



School for ART LEADERS

at Crystal Bridges Museum of American Art

Class of 2018 - Yearbook



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PURPOSE

Committed to supporting art educators in their quest to excel as leaders, NAEA has designed a 21st century flagship program: School for Art Leaders at Crystal Bridges Museum of American Art.

Utilizing experiential, action-learning modules and in-depth conversations with expert leaders, the program provides participants with learning experiences and skills to successfully lead in any environment.

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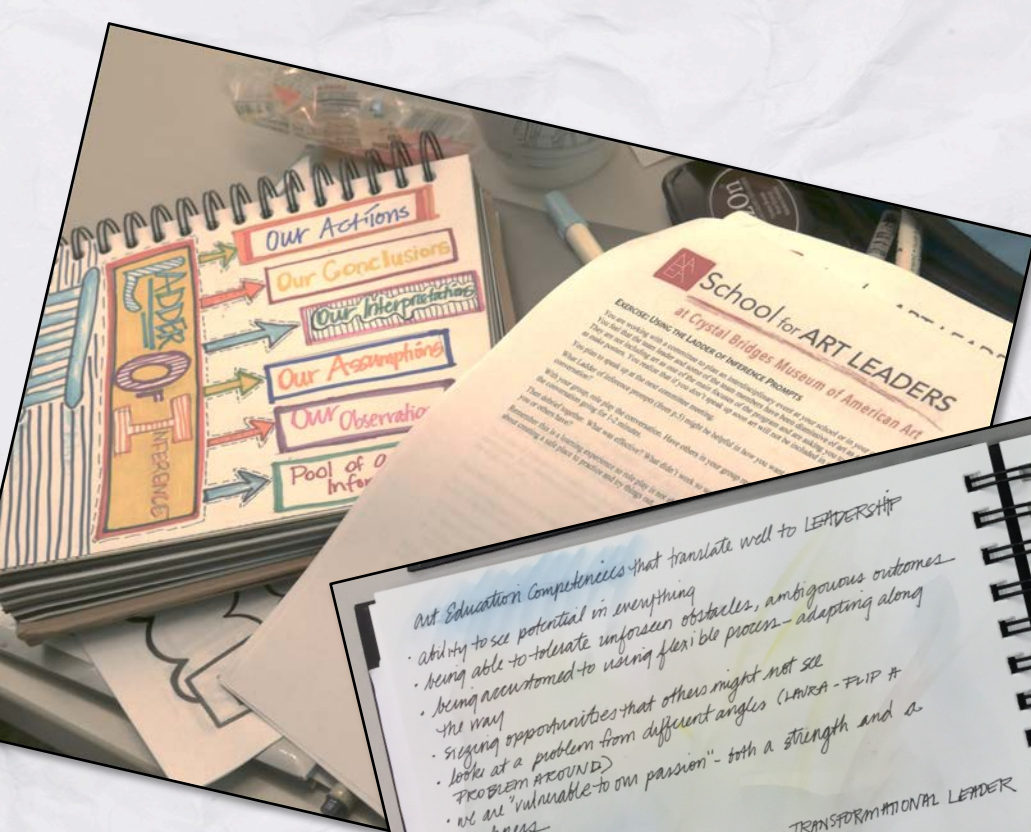


NATIONAL ART EDUCATION FOUNDATION
Investing in Leadership, Innovation & Learning



**National
Endowment
for the Arts**
arts.gov

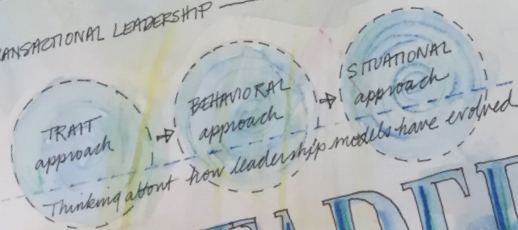
OUR LEARNING COMMUNITY



Art Education Competencies that translate well to LEADERSHIP

- ability to see potential in everything
- being able to tolerate uncertain obstacles, ambiguous outcomes
- being accustomed to using flexible process - adapting along the way
- seeing opportunities that others might not see
- looking at a problem from different angles (look at - FLIP it - PROBLEM AROUND)
- we are "vulnerable to our passion" - both a strength and a weakness

TRANSACTIONAL LEADERSHIP → TRANSFORMATIONAL LEADER



LEADER

Leadership is one of the most observed and least understood

Previous Assumptions → A new definition of leadership
The person who at any particular moment will commit more of his/her resources to influence the process.
- Leadership for the 21st century
Joseph Rost
Joseph Rost - Diane Seilly

A SHIFT FROM ENTITLEMENT TO SERVITUDE - Diane Seilly
SITUATIONAL
Requires commitment, need to know what your resources are and how to mobilize them.
• LEADERSHIP IS A RELATIONSHIP.
• LEADERSHIP ENTAILS CHANGE

• LEADERSHIP COMPETENCY MODEL
• TOTAL LEADERSHIP MODEL
What are my leadership competencies and how do I become aware of and access them?

