



## NAEA WOMEN'S CAUCUS 2010 LOBBY SESSION

WEDNESDAY, APRIL 14, 2010 from  
6-7 p.m. in the  
HILTON BALTIMORE HOTEL LOBBY



### "What is the Image of a Feminist in the Field of Art Education Today?"



**PURPOSE:** Beyond the WC sessions, meetings, and events that reside within the formal protocol of the NAEA, the lobby session serves as an informal forum for political discussion and/action. The 2010 NAEA WC lobby session, facilitated by Karen Keifer-Boyd, Read Diket, and Joanna Rees, invites current, previous, future NAEA Women's Caucus (WC) members, as well as those who do not intend to join the NAEA WC to engage in a dialogue on the meaning, practices, and rejection of feminism in art education.

**PROCESS:** Our plan for the WC lobby session 2010 is to take the first 10 minutes of the hour lobby session for those present to introduce themselves to people they have not met previously or do not know well, and to exchange contact information to meet each other during the conference, or later via email dialogue. The next 20 minutes participants are invited to introduce themselves and respond to the 2010 lobby session question posed, "What is the Image of a Feminist in the Field of Art Education Today?" Given time, we will invite open discussion.



S. Gowin, Self-Portrait, 2001

**INTERIM ANALYSIS OF 123 SURVEY RESPONSES:** Prior to the NAEA lobby session, we invited art educators, through the division listservs, to complete a survey. The purpose of this survey is to learn of art educators' perceptions of and relationship to feminism in their work in the field of art education today. What are the reasons that art educators identify with or reject feminism? What are the differences of ideology and teaching practices between those who consider themselves to be feminists and those who don't? A snapshot interim analysis of the 123 responses gathered as April 10, 2010 is presented below to stimulate discussion at the 2010 WC lobby session.

| <b>GENDER</b>  | <b>AGE RANGE</b>   |
|--|--|
| 104 (84.6%) Female respondents<br>19 (15.4%) Male respondents                              | 33 (26.8%) 50-59 years old<br>30 (24.4%) 30-39 years old<br>20 (16.3%) 20-29 years old<br>21 (17.1%) 60-69 years old<br>15 (12.2%) 40-49 years old<br>2 (1.6%) 70-90 years old |
| <b>FEMINIST IDENTITY</b><br>106 Identify as a feminist<br>17 Do not identify as a feminist |  |

### PROFESSIONAL IDENTITY

- 81 Higher education in Art Ed (varied ranks of professor, instructor, student, retired)
- 29 k-12 visual art teacher (includes 1 retired & 2 school board employee)
- 12 Art specialist, artist, art consultant, museum educator
- 1 no response

### PERCEPTIONS OF FEMINISM

#### 50 Equality/ proactive response to gender inequity /actions toward social justice

"Feminist is the worldwide initiative to understand the complex inequities facing women in society and political struggle to change those inequities."

#### 20 Empowerment (inclusive, participatory, and emergent practices for and with others)

"Feminism should bring an awareness of the value of women and their abilities and contribution to the world. It should help females to have a sense of self and self worth"

#### 14 An identity ("the belief that women do not have to confine themselves to traditional female roles; the appreciation-respect for those qualities of womanhood such as grace, strength, beauty, caring; women's issues; conjures up images of an unkept, hippie-style woman that is screaming at the top of her lungs ...")

#### 11 Exposure of power & privilege / Understanding systems of Oppression and women's role within it.

"considering female gender issues in pedagogy and research expose and teach my students about the hidden power structures as they relate to the students and their lives; men privileged; maintaining the power of the female experience"

#### 7 Questioner of patriarchal values and practices.

#### 4 Balance needed ("enhance women's abilities;" "not force women to adopt male power systems"). "It is one of the most destructive movements in our recent history. It has undermined the family unit and victimized women."

