



Mentorship Program Description – For ASTC members

Purpose

This document describes the intent of the American Society of Theatre Consultants (ASTC) High School Mentorship Program. The purpose of this program is to create an awareness of the career opportunities available in the field of theatre consultancy among students and early career theatre practitioners. This program will foster equity and is intended to cultivate a more diverse membership in the ASTC in future generations.

Diversity Statement

The ASTC believes in including people of all backgrounds in its membership. We celebrate that a diversity of background and experience leads to great performance venues and successful projects of all kinds. We also recognize that our membership has been less diverse than the field and society we serve. This program does not disqualify anyone based on identification with any race, ethnicity, gender, or other protected group. It is intended to provide a quality experience and broaden the field of theatre consultancy to those very parties who are under-represented in our field.

We are seeking to improve equity, and hereby encourage applications from women, members of minority groups, people with disabilities, and anyone who doesn't currently see themselves significantly represented in our ranks.

Goals

- Create a partnership with one or more specialized performing arts schools, whose students would be eligible for and interested in participating in the program.
- Provide a quality educational experience to selected students, while broadening the visibility of Theatre Consulting.
- Create an equitable career pipeline to the field of Theatre Consulting.
- Broaden the experience of Society membership in the area of direct mentorship.
- Within 5 years, to expand to 4 mentor/mentee pairings per year.



ASTC Member Contributions

This program will pair each participating student with an ASTC member to engage in direct mentorship. The mentorship will align with the partner institution's academic calendar and be finite in duration. ASTC members who are interested in sponsoring a mentee should form a direct relationship with a local high school to solicit student applicants. Applications may be sought from multiple schools per year, dependent on interest from ASTC members, so it's possible that applicants would be judged against a national pool from multiple schools. During the designated mentorship period, the Mentor will:

- Identify potential school pairings to sponsor the mentorship program and solicit school officials for potential applicants.
 - Note that ASTC's preference is that the school or school district compensates the student mentee for their time spent in the ASTC mentor's offices. This has typically been through a work-study or On-the-Job type program.
- Host the student in their professional offices for at least 32 hours, spread across the mentorship period. Some of this interaction could be virtual, but virtual interaction should be balanced with in-person time.
- Work with the student to assess their existing abilities, goals, and areas of growth during the mentorship and develop a program with concrete steps to achieve this goal.
- Review program with ASTC Outreach and Education Committee chair and propose final budget to Board of Directors.
- Provide meaningful educational activities during these office sessions, which could include:
 - Computer drafting exercises and training.
 - Discussions of architectural design process and what a theatre consultant does
 - Presentation of precedent project studies including drawings, sketches, and images
 - Model building (physical or computer model)
 - Discussions of theatre/venue forms and how they differ from one another.
 - Training in seating and accessibility issues
 - Overview of model codes and jurisdiction structures
 - Training in technical systems including lighting, audiovisual systems, rigging, and stage equipment.



- Training in production design as it relates to venue design.
- Training in design processes and communication techniques (hand vs. computer sketching, parametric design, etc.)
- 'Paper' design exercises and critiques
- Curate and suggest additional self-led activities which can contribute to these goals (books to read, shows to see, individual projects, groups to join)
- Provide or lend all technology and materials required to complete the above while the student is working on assigned projects or in the consultant's offices.
 - ASTC will provide a laptop and appropriate CAD and PDF editing software licenses.
- Take the student on at least four field visits, which ideally would include:
 - Visits to completed projects.
 - Visits to projects under construction.
 - Visits to venues to see shows together.
- Curate and adjudicate a culminating project:
 - This should be a design project geared toward the student's interests and areas of exploration.
 - It should contain real deliverables, which could be used for an academic portfolio.
 - Student will present culminating project to ASTC members; this could be a session at a larger conference such as USITT.
- Accompany student to ASTC forum or annual meeting at USITT (pending travel, parental permission)

Mentor/Mentee Interaction guidelines

Due to the nature of mentor and mentee relationships, the ASTC member should bear the following in mind before agreeing to act as a mentor:

- The presumed age difference between mentor and mentee creates a natural power dynamic that must be treated delicately. The mentor's responsibility in all interactions should be the welfare of the mentee.
- Parental and school consent to all activities is required. Mentors should establish a dialogue and relationship with mentee's parents and teacher at the start of the mentorship. A representative of the student's school will make a virtual or in-



person visit to the mentor's office to assess any issues with student safety prior to signing off a mentor pairing.

