SNAAP News Fall 2020
In this edition:

- Welcome from Board Member Donna Heiland, Pratt Institute
- SNAAP Announces 2021 Research Fellows
- Ohio State University Awards Funds to Support SNAAP COVID-19 Survey Items
- Board of Directors Adopts Diversity, Equity, and Inclusion Statement

From the Guest Editor, Donna Heiland

The year 2020 will be remembered for its profound effect on education. This is the year that COVID stopped us in our tracks, forcing us to pivot almost literally overnight and find new ways to advance teaching, learning, and the creative work of our communities. How to move studio-based classes into a world shaped by Zoom and Milanote and so many other tools for online education was not always obvious, yet we did it. I don’t know if we are actually re-inventing the pedagogies that shape our fields, but we might well be. As the improvisation of last spring’s classes has opened out into the more considered work we were all able to plan for this fall, we are navigating our virtual world with increasing ease and agility. And it is just as well, for there is work to do.

In coping with the pandemic, Americans have come to understand that COVID has not affected us all equally. We see the ways that systemic racism shapes life and work in the United States today, we acknowledge it, and we must respond to it. Those of us who work in arts education have an opportunity to make change. We can strive to ensure that the education we offer our students lifts up the arts as a force that can create the better world we all want to live in. And SNAAP can help us.
SNAAP has been gearing up -- over the last few months -- for the **next survey administration in Fall 2022**. We are planning for a revised survey that will shed light on the questions we have asked since the survey began, and also—importantly—on new questions about how well arts education has served the diverse range of our students. The SNAAP Trustees’ statement on Diversity, Equity and Inclusion articulates our commitment to “[i]ncreasing access to a relevant and high-quality arts education that prepares all people to meaningfully contribute to their fields and to their communities,” as well as our intention for SNAAP data and research to “be leveraged by arts leaders, policy makers and funders to achieve that important end.”

Indeed, we have started down that road. This issue of our newsletter announces five new SNAAP Research Fellowship projects, each of which will use SNAAP data to explore questions about diversity in arts careers. Similarly, at our own institutions, many of us focused more intently than ever on creating inclusive curriculum; ensuring that our classrooms and studios are equitable spaces; and engaging with the complicated realities of our time.

At Pratt Institute, we have been helped in our efforts by our Center for Teaching and Learning, and its powerful workshops for Resilient Teaching Online. My hope is that all we are doing—at Pratt, and at schools and colleges across the country—will map a path to a sustainable future. And as we find our way, we will look to SNAAP to help us track and understand how well we do, where we need to grow, and how we can best respond to our students’ changing ambitions, interests and needs.

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**SNAAP Announces 2021 Research Fellows**

The Board of Directors is expanding the number of Research Fellowships from the two awarded in 2020 to five being awarded for 2021. Sally Gaskill, Consulting Director, said “We are so pleased to be able to support this new group of scholars who will use SNAAP data to shed light on important issues of our time.” Each project is supported with an award of $5,000.

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**Tiffany Bourgeois**, The Ohio State University

and **Amy Lewis**, James Madison University

**Non-white K-12 Arts Educator Collaboration: Using Counternarratives as an Analysis Tool**
This study will examine how non-white K-12 arts teachers collaborate and take advantage of cross disciplinary opportunities. The researchers will examine data from K-12 arts teachers that identify as non-white using a counternarrative lens, a central tenet of Critical Race Theory, to emphasize experiences commonly overlooked.

Lauren Cross, University of North Texas

The Intersections of Creative Access: The Impact of Race, Ethnicity and Gender on Career Development in the Visual Arts and Design

This study will investigate how the educational experiences and career trajectories of women and art students of color are impacted by the intersections of institutional racism and sexism within the visual arts and design academy.

Marisol D’Andrea

Exploring Diversity for Arts Graduates in Leadership Roles

This project will examine diversity (ethnicity, gender, and age) in arts graduates who work in management or leadership roles, both within and outside the arts.

David McGraw and Wen Guo, Elon University

Are We Training Arts Students to be Arts Entrepreneurs? A SNAAP Study on the Institutional Experience of Arts Students and Their Entrepreneurial Careers
This project will investigate three main research inquiries: What skills and experiences from postsecondary education are important for students adopting an entrepreneurial career path? Does institutional preparedness influence students’ adoption of an entrepreneurial career path? Is there a significant difference between white and non-white graduates in adopting an entrepreneurial career path?

Natalie Salvador, Otis College of Art and Design and Amelia Williams, Montana State University

Unraveling Gender and Race Bias in Fashion Design Careers

This study will explore female and BIPOC career paths in the fashion industry by examining the career trajectories of designers around race and gender, analyze skills taught in postsecondary fashion education; and explore the effects of socio-cultural and gender norms on career paths in fashion design.

Ohio State University Supports SNAAP COVID-19 Survey Items

The Ohio State University Global Arts + Humanities Discovery Theme COVID-19 Special Grants Competition has awarded $22,000 to Rachel Skaggs, Lawrence and Isabel Barnett Assistant Professor of Arts Management and Elizabeth Cooksey, Director, CHRR.

“Measuring Artists’ Challenges and Resilience after COVID-19” will develop survey questions to be included on the 2022 SNAAP survey that will speak to COVID-related impacts on employment, creative practice, and resilience among artists, thus expanding on what we know about the impact of COVID-19 on the art world. The project directors will interview artists, arts practitioners and
higher education arts leaders, consult scholarly literature, assess emerging policy and grey literature, and compare their ideas to those captured in other alumni and higher education surveys about the impacts of COVID-19. They will use these insights to develop the survey questions, conduct cognitive testing, and revise survey questions after fielding comments from the arts community.

Some of the questions they will attend to include: What unique challenges have artists faced as a result of COVID-19, how have they adapted and risen to these challenges, and at what cost to their careers, creative practice, health, and lives?

Additionally, this research will produce a significant record of voices from the arts field in the aftermath of COVID-19 in the form of field interviews with artists and arts leaders, an extensive literature review about the factors that challenge artists, the ways that structural inequality shapes artists’ experience of the pandemic, those points of light where artists are able to contribute to solving social and cultural problems, and a record of media and grey literature written in response to COVID-19.

SNAAP’s Diversity, Equity, and Inclusion Statement

Arts + Design Alumni Research (aka SNAAP) is committed to having diversity, equity, and inclusion be evident in all facets of its operations: from board membership and staffing to external communication and research. We have and will maintain a diverse board and staff that reflects the richness of the arts in higher education.

Increasing access to a relevant and high-quality arts education that prepares all people to meaningfully contribute to their fields and to their communities is a critical priority, and SNAAP research can be leveraged by arts leaders, policy makers and funders to achieve that important end. Throughout its history, SNAAP has brought to light the holistic benefits and the system-level inequalities in higher education experienced by BIPOC, women, first generation, and working-class arts alumni. Through collecting and analyzing data, SNAAP provides essential metrics such as gender, race and socioeconomic status to support informed and meaningful change. Arts educators, school administrators, prospective students and their parents, government agencies, foundations, and arts organizations look to SNAAP for data on how well higher education in the arts is doing.

Adopted by the Board of Directors, October 2020

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