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Indicator Book
Field based Indicators for Higher Music Education

Proposal from the
AEC working group for the development and exploration
of field-based indicators for music in U-Multirank

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Teaching and Learning

Student-staff ratio	
<i>Level</i>	Field based – music
<i>Dimension</i>	Teaching and learning
<i>Definition</i>	<p>The number of students (fte) per member of the academic staff (fte)</p> <p>All music students and music staff are included, not only performance students and staff.</p>
<i>Rationale</i>	Indicator for the (expected) intensity of mentoring/tutoring and of contact between students and teachers.
<i>Data source</i>	Institution questionnaire
<i>Data elements</i>	<p>Number of students (fte) - doctoral students are excluded</p> <p>Number of academic staff (fte) - doctoral research fellows are excluded</p>
<i>Time reference</i>	Latest academic year
<i>Formula</i>	

Graduation rate - bachelor	
<i>Level</i>	Field based – music
<i>Dimension</i>	Teaching and learning
<i>Definition</i>	The number of students that graduated within two years after the normative time for bachelor programmes.
<i>Rationale</i>	The graduation rate shows how many of the students that, within a given time, graduates from the programme. This is an important measure of both quality of applicants, quality of audition procedures and quality and effectiveness of teaching. (One could instead measure the rate of graduation on normative time, but the normative time in higher music education is – in many countries – a quite flexible period.)
<i>Data source</i>	Institution questionnaire
<i>Data elements</i>	Percentage of new entrants in bachelor programmes $x + 2$ years earlier (where x is the standard length of the bachelor programme) who have graduated.
<i>Time reference</i>	Three year average
<i>Formula</i>	

Graduation rate - master	
<i>Level</i>	Field based – music
<i>Dimension</i>	Teaching and learning
<i>Definition</i>	The number of students that graduated within two years after the normative time for master programmes.
<i>Rationale</i>	The graduation rate shows how many of the students that, within a given time, graduates from the programme. This is an important measure of both quality of applicants, quality of audition procedures and quality and effectiveness of teaching. (One could instead measure the rate of graduation on normative time, but the normative time in higher music education is – in many countries – a quite flexible period.)
<i>Data source</i>	Institution questionnaire
<i>Data elements</i>	Percentage of new entrants in master programmes $x + 2$ years earlier (where x is the standard length of the bachelor programme) who have graduated.
<i>Time reference</i>	Three year average
<i>Formula</i>	

Overall learning experience	
<i>Level</i>	Field based – music
<i>Dimension</i>	Teaching and learning
<i>Definition</i>	An assessment of the quality of the overall learning experience, based on a student survey.
<i>Rationale</i>	
<i>Data source</i>	Student survey
<i>Data elements</i>	Question in student questionnaire
<i>Time reference</i>	Current sample of students
<i>Formula</i>	

Quality of courses and teaching	
<i>Level</i>	Field based – music
<i>Dimension</i>	Teaching and learning
<i>Definition</i>	An assessment of the quality of teaching provision, based on a student satisfaction survey.
<i>Rationale</i>	
<i>Data source</i>	Student survey
<i>Data elements</i>	Several items in the questionnaire including the breadth of teaching offerings, the quality of basic courses, didactic quality of teaching, interdisciplinary elements, options to choose elective courses.
<i>Time reference</i>	Current sample of students
<i>Formula</i>	

Organisation of programme	
<i>Level</i>	Field based – music
<i>Dimension</i>	Teaching and learning
<i>Definition</i>	An assessment of the organisation of the programme, based on a student satisfaction survey.
<i>Rationale</i>	
<i>Data source</i>	Student survey
<i>Data elements</i>	Several items in the questionnaire including transparency of entrance requirements/admission regulations, feasibility of programme and transparency of the examination system.
<i>Time reference</i>	Current sample of students
<i>Formula</i>	

Inclusion of work experience	
<i>Level</i>	Field based – music
<i>Dimension</i>	Teaching and learning
<i>Definition</i>	An assessment of the inclusion of work experience and of elements related to work practice, based on a student satisfaction survey.
<i>Rationale</i>	
<i>Data source</i>	Student survey
<i>Data elements</i>	Several items in the questionnaire, including performance opportunities, opportunities of internships, placements, information about relevant professional fields, entrepreneurial education, career service for students.
<i>Time reference</i>	Current student sample
<i>Formula</i>	

