Diversity, Equity, and Inclusion in Arts Administration Education

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What We Don’t Know

1. How are arts administration programs currently incorporating DEI into their program curricula? Courses, learning objectives, etc?
2. How are program administrators measuring effectiveness of DEI initiatives?
3. What curriculum features and teaching tools are most effective for incorporating DEI in arts administration programs?
4. Does the demographic mix of faculty and students in the program correlate with how or whether a program is incorporating DEI values?
Survey Parameters/Methodology

- Qualtrics online survey with 36 questions
- Addressed Program Curricula, Classroom Practices, Current Demographics and Demographic Goals for faculty and students
- Survey was distributed to AAAE members via AAAE member listserv
- 17% response rate; 20/115
Results
Degree Type Conferred

- Bachelor of Arts (BA)
- Master of Arts (MA)
- Master of Science (MS)
- Master of Fine Arts (MFA)
- Other
- Bachelor of Science (BS)
- Master of Business (MBA)
Does the overall curriculum for your program include a learning objective related to DEI?

Have you tried to assess the effectiveness of the learning objective?
Learning Objectives Word Cloud
Does your program offer a course specifically on DEI in arts & culture?

Courses
- Race, Education and Politics of Visual Representation
- Cultural Policy
- The Cultural Lens
- Equity and Pluralism in Arts and Culture

Measuring Effectiveness
- 50/50
- Focus groups
- Surveys and questionnaires
- Exit interviews
Other methods of including DEI in curriculum

Given Options:

- Incorporated a DEI perspective into all classes (11)
- Included DEI as part of the program’s mission statement or statement of purpose (10)
- Revised reading lists to include material from more diverse authors (10)

Write-in Responses:

- Site visits to arts and culture organizations who are initiating impactful work in DEI space and to organizations for which DEI is critical to mission delivery (1)
- Employ diverse adjunct instructors and selecting guest speakers (3)
Opinion Statement Responses

- DEI should be included in arts administration program learning objectives
- Arts administration programs should offer a course specifically on DEI
- Arts administration programs should have a learning objective related to DEI
- Arts administration instructors should include DEI in all of their courses, regardless of topic
- Teaching DEI in arts administration programs will positively impact the field
- A lack of DEI in arts administration program curricula is problematic
- Instructors who do not include DEI in their courses, regardless of topic, are missing a critical element of arts administration education
- Not teaching DEI in arts administration programs will negatively impact the field
Teaching tools ranked in order of effectiveness - in person classes

- in person classes
- classroom discussion
- assigned readings, podcasts, videos, etc.
- group exercises such as hypothetical scenarios, role play, games, etc.
- written assignments
- exposure experiences (such as visiting an arts organization, attending a performance, going to an exhibit, etc.)
Teaching tools ranked in order of effectiveness: online classes

- Discussion board posts
- Assigned readings, podcasts, videos, etc.
- Group exercises such as hypothetical scenarios, role play, games, etc.
- Written assignments
- Exposure experiences (such as visiting an arts organization, attending a performance, going to an exhibit, etc.)
Within the last five years, has your program taken steps to diversify its student body?

As a result of these stated diversity goals, has the demographic breakdown of your student population changed?
Did you have specific diversity goals for diversifying your student body in any of the following categories?

**Impact:**
- Slight increase in African American majors and particularly minors
- More students of color, more male students
- More racially diverse; more socio-economically diverse
- Higher proportion of Asian students, some increase in Black students
Within the last five years, has your program taken steps to diversify its faculty?

As a result of these stated diversity goals, has the demographic breakdown of your faculty changed?
Did you have specific diversity goals for diversifying your faculty in any of the following categories?

- Expanded Latinx diversity of affiliated faculty
- New tenure-track African American male, two new African American adjuncts
- More women
- More faculty of color
- Greater portion of female and African American faculty
Conclusions
Key Takeaways

● It is challenging to create a representative group of faculty when departments are small
● It is easier for programs to increase diversity through adjunct faculty and associated faculty than at the student level
● Programs that are setting diversification goals for themselves are generally able to achieve them
● Respondents generally agreed that DEI related learning objectives are necessary, but there isn’t consensus on whether DEI courses are
● Difficult to measure the effectiveness of diversity related learning objectives
Next Steps

- Create a rubric for measuring effectiveness of DEI learning objectives
- Talk to faculty teaching at programs with course specifically on DEI
- Further Research: does the demographic mix of faculty and students in the program correlate with how or whether a program is incorporating DEI values?
Reflections

- Do’s and don’ts of survey question design
- Importance of timing in survey dissemination
- Solidify good research habits
- Importance of continuing research
Questions?

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