

# NETMCDO 2013 Session Reports

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# NETMCDO 2013 Session Report

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Name of session: Discussion on career development courses

Convener: Janis Weller

Participants: 20

- What should be the qualification to teach a class like this?
- Importance of creating a safe space within the classroom- confidentiality
- When should this class be offered?
  - Right before graduation
  - Early on
  - Book ended
  - Integrated throughout the curriculum
- Course outcomes
  - Students will know what questions to ask
  - Students will have the attitude of “ I can figure it out.”
- Resource: Strength Finder 2.0 (book) by Tom Rath
- What to do with ESL students in this course
  - Language issues and cultural expectations

# NETMCDO 2013 Session Report

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Name of session: Advising new student ensembles

Convener: Sarah Bellot

Participants: 10

How to help students who are starting ensembles and need advice and mentors:

- At Oberlin, students meet for advice about budget, interacting with ensemble, photoshoots, recordings, etc.
- NTSC- students can apply for a grant initiative where they are paired with an advisor and given a start financially
- Challenges:
  - Finding the right mentors
  - Maturity of ensembles
- Resources:
  - NEC has some worksheets with resources for ensembles. Oberlin has teachers from business school advise about finances.

# NETMCDO 2013 Session Report

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Name of session: Connecting students with successful practitioners in the community

Convener: Adam Levy

Participants: Bryan Bowser, Maria Finkelmeier, Lindsay Medina, Adam Levy, Susan Helfter

Lots of questions and networking opportunities with best practices and dilemmas:

- How do schools increase networks?
- What software is best for building internship opportunities and nurturing?
- How to use faculty/outside resources?
- How to quality control students sent into the community for networking, mentoring, internships, and work?
- How do we help better students manage reasonable career expectations?
- How do we get faculty to buy in?
- How do we introduce students to stars holders in the community?
- How can a curriculum encourage students to connect outside the institution?

# NETMCDO 2013 Session Report

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Name of session: What can faculty do to make your life easier?

Convener: Martha Hilley

Participants: Julian Ross, Mike Boyman, Angela Beeching, John Steinmetz

- Teachers with connections in the profession beyond graduation
- Think about and help students plan for future
- Teach how to present music in an approachable way
- How to get commissions/performances?
- Co-curriculum panels on career-oriented issues several times each semester
- Offer student mock job interviews
- Communicate, meet for lunch, etc.
- Invite career advisors to classes and faculty meetings
- Notify career advisor of opportunities for students

# NETMCDO 2013 Session Report

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Name of session: Interactive Performances

Convener: Barrett Hipes

Participants: Bonnie Slobidien, Deanna Kennett, Eric Edberg, Michael Sitton, Richard Kennedy, Bryan Bowser, Tomomi Ohrui, Vedrana Subotic, Leo Sherman, Martha Clay, MaryClare Brzytwa, Kathy Covert, Nanette Canfield, Rineke Smilde, Rachel Smith, Kip Cranna, Josh DeKaney, Kim Haack

- Preparation/Training for Interactive performances with young audiences
  - Importance of debriefing after a performance
  - Self-evaluation
  - Starting with small audience
- How to teach for IPs
  - Developing trust with ensemble
  - Working on speaking
  - Understanding audience perspective
  - Storytelling techniques
- Audiences with disabilities
  - Preparing the ensemble for the performance environment
  - Speaking to doctors/therapists
- Faculty Buy-in
  - Bringing faculty into the preparation process
  - Framing the concepts (expanding portfolio, etc.)
  - Honoring tradition/pedagogy
  - Faculty feeling “threatened”
- Programming
  - Bringing audience into the process
  - Practice speaking about the programs
  - Themes!
  - Creating sense of community
    - Giving audience a task/prompts
  - Marketing
    - What else can you do

# NETMCDO 2013 Session Report

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Name of session: Engaging Alumni as mentors

Convener: Erik Privert

Participants: Makela Clay, Julian Ross, Martha Hilley, Michael Sitton, Rachel Smith, Marla Finkelmeier, Lily Sutton, Brian Curr, Ann Pattera, Janis Weller, Nanette Canfield, John Blanchard, Leo Sherman, Eric Edberg

- Linked in group
- Simplicity
- Mentor module
- Engage Alums
  - Give them an award
  - Send them jobs and opportunity info
  - Give them alumni email addresses
  - [Start small. Have a student in mind that you trust to be first mentoree]
  - Alumni Services: What can we offer Alumni, not just what can they offer us

Other comments: Self advocacy, debate, cross collaboration with other fields

Connecting students with people in the field

- Identifying community stakeholders
- Creating/managing a database of people willing to advise students
- Students could Interview mentors and write a report
- How do we express to students that it is helpful to talk to someone who is doing something slightly different?
- How do we manage perceptions of our students?
- Berklee has a dedicated staff person for LA and NYC (Brian Curr), to connect students, internships
- Advising students on professional etiquette
- Find "Low hanging fruit" to get in there