Contact with teachers	
<i>Level</i>	Field based – music
<i>Dimension</i>	Teaching and learning
<i>Definition</i>	An assessment of the feedback given by teachers, based on a student satisfaction survey.
<i>Rationale</i>	
<i>Data source</i>	Student survey
<i>Data elements</i>	Several items in the questionnaire including commitment of teaching staff to students, availability of teachers/professors, informal advice and coaching, feedback on homework, assignments and examinations.
<i>Time reference</i>	Current sample of students
<i>Formula</i>	

Social climate	
<i>Level</i>	Field based – music
<i>Dimension</i>	Teaching and learning
<i>Definition</i>	An assessment of the social climate at the institution, based on a student satisfaction survey.
<i>Rationale</i>	
<i>Data source</i>	Student survey
<i>Data elements</i>	Several items in the questionnaire
<i>Time reference</i>	Current student sample
<i>Formula</i>	

Availability and quality of practice rooms	
<i>Level</i>	Field based – music
<i>Dimension</i>	Teaching and learning
<i>Definition</i>	Student satisfaction with the availability and quality of practice rooms, based on a student satisfaction survey.
<i>Rationale</i>	The availability and quality of practice rooms on campus is an important part of the learning environment.
<i>Data source</i>	Student survey
<i>Data elements</i>	Student survey questionnaire.
<i>Time reference</i>	Current sample of students
<i>Formula</i>	

Number of practice rooms	
<i>Level</i>	Field based – music
<i>Dimension</i>	Teaching and learning
<i>Definition</i>	Number of practice rooms hours, divided by number of performance based students
<i>Rationale</i>	The availability of practice rooms on campus is an important part of the learning environment.
<i>Data source</i>	Institution questionnaire
<i>Data elements</i>	Number of rooms dedicated for student practice only Number of additional rooms available for practising at least 6 hours a day (on average) Monday to Friday, between 0700 and 2300. Number of performance based students
<i>Time reference</i>	Latest academic year
<i>Formula</i>	

Facilities	
<i>Level</i>	Field based – music
<i>Dimension</i>	Teaching and learning
<i>Definition</i>	An assessment of the quality of and access to facilities, including lecture halls, seminar rooms, concert halls, library, IT provision
<i>Rationale</i>	The quality of and access to facilities make an important factor for the teaching and learning qualities of the institution.
<i>Data source</i>	Student survey
<i>Data elements</i>	Several items in the questionnaire including lecture halls, seminar rooms, concert halls, library and IT provision.
<i>Time reference</i>	Current student sample
<i>Formula</i>	

Artistic output and research

Number of public concerts	
<i>Level</i>	Field based – music
<i>Dimension</i>	Artistic output and research
<i>Definition</i>	Number of promoted public concerts (co-)organised by the institution, divided by number of performance students.
<i>Rationale</i>	The number of concerts should not be seen only as a result of the institution's Research and Development activities, but is nevertheless a relevant indicator to provide an impression of the institution's overall Research and Development activity.
<i>Data source</i>	Institution questionnaire
<i>Data elements</i>	Total number of promoted public concerts by students and staff, (co-)organised by the institution (including exams organised as public performances). Thereof exam concerts Number of performance students (fte).
<i>Time reference</i>	Three year average
<i>Formula</i>	

Research based artistic activity and output	
<i>Level</i>	Field based – music
<i>Dimension</i>	Artistic output and research
<i>Definition</i>	<p>Number of published research based artistic outputs/results by staff and third cycle students in peer-reviewed international publication channels (as Journal of Artistic Research and similar peer-reviewed channels).</p> <p>Number of other research based artistic outputs/results by staff and third cycle students, such as performances, CDs, compositions etc. Those outputs and activities are recognized as research-based when they are accompanied by documentation and reflection.</p>
<i>Rationale</i>	<p>The artistic results are essential in higher music education institution's research and development work. There is no simple way to measure this, as with scientific publications. Therefore, this indicator is based on the institution questionnaire, so far. The indicator should be refined in the future, as the R&D field in higher music education is more developed, and more peer-reviewed channels – probably - will be available. There is a general need for development of more relevant channels for peer review processes and documentation of artistic research.</p>
<i>Data source</i>	Institution questionnaire
<i>Data elements</i>	<p>Number of published research based artistic outputs/results by staff and third cycle students in peer-reviewed international publication channels, as Journal of Artistic Research and other peer-reviewed channels.</p> <p>Number of other research based artistic outputs/results by staff and third cycle students, such as performances, CDs, compositions etc. Those outputs and activities are recognized as research-based when they are accompanied by documentation and reflection.</p> <p>Number of academic staff and third cycle students (fte)</p>
<i>Time reference</i>	Three year average
<i>Formula</i>	

