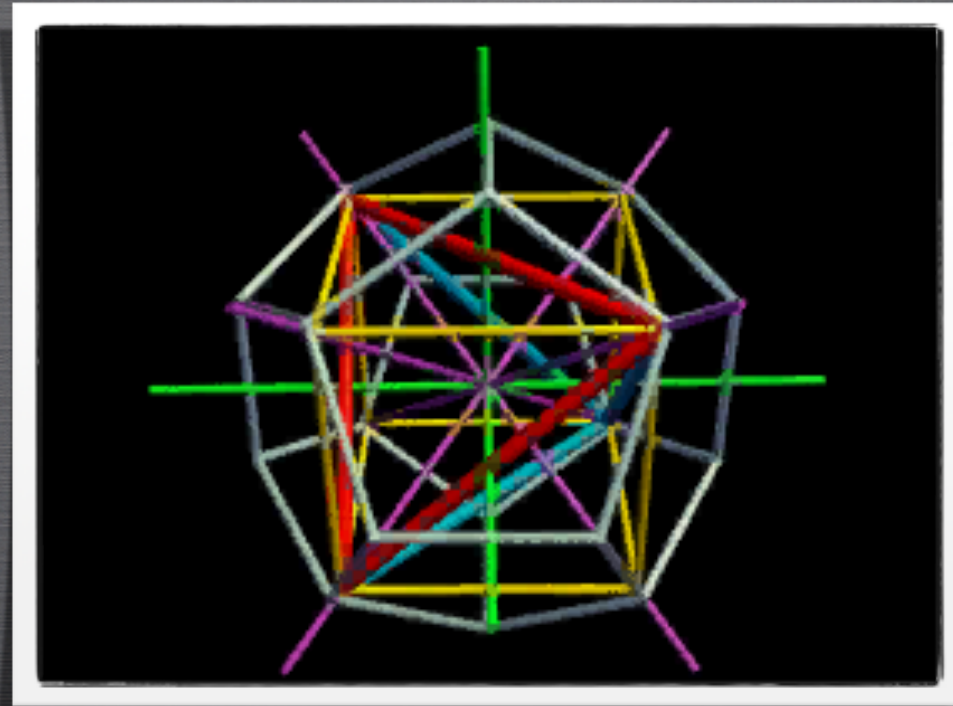


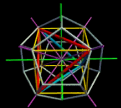
TENSEGRITY

AND



SCHOOL/COLLEGE COLLABORATION IN MUSIC EDUCATION

MITCHELL ROBINSON,
ASSOCIATE PROFESSOR OF MUSIC EDUCATION
MICHIGAN STATE UNIVERSITY



CONTEXT FOR COLLABORATION

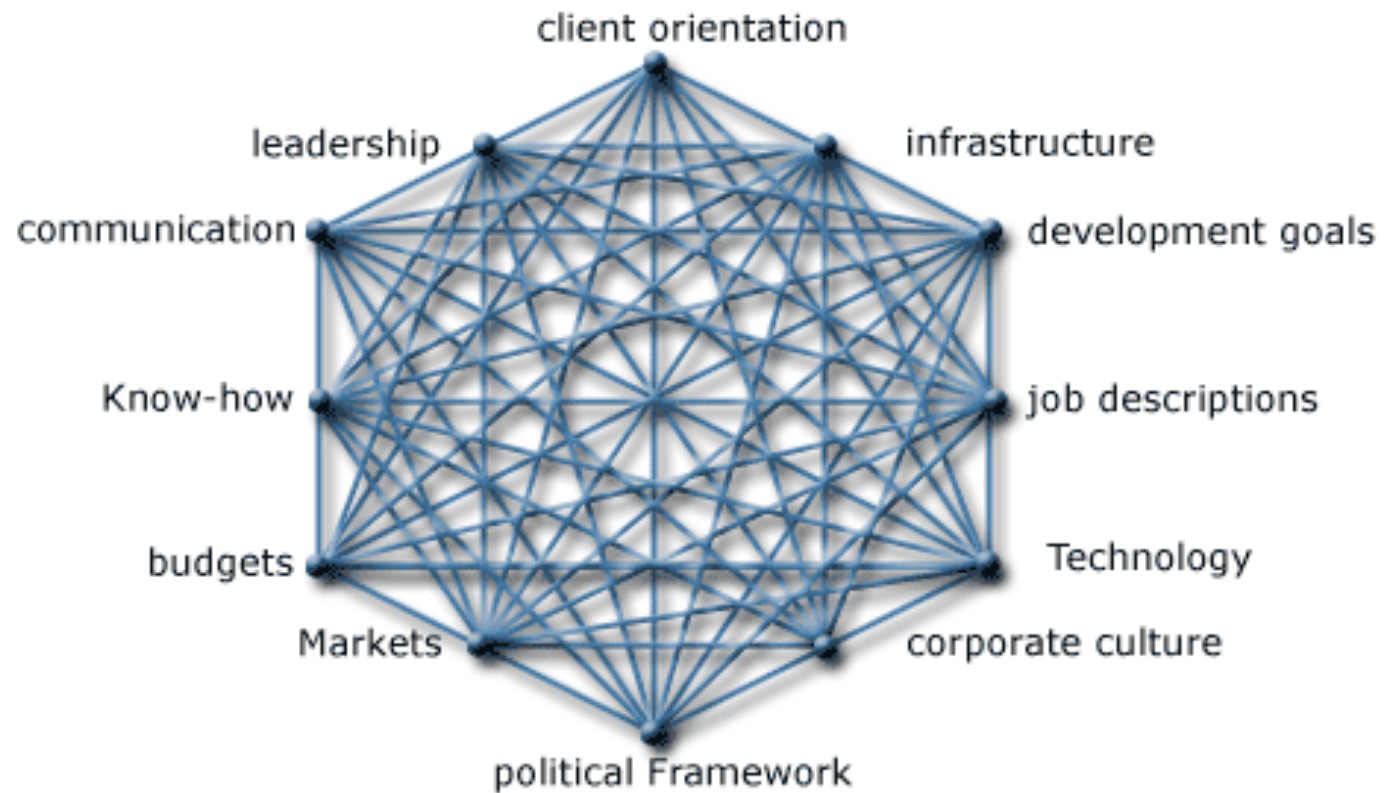
THE WILLIAM WARFIELD PARTNERSHIP

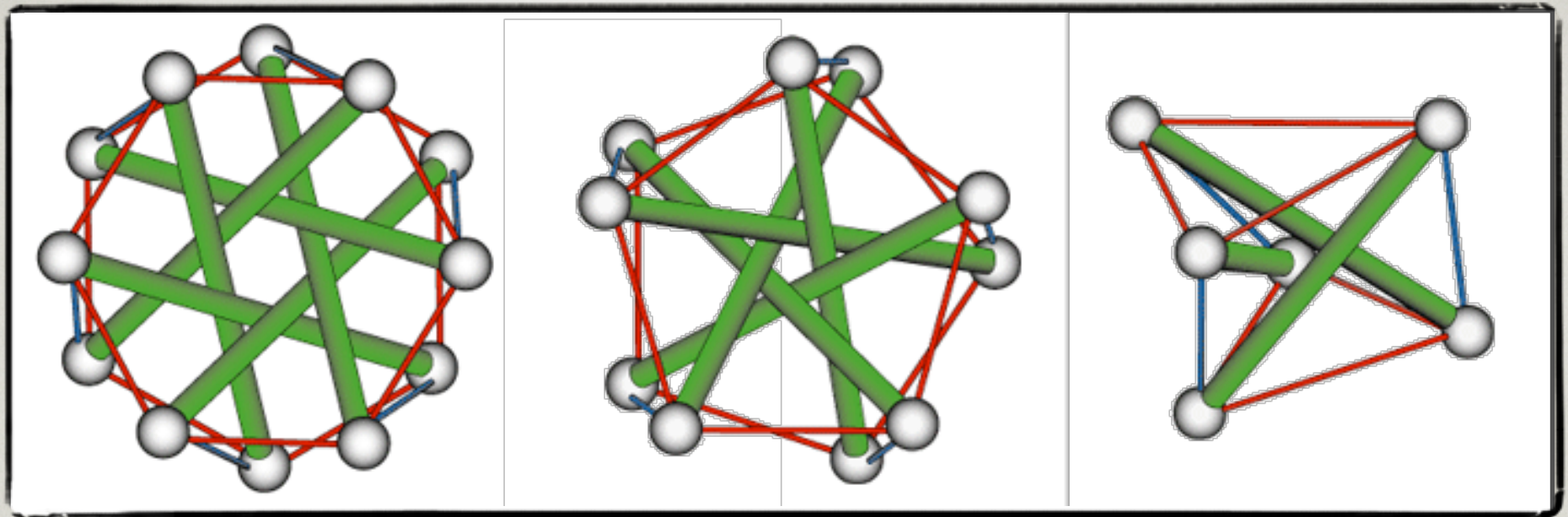
- INITIATED IN 1996, RENAMED IN 2000
- COLLABORATION BETWEEN EASTMAN SCHOOL OF MUSIC & ROCHESTER CITY SCHOOL DISTRICT
- STRING PROJECT, CHORAL PROJECT, PROFESSIONAL DEVELOPMENT FOR RCSD TEACHERS, EASTMAN PATHWAYS PROGRAM
- INITIALLY INVOLVED ALL ESM MUSIC EDUCATION FACULTY AND 90+ RCSD MUSIC TEACHERS



ORGANIZATIONAL STRUCTURE

Hierarchical?
Webbed?





TENSEGRITY

AS A MODEL OF COLLABORATION

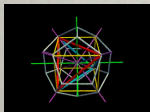
TENSIONAL + INTEGRITY

CONTINUOUS TENSION

WITH

DISCONTINUOUS

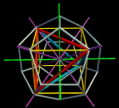
COMPRESSION



TENSEGRITY STRUCTURES



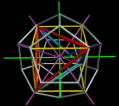
THE GEORGIA DOME, WITH A
TENSEGRITY-SUPPORTED
ROOF



