



Responses to candidate questionnaires

Responses are unedited, presented as received up to the allowable word count



Rob Duval

Candidate for Board Director

1. Describe the leadership experiences you have had. Include significant accomplishments at the local, state, and or/national levels.

It was a privilege to help begin the Hawaii Chapter of EdTA ten years ago. As the President for five years and Treasurer for two (I'm still on the Board of Directors), my first responsibility included obtaining the performance space for and finding/rehearsing the local, student cast of Making Magic/Defying Gravity, which raised money for EdTA. Our annual high school festival began with a handful of schools and a few dozen students. When I left the position we had moved to a more suitable facility and acquired over a dozen schools (including intermediate schools) and over 125 students. We also doubled both our Board of Directors and Thespian membership schools.

2. Share other information about yourself (education, personal and/or professional experiences, publications, awards, personal strengths, etc.) that you think would make you a qualified candidate and benefit the EdTA Board of Directors.

When I was a junior in high school, I learned the three most important words are, "DO IT NOW." This motto helps me avoid procrastination, finish projects, and accomplish goals in a timely manner without getting too overwhelmed. I'm proud to say I was selected California's New Teacher of the Year in 2003. I'm passionate about theatre, education, race and gender equality, and LGBTQ issues. With over twenty-three years of full-time teaching experience, I have evolved as an educator. In the late 90s, my students were researching Tennessee Williams, Arthur Miller, and Lillian Hellman. They now read (and perform scenes by) Dominique Morisseau, Suzan-Lori Parks, and Diana Son. Theatre studies must change as the social climate shifts and while we have a responsibility to revere the classics, we must also introduce the new voices that shape our current, ever-evolving culture.

3. The EdTA Governing Board establishes policy guiding the Executive Director, staff and members to develop programs which advance our mission. Explain how you could help the Board forward EdTA's mission and strategic priorities.

As college costs rise every year, one of my top priorities would be raising more funds to provide financial support to students who want to major in Theatre, Musical Theatre, Technical Theatre,



and Theatre Education. As the Hawaii Chapter President, I led the charge to offer Thespian scholarships to multiple students each year. I would reach out to former students of mine to enlist a financial commitment to EdTA and the Educational Theatre Fund. I would also use my connections to current theatre, film and television artists to ask for their support as well. Lastly, the strength of any Theatre program rests on the shoulders of its leaders. I'd hope to establish more national recognition for Theatre faculty who make a daily, positive difference in their students' lives. This may be accomplished by reaching out to Chapter Presidents for recommendations of deserving educators.

4. Why are you interested in serving and please describe your aspirations?

Anything I can do to promote the mission of EdTA makes me feel like I'm making a difference in people's lives. Theatre students and teachers are the most open-minded, compassionate, creative, inclusive, and empathetic groups of people I know. They are thinkers and doers. They give everything they have - not for money, praise, or power, but for art. They make the world a better place. I'm inspired by people with like-minded goals who volunteer time toward growing an institution that supports people who create theatre. I hope to be an inspiration to new theatre teachers by networking, sharing curricula, and finding ways to support their theatrical productions. I can also be an advocate for new playwrights who are trying to get their work produced. It would be ideal to create a website for theatre teachers to explore student-written plays and other new works that have recently been developed.

5. How have you committed yourself to understanding and aiding in the pursuit of equity and inclusion in your professional and/or personal life?

I try my best to aid in the pursuit of equity and inclusion by reading the news, especially anything that concerns adolescents, listening to my students and learning about their lives, and including students' opinions and insights when choosing material for them. I ask students about which issues they care most - what're their interests and pursuits. Last year, students asked mostly about racial and social justice. We read plays that included these issues. We also researched LGBTQ topics and produced The Laramie Project. I instituted a casting policy that any student may audition for any role (unless there are specific race requirements). Lastly, I advocate for students when they need assistance. Five years ago, when I supported a student who was transitioning, in his senior speech he praised, "When administrators tell you you're a problem, Theatre people tell you you're a person." This confirmation will stay with me forever.

Rob Duval

Employment goals: collaborate with professional, amateur, and student artists to create high quality theatrical productions, as well as support and inspire students of all ages to love, appreciate, and confidently thrive in theatre arts.

- 2007 - Present** **Full-time Instructor - 'Iolani School, Honolulu, Hawaii**
This position includes developing the curriculum to teach high school Theatre courses, direct high school productions, sponsor the International Thespian Society, coach the Intermediate Speech Team, advise our Improvisation Team, manage budgets, and inspire creativity, cooperation, and confidence in students.
- 2006 - 2007** **AD/Stage Manager/Actor - Honolulu Theatre for Youth**
Responsibilities included assisting with production aspects of three mainstage productions, managing a company of actors, production development, and touring throughout the state of Hawaii.
- 2004 - 2006** **Visiting Assistant Professor - UCLA School of Theatre, Film, and TV**
Duties included developing the curriculum to teach Voice and Speech to Theatre and Musical Theatre majors. I also auditioned students for admittance into the Theatre program, participated on committees, and served as the vocal coach for two productions.
- 1998 - 2006** **Full-time Instructor - Windward School, Los Angeles**
This position included developing the curriculum to teach high school Theatre courses, direct high school productions, sponsor the International Thespian Society, manage budgets, and inspire creativity, cooperation, and confidence in students.
- 2000** **Director and Co-Founder - Rainbow Factory, Santa Monica**
I helped create a theatre company of teen-age performers who focused on multicultural theatre for youth and community service. I directed three productions which toured to elementary schools in Los Angeles.
- 1993 - 1995** **Company Manager/Artist-in-Residence - California Theatre Wing**
As manager of the acting company, I was responsible for scheduling tours to local schools, rehearsals, and company meetings. I maintained records of rehearsals and performances, helped hire actors, and resolved conflicts as they arose. I also acted in numerous productions, directed three mainstage shows, and taught acting classes to ages 8 - 18.
- Education** **MFA in Acting, UCLA - 1998**
 BA in Theatre, UCLA - 1993
- Numerous professional development workshops over the past twenty-five years.**

Summer Employment

2007 - 2019

Musical Theatre/Theatre Instructor - 'Iolani School, Honolulu

Responsibilities included developing the curriculum to teach musical theatre and/or acting games to students in grades six - twelve. The courses focused on building students' skills in acting, singing, and dancing, including scene work, improvisation, acting in a song, and auditioning.

2010 and 2011

Theatre Instructor - Mid-Pacific Institute, Honolulu

Responsibilities included developing the curriculum to teach acting and improvisation, as well as direct a production with students in grades five - ten. The course focused on building students' skills, character creation and development, and ensemble building.

2004 and 2005

Residence Director - US Performing Arts Camp, UCLA

My responsibilities included hiring and training staff, scheduling and overseeing activities, supervising students and staff, and general administrative duties.

2002 and 2003

Program Director - Windward School Summer Theatre Program

I created a summer theatre program for high school students. The first summer focused on Shakespeare's life, work, and a production of *Macbeth*. The second summer centered upon Stephen Sondheim musicals, culminating in a production of *Into the Woods*.