



INDIANA UNIVERSITY

ANNUAL REPORT 2018–19

JACOBS SCHOOL OF MUSIC





Gwyn Richards
David Henry Jacobs Bicentennial Dean

Indiana University Jacobs School of Music History

Indiana University was founded in 1820 for the express purpose of educating the general citizenry of Indiana. In 1893, music instruction was first offered at the university and, in 1910, the Department of Music was officially formed. In 1919, Barzille Winfred Merrill was appointed head of the department and, in 1921, dean of the newly established School of Music. He was succeeded in 1938 by Dean Robert L. Sanders. In 1947, the appointment of Wilfred C. Bain as dean marked the beginning of a period of rapid growth and expansion. Under the 24-year leadership of Dean Charles H. Webb, beginning in 1973, the Jacobs School of Music continued its development and commitment to excellence. David G. Woods was appointed to the deanship in 1997, followed by the appointment of Dean Gwyn Richards in 2001.

In the fall of 2005, the school received a \$40 million gift from the Jacobs family, longtime friends of the school, and it is dedicated solely to the benefit of undergraduate and graduate scholarship. In gratitude for this monumental gesture of philanthropy, the school is now named the Indiana University Jacobs School of Music. The following year, the Lilly Endowment gave \$44 million to secure the international standing of the IU Jacobs School of Music, providing its world-class music faculty and students with a state-of-the-art studio facility.

Today, as one of the most comprehensive and acclaimed institutions for the study of music, the Jacobs School plays a key role in educating performers, scholars, composers, dancers, and music educators who influence performance and education around the globe. The 180 full-time faculty members in residence include performers, scholars, composers, and teachers of international renown. In addition, many top practitioners and scholars visit the school each year. Nearly 1,600 students from all 50 states as well as 56 countries study at the Jacobs School. They benefit from the intensity and focus of a conservatory setting combined with the broad academic offerings of a major research university.



97 Years and Six Deans

- 1921 – 1938 Winfred Merrill
- 1938 – 1947 Robert Sanders
- 1947 – 1973 Wilfred Bain
- 1973 – 1997 Charles Webb
- 1997 – 1999 David Woods
- 1999 – present Gwyn Richards

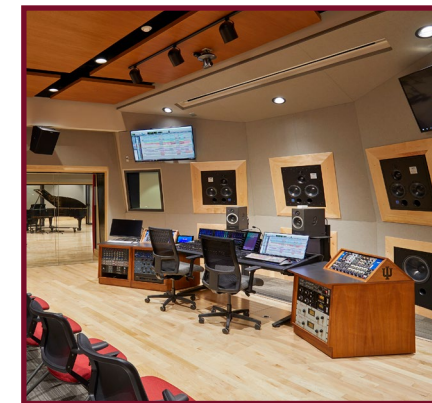


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MISSION STATEMENT

The mission of the Indiana University Jacobs School of Music is to provide distinguished instruction and outstanding opportunities for performance, composition, research, and teacher training for music majors and nonmusic majors. These opportunities are designed to meet the following purposes within the framework of Indiana University:

1. To prepare students for careers as performers, composers, scholars, teachers, church musicians, and music administrators in higher education, precollege educational settings, the professional music world, the private sector, and supporting fields.
2. To provide music majors and non-music majors the opportunity to develop their knowledge, understanding, and ability in all aspects of music at a level appropriate to their needs and interests.
3. To broaden and deepen the knowledge and understanding of all aspects of music through research and publication.
4. To enrich the lives of students, faculty, community, the state, the nation, and the world with performances of a wide variety of music. The excellence, authenticity, and originality of these performances also serve as models for future performances by students and as criteria for future listening experiences.

MILESTONES

1910	1921	1949	1972	1981	1982	2006	2007	2009	2013	2015	2018
Recognized as a department of music	Recognized as a school of music	<i>Parsifal</i> first performed at IU School of Music	Musical Arts Center (MAC) dedicated	First university to perform at the Metropolitan Opera	Leonard Bernstein spends six weeks at the school working with students	\$40M gift to name the Jacobs School of Music	\$44M (Lilly Endowment) for East Studio Building	Bernstein family gift makes Jacobs official home of Bernstein studio	Opening of East Studio Building	Chamber Orchestra goes to Seoul	Opening of Ray E. Cramer Marching Hundred Hall



Vision and Strategic Priorities

Providing education of this quality and effect requires continual planning and investment. To remain agile, responsive, and vital throughout the new millennium, the Jacobs School must:

- Strengthen support for students and faculty
- Innovate programs and curricula
- Transform the spaces in which students learn and grow.

Indiana University's Bicentennial Campaign presents a special opportunity to ensure the Jacobs School's preeminence for generations to come. Meeting this call requires a depth of commitment that can come only from our generous partners and supporters.

With our constituents' combined investment, the school will continue to uplift individuals and communities around the world through the performance and study of music. Through our diverse working and learning environment, we help build lives and communities, and we invite all to join us in boldly moving forward.

In addition, the Strategic Plan lays out the Jacobs School's values. We value:

- Our unique identity as a conservatory setting that exists within the broad academic offerings of a major university.
- Academic excellence and scholarship, characterized by a love of ideas and achievement in learning, discovery, creativity, and engagement;
- Supporting aspirations of the individual and the communities they will serve;
- Being accessible and existing outside of "Cultural Caves."
- Fostering an environment conducive to learning, reflection, and personal growth that leads to greater student success;
- Global and domestic collaborations/partnerships with other arts institutions.
- Private investment: realizing that when a donor makes their investment in the Jacobs School, it is about more than nostalgia or loyalty or pride. It is an act of imagination: a transformative investment in today's society that forecasts tomorrow's promise—bringing us closer to the realization of our potential.



About the Jacobs School of Music

As one of the most comprehensive and acclaimed institutions for the study of music in the world, the IU Jacobs School of Music plays a key role in educating performers, scholars, and music educators who influence music performance and education around the globe.

The nearly 1,600 students who study at the Jacobs School benefit from the intensity and focus of a conservatory combined with the broad academic offerings of a major university.

The essence of a great music school is its faculty, and the 180 full-time faculty members in residence at the Jacobs School of Music include performers, scholars, and teachers of international renown. In addition, many top musicians and scholars come to the school each year to give master classes and guest lectures or to serve as visiting artistic directors, conductors, and faculty.

The breadth and number of performance opportunities are unparalleled in college music study, with the school offering more than 1,100 performances a year. This includes the IU Jacobs School of Music Season, a production season that takes place on the stage of the Musical Arts Center and boasts a series of fully staged and produced operas, musicals, ballets, live-orchestra-with-film performances, jazz concerts, and choral concerts. The school's facilities, including six buildings located on the IU Bloomington campus, comprise outstanding recital halls, large indoor band rehearsal spaces, more than 170 practice rooms, choral and instrumental rehearsal rooms, and more than 100 offices and studios. The grandest facility is the Musical Arts Center, which features technical capabilities that are among the best in the nation.

Units that Comprise the School

DEPARTMENTS

Audio Engineering and
Sound Production
Ballet
Bands
Brass
Chamber and
Collaborative Music
Choral Conducting
Composition
Early Music
Guitar
Harp
Jazz Studies
Music Education
Music Theory
Musicology

Orchestral Conducting
Organ
Percussion
Piano
Strings
Voice
Woodwinds

CENTERS AND INSTITUTES

Center for Electronic and
Computer Music
Center for the History of Music
Theory and Literature
Historical Performance Institute
Latin American Music Center



Bachelor of Music

- Composition
- Historical Performance
- Jazz Studies
- Performance (Guitar, Harp, Multiple Woodwinds, Orchestral Instruments, Organ, Piano, Voice)
- Bachelor of Music Education (Choral, General, Instrumental [Band, Strings])
- Bachelor of Science in Music and an Outside Field

Artist Diploma/Performer Diploma

- Chamber Music
- Collaborative Piano
- Orchestral Studies
- Solo Performance

Master of Arts in Musicology Master of Music

- Composition
- Conducting (Choral, Orchestral, Wind)
- Early Music (Keyboard/Plucked Instrument, Voice/Instrument)
- Jazz Studies
- Music Theory
- Organ and Sacred Music
- Performance (Brass, Collaborative Piano, Guitar, Harp, Multiple Woodwinds, Organ, Percussion, Piano, Strings, Voice, Woodwinds)

Master of Music Education

Master of Science in Music Education

Doctor of Music

- Composition
- Conducting (Choral, Orchestral, Wind)
- Historical Performance
- Music Literature and Performance (Brass, Collaborative Piano, Guitar, Harp, Multiple Woodwinds, Organ, Percussion, Piano, Strings, Voice, Woodwinds)
- Organ and Sacred Music

