

2005-2006 UNIT PLAN

Introduction to the Division of the Arts

The Division of the Arts synthesizes the energy of diverse arts disciplines through a cooperative ArtWorks initiative that integrates and releases the power of arts unity in service to education and the community. Individual departments in Fine Arts, Applied Design, and Music, Dance and Theatre Arts, though primarily independent in terms of facilities and budget, unite in the ArtWorks initiative to promote arts awareness and practices to the entire community and to integrate art as an essential and core component of education and daily life. We believe that arts education enhances intelligence, creativity, problem solving abilities, communication, understanding, and the quality of life across diverse cultures, disciplines and practices as no other learning does. As artists and educators, we are committed to bringing the arts into the lives of the many, one person at a time, to show how ArtWorks for education, community, business and you. We believe this effort will help individuals develop dynamic states of enhanced and balanced intelligence in their own lives in ways that contribute significantly to more balanced and sustainable lives and communities in our global culture.

Because of the diverse and individual facilities and operational needs of the departmental units, the Arts Division unit plan and initiatives are developed and presented as two separate operational plans, one for Arts and Applied Design and one for Music, Dance and Theatre Arts. This is primarily for operational clarity in support of the Artworks initiative.

Program Analysis

1) What did your unit accomplish last year in relationship to the annual planning initiatives? Other accomplishments not related to the annual planning initiatives?

Music

The college did not provide support for any of the designated music initiatives, thus none were completed. However, we accomplished the following internally.

1. Successful search and replacement of retired faculty member.
2. Reorganized integration Theory, SRET, Fundamentals, Group Piano core.
3. Increased student recruiting.
4. Installed music-lined white boards in Room 140 purchased from student fees.
5. Earned more income from student concerts to be used for scholarships.
6. Integrated Lane's jazz festival with UO's jazz festival.
7. Completed update of music technology lab using class fees.
8. Hosted several music festivals and events bringing thousands of high school, college music students, their parents, music educators and community members to campus.
9. Successfully planned collaborative opera workshop with UO.

Dance

Curriculum Development

We extended our largest class, Hip Hop, to two levels. This change was successful on many levels. The class was previously a mixed level class where absolute beginners were in class with more advanced dancers. Beginning level students are now getting the basics they need, more advanced level dancers are being challenged, and all the students are getting more personal attention. The instructors are able to give a higher quality of instruction. Pilates also now has two levels. Teaching the basics of Pilates properly is critical in order to advance to the more challenging sequences. Since Pilates is designed as an adjunct to Dance Training, it is a class students often repeat. In order to serve the needs of the students, we now offer a Level 1 class which focuses primarily on Pilates basics, and a level 2 class which explores the more advanced concepts and sequences. African Dance was made part of our curriculum and has been filled to capacity each term it is offered. Dancing the Fluid Body, based on Continuum Movement was made part of the curriculum and is part of a Learning Community offered Winter 2006 called Investigate the Body: Movement, Image and Text with courses from Dance, Art, and Writing. That Learning Community is also a part of the Reading Together Project. Dance Improvisation (in process) and Dance Composition are now a transferable Arts and Letters requirements, and credit conversions for Dance Improvisation (2-3 credits) and Looking at Dance (3-4 credit) are both in process.

National Dance Week and Performances

An array of master classes taught by guest artists were offered free of charge to Lane Students and members of the community for an entire week during National Dance Week in April 2005. The dance program produced the Fall Collage Dance Concert in October 2004 where members of the community were invited to perform with the Lane faculty and students. Original and live music by local artist Jeff Defty accompanied Bonnie Simoa's *The Wishing Well*, and the project was a success in bringing the dance community together to experience quality dance. The Works Student Dance Concert, a culmination of three terms of study was presented in April 2004, which highlighted the talent of our student choreographers. In May 2004, the Spring Dance Concert showcased the Lane Dance Company and other student dancers in an evening of original work choreographed by Lane faculty. Guest artist, Charles Lawrence Gran create an exquisite original score for Kim Vetter's premiere of *Genesis*. The concert received rave reviews. The Dance Program also hosted two outside dance groups: Hosannah Dance and Dance for a Reason which filled the theater with dance aficionados from the community.

Outreach and Recruitment

The Dance Faculty established the growing need for outreach and recruitment. The Eugene community is experiencing a dance boom. The wide range of offerings in dance in the community requires that we take an active role in inspiring youth about dance as part of their liberal arts education, and inspiring dancers in the community to choose Lane as a place to continue their dance studies, and to educate the community at large about dance at Lane.

African Dance and Hip Hop Company

Our new faculty member Kim Vetter brings her expertise in African Dance to the curriculum at Lane. Vetter has created an African and Hip-Hop Company in collaboration with our Hip-Hop/Jazz teacher Cheryl Lemmer. The company will have its debut at the Collaborations in Rhythm Concert January 2006.

Theatre

Quarter Globe

The proposed, portable, historically-accurate stage set was mounted in Lane's Blue Door Theater, augmenting the collaborative Shakespeare program between the Theater Arts program and the English Department (now in its sixteenth year.)

Technical Survey Course

This course has been implemented. It covers lighting, sound, set construction, set painting, supplies, design elements, mechanics of stage effects, elements of design and design history.

Intro to Theater Course

This course has been implemented with an experienced instructor, Kathryn Nance.

Platform Construction

Ten standard 4' x 8' platforms with casters were built, re-usable as set bases in many configurations for multiple performances. The use of moveable set bases produces a more flexible set and allows the theatre to continue to be used for other activities during the month-long run of most theatre arts programs. These bases were used for the movable set of the Fall *Noises Off* show.

