

GUSTAVE J. WELTSEK III
BA, MAT, Ph.D.
Curriculum Vitae

Office:

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Home:

1416 East Clairmont
Bloomington, Indiana 47401
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Education:

Doctor of Philosophy in Dramaturgy with an emphasis in critical multiculturalism,
performance theory and Drama and Theatre in Education
Bowling Green State University, College of Arts and Sciences, Department of Theatre

Master of Arts in Teaching with an emphasis in English, Drama and Theatre in Education
Jacksonville University, School of Education

Bachelor of Arts in Theatre

Temple University, School of Communications and Theatre, Department of Theatre

Areas of Research: K-12 Education, Applied Theatre, Critical Literacy, Drama and Theatre
by, for and with Youth K-12

Current Position:

**Assistant Professor, Indiana University, School of Education Department of Curriculum
and Instruction Arts Education program.**

Recent Positions:

**Chair of the Humanities and Fine Arts Department (2012 to present), Ivy Tech
Community College-Bloomington, Indiana.**

**Assistant Professor of Humanities/Theatre, (2011 to present), Ivy Tech Community
College-Bloomington, Indiana.**

**Assistant Adjunct Professor Drama Education, (2011-2014) Department of Theatre, Drama
and Contemporary Dance at Indiana University, Bloomington Indiana, head of Drama and
Theatre in Education Licensing program.**

**Assistant Visiting Professor Literacy, (2008-2011) Department of Literacy, Culture and
Language Education, School of Education Indiana University, Bloomington Indiana.**

**Assistant Professor of English, (2006 -2008) Department of English, The University of
Puerto Rico, Cayey**

Visiting Lecturer Literacy and Drama Education, (2004-2006) Faculty of Education, Department of Language and Literacy, The University of British Columbia.

Visiting Lecturer Literacy Education, (2003-2004) College of Teacher Education, Indiana University, Indianapolis.

Head of the Upper School Drama and Theatre Arts Program, (2000-2001) Episcopal High School, Jacksonville Florida.

Assistant Adjunct Professor Theatre, (1997-1998) Theatre Department Technical Theatre, Heidelberg College, Tipton Ohio.

Assistant Adjunct Professor, (1993-1997) Theatre Department, Jacksonville University, Jacksonville Florida.

Assistant Adjunct Professor, (1992-1993) Theatre Florida Community College, Jacksonville Florida

Publications

Weltsek, G. & Koontz Noel (Accepted, 2017) Subversive Literacy: Arts Based Learning for Social Justice, Equity, and Student Agency. *English Journal*.

Weltsek, G. (Accepted, 2017) Journeying into the Complexities and Possibilities of Performative Pedagogical Research and Analysis. *SCENARIO*.

Weltsek, G. (Accepted, 2017) Theatre Programs in Community Colleges: *A Policy for Equity*. *Art Education Policy Review*.

Weltsek, G. & Tabone, C. (Accepted 2017) Qualitative Summative Assessment for Theater Arts Education. *Art Education Policy Review*.

Weltsek, G. (Under revision, 2017) Subverting the Discourse of Racism: The Dissociated Space of Applied Theatre and the Racialized Self. *Applied Theatre Research*.

Weltsek, G (Under Revision, 2017) Leaping into the Unknown and the Cost of the Racialized Roles we Play: Dissociation of 'Self' Within and Through an Emergent Theatre Project. *Youth Theatre Journal*.

Weltsek, G. Murry, Beth (Accepted, 2017). "¿Qué caja? What box? Inclusivity, assessment and the political possibilities of preschool drama". In R, Berriz and A Wagner(Ed). *Art as a way of talking: Creating as a foundation for learning with emergent bilinguals in K-12 schools..* NY: Teacher's College Press.

Weltsek, G. Hamoor, C (Accepted, 2017) "Agentic Data; Collaborative Research's Collision with the Anthropocene" in *Posthumanism and Higher Education: Reimagining Pedagogy, Practice and Research*. Palgrave Macmillan: United Kingdom.

Weltsek, G. (2016). "Critical equity within Arts Infusion: Pre-K explorations in Mantle of the Expert". *Arts Education Policy Review*.

