

Community Meeting #3

November 28, 2018

9am - 11am

Guiding Question:

What will it take to create physical and emotional spaces in this building that allow each member of our diverse community to be free to exercise their own gifts, and deepen the conversations and joy in movement?

The following are questions and phrases that were evoked by the prompt above in a written “conversation” between the attendees of the meeting.

Clarity and why? Why are you here?

Allowing for all sorts of “whys”: professional, artistic, for fun, because my friend is here, etc.

During introduction in class, say what it means to you to be here.

Extend “Dance happens here” with a longer video of individuals introducing themselves

How do you make people feel they belong?

You can’t “make” people... but you can make them feel great.

Core beliefs: no harm, thrive in movement, collaborate

Could we incorporate this into our mission statement somehow?

Being open to learning about different identities: race, class, gender, more... and admitting a need to learn more. (Always!)

Create/instill a sustaining curiosity

What about partnerships with clubs/schools?

Who can we invite in? “Non” dancing groups...

Sustained structure for input? Suggestion Box? Voicemail line?

In structure there may be safety, but in freedom is there a vacuum?

Meet new people in your dance class (introduce yourselves) ask teacher to mediate this or a class member?

Gather data and mirror back to all who are here

Can we use existing data somehow?

Commission all teaching artists and renters to make dance together (and pay them). Cross-pollinating students, a 24-hour dance fest

Sound/noise isolation

Universal design: elevator

Understanding that shared space is not only physical

Collaborate with other teachers and classes to broaden our individual communities

How could we incentivize or encourage this?

What are teacher objectives?

Connect The Dance Complex to a wider community. Field trips, pop-ups around region

Also field trips to other dance classes in the DC!

Who can we invite in?

Different “avenues” for participation: classes, discussion groups, other events

“Docents”: advancing work studies to be more concierge-like, or guidance counselors

Follow up “welcome” communications from the Dance Complex staff, board, teaching artists. Thank people for coming

Clarify levels and expectations of specific classes (beginner, intermediate, advanced, performance-based)

Maybe establish named cohorts:

Parent Ambassador

Hip Hop Czar

Ballet Maven

Is this exclusionary or would it build enthusiasm?

Feed people. Quench their thirst. (physically as well as metaphorically: increase budget for hospitality)

“Real” people space: those who feel not welcome to dance somehow welcomed

Top Down and Bottom Up Approaches: cross-pollination of teachers committed to taking each other’s classes!

“Dance Complex 101” course to help orient people to class information

Rotating Ambassador appointment with class subsidy (sponsored by MCC or Cambridge Cultural Council?)

Always!

desires intrinsic sustaining/curiosity/learning/US mission values

Find ways for + POST CLASS TO ENCOURAGE INTERSECTION THROUGHOUT

Can we use existing data somehow?

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COMMISSION ALL PARTICIPATING ARTISTS TO CONSIDER (ARTISTS TO CONSIDER) (+ PAY TRASH) MAKE X-PRIZE FOR STUDENTS - ask from dance festival

In structure there may be safety - but in freedom (funny word) is there a vaccine?

Meet the people in your dance class (introduce yourselves) Ask teacher to initiate this or a class member?

Collaborate with other teachers - classes to broaden our individual communities.

Why not make it part of the contract? Fear of asking "too much" How to ease into this new phase?

A discount? A TDC Endorsed Instructor or TDC Teacher Artist Partner?

What could we do to incentivize + encourage this? Open forums/meet + greet where teachers share info on their classes.

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SUSTAINED FOR STRUCTURES FOR VALUE (POST) ARTIST COMMUNITY

being open to learning about different identities: race, class, gender, ... and admitting a need to learn more

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Clarity around why? Why are you here?

Participation A facilitator

During introduction in class, say what it means to you to behave.

What can we do to incorporate this into our mission? Statement come how? I like the language.

Match what we do with a story that communicates it

CONNECT DANCE TO A COMPLEX COMMUNITY - what "FIELD TRIPS", POP-UP AROUND REGION.

Also field trips to other dance classes in TDC

Business settings, suburbs, kids/students

inclusion vs exclusion

ECONOMICS - SCARCITY - VALUE

Different avenues for participation

- classes
- discussing groups
- other events

Top Down + Bottom Up Approach

Classical patronage of teachers committed to taking each others' classes!

What could we do to incentivize + encourage this?

Open forums/meet + greet where teachers share info on their classes.

Rotating Ambassador App w/ class subsidy sponsored by NCC or Case Cl.

What about primary w/ labor schools?

Maybe establish named cohorts: Parent Ambassadorship the the Case Cl. Dance classes: these are the best! We're not just building relationships or uniting it build relationships? We make our way? We make a record of relationships?

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