

*Building the Future to Enrich the
Musical life of the Community*

Eastman Community Music School
Five -Year Strategic Plan
2009 – 2014

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Part I - Introduction

Historical context, Time-Line and Process:

It has been ten years since the last ECMS strategic plan. Since the 1998 plan, a number of important internal structural improvements have been made which has resulted in stabilizing the ECMS, a school which saw a great deal of financial and structural volatility in the late 1990s.

Some of the improvements which have helped to stabilize the school include:

- The creation of a new identity and logo
- Turning a ten year deficit trend into a 6 year revenue surplus trend
- Turning an enrollment deficit into an enrollment flow which is at capacity
- Fleshing out offerings to include an array of ensembles and classes
- Establishing an open and transparent faculty structure
- Creating a faculty hiring process
- Creating the beginnings of a faculty assessment process
- Creating the beginnings of an Intern / Mentor program
- Establishing an on-line faculty handbook
- Expanding and promoting ECMS diploma programs
- Creating a discount system to encourage multiple registrations

While these improvements and initiatives have been beneficial to the school, the ECMS is still in need of more clarity of its identity and vision and like any great school always needs to plan for the future. We are now in a position to create a strategic plan which will articulate a vision for the future and guide us in our daily activities.

Eastman Community Music School Mission Statement

The Eastman Community Music School, in collaboration with members of the collegiate division faculty, strives to:

- Introduce students of all ages and backgrounds to the joy and discipline of music
- Provide a rich environment that supports each student's musical participation and enjoyment
- Develop a solid foundation for the young musician aspiring to a professional career
- Present opportunities for lifelong musical experiences
- Offer ongoing development for teachers and other music professionals

Part II - Five Strategic Goals

I. Clarify School Identity and Revise Mission and Vision Statements

The Eastman Community Music School has a long and distinguished history of enriching the community with high quality, personalized music education for students of all ages, all backgrounds, and all aspirations. At this point in the school's history however, the school's identity needs to be clarified, articulated and shared broadly.

The Senior Leadership Committee (SLC), the ECMS Oversight Committee (OC) and the Associate Dean will work together to clarify and articulate the school's identity and revise the school's Mission and Vision Statements. This goal will be completed by summer 2010 and the only cost is time/effort of the SLC, the OC and the Associate Dean.

- Articulate the school's history in connection to Eastman, the university, the extended community
- Perform multiple SWOT analysis' listing the schools:
 - Strengths
 - Weaknesses
 - Opportunities - including a heightened connection to ESM (Eastman Advantage)
 - Threats
- Fuse these findings into revised mission and vision statements

II. Promote the School More Effectively

The faculty, administration and students of the community school feel strongly that the school is largely underrepresented in the greater Rochester community. This is doubly frustrating because 1) they know what a Rochester gem the school is and 2) it has not been promoted to the extent it deserves for many years.

The Senior Leadership Committee (SLC) and the Associate Dean will create and execute a marketing plan in conjunction with the Communications Dept. to help ensure full enrollment and to continue to attract high level students. Most importantly, creating and implementing a marketing plan will ensure the school becomes and remains visible to all of its constituencies. This plan will be completed by summer 2010 and the costs associate with creating the plan will consist of: 1) time/effort of the SLC, Associate Dean and Communications Department and 2) a dollar amount to be recommended in the plan. Among other things, the school needs to:

- Promote ongoing activities – concerts, recitals, master classes, graduation, outreach, Pathways, New Horizons, Summer Session, Early Childhood, diplomas etc...
- Promote the accomplishments of our top students. Our top students can help define the school
- Raise awareness through the use of multi-media including the latest technological media
- Use the ECMS website more effectively

III. Develop New Programming Initiatives to Broaden Our Audience:

To remain a healthy, vibrant community school, the ECMS faculty, staff and administration think it is important to continually assess the needs and desires of the community and to respond with compatible offerings. Developing programming for a broader audience will further our mission, ensure our future viability through diversification and improve finances. The school needs to stay nimble and open to new ideas. The following are among the new initiatives the school will initiate over the next few years:

- a. Develop audit and college credit bearing courses for non-matriculated students – “A Taste of Eastman” program will be based on the UR Taste of College program. This program will be attempted by the fall of 2010. The cost is time/effort on the part of the Associate Dean as well as other faculty involved with testing incoming students.
- b. Establish professional development courses for area teachers
Establishing professional development offerings will serve area teachers, strengthen our mission and help the school develop its continuing education component. Planning will start in spring 2010 and offerings will occur in fall 2010. There may be a small advertising cost associated as well as the cost for teachers.
- c. Develop personal enrichment / special interest courses
Developing enrichment courses such as: The History of The Wind Ensemble, Opera Connections, The Music of Duke Ellington, World Music Connections, etc. will serve students who have an intellectual curiosity of music. Furthermore, connecting these offerings to ongoing performance activities at Eastman will strengthen links between ESM, the ECMS and Rochester community students. These offerings might take the form of short courses. Planning for these offerings will take place during the 2010-11 school year, with implementation during the following year. There will be advertising costs (TBD), and the costs for faculty, but the income could be substantial.

IV. Focus on Quality:

The school has a large number (about 60 during 2009-10) of wonderful but mostly inexperienced faculty (Interns) who are with the school only briefly at the beginning of their teaching careers. We seek to support them and ensure that their work with us is of a high level and that their focus and dedication to their students is worthy of the ECMS brand.

While faculty performance is not a major issue in the ECMS, it is understood that great schools continually strive to clarify their expectations of faculty and their methods of assessing those expectations. The ECMS, like all schools, should make improvements whenever possible in this regard. The Senior Leadership Committee along with members of the faculty and the Associate Dean will work together to complete the following by spring 2011:

- a. Continue to make improvements to the Intern / Mentor program
 - Increase department chair responsibilities in oversight of their department's interns and mentors
 - Create an Intern / Mentor oversight committee comprised of lead teachers with the charge to:
 - Continually evaluate intern / mentor program
 - Make recommendations for continued improvement
 - Any costs associated with recommended improvements will be subject to budget approval
- b. Continue to work on better methods of evaluating all faculty (interns and instructors) and stimulating ongoing professional development through:
 - Defining professionalism in the delivery of quality instruction more clearly
 - Defining professional/administrative responsibilities of faculty more clearly
 - Developing a video for new teachers that will assist them in (administrative, structural, teaching areas) to quickly become effective members of the ECMS community

V. Development, and Infrastructure Improvements

The ECMS has several development and infrastructure improvements it should complete to best position itself for the twenty first century. Given the school's illustrative service to countless Rochestarians over the decades and given the great work it continues to do today, the development opportunities for the ECMS are rich.

- The school needs to pursue development opportunities in conjunction with the ESM development office and under the direction of the Dean to ensure that the ECMS continues to grow its endowment and scholarship sources. These opportunities should be pursued as available.
- The school needs to create and execute a development plan in conjunction with the ESM development office and under the direction of the Dean to ensure that Messinger Hall is completed. Completing Messinger Hall will alleviate studio and classroom space shortages - campus wide. It will also create a center for community students and will reunite the ECMS faculty with the ECMS administrative staff and finally realize the vision of Marty Messinger and Dean Undercofler for both the community school and the Eastman campus as a whole. Given the magnitude of this project, its timing will be determined in the ESM Strategic Plan.