

WITH WHAT YOU HAVE

Advancing Equity, Diversity, &
Inclusion Concepts with
Undergraduate Arts
Administration Students Through
Applied Theater Techniques

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EDI Research Fellow 2021-2022



PRESENTATION AGENDA



1

LITERATURE & SCHOLARSHIP REVIEW

Other voices/theorist in dialog with this study

2

METHODOLOGY

The tools I used to gather information

3

RESULTS & DISCUSSION

What I discovered and what it taught me

4

RECOMMENDATIONS

How this work can continue in the future

5

LIMITATIONS

The challenges and obstacles with this study/data

BACKGROUND INFORMATION

- MT LIDS Project
 - *Elon University*
- Extension of previous AAEE
EDI Research Fellow findings
- Personal Interest



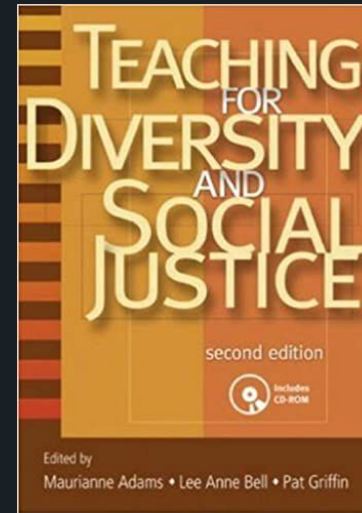
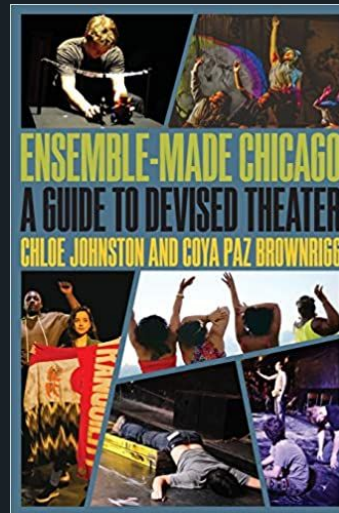
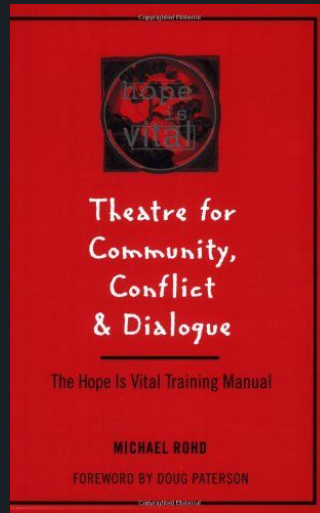
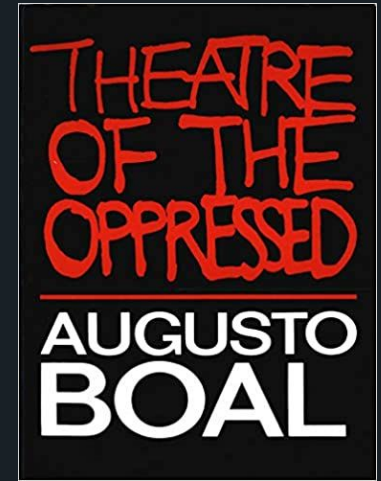
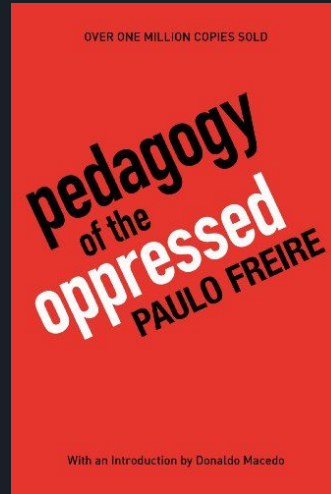
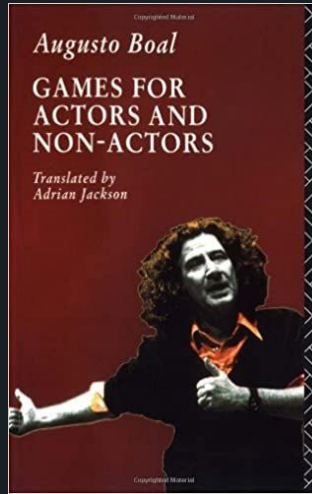
GOAL