- Mentors shall not host students in their home (including home offices) and will not interact one on one with students in a private setting.
- Most likely interaction time with students will be afternoons once classes are complete; for instance, after 1:30pm.
- Please refer to the attached code of conduct for more in-depth expectations on working with minors.

Applicant Profile

- Enrolled in High School with at least one year completed.
- An interest and some training in the performing arts, design, engineering, or architecture.
- Open, curious, and with a willingness to learn and ask questions.
- Ability to get oneself to the mentor's offices (public transport, self-drive, or parent drive).
- Prompt attendance at all activities with a respect for time management.
- Students will apply with a cover letter and resume.



ASTC Contributions

As sponsor of this program, the ASTC Education and Outreach Committee will run the selection process for applicants, in collaboration with partner institutions, as well as set an annual budget and guidance for monetary contributions to mentors and mentees and submit to ASTC Board of Directors for approval. A delegated member or members of the committee will act as program administrator, review applications, attend interviews virtually, and provide guidance and assistance throughout the mentorship.

Budget

ASTC board will allocate an annual budget to the program, based on a proposal from the Education and Outreach Committee. This budget will fund a minimum of a single mentor per year, ideally ramping up to at least 4 mentors per year by 2026. Supplemental budgetary contribution will be sought from partner institutions, including the mentee's school. The budget should be sufficient to cover items in the following categories:

- Technology and materials to aid the educational experience
- Travel expenses to ASTC forum or USITT for the student. Registration fees will be covered or complimentary
- Entertaining expenses for the mentor (theatre tickets, meals)

Generally, budget allowances should be similar or equal – each mentee gets the same budget amount allocated to their experience – but there will be obvious deviations, such as travel costs to distant meetings.

2022-2023 budget request included below for guidance. Final budget to be confirmed with Mentor.

Category	Budget	Notes
Technology and Materials	\$200	CAD laptop exists, this would cover any additional software or other materials.
ASTC/USITT	\$2400	3 hotel nights (900) + R/T airfare for 2 (1000) + subsistence (500)
Mentor Expenses	\$200	
Total	\$2,800	



Application Process

The application timeline will be coordinated with the partner institutions' academic calendars and existing mentorship placement structures as applicable. Below is a guide for mentorship beginning in the fall, midway through the first semester.

- September – application opens – 2-week application window.
- Late September – School representatives pre-screen applicants and creates short list, Education and Outreach Committee reviews and notifies the shortlist applicants.
- Early October – shortlist interviews, Finalist(s) named, office visits, and final confirmation.
- Mid-to-late October – 1st office session



Mentorship Program Description – For Students

Purpose

This document describes American Society of Theatre Consultants (ASTC) High School Mentorship Program. The purpose of this program is to create an awareness of the career opportunities available in the field of theatre consultancy among students and early career theatre practitioners. This program will foster equity and is intended to cultivate a more diverse membership in the ASTC in future generations.

Diversity Statement

The ASTC believes in including people of all backgrounds in its membership. We celebrate that a diversity of background and experience leads to great performance venues, and successful projects of all kinds. We also recognize that historically our membership has been less diverse than the field and society we serve. This program does not disqualify anyone based on identification with any race, ethnicity, gender, or other protected group. However, it is intended to provide a quality experience and broaden the field of theatre consultancy to those very parties who are under-represented in our field.

We are seeking to improve equity, and hereby encourage applications from women, members of minority groups, people with disabilities, and anyone who doesn't currently see themselves significantly represented in our ranks.

What is a Theatre Consultant?

A theatre consultant is a professional advisor who provides guidance, advice, and support to owners and design teams on the planning, design, and equipping of theatres, concert halls, and other types of facilities used for public assembly and presentation of the performing arts.

