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Four Challenging Sectors for Music Executives

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Four Challenging Sectors for Music Executives

Introduction
Introduction

The Survival and Vitality Distinction
Introduction

In an overall sense, for the arts and education in the arts, the basic question is vitality, not survival.
Local effort and achievement are essential to vitality – locally, regionally, and nationally.
Overall vitality is an aggregate of the specific vitality of thousands of local efforts in the arts and arts education nationwide.
Introduction

An Advocacy Connection

Local vitality depends in part on how people value what we do.
Introduction

An Advocacy Question

If various constituents were asked why our efforts are valuable, what would we like them to say?
Introduction

The Economic Reality
A difficult economic situation is present and projected.
Introduction

This means three things

- Major funding sources for the arts and education need to be protected and nurtured for the long term.
- Effective justification arguments are more important than ever.
- The most effective arguments develop sustainable valuing; not just short term buy-in.
Introduction

Three advocacy points to remember

- Message content is first and critical. Delivery systems are important, but secondary.
- Ask how well any message contributes to sustainable valuing of what we do among our constituents and supporters?
- A major purpose of advocacy is to get people to see, think about, and value things differently.
Sector 1

Arts and Arts Policy

The Financial Dimension
The Justification Dimension
Arts and Arts Policy

Recent Budget Numbers

- Metropolitan Opera
  $300 million
- Sales of Trident Gum
  $298 million
- Paid Advertising, U.S.
  $400+ billion
Arts and Arts Policy

Recent Budget Numbers

Big 5 Orchestras

($292 million total)

- **Boston Symphony Orchestra**
  - $80 million

- **New York Philharmonic**
  - $65 million

- **Chicago Symphony Orchestra**
  - $61 million

- **Philadelphia Orchestra**
  - $44 million

- **Cleveland Orchestra**
  - $42 million
Arts and Arts Policy

Recent Budget Numbers

- Arts Endowment (NEA) $167.5 million
- P-12 Music Teacher Salaries $6.8 billion (estimated)
- NASM Member Institutions $1.9 billion
- Verizon Advertising $1.4 billion
Arts and Arts Policy

Government Arts Budgets

2010 (2009)

($1.2 billion total)

- **NEA**
  - $167.5 million/year (+8.1%)
  - $110+ million granted

- **State Arts Councils**
  - $307.1 million/year (-6.9%)
  - $45 million from NEA

- **Direct Local Government**
  - $765 million (-8.1%)
Arts and Arts Policy

Private Sector and Individual Giving Numbers

2009

- Private Sector Arts and Culture Philanthropy
  - $12 billion

- Private Sector Donations All Causes
  - $303.75 billion

- Individual Gifts to All Causes
  - $227.41 billion
Arts and Arts Policy

Advocacy Questions

- Where is the money?
- How do we protect it?
- What is the priority?
Arts and Arts Policy

Justification Questions

- What is the issue?
- What ideas are present?
- What justifications are needed now?
- What is the message?
  To whom? For what purpose?
- What strategies and tactics?
Possible Messages

The arts are worthy of cultivation because they are:

- a fundamental and permanent realm of human action.
- basic ways of knowing and working.
- unique—nothing else can produce what they do.
Possible Messages

The arts are worthy of cultivation because they are:

- connected to everything, especially to other kinds of work.
- the location of some of the highest of all human achievements in the past and now.
Arts and Arts Policy

How can we help music majors understand:

- the big picture?
- its relationship to their work as musicians?
- the nature and purposes of advocacy?
- ways they might be effective?
Discussion

Advocacy Ideas

Arts and Arts Policy
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Four Challenging Sectors for Music Executives

Sector 2

Education in Music

Purpose and Content Discussions
Education in Music (P-12)

Advocacy Questions

- What is the purpose of P-12 education in music?
- Music learning or something else?
- What priorities among purposes?
Education in Music (P-12)  

Advocacy Content  

Distinctions and Connections Among:

- Entertainment  
- Exposure  
- Enrichment  
- Education (learning a subject itself)
**Advocacy Challenge**

What is basic?

- The "old" basics
  Specific Subjects

- The "new" basics
  Generic Aspirations
  (e.g., creativity, abstraction, collaboration, etc.)
Education in Music (Higher Education)

Advocacy Questions

- What is the purpose of higher education, especially music?
- What are the terms of justification and funding?
What is the purpose?

Specific Job Preparation

Cultivation of Knowledge and Skills in All Sectors of Human Endeavor
What are the terms of justification and funding?

Content-based  Methods-based
What are the terms of justification and funding?

Local Professional Judgement

Remote Regulatory Control
What are the terms of justification and funding?

Many Factors Included

Few Factors Designated
What are the terms of justification and funding?

