SCHOOL OF MUSIC
STRATEGIC ASSESSMENT OF GRADUATE PROGRAMS

Mission Statement
The graduate degree programs in music aspire to provide graduate students with advanced education in specialized areas of music, develop competency to practice in one or more fields of specialization, generate leaders in the field, and provide opportunities for advancement through research, creative activities, and teaching experience. The School of Music seeks to preserve and sustain cultural traditions, advocate for the discipline, and promote new scholarly and creative endeavors while expanding cultural awareness and diversity.

Specific degree programs and interrelation of programs
The School of Music offers four graduate degrees: the Master of Arts, the Master of Fine Arts, the Doctor of Philosophy, and the Doctor of Musical Arts. Each program allows for specialization while providing ample opportunities for students to interact as a community of scholars and musicians. Some specializations are practice-oriented, focusing on the preparation of artists, pedagogues, and therapists, while others are research-oriented. Each degree program provides students both opportunities to develop breadth of competence and preparation for professional careers.

Master of Arts (30-37 s.h.)
The Master of Arts in music offers professional education for performers, conductors, composers, scholars, therapists, and teachers, and features majors in performance, conducting, jazz, composition, music theory, musicology, music therapy, and music education. Although many of the students in the Master of Arts program prepare a written thesis or major composition as their final degree project, students specializing in performance, conducting and jazz studies present a public recital and/or performance project in lieu of a thesis. As many of the M.A. students continue their education at the doctoral level, the course of study is designed to link seamlessly with PhD and DMA programs.

Master of Fine Arts (60 s.h.)
The Master of Fine Arts is intended for students of superior ability in instrumental or vocal performance. It requires a minimum of 60 s.h. of post-baccalaureate study, including two full-length recitals and a final research paper of moderate length that may relate to some or all of the repertoire included on the recitals (Thesis 25:401). Students may earn a Master of Arts degree while working towards the Master of Fine Arts, but must take a separate final examination for each degree.

Doctor of Philosophy (72 s.h.)
The PhD in Music prepares students for careers as scholars, composers, and university professors, and features concentrations in composition, musicology, music theory, music education, and vocal pedagogy and literature. The PhD in Music Education, moreover, allows for a possible secondary emphasis in music therapy. The coursework for the PhD culminates in a dissertation.

Doctor of Musical Arts (72 s.h.)
The DMA is a practice-oriented degree with specializations in performance, pedagogy, and conducting that prepares students for careers in teaching and performance. The coursework for the DMA includes three full-length recitals and a scholarly investigation in the form of either a written essay of limited scope or an original thesis.
Program Size
The graduate enrollment in the School of Music for the past five years has fluctuated between 200 and 232 students.

Admission Process and Criteria
Criteria for Selection
Applicants to graduate programs in the School of Music must audition and/or submit supporting materials in their prospective area of concentration. Audition and portfolio requirements specific to each studio area are clearly published and provided to prospective students. While requirements differ slightly from area to area, they may include live performance of solo works, recordings, samples of writing, original scores, and tests of aural skills.

Student Demand
For most applicants, the first contact with the UI is made directly through a professor in the field of specialization. Many potential students come to campus to interview and audition in any given year, and a considerable number of these do not complete the UI Graduate College application process. This commonly occurs when no assistantships are open for the upcoming year or when the evaluating committee informs the candidate that their skills do not meet the standards of the School of Music. For fall 2009, the School of Music accepted 46 master’s and 38 doctoral students, and 30 master’s students and 28 doctoral students enrolled.

Success in Enrolling Highest Quality Students
When financial support in the form of assistantships and fellowships is offered, most areas are successful in enrolling the best applicants. Success is also evident in our graduation rates, the number of students who win awards, the continuation of many master’s students into doctoral programs, and the postgraduate employment of master’s and doctoral students. Many of our students continue their studies at peer institutions and conservatories, compete successfully for performance positions, or are placed in college and university teaching positions.

Success in Enrolling a Diverse Student Cohort
Recruitment is pursued at the national and international levels through faculty performance, presentations, and publications. Of the 58 new graduate students enrolled in fall 2009, 16 are foreign, 1 is an American minority, and 4 did not report an ethnic background. Nearly 75% of our graduate students are non-residents of the state.

