

Indiana State University

2006 - 2007 Academic Annual Report

Department of Music

Vision Statement

[View/Modify Vision](#)

Below is your vision statement from previous years. Please take this opportunity to review it and if necessary update it.

Over the next five years, the Department of Music should: 1. Clearly articulate the guiding principles and intended learning outcomes already in practice. These should be expressed in both general and specific terms in order to guide future learning. 2. Review individual courses and the curriculum as a whole in light of these principles. Unnecessary overlap should be eliminated, with the goal of streamlining and strengthening the curricula. 3. Fortify the core courses in the undergraduate degree programs, and create a core of graduate core for all specializations. 4. Expose students to music traditions and cultures beyond their personal experiences by fostering additional international relationships. 5. Enhance the quality and consistency of student advising. 6. Equip students with the technological skills necessary for successful careers in music. 7. Increase retention and, as a result, graduation rates by expanding freshman-year mentor program and creating a support mechanism to counteract the “sophomore slump.” Adjustments: 1. With the reduction or disappearance of Lilly support, the Department must find other means, internal or external, for supporting the Mentor Program—our version of the freshman learning community. 2. Address retention issues by extending this mentorship throughout the undergraduate experience. 3. Enhance pre-professional training by providing workshops on electronic portfolio development for students in all degree programs. 4. Seek additional learning experiences by devising cooperative ventures with the public schools, local arts providers, retirement centers, and other community organizations. 5. Seek innovative ways of engaging students in the research/creative activities of the faculty, especially at the graduate level.

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 accomplishments for the 2006-2007 year that will contribute to this effort? [Please list in priority order and limit to no more than 8.]

1. Response to External Program Review of 2005-2006 and Program Prioritization: a) This resulted in the elimination of several undergraduate music degrees allowing the department to refocus energy and resources on specific areas of Music Education, Music Business and Music Performance; b) Expanded on-line General Education courses have increased the Department's SCH; c) Revision of Masters Degree. d) Successful search for music theory faculty member; e) start review and revision of undergraduate music core curriculum; f) started review of undergraduate music education curriculum with intent of revision to more relevant and professional program; g) discussed and began process to change name from Department to School of Music; h) Adjusted faculty administrative load credit time for more efficient use of teaching load hours. 2. International Relationships: Two new international relationships were established. Cooperative agreements were signed with much focus on the Music Department: National Taichung University, Taichung, Taiwan

and Northeast Thailand Rajabhat University Consortium. The exchange relationship with the Shenyang Conservatory of Music in Shenyang, China continues. 3. 4 Student concerts of excellence: 9/11 Memorial Concert (9/11/06); Music Department Showcase Concert (Convocation Series, 2/9/07); Wind Division Scholarship Concert (4/14/07) and Masterworks Chorale/University Symphony "Carmina Burana" Concert (4/22/07). 4. Scholarships: Received matching funds for the Eleanor Reid Justice Scholarship. Friends of Music contributed over \$12,000 this year. A portion of these funds are used for student scholarships. 5. ISU Marching Sycamores performed for over 100,000 persons and TV audience of millions at the NASCAR Allstate 400 race at the Indianapolis Speedway and for over 65,000 persons and a TV audience of millions at halftime of an Indianapolis Colts Football Game. 6. 40th Contemporary Music Festival-rave reviews from August Reed Thomas, guest composer, and also from many other participants and students. 7. High School Concert/Recruiting Tours by faculty and student ensembles: Faculty Brass Quintet and Wind Quintets toured Illinois. Faculty String Quartet toured Indianapolis schools. Percussion ensemble toured northern Indiana. Concert Choir toured Southern Indiana. 8. High level faculty research and creative activity including several international presentations, national and state/local presentations/performances.

Research and Scholarship

What is your assessment of accomplishments in the area of research and scholarship that is focused primarily on contributions to practice and discipline-based 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?

