was discussed at the School's Strategic Planning Meeting (see REC 2 above). We believe that there is a spirit of openness and fairness among colleagues in assessing workloads for new faculty and the Head of School, and there has been no real conflict in this regard.	All Faculty	March 2021	June 2021
3.17	The School should also continue to build its stock of instruments. It would perhaps be particularly appropriate for UCD to possess a harp, given its logo.	1 & 3	The School recently purchased a number of digital keyboards via a Priority Investment in Teaching Support fund. The orchestra regularly invests in new instruments, having recently purchased a bassoon and "A" clarinet, but we are only able to do so when there is a budget surplus. We do not have	CC	Ongoing	Ongoing

3. STAFF AND FACILITIES

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			adequate storage for anything as large as a concert harp, but this may change as the Astra Hall is due to be refurbished under terms of the Student Levy. Further investment (in pianos, for example) will also be considered in line with the redevelopment of the School corridor in the Newman Building.			
3.18	The School is due for its facilities to be refurbished in 2021 by UCD Estates and it would be important that this is undertaken in full consultation with the School's specific needs, based on research and best practice at benchmarked peer Schools internationally, to make optimal investment with regard to acoustics, recordings, and storage and preservation of musical instruments. It also should continue to ensure its valued inclusive approach to students in relation to study space.	2 & 3	These plans are currently on hold and we await further news from UCD Estate Services. We are including an item on instruments and hardware as a prioritised resource requirement in response to regulations from the Teaching Council, which specifies Music Technology and Composition as essential degree components for secondary teaching.	All Faculty	TBC	TBC
3.19	The School should consider opportunities to further engage with 'University for All' and embedding widening participation initiatives within	1	We would welcome an opportunity to engage with this initiative, and an exploratory meeting has already been arranged with the project lead. This dialogue will strengthen the	CC, LA	March 2021	Sep 2022

3. STAFF AND FACILITIES

RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
	its activities.		School's efforts to support an increasingly diverse student body and to widen participation further.			

4. TEACHING AND LEARNING

RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
4.9	It would be strongly recommended that the dissertation remains a firm part of the final year in the BMus syllabus.	1	There are no plans to remove the dissertation from the BMus syllabus, and students are encouraged to participate in dissertation competitions run by CHMHE and the Global Undergraduate Awards.	JJ	N/A	N/A
4.10	Addressing the question of music literacy, it may be something for future planning, but the School may wish to consider the possibility of one-to-one instrumental or vocal tuition perhaps even in partnership with a conservatoire (such as TU Dublin Conservatoire or the Royal Irish Academy of Music). This is likely to have further student recruitment benefits.	1 & 3	Individual or small-group occasional music tuition is currently provided for Scholarship holders (Ad Astra, Choral Scholars) – yet only a few of these scholars are music students. A discussion was initiated between the Head of School and the Head of the TU Dublin Conservatoire about a potential partnership, but this has been delayed by the Conservatoire's move to a new campus and the pandemic. An increase in such provision	CC	Sep 2018	Sep 2022

4. TEACHING AND LEARNING

RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
			would also entail an extended administrative burden on the School			
4.11	The School should consider current impediments to student uptake on the ERASMUS programme and identify opportunities to support and grow outward student mobility.	1	<p>BAH students are expected to participate in the ERASMUS programme (alongside work placements) in third year (although Covid prevented the first cohort from doing so); hence numbers will go up in future years.</p> <p>New students are briefed by the HoS about Study Abroad options as part of the BA/BMus International.</p> <p>The School will also continue to increase dialogue with UCD Global to identify further opportunities to support and grow outward student mobility (see also 9.5 below).</p>	FL, WM, CC	Ongoing	Ongoing

5. CURRICULUM DEVELOPMENT AND REVIEW

RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/Group)	Start Date	Planned Completion Date
5.11	The School may wish, in the future, to consider the employment of at least an occasional lecturer in composition to cater for this aspect of the curriculum where there is a student demand. This could further open opportunities for students to compose works for students and the University ensembles.	3	In 2020–21, the Composition Ensemble was for the first time formally offered as a module, which has been accepted enthusiastically by students. A Composer-in-Residence scheme has been created for 2021, financed by the Creative Futures Academy. We are requesting its continuation under the Prioritised Resource Requirements (part 3 below).	CC, PM	Sep 2020	Jan 2022
5.12	The School may also wish to consider the replacement for the Professorship in theory/analysis specialist as part of the future strategy.	3	The School will focus its energies on getting replacements for two staff members who will retire over the coming years. One of these is an ethnomusicologist and should be replaced like-for-like. The second one is the Chair of Music. It may be considered to make expertise in Theory and Analysis a criterion in the job description for the replacement.	CC/Future HoS	July 2023	Aug 2024