- Iona, R, Weltsek, G and Tabone, C. (2015) “A Study on the Relationship between Theater Arts and Student Literacy and Mathematics Achievement” *Journal of Learning Through the Arts*. http://www.escholarship.org/uc/class_1ta
- Weltsek , G. et al (2015). “First Year Out; The Best Intentions Paved the Road...” in P. Duffy (Ed). *What Was I Thinking: A Reflective Practitioner's Guide to (Mis)Adventures in Drama Education*. UK: Intellect Publishing.
- Weltsek, G.J., Duffy, P.B., Carney, C.L. (2014). The Local and Global State of Theater Education Research and Policy. *Arts Education Policy Review*, 115(3), 63 – 71.
- Weltsek, G. (2014). “Drama as Critical Literacy”. In *Teaching Dilemmas & Solutions in the Content-Area Literacy Grades 6012*. Ed. Flanagan and Smagorinsky. CA: Corwin Press.
- Weltsek, G., Medina, C.L., & Coggin, L. (2014). Foregrounding Emergence, Embodiment, and Critical Practices: Performance pedagogies in literacy methods. In J. Brass and A. Webb (Eds.), *Teaching the English language arts methods: Contemporary methods and practices*. New York: Routledge.
- Weltsek, G., Medina, C.L. (2014) “Global Markets/Global Englishes, Drama and Discourses in Colonial Spaces”. *Youth Theatre Journal*. 28 (1): 18-31.
- Weltsek G., Medina, C. (2013) “Deconstructing global markets through critical performative inquiries in Puerto Rico”. *Journal of Adolescent & Adult Literacy*. 57, (3): 189-919.
- Duffy, P., Weltsek, G. et al (2013) “Postcolonial, Postmodern, Postracial, Postqueer Positionality in a...Aw Hell, I’m just trying to Do Good Work: A Dialogue of Identity, Intention, and Position: Part 1”. *Youth Theatre Journal*. 27 (1), 1-6.
- Weltsek, G., Ociepka , A. (2011). “Reading the Maps of Meaning Within Drama: Visible Discourse(s), Multimodal Semiotics, and Analogous Reflection in Applied Theatre Inquiry”, *Youth Theatre Journal*, 25(2), 120-133.
- Weltsek, G., et al. (2011). “When Achievement Data Meet Drama and Arts Integration”. *Language Arts*, 88(5), 365-372.
- Weltsek, G. (2010). “Research in Drama and Theatre Education: Special Issues”. *Youth Theatre Journal*, 24(1), 1-3.
- Medina, C., Belliveau, G., Weltsek, G. (2008). “ Reflective practices in drama teacher preparation”. *Theatre Research in Canada*, 28(2), 130-143.
- Weltsek, G., Medina, C. & Twomey, S. (2007). “Drama, critical literacy and global citizenry: Constructing reflective spaces using drama/theatre”. *Youth Theatre Journal*. 21(1), 113-128.
- Weltsek, G., Medina, C. (2007). “Critical Performative Spaces: Identity,

stance and discourse in process drama as critical literary interpretation". In M. V. Blackburn and C. Clark (Eds.). *New Directions in literacy research for teaching, learning and political action* (pp. 255-275). New York, N.Y.: Peter Lang Publishers.

Weltsek, G. (2007). "Process Drama In Education". In A. Blatner and D. Wiener (Eds.). *Interactive and Improvisational Drama: Varieties of Applied Theatre and Performance* (pp. 90-98). New York, N.Y.: iUniverse, Inc.

Weltsek, G. (2005). "Using Process Drama to Deconstruct/Reconstruct Western Canonical Literature". *English Journal*. 95 (1) 75-81.

Weltsek, G. (2004). "National Standards for the Arts? Considering Multiple Ideological Representations and the Implications to Classroom Practices". *Stage of The Arts*. 16(2), 25-32.

Weltsek, G., Regan, S. (2002). "Revisiting US After School and Alternative Drama/Theatre Programs: A retrospective". *Stage of The Arts*. 9(1), 18-27.

Reviews:

Weltsek, G. (2007). "American Alliance for Theatre and Education (AATE); Conference Review". *Research in Drama Education (RIDE: an international journal.)*

Grants

Funding: Maris M. Proffitt and Mary Higgins Proffitt Endowment Grants
(\$19,000) (Under Review)

This study poses that ALL learning, regardless of discipline, emerges as a social practice through meaningful social-cultural interactions between students and that the Arts are a means for the creation of these interactions.

Funding: Summer Profit Grant
(\$10,000.00) (Funded)

This grant will allow me to unpack the data gathered across 20-16-2017 with The Academy of Science and Entrepreneurship in Bloomington IN. The study involves the infusion of arts based pedagogies into a STEM based curriculum of Language and social studies. Using a mixed methods approach I explore "What is going on" within the spaces created when a multimodal and imaginative pedagogy is used with High School students.

Funding: New Frontiers Grant
(\$89,000) (Rejected)

This study involved scholars from across campus to explore from our various disciplines and areas of research "What happens during an arts based emergent performance event based on exploring with a diverse group of students what it means to live in a pluralistic society". We will use drama strategies along with other multiple arts based interactive learning strategies to engage the students in literal and metaphorical boarder crossing. The end will be the sharing of a multimodal arts happening. The scholars will examine multiple forms of data, from vied recordings, artifacts, lesson and session plans as well as interviews with participants and audience member to explore the data from our various fields. Our goal is to create multiple complex articles and presentations which explore the intersections and departures between our various fields with an eye on further exploration into the creative and imaginative knowing of our species.

Funding: Bloomington Cultural Council (Renewal Expansion Grant)
(\$20,000.00) (Funded 2014-16)

Title: Pre-K Arts Infusion Fairview Artful Learning School

This grant supports an expansion of the biweekly process drama and arts infused curriculum into the daily literacy work at a title one repeatedly failing high risk pre-school in the mid-west. Based upon work previously executed with the Creative Arts Team in New Jersey City this project currently executes infusions and gathers qualitative and quantitative pre and post infusion data to articulate possible connections between the infusion and literacy and social achievement.

