2014 – 2015 College of Music Faculty

ADMINISTRATION
James C. Scott, Dean
Warren Henry, AD, Academic Affairs
Jon Christopher Nelson, AD, Operations
Raymond Rowell, Scholarships and
External Affairs
John C. Scott, AD, Admissions
Benjamin Brand, Director of Graduate
Studies
Jaymee Haefner, Director of
Undergraduate Studies

COMPOSITION STUDIES
Joseph Klein, chair
Kirsten Broberg
Panayiotis Kokoras
Andrew May
Elizabeth McNutt
Jon Christopher Nelson
David Stout

CONDUCTING & ENSEMBLES
Richard Sparks, chair
Jerry McCoy
Paul Leenhousts
Stephen Dubberly
Paula Homer
Clay Couturiaux
David Itkin
Eugene M. Corporon
Dennis W. Fisher
Nicholas E. Williams

MUSIC HISTORY, THEORY and
ETHNOMUSICOLOGY
Frank Heidlberger, chair
Daniel Arthurs
David Schwarz
Benjamin Brand
Gene Cho
Diego Cubero
Paul Dworak
Steven Friedson
Bernardo Illari
Samantha Inman
Timothy Jackson
Justin Lavacek
Peter Mondelli
Margaret Notley
Robert Pearson
Catherine Ragland
Hendrik Schulze
Stephen Slottow
Thomas Sovik

INSTRUMENTAL STUDIES
John Holt, chair
Eric Nestler, associate chair

Center for Music and Medicine
Kris Chesky

Strings
Jeffrey Bradetich
Julia Bushkova
Susan Dubois
Daphne Gerling
Jaymee Haefner
Thomas Johnson
Philip Lewis
Felix Olshofka
Eugene Osadchy
Cynthia Roberts
Nikola Ružević

Woodwinds
Daryl Coad
Mary Karen Clardy
Kimberly Cole Lueveno
Deborah Fabian
Elizabeth McNutt
Eric Nestler
Kathleen Reynolds
James Ryon
James Scott
John Scott
Terri Sundberg

Brass
Tony Baker
Brian Bowman
Adam Gordon
John Holt
Jan Kagarice
Vern Kagarice
Donald Little
William Scharnberg
Allen Vizzutti

Percussion
Gideon Foli Alorwoyie
José Aponte
Christopher Deane
Mark Ford
Paul Rennick

MUSIC EDUCATION
Debbie Rohwer, chair
Donna Emmanuel
Warren Henry
Alan McClung
Sean Powell
Darhyl Ramsey
Rebecca Roesler
Donald Taylor

JAZZ STUDIES
John Murphy, chair
Jennifer Barnes
Rodney Booth
Richard DeRosa
Rosana Eckert
Frederick Hamilton
Stefan Karlsson
Brad Leali
Jay Saunders
Lynn Seaton
Ed Soph
Michael Steinel

KEYBOARD STUDIES
Steven Harlos, chair (Piano)

Piano
Joseph Banowetz
Bradley Beckman
Steven Harlos
Heejung Kang
Berthe Odnoposoff
Pamela Mia Paul
Gustavo Romero
Vladimir Viardo
Adam Wodnicki

Fortepiano/Harpischord
Peta Somlai

Organ
Jesse Eschbach

VOCAL STUDIES
Stephen Austin, chair
Richard Croft (on leave in FY15)
Molly Fillmore
William Joyner
Jennifer Lane
Stephen Morschcheck
Elvia Puccinelli
Jeffrey Snider
Carol Wilson
2014 – 2015 College of Music Staff

Cyriel Aerts
Michelle Aponte
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Heather Coffin
Colleen Conlon
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Laura Ford
Rebeca Galindo
Brad Haefner
Megan Heber
Alyssa Hedenstrom
Becky Hughes
Michelle Hurt
Beth Jackson
Katy Kinard
Becky King
Tim King
Scott Krejci
Erin Lancaster
Mary Law

Blair Liikala
Ann MacMillan
Joel MacMillan
Craig Marshall
Ana Martinez
Derek Miller
Alejandro Miranda
Vickie Napier
Jessie Niu
Anne Oncken
Carol Pollard
Raymond Rowell
Kelly Santa Maria
Judy Schietroma
Linda Strube
Lucy Warren
Joel Wiley
Sebastian Zaberca
College of Music History

Music has been a prominent part of the curriculum and campus life since the University was founded in 1890. Beginning in 1938, the College of Music saw dramatic growth and sustained success. Under Dean Wilfred Bain (1938-47) enrollment grew from 25 to 400, key faculty were hired, the first jazz degree was proposed, and the Department of Music became a School of Music. Under Dean Walter Hodgson (1947-58), the BM in Jazz Studies and the Ph.D. in Musicology were established; also during his tenure, UNT was desegregated (1954). Under Dean Kenneth Cuthbert (1958-74) a sizable music building, the old part of today’s edifice, was completed and the Doctor of Musical Arts degree was created. Under Dean Marceau Myers (1974-87) the present music complex was built, enrollment topped 1,500 students, and the school’s ensembles received wide acclaim throughout the state and country.

With the arrival of Robert Blocker as dean (1988 – 91), a new era began. The school instituted a decentralized organizational model, based on the creation of eight divisions. In light of the pressing need for scholarships, building an endowment became a priority. Additionally, a new performance facility became a high priority, and in 1999 the Murchison Performing Arts Center was opened under the leadership of Dean David Shrader (1992 – 99).

Today the College of Music continues to build on its role as a national and international leader in the arts and education. During Dean James Scott’s tenure (2001 – Present), our endowments and scholarships have grown, the faculty has increased in number and international prominence, our programs have been strengthened, international connections have increased, chair positions have been professionalized, a new interdisciplinary research cluster has been created, and our facilities have improved in ways large and small. As we look to the future, it is essential that the College of Music remain focused on its mission and vision while continuing its tradition of leadership in the arts and education.

Mission

To provide a dynamic, diverse, and comprehensive learning environment for both future professionals and the broader university community in which each student’s fullest musical potential may be achieved

To promote the highest standards of excellence and to generate the most significant professional impact in all areas of scholarly and artistic activity

To cultivate new music, interdisciplinary collaborations, and new approaches to scholarship, performance, and education

To affirm the fundamental value of music in educational settings and in society at large, going beyond advocacy to enhance the musical life of the broader community, from local to international


**Vision**

The College of Music will have an enhanced reputation nationally and internationally, based on recognition of the comprehensiveness, diversity, and quality of the full span of its programs. Students and faculty will develop, have access to, and engage in the latest technological and pedagogical innovations in the field of music in an environment that retains and strengthens the values of musical artistry and humanistic scholarship.

We will find new ways to engage with and transform the musical and intellectual life of the broader community through our performances and other activities. We will foster an educational environment characterized by a diverse student and faculty profile, and by musical and academic experiences that resonate with a broad spectrum of historical, cultural, and stylistic perspectives. Our students, faculty, and staff will work in an environment known for its attention to the preservation of professional health.

