LIFT EVERY VOICE AND SING:
Creating Access, Diversity, Equity, and Inclusion
in Performing Arts Organizations

Rebecca P.N. Seeman, DMA

NPA 622: Nonprofit Data Analysis - Capstone
Summer 2021

Instructor: Marco Tavanti, Ph.D.
OVERVIEW / INTRODUCTION

- As a music educator and choral conductor, I am aware of the power of the performing arts to create community, cultivate all types of intelligence and health, and build understanding of history and cultures. The arts can also be used to divide and perpetuate bias and privilege. As performing artists, we have the ability to model a better future for our communities, and I hope to present some approaches for achieving that goal in this capstone project.

- I am eager for my career to embrace the values of Access, Diversity, Equity, and Inclusion in my future work as a conductor, educator, administrator, and consultant in the performing arts.
OBJECTIVES AND VALUES

Research Questions
- **Research Question:** What factors influence performing arts organizations to engage in ADEI practices and initiatives?

- **Hypotheses:**
  1. There are several factors that influence performing arts organizations’ ability to employ ADEI initiatives and practices.
  2. Performing arts organizations that prioritize ADEI practices experience greater feeling of belonging among stakeholders.

Objectives
- To determine the conditions and outcomes that influence performing arts organizations to embrace as well as the benefits of doing so.
- To create a needs assessment for implementation of ADEI in performing arts organizations in preparation for a toolkit of best practices.

Values
- **Belonging:** Cultivating an environment of belonging that incorporates equity and inclusion
- **Dedication:** The work of incorporating ADEI into performing arts ensembles is ongoing and filled with challenges and rewards.
METHODS AND APPROACHES: Mixed Method Research

- **Literature Review:** ADEI through the lens of the Black Voices Matter Pledge
- **Quantitative Analysis:**
  - Survey: ADEI in Choral Organizations
  - Factors that create access or barriers to adopting ADEI
- **Qualitative Analysis:**
  - Six expert interviews with ADEI specialists in choral music and performing arts consulting

ADEI in Performing Arts Organizations
DATA ANALYSIS: Literature Review

Sources
- Research articles on ADEI in music education, performing arts management, etc.
- Trade journal articles and performing arts organization resources

Definitions
- A: Access
- D: Diversity
- E: Equity
- I: Inclusion

Black Voices Matter Pledge
- Dismantle the violent ideologies of white supremacy, cis-heteropatriarchy, and racialized capitalism that animate so many of the injustices in our world
- Address anti-racism in choral practice work
DATA ANALYSIS: Literature Review - Definitions

- Access to and representation in content for all; Ability to get in the door.
- Identify and eliminate barriers that have prevented the full participation of some groups.
- The ways in which people differ (race/ethnicity, gender, sexual orientation, (dis)ability, religion, etc.)
- Creating environments in which all can be and feel welcomed, respected, supported, and valued to fully participate.
DATA ANALYSIS: Literature Review - Definitions

Diversity
- Race/Ethnicity
- Gender/Sexual Orientation
- Ability (Physical, Emotional, Intellectual)
- Socio-Economic
- Religion
- Nationality or Region

Equity
- Inclusion (Internal to organization; Agency to those already in the door)
- Access (External to the organization; Removing barriers to participation in the organization)
DATA ANALYSIS: Survey Demographics

REGIONS
- Pacific: 54%
- Northeastern: 14%
- Southeastern: 5%
- Midwestern: 15%
- Rocky Mountain: 5%
- Southwestern: 5%
- Noncontiguous: 2%

COMMUNITY TYPE
- Urban: 73%
- Suburban: 17%
- Rural: 10%
DATA ANALYSIS: Survey Demographics

**ENSEMBLE TYPE**
- Children's Choir: 29%
- Adult Mixed Professional Choir: 15%
- Adult Single-Gender Non-Professional Choir: 7%

**ORGANIZATION TYPE**
- Independent Nonprofit Organization: 68%
- Nonprofit Academic Institution: 17%
- Government Academic Institution: ...
DATA ANALYSIS: Survey Demographics

RACIAL/ETHNIC IDENTITY OF ARTISTIC DIRECTOR

- Caucasian: 72%
- Black/African American: 18%
- Hawaiian/Pacific Islander: 2%
- Multi-Racial: 8%

GENDER IDENTITY OF ARTISTIC DIRECTOR

- Male: 45%
- Female: 47%
- Non-Binary/Third Gender: 8%
DATA ANALYSIS: Expert Interviews

Antonio Cuyler, PhD
• Professor of Arts Management and ADEI in Arts Organizations Consultant
• Florida State University, Cuyler Consulting
• Findings: self-education, proactively prepare for resistance

Zanaida Robles, DMA
• Conductor, Composer, Music Educator, Church Musician, and ADEI Specialist
• Harvard-Westlake HS, Tonality Choral Ensemble
• Findings: ADEI central to all decision-making, self-knowledge and listening skills critical

Jace Saplan, DMA
• Conductor, Music Educator, Activist
• University of Hawaii at Manoa, Nā Wai Chamber Choir
• Findings: choir as storytelling, critical inquiry, culturally responsible pedagogy
### DATA ANALYSIS: Expert Interviews