Funding: Bloomington Cultural Council
(\$20,000.00) (Funded 2013-14)

Title: Pre-K Arts Infusion Fairview Artful Learning School

This grant supported biweekly process drama and arts infused curriculum into the daily literacy work at a title one repeatedly failing high risk pre-school in the mid-west. Based upon work previously executed with the Creative Arts Team in New Jersey City this project currently executes infusions and gathers qualitative and quantitative pre and post infusion data to articulate possible connections between the infusion and literacy and social achievement.

Funding: National Education Association (NEA)
(\$35,000.00) (Rejected 2015)

Title: Pre-K Arts Infusion Fairview Artful Learning School

This grant supports the expansion of biweekly process drama and arts infused curriculum into the daily literacy work at a title one repeatedly failing high risk pre-school in the mid-west. Based upon work previously executed with the Creative Arts Team in New Jersey City this project currently executes infusions and gathers qualitative and quantitative pre and post infusion data to articulate possible connections between the infusion and literacy and social achievement.

Funding: IES Institute for Educational Science US government
(\$1.5 Million) (Rejected 2014)

Title: Arts Based Education and Standardized Tests (Drs. Finkelstein and Walker and Mr. Tabone of EATS co-researchers)

Using a mixed methods approach to data gathering and analysis this study focuses upon the affect drama, as a hybrid multimodal semiotic has upon student achievement on standardized tests scores.

Funding: School of Education Indiana University, School of Education, Pathways to Success Grant (\$18,000.00) (Funded)

Title: Watson School for Boys Arts Based Curriculum

Through this grant I am working with and studying the effects of arts based education upon the literacy achievement of K-6 grade young African American men in one of the most poverty-stricken city in the United States. I am also working as the project director to coordinate multiple professional development workshops with local teaching artists and Watson School teachers for in-service development, in class modeling and observations of teacher lesson plans as the preliminary stages for a school wide transition into an arts based curriculum.

Funding: Hampton Research Fund Endowment

(\$18,200.00) (Funded)

Title: Meaning Making and In-between Spaces: Graphic novels and critical literacy among urban youth (Drs. Carmen Medina and Margot Filipenko co-investigators)

Using Graphic Novels as critical children's literature I engaged students through drama and theatre to create meaning in between frames as a way to explore how personal identity is constructed within emergent knowledge formation.

Funding: NCTE Grant in Aid

(\$9,715.74) (Funded)

Exploring critical literacies through drama as performative pedagogies (Dr. Carmen Medina co-researcher)

By studying children's critical readings of multicultural texts through drama in education, this study provides a theory and framework for understanding embodied interpretative practices as a new perspective in critical literacy. Furthermore, this study will help us (literacy educators) understand how children negotiate performative pedagogies in drama and literacy. This qualitative case study proposes examining one public elementary class critical literary interpretations, through drama. Data collection includes field notes, video and audio tapes, researcher and student reflective journals, produced artifacts, and interviews. Critical Discourse Analysis and Critical Performative Pedagogies serve as frameworks to code spoken, written and physical discourses.

Curriculum Development Grants

Funding: United States Department of Education Title Five Grant

(\$3000.00) (Funded)

Title: University of Puerto Rico Professional Development Grant

Through this grant Dr. Brian Edmiston, OSU and Mr. Charles Young presented Professional Development workshops at the University of Puerto Rico, Cayey.

Funding: Lumina Course Modification Grant

(\$2000.00) (Funded)

Title: Multicultural Course Transformation in Learning Communities; Redesign of H340 Foundations and History of Education

This proposal was developed to restructure H340 Foundations of and History of Education using a process drama framework as a means to create spaces for critical dialogue and inquiry focused through a critical multicultural lens. The objective aimed at transforming the overall content, assessment, instruction and dynamics of the classroom (participation, equity and voice) utilizing multiple literacies (Harste, 2002) through personally situated narratives. These narratives became manifest through the introduction and integration of alternate learning theories and practices. Previously H340 explored Western Philosophical traditions (Socrates to Dewey). These sources limited the scope and access to the Principles of Learning to the diverse IUPUI student community. Inclusion of marginalized theory such as Postmodern and Poststructural theorists (Freire, Giroux) critical feminist pedagogy (Dolan and Phalen) and African American educational theory (hooks and West) was primary to restructuring.

Community Arts Directed Service Grants

Funding: The Jay Stein Foundation

(\$4,000.00) (Funded)

Title: La Obra Del Coraje (The Anger Play)

This dramatic exploratory arts workshop grew as part of a \$200,000 non-violent conflict resolution campaign. For over six months the researcher/artist worked with a group of 12

Latino/a students who had newly immigrated to Central Indianapolis exploring the complex socio-cultural issues that surrounded their emergent identities within a foreign culture. Special attention was paid to the tensions of language, culture and personal and familial survival. The project resulted in a compilation of a performed ethnography (Available upon request).

