The guiding question of our project is ‘What types of support do teaching artists value, and how does that compare to the support they are actually receiving?’

Our teaching artist survey respondents come primarily from Massachusetts and within the META Fellowship cohort. In addition to background info and open response questions, teaching artists were asked to what extent they valued each specific form of support on a scale of 0-10, and to what extent they were actually receiving each form of support, also on a scale of 0-10. The results are graphed on the back of this page.

We hope that this project will shine new light on issues facing teaching artists, and that new conversations will be generated within our organizations: Whose responsibility is it to support the teaching artist? What are the gaps between the support our teachings artists value and the support they are receiving? How might we address these gaps? And, finally, are we extending the concept of equity to the teaching artists within our organizations?