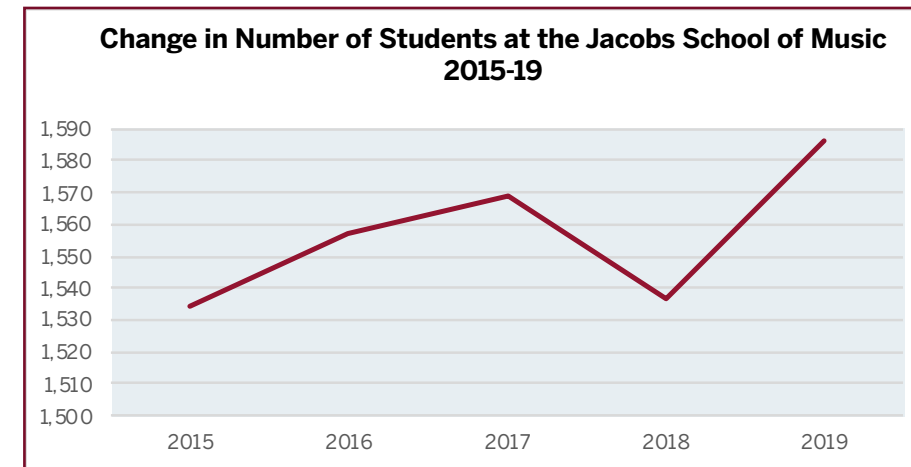
Doctor of Music Education

Doctor of Philosophy

- Music Education
- Music Theory
- Musicology

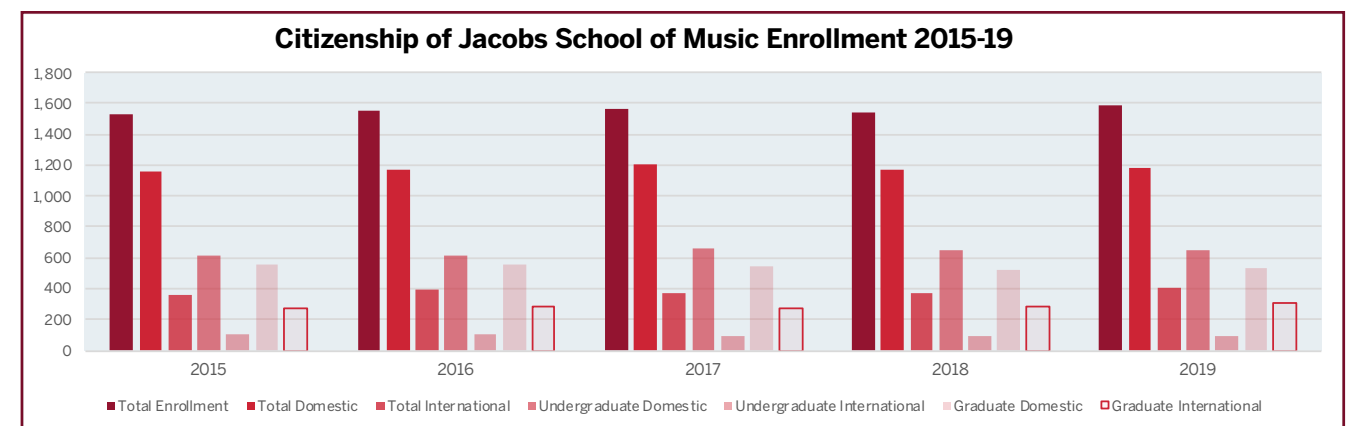
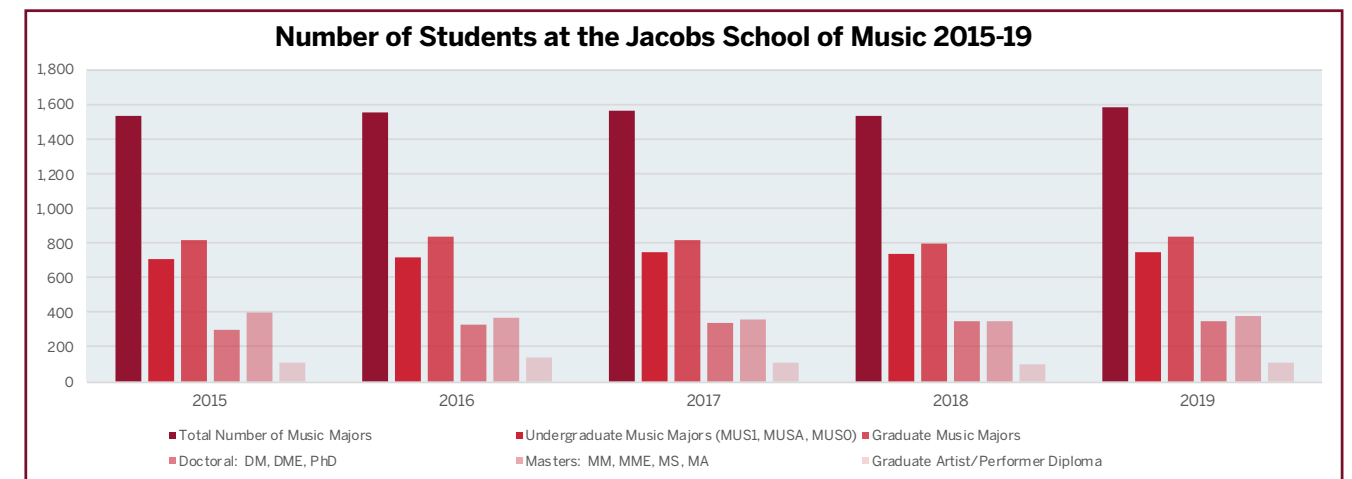


Enrollment Trends

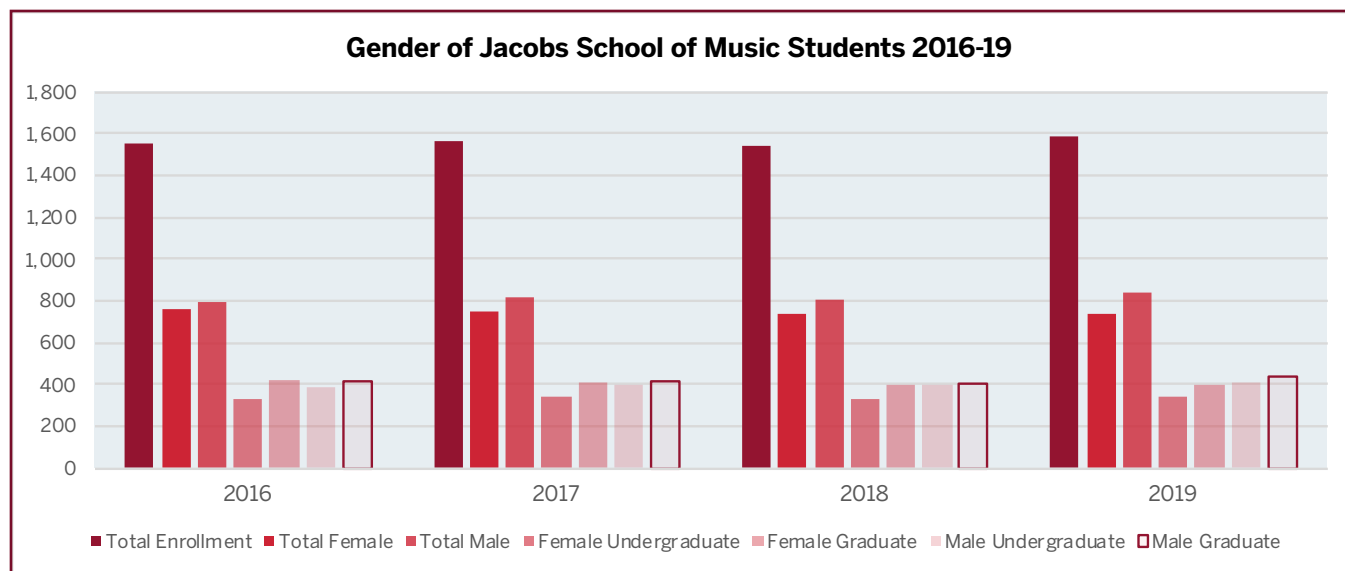
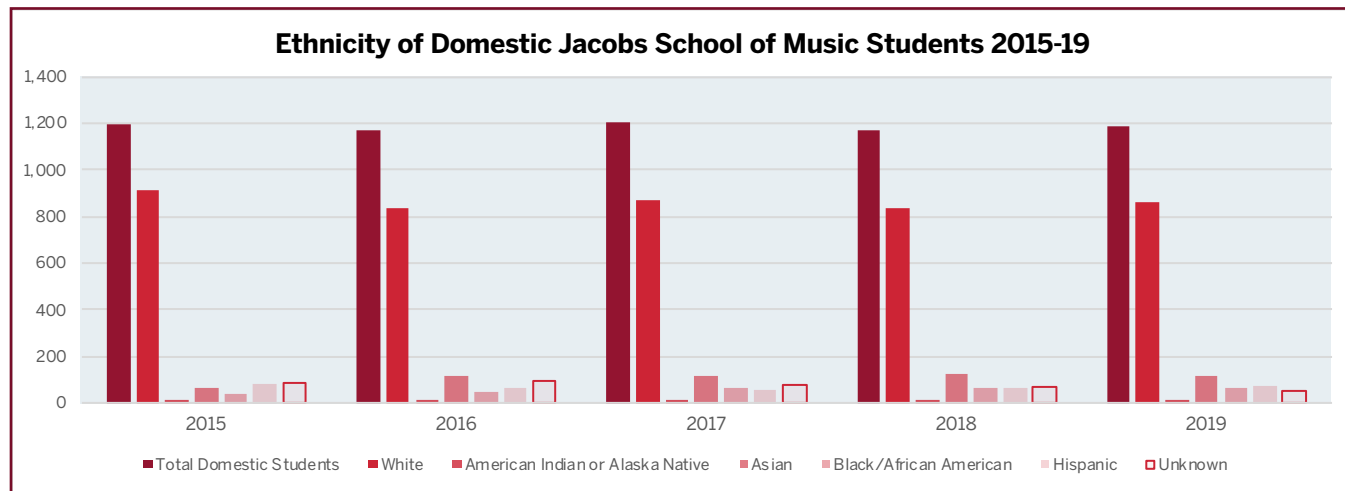
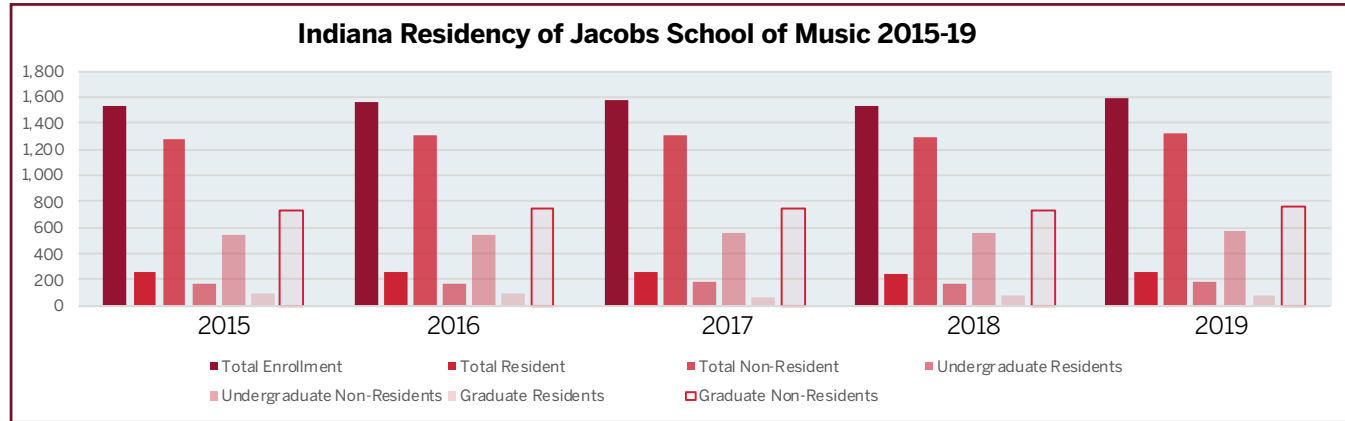