#### 17 no response /not in above

### GENDER DISCRIMINATION

#### 100 reported that they had experienced gender discrimination in the following ways:

- 3 Personal (Relationships)
- 2 Personal (General)
- 35 Professional (General)
- 6 Professional (Hiring)
- 8 Professional (Advancement)
- 38 Dominant Culture (General)
- 8 Feminist Worldview (General)

#### 21 reported that that they had not experienced gender discrimination.

#### 2 no response



**SURVEY QUESTIONS: (please respond by July 1, 2010  
at <http://www.surveymonkey.com/s/GBQV8Z6>)**

1. What is your educational background and highest level of education attained?
2. What is your job title or brief description of your current or recent employment?
3. How long have you been associated with the field of art education and in what capacity and roles?
4. What is your age?
5. What is your gender?
6. Have you ever studied gender issues in your educational background? If you answered "yes" please explain the context and institutional setting.
7. What is a feminist to you?
8. What does feminism mean to you?
9. Do you consider yourself to be a feminist?
10. Do you feel the study of feminism and gender is relevant in art education?
11. What gender-related issues are most important for researchers to study in art education? For example: salary/ranking differences between women and male professionals, body image, aging, identity, girlhood, adolescence, motherhood, gender role socialization, sexual harassment, gender discrimination, or other?
12. Have you ever been discriminated against because of your gender? If you answered "yes," please describe the acts of gender discrimination you have experienced.
13. Have you ever tried to bring attention to gender issues through your pedagogy, research, or in professional practice? If, you answered "yes" can you please indicate how gender issues are incorporated into your pedagogy, research, or experiences with peers?
14. Are you a member of NAEA Women's Caucus or any other gender related lobbying groups/coalitions? If, you answered "yes" please estimation the duration of involvement and describe what you have derived from the organization(s).
15. Please draw a picture or submit a jpeg of your image of a feminist at [naeawomenscaucus@gmail.com](mailto:naeawomenscaucus@gmail.com)



## OUTCOMES FROM PRIOR NAEA WC LOBBY SESSIONS

### 2008 Collaborative Publication: "Vote 2008: What Should an Art Educator Do?"

Organized by the NAEA Women's Caucus, a group of 16 art educators met at NAEA in New Orleans in 2008 to discuss relevant issues that build on the past, are of the present, and look to the future. An article developed from the 2008 lobby session participants is published in the [July 2008 issue](#) of the Journal of Art Education. The lobby session [notes](#) are on the WC website in the activism section.

### 2009 Enacting Change: What We Can Learn From Each Other?

A group of 31 NAEA Women's Caucus members gathered from 5-6 p.m. in the Hilton Minneapolis Hotel lobby (see [photos](#) on the WC website at <http://naeawc.net/2009NAEA.html>) and the transcript from the audio recording of the meeting. We reviewed the mission of the Women's Caucus with the following questions:

- What can we learn from each other? What would you like to ask of each other? What do you think the role of the Women's Caucus is? What is it that we would like to see as our mission?
- How do feminists view "rules" and "boundaries" across cultural difference and socio-political hierarchies intended to maintain order?
- When are rules a matter of state, and when do these allude to human relationships of a global nature?
- Does the Women's Caucus need a collective identity (e.g., a construct of "women") or mission or coalition for socio-political mobilization?

### Outcomes from the 2009 Lobby Session:

WC's history, activism, award speeches, NAEA News WC columns, member's art, and up-to-date news is on the Web!

Get involved at <http://naeawc.net/>

WC is on Facebook! Please join us to post announcements, share ideas and resources, and communicate with each other in a public forum. [<http://www.facebook.com/group.php?v=wall&gid=177480239379>]

The collage consists of four screenshots:

- Top-left:** Screenshot of the NAEA Women's Caucus website, 'Activism' section. It features a large logo with a scale of justice and a female symbol. The main heading is 'Feminist Art Educator Wikipedia Activism' with a sub-link for a plan of action or PDF. A sidebar on the left lists navigation options like Home/News, Mission, Bylaws, etc. The main content area is titled 'Enacting Change' and 'Member Interviews'.
- Top-right:** Screenshot of the Facebook page for the National Art Education Association Women's Caucus. It shows the page name, a 'Sign Up' button, and a recent post by Linda Scott asking about listservs.
- Bottom-left:** Screenshot of a survey titled 'Art Educators' Perceptions of and Relationship to Feminism'. It includes a consent statement and two questions: '1. What is your educational background and highest level of education attained?' and '2. What is your job title or brief description of your current or recent employment?'.
- Bottom-right:** Screenshot of the NAEA Women's Caucus website, 'History' section. It features a video player showing a group of women in a meeting. Below the video, it says 'Click on the people icons above to hear NAEA Women's Caucus oral histories!' and lists 'NAEA Women's Caucus Past Presidents and WC members'.