TENSEGRITY STRUCTURES



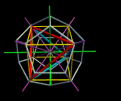
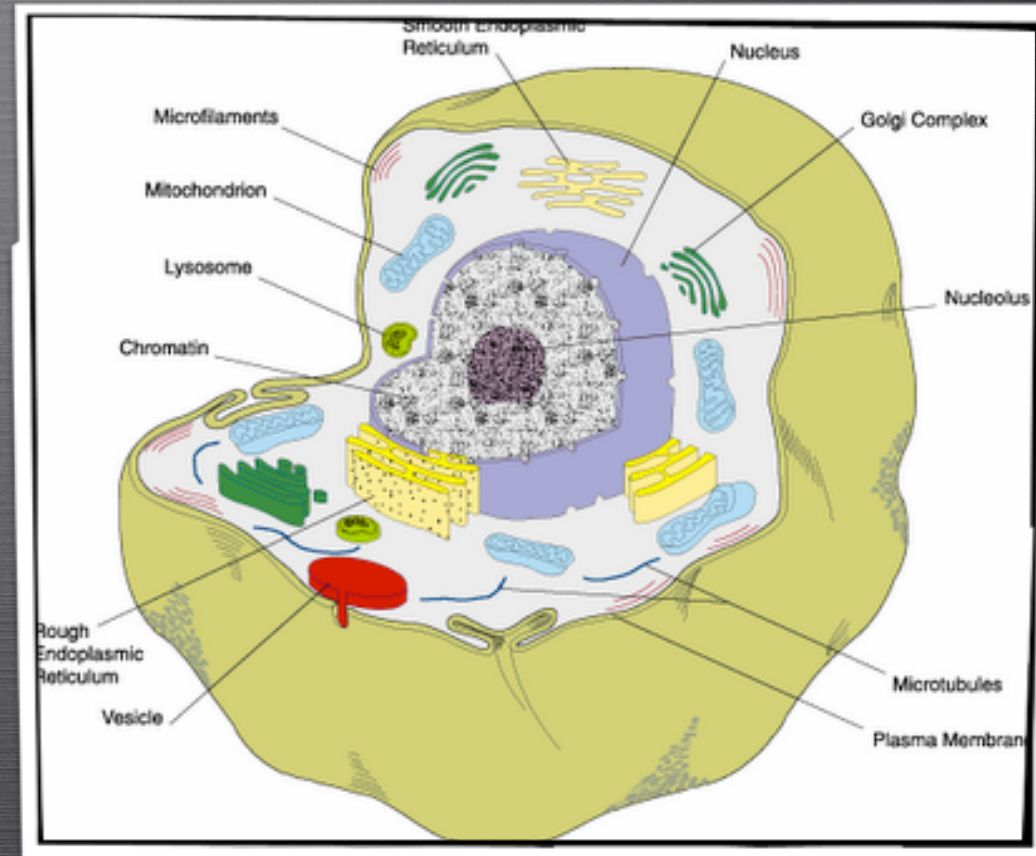
DOME TENT



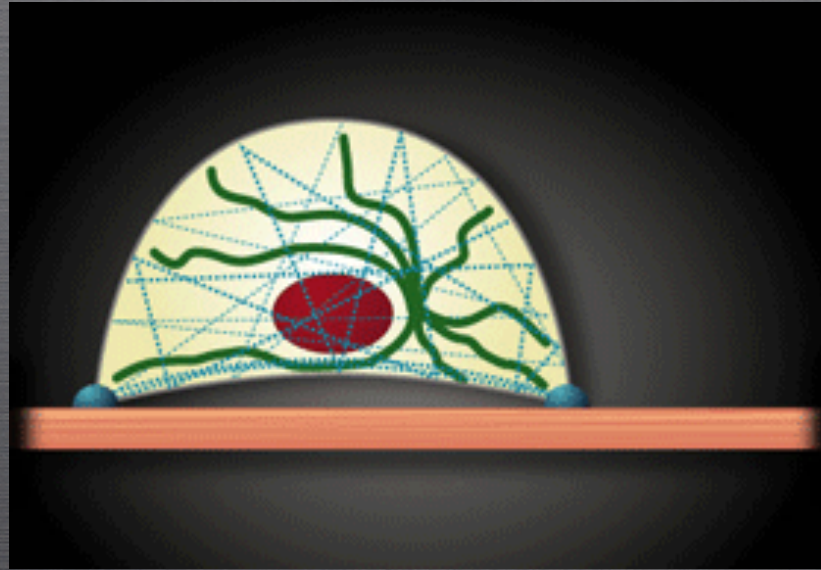
TENSEGRITY STRUCTURES IN NATURE

CELLULAR
STRUCTURE:
TRADITIONAL
MODEL

(“WATER BALLOON
FILLED WITH
MOLASSES”)



CELLULAR STRUCTURE

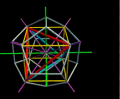
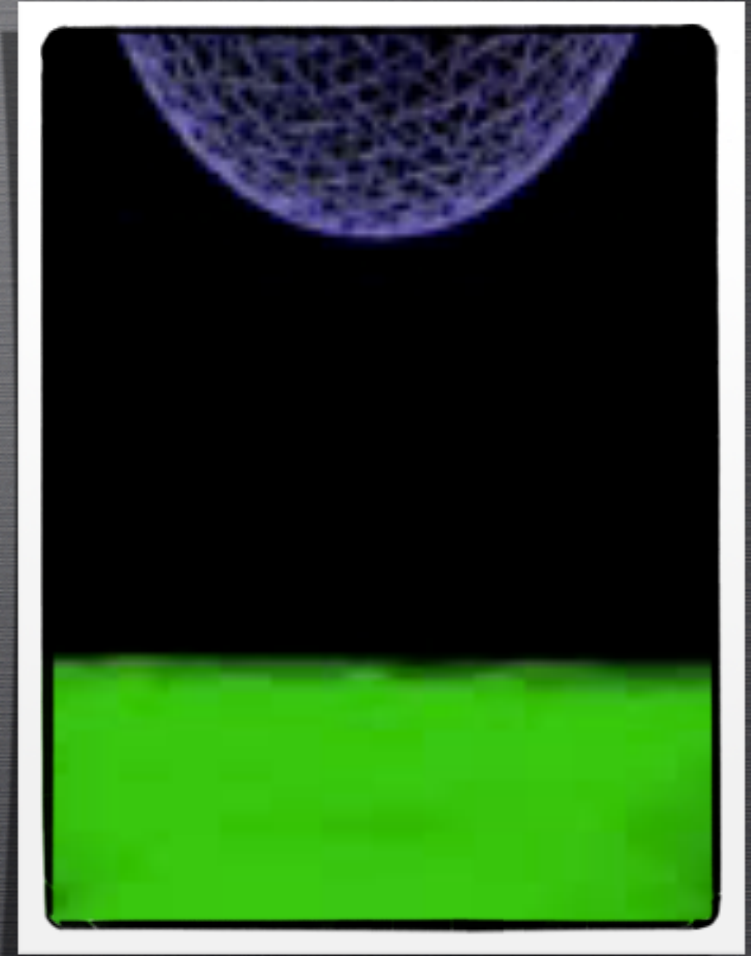