In the 21st century - no longer will leaders work who work from the basis of "KNOWING EVERYTHING"

SHIP

phenomena on earth. - James McHugh Burns



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OUR LEARNING COMMUNITY



Our Learning Community



Stephanie Baer



Kimberlea Bass



Orlando Graves
Bolaños



Krista Brooke



Laura Grundler



Cynthia Hersch



Nils Heymann



Le Ann Hinkle



Jen Holsinger-
Raybourn



Marjorie Johnson



Natalie Jones



Leah Keller



Holly Bess Kincaid



Steve Knutson



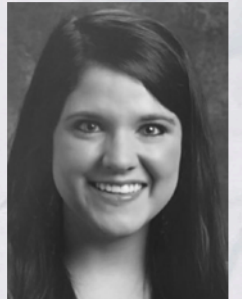
Judy Krassowski



Tiffany Lin



Cam McComb



Kelley Quinn
McGee



Janis Stivers
Nunnally



Jennifer Olson



Kimberly Olson



James Haywood
Rolling, Jr.



Lori Santos



Mwasaa D.
Sherard



Jaime Thompson



Amanda Tutor

Our Guides

Lead Guide



Dennis Inhulsen

Expert Guides



Elizabeth
Guman



Deborah Reeve



Niki Ciccotelli
Stewart

Peer Guides



Tamika Diaz



Michelle Ridlen



F. Robert Sabol



Enid Zimmerman

Researchers



Nile Blunt
Crystal Bridges
Head of School Programs



Stephanie Baer | Oxford, OH

Assistant Professor of Art Education
Miami University



“SAL gave me the opportunity to reflect on my work as a leader and rejuvenate an authentic purpose in my work. Through thoughtful ideas and inspiring engagement, I found new pathways to being the leader I want to be.”

Kimberlea Bass | Fort Worth, TX

Visual Arts Coordinator
Southwest Christian School



“We all have goals that we plan to achieve someday. They are the things we will get to after we accomplish all of our to-do's. One of the greatest things that SAL encouraged me to do is turn my everyday into someday.”

Orlando Graves Bolaños | San Antonio, TX

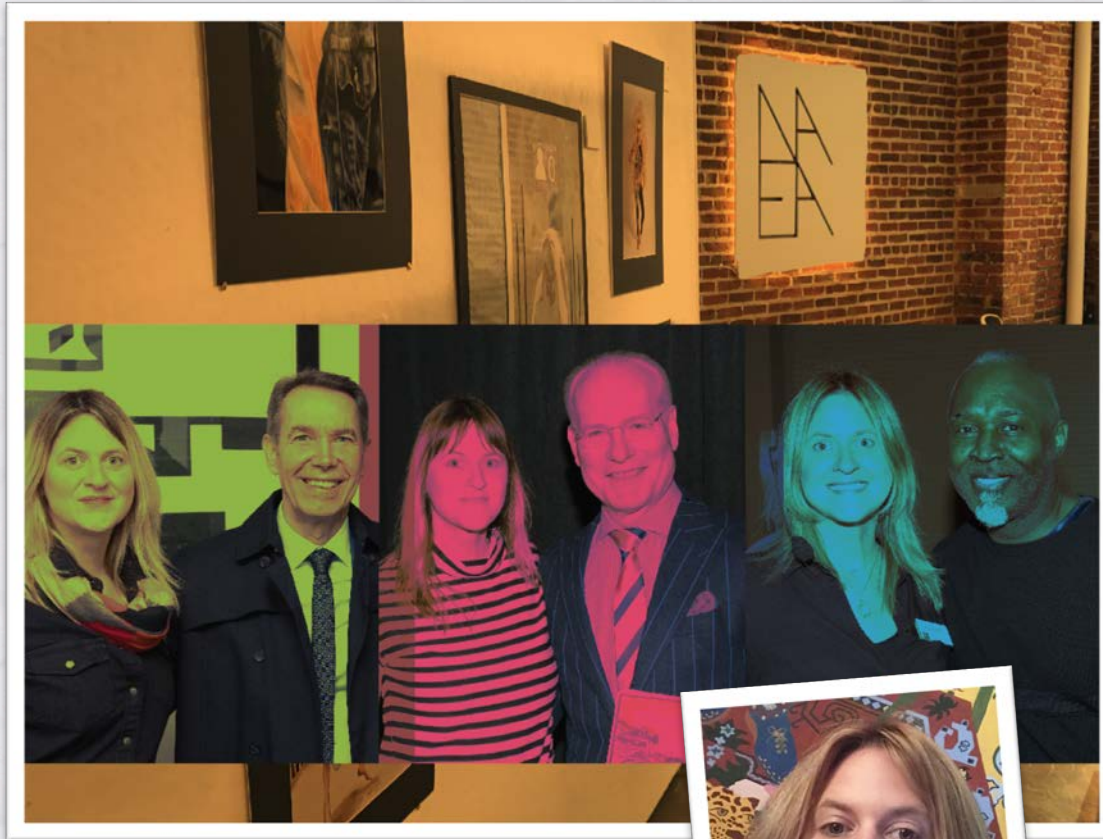
Art Education Manager, The DoSeum, San Antonio, Texas; Instructor Fine Arts & Culture, Department of Interdisciplinary Learning and Teaching, University of Texas