**Core Values**

The College of Music values artistic excellence in all of its activities and at every stage of students’ development. Specifically, we recognize these core values:

- **Students and Learning**: The artistic and intellectual development of each student is nurtured by collaboration with the faculty. This is reflected in the central role of: a) individual instruction, b) performing ensembles, c) academic classes, d) individually supervised research, and e) internships and contextual learning. The effect of our instruction lasts far beyond the student years. Consequently, our responsibility is to instill in our future composers, educators, scholars, and performers a respect for their role as arts advocates in society. Further, we value music’s role in all UNT students’ lives, as evidenced by our commitment to provide opportunities and experiences for non-music major students that will enhance the human aesthetic experience.

- **Diversity**: The value of a diverse student body and faculty is essential for a culture in which multiple musical traditions are studied. Cultural, social and intellectual diversity is an acknowledged part of our students’ education. The College of Music recognizes study abroad opportunities and the visits of internationally acclaimed artists/scholars as vital components of our curriculum. We believe that diversity can be broadened by extending and enhancing financial aid, classroom distance learning, community outreach, and satellite courses that reach state, national and international populations.

- **Scholarship, Research and Creative Activity**: The College of Music affirms the value of breadth and variety in artistic activity, innovation, and research. Scholarship is pursued in multiple ways including creative projects in musical composition and performance, innovative approaches to research in music education, history, and theory, all of which are considered to be of equal value. Preservation of great works of music, the performance of them, and the understanding of them in new contexts is also part of this work.

- **Community Engagement**: An essential value of the College of Music is to create a sense of community. This value is affirmed by sponsoring approximately 1000 performances per year, drawing thousands of audience members to performances, lectures, and other public events. Further affirmation is evidenced by several musical outreach programs that serve multiple populations in and around the Metroplex. Such programs include: Dallas Symphony Orchestra Performance Prelude Lectures, Early Childhood Music Program, String Project, New Horizons Senior Bands, and the Owsley Project for underprivileged children.

- **Integrity and Stewardship**: The College of Music bases all of its processes and policies on the same commitment to responsibility and integrity that defines its artistic pursuits. It acknowledges its accountability for the resources entrusted to it in terms of effective and purposeful stewardship and of protecting its equipment, facilities and environment.
Overarching Goals
The College of Music Strategic Plan is designed to align with the goals of the University of North Texas and the goals of Academic Affairs. It must be noted that, by nature, degree programs in the College of Music are interconnected, and engagement with the community and beyond is an inherent part of our operation. Therefore, the following goals are designed to enhance the educational experience for all our students and elevate the musical experiences for our external constituents:

- The College of Music will strengthen the overall student profile in terms of musicianship and scholarship through targeted efforts to attract and recruit superior students for all degree programs.

  Raising our national and international profile as an artistic and scholarly institution is integral to the mission of our College and University. Given that 75% of our undergraduates and 50% of our graduates are from Texas, we must strengthen our efforts to attract and recruit Texas’ most promising students in order to elevate the overall stature of the College of Music, all while continuing to recruit nationally and internationally.

- The College of Music will provide well-considered, rigorous, and integrative curricula that place the highest priorities upon our students’ academic success, artistic development, and timely degree completion, and that contribute to the university’s goals and the expectations of the Texas Higher Education Coordinating Board with respect to Closing the Gaps and Research I university status.

  While all programs in the College of Music are expected to “close the gaps,” the College of Music can best contribute by evaluating and tracking student progress in the Music Core, particularly as it relates to retention and time-to-graduation rates. Additionally, in order to contribute to the goals of UNT’s Strategic Plan, particularly the initiative to attain Research I status, the College of Music must responsibly maximize Ph.D. generation in Composition, Music History, Music Theory and Music Education without diminishing the strength of our current DMA programs.

- The College of Music will provide a supportive educational experience spanning the entire period of time from the admissions process through post-graduation career entry, preparing students for academic, artistic, and professional success through enhanced advising and career development opportunities.

  The College of Music recognizes the importance of support and oversight of student progress throughout the program. Regular advising, mentoring, tracking, and preparation for graduate school or professional careers are all important in achieving this goal. Particular areas that support this goal are (1) coordination between admissions and advising; (2) efficiency and effectiveness of the graduate office; and (3) preparation of international students and their integration into the academic and social environment.

- The College of Music will foster and support faculty whose artistry, teaching, scholarship, service, and academic citizenship contribute to the mission and goals of the university and College.

  The reputation of any school rests upon the quality of its faculty, and the College of Music has benefited from an outstanding faculty for many years. As the university continues to progress and redefine itself, it will be essential to recruit faculty whose qualifications are aligned with the evolving mission of the university and to support their efforts in all areas of faculty activity.
• The College of Music will seek and develop innovations to maximize the meaningful reception of the music it produces, both in remote and asynchronous formats and in the live experience.

The College of Music’s mission statement includes the charge “to enhance the musical life of the broader community, from local to international.” Constantly evolving technologies and patterns of social interaction call for ongoing study and reflection regarding how musical life for the listener can be optimally realized. The nature of our visually-oriented culture raises new questions about how and whether the introduction of visual elements strengthens or compromises the musical experience. Issues deriving from these considerations and market analysis should drive decisions about strategic investments, skills for performing artists, concepts for composers, and means of promotion.

• The College of Music will intensify efforts to raise external funds that support our mission and vision by strengthening connections with alumni and identifying a new generation of donors.

External funds that support the College of Music mission and vision have a profound impact on every aspect of our operation. In recent years, we have seen the following accomplishments: growth in the endowment from $5M (2002) to $17.5M (2013); funding of the Brusilow Endowed Chair ($1M); Winspear Opera Chair ($1.5M); Eastman Keyboard gift ($1.4M), the Voertman Organ gift ($1.5M), and the pledge of $10M from UNT alumnus Charn Uswachoke. Part of the matching funds from this gift, approximately $3.5M, will be committed to an additional endowed chair and endowed professorship. These gifts reflect the generosity and commitment of individuals who recognize the importance of the arts and higher education. While these gifts have provided extraordinary support, we must also recognize that the collective contributions of smaller gifts from alumni and friends can strengthen our operations significantly. It is remarkable that nearly 30% of our faculty contribute at least $1,000 per year, a fact that very few, if any, music schools in the country or areas in this university can match. Therefore, as we look to the future, it is essential that we continue to build relationships with existing donors while also cultivating relationships with a new generation of donors who will support our vision and mission through large and small gifts.

• The College of Music will provide teaching and performing spaces appropriate to all kinds of student learning associated with our mission, goals, and objectives; to the work of the faculty; and to the presentation of music to the public at a level of aesthetics commensurate with the music itself and with the stature of the College of Music.

While recent years have seen significant improvements in College of Music facilities, we still have a number of problems relating to space deficit, condition of facilities, and appropriateness of facilities for their prescribed function. In recent years, we have converted every usable space in the Music Building into additional office and teaching space. We also have completed several significant renovations to improve performance venues and classroom space. Although we will need to continue to upgrade our existing facility, a new College of Music building is necessary to create an adequate environment for learning and performance. While the actualization of a new building is outside the scope of this strategic plan, we will nevertheless begin planning and working toward this goal over the next five years.
College of Music Strategic Initiatives: Recruitment

Note: Also see recruitment statement included with Graduate Education.