Student Production Association

Students are increasingly committed to taking responsibility for productions, and to mounting shows on the Mainstage and in the Blue Door. This well organized and active group moved into their own offices this year and produced both *Midsummer Nights Dream* and *Noises Off*.

Mainstage Production

"Noises Off" re-established Theater Department production on the Mainstage, complete with a two-story, 40' wide, revolving set.

Returning to use the Mainstage for some shows means that the students now have a professional environment in which to perform and learn. The space provides a better draw for future shows, including audience members and potential student recruits.

Volunteer Support

Art Scott Williams, professional set designer from San Francisco, has volunteered his expertise as set builder on two productions, Globe Theatre and "Noises Off," and has committed future support for 2005-6.

"Noises Off" received support from Chris Pinto, who directed and made a \$1200 contribution to that production.

Jeff Robertson donated his services for the poster design, and Minuteman Press of Eugene printed programs and posters for free.

2) What are the areas that still need attention?

Music

1. Music Instrument Purchase and Annual Maintenance Budget
2. Annual Sheet Music Budget
3. Acoustic Ceiling Panels--"Concert Shell" for Main Stage
4. New Faculty positions

Dance

Dance Studio: Our program continues to grow. The need for a second dance studio is essential. Of the 20 classes that we offer each term, all of them are scheduled in our only studio. This leaves no alternative space for student work, new classes, instructor prep, and/or rehearsals for our growing dance companies. Dance as a performing art requires many hours of practice and physical development outside of class time, both technically and artistically. An additional appropriately equipped dance studio is an absolute necessity for the growth of our program.

Part-Time Position: We need to secure funding for a part-time dance position. See below.

Dance Accompanist: We do not currently have a budget for dance accompaniment. See below.

Theatre

Guest Artist Fund

A designated "Guest Artist" fund needs to be established. At present, the funds for Guest Artists are appropriated from class fees, which are limited. The inclusion of Guest Artists in the classroom has added a valuable dimension to the teaching by the current, minimal faculty in Theater Arts. For a small stipend, performers, directors and designers are willing to share generously of their knowledge and experience. This method of supplementing our courses with specialists in our craft adds considerable value to the students' learning outcomes.

3) Considering your responses to questions 1 & 2 and emerging needs and demands, what are your plans for next year? This conclusion should be the foundation on which initiatives are built.

Music

The three initiatives that were not funded last year have been ongoing challenges for 30 years, and need to be addressed. The quality of the teaching, faculty and students continues to excel and expand. Yet, the supplies and equipment we use are falling further and further behind acceptable standards.

Those initiatives include:

- Music Instrument Purchase and Annual Maintenance Budget
- Annual Sheet Music Budget
- Acoustic Ceiling Panels--"Concert Shell" for Main Stage

New and emerging needs are as follows:

- We need to expand offerings in jazz studies, which encompass jazz theory, history, improvisation, arranging, small and large ensemble performance opportunities.
- We need to start offering a trailer section in Theory/Sight-reading Ear Training/Keyboard Skills (currently called Group Piano for Majors), starting winter term and finishing in summer.
- We need to start offering extra standard courses such as Music Fundamentals, Group Piano, Group Voice, Rock History at more non-traditional times such as evenings, late afternoons and weekends.
- Sophomore composition has been an ongoing request for sophomores who wish to transfer as composition majors.
- It's time to re-establish Chamber Music, which used to be taught.

These needs indicate a new, fourth initiative: to establish two additional full-time positions in music to meet the above student demands. The last full-time faculty position was established in Music in 1975. Since that time, student enrollment, FTE, course offerings and community presence have all greatly increased. The number of part-time classes has increased. Our facility expanded dramatically several years ago, which finally opens up the opportunity for a much needed expansion of the program.

Dance

Dance Studio: Our program continues to grow. The need for a second dance studio is essential. Of the 20 classes that we offer each term, all of them are scheduled in our only studio. This leaves no alternative space for student work, new classes, instructor prep, and/or rehearsals for our growing dance companies. Dance as a performing art requires many hours of practice and physical development outside of class time, both technically and artistically. An additional appropriately equipped dance studio is an absolute necessity for the growth of our program. As we look forward to the success of outreach and recruitment, etc., our need for another studio becomes even greater. Outreach will bring more students and will necessitate resolving our space limitations.

Nonetheless, the dance faculty is committed to inspiring the youth in our communities to consider dance as part of their liberal arts education.

Outreach and Recruitment: For our outreach and recruitment we plan to organize and present lecture demonstrations in middle and high schools in Lane county and beyond, organize and distribute educational and informational packets about our program for Oregon High schools, facilitate and host a high school dance conference, and implement our outreach programs in conjunction with National dance week (April 2006).

Marley Floor: As we continue to produce dance concerts and host outside dance groups, our current Marley dance floor takes a beating. We have five performances a year, and at least two guest artists. Each time the floor is put down, used, and stored, the floor gets wear and tear. It is over 12 years old and we are in need of a replacement.

Part-Time Position: Currently over one half of our classes are taught by part-time faculty. All of our part-time classes are currently taught in the self-support model. In order for the program to offer its full curriculum, the classes that tend to be lower enrolled are not offered to part-time faculty because if the course does not have adequate enrollment to support the cost of the teacher, the course is not taught. This negatively impacts the choices made in regards to who teaches what, and could force us into making choices about who to offer the class to based on how inexpensive they are.

Dance Accompaniment: In order for our students to get a full experience of dancing, they need to dance to live music. To facilitate the successful transfer of our students to dance programs in 4 year colleges it is necessary to offer them the opportunity to dance to live music. Currently there is no budget for dance accompaniment. In preparing our students who are interested in teaching it is important for our instructors to be able to model the instructor/accompanist relationship.

