Baldwin Wallace University

Community Music School

2016-2020 Strategic Plan

Community Music School
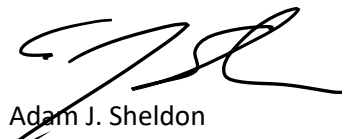## at Baldwin Wallace University
Strategic Plan

Introduction:

In the development and implementation of the Baldwin Wallace University, Conservatory of Music Strategic Plan (Design 2020), the Conservatory Outreach Department was charged with determining its 'optimal size and scope'. Doing such required the department to closely examine its intended trajectory for the next four years, focusing closely on not only its role within the Conservatory, but its role within the community.

For over 40 years, the Conservatory Outreach Department has continuously delivered a wide-range of music education programming. While our musical and educational legacy is rich, we realize we must stay adaptive to the needs of the community while ensuring our musical experiences meet and exceed the caliber expected as a divisional school of a Conservatory of Music.

Our strategic plan is meant to serve as a blue print. The structure is derivative of the needs and priorities for whom it serves. As with any document of such nature, it must be carried out with a team dedicated to ensuring its continued success. While adjustments may be made throughout its implementation, changes are made with the direct intention to better and strengthen the final outcome.

While the goals, strategies and tactics address our intentions for the immediate future, our hope is that they have profound impact on our movement as a Community Music School.

Sincerely,

Adam J. Sheldon
Director, Community Music School
Baldwin Wallace University, Conservatory of Music

CMS Strategic Plan Committee Members

Nanette Canfield
Associate Director, Conservatory Academic Affairs

Sally Childs
Fine Arts Supervisor, Akron Public Schools

Doug Degirolamo
LHE Intern

Tracy Grady
Adjunct Faculty, Voice, BW

BethAnn Hepburn
Educator, Henry Defer Intermediate School

Laura Joss
Chair, Professional Studies, BW

Lalene Kay
Faculty, Music Therapy, BW

Meredith Kurtz
Assistant Director, Community Music School

Marta Perez-Stable
Adjunct Faculty, Piano, BW

Corrie Anne Riberdy
Admissions Coordinator, Conservatory of Music

Julian Ross
Chair, Instrumental Studies

Jordan Saul
Faculty, Music Education, Choral Studies, BW

Adam Sheldon
Director, Community Music School

The Community Music School Strategic Plan is derived from an extensive audit process that included the participation of our students, parents, Conservatory and Outreach faculty, arts and culture organizations and area music teachers.

The audit process was conducted throughout October, November and December of 2015. Results were summarized and shared with the planning committee in January of 2016.

October

Over **400 survey responses** from parents, students and faculty (Conservatory and Outreach)

CMS staff conducted **37 one-on-one interviews with Outreach faculty**

November

Partnership with CIG to conduct **9 in-depth one-on-one parent interviews**

CMS staff conducted **24 in-depth interviews with parents**

3 exploratory meetings with BW student organizations to learn of support services

December

Strategic planning committee members **hosted 1 parent focus group session**

Met with 4 funders to evaluate investment initiatives

CMS Staff **hosted 1 Outreach faculty focus group** session

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Baldwin Wallace University, Conservatory of Music

Community Music School

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MISSION:

To enrich lives by providing experiences that promote life-long engagement with music.

CORE BELIEFS:

The BW Community Music School believes:

- Lifelong engagement with music contributes to personal growth and well-being.

- Lifelong engagement with music is key to sustaining a creative and involved community.

- Lifelong engagement with music must remain accessible to all.

GOALS:

Goal 1:
Create and sustain a quality curriculum

Goal 2:
Develop diversified resources to increase program accessibility

Goal 3:
Strengthen and streamline internal operations

Goal 4:
Improve visibility and awareness of the Community Music School

Goal 1: Create and sustain a quality curriculum

Strategy A: Develop progressive programming that enables and supports musical growth

Tactic 1: Support the existing Men's and Women's Chorus by developing vocal range-specific choral ensembles for students in grades 7, 8, 9

Tactic 2: Create a select mixed choral ensemble that rehearses and performs masterworks and other high-level choral repertoire