NEW MODEL, OR
“COMPLEX SYSTEMS BIOLOGY”
(DONALD INGBER,
HARVARD MEDICAL SCHOOL)



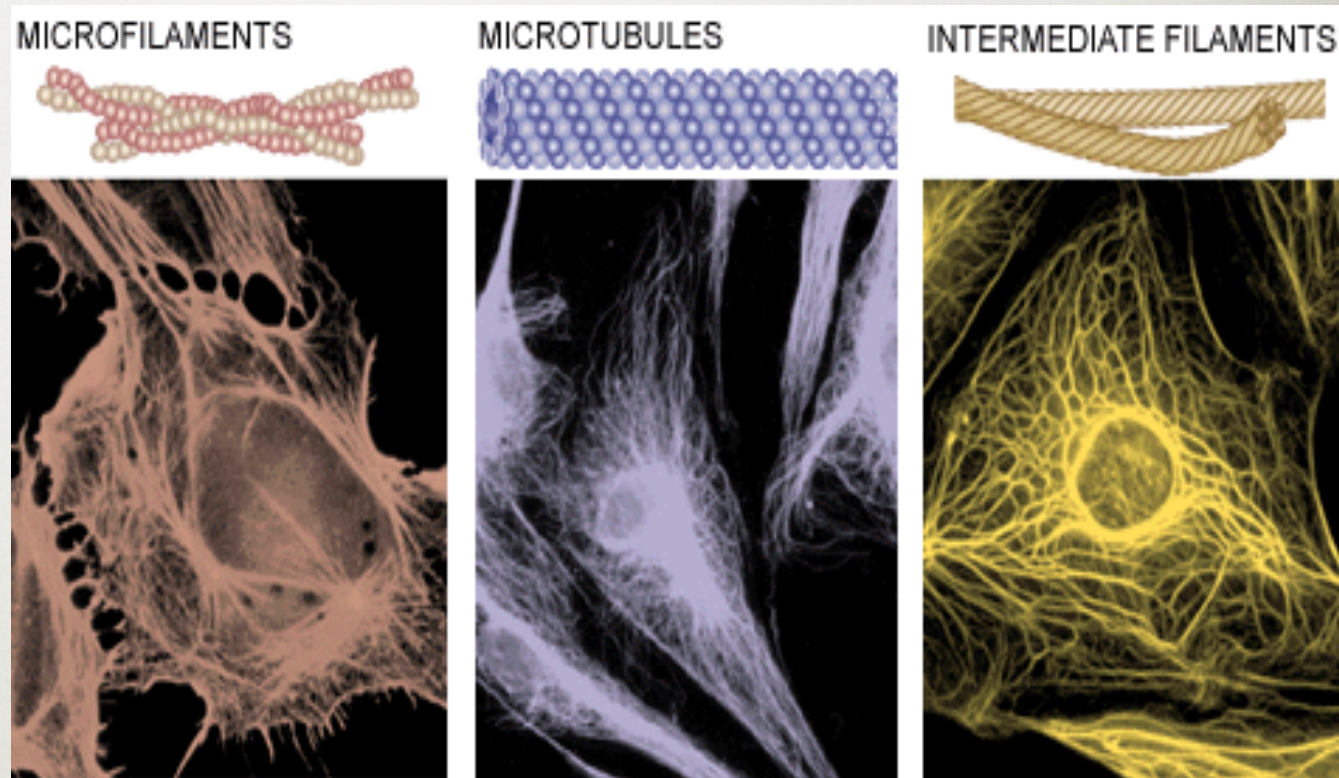
BENEFITS OF TENSEGRITY

- TENSION STABILIZES
- EFFICIENCY
- PORTABLE & DEPLOYABLE
- STRONG, YET FLEXIBLE
- MOTIVATED FROM BIOLOGY



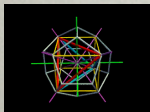
TENSEGRITY IN CELLS*

- NUCLEUS
- CONTRACTILE MICROFILAMENTS
- COMPRESSIVE ELEMENTS
- INTERMEDIATE FILAMENTS OR INTEGRINS

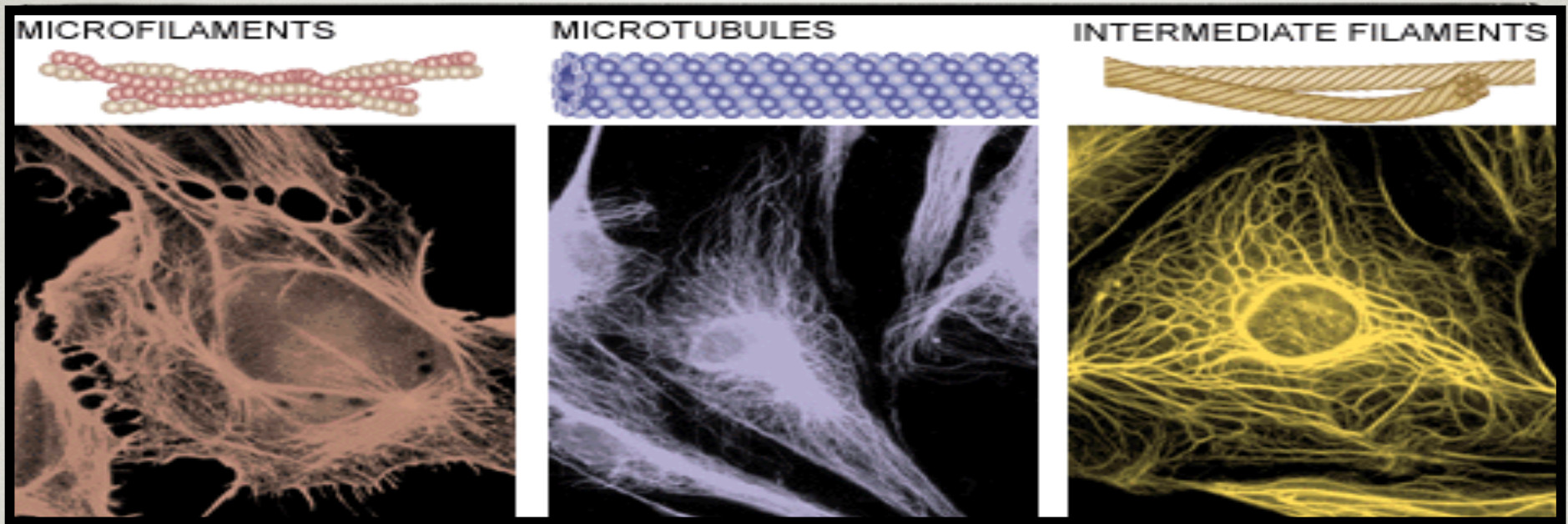