Embraces Complexity  Denies Complexity
Education in Music

Possible Messages

- Education is about acquisition of knowledge and skills an individual does not have.
General goals (e.g., new basics) cannot be reached without content.

For example, creativity is creativity in some field.
Possible Messages

- Various fields of content are different in nature, solve different types of problems.
- It takes a lifetime of study to master a field.
Education in Music

Possible Messages

- Multidisciplinary work requires subject-matter competency.
Education in Music

Possible Messages
Big differences among multidisciplinary:

- person (Wagner)
- project (opera production)
- organization (consulting firm)
Expertise in one or more specific content areas is essential. There is no substitute.

Expertise in content trumps expertise in assessment.
Expertise development involves far more than immediate job preparation.

Expertise enables portability and applications of knowledge and skills.
Education in Music

How can we help music majors understand:

- substantive study in music is the strongest advocacy tool?
- the need to support substantive study?
- the danger of exaggerated claims about what music exposure and study will accomplish?
- ways to advocate productively whatever their professional circumstances?
Discussion

Advocacy Ideas

Education in Music
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Four Challenging Sectors for Music Executives

Sector 3

Non-Profit Tax Policies

Advocacy Challenges
Non-Profit Tax Policies

Non-profit sector provides annually:

- 43% of the funding for arts organizations
- 22% of the funding for higher education
- A total of $52 billion to both causes
  - $40 billion to education
  - $12 billion to arts
Non-Profit Tax Policies

Non-profit sector includes donors and recipients:

- Individuals
- Institutions
- Organizations
- Foundations, etc.
Non-Profit Tax Policies

Tax principles and policies are critical to the vitality of non-profits.
Certain tax principles and policies are critical to our present and future work.
Traditional tax principles and policies are under pressure and no longer stable.
Three myths and three conditions are creating this pressure.
Three Policy Myths

- Public control justified by public purposes.
- State control justified by state chartering.
- Tax exemptions are subsidies from “public money,” which justifies government control.
Non-Profit Tax Policies

Three Policy Myths

What happens if:

- these myths become accepted as truth?
- current tax principles and policies are discarded?
- non-profit organizations and donors are no longer free?
Does your advocacy need to counter these myths?

Three Policy Myths

Non-Profit Tax Policies
Three Conditions

- Local, state, and federal deficits
- Escalating reporting requirements
- Economic condition pressures on donors
Non-Profit Tax Policies

Possible Messages

- Funding from the non-profit sector is not likely to be replaced by government subsidy.
Non-Profit Tax Policies

Possible Messages

- Funding from the non-profit sector is critical to the arts, higher education, and arts in higher education.
Non-profit sector organizations need to remain privately controlled and fairly, but minimally regulated by government.

Diversity is important.
Non-Profit Tax Policies

Possible Messages

- Dollars spent reporting are dollars lost to achieving purposes.
Non-Profit Tax Policies

How can we help music majors understand:

- where money comes from for the arts, education, and education in the arts?
- the critical but not exclusive role of the non-profit sector?
- the basic principles of the non-profit system and the way it works for them?
Discussion

Advocacy Ideas

Non-Profit Tax Policy
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Four Challenging Sectors for Music Executives

Sector 4

Local Funding, Justification, and Accountability
Advocacy includes having outstanding answers to these questions:

- Why is music study worth our investment?
- How many jobs are there for our music graduates?
- Why are so many musicians being trained and educated?
How do you assess your students?

What makes your assessment valid?

You say the arts have different evaluation issues and systems than other fields. Why? How so?

Advocacy includes having outstanding answers to these questions:
Advocacy includes having outstanding answers to these questions:

- Why aren’t more of your graduates famous?
- How do we know you and your faculty are doing a good job?
How do you define quality:

- in music?
- in student achievement?
- in music school/program achievement?

Advocacy includes having outstanding answers to these questions:
Advocacy includes having outstanding answers to these questions:

- Why should/shouldn’t we merge music with other arts or humanities programs? Why is separation necessary?
- How are you contributing to the campus, to multidisciplinary work, to the community?
Local Funding, Justification, and Accountability  

Helpful Resources from NASM

- Achievement and Quality  
aqresources.arts-accredit.org

- Assessment on Our Own Terms  
NASM publication
Discussion

Advocacy Ideas

Local Funding, Justification, and Accountability
Take-Away Questions

How do we keep message content first?
Take-Away Questions

How do we start where specific people are and move them to where we want them to be?
Take-Away Questions

How do we protect and sustain basic valuing of what we do?
Take-Away Questions

How can we help music majors understand the larger advocacy picture?
Thank you and best wishes.

Happy Thanksgiving