5. CURRICULUM DEVELOPMENT AND REVIEW

RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/Group)	Start Date	Planned Completion Date
5.13	The School may wish to consider various creative means of addressing Equality, Diversity and Inclusion (for example, multicultural and gender representation) within the curriculum.	1	<p>Aligned with University strategy, EDI principles feature in a number of modules, notably through ethnomusicology offerings such as <i>Popular Music Ethnography</i> and <i>Musics of the World</i>, which go beyond issues of representation to challenge epistemologies and methodologies. The Stage 1 module <i>Music, Culture & Society</i> incorporates exploration of canon formation and deconstruction. The Stage 2 module <i>Formal Analysis</i> incorporates gender issues in relation to the work of female composers.</p> <p>The School will continue to increase diversity in the music covered in its music history and theory modules.</p> <p>The performing ensembles also continue to ensure that EDI principles are considered in their programming. For example, this has already shaped commissioning policy for the UCD Choral Scholars, including a new composition by an African-American composer¹ and commissions of several works by women as part of the Joyce Chamber Music project. The orchestra commissioned a work in 2021 by a</p>	LA, JJ	Ongoing	Ongoing

5.CURRICULUM DEVELOPMENT AND REVIEW

RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
5.14	The fluctuation of numbers for the BMus and MMus programmes is the source of some concern. The recommendation would be to persevere with the BMus (despite the present low numbers) and try to grow the programme more consistently. The possible introduction of performance lessons and composition teaching may help bolster BMus recruitment. We recognise that this is an additional cost burden, this would potentially be offset by increased student numbers. It is to be anticipated that the new 'Music and Culture' MMus will also give rise to expansion of postgraduate numbers.	3	<p>The increase of the number of students converting from BA to BMus in second year (currently the main entry path in lieu of a single programme entry) as well as the retention of graduating BA students for the fourth-year BMus option are a high priority for all staff. The introduction of performance tuition is only possible at a limited level, while composition teaching has been boosted in recent times (see REC 3, 4.9, 4.10, 5.11).</p> <p>The restructured MMus programme was launched in 2020–21 and has been very successful (eight current students, including four non-EU); applications for 2021–22 at this point indicate that this number may be exceeded. The progress of the programme will be monitored closely, and further revisions and PR activities shall be considered if necessary.</p>	WM, JJ	Ongoing	Ongoing

5.CURRICULUM DEVELOPMENT AND REVIEW

RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
5.15	The School may now wish to give more attention to the provision of the library resource (updating the range of books), with more participation from staff in ordering titles.	3	<p>The School will continue to encourage all its members to order titles regularly and in good time.</p> <p>The School will issue/renew requests for access to online databases such as RILM (Répertoire International de Littérature Musicale), RISM (Répertoire International des Sources Musicales) or handbook series.</p> <p>The School will make the discussion of such requests an annual item on the agenda of staff planning meetings.</p>	All Faculty	June 2021	Ongoing

6. RESEARCH ACTIVITY

RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/Group)	Start Date	Planned Completion Date
6.13	It is essential that the College and the University create a means of recognition for non-standard forms of output, particularly performance related, as is intrinsic to music. We strongly recommend consideration of the definition of output for music put forward by the UK REF. This should be reflected in OBRSS, research leave, recruitment, recognition and promotion. It seems that the discussions on this have already begun at the University level, and it is imperative that UCD School of Music are involved in this discussion.	2	As per REC. 5, a document proposing revised metrics on practice-based research was submitted to the Research Office on behalf of the College of Arts & Humanities last May, and we are now awaiting a response.	CC, DE	May 2020	Sep 2022
6.14	In parallel with this, we recommend that the School looks at examples of good practice elsewhere in relation to performance research (perhaps from the UK REF) to identify ways of framing current activities as research, and in particular articulating the research component of performance activities.	1	Again, we refer to the recent submission referenced in REC. 5 and 6.13.	CC, DE	May 2020	Sep 2022