HOW TO APPLY TO PARTNERSHIPS?

*FROM: INGBER, D. (1998, JANUARY). SCIENTIFIC AMERICAN, "ARCHITECTURE OF LIFE."



FROM CELLS TO GROUPS



↑
PULLERS

↑
PUSHERS

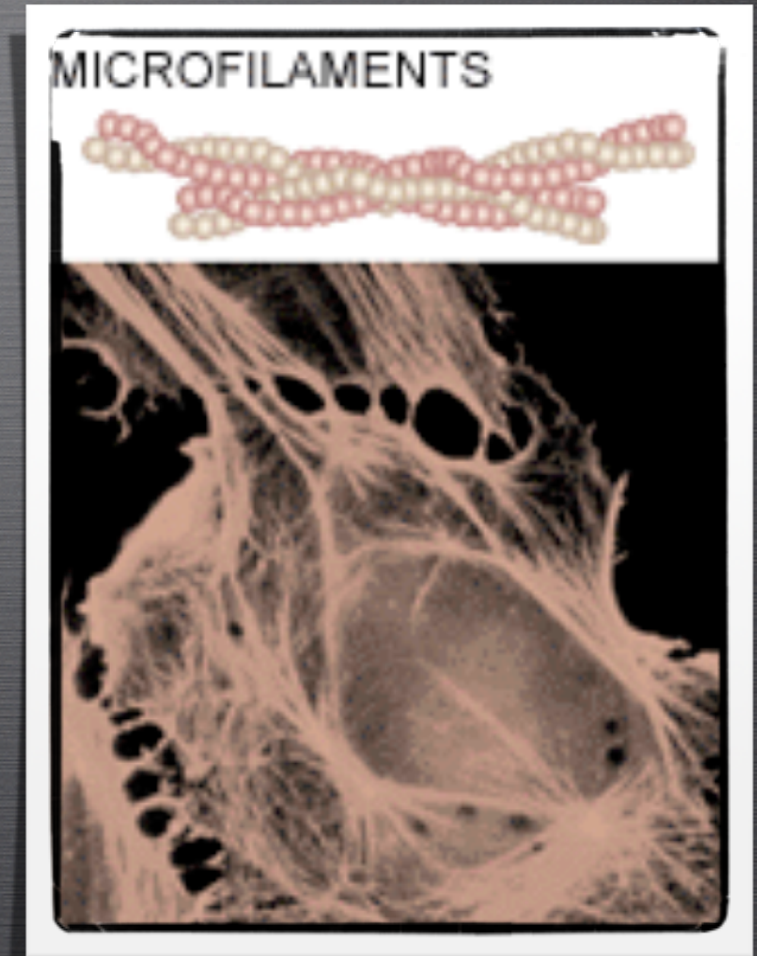
↑
INTEGRATORS

**EFFECTIVE PARTNERSHIPS NEED
DIFFERENT KINDS OF PEOPLE TO FILL
NEEDED ROLES**



PULLERS

OFTEN CHARGED
WITH DAY-TO-DAY
MANAGEMENT
DUTIES;
RESPOND TO
PRESSURE BY
TURNING INWARD,
FOCUSING ON
HEALTH OF HOST
ORGANIZATION