Music faculty are very active as performers and scholars. As the largest percentage of faculty are performers, the opportunity and productivity in this area is greater. Faculty members performed across the U.S. and in several foreign countries as well (China, Thailand, Austria, Singapore, etc.). Scholarly presentations were given also across the U.S. as well as several foreign countries (Canada, England, Norway, Malaysia) Contributions include: new works/compositions and new interpretation of older works (concerts, masterclasses, recitals), publications, conference presentations. For the number of faculty in the department, productivity and quality is very high. Because of the preponderance of performance faculty, this area is particularly well represented. Due to extremely heavy teaching loads caused by understaffing (recent retirements and separation from ISU), music education and history/literature faculty were over burdened and research in this area generally suffered. It is a priority that this not happen in the future.

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?

The department is increasingly looking to other alternative sources of funding. Music grants are inherently very specific and the difficulty lies in finding a grant to meet the departments needs or altering needs to meet grant criteria. The department has been fortunate in obtaining a number of grants internally as well as externally. I think that we can be pleased with the results we have, but not satisfied. The need for more funding from outside the department is certainly great and grant writing is very encouraged. Over the years, the department has been fortunate in obtaining a number of grants for commissioning new compositions and for recording of performances. We have been successful on occasion in obtaining grants to support the Contemporary Music Festival. It is becoming increasingly difficult to sustain the quality of the Contemporary Music Festival without outside funding. We have had recent success in the music education division in obtaining intermural funding for technology development and upgrading.

Teaching

We would like to highlight innovative approaches to teaching. Has your department developed any pedagogies or practices you'd like to share with us? Please describe briefly.

Brian Kilp remains involved with the IVASI interactive video resource. This simulates a live orchestral performance with a conductor thus allowing the individual student or groups of students to hone their orchestral performance skills without actually having an orchestra or conductor present. He has given several presentations across the U.S. with this new technology.

Course Scheduling/Enrollment Management

How is the department making sure that students are able to get the classes they need to graduate in a timely manner?

Departmental course schedule and course offerings are relatively stable. The cycling of classes is also stable. The decision to base advisors upon degree area is fundamental to eliminating errors and making sure that students graduate on time.

Outreach

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

1. Please see information covered in the Strategic Initiatives section, Community Engagement I.

Assessment

Please share your stated student learning outcomes.

The goal of the Department of Music is to produce professional music educators, professional performers and professional music business men and women. Students face various forms of assessment in several areas along the path toward degree completion. Along with traditional means of assessment such as testing, the music department also assesses in the following manner: 1. Performance classes have a jury assessment of individual performance on major and secondary instruments at the end of each semester (panel of three adjudicators from the designated performance area). At the end of the 4th semester of performance study, a barrier jury is performed (large panel of adjudicators). Percussion has a series of proficiency exams due to the plethora of percussion instruments. 2. Music education students have an interview with music education faculty at the end of the sophomore year. 3. All students must pass a piano proficiency barrier exam (graded by panel of three adjudicators) 4. Performance majors must play junior and senior recitals (graded by a panel of adjudicators). 5. Selected music education and music business students are encouraged to perform junior and senior recitals (graded by a panel of adjudicators). 6. Music education courses are designed to meet the 10 national standards as stated by Music Educators National Conference. 7. Music Business students spend an internship in the workplace prior to graduation.

Strategic Initiatives

Community Engagement I

Please summarize your faculty's efforts in community engagement this year.

1. Cultural Enhancement: Community Music Center provides music instruction for pre-elementary children through MusicGarten classes. Study on all instruments and voice is available through the CMC for community students and adults. 2. Cultural Enhancement: Department concert series offers a wide variety of musical performances from traditional to world music through the Visiting

Artist Series, Jazz Artist Series, Faculty Concert Series and Student Ensemble Concert. Series. All performances except for 5 were free and open to the public. At least 19 Visiting Artist Series and Jazz Artist Series Concerts; 15 Faculty Concert Series Concerts; and 95 Student Ensembles and Recital Concerts were offered in 2006-2007! 3. Department of Music provides rehearsal space for the Crossroads Youth Orchestra. 4. Master classes and special presentations by guest artists and lecturers are publicized and usually are free and open to the community. 2006-2007 examples are lectures and teaching by internationally known jazz educator, Jamey Aebersold; open sessions at the 40th Contemporary Music Festival, ISU Jazz Festival open clinics, open master classes by visiting artists, etc. 5. The Department of Music facilities (classrooms, rehearsal rooms and recital hall) are occasionally opened to outside music organizations. 6. Faculty and students are informally engaged in teaching and performing at area public schools each year. Usually this is at the junior high or high school level. This might take the form of section coaching, private lessons, guest soloist, master classes, clinician, conductor, etc. Students and some faculty provide assistance with the marching band, concert band, jazz ensemble, choir, or orchestra. This is not only community engagement/outreach; it is also providing an experiential component for our students.

