

Cook Ross Breakout Group Report
6/25/20

Breakout Discussion 1

The group was initially polled concerning the category of recommendations (Leadership, Culture, Membership Recruitment, Music Education Marketplace) they believed most important and therefore, would like to discuss first. In the both meetings, the attendees overwhelmingly selected “Culture” as the area they would like to discuss first. Attendees were asked to list what they believe to be the top three recommendations from the report and the level (personal, state, national) at which this recommendation is most effectively addressed. The following table lists the recommendations from the report and the number of times it was mentioned among the groups. In session 1 there were 7 groups in session 2 there were 9 groups for a total of 16 groups. According to the Zoom report, there were 103 attendees in the two sessions. Groups were given 13 minutes for this discussion.

Session 1- Culture

Recommendation	# of responses	Levels
Share the Executive Summary, DEIA definitions, and the DEIA value statement with members after first socializing with NAFME leadership.	2	National
Formally partner with the Institute for Composer Diversity and heavily promote the Composer Diversity Database. Work with the states to add these diverse songs to the solo and ensemble lists at auditions and competitions.	2	National & MEA
Strengthen current DEIA professional development/training opportunities and identify new ones for both members, and non-members.	5	National & MEA (more MEA), Personal
Create a DEIA thematic campaign that's clever, wide-reaching, and well resourced that compliments and promotes the forthcoming DEIA strategy.	1	National
Create NAFME Affinity Groups to provide a space where historically marginalized groups can connect, feel safe and support one another. Ensure all groups are open and accepting to all NAFME members, so knowledge sharing and allyship can thrive.	4	National and MEA

Capture and share DEIA best practices between the states by hosting a quarterly webinar featuring 2-3 music educators who focus on DEIA efforts at the state level. Invite others to share lessons learned after asking the panelists questions.	4	National & MEA
Strengthen advocacy resources to outline the benefits of music education and the need for all students to have equitable access to those opportunities. Promote these updated resources to members and explicitly link them to DEIA.	2	National & MEA
Create DEIA resources for music educators to embed DEIA in their teaching style and curriculum. Tailor resources to account for differences in elementary, secondary and higher education classrooms.	3	All Three Levels
Prioritize DEIA in NAFME-sponsored honor ensembles and auditions by taking steps to mitigate bias, ensure accessibility accommodations, and expand the music genres and song lists allowed.	6	National & MEA

There were other responses that were not listed in the executive summary recommendations regarding “Culture.” Those are listed verbatim below:

- Encourage diversity in MEA Leadership to affect change in culture.
- Realize your biases when selecting repertoire. Encourage a true varied repertoire that includes composers from marginalized groups.
- Facilitate difficult discussions among members concerning how bias LOOKS in music education: leadership, ensembles, session presenters, teacher education, repertoire lists, etc..
- Recognize personal bias and that there is a need to change the culture (working with hand shakes instead of contracts).
- build a book club for leader development. Books can address various topics on bias and other things. We need to address the culture we cultivate as leaders.
- Do more to connect to the whole school community - and honor the cultures and traditions of all students - must be done in an authentic way that connects to the community at large.
- State MEAs help membership digest information.
- Ad hoc committees to create action plans and look at best practices.

The following are listed as **next steps** related to the recommendations listed under “Culture” in the executive summary.

- ... 2-3 minute videos ... and the executive summary scholarships, reaching more teachers so it is more inclusive.
- Share the Cook Ross information on the Division level so it can be shared at the State level. There should be a Diversity Officer or point person with eyes on this issue to help lead this effort.
- Pushing out the information directly to the membership.
- Revisit curriculum/National Standards.
- Want to do a state survey about bringing in new voices, convening conversations with historically excluded groups.
- Ask students who aren't in b/c/o what they want to do in school music classes. And offer classes that do those things.
- Everything we'd like to model professionally: best practices in language and in action of inclusivity at the NAFME level and at the state level. Protocols for discussion.

The following are recommendations for **resources** needed to accomplish the recommended next steps.

- Genre diversity resource
- Targeted time to address these strategies
- Want to do a state survey about bringing in new voices, what questions might help? conversation starters.... how do we ; making it easier to find resources on the national website
- Concise summary presentations about the report

Breakout Discussion 2

In the second breakout, attendees met with the same members as in session 1. This session asked groups to list the recommendations from any area of the executive summary they believed to be most important and the level at which the recommendation is best addressed. Groups were given 10 minutes for this discussion.

