

The Jerusalem Academy of Music and Dance's Response
to the report of the International Committee for the Evaluation of
Music and Musicology Study Programs
Submitted to the Council for Higher Education
June, 2016

The Jerusalem Academy of Music and Dance wishes to thank the distinguished committee's members and its Chair, Prof. Joel Lester of the City University of New York and City College of New York for its visit to our institution, conducted in a collegial and collaborative atmosphere. The committee's attitude was felt and understood to be as one of listening, understanding and wishing to advise and help.

Reading the committee's Evaluation Report, it is encouraging to find that the committee shares, as expressed in our self evaluation report for 2013-14 academic year, JAMD's views as to the major issues which concern the challenges to its academic and artistic development and growth, and the means and measures needed for meeting those challenges. The JAMD appreciates the committee's acknowledgement of the high standing of its students, faculty and curriculum. We are happy that the committee found our curriculum rich and thorough and that all recommendations defined as "essential" do not include any requirements for curriculum changes, but rather relate to physical conditions and administrative procedures.

The JAMD is in total agreement with and deeply appreciates the committee's view as to the suitable academic status of our disciplines, particularly supporting the need of establishing doctoral studies and research.

Having reviewed the JAMD by international standards, it is however regretful that the committee did not find it necessary to point the international standing of the JAMD and the scope of its international cooperation with major European institutions.

As per the CHE instruction, we are to respond to the committee's report in the form of a chart, following the committee's *Summary of Recommendations and Timetable* (see chapter 4 of the report) in the exact order presented in the report.

<i>Essential changes required</i>		
Recommendation	Response / Action taken	Timetable
<i>Reorganize the presentation of the undergraduate curriculum so that students can understand it better, know what courses they need to take overall as well as in each semester of study. This is not a request to change the curriculum. Rather, it is to present the curriculum in a clear form so that the undergraduate students have a clear sense of what courses they need, major or minor, semester by semester.</i>	The JAMD updated its website in October 2015, and the presentation of the curriculum is being continuously updated. The great majority of courses are yearly. Semestrial courses are dealt with during the advisement period before the beginning of the academic year.	At present
<i>Change the procedures of course registration and advisement so that students meet one-on-one with a faculty advisor each semester before registering.</i>	As of the academic year of 2014-2015 Students meet before the beginning of the academic year with a senior faculty member - head of department or division, or the Dean of the relevant Faculty - for advisement and course registration. As this procedure is relatively new and is in the process of implementation, the Academic Secretary continues to assist in this procedure. Graduate students consult with the Head of Graduate Studies, as well as with the Academic Secretary.	At present
<i>Create smaller class size in courses where attention to individual students is important (such as ear training and various courses in theory and analysis).</i>	As a result of the opening of a special class for the students of the Oriental Music Department, we were able to reduce the relevant class sizes in the Faculty of Performing Arts by 15%-20%. Further reduction of the size of classes at the JAMD would depend upon budgetary, physical (infrastructure) and schedule constraints.	2015-16

<p><i>Proceed swiftly with construction of the new wing to the building, including a concert space for orchestra, opera, and dance. Be sure that an acoustician is part of the process of designing the details of the spaces right from the beginning of planning and construction.</i></p>	<p>Upon securing the necessary budget, the building of the new wing is expected to commence during 2016 -17. The new wing will include :</p> <ul style="list-style-type: none"> - A concert hall for recitals and chamber-music with 120 seats. - A studio suitable for opera teaching and coaching, which will include 60 seats. - A hall for the performance of cross-disciplinary music, with 90 seats. - A studio for dance, which will also include advanced and state-of-the-art multi-media equipment. - 14 rooms for practice and individual instruction. <p>For orchestral performance, a suitable hall would still have to be rented.</p> <p>A top acoustician is indeed a member of the designing team.</p>	<p>Expected to be completed in 2019</p>
<p><i>Purchase or otherwise acquire a first-rate Steinway B or D (or its equivalent) for the recording studio.</i></p>	<p>The acquisition of a first-rate piano for the recording studio, as well as other important equipment, is part of the JAMD priorities. Due to financial constraints, the Academy conducts a constant effort of fund- raising. Additional to this recommendation JAMD will need to equip the abovementioned new wing with:</p> <ul style="list-style-type: none"> - 2 grand pianos for the recital hall (Steinway D) - 2 Additional grand pianos for the opera studio and the cross-disciplinary halls. - Additional pianos for the teaching and practice rooms. 	<p>Depended upon the securing of funds. A major effort is intended.</p>