The ASTC is a professional membership organization where theatre consultants from around North America can contribute new and traditional ideas with the goal of developing entertainment, educational, ecclesiastical, and business facilities for future generations. ASTC plays an active role in fostering awareness, interpretation, understanding, education, and appreciation within the industry.



Program Description

This program will pair an individual student with an individual ASTC member to engage in direct mentorship. The mentorship will run for a finite period usually encompassing a single semester in correlation with the academic calendar. During the designated mentorship period, the Mentor will endeavor to provide some or all of the following:

- Host the student in their professional offices for at least 32 hours, spread across the mentorship period. Some of this interaction could be virtual, but virtual interaction should be balanced with in-person time.
- Work with the student to assess their existing abilities, goals, and areas of growth during the mentorship and develop a program with concrete steps to achieve this goal.
- Provide meaningful educational activities during these office sessions, which could include:
 - Computer drafting exercises and training.
 - Discussions of architectural design process, and what a theatre consultant does
 - Presentation of precedent project studies including drawings, sketches, and images
 - Model building (physical or computer model)
 - Discussions of theatre/venue forms and how they differ from one another.
 - Overview of model codes and jurisdiction structures
 - Training in technical systems including lighting, audiovisual systems, rigging, and stage equipment.
 - Training in production design as it relates to venue design.
 - Training in design processes and communication techniques (hand vs. computer sketching, algorithmic design, etc.)
 - 'Paper' design exercises and critiques
- ASTC or the mentor will provide or lend all technology and materials required to complete the above while the student is working on assigned projects or in the consultant's offices.
- Provide approximately 4 field visits to project sites, which could be Pre-construction, in progress, or post occupancy.
- Curate and adjudicate a culminating project for the student, which responds to their interests and areas of design exploration through the mentorship period.



- Students will have the opportunity to attend an ASTC Forum to present their culminating work, which is typically part of the United States Institute of Theatre Technology conference. Travel and accommodations for student and one parent or legal guardian will be covered by ASTC. Conference registration will be covered.

Applicant Profile

- Enrolled in High School with at least one year completed.
- An interest and some training in the performing arts, design, engineering, or architecture
- Open, curious, and with a willingness to learn and ask questions.
- Ability to get oneself to the mentor's offices (public transport, self-drive, or parent drive)
- Prompt attendance at all activities with a respect for time management.

Students will apply with a cover letter and resume. The cover letter should address the applicant's interest in theatre design and/or architecture and engineering, prior training and suitability for mentorship, and a description of area(s) where growth is expected through the course of the mentorship.

Select Applicants will be interviewed by members of the ASTC and judged on a combination of qualifications and propensity for growth and development through the program.

Applications will be accepted between [date to date], with final mentee announcement by [date].



Code of Conduct – working with minors

In order to set expectations for mentee/mentor interactions, we provide the following code of conduct:

Do:

- Maintain the highest standards of personal behavior, keeping the interaction focused on learning and professional mentorship.
- Avoid working alone with minors. Always, have another adult present or meet/interact in public environments.
- Provide appropriate praise and positive reinforcement, balanced with constructive criticism and guidance.
- Provide professional discipline when required and discourage inappropriate behavior.
- Treat all minors in a group consistently and fairly, with respect and dignity.
- Always maintain appropriate boundaries with minors. Be friendly while allowing them to express their individual interests in the formal program or activity.
- Be aware of how your actions and intentions can be perceived or misinterpreted.
- Consult with other adult colleagues if uncertain about a situation.

Don't:

- Engage in any kind of touching or have any physical contact with minors in private locations.
- Use inappropriate language, tell risqué jokes, or make sexually suggestive comments, or show explicit materials to minors.
- Share personal information with minors or have purely social contact with program participants outside of program activities.
- Strike or hit a minor or use corporal/pain-based punishment in any way.
- Relate to minors as if they were peers or take on the role of personal confidant outside of professional counseling.
- Date or become romantically or sexually involved with a minor.
- Provide alcohol or drugs to minors or use them in the presence of minors.
- Permit hazing, harassment, or any type of bullying behavior.