Research publications in academic journals	
<i>Level</i>	Field based – music
<i>Dimension</i>	Artistic output and research
<i>Definition</i>	The number of research publications (indexed in the Web of Science database, Music Index and RILM), where at least one author is affiliated to the institution, divided by the number academic staff (fte)
<i>Rationale</i>	The number of publications in academic journals is a measure of the institution's research activity and its capability in producing research publications at the international level. Even though the number of research publications may be quite limited at higher music education institutions, this is of importance for both the artistic activities and the general development of knowledge in the field of higher music education.
<i>Data source</i>	Web of Science, Music Index, RILM; institution questionnaire (staff)
<i>Data elements</i>	Number of research publications indexed in Thomson Reuters data base, Music Index and RILM Number of academic staff (fte)
<i>Time reference</i>	Three year average
<i>Formula</i>	

Artistic quality and research orientation	
<i>Level</i>	Field based – music
<i>Dimension</i>	Artistic output and research
<i>Definition</i>	A composite measure, based on questions in the student survey on artistic innovation and research and on the students' appreciation of the quality of artistic and research output.
<i>Rationale</i>	Research in all forms is essential in higher music education, as is the influence this have on the student's learning experience.
<i>Data source</i>	Student survey (master students only)
<i>Data elements</i>	Several questions in the institution questionnaire.
<i>Time reference</i>	Current student sample.
<i>Formula</i>	

Library	
<i>Level</i>	Field based – music
<i>Dimension</i>	Artistic output and research
<i>Definition</i>	Number of available resources of books, music, recordings, online resources etc. in dedicated music library
<i>Rationale</i>	The size and quality of the library is important for the institution's research activities, as well as for the student's learning process.
<i>Data source</i>	Institution questionnaire
<i>Data elements</i>	Number of <ul style="list-style-type: none"> - Books - Printed music - Printed journals - Audio media (CDs, LPs etc.) - Video media (Blurays, DVDs, VHF's etc) - Online databases for audio and video streaming (e.g. Naxos, Alexander Street) - Online bibliographic databases (e.g. RILM) - Online full-text databases (e.g. Music Periodicals Database, JSTOR Music, Oxford Music Online)
<i>Time reference</i>	Latest academic year
<i>Formula</i>	

External research income	
<i>Level</i>	Field based – music
<i>Dimension</i>	Artistic output and research
<i>Definition</i>	Revenue for research (including artistic research) that is not part of a core (or base) grant received from the government. Includes research grants from national and international funding agencies, research councils, research foundations, charities and other non-profit organizations. Measured in € 1,000s, using Purchasing Power Parities (PPP). Expressed per fte academic staff.
<i>Rationale</i>	The indicator expresses the institution's success in attracting grants in national and international competitive, peer-reviewed programmes. This reflects the quality of an institution's research.
<i>Data source</i>	Institution questionnaire
<i>Data elements</i>	Revenue for research that is not part of a core (or base) grant received from the government. PPP (GDP) in euros Academic staff (fte)
<i>Time reference</i>	Three year average
<i>Formula</i>	

Research based third cycle productivity	
<i>Level</i>	Field based – music
<i>Dimension</i>	Artistic output and research
<i>Definition</i>	The number of research based third cycle degrees, relative to the number of third cycle students. (Included are graduations from three-year research based third cycle programmes, even if they don't result in a doctoral degree)
<i>Rationale</i>	The number of research based third cycle degrees may be seen as an expression of the research activity of a higher education institution.
<i>Data source</i>	Institution questionnaire
<i>Data elements</i>	Number of research based third cycle degrees awarded Number of third cycle students Full time equivalent (fte) number of academic staff
<i>Time reference</i>	Three year average
<i>Formula</i>	