Conference Presentations:

Weltsek G. (2017) Drama in the Margins: Drama as Critical Literacy with Underserved Communities. **National Council of Teachers of English.**

Weltsek, G (2017) Chair: Critically Dramatic Conversations: Complications in Drama/Theatre Research for Social Justice and Equity. Paper; Critical Performative Pedagogy: A Dramatic Pursuit of "Dissociation". **American Educational Research Association (AERA).** San Antonio Texas.

Weltsek, G (2017) Chair: De- and Re- Constructing the Self: Disassociation and Research Through Drama **American Alliance for Theatre and Education (AATE).** New Orleans, Louisiana.

Weltsek, G (2017) De- and Re- Constructing the Self: Disassociation and Re-imagining the Mental Spaces of Performance Pedagogy. 2nd International **SCENARIO** Forum Conference *Performative Spaces in Language, Literature and Culture Education* University College Cork, Ireland

Weltsek, G. (2017) Notes From No Where. **Provocative Pedagogies.** University of Lincoln, England.

Weltsek, G and Gonzales, J. (2017) Exploring Spirituality in Theatre Education Through the Universal Quality of Breath. **American Alliance for Theatre and Education (AATE).** New Orleans, Louisiana.

Weltsek, G. (2015) Critical Inquiry in Preschool: An Arts infusion retrospective. **American Educational Research Association (AERA)** Milwaukee WI.

Weltsek, G. (2015) Spacecrafts and Language Invention; Making a (world of) difference. **Scenario Forum: Symposium of Critical Performative Pedagogy.** Bloomington Indiana.

Weltsek, G., Duffy, P., Lazarus and Omasta. (2014) "How Far is Too Far?" **American Alliance for Theatre and Education (AATE)** Denver, CO

Weltsek, G., Tabone, C. (2014) Theatre Arts and the Common Core State Standards, in its place. **American Alliance for Theatre and Education (AATE)** Denver, CO.

Weltsek, Edmiston, Tabone, (2013) Process Drama Round Table. **National Council of Teachers of English (NCTE),** Boston Mass.

Weltsek, G. et al. (2013) Queer(in) the Process. **American Alliance for Theatre and Education (AATE),** Washing DC.

- Weltsek, G. et al (2013) Standards, Rubrics and Creativity. **American Alliance for Theatre and Education (AATE)**, Washing DC.
- Weltsek, G. et al. (2012). Spiritual Reflection through Drama and War-Themed Plays: Strategies For Discussion & Engagement. **American Alliance for Theatre and Education (AATE)** Lexington Kentucky.
- Weltsek, G. et al. (2012). Queering the Curriculum: Interrogating the K-12 Curriculum with Theatre & Drama as an Exploration of Identity Construction and Performance. **American Alliance for Theatre and Education (AATE)** Lexington Kentucky.
- Weltsek, G. et al. (2011). Global Media, Multinational Markets and Critical Literacy Pedagogies: Expanding Engagement in New Political Terrains. **Literacy Research Association (LRA)** Jacksonville, FL.
- Weltsek, G. (2011). Speaking the Silenced Story: Emergent Identity Formation Through Storytelling. **American Alliance for Theatre and Education (AATE)** Chicago, IL.
- Weltsek, G. et. al. (2011). Spiritual Ties: The place of spirituality in a Drama and Theatre pedagogy. **American Alliance for Theatre and Education (AATE)** Chicago,IL.
- Weltsek, G (2010). Drama In Between Spaces: Drama and theatre and graphic novels. **American Alliance for Theatre and Education (AATE)** San Francisco,CA.
- Weltsek, G., Gonzales, J.. (2010). Spiritual Ties: The place of spirituality in a Drama and Theatre pedagogy. **American Alliance for Theatre and Education (AATE)** San Fancisco,CA.
- Weltsek, G., Cline, R., Farley, H. (2009). Literacy within the Gutters: Reading in-between spaces within Graphic Novels. **National Council of Teachers of English (NCTE)** Philadelphia, PA.
- Weltsek, G., Perry, M. (2009). Getting Graphic: Engaging students in effective literacy learning with Comics and Graphic **International Reading Association (IRA)** Saint Paul, MN.
- Weltsek, G., Young, D. (2009). En-Act-Ed-Learning: Transcending Passivity Through Drama Education. The Combined **American Alliance for Theatre and Education and American Association for Theatre in Higher Education (AATE/ATHE)** New York, NY.
- Weltsek, G., Medina, C. (2008). Multimodal Approaches to Latino/a Literature: Expanding the possibilities of critical engagements with texts. **National Council of Teachers of English (NCTE)** San Antonio, TX.