1.1.1 Research and develop additional recruiting strategies that will strengthen existing recruitment practices in order to attract students at all levels and all specializations. Specifically, continue to conduct a geographical analysis each year to determine application patterns (see Geographical Data, Appendix 1)

Accountable
Associate Dean for Admissions

1.1.2 Allowing for the cyclical nature of applications, continue to increase the overall number of completed applications by 5% - 10% in the next five years by targeting regional/state/international areas with a history of high applications, and also targeting specific regional/state/international areas that have potential for high application rates (see Application/Admission Data, Appendix 2)

Accountable
Associate Dean for Admissions

1.1.3 Without compromising student quality, increase the yield of admitted applicants by 5% over the next 5 years, thus achieving a 55% average yield with a targeted balance of approximately 60% undergraduate, 20% Master’s and 20% Doctoral (see Applications/Admissions Data, Appendix 2; also see Peer Comparison Data – Enrollment/Graduation, Appendix 11). Simultaneously, seek to improve the diversity of our student population, particularly African Americans, which is our lowest percentage compared to the University’s percentage (see College of Music Ethnicity, Appendix 3)

Accountable
Associate Dean for Admissions
1.1.4 Conduct an analysis to determine the extent to which our scholarship deficiencies are impacting the number of those who do not accept admission by choosing another university (see Applications/Admissions Data, Appendix 2; also see Peer Comparison Data - Graduate Assistant/Scholarship Data, Appendix 11).

Accountable
Associate Dean for Admissions
Assistant Dean for Scholarships
Division Chairs

1.1.5 Assess the COM website annually to determine if information is accessible, accurate and updated for current and prospect students.

Accountable
Associate Dean for Academic Affairs
Associate Dean for Admissions
Undergraduate Advising and Graduate Advising Office

1.1.6 Continue to improve the overall undergraduate music student profile, which is already one of the strongest in the University. Strive to increase the mean SAT score to 1200 and increase our yield of students in the top 10% of their high school class to 40% in the next 5 years. Additionally, achieve a percentage of 30% of FTIC music students enrolled in the Honors College, approximately 50 students (see College of Music FTIC/Transfer Student Profiles, Appendix 4).

Accountable
Associate Dean for Admissions
Division Chairs and Faculty

1.1.7 Advocate to the university and donors for the necessity of a student recruitment budget, including student travel and faculty travel as it relates to recruitment. Our peer institutions expend an average of $215 per student for faculty travel (compared to $65 in the College of Music), $57 per student for student recruitment (compared to $25 in the College of Music), and $223 per student (compared to $59 in the College of Music). See Peer Comparison Data, Additional Comparisons, Appendix 11.

Accountable
College of Music Dean
Division Chairs

1.1.8 Address inherent issues with College of Music Transfer students, both in terms of their acceptance to the College of Music and their academic progress. Increase the mean GPA of transfer students to 3.3 (1st year) and 3.0 (2nd year) (see College of Music FTIC/Transfer Student Profiles, Appendix 4)

Accountable
Associate Dean for Academic Affairs
Director of Undergraduate Studies  
College of Music Undergraduate Advising

1.1.9 Continue to utilize Cost of Attendance Data and Peer Institutional Comparison Data for recruitment and to determine specific areas to improve in order to remain competitive with other institutions.

**Accountable**
Associate Dean for Admissions  
Assistant Dean for Scholarships

**College of Music Strategic Initiatives: Curricular**

1.1.10 Using the Texas Academy for Math and Science (TAMS) as a model, explore the potential of developing a pre-college program that allows top high school students to enroll for college credit.

**Accountable**
College of Music Dean  
Associate Dean for Academic Affairs  
Council of Division Chairs

1.1.11 Continue to strengthen communication for the COM At-Risk Initiative, with the goal of increasing our overall at-risk student retention rate to 70% in the next 5 years (see At Risk Data, Appendix 6)

**Accountable**
Associate Dean for Academic Affairs  
Director of Undergraduate Studies  
College of Music Undergraduate Advising

1.1.12 Secure funding to strengthen the College of Music At-Risk initiative, specifically to obtain a software program (Starfish Retention Solutions) designed to streamline communication to help students at risk and improve retention.

**Accountable**
College of Music Dean  
Associate Dean for Academic Affairs  
Director of Undergraduate Studies

1.1.13 Continue to build on the existing strengths of our undergraduate and graduate advising offices. Specifically, increase early registration for FTIC students to 90%, and increase graduate degree plan submissions by 5% in the next 5 years (see Undergraduate/Graduate Advising, Appendix 7)

**Accountable**
Associate Dean for Academic Affairs
Develop a Certificate in Instrumental Repair, which will provide a targeted career path for those wanting to work in this growing field.

Accountable
Associate Dean for Academic Affairs

Reassess the Music Core, with specific objective to ensure that our curricular requirements reflect the changing conditions of the music profession.

Accountable
Associate Dean for Academic Affairs
Director of Undergraduate Studies

Reassess non-major offerings to ensure curricular currency and to increase SCH generation for the College of Music, which will require the return of the Music in General Studies position that was cut during the FY15 budget process. Specifically, increase non-major SCHs by 10-15% in the next 5 years, which is contingent on the reinstatement of the Music in General Studies position (see Non-Major Credit Hour Generation, Appendix 8).

Accountable
College of Music Dean
Associate Dean for Academic Affairs
Director of Undergraduate Studies

Assess all aspects of summer school instruction to determine strategies to increase summer enrollment, with the goal of increasing overall summer enrollment by 5% over the next 5 years. Specifically, increase master’s enrollments, which might be best achieved by strengthening the Master of Music Education degree (see Peer Comparison Data- Enrollment/Graduation, Appendix 11).

Accountable
Associate Dean for Academic Affairs
Division Chairs

Strengthen research and creative opportunities for undergraduate and graduate students, which will require increased financial support for student travel (see Peer Comparison Data, Additional Comparison, Appendix 11).

Accountable
Associate Dean for Academic Affairs
Director of Undergraduate Studies; Director of Graduate Studies
Division Chairs
1.1.19 Continue to strengthen our study abroad opportunities, and seek to secure additional exchange relationships with universities around the world, particularly in areas that have high College of Music application rates (see International Enrollment, Appendix 5).

Accountable
Associate Dean for Academic Affairs

1.1.20 Improve the collection of career data for College of Music graduates at both the undergraduate and graduate level. Require each Division to submit complete and up-to-date annual reviews of career data for its students, and integrate the results with alumni data through collaboration with the Development Office and with Graduate and Undergraduate Advising. The goal should be an accurate sense of the likely career paths of College of Music graduates from every program and at every level.

Accountable
Division Chairs
College of Music Development Office

1.1.21 Continue to explore a curricular partnership with Texas Woman’s University, particularly for the possibility of collaborating with their Music Therapy program.

Accountable
Associate Dean for Academic Affairs
Division Chair, Music Education

1.1.22 Through the Center for Music and Medicine, develop a formal collaboration with the Texas Center for Osteopathic Medicine, the College of Public Affairs and Community Service, and the College of Education to develop more robust educational services (clinical), research, and community engagement agendas.

Accountable
Director of Music and Medicine

**College of Music Strategic Initiatives: Instructional Space**

1.1.23 Examine College of Music enrollments to determine what an ideal enrollment target should be, given our faculty resources and current instructional space.