Knowledge transfer

Number of partnerships with organisations in the profession	
<i>Level</i>	Field based – music
<i>Dimension</i>	Knowledge transfer
<i>Definition</i>	Number of active, formalized (with a written agreement) long-term (one year or more) partnerships with organisations and institutions in the profession, but outside higher education. (Also including agreements on internships with orchestras, festivals, schools etc.). Reference to academic staff (fte)
<i>Rationale</i>	The number of partnerships is an indicator of the institutions collaboration with the profession.
<i>Data source</i>	Institution questionnaire
<i>Data elements</i>	Number of partnerships Academic staff (fte)
<i>Time reference</i>	Latest academic year
<i>Formula</i>	

Number of participants in Continuous Professional Development Activities

<i>Level</i>	Field based – music
<i>Dimension</i>	Knowledge transfer
<i>Definition</i>	Number of external participants in continuous professional development courses by number of academic staff (fte)
<i>Rationale</i>	When an institution is active in providing continuing education courses to companies and private individuals it transfers knowledge to its environment.
<i>Data source</i>	Institution questionnaire
<i>Data elements</i>	Number of participants Number of academic staff (fte)
<i>Time reference</i>	Three year average
<i>Formula</i>	

Number of conferences	
<i>Level</i>	Field based – music
<i>Dimension</i>	Knowledge transfer
<i>Definition</i>	<p>Number of conferences open for external participants (co-)organised by the institution, divided by number of academic staff (fte), excluding 3rd cycle students.</p> <p>A conference should have a minimum duration of 4 hours and a minimum number of external participants of 20 to be reported.</p>
<i>Rationale</i>	These activities are important as parts of the knowledge transfer to society.
<i>Data source</i>	Institution questionnaire
<i>Data elements</i>	<p>Number of conferences open for external participants (co-)organised by the institution.</p> <p>Number of academic staff (fte), excluding 3rd cycle students.</p>
<i>Time reference</i>	Three year average
<i>Formula</i>	

Student internships	
<i>Level</i>	Field based – music
<i>Dimension</i>	Knowledge transfer
<i>Definition</i>	Number of student internships and placements, organised by the institution and embedded in the curriculum, one week or longer, in external public and private institutions (e.g. orchestras, ensembles, schools, music schools etc) divided by number of students
<i>Rationale</i>	Internships and placements are a means to build cooperation with partners and connect students to the labour market
<i>Data source</i>	Institution questionnaire
<i>Data elements</i>	Number of internships of one week full time or longer, counted in one week full time equivalents Number of students
<i>Time reference</i>	Three year average
<i>Formula</i>	

International orientation

Foreign language bachelor programmes	
<i>Level</i>	Field based – music
<i>Dimension</i>	International orientation
<i>Definition</i>	The percentage of bachelor programmes that are offered in a foreign language
<i>Rationale</i>	Offering degree programmes in a foreign language signals the commitment of the university to welcome foreign students and to prepare its students for working in an international environment.
<i>Data source</i>	Institution questionnaire
<i>Data elements</i>	Bachelor programmes in a foreign language Bachelor programmes
<i>Time reference</i>	Latest year
<i>Formula</i>	

Foreign language master programmes	
<i>Level</i>	Field based – music
<i>Dimension</i>	International orientation
<i>Definition</i>	The percentage of master programmes that are offered in a foreign language
<i>Rationale</i>	Offering degree programmes in a foreign language signals the commitment of the university to welcome foreign students and to prepare its students for working in an international environment.
<i>Data source</i>	Institution questionnaire
<i>Data elements</i>	Master programmes in a foreign language Master programmes
<i>Time reference</i>	Latest year
<i>Formula</i>	

Student mobility	
<i>Level</i>	Field based – music
<i>Dimension</i>	International orientation
<i>Definition</i>	<p>A composite measure taking into account</p> <ul style="list-style-type: none"> a) The percentage of international (degree and incoming exchange) students b) The percentage of outgoing exchange students c) The number of master students with a foreign bachelor’s degree
<i>Rationale</i>	Having an international student body and offering students the opportunity to do part of their degree abroad signals the international orientation of the institution.
<i>Data source</i>	Institution questionnaire
<i>Data elements</i>	<p>Number of international students</p> <p>Number of outgoing exchange students</p> <p>Number of master students with a foreign bachelor’s degree</p> <p>Number of students</p>
<i>Time reference</i>	Latest year
<i>Formula</i>	