9:1 RATIO

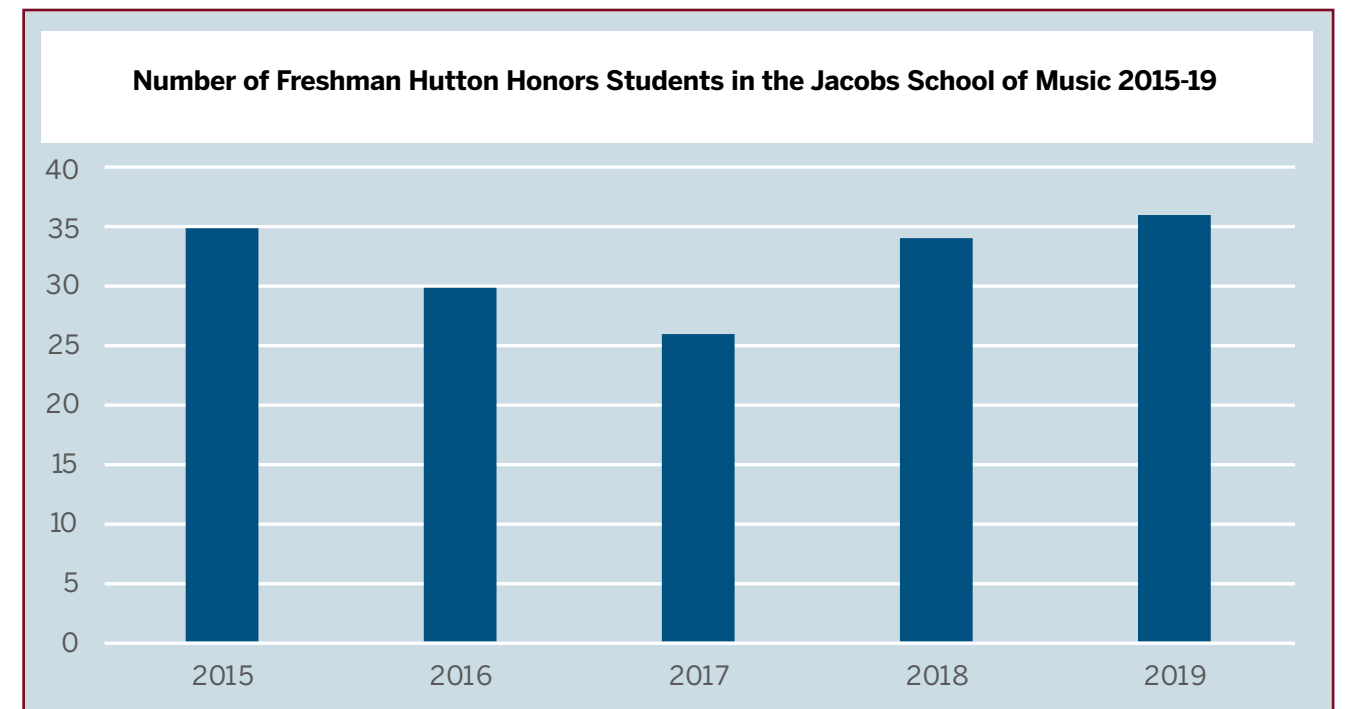
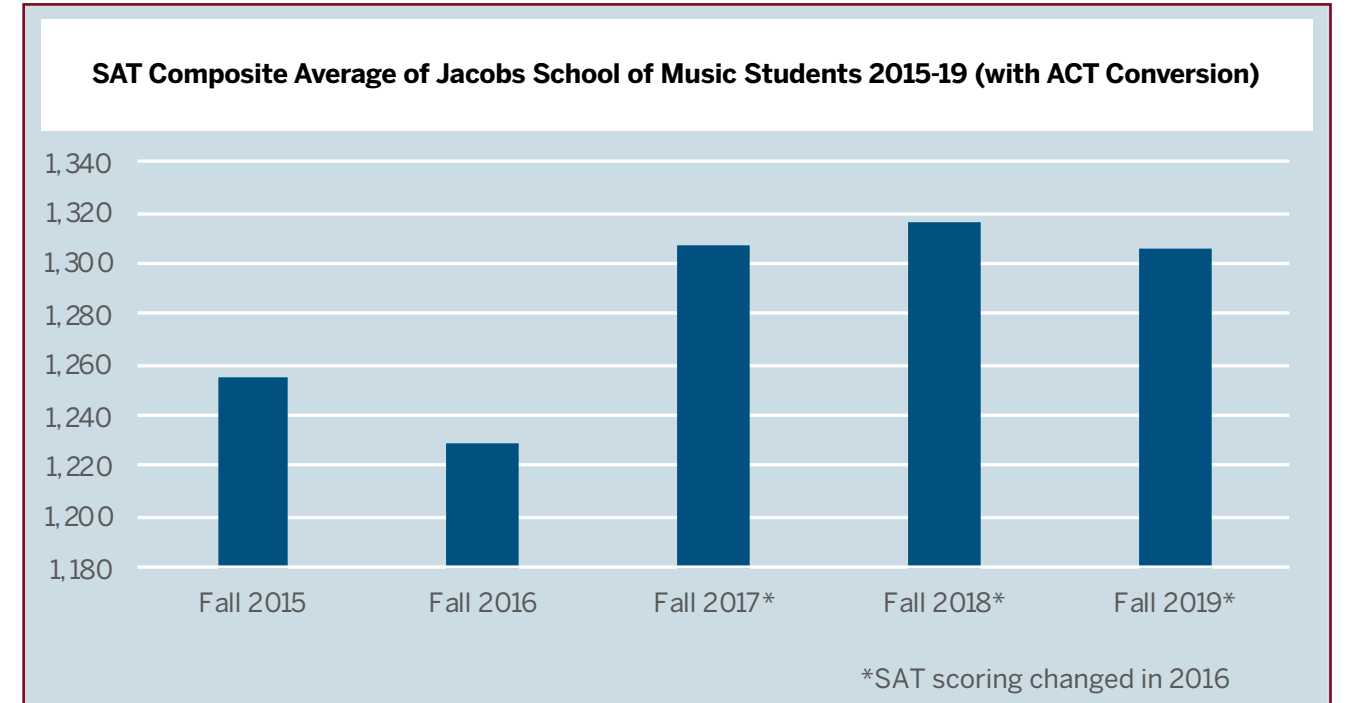
Our student-to-faculty ratio of 9:1 ensures an exceptional level of personalized attention from faculty and a collaborative setting in many of the classes.



