

National Instrumentalist Mentoring and Advancement Network (NIMAN)
Program Working Group Meeting

Date: October 9, 2019
Time: 10:00-11:30am EST
Location: Zoom Meeting

M I N U T E S

Attendees: **Hilary Dow Ward**, Committee Leader (Managing Director, Sewanee Summer Music Festival), **Angelica Durrell** (Founder & Executive Director, INTEMPO), **James Hall** (Project Manager: Chicago Musical Pathways Initiative, Merit Music), **Ahmad, Mayes** (Director of Education and Community Engagement, Cincinnati Symphony Orchestra), **Kimberly McLemore** (Accelerando Manager, Nashville Symphony), **Jerrod Price** (Executive Director: Pre-College & Pathway Programs, Cleveland Institute of Music)

Absent: **Stanford Thompson** (Founder & Executive Director, Play On Philly)

1. Committee member introductions were made.
2. Hilary referenced the document she distributed to structure today's meeting. The committee's first phone call focused on the bones of NIMAN and the committee's personal experiences. This second call will focus on what the committee will present at the convening in Cincinnati.
3. How do we support young musicians of color?
 - a. Hilary asked Kimberly to summarize the recent negative experience of one of her students attending a summer festival.
 - i. This student attended a multi-week festival and experienced racial harassment at various levels.
 - ii. The student did not know who within festival administration to approach to report the incidents. He contacted Kimberly who in turn contacted the festival director and the student's parents.
 - iii. Kimberly feels that the director handled the situation well and the director felt strongly about addressing the problem. The director was willing to dismiss the aggressors from the festival, but the student did not want that. The student remained at the festival but provided very detailed and direct feedback in his concluding survey. The student questioned whether this negative experience affected his educational/musical experience and pointedly stated that he would not return or recommend the festival.
 - iv. The festival contacted Kim to discuss how they could have prevented this incident from occurring.

- b. Kimberly suggests to the committee that an orientation for staff (i.e. dorm resident assistants) and students addressing harassment would be valuable. This might help identify problems early.
- c. Hilary agreed that, in general, orientations for summer programs and institutions would be valuable.
- d. Ahmad commented that microaggressions are more present than we can imagine. He has personally experienced this. Staff needs to foster a culture of respect among the adults and students, but training is needed to understand how to create a culture of respect.
- e. James commented that training is important for students, but it is equally as important to have a diverse staff at programs and institutions. It is easier for students to come forward and report harassment if they believe that their experience will be taken seriously.
- f. Ahmad commented that it would be valuable to include a directory of staff of color by institution in the CRM.
- g. Angelica commented that we should consider this training from other perspectives as well, i.e. aggressors, all students, faculty. We should be providing a crash course on the “real world”, e.g. who students will encounter in audiences, other organizations, etc.
- h. Hilary asked the group what should this training look like, who should conduct it? Some organizations may already have DEI training resources available.
- i. Jerrod commented that at the Cleveland Institute they have made certain that students and staff go through this training. It is a 2-3 hour commitment with a facilitator. They also have a Train-the-Trainer series and now have 3-4 employees in-house qualified to teach this training. Conducting this training in-person is the preferred method as opposed to on-line. Participants need to engage personally in hard conversations.
- j. Hilary asked Jerrod (and the committee overall) if he could share their training materials as a guideline with the committee. It would be helpful to compare materials from multiple organizations.
ACTION ITEM: Jerrod to share with Hilary.
- k. James commented that CrossRoads does excellent anti-racism training in a 3-5 day intensive program with affiliates available across the country. Kimberly commented that she also has experience with CrossRoads and they are very good. Could we adapt this training to a wider audience? 3-5 days for our purposes is not possible.
- l. Hilary commented that it is clear that training is needed, and a Zero Tolerance Harassment Policy needs to be part of any institution or program.
- m. Kimberly would like to find a way to bring all parents into this conversation, especially for summer festivals. Parents need to be aware that this is not acceptable. Hilary commented that parents also need to know that their children will be taken care of.

