

Executive Summary of the National Art Education Association Task Force on Equity, Diversity and Inclusion



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Submitted by Wanda B. Knight on behalf of the
National Art Education Association Task Force on Equity, Diversity and Inclusion

The National Art Education Association Task Force on Equity, Diversity and Inclusion

Executive Summary

The National Art Education Association (NAEA) began its work towards including equity, diversity, and inclusion as a critical and strategic goal for the association in 2016, to fundamentally increase the capacity of the NAEA membership to enact and foster change that ultimately leads to greater diversity and inclusivity within the NAEA community. During December 2017, following an extensive application process, the Board of Directors appointed a Task Force on Equity, Diversity and Inclusion to shape and support these efforts. The Task Force convened at the NAEA Studio and Gallery in Alexandria, Virginia during January 2018 to receive its charge related to examining equity, diversity and inclusion across the association. While all Task Force members did not agree with the Board's adopted definitions concerning Equity, Diversity and Inclusion for the Association, their meanings served as a guide for the work of the Task Force.

NAEA Definitions of Equity, Diversity & Inclusion

Equity: Refers to conditions that support fairness and justness based on individual needs and circumstances whereas all members have opportunities to thrive and realize their best within the NAEA community. (Adopted by the NAEA Board, 2017)

Diversity: The term 'diversity' describes both observable and non-observable individual differences (life experiences, work context, learning and working styles, personality types among others) and group/social differences (race, gender identity and expression, age, social class, country of origin, ability, beliefs, intellectual and cultural perspectives, among others) that can contribute to organizational vibrancy and a dynamic professional community. (Adopted by the NAEA Board, 2016)

Inclusion: The term 'inclusion' describes proactive, intentional, and thoughtful engagement with diversity to the extent that all have the ability to contribute fully and effectively throughout the NAEA community. (Adopted by the NAEA Board, 2016)

Likewise, the Task Force charge that focused on demographics, histories, similar initiatives, and recommendations to advance equity, diversity, and inclusion was contentious for some Task Force members who felt the charge was too restrictive or excessively broad that it lacked clarity. In the spirit of moving forward, however, the Task Force members conceded to work with the charge given by the Board.

Charge of the NAEA Task Force on Equity, Diversity & Inclusion

- Review NAEA's history through the lens of equity, diversity and inclusion;
- Identify similar initiatives underway with other professional organizations and study implications for NAEA's work;

- Understand the demographics of the profession across the NAEA community and throughout the field as a whole;
- Develop a final report that summarizes the work and makes recommendations to the NAEA Board of Directors that includes sustainable strategies for change

Task Force Membership

The nineteen (19) member Task Force was composed of various art educators, including faculty, classroom teachers, students, administrators, and museum educators who had both demonstrated a commitment to equity, diversity and inclusion initiatives and could competently serve as a member of the NAEA Task Force on Equity, Diversity, and Inclusion. The Task Force members reflected diversity in regions, divisions, gender, sexual identity and expression, age, race/ethnicity, and country of origin, among other areas. Wanda Knight served as chair of the Task Force. Other members (in alphabetical order) included:

Name	Region	Division
Joni Acuff	Western	Higher Education
Kathy Danko-McGhee	Western	Supervision/Administration
Libya Doman	Eastern	Elementary
Priya Frank	Pacific	Supervision/Administration
Gia Greer	Eastern	Preservice
Dalila Huerta	Western	Museum
Karen Keifer-Boyd	Eastern	Higher Education
Wanda B. Knight (Chair)	Eastern	Higher Education
Vanessa Lopez	Eastern	Higher Education
Alisha Mernick	Pacific	Secondary
Kai Monet	Pacific	Museum
Ketal Patel	Eastern	Elementary
Jennifer Rankey-Zona	South Eastern	Middle Level
James Rolling, Jr.	Eastern	Higher Education
James Sanders, iii	Western	Higher Education
Lori Santos	Western	Higher Education
Vanessa Smart	South Eastern	Supervision/Administration
Gloria J. Wilson	South Eastern	Higher Education
Ray Yang	Pacific	None listed

The Task Force comprised of three working groups (Histories, Similar Initiatives and Demographics) functioned to carry out its charge via two in-person meetings and monthly face-to-face virtual meetings during 2018. The Final Report of the Task Force offers an overview of the Task Force work and provides actionable recommendations, linked to the NAEA 2015-2020 Strategic Vision Framework Goals: Community; Learning; Advocacy; Research and Knowledge; and Organizational Vibrancy.