“SAL gave me vision and permission to draft and act immediately on future plans, while understanding that each day is an opportunity to creatively lead and contribute to change in my organizations.”



Krista Brooke | Alexandria, VA

Director of Marketing and Communications
National Art Education Association



“SAL has been a transformational experience sparking a new way of seeing and acting as a leader—personally and professionally. It has given me unique and valuable insight into the incredible art educators I support through my work at NAEA.”

Laura Grundler | Plano, TX

Visual Arts Coordinator for Plano Independent School District, Co-founder of #K12ArtChat and Co-Host of *The Creatively Connected Classroom* Podcast, Team Member at Education Closet, and Social Media Arts Advocate



“The School for Art Leaders allowed me to reflect on my leadership mission and tell my story. By doing so I was given permission to breathe, to focus on self-care and build relationships which allowed me to utilize more creative and intentional leadership practices.”

Cynthia Hersch | Encino, CA

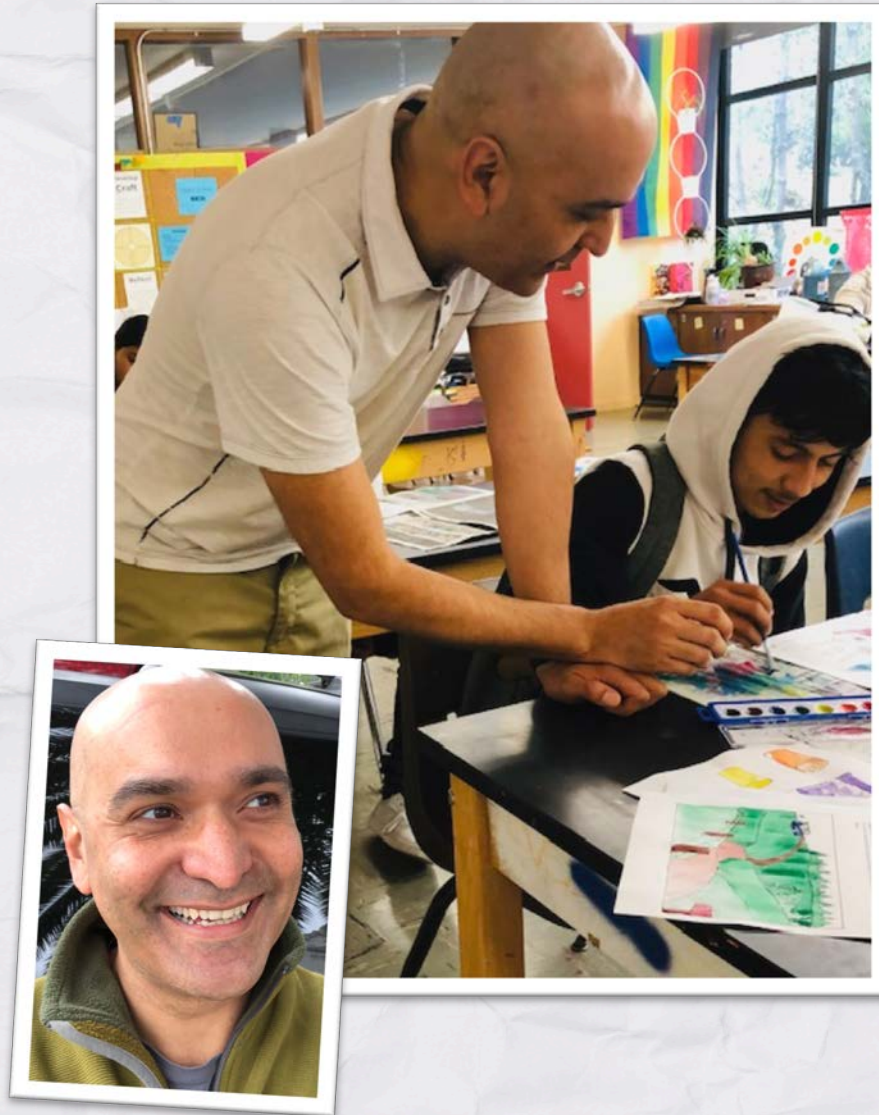
Fine Arts Department Chair/Visual Arts Teacher
Westmark School



“SAL has empowered me to understand and value my leadership style, to better understand the leadership style of others, to become a more effective communicator, and has shown me the importance of self care, experimentation, risk, and failure.”

