



האוניברסיטה העברית בירושלים
THE HEBREW UNIVERSITY OF JERUSALEM

March 22, 2016

Letter of response of the Department of Musicology at the Hebrew University to the report of the *Review of the committee on Music and Musicology Study Programs* appointed by the Israeli Council of Higher Education

We thank the international committee for the evaluation of music and musicology study programs for their extensive and in-depth report. We indicate with satisfaction that the committee highlights the departments' strength in research and teaching, and points to the collegial atmosphere in the department and to the high level of satisfaction among students, especially graduate students in the program.

In the current document we will first refer in general to the challenges and recommendations of the committee. Subsequently we present a table detailing the committee's recommendations and our response, including time frame for implementation.

Importantly, the above mentioned challenges are not new and were expressed in our extensive self-evaluation report sent to the committee. Specifically we are well aware of the small number of undergraduate students in the department, and the progressive cut in the number of offered courses in music theory, musical skills, and musical practice. In addition to its recommendations for better advertisement and PR (a domain in which we have been investing a lot of thought, energy and resources), the committee stresses the importance of strengthening our collaboration with the Jerusalem Academy for Music and Dance (JAMD). These recommendations include flexibility in accreditation of courses between the two institutions; incorporation of JAMD students in guiding musical activity among the department's students; joint appointments; and reconsideration of transferring the musicology department to the Safra campus (despite the fact that the committee does acknowledge the differences in goals and approach to music in the two institutions).

We strongly support advancement of collaboration with JAMD as far as exchange of students and cross accreditation of certain courses. We have been collaborating with JAMD on the new PhD program for composers and have used this venue to try to deepen collaboration in the existing BA and MA joint programs. We encountered good will on the declaratory level not always backed-up by deeds. This may well be due to the tension between the many hours required for training musical skills vital for developing an active musician's career, and investment in academic work. Nonetheless, there are highly motivated and intellectually bright students who can and do benefit tremendously from the joint programs that we hold at all levels, and it is our strongest belief that this cohort should be extended. We propose to appoint a committee with 2 members from each institution to reconsider various venues for collaboration.

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Nonetheless, it should be clear that without a deep commitment to this collaboration on both sides very little can be achieved. This is especially true given the significant existing objective obstacles such as coordinating time tables for the various courses, and the time required to commute from one campus to the other.

Having stated the above, we are not convinced that joint appointments with JAMD, proposed by the committee, are desirable. We believe they will create substantial difficulties, and will not contribute, and may even be detrimental to the pending needs of the department. Nevertheless, we are willing to discuss, given the pending retirement of prof. Wagner, one joint appointment in the field of music theory – clearly a domain of crucial importance to musicology as well as to JAMD.

We pungently reject the idea of transferring the musicology department to the Safra campus. The department is deeply rooted in the Faculty of Humanities and to a certain degree also in the Faculty of Social Sciences. This reflects the overlap in fundamental questions or methodologies between musicology and other domains of the Humanities and Social sciences including the other arts, history, literature, cultural studies, sociology and anthropology, cognition and psychology. We contribute and are nourished by our presence within the community of Mt. Scopus, despite the unique character of the musical language (that like other languages requires certain level of acquaintance and skills). Transfer of the musicology department to the Safra campus will make some exchanges easier but will extinguish musicology as a vibrant field within the Humanities.

In order to ensure the department's continued flourishing the committee stressed the importance of upcoming appointments – especially in the domain of ethnomusicology (which includes today popular music). The committee also recommended advancement of two research centers: "Middle eastern music" and "Music perception and cognition". We warmly endorse these suggestions, though we are aware of the question of finance and administration of such centers.

Finally, the committee addressed issues of infrastructure in the classes and the labs of the department. We urge the faculty and the university to treat the specific issues raised by the committee including the level of internet connection, charging facilities, and mostly -- new computers and software for the music training lab. The department has previously complained about the poor conditions in the lab areas. Remedying this issue is especially crucial since we do believe that there is a direct link between appeal to students and such issues of infrastructure. An entire campaign for students' recruitment can collapse in the face of one remark about the conditions in the labs posted on a student's Facebook page. The administration of the University has informed us that it is aware of the importance of investing resources in upgrading the infrastructure and is committed to take the necessary steps in the near future.

