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WELCOME!

**Empowering Female Conductors: A Focus on
Allyship, Mentorship, and Representation**

Dr. Cynthia Johnston Turner



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Assistant Professor of Practice in Conducting
Assistant Director of Bands
Director of Longhorn Pep Band



TEXAS

The University of Texas at Austin

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Assistant Professor of
Professional Practice
Assistant Director of Bands
Director of Pep Bands



RUTGERS
Mason Gross School
of the Arts

Past, Present, Future

Past

Early American women existed in primarily an agricultural society where young women were expected to become home-keepers, bear children for family labor, and perform daily domestic duties

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Past, Present, **Future**

Future

Advocating for change



Raising awareness about
unequal opportunities
for female conductors

The feeling of not belonging and the experience of sexist stereotypes

Yet when it comes to careers in music, it is the young men who are encouraged to pursue ambitious career goals, while women are discouraged from high professional aspirations

(Pucciani, 1982, p. 49)

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Oh, they'll never hire you there because you're the wrong gender
(Glover as cited in Gardner, 2011, p. 41)

Mentorship: Raising the Next Generation

*The path to a successful career depends on mentors or models
who actively guide the education of aspiring conductors
(Lawson, 1984, p.48)*

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Continued absence of women and people of color in wind-band leadership positions functions to limit mentorship of students of like gender or race and constitutes further rationale for additional investigation
(Sheldon & Hartley, 2012, p. 49)

Role Models

Many people still believe, for example, that females should not conduct bands. Females who wish to pursue careers as band directors not only have this perception to overcome, but they have, at the secondary or college level, few female role models to emulate (Atterbury, 1992, p. 27)

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Many people still believe, for example, that females should not conduct bands. Females who wish to pursue careers as band directors not only have this perception to overcome, but they have, at the secondary or college level, few female role models to emulate
(Atterbury, 1992, p. 27)

Historically, and even now, school instrumental music education has provided a rather skewed slate of role models for young musicians in terms of gender and race or ethnicity
(Sheldon & Hartley, 2012, p. 39)

PASSION AND
ABILITY TO INSPIRE

Role models show passion for their work and have the capacity to infect others with their passion.

CLEAR SET OF VALUES

Role models act in ways that support their beliefs and values.

TOP 5

QUALITIES OF ROLE MODELS

COMMITMENT TO COMMUNITY

Role models are other-focused as opposed to self-focused.

ABILITY TO OVERCOME
OBSTACLES

Role models show that success is possible despite obstacles.

SELFLESSNESS AND
ACCEPTANCE OF OTHERS

Role models see others' needs and act on them.



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**GO ON...
TELL YOUR STORY!**

SHARE YOUR STORY AND WORDS OF
ENCOURAGEMENT AS A WOMAN BAND DIRECTOR



**SCAN THE QR CODE TO
BE A PART OF OUR
PROJECT**

**Dr. LaToya A. Webb &
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Contact with questions

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THANK YOU!

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