To explore the effectiveness of applied theater techniques as tool for advancing the understanding of equity, diversity, and inclusion (EDI) concepts and learning objectives (such as intersectionality, anti-racism, and decolonization) with undergraduate arts administration students.

1

LITERATURE REVIEW

LITERATURE REVIEW



2

METHODOLOGY



GENERAL FRAMEWORK

The intended methods for this study included:

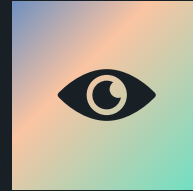
- 1.** Workshops/Focus Groups
- 2.** Applied Theatre Techniques
- 3.** Pre and Post Assessments

WORKSHOP/FOCUS GROUP OUTREACH & MAKE-UP



ORIGINAL

- Undergraduate Arts Admin Majors
- **Two two-hour workshops**
- AAAE Board Outreach
- 10-14 students (7 committed)
 - Four programs represented
- Only **1** student showed up



ACTUAL

- Undergraduate Arts Admin Class
 - Majors, Minors, Elective
- **Two 75 minute workshops**
- AAAE Board 2.0 (the S.O.S Call)
- University of Wisconsin (Stevens Point)
 - 13 students

APPLIED THEATRE TECHNIQUES (ORIGINAL)

1

HERE COMES THE EXPERT

Vocabulary

2

OPPOSING POSES

Bias/Intersectionality

3

EXIT & ENTRANCE

Status/Colonization

4

TOUR OF A PLACE

Inclusion/Accessibility

5

WHEN I WAS YOUNG

Race

6

PROFESSION OF FAITH

Accountability

APPLIED THEATRE TECHNIQUES (ACTUAL)

HERE COMES THE EXPERT	Vocabulary	3 variations	What was your experience defining these terms?
OPPOSING POSES	Bias/ Intersectionality	7 variations	What did you notice about the others' body language?
WHEN I WAS YOUNG	Race	3 variations	What role does silence play in these conversations?
EXIT & ENTRANCE	Status/Colonization	2 variations (each)	What tactics did we see being implemented?

PRE & POST ASSESSMENT

COMFORT:

- When thinking about your personal experience, on a scale of 1 (not at comfortable) to 10 (very comfortable) please evaluate your comfort with the usage of following terms in normal conversation...
- Indicate your current comfort level with participating in conversations about diversity, equity, and inclusion with _____ in the arts administration community.

ABILITY:

- Indicate your current ability level to lead a conversation about diversity, equity, and inclusion with _____ in the arts administration community.

UNDERSTANDING:

- In your own words define racism.
- In your own words define intersectionality.

OBSERVATION:

- Provide at least one example in which systems of oppression can be observed or experienced within the arts and cultural sector.
- What actions can arts administrators take to develop a more equitable, inclusive, and anti-racist arts and cultural sector?
- Describe the value of equity, diversity, and inclusion education in the arts administration community.