<p><i>Rethink the fees for students using the Recording Studio, so that student pay no more than the actual cost of the recording itself.</i></p>	<p>JAMD recording fees for students are significantly lower than outside service. However, we will further consider ways to enable more students to use the recording studio at favorable fees.</p>	<p>2016-17</p>
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Please see next page for Advisable changes recommended.

<i>Advisable changes recommended</i>		
Recommendation	Response/ Action taken	Timetable
<i>Consider ways to broaden students' perceptiveness on the world of music via increased interaction between the Western concert-music program and the Cross-Disciplinary program.</i>	<p>The highly specialized mandatory courses at the Cross Disciplinary Faculty include courses in oriental music, jazz, cross-disciplinary performance and creativity. It is important to note that these courses are not "enrichment" or "general studies" courses.</p> <p>These courses may be open as electives to students from other faculties upon their compliance with the courses' pre-requisites and the maximum number of students in class.</p>	At present
<i>Include the study of historical performance practices in the required curriculum (within music history courses or by other activities such as workshops and / or new courses and / or ensembles).</i>	<p>In the academic year of 2014-15 the JAMD has decided to strengthen and further develop Baroque Music performance by means of making Baroque workshops mandatory and by encouragement of students to study baroque instruments and performance practices.</p> <p>The expansion into the field of other historical performance practices, in addition to the Baroque one, is depended on a sufficient number of interested students in a variety of instruments that will economically justify the engagement of additional specialized faculty.</p>	Since 2014-15
<i>The review committee supports the JAMD administration's desire to strengthen master's degree programs in composition and performance. These degrees would comprise creative work and an associated research paper.</i>	<p>Fully embracing this recommendation the JAMD included it in its five-year plan (2016-2021) submitted to the CHE in March 2016. Currently the JAMD graduate (Masters') degrees are considered to be "non-thesis" ones. It is the Academy's intention to create an opportunity for students who wish to expand and deepen their knowledge to engage in the field of research, and to graduate with a Master's degree with a thesis. This will enable them to continue their studies towards doctoral degrees and further research of their chosen disciplines and fields of interest.</p>	2016-21

<i>Promote more student initiative in making performance decision into chamber-music coaching. Chamber-music coaches could meet among themselves as well as with music-history and music-theory faculty to strategize how this might be done within chamber-music coaching and also discussed within theory/analysis and music-history classes.</i>	JAMD Curriculum is known to be rich and thorough in Music Theory and Analysis as well as Music History. Further expansion of discussion of the Chamber Music repertoire, according to analytical and historical parameters is currently a prerogative of the faculty members. It could be brought up structurally in the Council of the Performing Arts Faculty.	2016-17
<i>It is unclear what can be done about acoustic conditions through the main building. A survey by an acoustical experienced in working with a conservatory might be worthwhile to see if anything effective can be done at reasonable cost and without disrupting the JAMD programs.</i>	Any effective treatment and improvement of the current acoustic conditions of the main building would depend upon the suitable allocation of funds for that purpose by the CHE.	
<i>Consider the creation of a permanent, long-range financial plan so that a certain amount is set aside each year for purchasing and rebuilding a given percentage of pianos, etc.</i>	JAMD certainly sees this as a priority, the actual budgetary mechanism will be explored together with the CHE.	2016-17
<i>Acquire a first-rate grand piano (a Steinway D or its equivalent).</i>	Please see above under "Essential Changes Required".	
<i>Include students in the process of future self-evaluation.</i>	Will be most favorably considered upon the next required self-evaluation.	