Theatre

Continued Curriculum Enhancement/Increased Instructional Funding

As the program continues to grow and student demands for a more comprehensive curriculum Increase, we need to add additional classes. In order to do this we need one additional contracted faculty position full time and funding for two part-time instructors.

Touring Program

With the completion of the Quarter Globe Portable Theatre last year, we now have the opportunity to present Shakespeare and other performances to the larger community including high schools and other civic venues. In order to complete this project we need a contracted supervisor.

Guest Artist Fund

Lane Community College
Unit Planning: Instruction & Student Services
Arts Division/ Music, Dance & Theater Arts

A designated "Guest Artist" fund needs to be established. At present, the funds for Guest Artists are appropriated from class fees, which are limited. The inclusion of Guest Artists in the classroom has added a valuable dimension to the teaching by the current, minimal faculty in Theater Arts.

Annual Program Plans:

1. **Initiative Title:** ArtWorks Initiative (\$10,000)

Dept Priority: 0

2. **How is the initiative linked to your Program Outcomes Analysis for 2005-2006?**

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Enrollment is a significant part of the Arts Division outcomes in that sustained growth is the sign of a vital and critical learning environment. Additionally, the mission of the division to teach art to individuals includes enhancing awareness of the value of arts in the lives of both students and community members. The ArtWorks initiative is designed to support pedagogical development with cutting edge theory that support the growth of the arts not only within the department but also throughout the college programs and the larger community. The marketing component of the ArtWorks initiative is designed to increase awareness of the Arts in the larger community and of the offerings of the Arts Division at LCC.

3. **Describe the initiative**

First, this initiative will allow the division to request College support for curriculum development under the ArtWorks Initiative. In order to insure that our courses and programs are properly promoted and integrated into the college curriculum, kept updated and state-of-the-art in order to enhance student learning outcomes, that articulation issues with four-year schools to which a number of our students apply are attended to, and that faculty have the opportunity to engage in innovation and learning communities, curriculum development is essential.

Second, this initiative will provide funds to support the ArtWorks marketing component that will promote the concepts that ArtWorks for Education, Community, Business and You. We will use the funds to produce posters and make presentations to the community that promote and enhance the presence of the ArtWorks model and the Arts Division.

- **How will students benefit?**
Students always benefit when pedagogy is innovative, cutting edge and well prepared.
- **What is the need or intended use?**
To provide students and the community with the most innovative Arts program available.
- **Is it feasible?** Yes
- **What would be the campus location of this request/project?**
- Arts classes are taught throughout the campus
- **How many students (per year) will benefit?**
At least 6,000

4. Describe the resources needed

ArtWorks Marketing Support = \$5,000

Curriculum Development Funds = \$5,000 (135 hrs +OPE)

Total: \$10,000 and requested curriculum development funds.

5. List the possible funding sources

- *Can this project be partially funded?* **Yes**
- *If so, what portion could be funded at what minimum cost?* **50%**

6. Provide ORG & PROG codes

622280-111000

1) **Initiative Title: Music Instrument Purchase and Annual Maintenance Budget**
Department Priority: 1

2) **How is the initiative linked to your Program Outcomes Analysis for 2004-2005?**

Effective equipment is required for the accomplishment of any objective. Musical instruments are the equipment required for students in group piano classes, bands, jazz ensembles and orchestra classes. Some of the instruments currently available to students are no longer repairable (average age of instruments is 32 years). These instruments need to be replaced in order to allow students to meet course objectives. Instruments which continue to be able to be repaired need to be on a schedule of evaluation and repair prior to the beginning of each academic year.

3) **Describe the initiative**

Replace non-repairable band instruments (average age 32 years old)/establish annual maintenance budget for music instruments and equipment

- **Why do it?**

Currently Lane's Instrument Inventory does not include serviceable specialized instruments required for students to study and perform standard repertoire for band and orchestra: piccolos, oboes, English horn, bass clarinet, "A" clarinets, bassoons, double horns, euphoniums, marimba & other percussion equipment. Acoustic pianos need to be replaced in the practice rooms.

Electronic pianos in the Piano Lab are outdated & do not conform to current technical standards required for the courses. 11 pianos need to be replaced by touch-sensitive instruments.

Secondly, ALL of these instruments need to be on a regular maintenance schedule. Currently, all instruments are at risk due to lack of maintenance budget.

- **What will the product of this initiative be?**

Provides the basic tools required for students to be successful in curriculum. Obtaining instruments and a maintenance budget will bring up to state and national standards.

- **What is the need or intended use?**

See above.

- **Is it feasible? YES**

- **What would be the campus location of this request/project? Building 6**

- **How many students (per year) will benefit?**

Approximately 2,400 enrollments annually

- **How will the students benefit?**

Our students will benefit by enrolling in classes with properly working instruments

and equipment. These instruments are considered standard equipment for a music program, and to have the resources to maintain them is essential to the program.

