**SWOT Analysis for the School of Music 2017-18**

**School of Music Bragging (W)Rights: Students**

* Wright State School of Music (SoMu) graduates have gone on to become award-winners, graduate assistants, and scholarship recipients at some of the world’s finest music schools, including the Eastman School of Music, the Cincinnati College-Conservatory of Music, the Northwestern School of Music, the Florida State College of Music, the University of Illinois, University of Southern California, the University of Oklahoma, and many others.
* Wright State SoMu alumni are published by many of music's most prestigious publishers, including Hal Leonard, Alfred Publishing, Lorenz Corporation, and more.
* School of Music alumni Steve Hampton is one of the most successful composers in Hollywood, having composed theme music for many commercials as well as television shows such as *Just Shoot Me*, among many others.
* School of Music alumni are placed as directors of many band and choral programs across the Midwest, including school systems nationally recognized for music quality such as Centerville (OH), Carmel (IN), King’s (OH).
* Current School of Music students and alumni have won or placed in some of the nation's most prestigious competitions, including winning and/or placing in the Fischoff Chamber Music Competition, Percussion Arts Society International Conference (PASIC), MTNA Collegiate Artist Competition, the Three Arts Competition, and The World Choir Games.
* Wright State (SoMu) Alumni serve on the faculties of music schools across the nation including the Utah State University, Las Vegas Academy of the Arts, among many more.
* Current and past Wright State University students have been accepted into some of the nation's most prestigious summer music festivals, including the Brevard Music Festival, the Miami Music Festival, the Interlochen Arts Festival, and more.
* Wright State Alumni in music have been awarded some of Ohio's most prestigious arts prizes, including the Governor's Award for Excellence in the Arts (Jim McCutcheon).
* Wright State SoMu ensembles have performed at some of the world’s most sought-after venues, such as Carnegie Hall, St. Mark’s Cathrdral (Italy) and the Sistene Chapel (the Vatican)
* Wright State alumni have achieved high-level Administrative posts at some of the nation’s top music organizations, such as Wolf Trap Opera, Florida Grand Opera, and The Lorenz Corporation

**School of Music Bragging (W)Rights: Faculty and School**

* Through CELIA, The Wright State Artist Series, and individual efforts by faculty, the SoMu has brought internationally renowned performing artists to work with our students including Keith Lockhart (Boston Pops), Stephen Swartz (Composer of the musical *Wicked*), Menachem Pressler (world-renowned pianist), Stanley Drucker (New York Philharmonic), Larry Combs (Chicago Symphony), Sergei Babayan (international recording artist).
* Debut recording as a conductor with the St. Petersburg Philharmonic Orchestra in Russia, released by Sony/BMG of Korea. His published autobiography, “Beautiful Man and Beautiful Success” (2003) and “Wheelchair is My Wing” (2012), led to Dr. Cha’s fame and to the production of two documentary films by the Korea Broadcasting System (KBS).  He was also honored to receive the Korean Presidential Award for the most distinguished Korean living in a foreign country.
* Wright State SoMu works with the regional high school community by hosting musical camps, including several band camps, string camps, reed-instrument camps; in so doing, the School of Music is able to host over a thousand students per year.
* As of 2015, the Wright State School of Music hosts the nationally renowned Camp Acapella, a pop-styled acapella music camp which brings nearly 400 high-school vocalists from around the country to WSU’s campus.
* Wright State faculty are involved in community outreach programs through both church and civic organizations, and such as outreach to nursing homes, and as directors of local stage productions, and as directors of music series throughout the region.
* The Wright State School of Music hosts artistic excellence programs such as Tri-State Honor Band, Mad River Vocal Arts Festival, geared toward reaching Ohio's high-achievement high school students.
* SoMu faculty (Shelley Jagow, Steven Aldredge, and Franklin Cox) are some of the most published music faculty in the region, publishing both educational literature as well as original instrumental and vocal works, and are published with some of the most prestigious publishing firms, including Hal Leonard, the Sacred Music Press, Soundforth, Lorenz, Colla Voce, Alfred Publishing.
* Dan Zehringer has recently released his CD *Journeyman's Songs* and has been highly praised in a variety of national publications and reviews.
* David Booth was inducted into the prestigious Band Masters Association, one of only three hundred such inductees. (essentially a hall of fame achievement)
* Christopher Chaffee, Professor of Flute, is on the faculties at some of the world’s most prestigious summer festivals including Interlochen Music Festival and the Saarsburg Music Festival.
* Wright State faculty are routinely invited to perform at international conferences, including the International Double-Reed Society Conference [IDRS], the Percussive Arts Society International Conference [PASIC], the Low Brass International Conference, the International Clarinet Society [ICS], International Trumpet Guild [ITG], North American Saxophone Alliance [NASA], and The National Flute Association [NFA] and many more.
* Wright State faculty are in performance positions in some of the Region's most prestigious performing ensembles, Dayton Philharmonic (John Kurokawa, Jerry Noble), Dayton Philharmonic Chorus (Hank Dahlman, conductor) Dayton Opera and Orchestra (Kimberly Warrick), Cincinnati Symphony Orchestra, Cincinnati Chamber Orchestra, Cincinnati Ballet (Dan Zehringer), Cleveland Symphony Orchestra, Atlanta Symphony Orchestra, Pittsburgh Symphony Orchestra and The New World Symphony, and many more.

