



**University College Dublin**

**Quality Improvement Plan**

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UCD School of Music

12 December 2013

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## **1. Introduction**

The Quality Review of the UCD School of Music took place during the Academic Year 2012/13; the Self-Assessment Report was prepared during the first semester of that year and submitted in December 2012; the Site Visit took place in February 2013 and the final version of the Periodic Quality Review Report (PQRR) was received in June 2013. The preparation of the Quality Improvement Plan (QIP) was unfortunately delayed as the then Head of School, Professor Julian Horton, accepted a Chair at Durham University and was not in a position to work on the Plan over the summer while his successor, Dr Wolfgang Marx, was not appointed until the middle of October 2013.

The Quality Improvement Committee consists of Dr Wolfgang Marx as Head of School, Professor Therese Smith as Deputy Head of School and Dr Jaime Jones as intended next Head of School. The QIP was drafted by Dr Marx in consultation with the other two members.

### 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 recurrent or capital funding

### Timescale

- A. Recommendation already implemented
- B. Recommendations to be implemented within one year
- C. Recommendations to be implemented within five years
- D. Recommendations which will not be implemented

Report	RG Recommendation	Category (see list above)	Action Taken/Action Planned/Reason for Not Implementing	Timescale (see list above)
<b>ORGANISATION AND MANAGEMENT</b>				
1.1	Adequate administrative support, both within the School and within the College, is necessary for the School to maintain its current level of activity and to have any realistic ambitions for growth or development. The Review Group recommends that the School liaise with the College and the Budget Review Committee to ensure that they increase administrative support within the School (for example, the current administrative role could be increased from .8FTE to 1FTE), supported, where possible with additional support at College level (for example,	2	An increase in administrative support for the School (from .8FTE to 1FTE) is a decision to be taken by the College of Arts & Celtic Studies (the relatively recent reduction by .2FTE was the result of a suggestion at the part of the College in 2012). Based on this recommendation, the School will lobby towards a reinstatement of the 1FTE administrative role.	B/C

	marketing School graduate programmes, etc.).			
1.2	The School workload model should be revised in order to allow direct comparison of the full range of staff activity – research, teaching and administration. Longer-term considerations, such as the development of early career academic staff and the development of the School research culture, should be taken into account in a revised workload allocation model. Early career members of academic staff should be encouraged to increase their research activities and publication records and this can only be achieved by more senior members of academic staff sharing the heaviest teaching burden.	1	A revision of the current workload model is in process; the revised model will be finalised during the second semester 2013/14 and is first to be first be applied to the academic year 2014/15. However, in October 2013 the School lost 17% of its current academic staff capacity (in the person of Professor Julian Horton). His replacement is not certain at this point which results in the remaining staff having to shoulder a heavier teaching and administrative burden. While the School will ensure that the senior members of staff carry a larger share of this additional burden, a significant reduction of the current teaching and administrative load of younger staff will be very difficult if a replacement is not forthcoming. The School will continue to make the case for such a replacement at all levels of the university.	B
1.3	The Review Group strongly supports the School's intention to draft a Development Plan and recommends that the College play a more active role in supporting the School to achieve its aims, especially in respect of providing appropriate facilities for rehearsal and performance.	1	The Newman/Joyce Project (a plan to re-develop the Newman Building and the adjacent James Joyce Library building) currently includes a 250-seat Concert Hall with a rehearsal hall for orchestras and choirs. School and College support this initiative which will depend on non-exchequer funding to be realised; it is therefore currently impossible to give a date for its completion. The plan does not contain smaller practice facilities; however, the School is in the process of exploring options to establish such facilities in Memorial Hall in Richview; a more specific plan incorporating all these options will be ready by the end of the second semester 2013/14 (relying heavily on the input of the two soon to be appointed Lecturers in Performance Studies). In addition, a piano practice room will also be made available in the basement of the Newman Building during the second semester 2013/14 to ease some of the most immediate practice problems.	B