4) Describe the resources needed

Annual Maintenance = \$12,000

- Band instruments = \$4,000
- Group Pianos = \$1,000
- Pianos = \$3,000

Purchase Replacement Instruments = \$71,700

- 2 piccolos= \$2,000
- 2 Oboes = \$8,000
- 1 English Horn = \$2,500
- 2 "A" Clarinets = \$4,000
- 1 Bass Clarinet = \$2,000
- 2 Bassoons = \$8,000
- 2 French horns = \$6,000
- 2 Euphoniums = \$8,000
- 1 Concert Marimba = \$5,000
- 1 Trap Set = \$1,000
- 11 Electric Pianos = \$13,200
- 6 upright pianos for practice rooms = \$12,000

5) List the possible funding sources

- *Can this project be partially funded? YES*
- *If so, what portion could be funded at what minimum cost? See faculty lead for info.*

6) Provide ORG & PROG codes

622280-111000

1. Initiative Title: Second Dance Studio (\$800,000)

Dept Priority: 2

2. How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?

Currently one dance studio at Lane provides space for all of the dance classes scheduled each term. An additional studio is desperately needed. For safety reasons and for injury prevention, all of the dance classes need to be scheduled in a specially-equipped dance studio in which a dance mat floor has been installed. Lane campus has only one dance studio, which means only one dance class can be scheduled at a time. We are currently offering 20 classes, and the studio is in use from 8 am to 9 pm, Monday through Friday. As the learning objectives of the dance and exercise classes can only be met by actually dancing and exercising, and because dance and exercise classes can only be offered safely in equipped studios, the need for an additional studio directly affect the ability of the college to offer these kinds of courses. It also delays and inhibits students filling their full artistic and physical potentials since there is no available space for them to practice for classes or create dance compositions. Lastly, an additional studio would allow instructor to adequately prepare for their course. Teaching dance requires that instructors adequately prepare for demanding physical demonstrations *before* actually demonstrating. There is currently no such available space, which directly affects the teachers performance, and therefore the students.

3. Describe the initiative

▪ ***How does this initiative align with the strategic directions of the college?***

Dance develops students by cultivating an increased understanding of themselves. To study dance, is to study the self. In this process of self study, naturally the students see themselves in relation to the community. There is a community of dancers in each class, and students watch and support each other's growth and learn to dance in groups with other dancers. This self-awareness is expanded and a personal responsibility to show up for the group emerges. This sense of community expands to the program as a whole during our well attended Open Show at the end of each term where students support and appreciated the learning of students in other classes. The sense of community expands to the larger Eugene dance community where students are exposed to dancers who choreograph and perform as quest artists in our annual concerts. Our state-of-the-art Somatics program in the dance program at Lane enhances students awareness of themselves-both in their bodies and minds. Also through studying dance, the students develop cultural competence through recognizing the arts and the role they play.

▪ ***What will the product, innovation, or change of this initiative be?***

A new dance studio.

- ***What is the need or intended use? How was that need assessed? What is your evidence of the need?***

The need for the studio is to provide a properly equipped space for more dance classes and rehearsals. A second dance studio is essential. Of the 20 classes that we offer each term, all of them are scheduled in our only studio. This leaves no alternative space for student work, new classes, instructor prep, and/or rehearsals for our growing dance companies.

Dance as a performing art requires many hours of practice and physical development outside of class time, both technically and artistically. An additional appropriately equipped dance studio is an absolute necessity for the growth of our program.

The faculty receives consistent requests for studio space for student projects and practice. Because our dance studio is scheduled with classes from 8 am to 9 pm during the week, there is no available space for such requests. Faculty also have the need for a second dance studio in which to prepare for classes.

- ***Given college resources, is it feasible? Is it an efficient use of resources?***

Yes. The last bond project originally planned for a second dance studio. There is space allotted adjacent to the new Performing Arts addition.

- ***What would be the campus location of this request/project?***

Adjacent to the performing arts building, northeast of the new addition between the existing building and the pathway..

- ***How many students (per year) will benefit?***

All of our more than 1,000 students will benefit.

- ***How will students benefit?***

As a department, we strive to meet the emerging needs of the community by offering new or additional courses. Students will benefit by having more courses to choose from. Students will have access to a properly equipped dance studio to better develop their skills. Students will have rehearsal space for creative projects and performances

By providing adequate rehearsal space for students to create their own work, the opportunities for effective communication, critical thinking and problem solving abound.

All students will benefit from the teacher's ability to have access to an adequate class preparation facility (when it is not being used for classes). The dance instructors need to prepare their classes by warming up and exploring the concepts in their own bodies before demonstrating to the class. Currently we are preparing either in public spaces (the theater lobby) or in the confines of our small offices.

4. Describe the resources needed

Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

\$800,000

5. List the possible funding sources

Bond Proposal

Patrons/Sponsors

- *Can this project be partially funded? No*
- *If so, what portion could be funded at what minimum cost?*

6. Provide ORG & PROG codes

622280-111000

1) Initiative Title: Curriculum Enhancement Theatre Arts

Dept Priority: 3

**2) How is the initiative linked to your Program Outcomes Analysis for last year?
What program level outcomes do you expect to achieve?**

After earlier reductions in staff and funding, the theatre program is growing and drawing more students and community attention. This initiative is a continuation of our enrollment management plan in which we have already increased the breadth of the program and enrollment significantly by adding two new courses.

3) Describe the initiative

*** How does this initiative align with the strategic directions of the college?**

Building the curriculum will provide a broader education for our students, build enrollment and F.T.E., better serve the community, and enhance the reputation of the Theatre Arts Program and LCC in the larger community.

*** What will the product, innovation, or change of this initiative be?**

Continue to build the curriculum: Voice, Movement for Actors, Direction, and intensive Technical studies, such as Stage Managing, Lighting and Set Design.

*** What is the need or intended use?**

An enhanced program will contribute to student retention, and lend more credibility to the professional preparation students receive at Lane.

*** How was that need assessed? What is your evidence of the need?**

These suggested classes were previously offered before the program was reduced. As the program continues to grow students need a broader curriculum and regularly request these courses.

*** Given college resources, is it feasible? Is it an efficient use of resources?**

Yes.

*** What would be the campus location of this request/project?**

MDTA

*** How many students (per year) will benefit?**

150 students per year though we expect this to increase as the curriculum expands.