Experiential Learning

What is your vision for experiential learning in your department?

Experiential Learning is inherent in the art and discipline of music making. Much of what is learned (and taught) in the Music Department involves students actually learning by "doing" in the classroom instead of "receiving" a lecture. Virtually each music course has an experiential component. The percentage of this varies from course to course. Ensemble and individual performance is nearly 100% experiential. Other courses are less so. It is important to move forward with as many opportunities as are possible to enhance student learning. We must continue to think ahead of the norm and also embrace opportunity when presented.

Fundraising Activities

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

1. Friends of Music have contributed over \$12,000 this year to support travel/performance/lecture activities of the faculty; provide scholarships for students; provide funding for special guest artist performances/master classes. While this all helps, more funding to support guest artist performances on campus would be of significant importance to the quality of our offerings to our students and community. 2. There seems to be more activity with the Arts foundation representative this year. While this has not yet materialized in support, I feel it will eventually pay off. 3. Limited funds are raised by the Marching Band Contest in the fall and the Wind Division Scholarship Concert in the spring. There exists the suggestion that we charge admission for more of our concerts. This has been resisted in the past due to a commitment to community outreach.

Quality

Quality

Please provide 1-2 suggestions to increase the ability of your department or the University to meet the criteria above.

1. Replacement of faculty losses! Since 1990 the department has lost 8 full-time tenure track positions mostly to recent retirements, but also some to separation from the university. The successful addition of a full-time theory specialist for 2007-2008 is a major boost. However, we still have acute shortages in Music Education, Music History & Literature and Performance faculty. We have lost students due to unreplaced faculty. For the first time in many years, in 2007-2008, there

will be more adjunct faculty in the department than full-time tenured/tenure track faculty. This affects our ability to recruit quality students and to provide the best quality instruction and preparation for our students. We still graduate very well prepared and professional students; witness our placement record of 100% for music business and nearly 100% for music education. The fact that our graduates are in demand is a testimony to the success of our program. Yet, with the continued loss of full time faculty and in increasing burden assumed by those faculty remaining, it is a very short matter of time before the breaking point is reached, if it has not already arrived! At one point the President called the Department of Music a "center of excellence." Without some considerable help, I am not certain how long this department can remain a "center of excellence." 2. Additional funding for student ensembles to conduct concert/recruitment tours of Indiana and Illinois (in the 20 county area) is fundamental to the success of this department. Currently there are only sufficient funds to send one small ensemble (percussion or jazz) and one large ensemble (band, orchestra, choir) on tour. This is the most effective way to connect with teachers and students-the personal contact. When ISU music groups perform for high school audiences (or the Colts, Allstate 400 etc.), they are playing not only for students who are interested in becoming music majors (1-4 per ensemble) but also all of the other students who have plans to study other disciplines. A concert tour does not only feather the music nest, but also recruits for the entire rest of the university. When the ISU Marching Band performs in front of 65,000+ at the halftime of a Colts Football game, more people have been given a positive image of ISU than can be claimed by all of our men's home football and basketball games for the past year. Our successful music ensembles portray a very positive image to the general public of ISU in quality and performance. By and large music students tend to be part of the more academically successful group of students and this is the population that ISU should be seeking not only for music, but for other disciplines. A possible recruitment scenario would be 1. Tours by all large performance ensembles, i.e. Symphonic Wind Ensemble, Concert Choir/Chamber Singers and Symphony Orchestra. 2. Tours by the Jazz Ensemble and Percussion Ensemble/Steel Drum Band 3. Tours by Faculty groups: Brass Quintet, Woodwind Quintet, and String Quartet (already occurring, but could use more funding and support)

Feedback

This section is to allow you to share your ideas for enhancing enrollment, dealing with budget and other challenges facing the university community.

Please see quality section.