

# Private Institutions Report

TAMS 2024  
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## Topics:

Flat and/or shrinking enrollments in both large and small institutions

Programs mostly affected:

Performance - smaller, liberal arts colleges struggle in recruiting

Students in inconsistent numbers

Music Education

Sacred Music

HS counselors, culture, society are pushing students more toward STEM, smaller schools (2A or below) are dropping instrumental, choral programs, etc.

Discussed the need for deeper, more informed advocacy, story-telling of the power and need for music and the arts for culture and society...grassroots work, knowing this will not pay immediate benefits but will contribute to long-term/strategic gains

Developing Community Music Schools to serve the community, build relationships, and start early recruiting

The coming Enrollment Cliff – What are we doing about it? Began to hit the high schools this past year and projected to hit universities in 2025.

Post-Pandemic students appear to not be as interested in being as busy making music (secondary ensembles, stage productions, etc.)

Some schools using the pandemic to “nuke” the faculty profiles. Hiring “full-time” ensemble “coordinators” who function as staff, not faculty (12-month contract). They have benefits. Coordinating recruiting, directing the ensembles, etc. Faculty are still able to teach, recruit for their studios, etc.

Ensemble Requirements/ staffing ensembles - reconfiguring/re-imagining ensembles, Rock Band, Mariachi Ensemble, consolidating choirs from multiple ensembles under various conductors to one large choir and sub-choral ensembles that come out of the one choir under the same conductor. Full group meets MW, pull-out advance group meets TTH so they meet 4 days

Are we overburdening our students in multiple ensembles? – small liberal arts schools with small enrollments attempting to maintain same number of ensembles

Paying ensemble directors per contact hour. Some schools this is no problem, some schools there are justifications that must be made

A.I. – see below

Getting degrees closer to the 120 hour mark if possible. Most smaller, liberal arts institutions getting close but some are still struggling. Some of the faith-based schools have large religious studies requirements

How to effectively prepare for the State EC-12 exam

Some schools have a 0-3 credit hour review seminar (pre-test, post-test, Students must pass with 85 in order to be given bar code from College of Education to take the cert. exam

Concerns:

- Dropping numbers of music education students
- Music ed students not as prepared at matriculation (COVID, etc.
- Smaller programs not able to offer courses in Jazz Theory, Jazz/contemporary music to better prepare students for exams
- Some programs doing creative curriculum re-imagining  
EX: course called Craft & Rhetoric of Tonal Literature (mix of theory, aural skills, music history, conducting) starting with Theory II (Wayland) Students appear to respond well – doesn't teach the various elements of music in a vacuum

**EX:** Smaller programs with BA's only in music education - Music ed students do a traditional BA, then stay an extra year for a MAT with an option of certification as a part of it)

EX: Open Curriculum Model (similar to Brown U)  
18-20 agreed-upon core based on students' interests  
Contracting the other credits to equal a BA, then the MAT (some smaller programs not NASM – easier to do)

- Some concerns of non-music/music ed courses that perhaps the students don't need as much

EX: state-mandated courses - discussed some possible options if they might be approved

Discussed concerns of under-enrolled upper-level music courses, some programs require severely pro-rated compensation rates for faculty teaching resulting in anger, bad morale. Some programs cancel and convert under-enrolled classes to independent study but this is not the best teaching and learning model for faculty and students. Faculty/students only required to meet a minimal number of times

- A.I. - Wayland has recently adopted a policy:  
Allow faculty to decide what is appropriate in the courses – fairly open-ended

Policy has three options

1. No use of any AI permitted
  2. AI permitted in specific contexts and with specific citations.  
Instructions can still provide parameters, some schools have a 25% cap on AI sources
  3. AI tools is encouraged and may be actively assigned. Make sure you re-write in your own words. Use is encouraged as long as students understand it is an assistance tool.
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- EDU AIED, Claude, ChatGPT, MagicSchool AI are examples of AI programs
  - This will be as disruptive as the computer in 5 years or so
  - Several schools are strategically waiting to address or compose policies, allowing free rein for the faculty for now
  - Some schools anticipate a policy or best practices for the next academic year
  - Some schools immediately embraced it and decided to go with the current reality. How do we guide students to using it properly as we always have with mor traditional research sources?