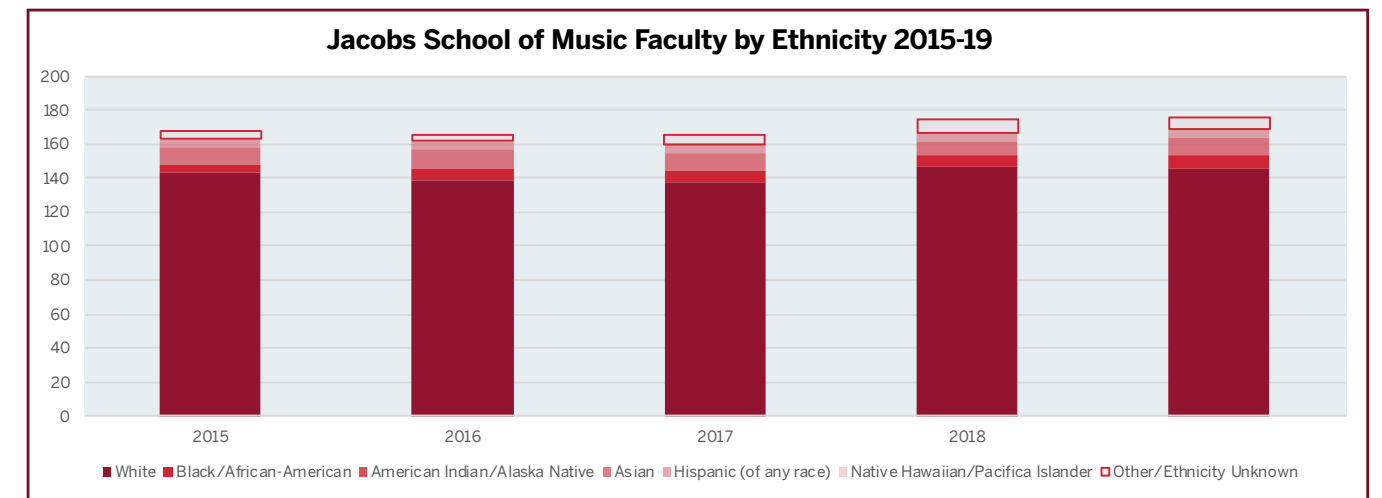
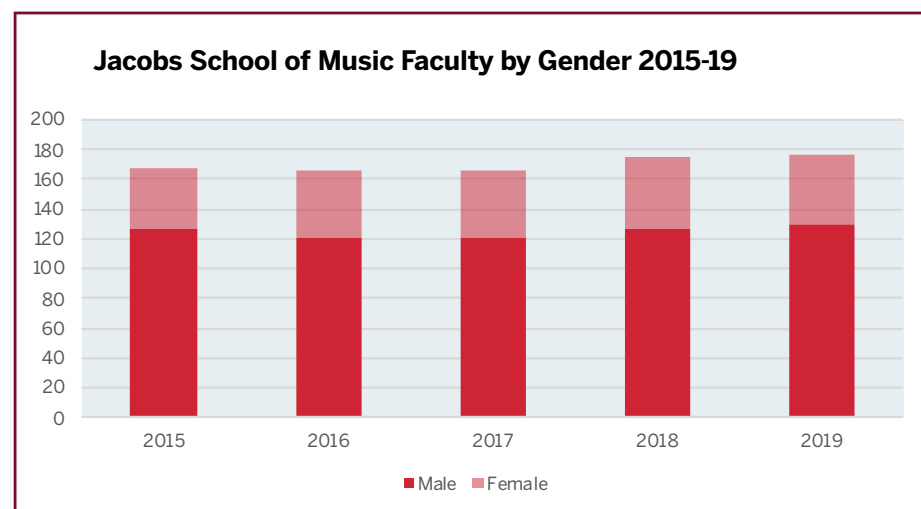
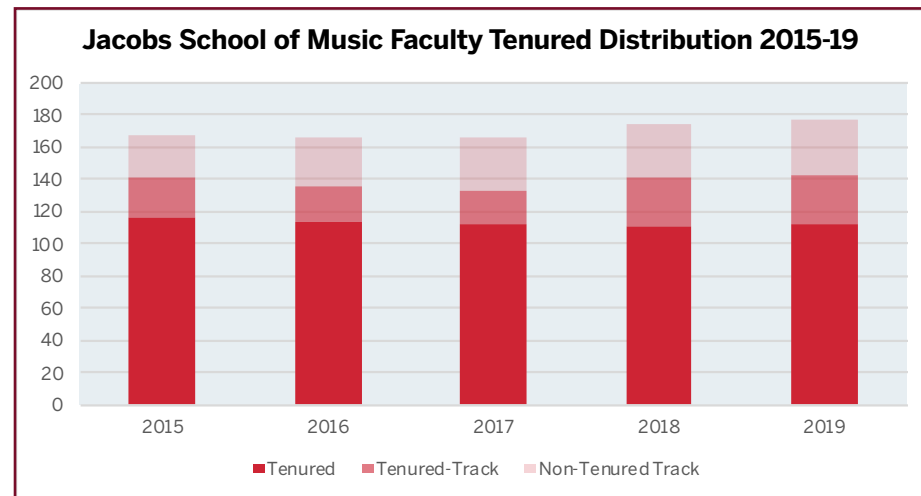
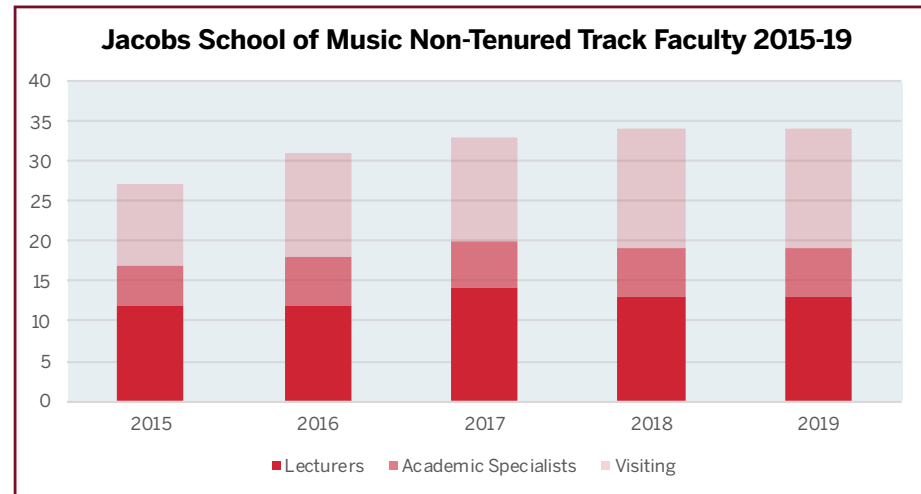
Enrollment Trends



Academic Distinction of Incoming Students

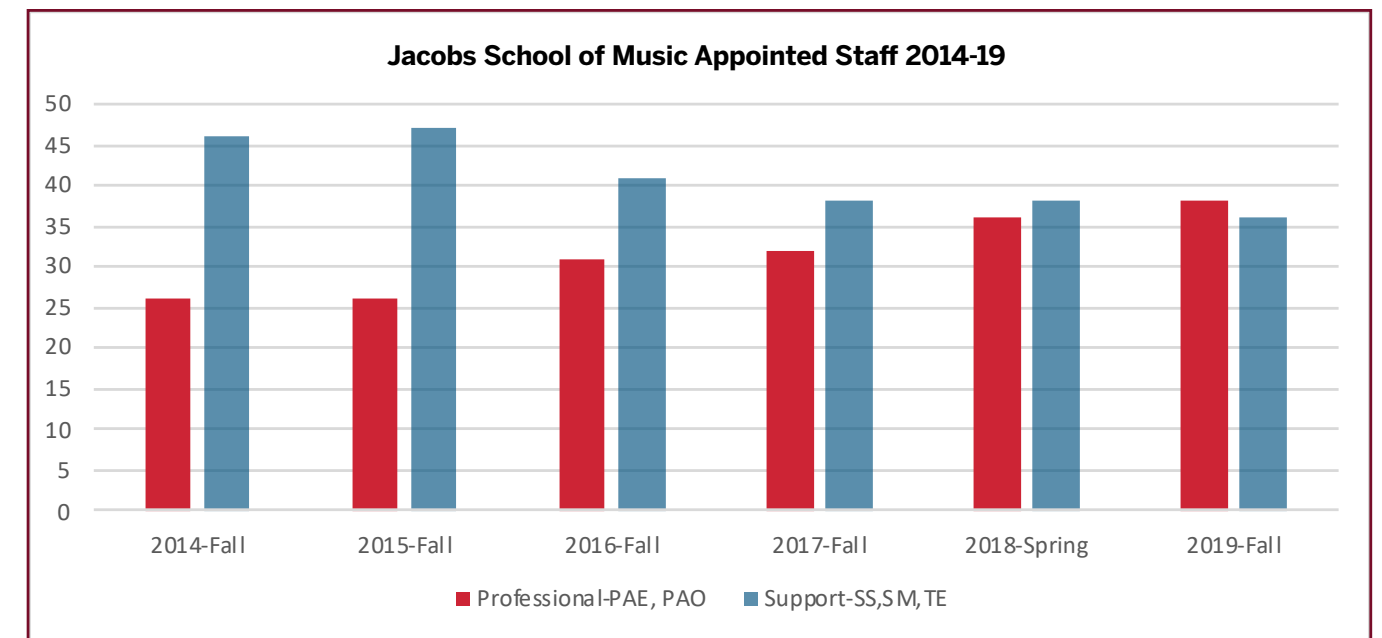


Faculty Distribution



Number of Staff over Last Six Years

The graph below reflects staff employment trends over the last six years. We have experienced an equalization of members of our professional and support staff.