**Strengths**

* Consistent enrollment patterns in all degrees, with some early indicators of growth.
* Long standing history of donor development and engagement.
* New facilities that allow for the appropriate delivery of our curriculum with room to grow.
* Continuation of award winning faculty and student body with high employment and retention statistics.
* National Accreditation by the National Association of Schools of Music (NASM); visitation March 2018.
* Regionally, nationally, and internationally recognized student ensembles.
* Long history of community engagement on various levels.
* Long history of partnerships with musical organizations, private teachers, and public schools.
* Ability to take on an entrepreneurial role with band camps, Arts Gala, Arts Fair, etc.
* Long history of bringing in numerous high-profile Artist Series performers.
* Long history of highly engaged student organizations and studio morale.
* Long history of partnerships with local media outlets, vendors, and local music retailers.

**Weaknesses**

* Fiscal constraints for travel, music, student workers, student scholarships, instrument purchase, etc.
* Long history of lacking for building, facility, and musical instrument repair and maintenance.
* Small population of graduate students and corresponding course offerings.
* Greater need for security of students, faculty, facilities, and musical instruments/equipment.
* Long history of lacking for number of full-time faculty and staff.

**Opportunities**

* Develop a new type of degree in Commercial Music with emphasis on recording technology among others.
* Greater focus on marketing our majors using donor and alums, such as Steve Hampton.
* Work with WSU Foundation toward “naming” of CAC rooms after music Donors
* Develop new Certificate Programs in complimentary areas to performance, music education, and musicology.
* Partnership with Xi’an University and others for Graduate Students.

**Threats**

* With declining HS student populations, there is the possibility of decline in traditional music majors.
* As school systems cut their budgets (and target music programs), there could be a lessening need for music education majors. This possibility also presents us with an opportunity to inform and educate school boards and administrations of the proven value of music in school curriculums.
* If the US implements a more restrictive Visa policy and if WSU maintains its stringent TOFL requirements, there is a possibility for short term decline in International Student populations.
* Possible short term decline in faculty and student morale due to budget remediation.
* Greater need for security including a re-keying of the School of Music.

As part of the accreditation process for the National Association of Schools of Music [NASM], The Wright State University School of Music has developed an Assessment Plan which corresponds with the mission, values and objectives articulated by the university and college. What follows below is an excerpt from that document which detail what we consider to be our mission, values, goals, and role.

**School of Music Assessment Plan 2017-18**

**Randall S. Paul, August 2017**

Section 3

3.0.0 **School of Music-Mission Statement-*Empower***

What follows below is the **Mission Statement** of the School of Music. It contains five **Goals** with corresponding objectives. It follows closely and serves to illuminate and expand on the mission of the University and the College of Liberal Arts. Since the School of Music is part of the College of Liberal Arts, these goals and objectives will also serve as guidelines for the Strategic Plan and Assessment Plan for the School of Music.

3.1.0 **Mission Statement**

The School of Music is a community whose members create a dynamic environment for the arts in which students are inspired and equipped to become lifelong performers, educators, creators, and learners in music. Inspired by the creative spirit of the Wright Brothers, each discipline strives to maintain a unique identity and is strengthened by opportunities for collaboration in our continuous drive to be Ohio’s most innovative and learning centered School of Music. The School of Music endorses fully the University and College strategic plans and strives to embrace and elaborate many of the guiding principles of “Empower.”

3.2.0 **Values**

Listed below are the values set forth by the School of Music:

3.2.1 Value 1: **PEOPLE**

The School of Music serves the University, the College of Liberal Arts, and the community at

large, by providing a wide variety of musical and education experiences to a diverse population,

and to train the next generation of successful arts professionals.

3.2.2 Value 2: **LEARNING** (discovery/innovation/scholarship)

The School of Music provides scholarship and performance opportunities for students and faculty in each of the disciplines within the school. The school also promotes the discovery and development of innovative modes of performance and scholarship within the curriculum as well as performance and promotional activities.

3.2.3 Value 3: **PARTNERSHIPS**

The School of Music actively promotes collaborations and entrepreneurial relationships with a diverse and wide ranging set of regional, national, and global partners.

3.2.4 Value 4: **RELATIONSHIPS**

The School of Music engages in and promotes collegial, professional, and ethical behaviors among its faculty, students, and staff, and with its many collaborators and other stakeholders both on and off campus.