Tactic 3: Revise Youth Orchestra and Youth Honors Wind Ensemble programs to ensure appropriate and consistent instrumental instruction for students in grades 4 – 12

Sub-Tactic 3: Explore and define appropriate chamber music opportunities that connect with and enhance our instrumental programming

Tactic 4: Develop appropriate elementary music programming that complements existing program opportunities

Tactic 6: Develop strategies for alternative learners in CMS programming

Tactic 7: Develop specific programming that meets the needs of alternative learners

Tactic 7: Collaborate with Conservatory Faculty to enhance and supplement instruction

Tactic 8: Craft program development criteria to vet new offerings

Tactic 9: Establish cross-collaborative initiatives that highlight the artistic strengths of CMS programming and lends itself to purposeful educational benefits

Strategy B: Develop relationships with arts and cultural institutions that enhance current and future programming

Tactic 1: Establish relationships with guest artists that could supplement and enhance the artistic and educational outcomes of CMS programming

Tactic 2: Explore artistic and educational outcomes that infuse interdisciplinary connections

Tactic 3: Establish a list of 'preferred educational partners' to assist in finding appropriate programming for CMS participants if offerings are not available

Tactic 4: Build collaborative exchange opportunities with regional and national Community Music Schools (tour, performances, etc.)

Strategy C: Support the professional growth of faculty to maintain high-level, relevant instruction

Tactic 1: Establish internal and external professional development opportunities for CMS faculty

Tactic 2: Explore a Departmental structure including appointing Area Coordinators to assist in establishing internal communication, coordinate professional development opportunities and to serve as a liaison with Conservatory faculty

Strategy D: Support undergraduate curriculum by incorporating authentic experiences that enhance and support the professional growth of BW students.

Tactic 1: Build a 'student instructor' private lesson model that supports appropriate pedagogy and allows students to hone their instruction and ultimately benefit CMS participant learning

Tactic 2: Further hone pre-service education and arts management integration (roles, etc.)

Strategy E: Create and test model/pilot programming that examines and establishes the value and impact of community arts education

Tactic 1: Monitor, evaluate and interpret research that could support current gaps and strategic priorities of Northeast Ohio

Tactic 2: Build research-based, proto-type programming that could be leveraged by others to impact and improve Northeast Ohio communities

Tactic 3: Document and publish learnings material that can be used by other civic organizations to advance arts education in the local and regional landscape

Strategy F: Implement ongoing annual evaluation of offerings

Tactic 1: Develop evaluation criteria for classes, ensembles and private lessons that includes soliciting feedback from parents, participants and faculty.

Tactic 2: Form a committee of faculty, staff and community partners to review the plan and evaluate the measurement of the plan on a yearly-basis.

Goal 2: Develop diversified resources to increase program accessibility

Strategy A: Establish a more efficient and effective means to register for CMS programming.

Tactic 1: Move all Summer Music Program applications to Active.com (Spring 2016); move all ensemble and class registrations to Active.com (Fall 2016); Move all private lesson registrations and lesson accounts sheet process to Active (Fall 2017).

Tactic 2: Host training session for staff and faculty to navigate and effectively use Active.com

Tactic 3: Collaborate with University Relations to determine appropriate placement for registration link(s) and parent portal

Tactic 4: Craft messaging to introduce and direct parents on how to use Active.com

Tactic 5: Develop and communicate alternative process to register for CMS offering

Strategy B: Decrease financial burden to participate in offerings

Tactic 1: Broaden financial aid assistance through the development of academic-year scholarship tuition assistance program

Tactic 2: Expand and increase scholarship assistance for Summer Music Programs to ease accessibility for those living in Cuyahoga, Medina, Summit and Lake counties

Tactic 3: Provide a wide array of payment options including, but not limited to credit card, check and gift cards

Tactic 4: Provide appropriate automated payment plans to participate in all CMS programming

Strategy C: Develop and strengthen relationships with service and support organizations

Tactic 1: Establish a list of active partnerships that must be created to benefit the recruitment and retention of participants

Tactic 2: Conduct yearly training with faculty and staff regarding support services available for CMS participants

Strategy D: Increase total parent involvement

       Tactic 1: Form a parent organization focused on providing ongoing resources for CMS programming and participants

       Tactic 2: Communicate with parents how they can become involved in CMS programming offered for their students (i.e. promote open rehearsals for all ensembles, parent orientation days)

       Tactic 3: Provide parent education in relevant topic areas on a semester basis (i.e. FAFSA discussions, college audition expectation discussions, student wellness, purchasing, renting and sizing instruments, at-home practice techniques and tools, etc.)