*** How will students benefit?**

Students will be even better prepared to transfer to colleges, universities and conservatories.

4) Describe the resources needed

Contracted position and/or more part-time contracts for instruction.
270 hours CD @ \$26.44/hr + OPE = \$10,000

5) List the possible funding sources

Academic budget

Part Time budget

Extra Section Funding

* ***Can this project be partially funded?***

Yes

* ***If so, what portion could be funded at what minimum cost?***

Limit to Self-support classes or extra section funding

6) Provide ORG & PROG codes

622280-111000

1) **Initiative Title:** Annual Sheet Music Budget (\$9,600) **Dept Priority:** 4

2) **How is the initiative linked to your Program Outcomes Analysis for 2004-2005?**

Currently, Lane's sheet music libraries are extremely antiquated, sub-standard and in poor to failing condition. Each of the large ensembles offered at Lane study, prepare and perform three to seven pieces of repertoire each term. The repertoire studied is central to the objectives of the curriculum of these ensemble courses. Each piece of repertoire for Symphonic Band, Chamber Orchestra, Concert Choir, Jazz Ensemble, Vocal Jazz Ensemble and Chamber Choir may cost between \$45-\$300 per selection. The college has a responsibility to establish and supply adequate libraries of repertoire for our programs and students.

3) **Describe the initiative**

Establish an annual budget for each of the six large ensembles listed above.

- **Why do it?**
See above
- **What will the product of this initiative be?**
Provides the basic tools required for students to be successful in the curriculum. Obtaining sheet music will bring us up to state and national standards.
- **What is the need or intended use?**
See above.
- **Is it feasible?** YES
- **What would be the campus location of this request/project?** Music Libraries in Building 6
- **How many students (per year) will benefit?**
Minimum of 550 enrollments
- **How will the students benefit?**
Our students will benefit by enrolling in classes with appropriate musical, educational and performance materials. Music scores are considered standard equipment for a music program, and to have the resources to maintain them is essential to the program.

4) **Describe the resources needed**

Annual Expenditure for all ensembles= \$7,500-\$9,600

- Annual expenditure for each ensemble vocal ensemble should be \$1,000 - \$1,200.
- Annual expenditure for each instrumental ensemble should be \$1,500 - \$2,000.

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5) **List the possible funding sources**

- *Can this project be partially funded? YES*
- *If so, what portion could be funded at what minimum cost? See faculty lead for info.*

6) **Provide ORG & PROG codes**

622280-111000

1) **Initiative Title:** Outreach and Recruitment Dance Program (\$5,000) **Dept Priority: 5**

2) **How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

For our outreach and recruitment we plan to organize and present lecture demonstrations in middle and high schools in Lane county and beyond, organize and distribute educational and informational packets about our program for Oregon High schools, facilitate and host a high school dance conference, implement our outreach programs in conjunction with National dance week (April 2006). In spring 2005 during our National Dance Week we had an array of guest artists and activities offered free of charge to Lane Students and members of the community.

3) **Describe the initiative**

▪ ***How does this initiative align with the strategic directions of the college?***

We hope to increase our enrollment and facilitate connections to the community while at the same time offering our students the opportunity to grow and perform and learn to interact with middle and high school students and to teach dance.

The study of dance aligns elegantly with the strategic directions of the college. Dance develops students by cultivating an increased understanding of themselves. To study dance is to study the self. In this process of selfstudy, naturally the students see themselves in relation to the community. There is a community of dancers in each class, and students watch and support each other's growth and learn to dance in groups with other dancers. This awareness is expanded and a personal responsibility to show up for the group emerges. This sense of community expands to the program as a whole during our well attended Open Show at the end of each term where students support and appreciate the learning of students in other classes. The sense of community expands to the larger Eugene dance community where students are exposed to dancers who choreograph and perform as quest artists in our annual concerts. Also through studying dance, the students develop cultural competence through recognizing the arts and the role they play. The college is committed to offering quality instruction to its students. This initiative supports that commitment.

▪ ***What will the product, innovation, or change of this initiative be?***

We will have a working dance company directed by a faculty member that will work on presentations that can be carried out as lecture-demonstrations in middle and high schools. This faculty member will also work on advertising and recruitment strategies.

▪ ***What is the need or intended use? How was that need assessed? What is your evidence of the need?***

There is a saturation of dance in the community here in Eugene. We have observed the growth of dance groups over the past couple of years. These young students are looking for opportunities to perform or learn more about the art of dance. We believe that we can reach

these young dancers and offer them options and opportunities for getting into dance and in turn interest them in getting an education; perhaps even transfer to a 4-year college after completing our program.

- ***Given college resources, is it feasible? Is it an efficient use of resources?***

Yes.

- ***What would be the campus location of this request/project?***

Rehearsals would take place in our dance studio. Our group would eventually tour Oregon, going to middle and high schools in Eugene, Cottage Grove, Corvallis, etc.

- ***How many students (per year) will benefit?***

We would reach thousands of students in middle and high schools who could potentially become Lane students. Our dance company members and other interested students would benefit (15-50 students) as well.

- ***How will students benefit***

Our students will benefit by gaining the experience of performing and presenting dance and talking about dance with middle and high school students. They will gather invaluable teaching experience and the ability to “think on their feet.” Middle and High School students will benefit by being introduced to dance and to the Lane dance program.

4) Describe the resources needed

Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

We would need to have one of our full-time instructors work on this project. It would mean a release from one class per term for 2 terms per year to do this work (\$4000).