Category	Recommendation to address	#	Level (s)	Next step/Resources
Membership	Create a National resource to pass on to state leaders around how to authentically and effectively recruit diverse new members.	1	NAT MEA	Create a toolbox to share
Membership	Revise NAFME's membership fee structure to reflect an alternative flexible pay structure or sliding scale based on each individual member's self reported salary.	6	NAT MEA	NAfME Staff & NEB consideration Offer a monthly payment plan for membership
Membership	Create partnerships with Historically Black Colleges and Universities, Hispanic, Native American, and other non-predominantly white institutions to raise NAFME's visibility on these campuses with faculty, staff, and students.	3	NAT MEA	Help with what are the affinity groups we might reach out to? In a state with HBCUs this is easier... Tribal organizations might be good... national assistance identifying partner orgs would be good.
Membership	Improve NAFME's outreach strategies to recruit diverse potential members and supporters.	2	NAT MEA PER	How do we recruit those potential members? Model what it's like to create partnerships, model examples of outreach. Webinars from the resource side

Leadership	Create a DEIA Toolkit or “handbook” specifically for NAFME division and state leaders to support the operationalization of DEIA at the regional and state levels.	1	NAT	
Leadership	Revise the Government Bylaw to allow Board members outside of the current National Executive Board (NEB) composition. Consider appointing members that have not historically been represented on the NEB, who represent demographics of membership trends, and/or who represent what the Board hopes future member demographics will look like.	3	NAT MEA	Document says NEB,.. but we had the discussion at state level. create a statement of intent like North Carolina https://www.ncmea.net/member-resources/ncmea-governing-document/ncmea-declaration-of-intent/
Leadership	Create a DEIA Toolkit or “handbook” specifically for NAFME division and state leaders to support the operationalization of DEIA at the regional and state levels.	2	NAT	NAfME task force/committee
Leadership	Define the terms diversity, equity, inclusion, and access, and clarify what these terms mean in NAFME’s specific organizational context.	1	NAT MEA PER	national committee to define, share to states and members
Leadership	Clarify and strengthen selection criteria for national and state leadership positions. Create candidate review	1	NAT MEA	

	templates to mitigate bias when Nominating Committees review candidates for Society and Council positions and National and Division Presidents-Elect.			
Leadership	Develop NAFME's DEIA value proposition and align leadership around it.	1	NAT MEA	
Leadership	Define NAFME-specific inclusive leadership behaviors and create a plan to hold leaders accountable.	1	NAT	
Culture	Create DEIA resources for music educators to embed DEIA in their teaching style and curriculum. Tailor resources to account for differences in elementary, secondary and higher education classrooms.	1	NAT MEA PER	Professional Development more in-depth than a clinic session or keynote. Something over 1-2 days with a certificate of completion, unit credits, or equivalent at the end. More of a deep dive. Systemwide approach for a systematic problem. We are the resource. Offer via webinars. Need to be peer-reviewed. Possibly partnering with universities.
Marketplace	Identify and partner with a music industry artist that has name recognition and has a skillset that goes beyond the "traditional" big three (band, orchestra, choir).	1	NAT MEA PER	Identify the possible partners, contact. Also identify student interests. Find out who knows who? At the local site make sure there is administrative/leadership support.
Marketplace	Create a NAFME-sponsored award that recognizes select music educators (that don't have to be NAFME)	1	NAT MEA	just do it

	members) doing exceptional DEIA work in music education.			
Marketplace	Create a visible and easy-to-navigate separate DEIA page and/or tab on the website linking to NAFME DEIA updates and resources.	1		

There were other responses that were not listed in the executive summary recommendations. Those are listed verbatim below:

- Approach leaders from different backgrounds/viewpoints/cultures
- Change the finding structure so that access is equitable.
- Develop an arena for members to share what diverse ensembles and ideas they have for student music opportunities. Could these be presented for grant enrichment?
- "Melting Pot" have we forced assimilation on our members - they must match our mold in order to be successful in our organization? We are moving away from that and need to continue.
- Partnering with industry leaders (CMA, NAAM, Sphinx) to connect with educators that are isolated to provide digital clinics/resources/artist in residency/mentorship
- Hybrid / Virtual, Distance option for conferences and PD to reach more members. Financial/ Geography etc.
- This goes all the way back to Pre-K regardless of demographic that they have access to quality music education to open the door for them to join later on