**By-Laws Conference Call**
Monday, September 30, 2019
5:00 - 6:30 PM ET

**In Attendance:**
Charles Grode - Merit School of Music (LEADER)
Carol Dunevant - Cincinnati Symphony Orchestra
Jazmin Morales - Colburn School
Weston Sprott - The Juilliard School

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# MINUTES

1. Welcome and Introductions - this is the first of two meetings with the action items of drafting definitions of membership, membership dues structure, profile of an Executive Director, and also processes by which members would vote to ratify the by-laws, elect board members and board composition.
2. Drafting the By-Laws
   a. Charlie Grode: we are here to create a set of recommendations to present and hone at the conference, and from there, those will go out to the greater community.
      i. Are there any objections to using the drafted by-laws? No.
3. The Name
   a. Charlie Grode: National Instrumentalist Mentoring and Advancement Network - as a working title - are there thoughts of a better name?
   b. Weston Sprott: Should we use something more inclusive than instrumentalists? Should there be some inclusion for singers, as well? By using instrumentalists, we are limiting those that we can help. There should potentially be a more collective word used.
   c. Jazmin Morales: Is there a better word than mentorship? As we work through the process, better words may come up more organically.
   d. Weston Sprott: How big a part is mentorship to the organization? Can we use the name as a placeholder and see if something else evolves?
4. Purpose
   a. Weston Sprott: It may be better to say "increase the collective impact of services delivered by the constituent members".
   b. Charlie Grode: Anything missing or shouldn't be on the list?
   c. Jazmin Morales: Second to last bullet point - Effectively and efficiently mediate differences - is that something we really want to be a part of the organization? How do we articulate the path for students among the organization?
   d. Weston Sprott: It might be effective to have a resource map
      i. Mediating differences is good, but it almost sounds negative.
      ii. With all the organizations that are in competition with each other, it is good to have what we can do to grow and support this program - each program has specific strengths that have specific services that make it the right fit for students.

     e.    Jazmin Morales - It's better to find where we are aligned than to use deficit language.

     f.    Charlie Grode: A resource map would be useful - here is the value we hope to create.

     g.    Weston Sprott: Both paragraphs should be meaningfully re-worded (at a later time). There may be value in re-ordering the bullets, as well. Many of these paragraphs need to be reworded.

     h.    Charlie Grode: Move away from deficit language and reorder.

     i.    Weston Sprott: Increase collective impact should be first. "Promote shared standards of operational performance" should be higher. "Save costs through creation of economies of scale"  should be lower.

     j.    Charlie Grode: Top five to help develop the board moving forward.

     k.    Jazmin Morales: "Expand public awareness and branding" should be mid-tier.

     l.    Carol Dunevant: It might be beneficial to consolidate. There are too many bullets.

     m.    Charlie Grode: Could we possibly stream and add sub bullets?

     n.    Weston Sprott: Maybe limit the bullets to five so it is focused?

     o.    Weston Sprott: We should limit the bullets to five so it is focus, and combine bullets that can be pushed together.

5. Mission

     a.    Charlie Grode: Reactions to mission as currently stated? Are there things we can improve?

     b.    Carol Dunevant: I like the second quote - the mission should be as simple and direct as possible.

     c.    Jazmin Morales - What I'm missing is the brief is the 1, 2 ,3 priority list - it will give others a clear understanding how we will achieve that mission.

     d.    Weston Sprott: our mission statements can sometimes be too vague, which makes it hard to see if we're seeing. With the current wording, we won't know if we've achieved it or been successful. Throw out a bold mission so people can see if we're really succeeding.

     e.    Charlie Grode: Second statement is better liked, but the "how to achieve it" is missing. And to be bold in how we state it.

     f.    Weston Sprott: How

     g.    Carol Dunevant: We should look at the last quote, and build off of that: adding the parts that would make it measurable.

         i.    Last quote and then add "By developing a (add the list of measurable opportunities)" - use 3 measurable items

     h.    Jazmin Morales: The discussion around purpose is organizational, and mission is around students - is this more about the organizations or the students that we're serving?