1.4	The Review Group recommends that the School should consider a facilitated workshop, with input from relevant University experts, for example, the Director of Strategic Planning, to consider development scenarios. This should feed into the School Development Plan that is currently being drafted and the next iteration of the School Strategic Plan. The School could also chart the paths, through the institution and beyond, of high-achieving students as a way to clarify the School's 'Mission'.	1	The recommended workshop is planned for the summer 2014; it has to take place after the end of teaching as staff are more stretched than usual during the current academic year. It will be ensured that its results feed into both the Development Plan and the Strategic Plan. Information on high-achieving students is currently being collected and will be used to market the School in connection with the centenary events of 2014.	B
1.5	The Review Group recommends that the School further develop its relationship with the larger contexts of the College and the University to reinforce good working relationships like that with the Graduate School and that with the Director of Strategic Planning and to open up new connections and relationships.	1/2	The School is in the process of establishing its relationship with the incoming new President of UCD who has agreed to attend events around the centenary celebrations next year and open a conference. In addition, one member of the School has recently been elected to UCD's Governing Authority; it will be beneficial to have Music's voice heard at this level. The School will also strive to fortify and deepen its good working relationships with the College, the Graduate School and the Director of Strategic Planning.	B/C
1.6	The School should work with the College and the University so that music becomes more central to the College's mission and to the University's identity. Ad Astra scholars and performing ensembles demonstrate this potential, but they would need to be getting the profile and support, on a par with sporting achievements to achieve this. Indeed, music is one of the main means by which the University can communicate to a wider constituency. The question 'How does the	1/2	In 2014, the School will celebrate its centenary as the first two Professorships of Music were created in 1914. The centenary will be celebrated with a series of concerts, public lectures, a conference and the launch of a Festschrift, involving current and former students, staff and other interested parties. These activities – centred in the second quarter of 2014 – will offer a good opportunity to showcase the School's achievements and activities within UCD, and also outside the University, and we plan to build further on this during 2014/15.	B/C

	campus sound?’ should be asked. Integrating excellent musical performance more fully into the life of the University could offer an added dimension. Taken seriously, it would encompass plans for activities and events as well as venues and resources.			
<b>STAFF AND FACILITIES</b>				
2.1	If performance is to develop as part of the School’s mission, it will require more investment in practice spaces, equipment stores etc. The Review Group recommends that consideration should be given to the School’s needs in the planned Newman-Joyce Precinct development. The School, with the support of the College, should campaign to have meaningful incorporation of some of these needed resources.	3	The Newman/Joyce Project (a plan to re-develop the Newman Building and the adjacent James Joyce Library building) currently includes a 250-seat Concert Hall with a rehearsal hall for orchestras and choirs. School and College support this initiative which will depend on non-exchequer funding to be realised; it is therefore currently impossible to give a date for its completion. The plan does not contain smaller practice facilities; however, the School is in the process of exploring options to establish such facilities in Memorial Hall in Richview; a more specific plan incorporating all these options will be ready by the end of the second semester 2013/14 (relying heavily on the input of the two soon to be appointed Lecturers in Performance Studies). In addition, in consultation with UCD Buildings & Services, it has been agreed that a piano practice room will also be created in currently under-used space in the basement of the Newman Building during the second semester 2013/14 to ease some of the most immediate practice problems.	C
2.2	The School could conduct a facilities benchmarking exercise against peer institutions to support their case to the Newman-Joyce Precinct group.	1	Given the current provisions planned as part of the Newman-Joyce project (see 2.1), this recommendation may be a bit less pressing than originally envisaged. However, the School will conduct such a benchmarking exercise over the course of the academic year 2014/15 (an earlier date seems unrealistic given the number of recommendations already planned	C

			to be addressed over the current year and the size of the School).	
2.3	The School could perhaps identify a small, attractive pilot project (perhaps the Gamelan Orchestra) which would be achievable in the short-term and would demonstrate the potential of research-informed performance within the University. This would act as the springboard to larger-scale initiatives.	1	The School will pursue the Gamelan project as an example of research-informed performance but will also explore other short- and medium-term initiatives with the newly appointed Directors of Ensembles as of February 2014 (see 2.5) when longer-term planning with them becomes viable. A plan for a pilot project will be ready by the end of the Academic Year 2013/14.	B
2.4	The School should offer greater mentoring support to its younger staff members, perhaps collaborating with other [of the] smaller schools in the College in order to do so. It would be useful for staff to understand their own trajectory independent of the school's own mission and direction.	2	The School will explore options available to it in collaboration with other Schools during the second semester 2013/14 and take actions according to the results of this exercise.	B
2.5	The position of Ensemble Directors needs to be regularised. It would be best that they be accommodated within the School, assuming that this can be achieved without having a significant impact on the School's financial position.	3	The two positions of Ensemble Directors were advertised as full-time academic lectureships in November 2013; and are expected to be filled by February 2014.	A
2.6	The Review Group recommends that the College consider establishing peer-to-peer support across schools with targeted workshops (for example, Heads of School, school administrators, etc). The Graduate school is a good example of how this type of support can be effective.	2	The School will invite the College of Arts & Celtic Studies to respond to all of the issues related to it in the QIP, including this one, and engage with this advice once it is received.	B/C