Annual Budget by Main Categories over Last Five Years

The graph below reflects the Jacobs School's total Indiana University Foundation holdings as well as the school's main category financials.

Annual Budget by Main Category						
Source or Use	BOT Category	2015	2016	2017	2018	2019
REVENUE	STUDENT FEES	\$41,265,667	\$42,223,231	\$43,480,455	\$45,300,820	\$45,303,807
	DONOR FUNDS	\$4,761,969	\$3,841,402	\$5,414,248	\$6,633,793	\$5,081,957
	OTHER FUNDING	\$10,360,993	\$7,986,915	\$9,313,235	\$10,254,692	\$10,419,185
	STATE APPROPRIATIONS	\$21,448,455	\$22,265,571	\$22,565,351	\$23,141,731	\$23,126,731
	ASSESSMENTS-REVENUE	-\$17,624,645	-\$17,753,111	-\$18,148,671	-\$18,896,673	-\$19,545,485
REVENUE Total		\$60,212,439	\$58,564,008	\$62,624,618	\$66,434,363	\$64,386,196
EXPENSE	COMPENSATION	\$32,692,653	\$32,682,815	\$32,996,697	\$34,851,080	\$34,213,991
	FINANCIAL AID	\$18,351,874	\$19,461,903	\$21,103,130	\$22,260,707	\$21,195,258
	OTHER	\$8,295,482	\$6,918,771	\$7,997,776	\$8,998,541	\$8,988,982
EXPENSE Total		\$59,340,010	\$59,063,489	\$62,097,602	\$66,110,328	\$64,398,231

Total IU Foundation Holdings as of June 30, 2017				
Source or Use	2014	2015	2016	2017
Unrestricted	\$7,510,834	\$7,793,339	\$6,945,613	\$7,560,315
Restricted	\$12,851,424	\$13,042,977	\$15,095,034	\$18,170,975
Financial Aid	\$61,355,598	\$65,993,298	\$60,507,970	\$64,234,825
Total	\$81,717,856	\$86,829,614	\$82,548,618	\$89,966,115

Jacobs School of Music Research and External Funding FY'15-'19

The Jacobs School of Music is pleased to report the research and external funding obtained by its faculty over the last five years. This funding has provided for programmatic development, the creation of new works, student travel, and other Jacobs School of Music initiatives.

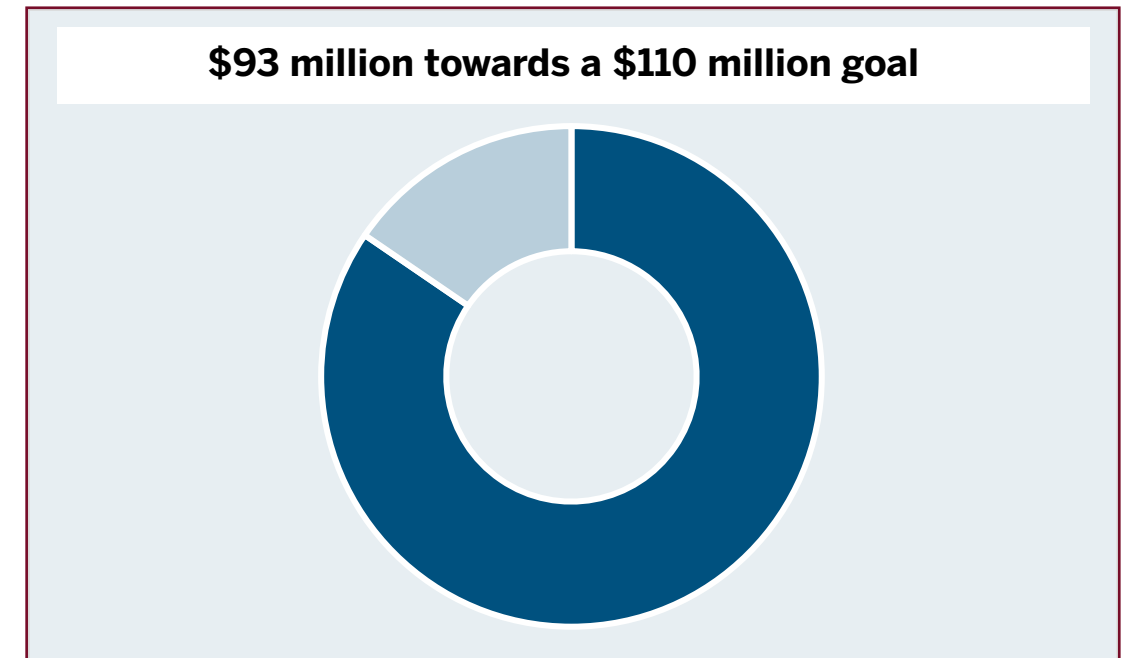
External Funding

- 7 awards
- \$191K awarded including NEA, Mellon, Summer Star (Fairview Elementary School String Project), and others

Awards Funded by IU Internal Programs

- 32 awards
- \$640K awarded including New Frontiers, OVPR Grant in Aid, Institute for Advanced Studies, and others

Bicentennial Campaign Fundraising Status as of August 2019



NASM Accreditation Status

At Indiana University, each campus is accredited by the Higher Learning Commission. In addition, many schools and programs carry specialized accreditation from professional organizations, and the Jacobs School of Music is accredited by the National Association of Schools of Music (NASM). NASM, founded in 1924 and currently serving more than 625 member institutions, is the oldest and largest accrediting body in the United States for music programs, degrees, and schools. Accreditation through NASM must be renewed every 10 years, and the Jacobs School is currently preparing the self-study accreditation report to be submitted to the association in preparation for the official site visit/inspection March 2-5, 2020). A member of NASM since 1937, the Jacobs School holds to the values and organizational principles outlined NASM's accreditation standards and is well positioned to act as a leader in discussions about the place and value of music in higher education which take place amongst the member institutions.



JACOBS SCHOOL OF MUSIC AWARDS 2014-19

2014

- Latin American Music Center receives IU's Latino Faculty and Staff Council Distinguished Group/Event Award
- Jazz Studies Department wins two DownBeat magazine awards
- Wasmuth Quartet wins Alice Coleman Prize at Coleman Chamber Ensemble Competition and Gold Medal Prize and Audience Appreciation Award at Chesapeake Chamber Music Competition
- Kenari Quartet wins Coleman-Saunderson Prize for Woodwinds or Brass at Coleman Competition
- Kenari Quartet wins Silver Medal Prize at Chesapeake Chamber Music Competition
- Jonathan Rudy wins audience prize and first prize at National Young Artists Competition in Organ Performance
- Gabriel Lynch Martins receives silver medal in cello at 8th International Tchaikovsky Competition for Young Musicians, in Moscow
- André Watts inducted into American Classical Music Hall of Fame

2015

- Dominick DiOrio named IU Outstanding Junior Faculty
- Deniz Uzun is Metropolitan Opera National Council Auditions semi-finalist
- Ryan Galloway wins IU Provost's Award for Undergraduate Research and Creative Activity
- Jazz Studies Department wins four DownBeat magazine awards
- Katie Minion receives Fulbright Award
- Zorá Quartet wins Grand Prize and Gold Medal in Senior String Division at the Fischhoff National Chamber Music Competition
- Zorá Quartet wins Young Concert Artists International Auditions and named Coleman-Barstow Prize winner at the Coleman National Chamber Music Competition
- Kenari Quartet wins Silver Medal in Senior Wind Division at Fischhoff National Chamber Music Competition
- Wayne Wallace and Michael Spiro receive Grammy nominations
- Michael Brandenburg wins George London Foundation Competition

2016

- David Dzubay wins IU's New Frontiers in the Arts and Humanities grant
- Wayne Wallace and Michael Spiro receive Grammy nominations
- Michael Brandenburg received 2016 grants from the Richard Tucker and Shoshana foundations
- Vera Quartet won second prize at M-Prize Chamber Arts Competition

2017

- Jacobs School ranks seventh among performing arts educational institutions worldwide and second nationally by QS World University Rankings
- Richard Smagur wins Metropolitan Opera National Council Auditions

2018

- Four students Metropolitan Opera National Council Auditions semi-finalists
- John Raymond and Joshua Bell win Grammy nominations

2019

- Marietta Simpson elected to American Academy of Arts and Letters

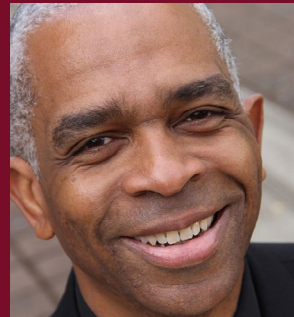
Academic Appointments for Fall 2018-19



Julia Bentley
Associate Professor of Music
Voice



Christian Claessens
Lecturer in Music
Ballet



Rodney Dorsey
Professor of Music
Bands

180

**WORLD-CLASS
FULL-TIME
FACULTY**

All celebrated performers, scholars, composers, and teachers. Numerous guest artists and scholars give master classes and lectures.