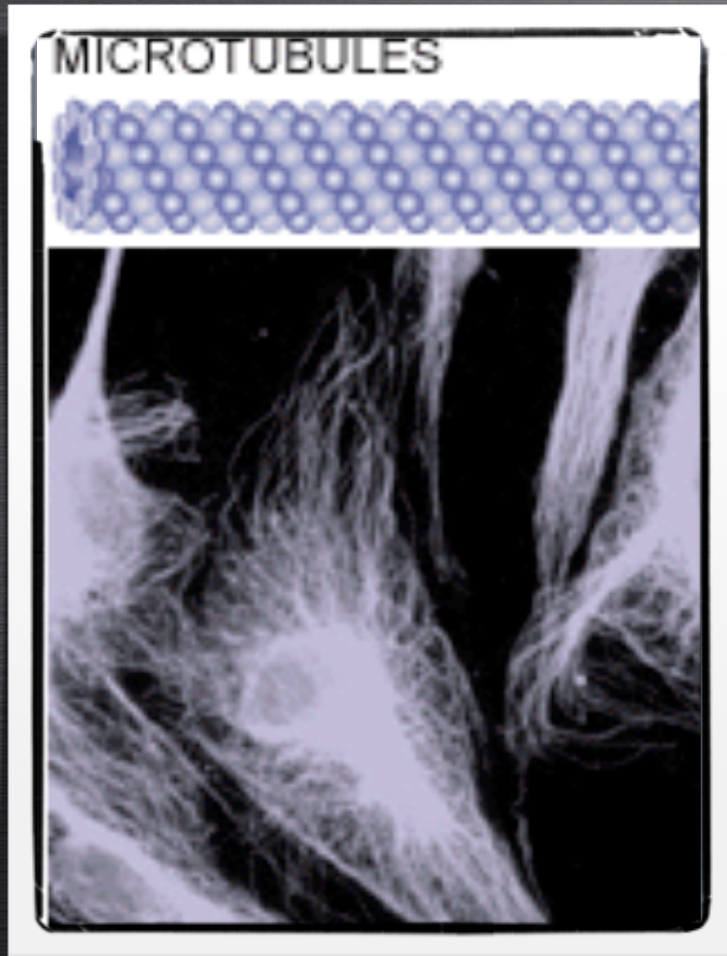


NOTES ON “PULLING”

“WE (BOTH PARTNERS) ALL ARE TRYING TO WORK TOGETHER TO **PULL** SOMETHING, AND SOMETIMES ON SOME ISSUES WE (COLLEGE PARTNER) HAVE MORE CLOUT. . .AND SO, I THINK THIS INITIAL YEAR AND A HALF OF THE PARTNERSHIP HAS BEEN TRYING TO FIGURE OUT WHO SHOULD PULL WHEN, WHO SHOULD PULL HARDER ON WHICH ISSUES. AND WHERE ACTUALLY CAN WE MAKE THE BEST USE OF OUR RESOURCES, OF OUR STATUS, OF OUR STUDENTS AND OUR FACILITIES AND OUR PROGRAM.”



PUSHERS



OFTEN FOUND IN
DEVELOPMENT
AND PR ROLES;
RESPOND TO
PRESSURE BY
COMMUNICATING
CORE VALUES TO
OUTSIDE GROUPS



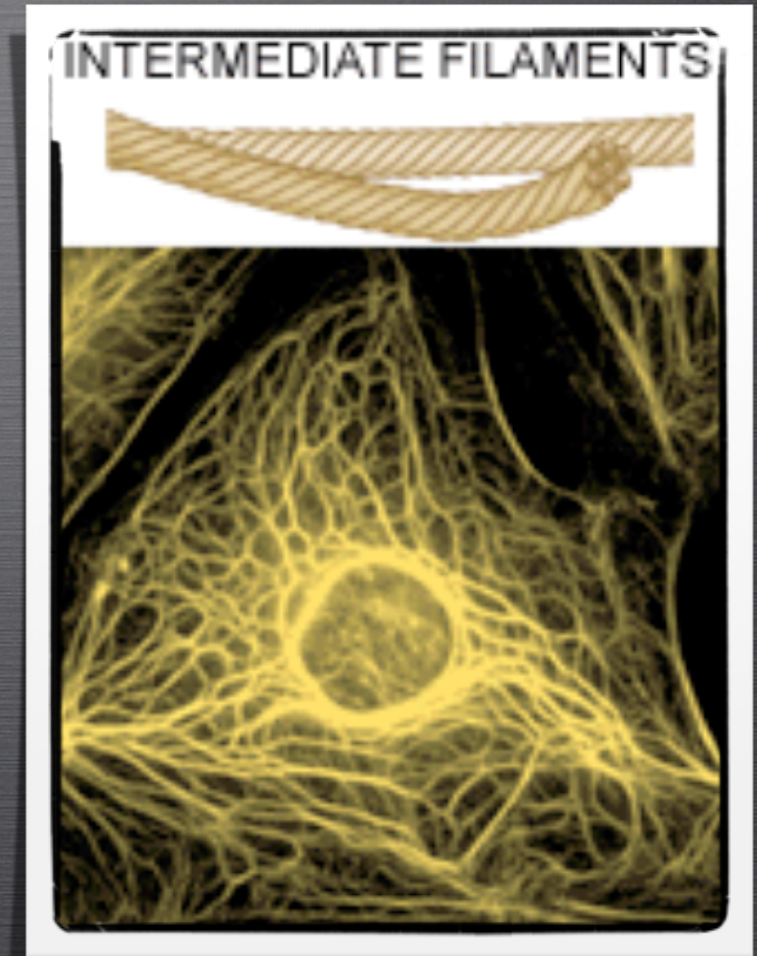
NOTES ON “PUSHERS”