**TEACHING, LEARNING AND ASSESSMENT**

3.1	The School should consider how much breadth can be realistically maintained. It would be useful to liaise with the Centre for Teaching and Learning, perhaps participating in its 'Focus on First Year' initiative in order to get an overview of teaching provision and what aspects of it are working most effectively.	1	The School will liaise with UCD Teaching and Learning during the early stage of 2014 and consider revisions of its teaching provision in line with the recommendations received, to be implemented at least in part in 2014/15.	B/C
3.2	The School should consider the possibility of reducing its taught offerings. The Review Group recommends that the School liaise with the Programme Viability Project currently being undertaken by UCD Registry for guidance and advice on how to consider and address modules with very low student numbers.	1	The School is currently considering reductions in its MMus as well as undergraduate offerings, based on models pursued in other universities (such as the University of Liverpool). Changes as a result of this process will be implemented at least in part in 2014/15.	B
3.3	The Review Group recommends that the College and University provide marketing support and expertise to the promotion of the BMus programme. The School should evaluate the impact of a strong marketing campaign on recruitment numbers and consider whether the BMus is viable. The programme could be attractive to students in the UK, and the US.	2	<p>The College, through the Programme Dean and Programme Office, currently provides additional funds for the promotion of graduate programmes in the School.</p> <p>The School will invite the College of Arts &amp; Celtic Studies and the University to consider additional measures to market the BMus programme, particularly targeting the US. This campaign should highlight the unique mix of musicology and performance on offer in UCD; the newly appointed Ensemble Directors will play a major part in developing a strategy for this campaign and – on international tours – act as ambassadors for the School and its programmes.</p>	B/C



**CURRICULUM DEVELOPMENT AND REVIEW**

4.1	Students should be given opportunities to provide feedback on the BA, BMus and MMus programmes in their entirety.	1	The School will develop a questionnaire that will be handed out to BA, BMus and MMus students at the end of the second semester 2013/14 and provide an opportunity to give feedback on the overall programmes. The results will inform future curricular and module enhancement processes.	B
4.2	Focus groups among staff and current students should be established in order to discuss – and ultimately reach a consensus on – the role of performance in the undergraduate and postgraduate curricula going forwards.	1	<p>Given the School’s limited resources in terms of time and manpower (currently 5 full-time members of academic staff), it is currently not envisaged to establish dedicated focus groups but rather to utilise existing bodies for this purpose.</p> <p>The School’s staff-student committee will discuss this matter during the second semester 2013/14; it will also feature in the questionnaire developed to assess the overall programmes (see 4.1) in order to record the views of students at the end of their respective cycles. Depending on the results of these two processes, further steps will be considered early in 2014/15.</p>	D/B
4.3	Notwithstanding the need to develop, staff should retain realistic expectations for growth of the BMus and MMus programmes, especially given the small staff cohort.	2	Given the situation in 2013/14 in which academic staff is currently reduced by 17%, staff harbours few illusions regarding a significant growth of the BMus and MMus programmes; expectations to that effect mainly originate in other areas of the university (for example, related to the “Six Challenges” concept) . The School will make the case for realistic expectations regarding growth continuously at all College and University levels as requested.	D