- Weltsek, G., Medina, C. (2008). Identity Political Within Social Spaces; A Performative Pedagogy for Social Equity and Justice. Panel: Working with/in the Local: New Directions in Literacy Research for Political Action. Organized by Caroline Clark and Mollie Blackburn. **American Educational Research Association (AATE)** New York, NY.
- Weltsek, G., Medina, C. (2007). In Search of the Glocal Through Process Drama. Panel: Working with/in the Local: New Directions in Literacy Research for Political Action. Organized by Caroline Clark and Mollie Blackburn. **National Council of Teachers of English (NCTE)** New York, NY.
- Weltsek, G., Sloan, J. Arroyo-Ojeda, P., Arroyo-Vives, N. (2007). Exploring the Performative Identity within Pre-service drama/theatre teacher education. **American Alliance for Theatre and Education (AATE)** Vancouver, B.C.
- Weltsek, G. Young, D. (2007). Moving Beyond Division and Fear Part II. **American Alliance for Theatre and Education (AATE)** Vancouver, B.C.
- Weltsek, G. (2006). Critical Performative Sites as Dramatic Literacy Engagements Through Process Drama: In Search of a Glocal Identity. Panel: Critical performative literacies: Understanding literacy and justice through dramatic modes of representation and imagination. Co-presenters: Medina, C., Campano, G. Enciso, P., Edmiston, B., Weltsek, G. **American Educational Research Association (AERA)** San Francisco, CA.
- Weltsek, G. Young, D. (2006) Identity, Improvisation and Non-Violent Conflict Resolution. **American Alliance for Theatre and Education (AATE)** Washington DC.
- Weltsek, G., Medina, C., Winters, K. (2005). Embodied Witnessing, The Influence of the 'Glocal' identity. **National Council of Teachers of English (AATE)** Pittsburgh PA.
- Weltsek, G., Medina, C., Belliveau, G. (2005). Reflective Practices in Drama Teacher Preparation. **Association for Canadian Theatre Research (ACTR), Canadian Federation for the Humanities and Social Sciences (CFHSS)** London, Ontario.
- Weltsek, G., Medina C., Edmiston, B., Enciso, P. (2005). Process Drama Within Critical Classrooms. **National Council of Teachers of English Assembly on Research (NCTERA)** Columbus, Ohio.
- Weltsek, G., Medina C. (2005). "The streets are free": Critical performative sites in literary interpretation through process drama. **National Council of Teachers of English Assembly on Research (NCTEAR)** Columbus, Ohio.
- Weltsek, G., Gonzales, J. (2005). J. Play-Building as Violence Intervention. **American Alliance for Theatre and Education (AATE)** Chicago, IL.
- Weltsek, G., Medina, C., Long, T., Gopalakrishnan, A. (2004). Drama as critical performative pedagogy: Ideology, culture & equity. **International Drama Education Association (IDEA)** Ottawa, Ontario.

Weltsek, G., Gopalakrishnan, A., Long, T., Medina, C. (2004). What Color is Drama in Education? Considerations and Opinions on the “*Multiculturalness*” of Drama Education. **International Drama Education Association (IDEA)** Ottawa, Ontario.

Weltsek, G. et al. (2003). Shakespeare and Youth Workshop. **American Alliance for Theater and Education (AATE)**, New York, NY.

Weltsek, G. et al. (2003). Drama/Theatre in Education: Negotiation and Engagement with Multiple Literacies. **International Drama in Education Research Institute (IDIERI)**, North Hampton, England.

Weltsek, G. et al. (2002). Disrupting the Traditional Reading of Shakespeare: The Use of Drama in Education to Assist in the Deconstruction/Reconstruction of Western Canonical Literature. **National Council of Teachers of English Conference (NCTE)**, Atlanta, GA.

Weltsek, G. et al. (2001). Privileged Responsibility: Using Process Drama to Explore Privilege and Responsibility in a Private Preparatory High School. **American Alliance for Theater and Education (AATE)**, San Diego, CA.

Weltsek, G. et al. (1999). The Reed Records. **West Virginia Shakespeare and Renaissance Association Annual Meeting (WVSRA)** Elkins, WV.

Weltsek, G. et al. (1998). Critical Pedagogy in the Theatre Class. **The Association for Theater in Higher Education (ATHE)** San Antonio, TX.

Keynotes

Weltsek, G. (2017) SCENARIO. Performative Arts and Pedagogy: Towards the development of an international glossary. Cork Ireland **SCENARIO** conference.

Weltsek, G. (2014) The State of The Arts Education. **Indiana Coalition for the Arts Annual Convention**. Indianapolis, IN.

Weltsek, G. (2014) Critically Engaging with the New National Standards. **Tennessee Arts Academy, Nashville Tennessee**.

Weltsek, G., Marin, C. and Duffy, P. (2012). Theatre for Social Justice and Equity. **University of South Carolina**. Columbia, SC.

Invited Talks in Professional Organizations:

Weltsek, G. (2010). The Emergent Global self and the College Student Identity. **Jacksonville University Humanities Lecture Series**, Jacksonville, FL.

Weltsek, G. (2005). Experiencing the Glocal: Process Drama and Alternative Forms of Knowledge Representation. **University of British Columbia Faculty of Education 5th Annual Research Day**. Vancouver, B.C.