Mark Holloway
Professor of Practice
String Chamber Music, Viola
Pacifica Quartet



Sasha Janes
Visiting Lecturer/Choreographer
Ballet



Roberto Plano
Associate Professor of Music
Piano

**MORE THAN
1,100**

**PERFORMANCES
EACH YEAR**

Unsurpassed ensemble opportunities with six orchestras, four bands, and eight choruses. Student, guest, and faculty performances.



Demondrae Thurman
Professor of Music
Euphonium



Jeffrey Turner
Professor of Music
Double Bass



Sarah Wroth
Visiting Associate
Professor/Chair
Ballet

**369,000
SQURE FEET**

**OF STUDIOS,
PRACTICE ROOMS,
REHEARSAL SPACE,
AND MUCH MORE**

Eight buildings. Four concert halls: the Musical Arts Center (1,460), Auer Hall (400), Recital Hall (500), and Ford-Crawford Hall (100). The four-story, 55,000-square-foot William and Gayle Cook Music Library is one of the most comprehensive music libraries in the world, housing more than 700,000 catalogued items.

**MORE THAN
16,000
TALENTED ALUMNI**

Our alumni include some of the world's most successful performers, conductors, composers, music educators, and scholars. Jacobs graduates hold positions in professional orchestras, bands, conservatories, colleges, school systems, the recording industry, and opera and ballet companies.

“

It's extraordinary to have so many talented people in one place.

Leonard Bernstein

New Initiatives

Over the past several years, the Jacobs School of Music has developed and implemented exciting initiatives that are attractive to current students as well as to a wider variety of applicants. With an eye to the future, the school has launched new degrees, certificates, and minors in scoring for visual media, collaborative piano, vocology, and more.

2014-15

Certificates (online)

- Undergraduate Certificate in Analog Audio
- Electronics Graduate Certificate in Analog Audio
- Electronics

Undergraduate Minor

- Electronic Music

2015-16

Department

- Chamber and Collaborative Music

Name Change

- Recording Arts department renamed Department of Audio Engineering and Sound Production

Degrees

- Master of Music in Performance in Collaborative Piano
- Doctor of Music in Music Literature and Performance in Collaborative Piano

Performer Diploma

- Collaborative Piano

Certificate

- Music Education

Undergraduate Minors

- Music Scoring for Visual Media for Music School Students
- Music Scoring for Visual Media for Media School Students

2016-17

Name Changes

- BS in Recording Arts changed to BS in Audio Engineering and Sound Production
- AS in Recording Arts changed to AS in Audio Engineering and Sound Production

Certificates

- Graduate Certificate in Vocology for Vocalists
- Undergraduate Certificate in Rock History

Minors

- Eight new Music Education minors for Bachelor of Music Education students

2017-18

Name Change

- Early Music department renamed Historical Performance department

Degree Track

- Master of Music in Music Scoring for Visual Media

Certificates

- Undergraduate Certificate in Music Scoring for VisualMedia
- Graduate Certificate in Music Scoring for Visual Media

Minor

- Doctoral Minor in Vocology

2018-19

Name Changes

- Bachelor of Music in Early Music, Instrumental Emphasis or Vocal Emphasis changed to Bachelor of Music in Historical Performance
- Master of Music in Early Music changed to Master of Music in Historical Performance
- Doctor of Music in Early Music, Voice/Instrument Emphasis, or Keyboard/Plucked Instrument Emphasis changed to Doctor of Music in Historical Performance

Performer Diploma and Artist Diploma

- New Concentration in Jazz in the Performer Diploma, Solo Performance
- New Concentration in Jazz in the Artist Diploma

Initiatives

- Undergraduate Curriculum Task Force
- Diversity Strategic Plan
- Initiative to Reduce Time to Degree Completion for Doctoral Students
- Development of Student Evaluations Specific to Private Instruction and Coaching Activities
- Eight new Music Education minors for Bachelor of Music Education students





Center for Rural Engagement/Jacobs School of Music events 2018-19

Band: three visits planned
Sectionals, sitting in, discussions, performance

Hamiltunes: three visits and Bloomington; Singing Hoosiers, Jacobs opera students, Theater and Drama Students, plus high school singers in four communities

Reimagining Opera for Kids: two visits to two Brown County junior high schools
Provided teacher curriculum, audience participation

Classical Connections: Brown County, Soma Quartet, and approximately 25 Jacobs students.
Included a master class, sectionals and rehearsals, performance, career development session, Q & A

Excite DPS: two-day innovation workshop in Bloomington hosted by the Office of Entrepreneurship and Career Development; community partners attended

Three jazz band performances in Huntingburg over the summer, performed by emerging ensembles, led by Jacobs students.

Brass quintet performance Summer, 2018



Band visit in Salem, Indiana



Hamiltunes in Nashville, Indiana



Band visit in Salem, Indiana



Excite DPS workshop, Bloomington, Indiana

JACOBS SCHOOL OF MUSIC
Indiana University Bloomington

CAMPUS GUIDE

1. **MUSICAL ARTS CENTER (MAC)**
A. MAC Addition
Georgina Joshi Recording Arts Studio
Rehearsal Center
2. **SIMON MUSIC CENTER (M)**
A. Auer Hall
B. Ford-Crawford Hall
C. William and Gayle Cook Music Library
3. **MUSIC BUILDING ADDITION (MA)**
Music Practice Rooms, Faculty Studios
4. **MERRILL HALL (MUS)**
A. Recital Hall, Faculty Studios
5. **EAST STUDIO BUILDING (ESB)**
Undergraduate and Graduate Offices, Office of the Dean, Faculty Studios
6. **CONRAD PREBYS AMPHITHEATER**
7. **MUSIC PRACTICE BUILDING**
Music Practice Rooms, Business Office, Development Office, Communications Office
8. **RAY E. CRAMER MARCHING HUNDRED HALL**

“

For more than 30 years, our practice areas were in makeshift facilities. With the construction of the new Marching Hundred Hall, the band will enjoy the location and facilities that will continue to build on the fantastic traditions of the famous Marching Hundred. It is a dream come true.

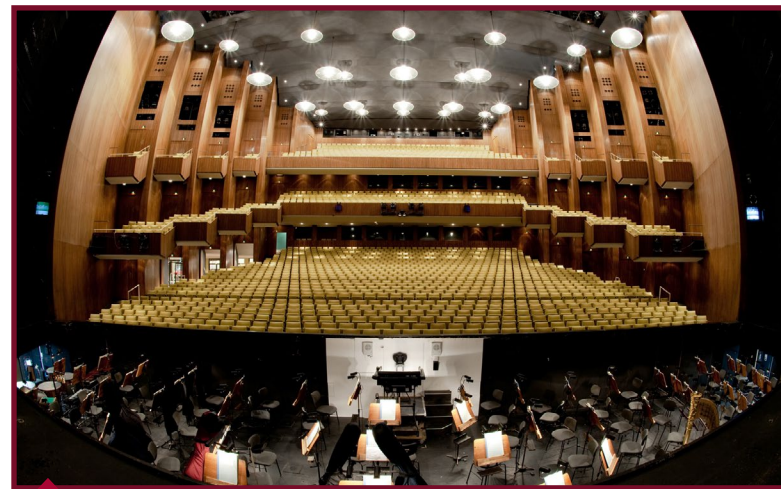
Ray E. Cramer
Professor Emeritus of Music (Bands)
Former Marching Hundred Director



Jacobs around the Globe



Haiti and Dominican Republic



Deutsche Oper Berlin, Germany



Jacobs students performing in Germany



IU Chamber Orchestra, Seoul Arts Center, Korea



New Music Ensemble, Mexico City, May 2018



Students performing at the residence of the U.S. Embassy's Charge d'Affaires (Berlin)



Sookmyung Women's University, Korea

ADDRESSING THE NEEDS OF OUR FUTURE

New Initiatives Planned over the Next Five Years

In this atmosphere of extraordinary cultural richness, discipline and discovery merge in world-class performers who are deeply engaged with both their craft and their national and international communities. With this, for the benefit of our students, it is our practice to be at the forefront of relevant music-focused curricula and global engagement. Additionally, we strive to honor several of the Indiana University Bicentennial Priorities. The following items are newly developed initiatives that reflect the values of the Bicentennial priorities, which the Jacobs School of Music will continue to develop over the next five years

BICENTENNIAL PRIORITY ONE: A COMMITMENT TO STUDENT SUCCESS

The following represent plans of the Jacobs School of Music's commitment to our students' academic pursuits and successes.

