

ECMS Five Year Strategic Plan 2009 - 2014

Addendum - Cumulative SWOT Analyses

Updated 2/1/10

The following are lists compiled from SWOT analyses performed by members of the core Strategic Planning Committee and members of the Senior Leadership Committee. This list is cumulative, unedited, in no particular order of importance and may be added to, over time. It serves as a powerful reference of the many thoughts key stakeholders have about the school.

ECMS Strengths

Connection to Eastman:

The Eastman Community Music School is a division of the Eastman School of Music thus sharing its name and a long historic connection. The school's name and history constitute its greatest characteristic.

Faculty:

The ECMS has seasoned artist faculty (16 full-time; 9 part-time, almost 30 TAR) who bring a wealth of experience while Eastman interns bring freshness and youthful energy. The ECMS has a vibrant balance of experience and energy in its faculty. Our faculty is a great strength of the ECMS.

Eastman facilities and location:

It is an enormous strength for the ECMS to be located on the Eastman campus and have use of its concert and recital halls, world renowned library, classrooms and studios. It is hard to measure the advantage for the ECMS to be located in the middle of one of the most exciting music schools in the world. Our urban location, Messinger Hall, is an appealing appendage of the Gibbs Street Campus. Not only does it keep our students at the center of the action, at the center of history, but it also gives the City of Rochester an aesthetic and a real cosmopolitan feel. Having the ECMS located at Eastman is a major strength of the school.

Alumni:

We have always had large number of high achieving students which results in a powerful alumni base. Some have supported the ECMS in the form of scholarships, and faculty support.

Scholarships:

Because of a long list of endowed scholarships, the ECMS is able to keep its door open to underserved and high achieving students of all ages

Frank Endowment:

This endowment (from an alumnus) enables the school to have respectable salaries for its faculty as well as \$10K in faculty development funds annually.

Eastman/UR Administrative and Infrastructure Support:

The ECMS does not pay for support from the Communications office, the Development office, Finance and HR office, the UR Legal office, UR Security, and utilities.

Some of the ECMS Programs of Distinction:

- New Horizons started at Eastman 19 years ago. This program for senior citizens has become a model for hundreds of programs across the country and world.
- Pathways (aka. The William Warfield Partnership with the RCSD) – is an endowed scholarship program for 60-70 inner city school children with a scholarship extending into the college level. Currently, four students are on Pathways scholarship at ESM. The program requires these Eastman students to serve as Pathways Ambassadors in the RCSD during the academic year.
- Early Childhood program, now in its 25th year, is a nationally recognized program with overflow enrollment. The program has attracted attention throughout the United States and abroad, and has been featured on network television.
- Music Horizons is a three week, residential summer program attracting 65 students from all over the country and globe, focusing on college and career preparation. This program is a major, national level feeder program for the college. 2010 is the 25th anniversary of this program. The career seminar portion of Music Horizons continues to enlighten these highly gifted young musicians and their parents. MH was the first high school program nationally to embrace World Music and Healthy Music Making initiatives. MH was the “top pick” of Robert Hydrisko in his book “Early College Programs”.
- Summer Jazz Studies is a two week residential summer program attracting about 55 students from all over the country and western NY which focuses on college and career preparation. This program is a major, national level feeder program for the college.
- An extensive music theory program is available at the ECMS including 5 levels of Theory in Motion (for elementary students) and 7 levels for middle, high school and adult students. According to the ESM theory faculty, ECMS students who have gone through this sequence and attend ESM are the most prepared freshman and are moved ahead into more advanced courses at ESM.
- Composition offerings at the ECMS include New Inventions and Etudes, Jazz Composition and Arranging, Beginning Improvising Classical Music, as well as private composition study.
- Electronic music has been offered for several years with great success through the ECMS. Among the registered students are some area music teachers.
- An extensive choir program is offered at the ECMS for students in grades 2 – 4; 5 - 8; 9 – 12 as well as several at the adult level.
- The ECMS has numerous long standing chamber ensembles
- Eastman Youth Jazz Orchestra has been referred to as the jazz equivalent of the RPYO. In its 7 years, the EYJO have been 4-time winners in the International Essentially Ellington Competition (Lincoln Center) and won the first Charles Mingus National competition. For the last several years, as many as one third of the ESM – JCM undergraduates have come through this ensemble.
- World Music: ECMS students may attend ESM world music ensembles – Gamelan, Mbira Ensemble, Indian Drumming as well as ECMS Dulcimer Ensemble.