International orientation of degree programmes	
<i>Level</i>	Field based – music
<i>Dimension</i>	International orientation
<i>Definition</i>	<p>A composite measure taking into account</p> <ul style="list-style-type: none"> a) The existence of double/joint degree programmes b) The inclusion of stays abroad in the curriculum c) Actual international student exchange d) Number of intentional teachers e) Teaching in foreign language
<i>Rationale</i>	Providing international experience to their own students is an important element of the internationalisation of institutions.
<i>Data source</i>	Institution questionnaire
<i>Data elements</i>	<p>Joint/double degree programme (yes/no)</p> <p>Inclusion of stays abroad i the curriculum</p> <p>Student exchange</p> <p>Number of international teachers (foreign citizenship)</p> <p>Courses taught in foreign language</p>
<i>Time reference</i>	Latest year
<i>Formula</i>	

Opportunities to international study experience	
<i>Level</i>	Field based – music
<i>Dimension</i>	International orientation
<i>Definition</i>	An assessment of the institution's international orientation and opportunities for studying abroad, based on a student survey.
<i>Rationale</i>	<p>Students' judgments about their possibilities and the support by their university to arrange a study period or an internship abroad.</p> <p>The international orientation of the institution is not only measured by the numbers of exchange students, international students and staff, but also by the student's perception of the institution's ability to be relevant in the international higher education community and for the international labour market.</p>
<i>Data source</i>	Student survey
<i>Data elements</i>	Several items in the questionnaire including attractiveness of the exchange programme/partner universities, support and advice for studying abroad, financial support, recognition of the results obtained during the study abroad period (e.g. Credits).
<i>Time reference</i>	Current student sample
<i>Formula</i>	

Number of international projects	
<i>Level</i>	Field based – music
<i>Dimension</i>	International orientation
<i>Definition</i>	<p>Number of projects aimed at multinational cooperation in mobility, performance, curriculum development or research, in which the institution participates as a coordinating institution or partner institution. The projects should be supported by competitive funding sources from national, European and/or international cooperation programmes. The number of projects should be counted on the basis of the number of contracts that have been signed for these projects (e.g. individual Erasmus+ mobilities should not be counted as separate projects, but counted together as one project being based on one single EU contract).</p> <p>International accreditation, evaluation or review can count as one project.</p>
<i>Rationale</i>	Taking part in international projects reflects the institutions international orientation and recognition
<i>Data source</i>	Institution questionnaire
<i>Data elements</i>	<p>Number of international projects</p> <p>Number of academic staff (fte)</p>
<i>Time reference</i>	Latest year
<i>Formula</i>	

Teaching staff mobility	
<i>Level</i>	Field based – music
<i>Dimension</i>	International orientation
<i>Definition</i>	The number of incoming and outgoing teachers on international exchange programmes divided by number of academic staff (fte)
<i>Rationale</i>	The teacher exchange activity is an important measure of the institutions international orientation.
<i>Data source</i>	Institution questionnaire
<i>Data elements</i>	Number of incoming teacher on exchange programmes Number of outgoing teachers on exchange programmes Number of academic staff (fte)
<i>Time reference</i>	Three year average
<i>Formula</i>	

General information

In UMR there is an area for presentation of general information about the institution. Some of the items may be used to select the types of institutions you want to compare, eg only small and mid-size institutions that have jazz studies.

Total number of students	Total number of music students at the institution. Number of students in field (performance based, including conducting and composition) - Number of students is standard UMR information
Percentage of female students	- Percentage of female students is standard UMR information
Academic staff (fte)	- Academic staff (fte) is standard UMR information
Levels of study programmes	Percentage of students enrolled in 1 st cycle (bachelor) / 2 nd cycle (master) / 3 rd cycle (doctoral) programmes
Genres represented	classical / jazz / pop & rock / folk music / world music / early music / contemporary music / opera / other
Other study programs in music	(other than performance based, including conducting and composition)
Institutional level	Independent higher music institution / music department in higher arts education institution / music department in multidisciplinary higher education institution
Legal status	public / private / government dependent private - Legal status is standard UMR information
Age of institution	pre 1870 / 1870-1945 / 1945-1980 / post 1980 - Age of institution is standard UMR information
Study fee	yes / no (if yes, how much for a full time student – and divided into different categories)
Profile in teaching and learning	- Free text from the institution - this is standard UMR information
Profile in research	- Free text from the institution - this is standard UMR information

International accreditations	- Yes/no
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