- n. Hilary asked the committee to discuss what we could do to prepare families before they arrive at a festival or institution. Would materials in advance be helpful?
 - o. Kimberly commented that this has been a struggle for them. They want their students to be prepared and not naïve about the possibility for bad behavior. But they are not sure that materials are helpful for this sensitive topic. You need a personal connection. Hilary commented that not all programs may be having these conversations.
 - p. Ahmad asked Kimberly what role parents have in these conversations. Kimberly shared that they have few students, so it is easier to create time for these difficult conversations and have parents participate. Many times parents have their own experiences to share. They are fortunate to have Titus Underwood on faculty and he speaks with students from his personal experiences and is happy to be a resource for them. Kimberly tries to help students understand that there are advocates for them in parents and faculty.
 - q. Ahmad asked the committee to consider if we should advocate for a uniform anti-harassment policy or encourage institutions to adopt anti-harassment policies that are more overt so students clearly know how to report an incident. NIMAN could help create common expectations and understanding around anti-harassment.
 - r. Hilary asked the committee if students should sign something? Ahmad replied, yes, that many organizations already do this, so students and parents understand the consequences. Though some policies may not be specific enough about racial harassment. James agreed, mentioning his experience with avoiding programs in the South knowing that there might be negative experiences there.
 - s. **ACTION ITEM:** Create orientation training for families attending programs or institutions.
 - t. **ACTION ITEM:** Create more explicit verbiage for an anti-harassment pledge.
 - u. **ACTION ITEM:** Create opportunities for conversations with families before arriving at a program or institution.
 - v. Ahmad commented that there would be value in creating a directory of musicians of color and where they are located.
 - w. Kimberly asked if we should promote connecting our students by the programs they will attend.
 - x. Hilary commented that Sewanee partnered with six different programs this summer but also had students of color attending who were not affiliated with a program. Do we include those students as well? James replied, yes, perhaps at a minimum through a Face Book group.
4. Customer Relationship Management System (CRM)
- a. The database is not built yet. NIMAN will launch based on the needs that we identify.
 - b. Hilary will create and circulate a Google doc to use as an application template. The committee can provide input directly in the doc.

- c. Kimberly asked for the goal of the CRM. Hilary shared that per Stan Thompson – This will be a tool for admissions offices and summer camps. Organizations can connect with students interested in programs and conservatories.
 - d. Angelica commented that she sees this as a two-pronged approach: building a database and building a recruitment system.
 - e. The Google doc will start to address the primary questions i.e. Who are the students; where are they now; what are they interested in; how can we help them take their next step. NIMAN wants everyone collected in one system which they will build.
 - f. If you're a program director you could go the CRM to proactively reach out to students.
 - g. Kimberly asked about the security measures we would take for a database that is open to all summer festivals. Students need to choose where their information is going.
 - h. Hilary replied that someone from NIMAN will moderate security etc. They will be the gatekeeper of information and create a one-stop-shop. Our task is to decide what should go into the software.
 - i. James asked if this will include college counseling and application assistance. This would be a big, multi-year commitment but very valuable. This could include audition prep, career goals, etc. This should be more than just managing data. The committee agreed. Kimberly commented that not only will we give you information, but you will have a contact to work with you and your family for festivals and college. Hilary commented that both are large financial and family commitments.
 - j. The CRM would include resume based demographic information, i.e. name, age, instrument, experience, years playing. And could also include a portal to upload videos to demonstrate a progression over time.
 - k. Ahmad would be interested in having a broader way to get parents involved in understanding what information is useful. Ahmad agrees that samples of playing are valuable.
 - l. Kimberly suggested that we should leverage our power as a network to support unified application fees. This can get very expensive. Hilary commented that this could be similar to the Common App concept – submitting information once.
5. Pilot Program
- a. For the pilot program, it has been suggested that one of the first things we could develop on behalf of the field is a clearing house of information about summer programs and a formal college touring program. By using the program, we hope to develop the CRM system, to help match musicians to summer programs and build cohorts for group conservatory visits.
 - b. What type of experience is important for musicians to have during the campus tours, i.e. private lessons, visiting classes/rehearsals, connecting with student affinity groups, etc.
 - c. How should we try to engage colleges in providing an experience we know would benefit the students? It is realistic to think that institutions would be receptive in

using their limited time/resources to create one experience that many musicians and families can benefit from.