Accountable
College of Music Dean
Associate Dean for Academic Affairs
Associate Dean for Operation
Associate Dean for Admissions
1.1.24 Establish a building committee to examine space deficits and the current conditions of our facilities and how to move forward with plans for renovations and a new facility for the College of Music.

Accountable
College of Music Dean
Associate Dean for Operations
College of Music Strategic Initiatives: Faculty
(Note: This includes recruitment of faculty for undergraduate and graduate programs)

1.2.1 Continue to recruit, select, develop, and retain a diverse, highly qualified, and productive faculty appropriate for an internationally recognized College of Music.

Accountable
College of Music Dean and Division Chairs

1.2.2 Secure new faculty positions for areas whose needs are supported by documented evidence or whose outlined initiatives require a specialization not offered by our current faculty.

Accountable
College of Music Dean and Division Chairs

1.2.3 Identify highly distinguished candidates to recruit for the COM faculty, in order to enhance the national and international profile of the College of Music. Acquire necessary resources through new funding and re-allocation of existing funds.

Accountable
College of Music Dean and Division Chairs

1.2.4 Maximize formal and informal faculty mentoring practices to foster faculty development and productivity.

Accountable
Associate Dean for Academic Affairs and Division Chairs

1.2.5 Continue efforts to compensate faculty in a manner commensurate with identified peer and aspirational institutions.

Accountable
College of Music Dean
1.2.6 Continue to determine if there are additional adjunct-to-lecturer conversions that would strengthen our student-to-faculty ratio and increase our instructional resources.

Accountable
College of Music Dean
Associate Dean for Academic Affairs
**Unt Goal #2**
Provide superior graduate education, scholarship and artistic endeavors and achieve status among the nation’s tier-one research institutions.

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**College of Music Strategic Initiatives (Recruitment/Scholarships)**
Because the College of Music functions as an interdependent unit, most of the recruitment initiatives outlined under Bold Goal 1 apply to graduate education recruitment initiatives.

Because our overall graduate support is not on par with our peer institutions, our ability to recruit top-level students compromised. If we are to remain competitive, our GATS allocations will need to increase (currently a budget equivalent to 61 awards), and our scholarship pool will have to increase. Our peer universities offer an average of $13,698 per student, while we are able to offer only $6,227 per student. Consequently, we are losing our top-tier students who choose to attend universities with far stronger financial packages. We have tried to recruit students with Cost of Attendance Data (see Appendix 9), but in many cases it does not convince. We will continue to work with donors and seek every opportunity to increase our scholarship base, which has been ever-increasing since 2000 (see Scholarship Data, Appendix 10). For comparison data, see Peer Comparison Data - Graduate Assistantship/Scholarship/Endowment Data, Appendix 11)

It should be noted that during the 2013 We Care We Count Campaign, the College of Music faculty and staff contributed $72,049, the largest amount from any unit on campus.

**College of Music Strategic Initiatives (Curricular- Graduate)**
(Note: Some curricular goals listed under Strategic Goal 1 also apply to graduate curricular goals)

2.1.1 Undertake a coordinated study of the level of English language skills for entering graduate students. The study should compare admissions standards at the College of Music to those of peer institutions, evaluate the writing examinations administered to incoming graduate students by each program in lieu of the GRE, and recommend changes to ensure that all students are held to standards commensurate with graduate-level coursework.

**Accountable**
Associate Dean for Academic Affairs
Director of Graduate Studies
Graduate Performance Degrees Committee
Graduate Academic Degrees Committee
2.1.2 Develop new centers or areas of curricular emphasis that build on existing strengths in the College of Music, UNT, and the region. Specifically, explore possibilities that would include:

- initiatives that align with our existing connections and endowments for Czech music culture
- initiatives that would align with UNT’s Latina/o and Mexican-American Studies program, for example a Center for Mexican and Latin American Music Studies
- initiatives to add a Ph.D. in Ethnomusicology, which enhance our curricular diversity and perhaps increase the diversity of our faculty and student population
- initiatives that take advantage of our strong connection with countries in Asia, as noted by our strong Asian student population in the College of Music and the high application rates from Asian countries. Pursue initiatives that also connect with our already well-established relationship with the Asian community in the DFW area.

Accountable  
College of Music Dean  
Associate Dean for Academic Affairs  
Director of Graduate Studies  
Division Chairs

2.1.3 Given the responses in the Strategic National Arts Alumni Project (SNAAP) survey, seek to strengthen and expand our existing Career Courses, perhaps leading to a national conference on Arts Leadership or working with the Murphy Enterprise Center to develop a Certificate in Arts Leadership.

Accountable  
College of Music Dean  
Associate Dean for Academic Affairs

2.1.4 Ensure that the curriculum for doctoral students acknowledges the centrality of critical reading, expository writing, and public speaking in the likely career paths of doctoral graduates. Review current degree requirements and advising practices to ensure that students will confront the tasks of critical reading, expository writing, and public speaking in multiple contexts before embarking upon their doctoral document.

Accountable  
Director of Graduate Studies  
Graduate Degree Committees  
Division Chairs and Area Coordinators

2.1.5 Improve the academic success of the College of Music international students by developing a tracking system and mentor program that will monitor students’ English speaking and writing skills beyond the completion of IELI programs at UNT. Such a mentoring system should last throughout the students’ degree programs in order to avoid the observed decline in ability after IELI rigor. Attention must also be given to students who exempted IELI yet remain challenged in English language ability.
2.1.6 Develop an At Risk Initiative at the graduate level, which will monitor academic progress as well as time-to-degree. Improve graduate rates so they are at least on par with our peer institutions (see Peer Comparison Data - Enrollment/Graduation Data, Appendix 11)

Accountable
Associate Dean for Academic Affairs
Director of Graduate Studies
Director of Graduate Studies

2.1.7 Explore collaborative possibilities with the College of Business Administration and the Murphy Enterprise Center to develop a Certificate in Music Entrepreneurship.

Accountable
College of Music Dean
Associate Dean for Academic Affairs
Director of Graduate Studies
The accomplishments and national leadership of the College of Music attract a high number of candidates whose accomplishments and international stature are fitting of a Research 1 university. While we have made great strides with faculty salaries, we still have more to accomplish when compared to our peer institutions (see Peer Comparison Data - Faculty Salaries, Appendix 11). Overall, our salaries are low at all four ranks. However, this does not take into account cost-of-living data. We will also have to address teaching loads that currently do not allow faculty to maximize their research and creative opportunities, including securing grants from major funding agencies.
UNT GOAL #3
Become a national leader among universities in student support, employee relations, operational effectiveness and service to constituencies.

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**College of Music Strategic Initiatives**

3.1.1 Initiate processes that track alumni and students in their final semester of study to determine program satisfaction, job placement, demographics, and mailing addresses. Such information could be collected for undergraduates in the Capstone Courses using an undergraduate survey.

**Accountable**
Graduate and Undergraduate Advising
College of Music Development Office
Director of Undergraduate Studies

3.1.2 Coordinate efforts with the Office of Alumni Relations, which serves as the primary point of contact for alumni tracking and surveys.