Program Size and Graduate Student Support
Appropriate size of the graduate program
One of the most important factors in maintaining an excellent School of Music is the enrollment of a balanced student body in terms of studio size and the needs of the music ensembles. Orchestras, bands, choirs, opera, and jazz ensembles must maintain balanced instrumentation/voice parts for the benefit of the graduate and undergraduate students. Some programs such as composition, music therapy, and conducting must limit the number of graduate students in residence in order to provide students with the requisite opportunities and experiences. The size of most academic programs is determined by the number of faculty members available to meet the needs of the students in classes and supervise theses.
Financial Support
The number of years of support offered by the School of Music varies by area and degree, with most graduate students receiving 2-3 years of support for work on a single degree and as much as 4 years of support for the combined MA and doctoral degrees. Nearly all assistantships are offered at the 25% level, due to the necessity of balancing the needs of the music ensembles and supporting as many studios as possible. Of the 231 graduate students enrolled in fall 2009, 124 have support in the form of 25% or 37.5% assistantships, fellowships, and partial scholarships. CLAS provides 34 HTE TAs (assigned to 68 individuals). This year we also have 3 additional quarter-time TAs (Athletics) and 8 quarter-time RAs (Graduate College block allocation and Arts Share), 5 Iowa Performance Fellowships, 2 Pelzer Awards, 1 Dean’s Fellowship, 2 Ballard-Seashore Dissertation Fellowships, 1 Anne T. Cleary Dissertation Fellowship, 14 partial scholarships from other accounts, and 20 one-time fellowships from flood SIF and FRF funds. A number of students are completely without support. The School of Music also supports a few selected graduate students with travel money for conference presentations or major performances.

Faculty Time and Resources
All performance majors, composition students, and conducting students work individually with their major professors on a weekly basis. Graduate students in music therapy, music education, musicology, music theory, and jazz studies have small seminar classes, weekly colloquia, and other similar opportunities to work individually with faculty members. In addition, all teaching and research assistants receive orientation and mentoring before classes begin in the fall, as well as supervision and mentoring in their areas throughout the academic year.

Graduate College and External Funding
Graduate students in the School of Music actively pursue and are awarded fellowships and other sources of funding, including Fulbright Fellowships, NIH Fellowships, Rotary Foundation Fellowships, DAAD and other advanced language program grants, Dean’s Fellowships, Presidential Fellowships, Iowa Performance Fellowships, Pelzer Awards, Marcus Bach Dissertation Fellowships, Ballard-Seashore Dissertation Fellowships, Anne T. Cleary Dissertation Fellowships, Stanley Fellowships and Graduate College Summer Fellowships.

Time to Degree
According to the Graduate College statistics, the average time to degree for the PhD in Music earned between 2003 and 2008 (25 degrees awarded) is 6.5 years, while the time to degree for the DMA over the same period (69 degrees awarded) is 6.3 years. Many MA students in performance finish their degrees within two years, but the MA in musicology and music theory routinely require three because of the time required for the thesis.

Program Outcomes
Disciplinary recognition and visibility
Many of our graduate students in performance participate regularly in national and international competitions and festivals with strong results. Graduate students in the academic areas and pedagogical specializations, moreover, are quite active in professional organizations such as the American Musicological Society, Society for Music Theory, American Music Therapy Association, and Music Teachers National Association at both the regional and national levels, and quite a few of them have presented conference papers at various regional and national venues over the past few years.
Placements
UI students graduating with master’s and doctoral degrees in the School of Music pursue careers in arts administration, music therapy, orchestral and chamber playing, conducting, public school education, and academia. Many master’s students go on to doctoral programs at Iowa or other comparable institutions, and a significant number of doctoral students are placed in college and university teaching positions, often before their degrees are completed.

Conclusions
The School of Music has a nationally recognized and comprehensive graduate program. Enrollments are particularly high in conducting and most of the performance areas and are at the currently supportable level in music therapy and composition. Enrollments in music education, musicology, music theory, strings, and certain of the woodwind instruments could be slightly higher; faculty turnover and rigorous competition with peer institutions that offer larger financial packages have affected recruitment in these areas in recent years.