Nils Heymann | San Francisco, CA

Art and Spanish Teacher, Visual and
Performing Arts Coordinator
June Jordan School for Equity



“SAL impacted my growth as a leader by providing a framework and support system and by forcing me to put myself first so I can serve my community well. I'll continue to use mindfulness to guide my work and life.”

Le Ann Hinkle | Greenwich, CT

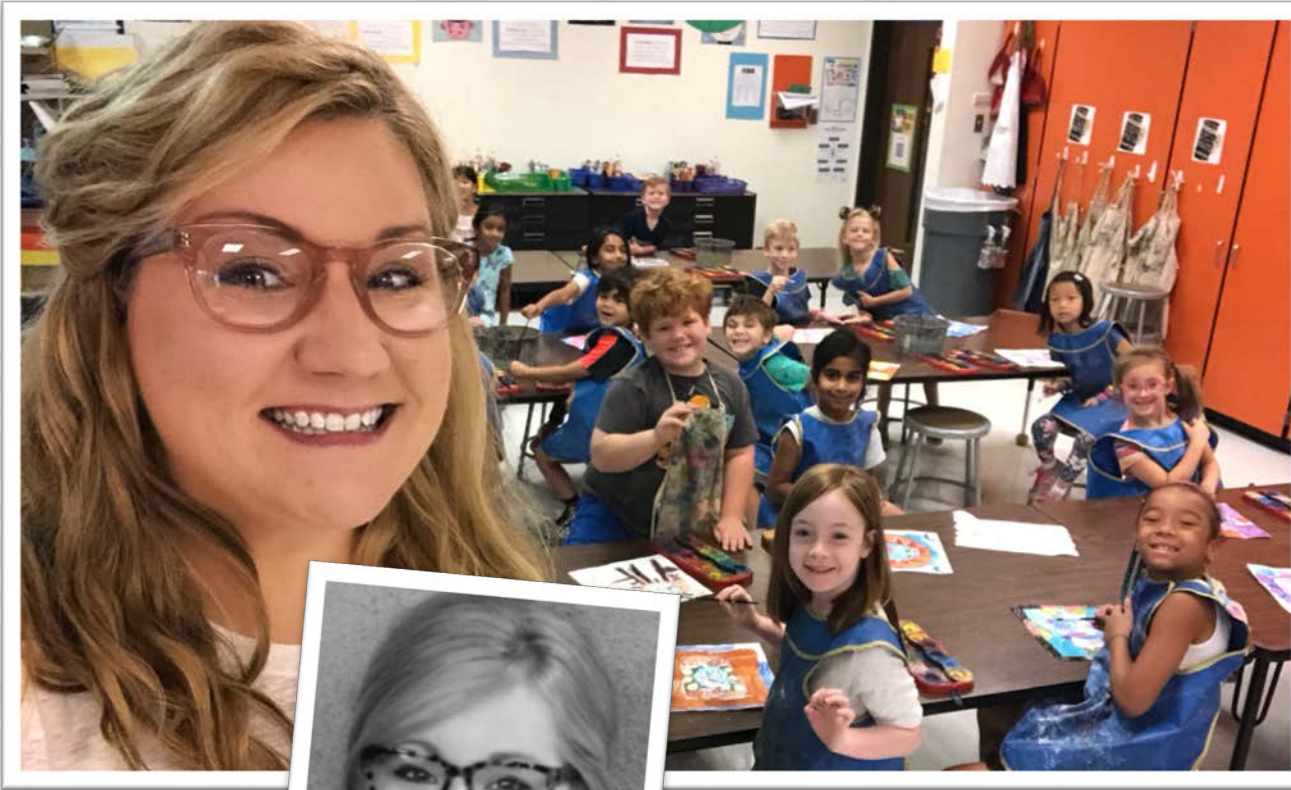
Elementary Art Educator
Julian Curtiss School, Greenwich Public Schools



“ I realize that I can make the most significant leadership impact in those small, every day interactions. By learning to recognize leadership opportunities for others, I can support my students, colleagues, and peers in their leadership paths. ”