**Accountable**
College of Music Development Office

3.1.3 Establish effective and efficient means of social networking among students, alumni, and donors.

**Accountable**
College of Music Development Office
College of Music Webmaster

3.1.4 Establish an effective and coordinated fundraising network among the Dean, chairs, faculty, and development staff.

**Accountable**
College of Music Dean
College of Music Development Office
3.1.5 Continue to seek donors for naming contributions for the College of Music, endowed chairs, and currently unnamed facilities, such as the Recital Hall and the College of Music building. We are particularly behind as compared to our peer institutions (see Endowments, Appendix 11).

Accountable
College of Music Dean
College of Music Development Office

3.1.6 Continue to develop a stronger artistic presence in Dallas, Fort Worth, and other major locations.

Accountable
College of Music Dean
Division Chairs and Faculty

3.1.7 Recognize the College of Music website as a vital tool to inform potential donors. Update the existing site to include Counterpoint, an “at a glance” view of the College, our Mission and Vision Statements, and other initiatives that will inform potential donors. Identify a committee to review our website for content and recommendations at least once per year.

Accountable
College of Music Dean
College of Music Webmaster

3.2.8 Continue to provide the necessary equipment, training, and opportunities for staff that will support their work and job performance.

Accountable
Associate Dean for Operations
Staff Supervisors

3.2.9 Continue to work with upper administrative offices to find ways to improve staff salaries, increase staff merit, and identify paths for those wanting to advance in their positions.

Accountable
College of Music Dean
Associate Dean for Operations
Division Chairs
UNT GOAL #4
Establish UNT as a nationally recognized, engaged university and regional leader by building and expanding mutually beneficial partnerships and resources.

Academic Affairs Strategic Plan Goals
4.1 Develop and foster community-at-large engagement and service activities.
4.2 Effectively communicate the application of scholarly activities to the community-at-large.
4.3 Develop and foster environmentally friendly and sustainable practices.

College of Music Strategic Initiatives
4.1.1 Continue to strengthen existing College of Music engagement activities and seek out opportunities for new ways to engage the community.

Accountable
College of Music Dean
Division Chairs

4.1.2 Secure a new staff position for digital media projects to digitize our music performances (recorded live and in the studio) and archival materials (including photographs, video recordings, scores, and artifacts), making our digital archive available to students and scholars for study, to the public through digital channels to support outreach and marketing for the College, and, in the case of products prepared for sale, to the public through our online store.

Accountable
College of Music Dean
Division Chairs

4.1.3 Explore new and innovative ways to program concerts for the community-at-large.

Accountable
College of Music Dean
Ensemble Directors
Performance Chairs

4.1.4 Establish a resident string quartet that would serve the community and also serve an important role in recruitment.

Accountable
College of Music Dean
Appendix 1
Geographical Application Data
FY15 Applications: United States

Geographical Application Data
- 50 and above
- 30-49 Applicants
- 21-35 Applicants
- 11-20 Applicants
- 5-10 Applicants
- 3-4 Applicants
- 1-2 Applicants

Source: [source information]
Geographical Information

- The last three audition seasons have seen applications from 51 countries, 48 states, and 337 cities in Texas
- South Korea has provided an average of 90 applications each year, while China has produced an average of 65 applications, and Taiwan an average of 30 applications
- Other than Texas, the states with the most applications have consistently been California, Florida, Illinois, New York, Ohio, and Oklahoma. All have had more than 20 applicants each of the last three years
- All major Texas cities and suburbs are well represented: Austin, Dallas/Fort Worth, Houston, and San Antonio

Note: These data are based on self-reported addresses and current citizenship status taken from the College of Music online application system. Inaccurate information may come from how the applicants categorize themselves. This is particularly the case with graduate applicants, who may list where they are currently attending college versus their actual state or country of residence.
Appendix 2
Application/Admissions Data

UNDERGRADUATE APPLICATIONS

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Total Applications</th>
<th>Completed Applications</th>
<th>Number Admitted</th>
<th>Number Accepted Admission</th>
<th>Number Declined Admission or Did Not Reply</th>
<th>Number Actually Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY13</td>
<td>1054</td>
<td>907</td>
<td>450 (49.6%)</td>
<td>236 (52.5%)</td>
<td>214 (47.5%)</td>
<td>212 (47.1%)</td>
</tr>
<tr>
<td>FY14</td>
<td>1289</td>
<td>1013</td>
<td>501 (49.4%)</td>
<td>264 (52.6%)</td>
<td>237 (47.4%)</td>
<td>239 (47.7%)</td>
</tr>
<tr>
<td>FY15*</td>
<td>1135</td>
<td>1020</td>
<td>480 (47.0%)</td>
<td>245 (51.0%)</td>
<td>235 (49.0%)</td>
<td>214 (44.5%)</td>
</tr>
</tbody>
</table>

*As of 9/1/14

GRADUATE APPLICATIONS

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Total Applications</th>
<th>Completed Applications</th>
<th>Number Admitted</th>
<th>Number Accepted Admissions</th>
<th>Number Declined Admission or Did Not Reply</th>
<th>Number Actually Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY13</td>
<td>690</td>
<td>609</td>
<td>257 (42.2%)</td>
<td>136 (52.9%)</td>
<td>121 (47.1%)</td>
<td>133 (51.7%)</td>
</tr>
<tr>
<td>FY14</td>
<td>682</td>
<td>671</td>
<td>343 (51.1%)</td>
<td>207 (60.4%)</td>
<td>136 (39.6%)</td>
<td>167 (48.6%)</td>
</tr>
<tr>
<td>FY15</td>
<td>632</td>
<td>609</td>
<td>242 (39.7%)</td>
<td>141 (58.3%)</td>
<td>101 (41.7%)</td>
<td>137 (56.6%)</td>
</tr>
</tbody>
</table>

*As of 9/1/14

TOTAL APPLICATIONS

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Total Applications</th>
<th>Completed Applications</th>
<th>Number Admitted</th>
<th>Number Accepted Admission</th>
<th>Number Declined Admission or Did Not Reply</th>
<th>Number Actually Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY13</td>
<td>1744</td>
<td>1516</td>
<td>707 (46.6%)</td>
<td>372 (52.6%)</td>
<td>335 (47.4%)</td>
<td>345 (48.7%)</td>
</tr>
<tr>
<td>FY14</td>
<td>1971</td>
<td>1692</td>
<td>844 (49.8%)</td>
<td>471 (55.8%)</td>
<td>373 (44.2%)</td>
<td>406 (48.1%)</td>
</tr>
<tr>
<td>FY15</td>
<td>1767</td>
<td>1629</td>
<td>722 (44.3%)</td>
<td>386 (53.5%)</td>
<td>336 (46.5%)</td>
<td>351 (48.6%)</td>
</tr>
</tbody>
</table>