3.2.5 Value 5: **SUSTAINABILITY**

The School of Music provides performances and educational experiences, that celebrate and promotes social justice, economic opportunity, and respect for the environment.

3.2.6 Value 6: **STEWARDSHIP**

The School of Music maintains a rigorous oversight of all financial matters pertaining to the operation of the school, its program and its faculty. In addition, the school maintains clear and up to date records concerning university property and equipment. The school actively engages in the protection of intellectual property and academic freedom.

3.3.0 **Goals**

Listed below are the goals set forth by the School of Music

3.3.1 **Goal 1: ACADEMIC QUALITY AND PROGRAM DISTINCTIVENESS**

Enhance distinctive learning experiences to produce talented music graduates with the knowledge, skills, and dispositions essential for a lifelong commitment to performing, educating, learning, and with the ability to lead and adapt in a rapidly changing world.

Objective A: Enhance curricula to engage students in creativity, scholarship, performance, and education.

Objective B: Expand capacity for interdisciplinary majors, minor and certificates. Promote curricular collaboration.

Objective C: Communicate the importance of music as a component in a liberal arts education. [MUS 2140]

Objective D: Grow study abroad and recruit and support international students. [Greece]

Objective E: Recruit, develop, and retain an accomplished, diverse, and learning-centered faculty and staff.

3.3.2 **Goal 2: STUDENT ACCESS AND EDUCATIONAL ATTAINMENT**

Enhance student access and success of a diverse student body through quality and innovative instruction that leads to graduation and career placement.

Objective A: Expand and further support the music recruitment plan.

Objective B: Continue to engage in recruitment activities that attract highly talented and accomplished students.

Objective C: Expand and improve existing music marketing strategies to reach a wider audience.

Objective D: Enhance retention and degree completion. [see grad. statistics]

Objective E: Expand diverse course delivery options. [Skype/2140 development QM]

Objective F: Continue current successful educational processes that assist music students in meeting their post-graduation career and educational goals. [mock interviews]

3.3.3 **Goal 3: RESEARCH AND INNOVATION**

Attain greater national prominence through increased high visibility performances, creative scholarship, and music-centered entrepreneurism.

Objective A: Enhance the pipeline of opportunities and incentives for faculty and student research. [devt. funds]

Objective B: Broaden the participation of faculty, staff, and students in collaborative research programs. [poetry night]

Objective C: Promote and enhance innovative faculty scholarship and collaborations. [CELIA]

Objective D: Foster an environment that encourages creativity through performance, research, and entrepreneurial endeavors.

Objective E: Broadly communicate research, scholarship and creative activities. [marketing plan

3.3.4 **Goal 4: COMMUNITY AND ECONOMIC DEVELOPMENT**

Promote educational, social, cultural, economic and sustainable development with local, state, national and global partners through our leadership or supportive collaborations. Create a culture within the School of Music that values and supports community engagement and economic development.

Objective A: Increase opportunities within the curriculum for community engagement, service learning, and internships. [Christman -Children’s Music Director Intern]

Objective B: Enhance our presence within the community in ways that are important to the community. [UC orch.]

Objective C: Offer degree and other education programs consistent with regional and state needs.

Objective D: Expand the support of research that impacts our community. [Music/Medicine Symposium]

Objective E: Develop new programs to meet market demand. [recording major]

3.4.5 **Goal 5: ESSENTIAL RESOURCES**

Develop and maintain the human, fiscal, and physical resources required to accomplish our strategic goals.

Objective A: Enhance responsible and sustainable fiscal and operational management of the School of Music.

Objective B: Enhance revenue generation through student and faculty support teams. [power lunches]

Objective C: Increase fundraising support through full cooperation with faculty and students. [Arts Gala]

Objective D: Increase investments in and maintenance of facilities. [Schuster Hall, new pianos, recording studio]

Section 4

4.0.0 **Role of the Music Program in the School of Music**

The role of the Music Program is to establish cultural, historical, pedagogical, and theoretical contexts in which students have opportunities to develop the highest levels of musical independence and musicianship through performing, creating, and listening. This mission is supported by the faculty’s commitment to quality research, creative and artistic endeavors, collaboration, and community service.

4.1.0 **Music Program Curricula**

The curriculum within the School of Music are designed to foster the musical skills and understandings necessary for students pursuing:

Pre-professional and professional education as performers (and composers)

Pre-service and in-service education as school music teachers, studio teachers, and entrepreneurs

Music teacher education and music education research

A liberal arts education with an emphasis in music

4.2.0 **The Role of the Music Program in the WSU community**:

An arts component in the general education program for all WSU undergraduate students

A comprehensive series of musical performances for the Wright State University community

Performances and educational opportunities for the Dayton area community at large

Sponsorship of musical experiences for the community and region