Medina, C., Weltsek, G. (2005). Analyzing performative pedagogies: The

embodiment of stance, discourse and identity in drama as literary response.

University of British Columbia Faculty of Education 5th Annual Research Day.
Vancouver, B.C.

Weltsek, G. (2000). Process Drama in Florida Classrooms. **Florida Association for Theatre Educators (FATE)** St. Augustine, FL.

Workshops:

Weltsek, G. (2017) New York University. *From Englishes to Actions: Critical Performative Pedagogy Inventing self as "teacher"*.

Weltsek, G. (2017) Unitarian Universalist Church, Mothers and Allies for Anti-racist Practices. *Talking about the "R" word with kids.*

Weltsek, G. (2017) Indiana University. INSPIRE/Dr. James Damico. *Drama for Social Equity and Justice.*

Weltsek, G. (2017) Arts With A Heart. Indianapolis Public Library. *Process Drama and Youth Literacy.*

Weltsek G. (2016) Indiana University Department of Curriculum and Instruction, Z531 Advanced Arts Methods. Art and the Body.

Weltsek G. (2016) Indiana University Department of Literacy, Culture and Language Education. Navigating Difficult issue of culture and Race. Graduate and Faculty seminar.

Weltsek G. (2016) Indiana University, University Department of Informatics, Drama by Design.

Weltsek G. (2016) IvyTech Community College, Youth leadership Institute. Drama as Leadership Inquiry.

Weltsek G. (2015) IvyTech Community College, Youth leadership Institute. Drama as Leadership Inquiry.

Weltsek G. (2015) Indiana University, University Players, Using Drama in Education as a critical pedagogy.

Weltsek G. (2014) Department of Informatics, Indiana University, Theatre of the Oppressed and Microaggressions.

Weltsek, G. (2013) Tennessee Arts academy Creative Drama; Letting the children Play. Nashville TN.

Weltsek G. (2012). (Webcast) State of the National Standards for Theatre, Emerson College Boston Massachusetts. Dr. Christina Marin, Critical Pedagogy Doctoral Seminar.

Weltsek G. (2011). Literacy Through Playwriting, Indiana University, Bloomington Indiana, the Arts Education Club at Indiana University, Bloomington, IN.

- Weltsek G. (2010-11). Drama as Critical Literacy, Watson's School For Boys. Indiana University P-16 Funding initiative, Gary, Indiana.
- Weltsek G. (2010). The Books Project, Global Village Drama as Evaluation. Dr. Beth Samuelson contact person Indiana University. Bloomington, IN.
- Weltsek G. (2010). Critical Literacy and Process Drama. San Juan Puerto Rico DOE. Cayey, PR.
- Weltsek, G. (2009). Creative Workshop, Identity Within Performance of High School of "West Side Story" Production. Bowling Green High School, Bowling Green, OH.
- Weltsek, G. (2009). P-16 Initiative Storytelling Outreach Workshop. Dr. Gerald Campano, Indiana University contact person. Indiana University, Bloomington, IN.
- Weltsek, G. (2008) .The Books Project, Global Village writing initiative Storyboarding. Dr. Beth Samuelson contact person Indiana University, Bloomington, IN.
- Weltsek, G. (2009).Creative Workshop, Identity Within Performance of High School of "West Side Story" Production. Bowling Green High School, Bowling Green, OH.
- Weltsek, G. (2008). P-16 Initiative Storytelling Outreach Workshop. Dr. Gerald Campano, Indiana University contact person Indiana University, Bloomington, IN.
- Weltsek, G. (2008). The Books Project, Global Village writing initiative Storyboarding. Dr. Beth Samuelson contact person Indiana University, Bloomington, IN.
- Weltsek, G. (2006). University of Puerto Rico, Cayey, Student Mentorship Program TEOSL, ESL, EFL Development Workshop in drama in education strategies. Cayey, PR.
- Weltsek, G. (2006) University of Puerto Rico, Cayey, TEOSL, ESL, EFL Beginning English Student Development Workshop within transmediation strategies. Cayey, PR.
- Weltsek, G. (2006). University of Puerto Rico, Cayey, TEOSL, ESL, EFL Life Long Learning Development Workshop for Hospital Employees. Cayey, PR.
- Weltsek, G. (2006). University Of British Columbia, Teacher Education Program series of five three hour workshops for Pre and In-service teachers on the introduction of Process Drama theory and practice. Vancouver, BC.
- Weltsek, G. (2005). University Of British Columbia, Teacher Education Program two hour workshop for Pre and In-service teachers on the introduction of Process Drama theory and practice. Vancouver, BC.
- Weltsek, G. (2004). Indiana University, Indianapolis, Teacher Education Program series of four two hour collaborative workshops for Pre and In-service teachers on the introduction of Process Drama theory and practice. Indianapolis, IN.