Jacobs School of Music Twenty-first Century Curriculum Task Force

In 2021, the Jacobs School of Music will be 100 years old! This is not only a monumental milestone, but also an occasion for reflecting on the past and envisioning the future. What should the second century of the school look like in our rapidly changing world? As a world-class school of music with a remarkable history, we are at a critical moment—a moment when it is essential to examine, confirm, and perhaps redefine or redirect our values and objectives for the future.



Over the past four years—informed and inspired by the work of the innovation committees—the faculty, administration, and staff at the Jacobs School have been hard at work developing and carrying out many new initiatives. The list of initiatives is long, and the work that has been done is extraordinary, but there is much left to do.

In spring 2016, a task force was created to consider what Jacobs School of Music students should know and be able to do to have a successful life in music in the twenty-first century. To begin a school wide conversation, the task force offers the following points for consideration:

1. We value excellence. We believe our students should be guided and inspired to perform at the highest possible level.
2. We value diversity and choice. We believe our students should have access to courses and experiences that meet specific needs within their discipline as well as courses and experiences that allow them to diversify their skills.
3. We value communication through a variety of media. We believe our students should be able to think, listen, speak, arrange, compose, write, perform, and produce their work at a high level.
4. We value creative problem solving. We believe our students should have experiences that help them learn to work independently to find creative solutions to problems and challenges.
5. We value a sense of student agency in a rapidly changing world. We believe that our students should know how the world of music works in the twenty-first century and should be provided with the knowledge and skills to lead a successful and rewarding life in music.
6. We value collaboration and cooperation. We believe our students should be encouraged to work collaboratively in a variety of settings, and that we should provide them with models of successful collaborations.
7. We value musicians' mental and physical health. We believe our students should have access to current research and information about health and wellness and that they should be provided with strategies for caring for themselves as musicians.

Task Force Members

- Lissa May**, – Task Force Chair - Professor of Music (Music Education); Associate Dean for Instruction
- Kyle Adams** – Associate Professor of Music (Music Theory); Chair, Department of Music Theory
- Phil Ford** – Associate Professor of Music (Musicology)
- Ed Gazouleas** – Professor of Music (Viola)
- John Gibson** – Associate Professor of Music (Composition: Electronic and Computer Music), Director, Center for Electronic and Computer Music
- Marietta Simpson** – Rudy Professor of Music (Voice)
- Joey Tartell** – Professor of Music (Trumpet); Director of Undergraduate Studies
- Thomas Walsh** – Professor of Music (Saxophone); Chair, Department of Jazz Studies

Initiatives Completed as of 2016

- New Department of Chamber and Collaborative Music
- New degree tracks: PD, Chamber Music; PD, Collaborative Piano; MM, Collaborative Piano; DM, Collaborative Piano
- New certificates
 - Undergraduate and Graduate Certificates in Analog Audio Engineering
 - Graduate Certificate in Music Education
 - Graduate Certificate in Vocology (proposed fall 2016)
- New minors
 - Undergraduate Minor in Electronic Music
 - Undergraduate Minor in Music Scoring for Visual Media
- 36 new courses for music majors
- 8 new courses in Music in General Studies
- Revision of degrees, coursework, and requirements to make them more relevant and reduce time to graduation
- Degree revisions in Music Education, Strings, Organ, Musicology, Composition, Percussion, and Voice

Initiatives since 2016

- New course in career development (offered now)
- Review of Historical Performance department and creation of two new courses as well as individual numbers for all performance study courses
- Review of jazz curriculum



Revised Bachelor of Music in Jazz Studies degree (fall 2020) to shift some of the focus from classical music theory and music history to jazz theory and history, and creates 12 credits of electives to allow jazz students to take courses in audio, media, career development, etc. New Doctor of Music in Jazz Studies (fall 2021). The Jacobs School of Music jazz department has been one of the leaders in jazz education in the nation since the establishment of a BM in Jazz Studies in 1968. In 1979, the MM in Jazz Studies was approved. The current jazz program is renowned not only because of the reputation of its founder, David N. Baker, and its outstanding faculty, but also because of many famous alumni and the resources available to students in one of the largest music schools in the country. The department's stated mission is to "Honor the Past. Shape the Present, Imagine the Future." Part of the vision for the future of the department is a DM in Jazz Studies that focuses on preparing jazz musicians for teaching in higher

education. There are only about 15 universities in the United States that offer doctorates in jazz, and many of those focus specifically on performance or composition. While those areas, along with a significant research component, are part of the proposed Indiana University Jacobs School of Music DM in Jazz Studies, there is a very strong emphasis on pedagogy, which honors past traditions of the department and capitalizes on the strengths of the current faculty. The proposed Doctor of Music in Jazz Studies promises to confirm the Jazz Studies Department's role as a leader in the field of jazz, and to position the school to prepare future Jazz leaders.

- Course in health and wellness for musicians is being developed to offer beginning in fall 2020.

Creating Stability and Sustainability within Admissions and Financial Aid

This area of the Jacobs School faces several big-picture challenges, many of which are caused by changing socioeconomic demographics and new and shifting demands and expectations in higher education in general. And, to some degree, these challenges are felt by most schools of music and conservatories in the United States today. Each point is also multidimensional and will require long-term multipronged solutions.

Affordability and competition regarding financial aid

The competition from other schools is increasing rigorously, especially with regard to merit-based financial aid. This manifests itself in the following ways:

High-profile schools (and our top competitors) offer full funding and sometimes stipends with no work duties in order to attract the most sought-after students in performance areas. These incentives are quite effective, and we find ourselves in a competing situation where top-level performers commonly choose the school that offers the most favorable financial picture combined with a prestigious program or a desirable studio teacher.



- Across the board in academic programs like Music Theory and Musicology (both at higher-profile and lower-profile schools), admissions offers are commonly bundled with funding offering higher stipends than ours as well as fewer work duties and longer durations. Graduate stipends and appointment benefits are also quickly becoming a topic of discord for current graduate students. Lately, the Graduate Workers Coalition at IU has become more vocal about regulating graduate work conditions. They have quickly gained traction as they speak out against low stipends, high mandatory graduate fees, and the amount of work expected from their graduate appointments. While these are not new ideas amongst IU graduate students, this past year, we have noticed more students reaching out to our office about these terms and voicing their discontent. This has not significantly affected our recruitment in the last few years. However, we are concerned that it will, especially combined with the already existing offers from other schools that offer higher stipends with better conditions.
- Lower-profile schools incentivize enrollment with very high scholarship offers (quite often full funding) for students who are not rated as highly by the Jacobs School. These students are top prospects for them but would not receive top scholarship offers from the Jacobs School. They are, however, very important to our incoming class. The combination of full-funding competition from high-profile schools for top recruits and top scholarships for other prospects from lower-profile schools, this puts us in a highly competitive financial environment for practically all students.

International recruitment

While we currently maintain a strong level of international enrollment, we sense that maintaining these numbers will become increasingly challenging given national trends. Across the country, we are seeing slowing rates of growth in the number of international students pursuing study in the U.S., with cited factors including concerns of safety, unwelcome national rhetoric, and a shifting political climate regarding immigration and visa policies. In addition, the ever-increasing cost of higher education in the U.S. is an important factor in whether a student studies abroad in the U.S. or elsewhere, as other countries often offer students full or near-full funding as a matter of national policy. Taken together, these factors create an environment where prospective international students may be less eager to consider studying in the U.S., which would affect us noticeably in the near future.

Visibility, especially online

Prospective students are overwhelmed by a flood of marketing efforts from all schools. As a high-profile school, it is important that what we offer—and the quality of what we offer—is branded and projected toward prospective students effectively. This is a challenge for schools at the moment. However, as a very large school with a wide range of offerings, we are competing with numerous schools all at once, some of which are targeting only certain segments of the prospective student population. The wide variety of available touchpoints and platforms (website, social media, in-person communications, faculty and student representation, etc.) amplifies this challenge. Prioritizing how information is presented and how accessible it is to prospective students will continue to be important for recruitment.

Systems

The expectations are high with regard to (1) preliminary communication and (2) application follow-up. This underscores a need for effective database and communications systems:

- Prospective students reached at recruitment events or on-campus visits are commonly visiting numerous other institutions. Their visits initiate a flood of touchpoints from each institution. Standing out in this heavy traffic of communication requires a thorough strategy and nimble techniques.
- Applications always require some form of follow-up (audition scheduling, etc.) and often necessitate many points of contact during the admissions process. This requires systems (database, work-flow systems, student-facing application, etc.) to work optimally. This is a major challenge since consumer expectations are rapidly increasing because incoming students grow accustomed to fast-moving systems such as iPhone apps, videos, etc.

BICENTENNIAL PRIORITY TWO: A COMMITMENT TO SCHOLARS

The following represent plans of the Jacobs School of Music's commitment to the meaningful dynamic between our students and our faculty – one that fosters curiosity, and develops the profession's leaders of tomorrow.

Preparing our Students for the Profession

This year, the voice department has instituted two new courses devoted to teaching an acting technique for singers. These courses are designed to give students a strong foundation in the craft of acting and body awareness and to prepare them to enter the ever-evolving world of opera. Also, dramatic coachings will be offered for credit so that students who have taken the acting technique courses will now be able to



personalize the skills learned and fine tune their application. By expanding the curriculum with both the technique courses and dramatic coachings, the Jacobs voice department recognizes and values the importance of acting as an integral part of opera performances and therefore has made a commitment to our students to provide this training. We will better prepare our students for performances on the MAC stage and in the professional world, which will, in turn, further cement our reputation for being the premier training program for opera.