“I’M INTERESTED IN BEING SURE THAT THE ENERGY (THE PR AND THE BUSTLE) DOESN’T OVERWHELM THE PRODUCT--IN THIS CASE THE TEACHING. I HAVE THIS PRESS RELEASE OUR PR FOLKS WANT TO SEND OUT ABOUT THE STRING PROGRAM. (LAUGHS) AND IT SOUNDS LIKE IT’S BEEN AROUND FOR 5 YEARS! “AND THE IDEAS ARE THIS, AND THIS IS HAPPENING.” AND IF YOU GO OVER TO THE SCHOOL, WE ARE STILL MEASURING KIDS FOR INSTRUMENTS AND COLLECTING PARENT INFORMATION. SO THE PR IS WAY OUT AHEAD OF THE REALITY. AND THAT CAN BE GREAT. . . BUT I THINK IT CAN ALSO REACH A POINT WHERE THE ADVANCE BUZZ OVERWHELMS THE REALITY, AND CAN EVEN HAVE A NEGATIVE CONSEQUENCE TO IT. SO I JUST WANT TO MAKE SURE ALL THE PEOPLE LOOKING TO GET ATTENTION ABOUT THIS KEEP THEIR HANDS OFF THE KIDS, AS MUCH AS I CAN.”



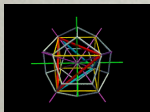
INTEGRATORS

CONNECT OTHER
MEMBERS AND
PROVIDE STABILITY
WITHIN THE
ORGANIZATION;
RESPOND TO
PRESSURE BY
MONITORING AND
BALANCING
TENSIONS WITHIN
THE ORGANIZATION



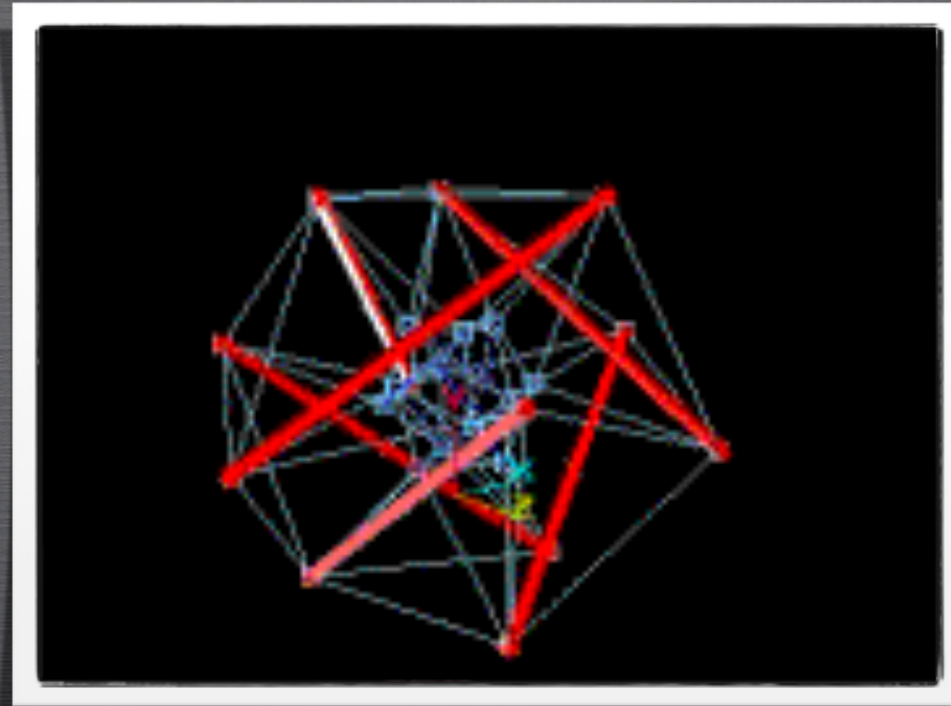
NOTES FROM AN “INTEGRATOR”

“(LAUGHS) I DON’T KNOW, MITCH--I’M LEARNING SO MUCH ABOUT WHAT’S GOING ON! COMING IN AS AN OUTSIDER, ITS KIND OF A SHOCK TO YOUR SYSTEM TO SEE THE EXTENT OF IT, AND TO GET AN EARFUL OF THE POLITICS, WHICH ARE EXTENSIVE. YOU KIND OF BECOME THE CONFESSOR FOR A VARIETY OF PEOPLE WHO VIEW YOU AS AN OBJECTIVE THIRD PARTY WITH THE DISTRICT. THERE’S A LOT OF DISCONTENT ABOUT THE POLITICS OF THE SITUATION--NOT WITH THE PARTNERSHIP--BUT THE POLITICS OF THE DISTRICT. I DON’T KNOW WHAT ELSE TO SAY--IT’S BEEN A SHOCK TO MY SYSTEM.”