# NETMCDO 2013 Session Report

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Name of session: Changing a conservatory faculty culture toward entrepreneurial fluency

Convener: Susan Van Vorst

Participants: Michael Sitton, Tomomi Ohrui, Rachael Smith, Eric Turner, Lindsay Medina

Discussed ideas for infusing a vibrant culture of entrepreneurship, creative thinking (and failure) into a conservatory

- Use current faculty to help team teach and provide seminars in their area of expertise (non-conservatory faculty too)
- Invite public to specific seminars/panel discussions to build credibility with faculty
- Poll the faculty: what do they perceive to be the most critical issues in this area? What do they perceive our students not currently acquiring throughout the degree? What more do we need to provide?
- Students: each present a 10 min. overview of their own career aspirations and invite faculty. This follows a series of self-awareness exercises- faculty will be amazed at the depth.

# NETMCDO 2013 Session Report

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Name of session: Research opportunities on Artist as Change Agent

Convener: Susan Helfter

Participants: Justin Kolb, Janet Rarick, Susan Van Vorst, Richard Kennedy, Kathy Covert, Reiri Ray Kojima

Rice University: Student-run programs and collaboration with art gallery

- Models for career development in schools
- Entrepreneurship: goals/objectives
- How do you define quality? (engaged passion book)
- Business vs. Music entrepreneurship- perception, social enterprise
- Small business entrepreneurship- Gary Beckman, Disciplining the Arts
- Failcom- conference about failures

# NETMCDO 2013 Session Report

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Name of session: Assessments of self-awareness

Convener: Patch Schwadron

Participants: Eric Turner, Jason Smith, Jason Dekaney, Adam Levy, Mattie Kaiser, Kip Cranna, Astrid Baumgardner

Assessment Tools discussed and recommended

- Strengthfinders2.0
- SWAT
- 12 principles for teaching people not Poses by Jay Fields
- Values and Skills Cards Sorts by Richard Knowdell
- Astrid's value assessment

# NETMCDO 2013 Session Report

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Name of session: OpenSpace as teaching/learning strategy with students

Convener: Susan Helften

Participants: Janet Rarick, Ruby Chou, Ann Paterra, Sarah Bellott, Patch Schwadron

- For use in teaching artist training. Partnering with 3 organizations, designing a program with shared involvement, equal partnerships. Great for admin (easy event to put on). Student participants gain skills and benefit from community of teaching other artists, application
- What questions lend them selves to this?
  - Urgent, time-sensitive, application works best in this format
- Free, not hierarchal system—let students drive the learning
- Example of teaching with open space\_--Music literature class- How might we use or teach with this class?
  - Combine with other classes
  - Non-musicians and musicians craft concerts together
- Small breakout sessions throughout schools
- Bring together personnel from different “silos” of our schools
- “Dragon” app dictation
- What are the missed opportunities in our schools?
- Mentors are a large component. Critical early in life and throughout. Personal board of directors- find own connections



# NETMCDO 2013 Session Report

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Name of session: Social Media Marketing: How much is too much?

Convener: Justin Kolb

Participants: Makela Clay, Janet Rarick, Eric Privert, Michael L. Roberts, Reiri Ray Kojima

Output: Conclusions

- 1<sup>st</sup>, establish a mission and goals. Only then can one proceed
- Develop a posting schedule- it's crucial
- KICKSTART Pledge Music- others have pros and cons
- Post one item daily- never skipping a day is critical
- Analytics help immeasurably
- 3 posts per week maximum
- can work well with staying in touch with alumni if you keep a regular feed going

# NETMCDO 2013 Session Report

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Name of session: How to connect to a Classical Revolution Chapter in your town

Convener: Mattie Kaiser

Participants: Eric Edberg, Julian Ross, Maryclare Brzytwa, Bonnie Slobodien, Barrett Hipes, Martha Hilley, Maria Finkelmier, Eva Heinstein

- Brief history of Classical Revolution - started in SF six years ago, now has over 30 active chapters internationally.
- In Portland there are different types of shows:
  - 1) Classical "open mics" where anybody, regardless of experience, can perform.
  - 2) Theme nights at rock venues, where the programming is open to the community. (i.e. Decomposers' Night, or Bachxing Day)
  - 3) Presenting local and touring professional musicians in alternative venues.
- Can go to <http://classicalrevolution.org/chapters/> to see if their is an active chapter in their area.
- Mattie will personally connect interested individuals/organizations to chapter directors via email.
- If a chapter doesn't already exist in your city, contact Mattie at [ClassicalRevolutionPDX@gmail.com](mailto:ClassicalRevolutionPDX@gmail.com) in order to start a chapter.
- It is a great way to connect students to outreach performance opportunities since there is already a buzz surrounding Classical Revolution, and a built-in audience.