WITH WHAT YOU HAVE

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

Trés McMichael
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 AAAE 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.
LITERATURE REVIEW
METHODOLOGY
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)

<table>
<thead>
<tr>
<th>Technique</th>
<th>Themes</th>
<th>Variations</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Here Comes the Expert</strong></td>
<td>Vocabulary</td>
<td>3</td>
<td>What was your experience defining these terms?</td>
</tr>
<tr>
<td></td>
<td>Bias/Intersectionality</td>
<td>7</td>
<td>What did you notice about the others’ body language?</td>
</tr>
<tr>
<td><strong>Opposing Poses</strong></td>
<td>Race</td>
<td>3</td>
<td>What role does silence play in these conversations?</td>
</tr>
<tr>
<td></td>
<td>Status/Colonization</td>
<td>2</td>
<td>What tactics did we see being implemented?</td>
</tr>
<tr>
<td><strong>When I Was Young</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Exit &amp; Entrance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
RESULTS & DISCUSSION
CONSIDERATIONS FOR RESULTS & FINDINGS

SAMPLE SIZE
12 completed pre-assessment, 11 completed post-assessment

PERCEIVED vs ACTUAL
Participant’s confidence in personal understanding/usage of terms may have differed from framing in workshops

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:

<table>
<thead>
<tr>
<th>Term</th>
<th>PRE (n=12)</th>
<th>POST (n=11)</th>
<th>CHANGE (#)</th>
<th>CHANGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anti-Racist</td>
<td>5.5</td>
<td>6.18</td>
<td>0.68</td>
<td>12.36%</td>
</tr>
<tr>
<td>White Supremacy</td>
<td>5.83</td>
<td>6.45</td>
<td>0.62</td>
<td>10.63%</td>
</tr>
<tr>
<td>Decolonization</td>
<td>4.58</td>
<td>5.45</td>
<td>0.87</td>
<td>19.00%</td>
</tr>
<tr>
<td>Intersectionality</td>
<td>4.83</td>
<td>6.73</td>
<td>1.9</td>
<td>39.34%</td>
</tr>
<tr>
<td>Equity</td>
<td>5.67</td>
<td>7.18</td>
<td>1.51</td>
<td>26.63%</td>
</tr>
<tr>
<td>Justice</td>
<td>7.92</td>
<td>7.18</td>
<td>-0.74</td>
<td>-9.34%</td>
</tr>
<tr>
<td>Gender</td>
<td>7.67</td>
<td>7</td>
<td>-0.67</td>
<td>-8.74%</td>
</tr>
</tbody>
</table>
In your own words define racism.
In your own words define intersectionality.

**PRE 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.”

**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.

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<th>POST (n=11)</th>
<th>CHANGE (#)</th>
<th>CHANGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Industry Professionals</em></td>
<td>6.08</td>
<td>6.45</td>
<td>0.37</td>
<td>6.09%</td>
</tr>
<tr>
<td><em>Professors</em></td>
<td>7</td>
<td>6.45</td>
<td>-0.55</td>
<td>-7.86%</td>
</tr>
<tr>
<td><em>Peers</em></td>
<td>7.83</td>
<td>7</td>
<td>-0.83</td>
<td>-10.60%</td>
</tr>
<tr>
<td>Mostly members outside of your racial/ethnic group</td>
<td>6.83</td>
<td>6.27</td>
<td>-0.56</td>
<td>-8.20%</td>
</tr>
<tr>
<td>Mostly members within your racial/ethnic group</td>
<td>7.25</td>
<td>7.55</td>
<td>0.3</td>
<td>4.14%</td>
</tr>
</tbody>
</table>
Indicate your current ability level to lead a conversation about diversity, equity, and inclusion with ________ in the arts administration community.

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

- **Exit & Entrance**: 31%
- **Opposing Poses**: 31%
- **When I Was Young**: 22%
- **Here Comes The Expert**: 17%
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
RECOMMENDATIONS
Measure how participants' understanding of terms changes over time.

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 the student population.

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

**ASSESSMENT ADAPTATION**

**PROFESSOR STUDY**

**INCORPORATE TECHNIQUE**

**LEARNING OUTCOMES**
LIMITATIONS

5
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!

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