We would also need additional funding for advertising. (\$1000)

5) List the possible funding sources

- *Can this project be partially funded?*
- *If so, what portion could be funded at what minimum cost?*

6) Provide ORG & PROG codes

622280-111000

1) **Initiative Title:** Theatre Arts Touring Program (\$25,000) **Dept Priority: 6**

2) **How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

This initiative is a natural outgrowth of the program as it will build on last year's Quarter Globe initiative. The touring program will use the portable Globe Theatre to present workshops and performances in area communities and high schools. This provides a significant service to the community and serves as a recruitment tool for the college.

3) **Describe the initiative**

* ***How does this initiative align with the strategic directions of the college?***

This outreach will enhance the reputation of our program and the college in the larger community and serve as a recruitment tool to attract students from local schools.

* ***What will the product, innovation, or change of this initiative be?***

While we have done some limited touring in the past - as part of class work and alliances with schools - we would like to make touring a core component of our production program. This not only serves the surrounding communities by providing quality theater, it also helps students learn the various techniques of touring a stage production.

* ***What is the need or intended use?***

Make community and schools aware of our program, and create extended performance experiences for our current students.

* ***How was that need assessed?***

There is a continuing need to recruit and retain students both for the health of the school and the program. Additionally, taking the arts into the community is a significant part of the new ArtWorks initiative for the Arts Division.

* ***Given college resources, is it feasible? Is it an efficient use of resources?***

Yes.

* ***What would be the campus location of this request/project?***

Productions originate in the Theater Building, and travel to other venues.

* ***How many students (per year) will benefit?***

Approximately 300

* ***How will students benefit?***

The touring programs will provide a uniquely professional experience for our students that will enhance their skills and expand their repertoire.

4) Describe the resources needed

Contracted position and/or more independent contracts for instruction and supervision.
LCC truck and van for transport. Pay for the Director and Technical staff. \$25,000

5) List the possible funding sources

Academic budget.

Grants, some allotment from both English and Theater Depts.

Patrons and Sponsors

* ***Can this project be partially funded?***

Yes.

* ***If so, what portion could be funded at what minimum cost?***

Self-support classes

Re-prioritize funding toward outreach

6) Provide ORG & PROG codes

622280-111000

1) **Initiative Title:** Concert Shell for Main Stage Music (\$100,000) **Dept Priority:** 7

2) **How is the initiative linked to your Program Outcomes Analysis for 2005-2006?**

In any course of study students need feedback regarding their performance, whether that performance be oral, written or behavioral. Students enrolled in the performing arts programs are no exception. Currently the feedback system available to students whose coursework requires performance in the Performance Hall is inadequate, providing inadequate feedback. Sound made on the stage is lost in the cloth drapes and the void overhead. Student orchestras, choirs, bands and vocalists cannot hear themselves and, in addition, the audience is losing some of the sound projected.

3) **Describe the initiative**

Following a full acoustical evaluation of the performance space, the appropriate acoustical treatment will be recommended by a professional acoustician in consultation with our music staff.

- **Why do it?**
Currently, performing groups cannot perform adequately on stage. Nearly all sound made on stage is lost into the cloth drapes and empty space above. The student orchestras, choirs, bands or vocalists cannot hear themselves and the audience is losing a great deal of the sound projected.
- **How will students benefit?**
All performers and audience members will benefit. Performers will get appropriate feedback on their playing and the audience will benefit greatly from a fully supported, full range of sound.
- **What is the need or intended use?**
To provide students with appropriate performance space.
- **Is it feasible?** Yes
- **What would be the campus location of this request/project?**
 - Performance Hall Stage
- **How many students (per year) will benefit?**
 - All Student performers (approximately 900), and audiences (about 9000).

4) **Describe the resources needed**

\$100,000

5) **List the possible funding sources**

- *Can this project be partially funded?* **YES**
- *If so, what portion could be funded at what minimum cost?* **50%**

6) **Provide ORG & PROG codes**

622280-111000

1) Initiative Title: New Marley Dance Floor (\$6,000)

Dept Priority: 8

**2) How is the initiative linked to your Program Outcomes Analysis for last year?
What program level outcomes do you expect to achieve?**

Our goal in the dance program is to provide safe quality instruction to our students. Dance is a performing art and performing in our theater requires a special dance Marley floor. Our current floor is over 12 years old and is in need of replacement. It currently has nicks and tears in it, which could be dangerous to the dancers and is aesthetically unpleasing. Our program offers several public performances per year, where close to 2000 people annually attend. Presenting professional high quality performances is important to us, and a new Marley floor is needed to continue to do that.

3) Describe the initiative

▪ ***How does this initiative align with the strategic directions of the college?***

Dance develops students by cultivating an increased understanding of themselves. To study dance, is to study the self. In this process of self-study, naturally the students see themselves in relation to the community. There is a community of dancers in each class, and students watch and support each other's growth and learn to dance in groups with other dancers. This self-awareness is expanded and a personal responsibility to show up for the group emerges. This sense of community expands to the program as a whole during our well attended Open Show at the end of each term where students support and appreciated the learning of students in other classes. The sense of community expands to the larger Eugene dance community where students are exposed to dancers who choreograph and perform as quest artists in our annual concerts. Our state-of-the-art Somatics program in the dance program at Lane enhances students awareness of themselves-both in their bodies and minds. Also through studying dance, the students develop cultural competence through recognizing the arts and the role they play.

▪ **What will the product, innovation, or change of this initiative be? Please be as specific as possible.**

A new Marley Dance floor.

▪ **What is the need or intended use? How was that need assessed? What is your evidence of the need?**

The new floor will be used in all of our main stage performances. We assessed our need for a by consulting with our technical director and the dance faculty. Dance floors are generally replaced every 10 years.