**RESEARCH ACTIVITY**

5.1	Library facilities simply fail to support ongoing research, whether in emerging or in well-established areas of research. There are not enough scores, enough recordings, or recently published monographs in practically any area one cares to examine. Resources elsewhere (for example TCD) only partially compensate. A more proactive strategy needs to be considered on the part of the Library to anticipate and engage with the School's ongoing research needs if the School is to maintain its research visibility.	2	Together with the submission of this QIP, the School will request the Library to consider the School's research needs more closely. The Library is in the process of making RISM available online to researchers for the first time in January 2014 which will be a first sign of improvement.	A/C
5.2	The early career academics are clearly struggling to find time to write grant proposals and produce the early body of published work essential to their later careers and reputations at UCD, promotions and general sense of intellectual wellbeing. The sabbatical system is under strain, due to the pressure of administrative work and the demands of the teaching curriculum. A clearer sabbatical strategy, one foregrounding and protecting the needs of the early career academics, needs to be developed at both School and College levels. More could be done to encourage collaboration and co-operation between schools in sustaining and funding their research efforts.	1/2	<p>The College has developed a sabbatical strategy that includes the sabbatical needs to early career academics. The School will engage with this strategy.</p> <p>Collaboration and cooperation between members of different Schools will in part be encouraged through ongoing interdisciplinary research strands such as "Death, Burial and the Afterlife"; this strand will launch its first book (co-edited by a member of the School) in the second quarter of 2013. The book will contain eight contributions by members of five different Schools within the College.</p>	C

5.3	The current workload model should be revised so that the different needs and priorities of early career academics, more established staff and the School as a whole, can be taken into account.	1	<p>A revision of the current workload model is in process; the revised model will be finalised during the second semester 2013/14 and first be applied to the academic year 2014/15. During the academic year 2013-14 the School will benefit from teaching input from the Professor of Canadian Studies. However, in October 2013 the School lost 17% of its current academic staff capacity (in the person of Professor Julian Horton). His replacement is not certain at this point which results in the remaining staff having to shoulder a heavier teaching and administrative burden.</p> <p>While the School will ensure that the senior members of staff carry a larger share of this additional burden, a significant reduction in the current teaching and administrative load of younger staff will be very difficult if a replacement is not forthcoming. The School will continue to make the case for such a replacement at all levels of the university.</p>	B
5.4	The College needs to provide more encompassing support for the research needs of early career academics in the School of Music. This could take the form of mentorship, advice about promotions, encouragement and support for grant proposals, providing backing for interdisciplinary projects.	2	<p>The College encourages Heads of School and senior academics to provide mentoring for early career academics in their disciplines. The College has also established an Academic Mentoring Steering Committee, chaired by a member of staff from the UCD School of Languages and Literatures, to provide academic mentoring to academic staff who are in the early stages of their career, including permanent academic staff and temporary academic staff with a contract of two or more years duration.</p> <p>In addition, UCD HR Learning and Development has developed a suite of coaching and mentoring training supports and School staff will be encouraged to engage with these supports.</p>	B/C

5.5	Top-down interdisciplinary projects have not always engaged the needs and interests of School of Music staff. A variety of bottom-up projects have clearly excited and motivated staff, and prompted some significant research (for example, on music and death). But they are felt, within the School, to be precarious and limited. School and College might, together, consider ways of stimulating and supporting interdisciplinary work of this nature.	1/2	The School will invite the College of Arts & Celtic Studies to respond to all of the issues related to it in the QIP including this one and engage with the advice once it is received. As far as the School is concerned, more encouragement of these interdisciplinary activities on the part of the College will be requested on an ongoing basis; the support of the UCD Humanities Institute will also be crucial in their development.	C
5.6	The School might develop mechanisms for sharing good practice, and expertise, in successful grant acquisition, in particular for the benefit of the early career academics.	1	Given the small size of the School, it appears questionable whether formal processes for sharing good practice should be established in an already administration-heavy context. Instead, the current and future Heads of School shall ensure that good practice is shared regularly but more informally wherever possible and early career academics receive as much support as possible.	D
5.7	Overall, there is a need for newer staff to be offered clearer guidance and support in developing their research careers. Again, this feels like something that should originate at College level rather than devolving to the School.	2	<p>Within the School, the Head and other senior academics provide support and advice to newer staff regarding the development of their research careers. At College level, the Vice-Principal for Research and Innovation provides information and guidance to all academic staff regarding research career development. The UCD Research Office provides additional supports to all academic staff in respect of funding, research grant applications, funding and other opportunities etc.</p> <p>The School will encourage the College to continue to develop its supports for staff and will support newer staff in engaging with the supports that are available.</p>	B/C
5.8	While the quality and quantity of research is clearly excellent, it would be beneficial to	1	A narrative around the School's research will become part of the School's next Strategic Plan (to be developed during 2014). At its core will be the	B