Jen Holsinger-Raybourn | Austin, TX

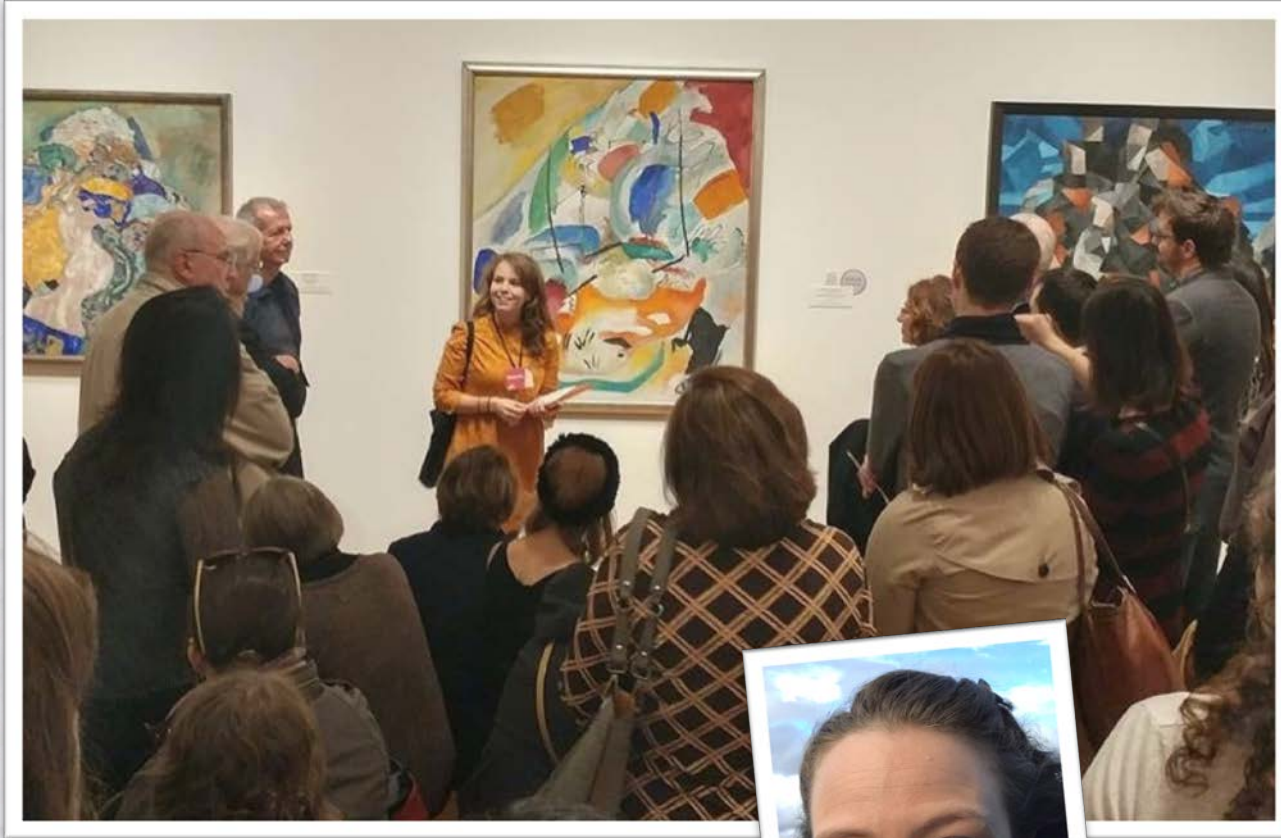
Elementary Visual Art Specialist - Round Rock ISD,
Spicewood Elementary - an International
Baccalaureate School, Texas Art Education
Association Elementary Division Chair,
Next Generation Digital Classroom Trailblazer



“School for Art Leaders has been a revolutionary experience for me both personally and professionally, the goal setting and mindfulness has been a transformative tool in and out of the classroom.”

Marjorie Johnson | Washington, DC

Education Assistant and Co-lead, *Initiative to Diversify the Museum Field through Opportunities for Teens and Youth*
National Gallery of Art



“SAL taught me that honoring my personal values is essential to authentic leadership. Through this experience, I learned to experiment boldly without knowing the outcome, share my leadership journey with my colleagues, and empower others in the process.”