Some of the Task Force recommendations are easily achievable; some on the other hand are not as easy to attain. Nevertheless, the Task Force believes success in realizing these recommendations hinges both on realigning current resources and identifying new

resources. With this understanding, the Task Force has set forth recommendations (in no particular order) with hopes that NAEA will carry out these recommendations.

Task Force Recommendations to the NAEA Board of Directors

1. Create a standing Equity, Diversity, and Inclusion Commission similar to the NAEA Research Commission to ensure the sustainability of the ED&I work already begun
GOAL(S): Organizational Vibrancy
2. Incorporate equity, diversity and inclusion concepts and principles throughout the NAEA School for Art Leaders (SAL)
GOAL(S): Learning; Community
3. Provide incentives for replicating affinity-based leadership development of cohorts, utilizing the School for Art Leaders (SAL) model, across NAEA divisions, interest groups, and state chapter affiliates, as a means to identify, support and develop underrepresented or under-recognized pools of creative talent or expertise.
GOAL(S): Community; Organizational Vibrancy
4. Endorse the ratification of NAEA policy to permit each Interest Group to have a Delegates Assembly representative that has voting rights similar to divisions and regions
GOAL(S): Community; Organizational Vibrancy
5. Infuse ED&I objectives into each Goal of the 2020-2025 NAEA Strategic Plan; develop a new ED&I Goal with its own priorities to center equity work within the NAEA community; and employ metrics to measure progress toward ED&I goals and objectives.
GOAL(S): Organizational Vibrancy
6. Provide ongoing equity, diversity, and inclusion professional development for the NAEA Leadership, including state leaders and the NAEA Board of Directors
GOAL(S): Learning; Organizational Vibrancy
7. Develop policy that includes, supports, and welcomes diversity (including invisible diversity). Policy based on Universal Design principles would ensure that the onus of responsibility for adaptation resides with NAEA rather than the marginalized individuals and groups the association seeks to include
GOAL(S): Organizational Vibrancy
8. Establish sliding scale registration for NAEA membership, NAEA conventions, and other areas to encourage underrepresented and underserved group participation
GOAL(S): Organizational Vibrancy
9. Collect equity, diversity, and inclusion statistical data that incorporates demographics concerning NAEA award recipients, the selection committees, and the

nomination committees; demographics of divisions, Delegates Assembly, and Interest Groups to ensure inclusionary NAEA policies, practices, and procedures

GOAL(S): Research and Knowledge; Learning

10. Create and maintain an open source repository of materials that include high-quality resources for NAEA members to learn about ED&I concepts in order to build leadership capacity for furthering ED&I work within their communities

GOAL(S): Learning; Research & Knowledge

11. Offer leadership development and mentoring opportunities that are specific to marginalized and underrepresented groups (e.g., workshops, or targeted programming at the NAEA annual convention).

GOAL(S): Learning; Organizational Vibrancy

12. Develop a NAEA Political Action Committee that generates NAEA statements in response to acts of violence or acts of injustice that impact teaching and learning (e.g., mass school shootings); and create a system of support for NAEA members who have been subjected to violence or injustice (as an upstander or otherwise) within their professional communities

GOAL(S): Community; Advocacy

13. Seek vendors/partners from underrepresented groups

GOAL(S): Community; Organizational Vibrancy

14. Create a series of programs to recruit underrepresented art education professionals into the field of art education

GOAL(S): Community; Organizational Vibrancy

15. Develop a means to welcome and socialize new members into the NAEA community

GOAL(S): Community; Organizational Vibrancy

Recommendation Outside the Purview of the NAEA Board of Directors

16. Create a new senior leadership position, Chief Diversity Officer, with the holder of this position reporting directly to the Executive Director, equivalent to other members of the Executive Leadership Team, in order to ensure the position has broad authority, influence, and responsibilities.

GOAL(S): Community; Learning; Advocacy; Research and Knowledge; Organizational Vibrancy

Concluding Thoughts

These recommendations for equity, diversity, and inclusion stem from the context of a rich and complex association history. While NAEA has endeavored to increase its diversity and strengthen its inclusiveness, those efforts have not achieved success consistently. It is NAEA's imperfect history coupled with our strong dedication towards enacting change, for a more diverse, equitable and inclusive association, that has led to our concerted efforts as

a Task Force to bring forth the recommendations presented herein to the National Art Education Association and its Board of Directors.