

Mentor's Introduction to Indira Bailey

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Black women art educators in the United States have had to navigate intersections of racism and sexism in their own education to become art teachers. Further, some Black women art educators have created art teaching resources and curricula, which include Black women artists, to inspire students of color in their art classes and to challenge the dominant White Eurocentric male themed art curricula. Indira Bailey's 16-years of experience as a Black woman art educator and artist teaching visual art at an urban high school serving students of color from low social-economic homes, motivated her to learn about Black women artists' experiences, perspectives, and accomplishments to change the White male-centered curriculum she was expected to teach. Her dissertation, *A Black Feminist Narrative Inquiry of the Outsider-within Positionality of Black Women K-12 Art Educators*, centers contemporary curricular experiences of Black women art educators to investigate racism and sexism in K-12 education institutions and accessibility to teaching resources inclusive of Black women artists. She conducted more than 20 interviews with Black women art educators, which was the primary source of data in her narrative inquiry and qualitative analysis for her dissertation.

Presently, with misinformed White parents in denial of systemic racism, and with their blatantly racist and sexist governors in Georgia and Florida, who have misconstrued the purpose of Critical Race Theory, the significance of Bailey's study is profound. It is imperative that art teachers in k-12 public schools have access to curricular resources to teach about Black women artists, which is the focus of Bailey's study. Art curricula that is inclusive of Black women artists reveals the deeply entrenched entanglements of gender and race discrimination on contemporary realities of Black women. Critical race feminism, that undergirds the outsider-within theoretical framing of Bailey's dissertation, is a lens that supports all art teachers in their curricular decisions to be inclusive of art that counters White privilege and centers the experiences of artists, who have been marginalized due to their race and gender.

The National Art Education Association, especially in the past five years since the forming of the Equity, Diversity, and Inclusion (ED&I) Taskforce, has begun to implement recommendations of the ED&I Task Force. Bailey's dissertation provides the type of research necessary to inform and further the field of art education's ED&I goals.