

PRIhME
Power
Relations in
Higher
Music
Education

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Chair,
PRIhME Stakeholder Assemblies

AEC Congress

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Overall Objectives

Recommendations for the Higher Music Education sector:

- How can we improve the HMEI environment by suggesting ways to deal with power relations within our institutions?
- What standards are realistic to set to achieve a safer and more supportive environment for all stakeholders, be they students, teachers, or administrative staff?

PRiHME Organization

3 Working Groups + Stakeholder Assembly

Editorial Board, Assembly Working Group, Steering Committee

9 Partner Institutions

Ireland, Germany, Austria, Spain, Italy, Croatia, Poland, Sweden, Belgium (AEC)

1 associate partner (Ukraine)

Stakeholder Assembly President (external)

External Evaluator (AEC)

European Commission *Erasmus + Programme*

4 “stakeholder” assemblies

Form of participatory democracy
inspired by Irish model

50-60 students, teachers, and
administrative personnel

Expertise and documentation

Discussion and debate

Formulation of recommendations

Assembly Topics

Understanding power relations and hierarchies and their role within higher music education

Gender and sexual orientation

Socio-economic backgrounds and special needs

Artistic standards

Assembly 1 (Zoom)

Presentations by Anna Bull &
Robert Chambers

Discussions addressing personal
and institutional experiences

Best and worst-case scenarios

Variety of formats (1 on 1, small
groups, plenaries)

Assembly 1,
continued

General
recommendations

Individual
institutional
meetings

Assembly 1 - A Powerful Process

“Safe Space”

Toolbox (language, concepts)

A universal story (cultural
stereotypes)

Assembly 1 - A Transformative Process

Agents of change

Agency

Communicators

Advocates for “networks of care”

Participant Feedback

Zoom format successful

Desire to meet in person

More examples of best practice

Need to engage with music
industry

Specific
Institutional
Outcomes
(1)
Zagreb

Creation of a basic glossary of terms

Organization of workshops for students and teachers

Specific Institutional Outcomes (2) Dublin

Sharing on Student Union Instagram,
feedback and questions

Updating Student Union

Clarifying complaint process

Development of more staff events to foster
collegiality and increase communication

Establishment of student and staff
“support” leaders

Specific Institutional Outcomes (3) Krakow

Ordinance to counteract anti-mobbing & discrimination

Meeting with VP for Student Affairs

Planned training for administrative and academic staff, then students

New staff position to assist those with special needs (w/ other HEI)

Increase employee dialogue at all organizational levels

Don't hesitate to share your
examples!

Thank you!