Course Teaching Sampling:

- EDUC L530 Drama as Critical Literacy Across the Curriculum K-12 (On-line offering)
- EDUC M300 Teaching in a Pluralistic Society
- EDUC L502/X470 Socio-Psycholinguistics for Teachers of Reading
- EDUC L407/507 Language Education Issues for English Teachers
- EDUC M403 Secondary Literacy Field Experience
- EDUC L500 Instructional Issues in Language Learning
- EDUC L501 Readings in Critical Literacy K-12

- LLED 445 Advanced Drama/Theatre and Education
- LLED 433 Drama/Theatre in Education for Elementary Educators
- LLED 434 Drama/Theatre in Education for Secondary Educators
- LLED 320 Language and Literature Across the Curriculum Methods
- LLED 301 Language Across the Curriculum in Multilingual Classrooms: Secondary
- INGL 3497 Feminist Performance
- INGL 3495 Rhetoric
- INGL 3103 Intermediate English I&II
- INCO 3004 Business English I&II
- THTR T278 Applied Theatre
- THTR T120 Introduction to Acting
- THTR T478 Drama and Theatre in Education Secondary Methods
- THTR T378 Drama and Theatre in Education Elementary

Developed Courses:

Drama as Critical Literacy K-12 Across the Curriculum (Graduate online and campus)
 Applied Theatre
 Touring Company
 Theatre For Young Audiences
 High School Theatre Methods
 Junior High Theatre Methods
 Drama Education Elementary Majors

Departmental, College, University Committees:

University Arts and Humanities General Ed Sub Committee
 Departmental Collaborative Curriculum Committee
 College Diversity Committee
 State Wide Humanities and Philosophy Curriculum Committee, Ivytech Community College
 State Wide Fine Arts Curriculum Committee, Ivytech Community College
 Waldron Arts Curriculum Development and Planning, Ivytech Community College

Outside Dissertation Committee Member Indiana University
Regional Student Engagement Committee Chair

Graduate Assistantships:

Bowling Green State University	Graduate Assistant Theatre 401	1999-2000
Bowling Green State University	Shop Manager	1998-1999

Other K-12 Teaching:

George Washington Com. Schl.	Visiting ESL Arts director	2003-2004
Mandarin High School	English/Theatre Instructor	1992-1993
Douglas Anderson High School for the Performing and Visual Arts,	English/Theatre Instructor	1991-1992

Community Education:

Calados, Arts Camp		
Bayamon, Puerto Rico	Pre-K-7 Drama Director	2006-present
Cupeyville School, Puerto Rico	Theatre Instructor	2002
Dolphin Arts Camp	Drama Specialist	1991-2001
Florida Community College Gold Program	Arts Specialist	1991-1993

- The gold program was an arts centered educational outreach program serving Jacksonville Florida. While with the Gold program I facilitated multi-play building events, original productions and process drama explorations specifically designed to meet the needs of the particular community.

Theatre Jacksonville	Educational Outreach Director	1990-1992
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- Here I created curriculum for a K-Adult after school theatre programs, supported a faculty of eight artist educators/performers, mounted productions for and oversaw a summer 6th- 12th grade Theatre Camp and wrote multiple grants.

First Coast Children's Theatre	Artistic Director, Manager	1991-1992
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- In this role I wrote, directed, designed and cast the company's season of multicultural children's plays and oversaw bookings. I also managed the companies budget.

River City Playhouse	Youth Theatre Manager	1989-1991
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- In this role I wrote, directed, designed and cast the company's season of multicultural children's plays and oversaw bookings.

Service in Professional Organizations

Editorial Board Arts Education Policy Review		2016-Present
Youth Theatre Journal Review Editor		2003-Present
Applied Theatre Research Review Editor		2012-Present
Member AATE Diversity Committee		2014-Present

Executive Editorial Board Arts Education Policy Review	2014-2016
Indiana Arts Council Grant Reader	2015-2016
Chair AATE Research and Publications Board Member	2013- 2015
Chair AATE Communications Board Member	2012-2013
National Standards for Theatre Writing Team	2011- 2014
Editor Youth Theatre Journal	2010-2012
Chair AATE Theatre in our Schools Mini Conference	
Indiana University	2010- 2011
AATE New Scholars Respondent	2010- 2017
Bonderman Playwright's festival reader	2002- 2016
AATE Research, Dissertation Award reader	2005,08- 2015
AATE Indiana State Representative	2010- 2015
AATE Research Awards Chair	2009-2010
Guest Editor Youth Theatre Journal	2010
Stage of The Art Review Editor	2003-2009
AATE Annual Conference Planning Committee	2005-2007
Arts Reach AIDS Coalition Artistic consultant	1994

Awards

The American Alliance for Theatre and Education (AATE) President's Service Award (2012-2015)

The American Alliance for Theatre and Education (AATE) Research Award (2013)

Dr. Martin Luther King Jr. Building Bridges, Indiana University Outstanding Leadership Faculty Award (2013)