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March 22, 2017

**Responses of the Department of Musicology
at the Hebrew University
to the Report of the Review Committee on Music
appointed by the Council of Higher Education**

Committee Recommendation	Steps toward implementation (including tentative time table)
Essential changes required	
1. Clarify the duties and reporting relationships affecting the Department as it interacts with the School of Arts and the Dean of Humanities.	The current reform program of the Faculty of Humanities has resolved all issues. The School of Arts has been dissipated as an administrative unit and two of its courses have been integrated into the Musicology program
2. Clarify bureaucratic issues hampering collaborations between the Department and the JAMD concerning accreditation and course content.	Accreditation of courses at HUJI given by JAMD is already resolved. In programs involving JAMD + University programs other than Musicology, we acknowledge a selection of history courses given by the JAMD. In the joint Musicology + JAMD program all history classes must be taken at HUJI. Accreditation by JAMD of courses given by the Musicology Department is not yet satisfactorily resolved. We await JAMD's response to our request to acknowledge courses in ear training and theory given at HUJI. We suggest establishing a committee of



	2-3 members from each side in order to discuss all JAMD-HUJI issues raised by the International committee for the evaluation of music and musicology study programs. Time frame for this committee's activities: May-June 2016
3. The Musicology Department should not pursue a merger with the Theater Department.	Agreed by all parties involved including the Dean of Humanities that this idea should be tossed out.
4. Replace the impending retirements as they happen. The committee recommends that the Department be given authorization for searches two years before an impending retirement so that the search process can be orderly and find the best qualified candidates.	The Dean will propose the Faculty's Development Committee to implement this important recommendation.
5. Establish a tutoring system, by which graduate students (and perhaps 3 rd -year undergraduates) could efficiently be connected with lower-class undergraduate students who need additional work in harmony, ear-training, counterpoint, and other such topics. Perhaps this could be a way of drawing on students at JAMD to do tutoring (giving those JAMD students some teaching experience).	A tutoring system is already in place at the department drawing on 3rd year and graduate HUJI students. Incorporating JAMD students within this system will be discussed as per article 2 above.
6. Update technology in the following ways: all classrooms should be "smart"; improve internet connectivity in the Department's area of the building, including access to Internet 2; update audio playback equipment in classrooms; update the computer-based ear-training self-study program so that it is usable by students off-campus as	<p>The implementation of this important recommendation depends on the budgetary policy of the University and available resources regarding investment on infrastructures.</p> <p>The administration of the University is aware of the importance of investing resources in upgrading the infrastructure and is committed to take the necessary steps in the near future.</p>



well as on-campus.	
Advisable changes recommended	
7. Introduce career-oriented advising.	We have added this function to our BA and MA students' advisors.
8. Have the Hebrew University administration work to improve transportation between its two campuses so that students can take advantage of interactive programs between the Musicology Department and the JAMD.	The implementation of this important recommendation has already been made, and it is a high priority of the University to further improve inter-campus transportation.
9. Create a minor in musicology available to students outside the Humanities, and ensure that students would work with a faculty advisor to tailor their course selections appropriately to their own courses of study.	From 2016/7 the University general policy is not to offer minor programs any more. We will continue, pending on staff availability and budget, to expand music appreciation courses on behalf of other faculties. We are working towards the development of a bundle of courses (<i>chativah</i>) in music that can be taken by majors from other Departments and Faculties. Such a bundle will be offered already for the 2016-2017 academic year.
10. Add (or restore) performance opportunities for undergraduates that are also available (without credit) for interested graduate students in the Department. Consider having some of those activities (such as a choir) directed (under faculty mentorship) by a graduate student of the JAMD.	We have requested from the Faculty of Humanities to reinstate the choir in the next year's program and to rotate it on a yearly basis with the Gamelan workshop. Both courses were cut from the program a few years ago due to budgetary constraints. The possibility of JAMD students joining these two programs will be dealt with under article 2 above.
11. Work on creating options for Department students to take music theory and ear-training courses at JAMD to ensure the maintenance of full coverage of areas such as	See article 2 above