ECMS as a powerful contributor to Eastman / UR:

- Feeder Program for ESM: The ECMS is one of the most (maybe the single most) important feeder programs to the Eastman School of Music. Over the past five years, anywhere from 21 – 30 ECMS students have been accepted to ESM each year. On average about two thirds have chosen to attend each year.
- Teacher Training Program: The ECMS employs about 60 ESM students each year as teachers – interns. This is an invaluable “real world” experience for these students and a major service to them and the greater institution. Fostered by an active Intern/Mentor program, these young musicians gain practical experience in the art of teaching and in many instances their work in the ECMS constitutes the starting point in their teaching careers.
- ECMS Provides Strong Connection to Home Town: The ECMS is deeply embedded in the community and is one of the most important connections between the Eastman School of Music and the residents of the greater Rochester community. Consider just a few important connections: two members of the BOM, Harry Massina and Marty Messinger, and former BOM member Robert Witmer, all former ECMS students. There are hundreds of personal connections between Eastman and its surroundings, where the ECMS is the glue.
- A solvent, viable arm of the Eastman School of Music: The ECMS has been well in the black for 7 years and continues to be carefully stewarded. Through strategic and comprehensive analysis and specific plans of action, the school has reaped higher enrollment and careful fiscal management. This is a true source of pride for the faculty of the community school, and strength of the school.

Connections to ESM:

- Several ECMS teachers have taught or are teaching in a part-time capacity for the college including: Ruth Cahn, Harriet Zimmerman, Alla Kuznetsov, Margaret Henry, Lee Wilkins, Kathy Kemp, Pat Alexander, Bob Sneider, Paul Hoffman, Mike Kaupa, Andrew Chappell, Howard Potter and others.
- Over the years, several collegiate faculty have taught, or are currently teaching for the ECMS, including: Donna Brink Fox, Doug Humphreys, Barry Snyder, Jeff Campbell, Charlie Castleman, Zvi Zeitlin, Lynn Blakeslee, Clay Jenkins, Rosemary Elliot, Melissa Matson, Rich Thompson, Katherine Ciesinski, Tony Bruno and others.
- Master-class crossovers occur frequently between ESM/ECMS: in the piano department there is direct hands-on work by ECMS senior faculty with Tony Caramia’s pedagogy students, where each is assigned an ECMS piano student to observe over 6 weeks, culminating in a hands-on teaching experience. Jeremy Zhu and Pat Alexander have “shared” students with collegiate faculty; Wes Nance has “shared” a student with Doug Prosser, including inviting ECMS students to participate in collegiate studio classes, Libba Seka has frequently collaborated with George Taylor when it comes to her top students etc.

ECMS Weaknesses

ECMS is virtually unknown in the community
Messinger Hall is unfinished
The ECMS is playing catch-up in the creation of some specific ensembles
Lack of consistency of mastery in teaching skills on our faculty

ECMS Opportunities

We should consider adding the following as a bullet in the ECMS Mission Statement when we feel confident that we are succeeding in this regard: Engage our faculty and interns in an effective mentoring process
We need a concerted marketing effort
We need a development effort
The ECMS could build better bridges (partnerships) to the ESM, UR and public schools
The ECMS could create a set of college level courses for non-matriculated students. This would help differentiate ourselves from our competition as well as our bottom line
We could create programs for area school teachers: WW class, Perc class, Brass Class, computer music class, etc.
We could put more of an emphasis on the creative aspects of music over the technical / analytical aspects
The ECMS should be re-investing in the school on a number of fronts including: re-investing a portion of our revenue surplus each year, and seeking to grow scholarship funds (endowed) for students as well as programs
We could create some videos of our chairs talking about their departments and have these videos assessable on our web-site
On-line registration and link all curricula on-line
Create partnership with the community schools of Toronto Conservatory, Cleveland Institute, Ithaca, BU, SU
Create a video that can be shown to new teachers-what we do, administrative structures, opportunities etc.
We need to offer packages of workshops that can be offered to the public schools at their site- for students or professional development.
We need to develop a dialogue within our faculty on effective teaching and learning.
Create distance learning for academic classes-National and local focus
We need to offer courses with latest technology-composing etc.
We need to continually assess our programs and take action to improve and meet demand
We need a community advisory board
We need to offer theory that relates directly to applied music learning- in addition to theoretical.
We need to offer composition as a lead skill, along with non- jazz improvisation-creative leads the pedagogical.
At some point we could consider creating a small “Interlochen-like” boarding school – Eastman Academy

Threats to the ECMS

Enrollment is subject to forces which are somewhat out of our control
Without differentiating ourselves from our competition, we face the possibility of being perceived as essentially the same as our competition
Messinger Hall needs to be completed and our faculty and staff unified- we are struggling on many levels because of this separation
Security around the Eastman campus is an issue which will need constant attention