Play Direction

<i>Student One Act</i>	IvyTech Community College
<i>Revolution</i>	Indiana University
<i>Catalyst</i>	Indiana University
<i>The Line</i>	Bonderman Playwright's Festival
<i>Twilight in LA</i>	Indiana University
<i>The Laramie Project</i>	Indiana University
<i>The Laramie Project</i>	University of Puerto Rico, Cayey
<i>Student Plays</i>	University of British Columbia
<i>The Vine</i>	Bonderman Playwright's Festival
<i>La Obra Del Coraje</i>	Indiana University Purdue University Indianapolis
<i>The Anger Play</i>	Youth Horizon Theatre
<i>A Midsummer Night's Dream</i>	Episcopal High School
<i>Privileged Tensions</i>	Episcopal High School
<i>Accidental Death of an Anarchist</i>	Bowling Green State University
<i>Student One Acts</i>	Heidelberg College
<i>She Stoops To Conquer</i>	Jacksonville University
<i>Casualties of Fate</i>	Jacksonville University
<i>Death Watch</i>	Jacksonville University
<i>Medea</i>	Jacksonville University
<i>Rashomon</i>	Jacksonville University
<i>The Seven Princesses</i>	Theatre Jacksonville
<i>Holiday Time</i>	First Coast Children's Theatre
<i>The Archer and</i>	
<i>The Horse of Power</i>	First Coast Children's Theatre

Beauty and The Beast
The Passion
Paul and the Boys
Pinocchio
The Christmas Story

First Coast Children's Theatre
 Cathedral Arts Project
 Cathedral Arts Project
 Rivercity Playhouse Tot Theatre
 Rivercity Playhouse Tot Theatre

Assistant Direction

Noises Off
Good Person of Setzuan
The Rymers of Eldritch
Candide
The Wiz
Runaways
Help

Jacksonville University
 Jacksonville University
 Jacksonville University
 Jacksonville University
 Episcopal High School
 Episcopal High School
 Episcopal High School

Technical Direction

Susanna
The Magic Flute
Macbeth
Indiscretions
On The Town
Casualties of Fate
Death Watch
Archer and the Horse of Power

Bowling Green State
 Bowling Green State
 Heidelberg College
 Heidelberg College
 Heidelberg College
 Jacksonville University
 Jacksonville University
 Theatre Jacksonville

Stage Management

Macbeth
Indiscretions
On The Town
La Shana Madel
Guys and Dolls
42nd Street
They're Playing our Song
As you Like It

Heidelberg College
 Heidelberg College
 Heidelberg College
 River City Playhouse
 Prather Productions
 Prather Productions
 Prather Productions
 Temple University

Dramaturgy

The Rimers of Eldritch
Waiting For Lefty
The Laramie Project
The Laramie Project
The Vine
A Midsummer Night's Dream
Twilight Los Angeles
Alice In Wonder Land

Waldron Arts Center
 Waldron Arts Center
 University of Puerto Rico
 UBC Grad. Student's Prod.
 Bonderman Playwright's Festival
 Episcopal High School
 Bowling Green State
 Bowling Green State

Play-Writing Produced:

Weltsek, G. (2004). "La Obra Del Coraje", Indiana University, Indianapolis, in cooperation with Georgetown Community School and The Indianapolis Board of Education special programs fund. Indianapolis, IN.

Weltsek, G. (1999). "Peaceful Solutions: Anti-bias vignettes", Jacksonville City Council, Jacksonville Florida, in cooperation with Episcopal High School, The Jacksonville Jewish Community Alliance, The Jacksonville Peace Coalition and with **special permission from Playwright Elizabeth Swados** for adaptation within her production of "**The Hating Pot**". Jacksonville, FL.

Weltsek, G. Script, Skelton, M. libretto (1992). "The Archer and the Horse of Power". Jacksonville Little Theatre through The First Coast Children's Theatre Company. Jacksonville, FL.

Weltsek, G. Script, Skelton, M. libretto (1992). "The Witches". Jacksonville Little Theatre through The First Coast Children's Theatre Company. Jacksonville, FL.

Weltsek, G., Script, Skelton, M. libretto (1991). "The Rainbow: An anti Bias" Jacksonville Little Theatre through The First Coast Children's Theatre Company. Jacksonville, FL.

Weltsek, G., Script, Streets, T. libretto (1991). "Paul and the Boys". St. John's Episcopal cathedral within through The Cathedral Arts Project. Jacksonville, FL.

Weltsek, G., Script, Streets ,T. libretto (1991-1994). "The Passion". St. John's Episcopal Cathedral within through The Cathedral Arts Project. Jacksonville, FL.

In Progress:

The Hot Dog Man

a socio-political satire on 'blue collar' life

The Fall

a contemporary musical look at the book of Genesis

Computer Baby

a drama in two acts about the psychological effects of computer hacking.

Forsaken

a musical concerning a young man's religious crisis as he discovers he has AIDS.

Professional Actor/15 years

Equity eligible (lapsed) Resume Available upon request

Memberships in honorary or Professional Societies

American Alliance for Theater and Education (AATE)

American Educational Research Association (AERA)

Educational Theatre Association (EDTA)

References

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