▪ **Given college resources, is it feasible? Is it an efficient use of college resources?**

Dance performances at Lane are a bridge between the work we do in our classes and the community. The performances are the culmination of months of work, and present to the community the quality of our instruction and program. It is important that we

continue to present quality dance productions to the community and a new Marley floor is necessary to uphold quality and safety standards.

- **What would be the campus location of this request/project?**

The Marley floor would be used in the Performance Hall.

- **How many students (per year) will benefit?**

500+ students

- **How will students benefit?**

Students will benefit by dancing on a safe, quality dance floor.

4) Describe the resources needed

Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

\$6,000

5) List the possible funding sources

- *Can this project be partially funded? No*
- *If so, what portion could be funded at what minimum cost?*

6) Provide ORG & PROG codes

622280-111000

- 1) **Initiative Title:** Two new Full-time Contracted Music Positions (\$100,000)
Dept Priority: 9

- 2) **How is the initiative linked to your Program Outcomes Analysis for last year?
What program level outcomes do you expect to achieve?**

Our curriculum is ready to grow. We now have the space to accommodate growth, but do not have the instructional resources. Currently, a large number of our jazz courses are taught by part-time instructors. Hiring a full-time person would be the next step to solidify a strong jazz program that would help transfer students as well as meet public and professional needs in the community. For some time we have wanted to offer extra sections of high-demand courses (Group Piano, Rock History, Music Fundamentals, Group Voice) at alternate times. Adding more full-time instruction is critical to accomplishing this goal, and it would bring in extra FTE, as well as bringing our classroom space to an even higher degree of use.

Adding Chamber Music and Composition to our curriculum would bring our students experiences and classes that are a normal part of the Sophomore music curriculum. Currently, students have to work through Independent Study or outside of the system, thus losing FTE and denying our students the documentation they need for their experience.

- 3) **Describe the initiative**

- **How does this initiative align with the strategic directions of the college?**

This addresses planning for future faculty that is responsive to demand; planning for full use of our facility at non-peak times; of increasing FTE that is sitting there waiting for us.

- **What will the product, innovation, or change of this initiative be?**

To hire two new full-time contracted faculty.

- **What is the need or intended use? How was that need assessed? What is your evidence of the need?**

Evidence of the need is full classes, student requests, and having to outsource students to UO before they are ready.

- **Given college resources, is it feasible? Is it an efficient use of resources?**

- **What would be the campus location of this request/project?**

Building 6, Music.

- **How many students (per year) will benefit?**

Approx. 564

(Group Piano @ 16 X 4 terms; Rock History @ 40 X 4 terms; Fundamentals at 30 X 4 terms; Group Voice @ 20 X 4 terms; Jazz Theory @ 20 for one term; Jazz @ 30 for one term; Arranging @ 20 for three term; Composition @ 10 for 3 terms.)

- **How will students benefit?**

Non-majors benefit from being able to register for courses that currently are often full.

Majors benefit from an expanded curriculum that better prepares them for transfer.

4) Describe the resources needed

Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

Two contracted faculty positions = \$100,000

5) List the possible funding sources

Instructional Budget

- *Can this project be partially funded? No*
- *If so, what portion could be funded at what minimum cost?*

6) Provide ORG & PROG codes

622280-111000

1. Initiative Title: Part-Time Dance Position

Dept Priority: 10

**2. How is the initiative linked to your Program Outcomes Analysis for last year?
What program level outcomes do you expect to achieve?**

Currently over half of the courses offered in the dance program are taught by part-time faculty. Our part-time budget was cut three years ago. All of our part-time classes are taught in the self-support model. Classes that tend to be lower enrolled are not offered to part-time faculty because if the course does not have adequate enrollment to support the cost of the teacher, the course is not taught. This negatively impacts the program by limiting the choices made in regards to who teaches what classes.

3. Describe the initiative

▪ ***How does this initiative align with the strategic directions of the college?***

The study of dance aligns elegantly with the strategic directions of the college. Dance develops students by cultivating an increased understanding of themselves. To study dance, is to study the self. In this process of self-study, naturally the students see themselves in relation to the community. There is a community of dancers in each class, and students watch and support each other's growth and learn to dance in groups with other dancers. This self-awareness is expanded and a personal responsibility to show up for the group emerges. This sense of community expands to the program as a whole during our well attended Open Show at the end of each term where students support and appreciated the learning of students in other classes. The sense of community expands to the larger Eugene dance community where students are exposed to dancers who choreograph and perform as quest artists in our annual concerts. Our state-of-the-art Somatics program in the dance program at Lane enhances students awareness of themselves-both in their bodies and minds. Also through studying dance, the students develop cultural competence through recognizing the arts and the role they play. The college is committed to offering quality instruction to its students. This initiative supports that commitment. It also enhances the programs diversity by offering a wider range of instructors for our courses.

▪ **What will the product, innovation, or change of this initiative be? Please be as specific as possible.**

The product would be a permanent part-time dance position.

▪ **What is the need or intended use? How was that need assessed? What is your evidence of the need?**

At least one half of the courses taught in the dance program are taught by part-time instructors. The need was assessed by reviewing the catalogue offerings and class schedule. The self-support model helps to achieve the goals of the dance program by providing a wide range of quality dance education, but it is extremely limiting in terms of who teaches which courses.

▪ **Given college resources, is it feasible? Is it an efficient use of resources?**

Yes. The dance program is strong and continues to grow. As it grows, adequate and secure budgetary support for a part-time dance position is critical.

▪ **What would be the campus location of this request/project?**

Where it was originally planned between PE and MDTA buildings.

▪ **How many students (per year) will benefit?**

All of our 1,000 plus students would benefit.

▪ **How will students benefit?**

Students would benefit by taking courses from instructors with the greatest expertise in that area.