     i.    Weston Sprott: I feel strongly it should be about the students.

     j.    Charlie Grode - It should be about creating alignment among organizations to create opportunities for students.

     k.    Weston Sprott: We're close to having the building blocks, but we need to add to it.

         i.    "What, how, and why" are the building blocks.

         ii.    To empower to diversify the field

         iii.    "By developing common language and standards" is the 'how'

         iv.    We're missing the 'why'.

     l.    Carol Dunevant: "To empower young musicians of color to diversify the musical field."

     m.    Weston Sprott: The 'how' can be one of the three bullet points, and then we need the why

     n.    Carol Dunevant: To create equitable opportunities in the field of music?

       o.   Jazmin Morales: Should it be specific to orchestras? In terms of measurable outcomes.

       p.   Everyone: No.

       q.   Weston Sprott: The 'why' should speak to society or social justice - that type of thing.

       r.   Jazmin Morales: The 'why' might reveal in the vision.

6. Vision
   a. Charlie Grode: Anything from the Sphinx Connect that speaks to people on the call?
   b. Jazmin Morales: "Build a student-centric, purposeful ecosystem".
   c. Weston Sprott: That should be a part of the what in the mission statement. We want to shape the vision as to what we hope to be and not what we hope not to be. What I did like is the aspirational tone and then connect it to something slightly more pragmatic
   d. Jazmin Morales: "Every young artist who aspires to a professional musical career has the access to achieve that."
      i. Is our goal to encourage students to become professional musicians or give them access to music?
   e. Charlie Grode: Both.
   f. Weston Sprott: To create a more reflective field. We don't it to be a list of reasons why they don't achieve success in their field - it's often what the gatekeepers have in store for them that prevents success. Limit around access and ability.
   g. Jazmin Morales: Should we eliminate that in the larger statement as well? Organizations of all levels work together to empower students of color - back to the collective
   h. Carol Dunevant: Could we use the line "we envision a world where" as a way to embrace the positive? Is there language we can use to spell out the pathways in a more aspirational way? The first part is very bland language.
   i. Weston Sprott: The improvement and the empowerment of students and the systemic biases elimination so students are not held back.
   j. Jazmin Morales: The new letter of B - belonging.
      i. "We envision a world where musicians of color feel they belong in the field."
      ii. We may want to make it more vague, and this is our opportunity to be more aspirational.
   k. Weston Sprott: Creating a more reflective field and then creating a few bullet points or is that too mission statement?
   l. Carol Dunevant: It's too broad
   m. Charlie Grode: If we are successful, what will the field look like in 20 years?
   n. Weston Sprott: The answer to 'why' is to create a better one - we're limited otherwise
   o. Charlie Grode: I like combining excellence and diversity - to be diverse and to be inclusive is to be excellent - need to find a shorthand way to say what it is to be excellent - to be diverse, inclusive and belonging
   p. Weston Sprott: how we define excellence: more than beautiful and correct sometimes takes precedent over being inclusive and relevant
      i. Wabash Study discussed - out of all the different categories that influenced students, the only thing that fostered creative growth was diversity. The students impacted were not students of color, but white students.
         1. White students cannot reach their full potential for positive growth without the latinx and black students to provide a more full experience.
         2. Excellence is the result of inclusion and diversity.
   q. Carol Dunevant: "We envision a world where excellence is the result of or defined by…"
   **r. Weston Sprott: We believe that in order to be excellent, we must be diverse and inclusive.**

       s.   Carol Dunevant: It's simple but effective.

       t.   Charlie Grode: It's also provocative.

       u.   Jazmin Morales: How does that fly at Julliard?

       v.   Weston Sprott: Well so far, but it's still to be determined. It's been well received. People struggle with the 'why', and this helps them wrap their head around it. People think that diversity is synonymous with lowering standards, which just is not the case. This wording helps with difficult conversations.

       w.  Charlie Grode: That will be our placeholder (in bold), and expand on it more as we go.