6. RESEARCH ACTIVITY

RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/Group)	Start Date	Planned Completion Date
6.15	The RG recommends that the School adopts a more strategic approach to research activity, ideally a formal research strategy, led by a faculty member with dedicated responsibility for this, and that this will help address some of the issues above, including in relation to practice research and research funding applications. We acknowledge that this will be an additional burden on an already-overstretched team, but we believe that it will provide focus and be seen favourably elsewhere in the University.	1	<p>Some outline notes towards a research strategy were discussed at our recent strategy meeting and will be developed into a more formal document, in consultation with other faculty as appropriate.</p> <p>In 2020, the School introduced a structured approach to attracting post-doctoral fellowship applicants in order to increase the range and quantity of its research while availing of European and Irish funding opportunities.</p>	TM	March 2021	Jan 2022
6.16	The School should consider how it supports the research activities of younger staff/those taking on service or with caring roles.	1	Most important in this regard is to keep a manageable workload for the School as a whole. With that in mind, we will continue efforts to protect current staffing levels and to make further strategic investments. P4G meetings will allow younger staff and those taking on service or with caring roles to discuss their needs with the Head of School, and our recent strategy meeting allowed broader consideration of this issue.	CC	Ongoing	Ongoing

6. RESEARCH ACTIVITY

RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
6.17	The School should consider drawing up a transparent sabbatical policy/rota going forward and ensure staff know when they are next due sabbatical leave.	1	The Head of School shall draw up a policy document in advance of the next academic year.	CC	April 2021	Sep 2021

7. Management of Quality and Enhancement

RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
7.14	Clarification of the role specification of the School Head of Teaching and Learning would streamline workloads and allow for a coherent portfolio of work developing the Teaching and Learning aspects of the School.	1	The School has clarified the role specification of the Head of Teaching and Learning through pairing the role with the Undergraduate Programme Director role, while the Postgraduate Programme Director covers T&L aspects regarding the MMus programme (see 2.14). The Head of Teaching and Learning has oversight of the Grade Approval Process (GAP) process and curriculum development.	JJ	Sep 2020	June 2021
7.15	Processes to ensure exam quality should be broadened to include peer scrutiny of exam papers by colleagues	1	The School now has a robust moderation policy in place to ensure that grades are monitored for fairness and clarity. This was assessed and	All Faculty	Nov 2020	Jan 2021

7. Management of Quality and Enhancement

RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/Group)	Start Date	Planned Completion Date
	(beyond the Head of School) and dual checking of exam results.		implemented following recommendations in the Review Group Report.			
7.16	The RG recommends consideration be given to appointing an academic director for each degree programme, with each programme having oversight by its degree programme director at exam boards and in all aspects of programme stewardship.	1	The School has addressed this with an Undergraduate Programme Director and Graduate Programme Director (see 2.14, 7.14). The Undergraduate Programme Director also acts as a coordinator for the BAH Music, Film & Drama pathway.	CC, WM, JJ	Sep 2020	June 2021

8.SUPPORT SERVICES

RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/Group)	Start Date	Planned Completion Date
8.6	The absence of a School Library Liaison is regrettable and less convenient than the previous model. The School should endeavour to highlight the challenges they face in this regard at suitable college and university fora.	2	This has been raised already with the College Liaison Librarian, who has suggested that the suggestion might be better framed in terms of the lack of a <i>subject</i> librarian. More broadly, the issue is beyond the control of any individual school and will be discussed at the next Research, Impact, and Innovation Committee meeting.	TM	Sep 2020	Ongoing
8.7	Recognition of the quality of the research and performance produced by the School requires stronger interaction and discourse between the School and the UCD Research. These discussions should consider the OBRSS and the Faculty Development Framework specifications.	1	The School has already taken such a pro-active lead in collaborating with UCD Institutional Research to engage much more closely with the QS World University Rankings programme than has previously been the case, nominating refreshed and extended lists of academic and employer contacts. The School has been engaging closely with the UCD Research Office in support of the increased numbers of Marie Curie and GOIPD applications that we have been supporting. Regarding the ongoing process to improve recognition of performance-based outputs in OBRSS, see REC. 5	CC, TM	Jan 2021	Sep 2022
8.8	Focused discussions should be held with the UCD Careers Network to assist in highlighting to students and potential students the array of career options	1	This was discussed at the recent meeting with College Marketing & Communications Manager (see REC 3). A member of the UCD Careers Office shall be invited at the beginning of the Autumn	CC, WM	March 2021	Oct 2021