3

RESULTS & DISCUSSION

CONSIDERATIONS FOR RESULTS & FINDINGS



A

SAMPLE SIZE

12 completed pre-assessment, 11 completed post-assessment

B

PERCEIVED vs ACTUAL

Participant's confidence in personal understanding/usage of terms may have differed from framing in workshops

C

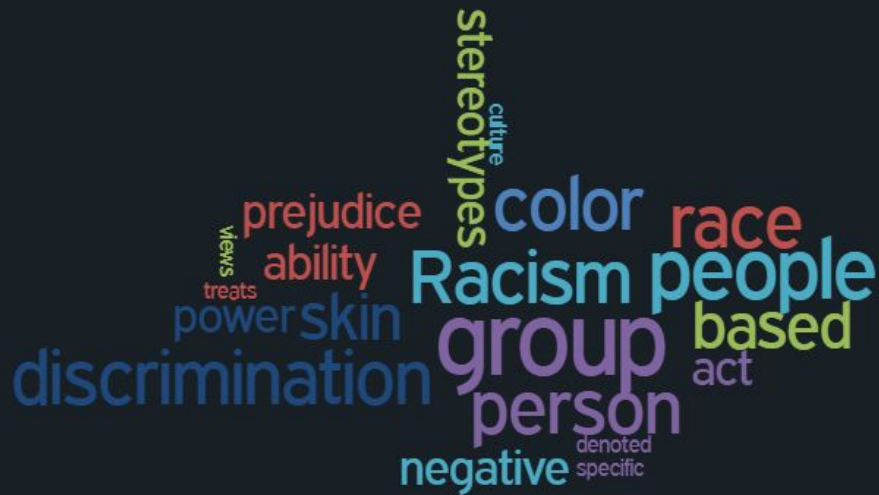
GROWTH

Assessment measures the change, not level of proficiency

When thinking about your personal experience, on a scale of 1 (not at comfortable) to 10 (very comfortable) please evaluate your comfort with the usage of following terms in normal conversation:

Term	PRE (n=12)	POST (n=11)	CHANGE (#)	CHANGE (%)
<i>Anti-Racist</i>	5.5	6.18	0.68	12.36%
<i>White Supremacy</i>	5.83	6.45	0.62	10.63%
<i>Decolonization</i>	4.58	5.45	0.87	19.00%
<i>Intersectionality</i>	4.83	6.73	1.9	39.34%
<i>Equity</i>	5.67	7.18	1.51	26.63%
<i>Justice</i>	7.92	7.18	-0.74	-9.34%
<i>Gender</i>	7.67	7	-0.67	-8.74%

In your own words define racism.



PRE ASSESSMENT

POST ASSESSMENT



"I don't know what this is."

"I have never heard that word."

"I've never heard of intersectionality but I would assume it means the intersecting of one's beliefs."

PRE ASSESSMENT

POST ASSESSMENT

"All of the different categories that make up a person and how those things intertwine."

"Intersectionality is the puzzle that connects groups."

"The different attributes of a person that combine to make a single distinction."

Indicate your current comfort level with participating in conversations about diversity, equity, and inclusion with _____ in the arts administration community.

Term	PRE (n=12)	POST (n=11)	CHANGE (#)	CHANGE (%)
<i>Industry Professionals</i>	6.08	6.45	0.37	6.09%
<i>Professors</i>	7	6.45	-0.55	-7.86%
<i>Peers</i>	7.83	7	-0.83	-10.60%
<i>Mostly members outside of your racial/ethnic group</i>	6.83	6.27	-0.56	-8.20%
<i>Mostly members within your racial/ethnic group</i>	7.25	7.55	0.3	4.14%

Indicate your current ability level to lead a conversation about diversity, equity, and inclusion with _____ in the arts administration community.

Term	PRE (n=12)	POST (n=11)	CHANGE (#)	CHANGE (%)
Industry Professionals	2.5	4.36	1.86	74.40%
Professors	3.08	4.82	1.74	56.49%
Peers	5.17	5.64	0.47	9.09%
Mostly members outside of your racial/ethnic group	2.92	3.73	0.81	27.74%
Mostly members within your racial/ethnic group	5.08	6.27	1.19	23.43%