	articulate a research 'narrative' which binds together the individual strands of work and allows the School to convey a sense of concerted effort and shared purpose across all its research.		engagement of many staff members with sacred music and with music in Ireland.	
<b>MANAGEMENT OF QUALITY AND ENHANCEMENT</b>				
6.1	The goodwill and loyalty of good students could be used more in the promotion of the undergraduate and graduate programmes: good feedback is a highly effective marketing tool.	1	The School will strive to connect with its current and former students in the promotion of its programmes. Several former students are currently writing articles for the Festschrift to celebrate the centenary of Music in UCD; this small book as well as extracts of these texts will be used to advertise the School in the future. We will also endeavour to showcase the career paths of former students on the School's webpages (a project to be implemented over the summer 2014) and to encourage them during the centenary festivities to be ambassadors for the School.	B
<b>SUPPORT SERVICES</b>				
7.1	The College could be more pro-active in considering the needs of schools and explore ways to provide additional support to schools. Externally facilitated focus groups, perhaps by UCD Human Resources, could be particularly helpful.	2	The School will engage with the College and the College HR Partner to clarify the supports that are currently available and to identify additional supports that may be required. In addition, the School will propose that the College gather feedback from the schools within Arts and Celtic Studies to identify general additional supports that may be required.	B/C
7.2	The Review Group acknowledges the good work and efforts of Library staff to provide supports in adverse circumstances, however, the provision for music needs to be seriously improved. The Review Group recommends that the College and University need to advocate for the improvement	3	The School will engage with the College and the UCD Library to identify additional provision that is required. While conscious of the current financial restrictions on the Library, the School will also discuss with the Library the specialised knowledge that is required to ensure that the needs of the School are met in the future and whether the appointment of a Specialist Librarian (even part-time) is possible.	C

	of the Music collection and to support the appointment of a Subject Librarian with relevant expertise. Specialised knowledge is required to augment and development the Library's current holdings if it is to overcome its current inadequacies in relation to research and graduate taught programmes.			
7.3	The School, as with all schools in the University, has faced a significant reduction in its budget since the economic downturn with cuts to University budgets over progressive years, and further cuts anticipated in the future. This poses significant problems for all schools within the University, but in particular for a small school such as this. The School itself is happy that its budget is made earlier in the academic year, as this helps with their planning for the forthcoming academic year. The Review Group recommends more transparency from the College Finance Manager and College Principal as to how school budgets are determined and more strategic thinking about how best they be deployed.	2/3	The School will invite the College of Arts & Celtic Studies to respond to all of the issues related to it in the QIP including this one and engage with the advice once it is received.	B/C
7.4	The Review Group recommends that Buildings and Services Development Plans should include opportunity for direct engagement of school staff, including consideration of the School of Music's needs in the Newman-Joyce Precinct Development (see Recommendation 3.10).	3	The School (represented by its Head and a lecturer in performance studies) has recently (in October 2013) used an opportunity to engage with the planning process and give oral and written feedback to UCD Buildings and Services and the sponsors of this project; it will continue to do so at every opportunity.	C