Natalie Chanel Jones | Charlotte, NC

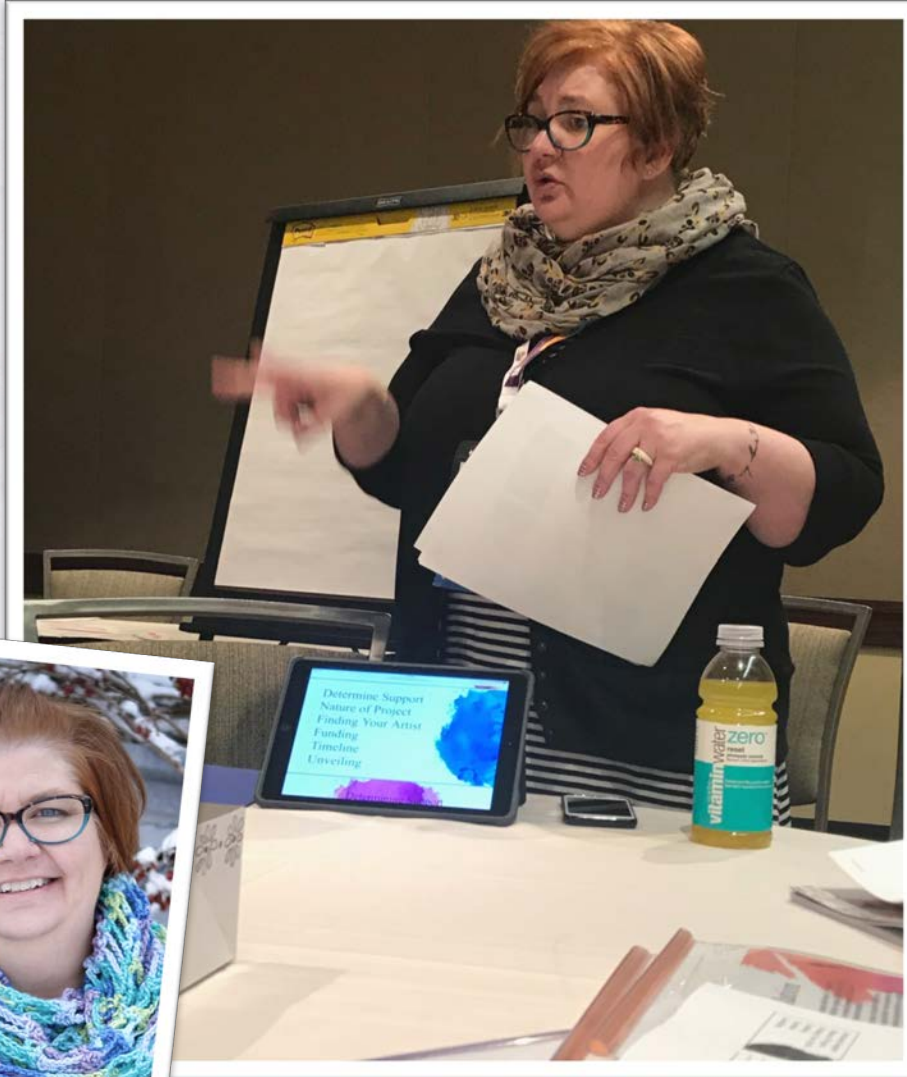
Visual Arts Specialist
Charlotte-Mecklenburg Schools



“SAL has impacted my growth as a leader by pushing me to work on intentional and impactful experiments. Experiments were helpful in starting a self-care routine and transformed into students using their voices to spark social change. Personally, my growth has taken on new meaning and I am looking forward to obtaining leadership roles at both the district and state levels.”

Leah Keller | Wild Rose, WI

Wisconsin Art Education Association Secretary,
WAEA North-Central Regional VP
Adams-Friendship Area School District



“Before SAL, I wanted to be a leader, but lacked confidence in my abilities. After SAL, I have a much greater understanding not only of my strengths as a leader, but also how those strengths can most effectively work with and bring out the best in others.”

Holly Bess Kincaid | Harrisonburg, VA

NAEA SE Middle Division Representative,
VAEA Middle Division Director
Skyline Middle School



“My participation in the School for Art Leaders provided an opportunity to work with a diverse group of art education peers and develop a supportive learning community. The program encouraged me to implement new programs that will benefit students and educators.”



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Steve Knutson | Fargo, ND

Art Educator, Department Chair, Fargo Public
Schools Middle Level Curriculum Advisor
Discovery Middle School



“SAL introduced me to a group of individuals who care deeply about their leadership roles. Through our time together their stories and experiences inspired and shaped my own leadership capabilities. The artistic and educational lessons I have experienced will stay with me for a lifetime.”

Judy Krassowski | Manchester, NH

Teaching Artist, STEAM Advocate,
Lead Sponsor NAHS, Art Therapy
Consultant
Trinity High School



“The SAL DiSC Workplace Profile validated my thought that my best work/life balance was not to be found in leading administratively, but rather in returning to my roots as a working artist, where playing every day makes more headway.”

Tiffany Lin | New York City, NY

Program Manager, Partner Schools
and Network
Exploring the Arts (NYC & LA)



“School for Art Leaders cultivated a life changing learning experience and equipped me with holistic leadership tools that I will take with me throughout the rest of my career. SAL has given me the confidence to reach for not only my potential, but dream beyond and the impact of our collective work.”