- d. Jerrod commented that a private lesson during a school visit is the most valuable. A gathering could be held in a residence hall with other students of color. Could also include master classes and panel discussions to see what life is really like at the institution.
 - e. Hilary asked the committee how we can engage colleges. Jerrod replied that he could provide guidelines for how they do it. "We would like the following activities..."
 - f. Scheduling is the most challenging part. Hilary asked who the most appropriate person to approach at a university would be. Jerrod replied that the admissions office is where everything ultimately goes. The top music executive would also be appropriate. It is the responsibility of the top admissions executive to be sure that students leave with the best possible impression of the school. The CRM can also be helpful for sharing information in this instance as well.
 - g. Kimberly asked if we could add mock auditions – very beneficial. Hilary replied, yes.
 - h. Ahmad commented that everyone stands to benefit from this. When a student expresses interest, NIMAN could initiate the process and enable partners to connect. Hilary replied, yes, but not to get "in the weeds" just to start the connection. Schools will know that NIMAN is a good resource and NIMAN can give families the contacts. Ahmad commented, or we ask schools to offer specific experiences and NIMAN can facilitate.
 - i. Angelica commented that this is a multi-departmental approach – admissions, diversity, music. These departments have bought into NIMAN and will know what kind of experiences to create and support.
 - j. Kimberly commented that she sees the benefit to matchmaking but is it really beneficial to just pass on names. The real value lies in NIMAN providing wider counseling or added services. Hilary replied, yes, since this is all theoretical at this point, we can create what added value looks like. Yes, wider services are possible.
6. Parents:
- a. Hilary asked the group for comments on creating a support network for parents. What can we do to support parents beyond a Face Book group i.e. training, workshops to prep for college.
 - b. Kimberly would like to see a series of webinars with topics such as - this is what the admissions process looks like; applications; audition process. This would be curated content with an opportunity to ask questions.
 - c. James commented that parents like hearing from many constituencies, i.e. alumni, students, other parents. There is value to creating something so they can commiserate.
 - d. Hilary highlighted the mother's comment in Atlanta. "I'm educated but don't know this industry." Some schools have many audition dates, live and taped. NIMAN can house that information for parents.

- e. James commented, yes, and we should also have a checklist in multiple languages with repertoire teachers, etc.
- f. Angelica commented that we could create a parent handbook. What to anticipate when your student is a freshman, sophomore, etc. It could talk about gathering samples, creating portfolios and preparing to gather all of this as they go along in the process – the earlier the prep begins the better. Hilary replied, yes, the CRM could help outline all of this information as an outlet for parents.
- g. Kimberly exited the call at 11:11am.
- h. Hilary asked the committee to look for the Google doc from her so we can present something to the group in Cincinnati. Much of this content is intertwined.
- i. Ahmad commented that we need to address the problem of instruments. Is there a way for NIMAN to help by connecting to vendors, sponsors, raising money for an instrument fund? Students are faced with transitioning to what you need to have to get into the school of your choice.
- j. Angelica commented that the CRM should include alumni profiles, testimonials, success stories. This could be a place to advertise instruments for sale with a section for instrument inventory.
- k. Hilary replied, yes, and NIMAN also will build a website. This type of information could be there with portals for specific logins, i.e. students, parents, institutions.
- l. Hilary commented that the committee will in Cincinnati, and she will circulate materials to the committee for approval before bringing to the convening.

Meeting adjourned at 11:20am.

Action Items:

1. Jerrod to share DEI training materials with Hilary. All committee members are asked to send materials to Hilary if possible.
2. Create orientation training for families attending programs or institutions.
3. Create more explicit verbiage for an anti-harassment pledge.
4. Create opportunities for conversations with families before arriving at a program or institution.