7.5	The Review Group recommends that UCD Buildings and Services should consider and propose ways to facilitate School, and indeed College, research students gaining easy out-of-hours access to the Newman Building.	2	The School will invite UCD Buildings and Services to respond to all of the issues related to it in the QIP including this one and engage with the advice once it is received. A special focus will lie on the introduction of a swipe-card based system of access that is already in operation in several other buildings on campus.	B/C
7.6	The Review Group recommends that the School engage with the UCD International Office to achieve its international student recruitment aims, in particular to increase the promotion of its courses in the USA.	1/2	The School has already had one of its members representing its graduate programmes in the US on a tour organised by the UCD International Office in May 2013. More trips like this one and generally the promotion of the School's programmes in the US and elsewhere will be encouraged.	B/C
<b>EXTERNAL RELATIONS</b>				
8.1	There is more to be celebrated and communicated than is being realised at the moment. The Review Group recommends that the School seek advice from UCD University Relations to support the development of both internal and external (national and international) communication and marketing plans. Such plans, especially in respect of marketing the MMus and PhD offerings to the US market, would require development of the School's website.	1	The School's website will be fully aligned with UCD's content management systems over the summer of 2014. The School will also take advice from UCD University Relations and the UCD International Office as requested during the first quarter of 2014. Other School activities likely to make it attractive to foreign students are described in sections 7.6, 8.2, 8.3 and 8.4.	B
8.2	Staging events could support the Schools marketing, nationally and internationally, especially in respect of the US market.	1	In 2014 the School will host two international conferences (the "Annual Conference of the Society for Musicology in Ireland" and "Music, Marxism and the Frankfurt School"); both of them (but particularly the second one) are attracting a large contingent of US-based and other international researchers. The School will continue its well-established tradition of hosting international conferences.	A

8.3	The University could engage with the School to highlight the impressive performance ensembles and concurrently better promote the School's offerings. As discussed in section 3, music has the potential to become a more central part of the University landscape. Initiatives such as gamelan performances, free lunchtime concerts could allow University staff and students to engage informally with music at UCD.	1/2	The School has established a series of bi-weekly lunchtime recitals showcasing the work of the Ad Astra Music Scholars during the first semester 2013/14. This initiative will be continued. The UCD Symphony Orchestra has given two very successful concerts with music for younger children (such as <i>Peter and the Wolf</i> ) which attracted many primary school classes from the Dublin area. It is planned to continue with activities of this nature in order to establish Music in UCD as a central part of UCD's landscape.	A/B
8.4	With the support of the University and the College, the School needs to cultivate UCD alumni with a view to increasing their profile, and opening up possible funding streams and other supports to help their development. The School should seek assistance from UCD Alumni Relations to help them engage with alumni.	1/2	The School will strive to connect with its former students in the promotion of its programmes. Several former students are currently writing articles for the Festschrift to celebrate the centenary of Music in UCD; this small book as well as extracts of these texts will be used to advertise the School in the future. We will also endeavour to showcase the career paths of former students on the School's webpages (a project to be implemented over the summer 2014) and to encourage them during the centenary festivities to be ambassadors for the School. Finally, the School's centenary celebrations in 2014 will allow it to connect with many of its alumni and explore options for engaging with them more closely than before.	B/C



### 3. Prioritised Resource Requirements

#### 3.1 Capacity Issues

One of the School's most important priorities in relation to the implementation of the QIP has to be the full-time, permanent replacement of Professor Julian Horton. This was not a recommendation by the Review Group as Professor Horton had not left the School at the time of the Site Visit, nor was his departure foreseeable. However, a number of recommendations and statements by the Review Group can clearly be related to this topic:

1.15. The School has a relatively small staff complement (six permanent full-time academics, one Marie-Curie Fellow, two permanent part-time ensemble directors, one temporary part-time choral director and one permanent administrator), but a relatively large student body compared with music departments in other third-level institutions in Ireland and the UK. [...](RGR, p. 6)

1.19. The Review Group considers that the UCD School of Music is at the forefront of musical culture and research in Ireland. [...] Notwithstanding this, the School is clearly currently operating at or beyond capacity [...]. (RGR, p. 7)

2.5 The small size of the School means that it has much less scope to absorb cuts. (RGR, p. 8)

3.2 The likelihood of staff burnout is very high. (RGR, p.11)

3.7 To quote from a recent External Examiner's report: 'the teaching staff do a splendid, heroic job, somewhat against the odds'. (RGR, p.12)

These recommendations – made on the basis of Professor Horton being present – seem to clearly indicate that the Quality Review Group would have recommended a replacement had they been aware of the School's situation as it unfolded over the summer. In any case, the School can state with certainty that a non-replacement will seriously slow down or prevent the implementation of the vast majority of recommendations as outlined in the QIP as far as they are within the remit of the School to be addressed. First and foremost this includes the task of reducing the teaching and administrative workload of early-career academic staff members; if the overall workload increases, the School can at most attempt to prevent the latter's workload from increasing further (while the more senior staff members would take a stronger hit in that respect). For this reason the School regards it as crucial to raise this point here; it would be disingenuous to ignore this elephant in the room.