8.SUPPORT SERVICES

RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/Group)	Start Date	Planned Completion Date
	available to them on completion of a School of Music degree, as well as the wide range of transversal skills developed by music students that makes them highly employable, as recognised by employers. The School's own alumni may be a key source of career mentoring and guidance for students directly and on the School's website.		trimester to give undergraduate students a presentation on career options. This is also being addressed by the new Creative Futures Academy, which has launched a career mentoring scheme for current undergraduates. (see also 10.7 below)			
8.9	The University and UCD Estates might take specific account of the specific impact of replacement costs and maintenance of the required instruments and technologies on the School finances and administrators.	2	We shall investigate this when the corridor refurbishments are to take place. Technologies for delivery of music theory and composition modules are reflected in one of the prioritised resource requirements.	CC	TBC	TBC
8.10	Undergraduate and taught postgraduate student recruitment requires time and investment but should produce fruitful returns. Further work with the College marketing teams to improve visibility of the BA, BMus, BAH and MMus programmes both prior to arriving and on arrival to UCD is recommended.	1	Efforts for Masters-level recruitment have been led by our Graduate Programmes Director. The School has participated in open days and advertised on subject-specific mailing lists. We plan in the future to advertise at carefully selected conferences, including the next biennial meeting of the Royal Musical Association Music and Philosophy Study Group, and an upcoming annual meeting of the American Musicological Society.	CC, WM	Jan 2020	Sep 2022

8.SUPPORT SERVICES

RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
			<p>We also consider our restructuring and rebranding of the MMus an important part of this endeavour and note that in the first year of the relaunched MMus, we attracted eight students, and that application numbers this year are looking better still (currently twelve, with six at the same time last year). See REC 3 on undergraduate recruitment.</p>			

9. COLLABORATIVE EDUCATION PROVISION

RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/Group)	Start Date	Planned Completion Date
9.5	The School might increase dialogue with UCD Global about international exchange and student recruitment, as well as inbound study abroad opportunities, and vice versa, with a view to identifying opportunities to grow and diversify the student base and revenue streams. It is conceivable that the School could harness its ethnomusicology and other specialisms to attract specialist or more general international summer school audiences.	1	<p>The School has been in dialogue with UCD Global to support Northeastern University students who have been taking modules on the BAH programme in 2020/21. The NU Department of Music now wishes to establish a more substantive partnership with our School, and, as a result of recent meetings, we shall be offering five modules to their students this coming Autumn.</p> <p>The promotion of the School's programmes, particularly the new MMus degree, will remain a priority.</p>	CC, WM, JJ	Jan 2020	Sep 2021

10.EXTERNAL RELATIONS

RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/Group)	Start Date	Planned Completion Date
10.7	<p>The School might consider the scope for mutual collaborations and partnerships with individuals and organisations in its alumni base and network – such as RTÉ Lyric, Music Network, National Concert Hall and other venues, with regard to student career mentoring, role modelling, advocacy and strategic partnership. Looking across Music School provision in Ireland and internationally, associations with, for example preeminent musicians, composers or groups, can prove mutually effective in forging distinctive identity and enhancing provision, profile and impact.</p>	1	<p>The School will continue to build, and where possible, extend, relationships with National Concert Hall, Irish National Opera; broadcasters such as RTÉ (including LyricFM), Newstalk, Music Generation DLR, and cultural centres such as the Alliance Francaise Dublin (forming a partnership for public engagement activities in 2021). Many of these relationships connect with alumni and the School will strive to nurture these connections as part of building a distinctive profile and potential mentoring opportunities for current students.</p> <p>The School will continue to grow the <i>Closer Readings</i> concert series, an initiative that combines public musicology, practice-based research, and high quality orchestral performance. These are directed by our Head of School, who was also invited in 2020 to deliver a series of interval talks on LyricFM for the RTÉ National Symphony Orchestra’s friday night series, which was unfortunately impacted by the pandemic.</p> <p>The School will continue to offer virtual</p>	All Faculty	Ongoing	Ongoing

10.EXTERNAL RELATIONS

RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
			<p>attendance for its seminar series in musicology, which has seen a significant increase in national/international attendance during 2020–21.</p> <p>Career mentoring is now being pursued by UCD Alumni Relations in conjunction with the College of Arts & Humanities Creative Fellows, with opportunities being offered to current Master and final year und</p> <p>The School’s hosting of the first virtual musicology conference in Ireland (the Society for Musicology in Ireland Annual Plenary Conference 2020) and the 2021 relaunch of <i>The Musicology Review</i>, an in-house peer-reviewed journal, enhances external relations across the research community in Ireland and abroad.</p> <p>The Head of School is currently Chair of CHMHE, the Council of Heads of Music in Higher Education, which represents all university schools/departments of music on the island of Ireland, plus the music conservatories. It typically meets twice a year, but the frequency</p>			