*As of 9/1/14
Appendix 3
College of Music Student Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>COM Undergraduate</th>
<th>UNT Undergraduate</th>
<th>COM Graduate</th>
<th>UNT Graduate</th>
<th>COM Total</th>
<th>UNT Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>3.8%</td>
<td>5.6%</td>
<td>3.5%</td>
<td>4.3%</td>
<td>3.7%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Black/African</td>
<td>4.7%</td>
<td>13.1%</td>
<td>1%</td>
<td>7.9%</td>
<td>3.4%</td>
<td>12.1%</td>
</tr>
<tr>
<td>American Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>21.4%</td>
<td>20.4%</td>
<td>6.8%</td>
<td>11.2%</td>
<td>15.9%</td>
<td>18.7%</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>5.3%</td>
<td>2.7%</td>
<td>30.6%</td>
<td>17.1%</td>
<td>14.8%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>3.3%</td>
<td>3.1%</td>
<td>2%</td>
<td>2.3%</td>
<td>2.8%</td>
<td>5.7%</td>
</tr>
<tr>
<td>White</td>
<td>60%</td>
<td>53.1%</td>
<td>54.4%</td>
<td>55.5%</td>
<td>58.1%</td>
<td>53.6%</td>
</tr>
</tbody>
</table>

Appendix 4
College of Music FTIC/Transfer Student Profiles

<table>
<thead>
<tr>
<th>FTIC Students</th>
<th>College of Music</th>
<th>UNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean SAT Score</td>
<td>1175</td>
<td>1108</td>
</tr>
<tr>
<td>Top 10% HS Rank</td>
<td>32%</td>
<td>22%</td>
</tr>
<tr>
<td>Top 15% HS Rank</td>
<td>63%</td>
<td>54%</td>
</tr>
<tr>
<td>% in Honors College (FTIC)</td>
<td>28% (43 of 154 students)</td>
<td>7.7% (318 of 4,126 students)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transfer Students</th>
<th>College of Music</th>
<th>UNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year Mean GPA</td>
<td>3.48</td>
<td>2.92</td>
</tr>
<tr>
<td>2nd Year Mean GPA</td>
<td>3.18</td>
<td>2.88</td>
</tr>
</tbody>
</table>
Appendix 5
International Enrollment

<table>
<thead>
<tr>
<th></th>
<th>College of Music</th>
<th>UNT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate</strong></td>
<td>6.9%</td>
<td>6.2%</td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td>33.4%</td>
<td>20.5%</td>
</tr>
<tr>
<td><strong>Total Enrollment</strong></td>
<td>16.9%</td>
<td>8.9%</td>
</tr>
</tbody>
</table>

**Study Abroad Opportunities**
- Liceu Conservatori, Barcelona Spain
- KMH Royal Academy of Music, Stockholm Sweden
- Leeds University, Leeds England
- National Taiwan University
- Kodály Pedagogical Institute (Hungary)
- Orff Pedagogical Institute (Austria)
- Janáček Akademie; Brno, Czech Republic
- Mahidol University, Thailand
- Central European Studies & Exchanges
- Developing programs: Brazil, Mexico, Viet Nam

[music.unt.edu/advising/internationalOpp.php]
Appendix 6
College of Music At Risk Project

The at risk project was initiated in Summer, 2011 with four primary objectives:
- To identify students early in their program who are academically at risk
- To retain at-risk students by providing appropriate advising, mentorship, and counseling
- To improve communication with faculty, particularly applied (studio) faculty so that they can monitor and mentor at-risk students in their private studio
- To help retain students at UNT if music is not the appropriate major

Initially, we removed a high number of students who were either “pre-music” (unauditioned students) or who were not showing an appropriate level of progress in their degree (N=103). In subsequent years we have removed an average of 15 students per year.
- All at-risk students meet with the Director of Undergraduate Studies
- All Division Chairs are notified of at-risk students in their division
- All applied faculty are notified of at-risk students in their studio
- Any student removed from the College of Music can appeal the decision. In all cases, students are given a semester to demonstrate their commitment to the degree.

This initiative has been highly successful, but we will continue to improve our percentages.
- Of the 296 students identified as at risk, or potentially at risk:
  - 58.7% were retained either as a music major or another major at UNT
  - 35.1% are no longer enrolled
At-risk project update, May 2014

Music Majors on at-risk list (296 students)

- Good standing (63) - 23%
- Changed majors (67) - 24%
- not enrolled (104) - 37%
- on watch list (41) - 15%
- enrolled at community colleges (3) - 1%

Number of students who have been reassigned to Undergraduate Studies

- Students who have been reassigned to Undergraduate/Integrative Studies

- removed in 2011 (103, including 22 PMUS)
- removed in 2012 (16)
- removed in 2013 (13)
- removed in 2014 (15)
Appendix 7
Undergraduate/Graduate Advising

Fall 2013 FTIC Enrolled for Fall 2014 (as of 5/15/14)

<table>
<thead>
<tr>
<th>College</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPACS</td>
<td>80%</td>
</tr>
<tr>
<td>CAS</td>
<td>80.61%</td>
</tr>
<tr>
<td>COBA</td>
<td>72.17%</td>
</tr>
<tr>
<td>COE</td>
<td>75.75%</td>
</tr>
<tr>
<td>College of Music</td>
<td>84.77%</td>
</tr>
<tr>
<td>CVAD</td>
<td>78.01%</td>
</tr>
</tbody>
</table>

Graduate Degree Plan Submissions (Approved by the Director of Graduate Studies)

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Enrollment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master's</td>
<td>129 out of 262 students (49.2%)</td>
</tr>
<tr>
<td>Doctoral</td>
<td>244 out of 340 students (71%)</td>
</tr>
</tbody>
</table>

Appendix 8
Non-Major Credit Hour Generation

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1730</td>
<td>1918</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1587</td>
<td>1732</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>3317</td>
<td>3650</td>
<td>3650 (10% increase)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Goal: Increase by 5%</td>
</tr>
<tr>
<td>SCH: Fall</td>
<td>4667</td>
<td>5230</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCH: Spring</td>
<td>4524</td>
<td>5044</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>9191</td>
<td>10,274</td>
<td></td>
<td>9191</td>
<td>10,274</td>
<td>10,274 (11.8% increase)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Goal: Increase by 5%</td>
</tr>
</tbody>
</table>
Appendix 9

Cost of Attendance Data Used for Recruitment
(to be updated during Fall, 2014)

At UNT, any competitive scholarship of $1,000 or more per academic year guarantees in-state tuition rates. In the 2012-13 academic year:

- The College of Music awarded $805,010 in scholarships
- One third of students (514 out of 1536) received merit scholarships from the College of Music
- More than one fourth of graduate students (174 out of 625) received teaching assistantships or fellowships
- In-state tuition and fees at UNT averaged $8,357/year for undergraduates and $6,702/year for graduates

All data in the following charts is from the National Center for Education Statistics (nces.ed.gov). Data is not specific to music programs but reflects each school/university as a whole.