<table>
<thead>
<tr>
<th>Expert</th>
<th>Title</th>
<th>Institution</th>
<th>Findings</th>
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</thead>
<tbody>
<tr>
<td>Arreon Harley-Emerson, MM</td>
<td>Conductor, ADEI Consultant</td>
<td></td>
<td>strategic &amp; procedural approaches, Levers of Change, KaleidoScore®</td>
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<tr>
<td>Emilie Amrein, DMA</td>
<td>Conductor, Music Educator, Activist</td>
<td>University of San Diego, Choral Commons, Common Ground Voices La Frontera</td>
<td>holistic view of music and artists, interrogate norms</td>
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<tr>
<td>André de Quadros, D.Ed</td>
<td>Conductor, Music Educator, Activist</td>
<td>Boston University, Voices 21C, Common Ground Voices</td>
<td>focus on human rights as pathway to inclusion, Empowering Song Approach</td>
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IMPLICATIONS:

1. Performing arts organizations that are led by BIPOC (Black Indigenous, People of Color) artistic directors demonstrate higher success in ADEI policies and practices than those that are led by White/Caucasian artistic directors.
2. Performing arts organizations that are in urban communities demonstrate higher success in ADEI policies and practices than those in suburban and rural communities.
3. Children are better able to integrate ADEI approaches and practices than adults.
4. When not considered carefully, the performing arts have the capacity to commit harm to people and communities.
5. Performing arts have the capacity to facilitate personal health and empowerment, as well as societal understanding and connection.
Recommendations:

1. Performing arts organizations should hire and promote BIPOC people to leadership and staff positions and institute policies that support inclusion and agency in decision making to BIPOC staff and artists, while recognizing that all have the capacity to do this work and allyship is important.

2. Predominantly White organizations should facilitate community engagement and outreach to underserved communities, particularly those in rural and suburban communities.

3. Organizations that serve adult artists should consider collaborations with youth organizations to encourage exposure to and learning opportunities from those with greater acceptance of ADEI principles.

4. Effective ADEI leadership requires self-education, listening, compassion, power-sharing, perseverance, and commitment to social justice values.

5. Non-Eurocentric approaches, such as oral vocal traditions and storytelling, should be included in performing arts work.
Recommendations: Interrogate and Challenge Norms (Based on interview with Emilie Amrein)

Who: Diversity of Organization

How: Interrogate the factors that contribute to the who – systemic racism & all forms of oppression, Eurocentric practices, etc.

What: Implement responses and changes to create inclusive practices
Recommendations: Holistic View of Self and Society

- Self and self-knowledge
- Shared experience, Affinity groups
- Local community, (ie performing arts org, choral org)
- Region, State Government, Policy Professional network (ie CCDA)
- National, Int'l (National professional groups: ie ACDA, Chorus America), National government & policy
RECOMMENDATIONS: Applications for the Performing Arts
(Source: Arreon Harley-Emerson)

Culturally Relevant Content
- Artistic Works
- Program Notes
- Meaningless without practice and pedagogy

Culturally Responsive Pedagogy
Avoid Cultural Appropriation
- Appropriate technique (i.e. accurate vocal style for genre)
- Equal research & respect given to all artistic material

Culturally Relevant Practice
- Access, Affordability
- Materials, Uniforms (non-binary?)
- Personnel diverse?
RECOMMENDATIONS: Levers of Change Model (source: Arreon Harley-Emerson)

Learning: Educating Self and Community; Building Self-Awareness

Leading: Model desired changes; prepare for resistance

Involving: Include underrepresented voices & give them agency

Communicating: Share and communicate ADEI practices and goals

Measuring: Utilize measurement systems – “What gets measured gets done”

Sustaining: Repeat cycle for every initiative and principle; Make needed changes; Report progress
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<thead>
<tr>
<th>Infrastructure</th>
<th>Competency</th>
<th>Outcome</th>
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<tbody>
<tr>
<td>Sub-Par Level 0</td>
<td>Embraced Level 3</td>
<td>Best Practice Level 5</td>
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<td>Foundational Level 1</td>
<td>Embraced Level 4</td>
<td>Achieve Goals</td>
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<td>Foundational Level 2</td>
<td>Clear Understanding Throughout</td>
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<tr>
<td>Baseline Understanding of Status</td>
<td>Wide involvement, new skills, processes, &amp; systems being applied</td>
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<tr>
<td>Sporadic Activities Underway</td>
<td>Integral Part of Process &amp; Systems</td>
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<td>Basic elements &amp; building blocks established</td>
<td>All business areas using ADEI as a conscious &amp; deliberate catalyst for continued success</td>
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<td>Some activities taking place in the organization</td>
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**RECOMMENDATIONS:** KaleidoScope©

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*Current state/activities producing negative results*

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*Unaware of ADEI*
REFERENCES


Thank you!

Any questions?
**SUMMARY**

This capstone presents effective organizational and programmatic practices for addressing ADEI and social justice issues and details efforts to develop cultural relevance, community engagement, and meet the needs of the increasingly diverse communities in which performing arts organizations operate.

**PURPOSE**

- **ADEI in Performing Arts Organizations:**
  The purpose of this research is to determine the conditions and outcomes that influence performing arts organizations to embrace ADEI in several organizational areas and the benefits of doing so.

**RESEARCH**

What factors influence performing arts organizations to engage in ADEI practices and initiatives?

**METHODS**

- **Mixed-Methods Research Project:**
  - Literature Review
  - Quantitative Analysis: ADEI in Choral Organizations Survey
  - Qualitative Analysis: 6 Expert Interviews

**RESULTS**

- Most successful in ADEI work include BIPOC-led organizations, urban organizations, Children-focused organizations.
- Effective ADEI work requires focus on human rights, holistic views, interrogation of norms.
- ADEI leadership requires critical listening skills, perseverance, power-sharing.

**RECOMMENDATIONS**

1. Interrogate norms
2. Include holistic methods
3. Include non-Eurocentric approaches
4. Culturally relevant content, pedagogy, and practice
5. Be systemic and specific in work

**REFERENCES**