4. **Describe the resources needed**

Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

One additional part-time instructor in Dance = \$26,000

5. **List the possible funding sources**

Instructional Budget

- *Can this project be partially funded? No*
- *If so, what portion could be funded at what minimum cost?*

6. **Provide ORG & PROG codes**

622280-111000

1) Initiative Title: Dance Accompaniment (\$3,300) **Dept Priority:** 11

2) How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?

There is currently no budget for live music to accompany our dance classes. In order for our students to get a full experience of dancing, they need to dance to live music. To facilitate the successful transfer of our students to dance programs in 4-year colleges (which typically offer live accompaniment for dance technique classes) it is necessary to offer them the opportunity to dance to live music. In preparing our students who are interested in teaching it is important for our instructors to be able to model the instructor/accompanist relationship.

3) Describe the initiative

- **How does this initiative align with the strategic directions of the college?**
- **What will the product, innovation, or change of this initiative be? Please be as specific as possible.**

One or two musicians to play for intermediate/advanced dance technique class.

- **What is the need or intended use? How was that need assessed? What is your evidence of the need?**

The study of dance involves many facets. Musicality is an important part of learning to dance. Instructors are limited by the use of recorded music (which is typically in 4/4 or 6/8 time). It is more difficult to challenge young dancer's sense of time with these limitations. Live music can be played in any meter, any tempo.

- **Given college resources, is it feasible? Is it an efficient use of resources?**

Yes

- **What would be the campus location of this request/project?**

This would take place in our existing dance studio.

- **How many students (per year) will benefit?**

Hundreds of students will benefit from having live music for dance classes.

- **How will students benefit?**

The study of dance involves many facets. In order to impose the academic rigor that is expected of any University or 4-year college student, high-quality Modern dance technique classes must include the use of live music. Musicality is an important part of learning the technique of Modern dance. Live music can be played in any meter, any tempo. Therefore an instructor can prepare movement without being tied to a recording.

The movement comes first and is emphasized. The accompanist then plays the appropriate meter and tempo to go with the movement. It gives many more options and depth of movement. Students learn to “feel” movement rather than have movement function secondary to a “soundtrack.” With this in mind, our students benefit not only by experiencing a high-quality, well presented modern dance class but also by being prepared for the transition from Lane Community College to a 4-year college, University or to a career in dance.

4) Describe the resources needed

Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

We would need \$1100.00 per term. This would cover 2 accompanists. Either two for one class or one each for 2 classes.

5) List the possible funding sources

- *Can this project be partially funded?*
- *If so, what portion could be funded at what minimum cost?*

6) Provide ORG & PROG codes

622280-111000

Lane Community College
Unit Planning: Instruction & Student Services
Arts Division/ Music, Dance & Theater Arts

VP/AVP/ED Responsible	Division/Unit	Division Priority	Date of Initiative	Expected completion date	Initiative Title	Resource Description	\$\$	Recurring / Nonrecurring	Resource Type (mark with an "X")				Funding Sources (mark with an "X")						
									Payroll	Equipment	Space	Other	Existing	New Gen Fund	Carl Perkins	Stud Tech Fee	Curr Dev	Recruitment	Other
PL	Art/MDTA	0	6/31/2005	6/31/2006	ArtWorks Initiative Marketing	Marketing	\$5,000	R				X	X	X				X	
PL	Art/MDTA	0	6/31/2005	6/31/2006	ArtWorks Initiative Marketing	CD - 135 hrs	\$5,000	R	X				X	X			X		
PL	Art/MDTA	1	6/31/2005	6/31/2006	Music Instrument Purchase/Maintain	Annual maintenance on equipment	\$12,000.00	R		X				X		X			
PL	Art/MDTA	1	6/31/2005	6/31/2006	Music Instrument Purchase/Maintain	Replace instruments	\$71,700.00	N		X				X		X			
PL	Art/MDTA	2	6/31/2005	6/31/2006	Second Dance Studio	New Dance Studio	\$800,000.00	N			X								X
PL	Art/MDTA	3	6/31/2005	6/31/2006	Theatre Curriculum Development	270 hrs CD	\$10,000.00	N	X				X	X			X		
PL	Art/MDTA	4	6/31/2005	6/31/2006	Music Annual Sheet Music Budget	New Sheet Music	\$9,600.00	R		X		X		X		X			
PL	Art/MDTA	5	6/31/2005	6/31/2006	Dance Outreach/Recruitment	Faculty Release time	\$4,000.00	R	X					X				X	
PL	Art/MDTA	5	6/31/2005	6/31/2006	Dance Outreach/Recruitment	Advertising	\$1,000.00	R				X		X				X	
PL	Art/MDTA	6	6/31/2005	6/31/2006	Theater Arts Touring Program	Pay for Director & Technical staff	\$25,000.00	R	X			X	X	X				X	X
PL	Art/MDTA	7	6/31/2005	6/31/2006	Music Concert Shell Main Stage	New concert shell	\$100,000	N		X				X					X
PL	Art/MDTA	8	6/31/2005	6/31/2006	New Marley Dance Floor Main Stage	Replace Old Marely Floor	\$6,000	N		X				X		X			
PL	Art/MDTA	9	6/31/2005	6/31/2006	Two New Music Faculty Full Time	2 Contracted Faculty positions	\$100,000	R	X					X					
PL	Art/MDTA	10	6/31/2005	6/31/2006	Part Time Dance Position	1 Part-time faculty	\$26,000	R	X					X					
PL	Art/MDTA	11	6/31/2005	6/31/2006	Dance Accompaniment	2 accompanists @ \$1100 per term	\$3,300	R	X					X					