Please see next page for Desirable changes.

<i>Desirable changes</i>		
Recommendation	Response/Action taken	Timetable
<i>The creation of DMA degrees (should the CHE permit such degrees)</i>	Fully embracing this recommendation the JAMD included it in its five-year plan (2016-2021) submitted to the CHE in March 2016. In addition, the Ph.D. program in composition of the Hebrew University Musicology Department with the JAMD has been submitted to the CHE, in December 2015, for evaluation and approval.	2016-21
<i>Offer a wider range of electives. Perhaps various programs (piano, violin or strings, voice, composition, etc.) could be given the opportunity to create a single individual course each year, with those courses rotated from year to year so that students studying a full degree curriculum would have the opportunity to take such classes at least once during their studies.</i>	As a consequence of the JAMD physical and financial constraints, our various programs' timetable is such, that any addition of any activity - such as a course, or a workshop must replace another existing activity in the program. Therefore this suggestion will be considered by the Performing Arts Faculty Council and, if found practical will be discussed by the Committee for Academic Affairs.	2016-17
<i>Consider offering workshops or courses to help students for their careers (self-marketing, etc.)</i>	Will be discussed by the Committee of Academic Affairs.	2016-17
<i>Provide more time for voice students with vocal coaches.</i>	This is certainly to be desired. However, any such addition would be weighed against other pressing needs and budgetary priorities.	
<i>Provide more time for students studying string instruments to work with collaborative pianists.</i>	A search for a new full time accompanist for the strings department is currently under way. The implementation of this recommendation and ways of connecting student-pianists and student string-players should be structurally discussed in the Council of the Performing Arts Faculty.	2016-17
<i>Create Pedagogy Courses in more areas.</i>	Pedagogy courses are part of the Music Education Department curriculum which was not evaluated by the committee. In addition, there are Methodology courses in almost all of the Performing Arts Faculty divisions. The committee's Evaluation Report does not specify in which areas	

	additional pedagogy courses are desired.	
<i>Work with the Department of Musicology at Hebrew University to find mutually beneficial collaborations. Various options are discussed in this report.</i>	Please see below, "Collaboration With the Department of Musicology at the Hebrew University".	
<i>Consider three joint faculty appointments in collaboration with the Department of Musicology at the Hebrew University for positions in</i> <i>(a) historical performance practice, housed in the Department of Musicology, but with roughly a 50% teaching load at the JAMD,</i> <i>(b) ethnomusicology, housed in the Department of Musicology, but with roughly a 50% teaching load at the JAMD and,</i> <i>(c) performance research and computation, housed in the JAMD, but with roughly a 50% teaching load at the Department of Musicology.</i>	Please see above, under "Advisable changes recommended" - in regard to "Include the study of historical practices...." etc. The inclusion of these subjects in the JAMD curricula might be considered if and when there will be an academic need or demand as well as the appropriate budgetary conditions. A joint institutional appointment could be justified if such conditions are met. Also, Please see below, under "The Collaboration With the Department of Musicology at the Hebrew University".	
<i>Allow performance and composition faculty to have greater access to grants.</i>	As clearly stated in the committee's report (please see chapter 3), " <i>Creative work in music (such as composition and performance) is widely recognized internationally as analogous to scholarly or scientific research in institutions of higher education, for purposes of research grants and in promotion process...</i> ". The JAMD intends to approach the CHE on this matter of " <i>Allowing full access to research funding that is available to comparable research support by faculty at universities</i> ".	2016-17
<i>Re-evaluate the adjunct status of performance and composition faculty teaching close to full-time loads so that they have access to guarantees of long-term employment and promotion.</i>	The JAMD budget is determined by the CHE according to the number of students. Any promotion of faculty causes an increase of the academy's financial strain which is not proportionally compensated by the CHE. Nevertheless, the upgrading of the status and employment conditions of the JAMD faculty members -	