Estimated Total Undergraduate Expenses
(full-time in-state, 2012-13)*

*includes tuition and fees, books and supplies, on-campus room and board, and other expenses
** Private school; no discount for in-state students.
* includes tuition and fees, books and supplies, on-campus room and board, and other expenses

* includes grants, scholarships, student loans, and work study or other aid.
Average Undergraduate Out-of-Pocket Cost
(total expenses minus average grant/scholarship aid, 2011-12)*

* Average net price (average total expenses minus average grant or scholarship aid) for full-time beginning undergraduate students who were awarded grant or scholarship aid from federal, state or local governments, or the institution. Reflects in-state tuition rates for public institutions.
Appendix 10
Scholarship Expenditures

<table>
<thead>
<tr>
<th></th>
<th>2013-14</th>
<th>2012-13</th>
<th>2011-12</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL SCHOLARSHIP SPENDING</td>
<td>$891,294.00</td>
<td>$827,952.00</td>
<td>$758,664.00</td>
<td>$732,510.00</td>
</tr>
<tr>
<td>TOTAL SCHOLARSHIP STUDENTS</td>
<td>550</td>
<td>546</td>
<td>529</td>
<td>491</td>
</tr>
<tr>
<td>AVERAGE AWARD</td>
<td>$1,621.00</td>
<td>$1,516.00</td>
<td>$1,434.00</td>
<td>$1,492.00</td>
</tr>
<tr>
<td>GRADUATE AWARDS</td>
<td>$490,055.00</td>
<td>$418,369.00</td>
<td>$407,283.00</td>
<td>$399,600.00</td>
</tr>
<tr>
<td>UNDERGRADUATE AWARDS</td>
<td>$401,239.00</td>
<td>$409,583.00</td>
<td>$351,380.00</td>
<td>$332,910.00</td>
</tr>
<tr>
<td># AWARDS AT $1,000</td>
<td>342</td>
<td>316</td>
<td>321</td>
<td>307</td>
</tr>
<tr>
<td># AWARDS ABOVE $1,000</td>
<td>148</td>
<td>144</td>
<td>126</td>
<td>140</td>
</tr>
<tr>
<td># AWARDS $2,000 OR MORE</td>
<td>114</td>
<td>99</td>
<td>90</td>
<td>88</td>
</tr>
<tr>
<td># AWARDS $5,000 OR MORE</td>
<td>28</td>
<td>23</td>
<td>19</td>
<td>16</td>
</tr>
<tr>
<td># AWARDS $10,000 OR MORE</td>
<td>10</td>
<td>7</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

Expenditure for 2013-2014 Awards was $891,294
Appendix 11
Peer Institutional Comparison Data

The following tables present comparison data between the College of Music and the averages of 11 peer/aspirational institutions. All data were drawn from the Higher Education Data Services (HEADS) report. The “Peer University” below serves as our comparison university, created by using the averages from the 11 peer institutions. The institutions used in this report are:

- Arizona State University
- University of Illinois, Urbana-Champaign
- Louisiana State University
- University of Michigan
- University of Cincinnati
- University of Texas, Austin
- Florida State University
- Indiana University
- Michigan State University
- Ohio State University
- Texas Tech University

Comparison Data: ENROLLMENT

Enrollment Comparisons

<table>
<thead>
<tr>
<th>Peer University (average)</th>
<th>UNT College of Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td></td>
</tr>
<tr>
<td>Master’s</td>
<td></td>
</tr>
<tr>
<td>Doctoral</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

Music Enrollment

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Master’s</th>
<th>Doctoral</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>380</td>
<td>170</td>
<td>173</td>
<td>723</td>
</tr>
<tr>
<td>1000</td>
<td>262</td>
<td>340</td>
<td>1602</td>
</tr>
</tbody>
</table>

Summer Enrollment

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Master’s</th>
<th>Doctoral</th>
<th>Equivalent Ratio for COM Enrollment</th>
<th>Actual COM Summer Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>47</td>
<td>34</td>
<td>197</td>
<td>243</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>72</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>66</td>
<td>113</td>
</tr>
</tbody>
</table>
Comparison Data: FACULTY SALARIES

Salary Comparisons: All Faculty

<table>
<thead>
<tr>
<th></th>
<th>Peer University (Average)</th>
<th>College of Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>$100,622</td>
<td>$89,503</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>$72,256</td>
<td>$69,340</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>$61,095</td>
<td>$53,706</td>
</tr>
<tr>
<td>Lecturer/Instructor</td>
<td>$52,157</td>
<td>$47,742</td>
</tr>
</tbody>
</table>

Salary Comparisons: Male

<table>
<thead>
<tr>
<th></th>
<th>Peer University (Average)</th>
<th>College of Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>$101,687</td>
<td>$89,696</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>$74,034</td>
<td>$69,604</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>$61,332</td>
<td>$53,809</td>
</tr>
<tr>
<td>Lecturer/Instructor</td>
<td>$50,264</td>
<td>$49,024</td>
</tr>
</tbody>
</table>

Salary Comparisons: Female

<table>
<thead>
<tr>
<th></th>
<th>Peer University (Average)</th>
<th>College of Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>$97,197</td>
<td>$88,625</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>$68,659</td>
<td>$68,549</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>$60,693</td>
<td>$53,525</td>
</tr>
<tr>
<td>Lecturer/Instructor</td>
<td>$55,794</td>
<td>$44,536</td>
</tr>
</tbody>
</table>
## Comparison Data: GRADUATE ASSISTANTS/SCHOLARSHIPS

<table>
<thead>
<tr>
<th></th>
<th>Peer University</th>
<th>College of Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>$1,057,560</td>
<td>$1,538,399</td>
</tr>
<tr>
<td>Average Per Student</td>
<td>$2,573</td>
<td>$1,538</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Peer University (Average)</th>
<th>College of Music (Level II)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>$4,698,388</td>
<td>$3,748,687</td>
</tr>
<tr>
<td>Average Per Student</td>
<td>$13,698</td>
<td>$6,227</td>
</tr>
</tbody>
</table>

## Comparison Data: ENDOWMENTS

<table>
<thead>
<tr>
<th></th>
<th>Peer University</th>
<th>College of Music</th>
</tr>
</thead>
<tbody>
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<td>Endowments</td>
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<td>Total Endowment of Music Unit</td>
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## Comparison Data: ADDITIONAL COMPARISON DATA

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<tr>
<td>Average SCH per FTE Faculty Member</td>
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<td>Average Expenditure Per SCH</td>
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<td>Student Travel</td>
<td>$168,418 ($223 per student)</td>
<td>$96,000 ($59 per student)</td>
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### Appendix 12

**Strategic Plan Priorities**

| Priority 1: | Maintain and enhance the quality, size, and professional focus of the faculty. |
| Priority 2: | Improve the total number of applications and yield rate, with special attention to balance as required by the specific needs of the College of Music. |
| Priority 3: | Adjust curricula to strengthen professional applicability. |
| Priority 4: | Work in collaboration with the Division of Advancement to achieve identified goals for the College of Music: 1) Scholarships, 2) Faculty Support, and 3) Student Travel |
| Priority 5: | Refine graduate admissions to reflect appropriate attention to academic inclination and English language skills. |
| Priority 6: | Establish a resident string quartet. |
| Priority 7: | Establish a pre-college music program (parallel to TAMS) that would provide a five-year option for students (high school to college) to complete a Bachelor of Music. |

**Initiatives for Priority 1: Maintain and enhance the quality, size, and professional focus of the faculty.**

1.2.1 Continue to recruit, select, develop, and retain a diverse, highly qualified, and productive faculty appropriate for an internationally recognized College of Music.

**Accountable**
College of Music Dean
Division Chairs

1.2.2 Secure new faculty positions for areas whose needs are supported by documented evidence or whose outlined initiatives require a specialization not offered by our current faculty.

**Accountable**
College of Music Dean
Division Chairs

1.2.3 Identify highly distinguished candidates to recruit for the COM faculty, in order to enhance the national and international profile of the College of Music. Acquire necessary resources through new funding and re-allocation of existing funds.

