

Indiana State University

2004 - 2005 Academic Annual Report

Department of Music

Year in Review

Accomplishments

As you have heard, increasing public awareness of Indiana State University's accomplishments is crucial to building student enrollment, influencing policy makers, and developing a place of pre-eminence in the Midwest. What do you consider to be your department's 5-10 top accomplishments for the 2004-2005 year that will help contribute to this effort?

* Signing of a five-year cooperative agreement with the Shenyang Conservatory of Music in Shenyang, China with emphasis on faculty and student exchanges, program development (music business and music education, in particular), and joint research and performance projects, among other possibilities. * Hosting a sixteen-member delegation from the Conservatory. Activities included concerts of traditional Chinese Music on campus, in the local schools, and at Culture, Arts, and Cuisine Celebration in Fairbanks Park. Conservatory faculty also spoke to music classes about traditional Chinese music. * Community creative outreach through the Hyperscore competition, an open call for scores from residents of the Wabash Valley using software developed at the Massachusetts Institute of Technology. MIT hosted two ISU undergraduate students for special technical training. These same students designed and conducted training sessions and provided technical and creative support throughout the competitions. * Music education senior, Amy Cates, was named "future music educator of the year" by the Indiana Music Educators Association. * Faculty activity included two compact disc releases,

Research and Scholarship

What is your assessment of accomplishments in the area of research and scholarship? Are you satisfied overall? In which areas do you feel your department does particularly well? In which areas do you feel your department needs to improve?

I am uncertain where these numbers originated. If from the Faculty Report of Professional Activities, then they represent only a portion of the current academic year. Faculty are very involved in professional activity at the state, regional, national, and international levels. For example, two faculty will be featured concerto soloists at the International Rakhmaninov Festival in Russia, while others will give recitals in China, Taiwan, and Hungary. The number of off-campus performances is quite robust, but I am equally pleased with the increased number of conference presentations. Department travel allocations are designed to encourage off-campus activity. Beginning this year, these funds will fully support one conference presentation by each pretenure faculty member.

Grants, Contracts & Off Campus Professional Service

What is your assessment of accomplishments in the area of grants, contracts, and off campus professional service? Are you satisfied overall? In which areas do you feel your department does particularly well? In which areas do you feel your department needs to improve?

* Increased number of grant proposals from music faculty. * Must continue to seek external funding for departmental activities.

Best Practices

Describe the progress your unit has made thus far. Were you able to take these steps? What steps or goals have been particularly difficult to achieve and why? What practices, actions, initiatives are you doing that could be considered eminent?

BP #1 and 3 are ongoing and expanding activities. BP #2 has been approached differently this year. The Student Advisory Board, instituted as a representative group elected at large by the music student body, has not functioned effectively for years. One reason is that music students tend to identify primarily with student organizations. Taking advantage of this existing structure, I created a Council of Student Representatives, which draws together elected representatives of student organizations affiliated with the department (American Choral Directors Association, Indiana Music Teachers Association, Kappa Kappa Psi, Music Educators National Conference, Music Industry Association, Phi Mu Alpha Sinfonia, and Sigma Alpha Iota) plus one at-large undergraduate and graduate student selected by the department chairperson. The Council functioned well this year, conducting a survey of students in preparation for our program review, discussing civility within the department, and drafting a department Mission Statement, which they presented to the faculty.

Student Credit Hours

What did you learn? What steps will you take during 2004-05 to meet your department's student credit hour target by fall 2005?

The department increased the number of high-enrollment General Education courses taught by full-time faculty, which should improve the overall SCH average.

Budget

Identify and describe any collaborative efforts that have been undertaken by your department with other academic or administrative units to maximize resources to meet departmental goals. Please also consider collaborative opportunities with external partners.

Cross-listed courses with the Department of African and African American Studies. Collaborative funding on certain guest artist residencies. External fundraising to support scholarships, artistic programs, and special events.

Outreach

What are the outreach opportunities for your discipline? (non-traditional modes of delivery and timing, etc)

The department offers both distance and online courses. We support the Community Music Center, which offers early childhood music study (Musikgarten) and private lessons from community members of all ages. Our Visiting Artist Concert Series and Faculty Artist Concert Series are offered free to members of the campus and local communities.

Assessment

For each program in the department, provide one or two examples of how the program is using assessment and evaluation (student outcomes, program review, and/or accreditation) to enhance student learning and program strength this year.

The primary enhancement to student learning through the use of assessment data impacted all degree programs equally. Beginning in 2002, a group music faculty studied the effectiveness of first-year advising patterns with the hope of improving student retention. We collected the following data for first-year music academic courses: course enrollments, success rates, grade distribution, dates of last attendance, and retention rates (first-to-second semester, first-to-second year). In addition, the group

surveyed students and faculty to determine factors contributing to student failure and retention. The data indicated that music students, even those who were strong musically and academically, felt overwhelmed by the number of first-semester courses in the major. Furthermore, students who leave the major had accumulated very few General Education that might be transferable to another degree. Much discussion about solutions to this situation occurred in general faculty meetings and in the Music Curricular Affairs Committee. The result was an extensive revision of advisement plans for all degrees with the basic goal of delaying certain music courses until students had settled into campus life and the academic/artistic rigors of music study. In addition, the department refined the all-day New Music Student Orientation. Improved our use of the department's Mentor Program as a fall-semester freshman learning community with an assigned LCPA and the use of Introduction to Musical Traditions I (MUS 150) as a spring-semester learning community supported by an LCPA. The early results are very encouraging. First-to-second semester retention stood at 90%.

Strategic Initiatives

Development Activities

What steps have you taken to support development activities in your department? How can your efforts be supported?

Faculty development as teachers and professionals has been encouraged. Several people have participated in CTL programs. Travel funding has provided tangible support of professional development. The chairperson has worked with certain faculty in developing grant proposals for internal and external funding. The annual faculty retreat also includes professional development sessions, including guidance on grant writing.

Experiential Learning

Please provide examples of experiential learning in which your department was engaged in 2004-2005.

Mentioned elsewhere in report

Future Goals

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The University is highlighting experiential learning, community engagement, and eminent programs as aspects of our campus that will attract students and resources. How is your department planning to contribute to these strategic initiatives in ways that will help ISU be recognized as a Pre-eminent University?

Music Business. In addition to the culminating internship experience, this program offers experiential learning opportunities through such student-run activities as Battle of the Bands. The department is developing innovative experiential learning projects as a music-publishing business and venue management at a campus concert site. Music Education. In addition to the culminating student teaching experience, this program involves students in teaching at summer camps, Community Music Center, and pedagogy programs.