	tenured as well as adjunct - is certainly desired and a constant ongoing process.	
<i>Establish a system of observation of teaching.</i>	The Evaluation Report pointed out to the Academy's high collegial level and atmosphere. Assisting faculty members pedagogically has been going on for years. Following the CHE latest instruction, an Improvement of the Level of Teaching apparatus is to be established towards and during the next academic year of 2016-2017. It will include a committee of senior faculty members which will be in charge of creating a system of observation of teaching, mentoring of new faculty members during their first years, assigning faculty members for Teaching Improvement workshops, and receiving students' complaints and feed-backs.	2016-17
<i>Establish a system of mentoring whereby incoming junior faculty work with a senior faculty member during their first years.</i>	See above	
<i>Creative activities should be considered as comparable to research in terms of access to grants and in promotion process.</i>	The JAMD is in total agreement with the evaluating committee on this issue. It is hoped that the CHE will promptly embrace and implement this recommendation.	
<i>Enlarge the Library collections, especially in the fields of music history, music theory and historical performance practice.</i>	The acquisition of library materials is determined by its relevance to the JAMD various programs and curricula. The JAMD's proximity to the National Library helps to overcome shortages of materials at the JAMD library due to economic limitations. One of the benefits of a collaboration between the JAMD and the Musicology Department at the Hebrew University might be the availability of relevant and needed materials in the libraries of both institutions.	

Collaboration of the JAMD with the Musicology Department at the Hebrew
University

The Academy collaborates with the Department of Musicology at the Hebrew University for many years. Various collaborative programs exist, addressing the needs and profile of individual students. The majority of students in collaborative programs with the Hebrew University are those which combine science and music. A major incentive for this is the close geographical proximity and the location of JAMD a few minutes walking distance from the science departments of the Hebrew University.

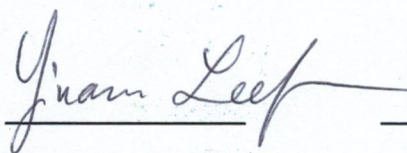
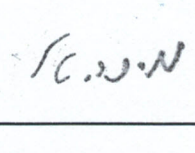
We believe that the committee's view of further developing the potential collaboration between the JAMD and the Musicology Department at the Hebrew University - particularly on the undergraduate level - is closely depended upon the primary recommendation to the Hebrew University Musicology Department to return to its historical location at the Givat Ram Campus.

This major geographical constraint is acute for the JAMD undergraduate students, but not for the Graduate and future Doctoral students whose schedule may be lighter.

There is no doubt that, if located at the same campus, the committee's recommendations¹ could be better implemented. Integrating parts of various curricula will definitely require close proximity.

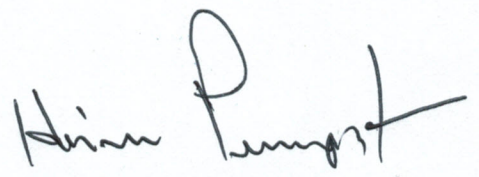
During the present year efforts are being made to overcome geographical and schedule problems considering individual cases, and to solve financial constraints involving collaborative programs.

The JAMD welcomes the ideas for collaborative extra-curricular activity (such as choir conducting, etc.) suggested by the committee.

Prof. Yoram Leef
President

Mr. Micha Tal
Vice President
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Prof. Haim Permont
Vice President
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¹ Chapter 3: "Potential collaborations with the Department of Musicology at the Hebrew University and "Deepening collaborations with the Department of Musicology at Hebrew University". Ibid. and "Potential Collaborations with the Department of Musicology at Hebrew University", Ibid.