MOST EFFECTIVE ACTIVITIES

31%

EXIT &
ENTRANCE

31%

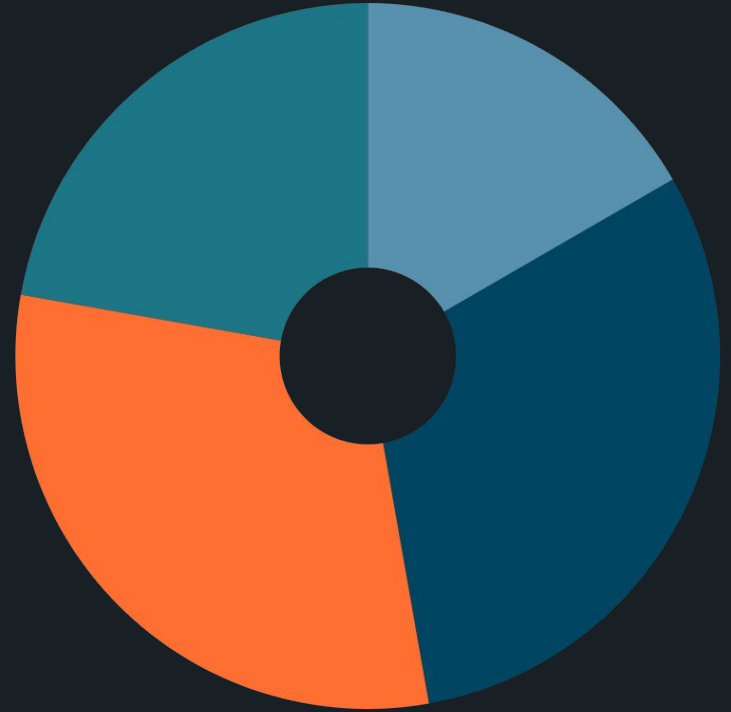
OPPOSING
POSES

22%

WHEN I WAS
YOUNG

17%

HERE COMES
THE EXPERT



DISCUSSION:

What do these findings tell us about the **future** of EDI teaching and learning outcomes for undergraduate arts administration students?



ADDITIONAL DEBRIEF

(Post Workshops)



1

ASPECT OF PLAY

The way I introduced “serious subject matter”

2

CHILDHOOD RECOLLECTION

Reflections on openness similar to adolescence

3

MULTIPLE INTELLIGENCES

Appreciated that the activities used the brain and body.

4

ENGAGEMENT

Participants felt that I made a “heavy topic...engaging.”

5

USABILITY

Participants found the insights “immediately applicable.”

“The portion of this learning experience that stuck with me was the 'burning of the table'. As Tres said, "who gets to decide that its a table and who gets to decide who sits at it?". This leaves room for people to be able to hinder others from being able to be included within the discussions that revolve around them. Without tables, there is no superiority - only shared power to help those have their voices heard.”

—WORKSHOP PARTICIPANT

4

RECOMMENDATIONS

RECOMMENDATIONS & FUTURE CONSIDERATIONS

Measure how participants understanding of terms changes over time



ASSESSMENT ADAPTATION



PROFESSOR STUDY

Study could be adapted to measure the effectiveness of techniques with Arts Admin Professors

Arts Admin programs could explore applied theatre as a technique with student population



INCORPORATE TECHNIQUE



LEARNING OUTCOMES

Arts Admin EDI learning outcomes may include comfort, ability, understanding, and practice

5

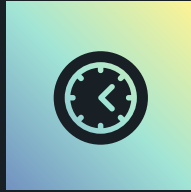
LIMITATIONS

STUDY LIMITATIONS



VIRTUAL

Activities were adapted for online usage



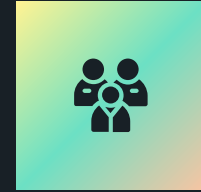
TIME

Workshop time was significantly decreased



OUTREACH

Barriers with student outreach and engagement



SAMPLE

The study used a small sample for data collection

“My only regret... We
didn't have more time.”

—WORKSHOP PARTICIPANT

THANKS!

Want to stay connected?

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