<p>harmony, counterpoint, and analysis, and work to eliminate bureaucratic obstacles hampering such collaborative options.</p>	
<p>12. Improve online learning options for basic theory and ear training.</p>	<p>We are exploring various possibilities of purchasing the necessary software for online learning options of basic theory and ear training. In parallel, we have made some progress in updating the interface of the excellent training program developed by Prof. Wagner and Xanadu with the hope that we will be able to run this program on new computers.</p>
<p>13. Consider the interaction between the new first-year course (“Music, Humans, World”) and other course requirements in the Department. Perhaps a continuing discussion within the Department would find a solution that achieves the desired ends and at the same time generates more buy-in from all parties involved.</p>	<p>We strongly believe this course can serve as an optimal "gate" to musicology. We are working to improve it in dialogue with students. Students' impressions from this course have been communicated to the head of the department and have been transmitted to the course teacher this year – Prof. Seroussi. These already show higher satisfaction rates from the course.</p>
<p>14. Update the Department website.</p>	<p>DONE: see http://musicology.huji.ac.il/</p>
<p>15. Allow the Department to run a Facebook page.</p>	<p>DONE: see https://he-il.facebook.com/HUJI.Musicology</p>
<p>16. Include students in the process of future self-evaluations.</p>	<p>Students were indirectly included in the process of self-evaluation in 2014. We shall further implement next time the principle of direct student input and participation.</p>
<p>Desirable changes recommended</p>	
<p>17. Discuss the pros and cons of moving the Department to the Givat Ram</p>	<p>This option was already discussed and, for the reasons stated in the letter, was</p>



campus.	rejected
18. Consider creating a Center for the Study of Mediterranean Music, where current practices in the history and contemporary performance of musics throughout the region could be studied in a collaborative manner with other Israeli institutions of higher education.	We endorse this initiative in principle. However, as we already stated in our letter attached to this document, establishing such a center will require additional resources. Besides, there are several existing centers, such as the Center for Mediterranean Civilizations at Tel Aviv University that already develops a music project within its existing institutional structures.
19. Consider creating a Center for the Study of Music Perception and Cognition in collaboration with other Israeli institutions of higher education to eliminate duplication in the purchase of expensive and rapidly evolving technology, and to maintain close connections with research at other institutions.	We endorse this initiative. We will discuss possible collaborations with relevant departments at HUJI and in other universities. [be a bit more specific about implementation]
20. Review the music theory curriculum to ensure that recent developments in the field are being covered.	A revision of the music theory curriculum will be taken up in the next few weeks, in preparation for the 2016/7 Academic year. All the staff members involved in the teaching of music theory and ear training courses are involved in this process of renewal.
21. Consider collaborating with JAMD in remedial courses in music theory and ear training.	See article 2 above
22. Consider having advanced students at the Department and the JAMD designated as tutors in the other institution.	See article 2 above
23. Strengthen core theory and musicianship courses necessary for undergraduates by exploring ways that similar courses at the	See article 2 above



Department and JAMD could be available to students from the other institution.	
24. Reconfigure the positions of the two adjunct faculty in the context of growing collaborations with JAMD.	Assuming that this recommendation refers to the music theory adjunct faculty, it will be discussed according to article 2 above.
25. The committee recommends the creation of three joint faculty appointments in collaboration with the JAMD for positions in <ul style="list-style-type: none">a. historical performance practice, housed in the Department, but with roughly a 50% teaching load at the JAMD,b. ethnomusicology, housed in the Department, but with roughly a 50% teaching load at the JAMD, andc. performance research and computation, housed in the JAMD, but with roughly a 50% teaching load at the Department.	See our attached letter in which we suggest reasons to question this initiative, and yet state our agreement to explore its implementation regarding one appointment.
26. Consider establishing a system of observation of teaching.	Already in place, also following policies of the Faculty of Humanities.
27. Consider establishing a system of mentoring whereby incoming junior faculty work with a senior faculty member during their first years.	Already in place, also following policies of the Faculty of Humanities.