Goal 3: Strengthen and streamline internal operations

Strategy A: Promote common understanding of mission, core beliefs and goals

       Tactic 1: Host annual meeting/forum for all faculty and staff to set yearly agenda and promote common understanding of the strategic plan and our progress

       Tactic 2: Staff will have presence at every recital and/or performance

       Tactic 3: Publish strategic planning document (vision, mission, core beliefs and goals) on www.bw.edu/cms for all current and potential participants to view

       Tactic 4: Infuse mission and core beliefs into all communication efforts

Strategy B: Strengthen the consistency of high-level and comprehensive knowledge across all staff

       Tactic 1: Meet once a year to establish yearly calendar and to discuss strategic plan goals

       Tactic 2: Meet with all staff on a weekly basis to discuss work portfolio, timeline and goals.

       Tactic 3: Provide as-needed training on systems developed and deployed

       Tactic 4: Create (and update yearly) a step-by-step manual for each position that includes standard responsibilities, deadlines and resources needed to complete work successfully – the manual will be shared among staff.

       Tactic 5: Establish student office assistant structure and responsibilities that support specific, individual programming managed by the Program Coordinator

Strategy B (cont.): Strengthen the consistency of high-level and comprehensive knowledge across all staff

Tactic 6: Host two (2) training sessions each academic-year for all student office assistants to promote community and provide consistency in messaging, major program updates or processing changes

Tactic 7: Develop process for checks-and-balances for organizational communication and financials to ensure quality and provide appropriate safe-guards

Tactic 8: Support, at a minimum, one professional development opportunity for each individual staff member

Tactic 9: Create a staffing arrangement of Director, Assistant Director and two (2), full-time Program Coordinators

Strategy C: Establish standardized program attendance system across all program offerings

Tactic 1: Develop an electronic waiver that communicates and documents our registration and attendance policy

Tactic 2: Create an attendance system that provides efficient records for all participants for each rehearsal

Tactic 3: Host training for all ensemble directors, pre-service educators and arts management students regarding registration and attendance processes

Strategy D: Leverage an appropriate platform to secure and share documentation among staff, faculty and student office assistants

Tactic 1: Move all documentation from BW shared drives to Microsoft OneDrive for business and set permissions for each folder and file appropriately based on roles and responsibilities of each staff member, faculty member or student office assistant

Tactic 2: Explore and assess physical files that can be digitized and moved to OneDrive for business

Goal 4: Improve visibility and awareness

Strategy A: Rebrand the Conservatory Outreach Department to Community Music School

Tactic 1: Collaborate with University Relations to develop and refine branding initiatives including streamlined, consistent messaging

Tactic 2: Produce annual high-end/quality publication highlighting previous year events and upcoming activities

Tactic 3: Interweave new, consistent branding throughout all CMS programming (postcards, programs)

Tactic 4: Develop collateral and accessories that can be shared and/or purchased by CMS constituents

Strategy B: Increase web presence

Tactic 1: Determine appropriate social media platforms to maintain on an ongoing basis

Tactic 2: Develop a social media calendar that aligns with and promotes CMS offerings and deadlines

Tactic 3: Measure impact of social media postings and impressions

Tactic 4: Collaborate with University Relations to post appropriate content to the BW website on a timely basis and ensure the content is easily accessible (user-friendly navigation)

Strategy C: Refine target audience and overall communication strategy

Tactic 1: Reconstruct master mailing list to allow for targeted marketing efforts

Tactic 2: Enact policies for maintaining a relevant master mailing list

Tactic 3: Determine appropriate partnerships to collaborate on marketing initiatives to share/reduce cost and reach prospective participants

Tactic 4: Establish means for tracking specific marketing initiatives, measuring the return on the investment for that initiative (coded material)