#### **Cost implications**

The replacement of Professor Horton at College Lecturer level does not require additional resources as it is a replacement; in fact, a replacement at College Lecturer level would save School, College and University a high five-digit sum of around €70,000.

### **3.2 Practice and Performance Facilities**

#### **Recommendation**

1.3 The Review Group strongly supports the School's intention to draft a Development Plan and recommends that the College play a more active role in supporting the School to achieve its aims, especially in respect of providing appropriate facilities for rehearsal and performance.

#### **Action**

The Newman/Joyce Project (a plan to re-develop the Newman Building and the adjacent James Joyce Library building) currently includes a 250-seat Concert Hall with a rehearsal hall for orchestras and choirs. School and College support this initiative which will depend on non-exchequer funding to be realised; it is therefore currently impossible to give a date for its completion. The plan does not contain smaller practice facilities; however, the School is in the process of exploring options to establish such facilities in Memorial Hall in Richview; a more specific plan incorporating all these options will be ready by the end of the second semester 2013/14 (relying heavily on the input of the two soon to be appointed Lecturers in Performance Studies). In addition, a piano practice room will also be made available in the basement of the Newman Building during the second semester 2013/14 to ease some of the most immediate practice problems.

#### **Recommendation**

2.5 The position of Ensemble Directors needs to be regularised. It would be best that they be accommodated within the School, assuming that this can be achieved without having a significant impact on the School's financial position.

#### **Action**

The two positions of Ensemble Directors have been advertised as full-time academic lectureships in November 2013; and are expected to be filled by February 2014.

Practice and Performance Facilities are of primary importance for the School's and the Ad Astra Academy's developing performance branches. Once the Newman-Joyce Precinct Project comes to fruition it will in part address this matter through the planned concert hall and rehearsal space; it will not, however, address the need for smaller, sound-proofed rehearsal rooms for pianists or other instrumentalists in its current form.

#### **Cost implications**

The planned costs of the concert hall are currently unknown to the School (and to our knowledge not finalised by the architects) but will involve several million euro – a sum intended to be provided by private donors (together with the funding for the overall project). The conversion of the two current .8FTE administrative positions of the Ensemble Directors into two 1FTE academic performance lectureships is financed by the Ad Astra Academy.

### **3.3 Library Support**

#### **Recommendation**

5.1 Library facilities simply fail to support ongoing research, whether in emerging or in well-established areas of research. There are not enough scores, enough recordings, or recently published monographs in practically any area one cares to examine. Resources elsewhere (for example TCD) only partially compensate. A more proactive strategy needs to be considered on the part of the Library to anticipate and engage the School's ongoing research needs if the School is to maintain its research visibility

#### **Action**

Together with the submission of this QIP, the School will request the Library to consider the School's research needs more closely. The Library is in the process of making RISM available online to researchers for the first time in January 2014 which (will) is a first sign of improvement.

#### **Recommendation**

7.2 The Review Group acknowledges the good work and efforts of Library staff to provide supports in adverse circumstances, however, the provision for music needs to be seriously improved. The Review Group recommends that the College and University need to advocate for the improvement of the Music collection and to support the appointment of a Subject Librarian with relevant expertise. Specialised knowledge is required to augment and development the Library's current holdings if it is to overcome its current inadequacies in relation to research and graduate taught programmes.

#### **Action**

The School will invite the College of Arts & Celtic Studies as well as the Library and the University to respond to all OF the issues related to it in the QIP including this one and engage with the advice/responses once they are received.

#### **Cost implications**

The cost of a dedicated music librarian will depend on whether an existing position can be re-designated or a new one will have to be created; in the latter case the costs would be in the region of several ten thousand euros, Provision of an improved regular budget for the acquisition of music-related media (books, scores, recordings, access to online resources) is likely to lie in the region of €10,000 for physical media while access to online resources often comes in a package with general access to a multitude of resources (as in JSTOR, for example) and is therefore difficult to quantify. We would welcome access to the Naxos Online Music Library and a number of permanent licences for the use of the latest version of the Sibelius Music Notation Software (accessible to students and staff) on campus.