10.EXTERNAL RELATIONS

RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
			<p>has increased significantly during the pandemic.</p> <p>The School is directly involved in negotiations with the RTÉ Concert Orchestra about moving their performance base to the O'Reilly Hall during the imminent closure of the National Concert Hall (from early 2022). The RTÉCO management is keen to explore this relationship creatively in terms of our students and scholars. The Head of School has also secured the services of the orchestra for a performance of a new cantata in September 2022 to commemorate the centenary of the Irish Civil War (1922–23) based upon documents from UCD Archives. Funds for this project (€24,000) were raised from the UCD Decade of Centenaries Internal Award Scheme. The performance, which may also be recorded/broadcast, shall feature vocal soloists and the celebrated choir Resurgam alongside the RTÉCO, and shall be conducted by the Head of School.</p>			

3. Prioritised Resource Requirements

1. Replacements for Retiring Faculty

The School's Chair of Music, a Full Professor of Historical Musicology, is likely to retire in July 2023, and a Professor of Ethnomusicology, is due to retire during the following year. Our five-year financial plan, agreed with the College Principal and accountant, currently anticipates the non-replacement of these posts as part of measures to address our accumulated reserve deficit. However, we would request the continuation of the Chair of Music, and the replacement of both these posts (see the Review Group recommendations in 3.15). The Chair of Music in UCD has been consistently occupied since 1914, and we are concerned that the absence of a Chair could have a significant qualitative and reputational impact on the School. We would seek a replacement for the Chair in either the fields of Historical Musicology or Music Theory and Analysis (which the Review Group identifies as a lacuna in 5.12), while the Professor of Ethnomusicology post should see a like-for-like replacement, as Ethnomusicology is key to our School's identity and ability to attract international (especially non-EU) students.

This should involve no additional cost, while the replacement of a Professor of Ethnomusicology with a more junior appointment would of course amount to a saving.

2. Alternatives to New Positions

In response to the Review Group recommendations in 3.15 and 5.11, the School's five-year plan would indicate no realistic opportunity for the creation of an academic post in Composition, nor any change to the secondment agreement for the Assistant Professor of Choral Conducting from the School. We suggest that this situation could be assuaged by the following:

- Remove the salary and 0.5 FTE associated with the secondment of the Assistant Professor of Choral Conducting from the School;
- Apply this 0.5 FTE to the Directors of the Philharmonic Choir (currently on a 0.12 FTE contract since 2015) and Gamelan Orchestra/Composition Ensemble (currently an occasional lecturer since 2014);
- Continue the Composer-in-Residence scheme currently funded by the Creative Futures Academy beyond 2021;
- Continue the Conducting Apprenticeship scheme currently funded by the Creative Futures Academy beyond 2021.

The reassignment of the 0.5 FTE would be cost neutral, while continuing the Composer-in-Residence and Conducting Apprenticeship schemes would cost €24,000 in total (€18,000 and €6,000 respectively).

3. Administrative Support

In response to the Review Group recommendations in REC 2 and 3.15, we would propose additional administrative support for the School Office, with priority for the School's ensembles and concert schedule, in the form of a new 0.5 contract, with a cost implication of around €25,000. An additional budget of €6,000–9,500 would also pay for a public recital series featuring guest artists that the School could host (with, for example, six lunchtime concerts per trimester). The latter would mark a worthy contribution to and acknowledgement of the hardship faced by the community of professional musicians in the post-pandemic climate. We have already discussed increased central funding for our performance ensembles with the Registrar, Bursar and Dean of Students, and await a response.

4. Music Technology Lab

In response to the Review Group recommendations in 3.18, and to Teaching Council requirements for the delivery of Music Technology and Composition components in music degree programmes, we would seek support for essential technology as part of any proposed redevelopment of the Music corridor in the Newman Building. The cost of hardware, software and furniture for music technology and composition tutorials in groups of up to eight students could be estimated based on the items below.

9 each of the following (8 students plus lecturer):

- iMac with 16GB memory & Logic Pro Software, €1,808.99 per unit
- Roland FP-30X digital piano, €729 per unit
- Classroom Maestro Software, €39.50 per license
- 3 Tier Pro Audio Studio desk, €349.00.

1 each of the following:

- Sibelius music notation software, €1,640.00 per 10-seat license
- Sundry accessories (cables, headphones, etc.), €4,500
- 1 x Samsung Smart Signage QB55R monitor, €678.62 per unit

Total: €33,157.03