Scoring for Visual Media Degree Program

The Scoring for Visual Media program at the Jacobs School of Music, led by Larry Groupé, has grown from a set of single course offerings into a complete MM, doctoral minor, undergraduate minor, and two certificate degree offerings. The next few years we have expanded with industry adjuncts teaching critical special skills, such as Synthesstration, Orchestration for the Screen, and Music Licensing and Monetization. We have a robust start this semester, with seven incoming MM students in scoring, and we expect to have greater numbers apply in the future. It is our goal for IU to compete directly with USC and Berklee Boston, as we have now become the alternative choice for artistic and industry success in all scoring-to-picture endeavors.



BICENTENNIAL PRIORITY FIVE: A GLOBAL UNIVERSITY

The following represent plans of the Jacobs School of Music's commitment to fostering our global connectivity. Our students, the profession, and society benefit from cultural exchange and engagement.

Creating Global Communities and Developing Our Online Presence

Jacobs Jazz in Graz, Austria

In our exchange with the Jazz Institute at the University of Music and Performing Arts in Graz, Austria, we alternate sending a group of Jazz Studies students and faculty to Graz one year and hosting a group of students and faculty from Graz the next. The program in Graz includes students from approximately 20 different countries. Our students have the opportunity to meet and work with students from several different countries, and a group of our students has an experience traveling abroad. Faculty who travel with the student groups teach and perform at the host school. Through this exchange, sharing their music and learning from each other, our students experience jazz as a global phenomenon.



Student String Quartet in Bonn, Germany

Every year, we send a string quartet to study for one week at the Beethoven-Haus in Bonn, Germany. The group is selected through a fall competition which then travels to Bonn over spring break with one of our faculty members. There, the students study manuscripts (only available at the Beethoven-Haus), work with internationally acclaimed Beethoven scholars, and receive coachings. The week culminates in the group's public recital in the beautiful auditorium at the Beethoven-Haus. This year, the Pacifica Quartet will accompany the students to Germany and perform alongside them. Students that have gone rave about the experience, calling it life changing. The opportunity to study this music in the house where Beethoven was born and to have access to his original scores provides deep musical and personal knowledge they carry with them throughout their careers and lives. This truly presents a global understanding for them and opens their eyes to aspects of this music they would not experience otherwise.



Live streaming and video recording concerts

Our ultimate goal is to make all Jacobs School performances freely and publicly available for live streaming at the *IUMusicLive* website. This constitutes approximately 1,100 performances each academic year. Additionally, we aim to stream an average of three to five "Featured Events" each week. While most concert streams will broadcast the feed from a single, static camera, the "Featured Events" will be multi-camera productions.

We intend to video record all event streams, both for preservation and for on-demand viewing (pending licensing and copyright permission). Choice recordings will be publicly available at *IUMusicLive*, while IU affiliates will have access to recordings of all events through IU's Media Collections Online (the system slated to replace the Variations Digital Music Library).

Distance learning

At our peak, we aspire to engage in 16 distance-learning collaborations per academic year, for a total of 32 distance-learning events. Of these, roughly four will be "Featured Events" of interest to a wide audience both at the Jacobs School and abroad. Most distance-learning events will take place in one of our equipped rooms in the Music Library. However, Ford-Crawford Hall will be the venue of choice for "Featured Events". Video recordings of all distance-learning events will likewise be available to IU affiliates through Media Collections Online.

We seek to establish distance-learning partnerships with no fewer than eight nationally and internationally renowned music institutions, thereby making our distance-learning events a means not only for Jacobs School students to experience diverse approaches to music but also for Jacobs School faculty to engage a large musical community. The long-term goals above will take considerable time to realize, as they represent a dramatic increase from our current streaming, video recording, and distance learning activities at the Jacobs School of Music.



BICENTENNIAL PRIORITY SEVEN: BUILDING A PROSPEROUS AND INNOVATIVE INDIANA

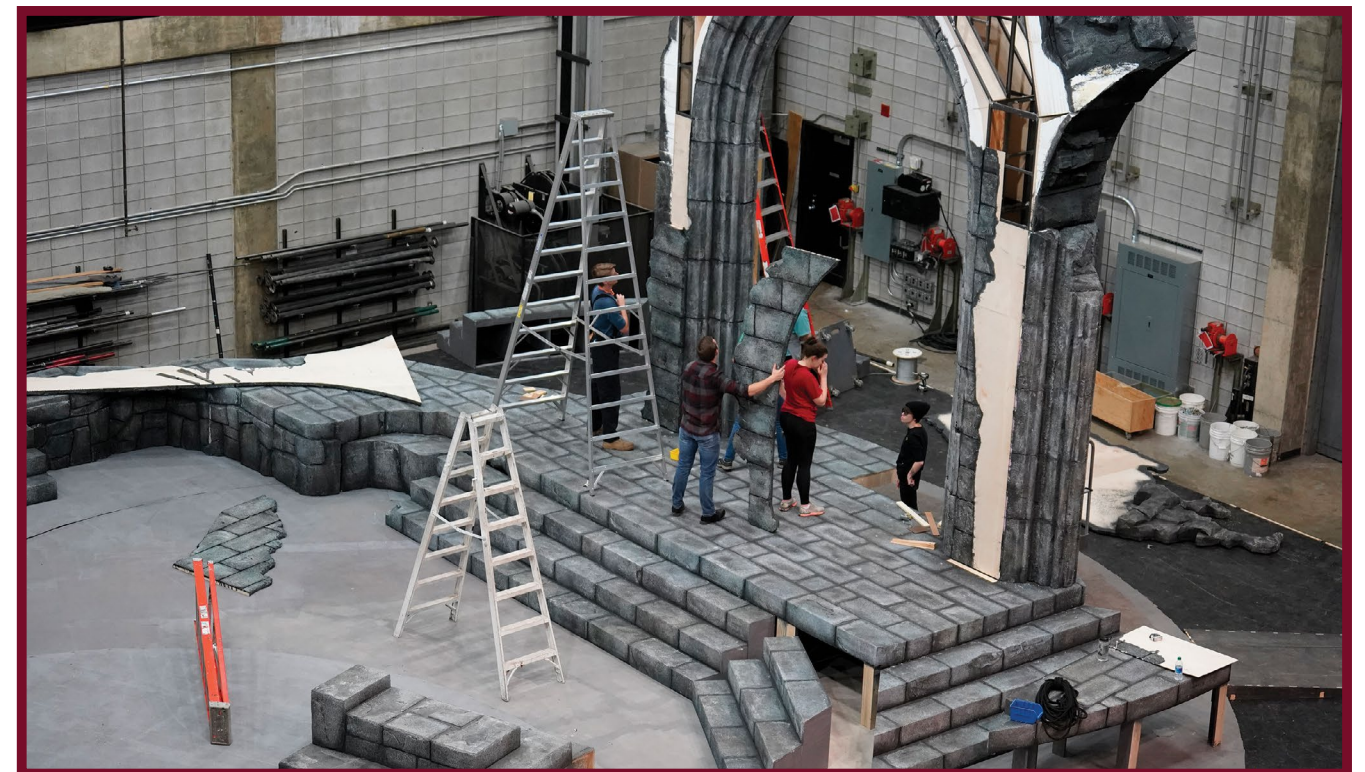
The following represent plans of the Jacobs School of Music's commitment to the developing opportunities that engage our students as active members of their profession. Furthermore, we seek to empower them to strengthen, think critically about, and ultimately grow the audiences served by our profession.

Career Development and Entrepreneurship at the Jacobs School

Over the past five years, the Jacobs School has fielded numerous projects and initiatives that connected the resources and expertise of students and faculty to Bloomington and a growing list of rural communities in the Uplands Region. A sampling of these include an annual innovation competition that has resulted in a number of successful initiatives; an innovation retreat for arts leaders and others that combined design thinking with artistic creativity; and two "summits" in collaboration with the Kelley School of Business that focused on intersections between Music, Business, and Peace. In the past 18 months, the Jacobs School has worked with the Center for Rural Engagement to design and implement more than 15 performance and education projects within the cities of Nashville, Salem, and Huntingburg.

Our Premiere Musical Arts Center

Challenges facing the Musical Arts Center can be likened to those found in any aging major performing arts venue. These issues revolve around infrastructure and outdated technology. Lighting instruments and dimmers are critical to Jacobs School of Music performance values and, given their antiquated status, require our immediate attention. Failing dimmers can have a serious and instant effect on live performances, having the potential to derail a live performance at any given time. Addressing the needs of our infrastructure would include updated seats, new carpet in the auditorium, cleaning of auditorium walls, a new orchestra shell, and new acoustical swags (sound absorbing material) in the rear of the house. In addressing these needs, one will immediately experience an upgrade in the quality of performances as well as the overall experience had by our patrons.





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**I have to report that I
have fallen in love with
the School.**

Leonard Bernstein

INDIANA UNIVERSITY
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