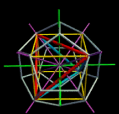
TENSION

PRESTRESSED



STRESSED

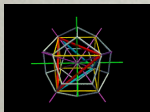
*TENSION IS **NECESSARY** FOR EFFECTIVE
(AND SUSTAINABLE) COLLABORATION



*FROM: JUDGE, A. J. N. (1998). LIVING DIFFERENCES AS A BASIS FOR SUSTAINABLE COMMUNITY.
TRANSNATIONAL ASSOCIATIONS [ON-LINE JOURNAL]. AVAILABLE HTTP: HOSTNAME: WWW.UIA.ORG
DIRECTORY: UIADOCs/QUENCHIN.HTM

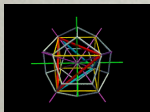
CHARACTERISTICS OF EFFECTIVE PARTNERSHIPS

- ACTIVE PARTICIPATION OF TOP-LEVEL LEADERS
- BOTH “TOP DOWN” AND “BOTTOM UP” PARTICIPATION AND LEADERSHIP
- A SHARED VISION AND COMMON MISSION AMONG GROUPS AND INDIVIDUALS
- “BUY-IN” FROM MEMBERS OF BOTH/ALL GROUPS
- LONG-TERM PERSONAL COMMITMENT FROM LEADERS
- EFFICIENT COMMUNICATIONS SYSTEMS



NEED FOR RESEARCH ON PARTNERSHIPS

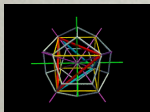
- **RESEARCH ON EXISTING PARTNERSHIPS**
 - **CASE STUDIES**
 - **EVALUATION PROJECTS**
 - **DEVELOPMENT OF GROUNDED THEORY**
- **RESEARCH ON EMERGENT PARTNERSHIPS**
 - **APPLICATION OF RESEARCH RESULTS TO NEW COLLABORATIONS**
 - **LONGITUDINAL STUDIES OVER TIME TO ASSESS GROWTH AND SUSTAINABILITY**



A PARTNERSHIP PRIMER

LEADERSHIP & VISION

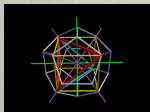
- **HOW WILL YOUR MUSIC EDUCATION COMMUNITY ASSESS ITS NEEDS?**
- **IS TOP-LEVEL INSTITUTIONAL SUPPORT AND COOPERATION PRESENT FROM EACH MEMBER ORGANIZATION?**
- **IS THE INSTITUTIONAL CLIMATE OF EACH MEMBER ORGANIZATION CONDUCIVE TO RISK-TAKING?**
- **ARE THE GOALS OF EACH MEMBER ORGANIZATION CLEARLY DEFINED AND CONGRUENT?**
- **DO THE PARTNERS SHARE A COMMON VISION AND GOALS FOR THE COLLABORATION?**



A PARTNERSHIP PRIMER

RESOURCES & STRUCTURES

- **IS THERE A WRITTEN AGREEMENT CONCERNING RESOURCE ALLOCATION BETWEEN PARTNER ORGANIZATIONS, INCLUDING PERSONNEL, FINANCES, RELEASED TIME, IN-KIND CONTRIBUTIONS, ETC.?**
- **WHAT RESOURCES (I.E., MUSICAL, HUMAN, FINANCIAL, TIME) ARE AVAILABLE IN YOUR COMMUNITY?**
- **ARE THE MEMBER ORGANIZATIONS WILLING TO ALLOCATE SUFFICIENT RESOURCES TOWARD PARTNERSHIP INITIATIVES?**
- **HOW WILL KEY PEOPLE (I.E., VISIONARIES, LEADERS, POTENTIAL ADOPTERS) BE IDENTIFIED?**
- **WILL YOUR PARTNERSHIP INVITE OTHER COMMUNITY MUSIC ORGANIZATIONS AS POTENTIAL COLLABORATORS?**
- **WILL YOUR PARTNERSHIP INVOLVE:**
 - **✦ PRE-SERVICE TEACHER EDUCATION?**
 - **✦ PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR TEACHERS?**
 - **✦ DEFINING MUSIC LITERACY FOR THE COMMUNITY?**
 - **✦ CURRICULUM DEVELOPMENT OR REVISION?**



A PARTNERSHIP PRIMER

ASSESSMENT & EVALUATION

- **HOW WILL YOU DOCUMENT AND COMMUNICATE THE ACTIVITIES OF YOUR PARTNERSHIP?**
- **WHAT KINDS OF DOCUMENTS AND ARTIFACTS WILL BE COLLECTED THROUGHOUT THE EVALUATION PROCESS?**
- **WHO WILL CONDUCT THE EVALUATION (IN-HOUSE PARTICIPANTS OR OUTSIDE CONSULTANTS)?**
- **HOW WILL YOU DESIGN YOUR ASSESSMENT TO MEASURE MUSIC LEARNING AND OTHER PARTNERSHIP GOALS AUTHENTICALLY?**
- **HOW WILL YOU KNOW YOUR PARTNERSHIP IS SUCCESSFULLY MEETING ITS GOALS?**



CONTACT INFORMATION

MITCHELL ROBINSON, PH.D.

ASSOCIATE PROFESSOR OF MUSIC EDUCATION

COLLEGE OF MUSIC

MICHIGAN STATE UNIVERSITY

EAST LANSING, MI 48824

PHONE: 517.355.7555

EMAIL: MROB@MSU.EDU

**MICHIGAN STATE
UNIVERSITY**