7. Membership Classification
   a. Charlie Grode - Tiered organization suggested.
      i. This is an important distinction - if we're creating a network about bringing various organizations together for a purpose, who falls in which category is important.
      ii. Stanford explained the Active Programs as 100% of effort focused on young musicians of color, whereas Supporting Organizations do not.
      iii. For example - Chicago Musical Pathways would be an Active Program, while Merit is a Supporting Organization.
   b. Carol Dunevant: We at CSO fall in between those two categories - how would you categorize someone like us? We are a morph between those two. There are others who could be between the cracks, as well.
      i. Within active programs, the word dedicated might need to be changed.
      ii. Possible wording: dedicated/involved in providing opportunities
   c. Jazmin Morales: There's a lot of potential for overlap - programs within institutions may or may not be solely dedicated to that pursuit but the larger institution is not dedicated to that.
   d. Weston Sprott: There should be a way of dealing with organizations where there are many parts in their mission, including diversity.
      i. Would there be two programs within one organization? Active and Supporting?
      ii. Is one under the umbrella of the other?
   e. Carol Dunevant: We have multiple programs that could fit into pigeon holes.
   f. Jaz: Move to programs or organizations?
   g. Weston Sprott: I would move towards programs - a program
   h. Carol Dunevant: A program who doesn't have a dedicated initiative?
   i. Jaz: I'm not sure if the model provided provides more clarity or more confusion
   j. Weston Sprott: this is where our homework comes into play. Roman numeral one - I would support scratching that - that makes more sense in the context of el sistema than here.
   k. Jazmin Morales and Carol Dunevant: I agree.

8. Board Members
   a. Number of and Classification of
      i. Charlie Grode:How do we see ourselves fitting into this network and what is the right balance between the organizations and the board?
      ii. Jazmin Morales: Maybe developing a tier system so we can make sure the board represents the people we seek to serve.
   b. The Purpose of the Network
      i. Charlie Grode: If part of the role of the board is growing funding capacity for participating organizations, should we consider fundraising and conflicts of interest?

   ii. Jazmin Morales: Would those people fall under the friends and not have privileges?

   iii. Charlie Grode: There would be some board directors from the active organizations and other board directors who are appointed by others in the networks. There may be some people involved with the network who are board directors and then draw some board members from the active programs.

   iv. Weston Sprott: There's value having directors from our organizations and from NIMAN, but there is also a lot of value in having people who aren't involved at all
   1. Philanthropists
   2. Officials from communities that we're trying to reach
   3. We can decide if they have voting rights or not, but it's an opportunity to expand

9. Additional Action to be Taken
   a. Share the minutes, homework, roles
      i. Weston Sprott: On board representation, do we want to build in regional representation - maybe based on the density of population representation?
         1. I hesitate for it to look like the US Senate and be unfair representation.
         2. I'm afraid that would lead to inequity.
         3. Conflict of interest.
            a. I'm concerned about who becomes the CEO of the organization
   b. Homework
      i. Organizing the articles of membership and defining the roles.
         1. Weston Sprott: Should we do a group editing document? Track changes and notify people when we've made changes and suggestions.
   c. Charlie Grode: other items to be discussed:
      i. Term of office - Having staggered initial terms so the whole board isn't rolling off at the whole time, and then standard 3 year term.
         1. Weston Sprott: is a 3 year term too long? Possible solutions:
            a. Half of the board takes 3 year, then half takes 1 year term, giving people an opportunity to enter in a year for now
            b. Some people may only want to commit for one year and then run for re-election
         2. Jazmin Morales: One year sometimes doesn't feel like enough - it makes it feel like you're starting from scratch.
            a. 2 years may be a better amount of time for planning purposes.
            b. Randomized or staggered for the first term, and then do a 2 or 3 year length after the first term
   d. Charlie Grode: We will put up the documents on Google Docs to be edited until the next meeting, and then we can discuss them and the last items on our next call.

**Next Meeting: October 28, 2019 from 1:00-2:30 PM ET**