Cam McComb | Ypsilanti, MI

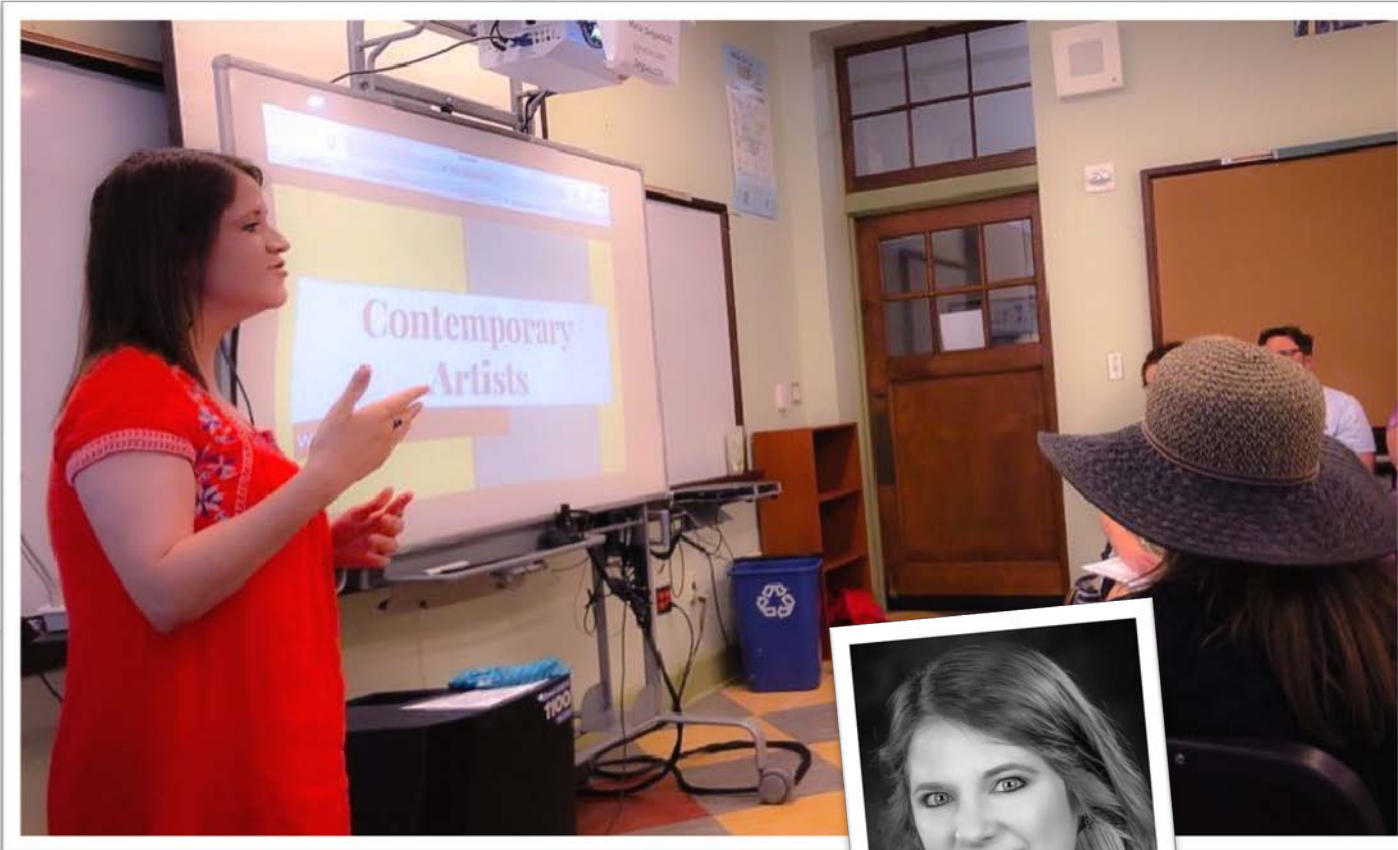
Assistant Professor of Visual Arts Education,
Michigan Art Education Association Higher
Education Division Chair, Founder of the
Instructional Design Collaborative,
Eastern Michigan University



“ I am more than my work. Leadership extends into the home, community, and self. A dominant leadership style is an asset to the group, yet relies on the support, inclusiveness, and compassion of others. This new awareness empowers my leadership.”

Kelley Quinn McGee | Denton, TX

Campus Leadership Team; District Art Show Chairman; Elementary Art Curriculum Writing Team; Fine Arts Council Elementary Art Chair; Fine Arts Night Coordinator; District First Year Teacher Trainer; Campus Essentials Team Leader
Denton Independent School District



“ School for Art Leaders provides a transformative leadership experience through learning and relationships not only over the summer session, but through implementation in our own lives. The program gave revitalization and intentionality to prioritizing myself as a leader. ”

Janis Stivers Nunnally | Baxter, TN

TAEA Past President/State Conference Chair
NAEA Advocacy Working Group
Middle School Visual Art Educator
Upperman Middle School



“ I *am* a legitimate leader! The exploration of my leadership strengths at SAL eliminated apprehension when in leadership positions. SAL gave me the tools to lead and communicate with real confidence. Leading a state conference with the skills developed through SAL was a success.”

Jennifer Olson | Rochester, MN

President of Art Educators of MN
SEMN Regional Art Teacher Leader
Art Teacher Mayo High School
Rochester Public Schools



“School for Art Leaders is a life-changing journey that empowered me to say ‘Yes’ to art leadership. By validating my leadership strengths, focusing on skills to improve, and most importantly implementing mindfulness practices in my daily life, I have gained confidence, energy, and focus that I never dreamed possible.”