**Accountable**
College of Music Dean and Division Chairs
Maximize formal and informal faculty mentoring practices to foster faculty development and productivity.

**Accountable**
Associate Dean for Academic Affairs
Division Chairs

Continue efforts to compensate faculty in a manner commensurate with identified peer and aspirational institutions.

**Accountable**
College of Music Dean

**Initiatives for Priority 2:** Improve the total number of applications and yield rate, with special attention to balance as required for successful ensembles, including collaborative piano.

Research and develop additional recruiting strategies that will strengthen existing recruitment practices in order to attract students at all levels and all specializations. Specifically, continue to conduct a geographical analysis each year to determine application patterns (see Geographical Data, Appendix 1)

**Accountable**
Associate Dean for Admissions

Allowing for the cyclical nature of applications, continue to increase the overall number of completed applications by 5% - 10% in the next five years by targeting regional/state/international areas with a history of high applications, and also targeting specific regional/state/international areas that have potential for high application rates (see Application/Admission Data, Appendix 2)

**Accountable**
Associate Dean for Admissions

Without compromising student quality, increase the yield of admitted applicants by 5% over the next 5 years, thus achieving a 55% average yield with a targeted balance of approximately 60% undergraduate, 20% Master’s and 20% Doctoral (see Applications/Admissions Data, Appendix 2; also see Peer Comparison Data – Enrollment/Graduation, Appendix 11). Simultaneously, seek to improve the diversity of our student population, particularly African Americans, which is our lowest percentage compared to the University’s percentage (see College of Music Ethnicity, Appendix 3)

**Accountable**
Associate Dean for Admissions
1.1.4 Conduct an analysis to determine the extent to which our scholarship deficiencies are Impacting the number of those who do not accept admission by choosing another university (see Applications/Admissions Data, Appendix 2; also see Peer Comparison Data - Graduate Assistant/Scholarship Data, Appendix 11).

Accountable
Associate Dean for Admissions
Associate Dean for Scholarships
Division Chairs

1.1.5 Assess the COM website annually to determine if information is accessible, accurate and updated for current and prospect students.

Accountable
Associate Dean for Academic Affairs
Associate Dean for Admissions
Undergraduate Advising and Graduate Advising Office

Initiatives for Priority 3: Adjust curricula to strengthen professional applicability.

1.1.25 Develop a Certificate in Instrumental Repair, which will provide a targeted career path for those wanting to work in this growing field.

Accountable
Associate Dean for Academic Affairs

1.1.15 Reassess the Music Core, with specific objective to ensure that our curricular requirements reflect the changing conditions of the music profession.

Accountable
Associate Dean for Academic Affairs
Director of Undergraduate Studies

1.1.18 Strengthen research and creative opportunities for undergraduate and graduate students, which will require increased financial support for student travel (see Peer Comparison Data, Additional Comparison, Appendix 11).

Accountable
Associate Dean for Academic Affairs
Director of Undergraduate Studies; Director of Graduate Studies
Division Chairs

1.1.20 Improve the collection of career data for College of Music graduates at both the undergraduate and graduate level. Require each Division to submit complete and up-to-date annual reviews of career data for its students, and integrate the results with
alumni data through collaboration with the Development Office and with Graduate and Undergraduate Advising. The goal should be an accurate sense of the likely career paths of College of Music graduates from every program and at every level.

**Accountable**
Division Chairs and College of Music Development Office

1.1.22 Through the Center for Music and Medicine, develop a formal collaboration with the Texas Center for Osteopathic Medicine, the College of Public Affairs and Community Service, and the College of Education to develop more robust educational services (clinical), research, and community engagement agendas.

**Accountable**
Director of Music and Medicine

2.1.4 Ensure that the curriculum for doctoral students acknowledges the centrality of critical reading, expository writing, and public speaking in the likely career paths of doctoral graduates. Review current degree requirements and advising practices to ensure that students will confront the tasks of critical reading, expository writing, and public speaking in multiple contexts before embarking upon their doctoral document.

**Accountable**
Director of Graduate Studies and Graduate Degree Committees
Division Chairs and Area Coordinators

**Initiatives for Priority 4:** Work in collaboration with the Division of Advancement to achieve identified goals for the College of Music: 1) Scholarships, 2) Faculty Support (see Priority 1), and 3) Student Travel

1.1.4 Conduct an analysis to determine the extent to which our scholarship deficiencies are Impacting the number of those who do not accept admission by choosing another university (see Applications/Admissions Data, Appendix 2; also see Peer Comparison Data - Graduate Assistant/Scholarship Data, Appendix 11).

**Accountable**
Associate Dean for Admissions
Associate Dean for Scholarships
Division Chairs

3.1.6 Continue to develop a stronger artistic presence in Dallas, Fort Worth, and other major locations.

**Accountable**
College of Music Dean
Division Chairs and Faculty
**Initiatives for Priority 5:** Refine graduate admissions to reflect appropriate attention to academic inclination and English language skills.

2.1.1 Undertake a coordinated study of the level of English language skills for entering graduate students. The study should compare admissions standards at the College of Music to those of peer institutions, evaluate the writing examinations administered to incoming graduate students by each program in lieu of the GRE, and recommend changes to ensure that all students are held to standards commensurate with graduate-level coursework.

    **Accountable**
    Associate Dean for Academic Affairs
    Director of Graduate Studies
    Graduate Performance Degrees Committee
    Graduate Academic Degrees Committee

2.1.4 Develop new centers or areas of curricular emphasis that build on existing strengths in the College of Music, UNT, and the region. Specifically, explore possibilities that would include:

- initiatives that align with our existing connections and endowments for Czech music culture
- initiatives that would align with UNT’s Latina/o and Mexican-American Studies program, for example a Center for Mexican and Latin American Music Studies
- initiatives to add a Ph.D. in Ethnomusicology, which enhance our curricular diversity and perhaps increase the diversity of our faculty and student population
- initiatives that take advantage of our strong connection with countries in Asia, as noted by our strong Asian student population in the College of Music and the high application rates from Asian countries. Pursue initiatives that also connect with our already well-established relationship with the Asian community in the DFW area.

    **Accountable**
    College of Music Dean
    Associate Dean for Academic Affairs
    Director of Graduate Studies
    Division Chairs

2.1.5 Given the responses in the Strategic National Arts Alumni Project (SNAAP) survey, seek to strengthen and expand our existing Career Courses, perhaps leading to a national conference on Arts Leadership or working with the Murphy Enterprise Center to develop a Certificate in Arts Leadership.

    **Accountable**
    College of Music Dean and Associate Dean for Academic Affairs
**Initiatives for Priority 6:** Establish a resident string quartet.

4.1.4 Establish a resident string quartet that would serve the community and also serve an important role in recruitment.

  Accountable
  College of Music Dean

**Initiatives for Priority 7:** Establish a pre-college music program (parallel to TAMS) that would provide a five-year option for students (high school to college) to complete a Bachelor of Music.

1.1.10 Using the Texas Academy for Math and Science (TAMS) as a model, explore the potential of developing a pre-college program that allows top high school students to enroll for college credit.

  Accountable
  College of Music Dean
  Associate Dean for Academic Affairs
  Council of Division Chairs
Appendix 13
Overview of Strategic Assignments

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