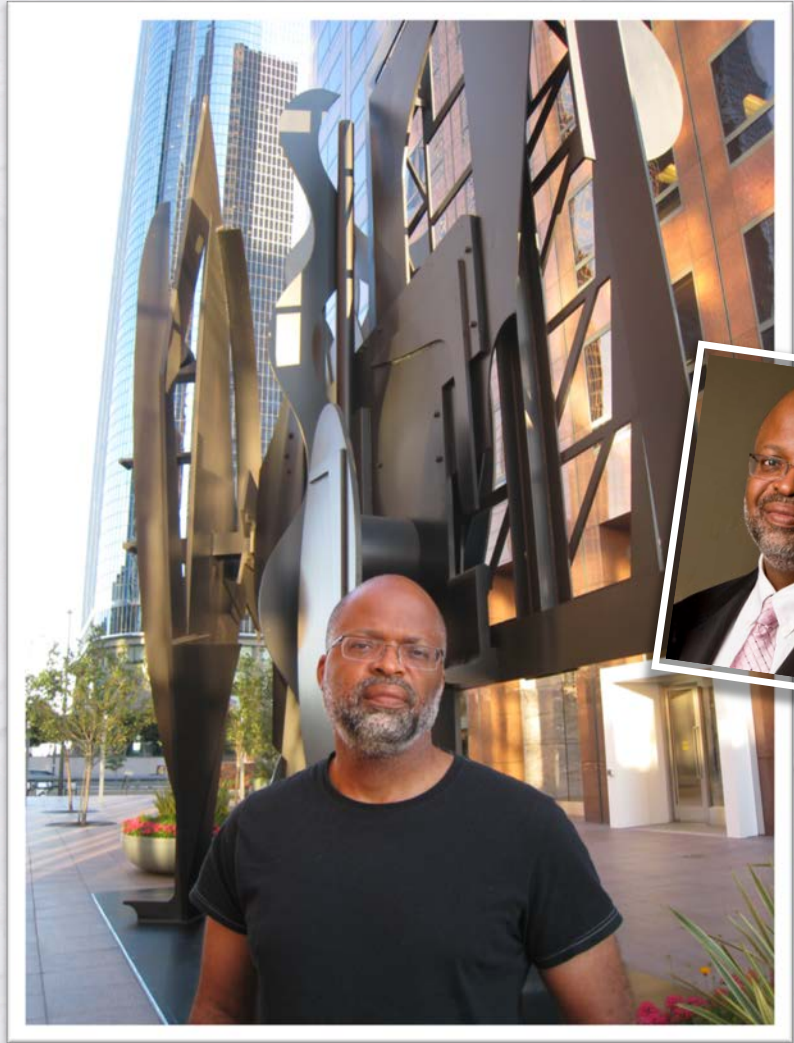
Kimberly Olson | Hampton, NH

Elementary Art Educator,
Centre School
Innovation Fellow, Innovation Collaborative
NAEA Professional Materials Committee



“SAL helped me to find my own place within the broad realm of leadership, lining the way with new courage. I met colleagues who shared my story, thinking and purpose, without explanation. SAL has given me the tools to apply, connect and draw out ideas until meaningful beyond myself.”

James Haywood Rolling, Jr. | Syracuse, NY



Director of Diversity, Equity, and Inclusion –
College of Visual and Performing Arts
Dual Professor, Art Education & Teaching
and Leadership
Syracuse University

“SAL has given me new tools for developing myself, my capacity with others, my influence within organizations, and my skills for storytelling and crafting external messaging in order to discipline and refine my practice of creative leadership.”

Lori Santos | Wichita, KS

Associate Professor of Art Education, Art Education Program Director, Wichita State University, School of Art, Design and Creative Industries



“SAL has helped me to think of new ways for personal growth and understanding. SAL provided me a way to think of leadership as a way to empower us through community and collaboration. With a cup of tea, coffee, or cocoa and a story in hand our class time now becomes a journey where we share, explore, and grow together.”

Mwasaa Denita Sherard | Stone Mountain, GA

Artist / Educator, Principal Advisory Councils –
Secretary, Dekalb County Schools – McNair
DLA Elementary



“ The summer of 2018 I will refer to as my people. At SAL, I learned that leaders value their story, live their truth. Lead in small and big ways. Fill their cups. Spend time on the most meaningful things. Leaders create.”

Jaime L. M. Thompson | Cincinnati, OH

Contemporary Art Center
Learning and Program Director



“The School for Arts Leaders has shown me the value of supportive leadership and collaborative voice. Since the program, I have strived to break down departmental silos, encourage and support my colleagues, practice active listening, and become a champion for self-care.”

Amanda Tutor | Memphis, TN

Art/Photography Teacher
Bartlett Ninth Grade Academy
Bartlett High School

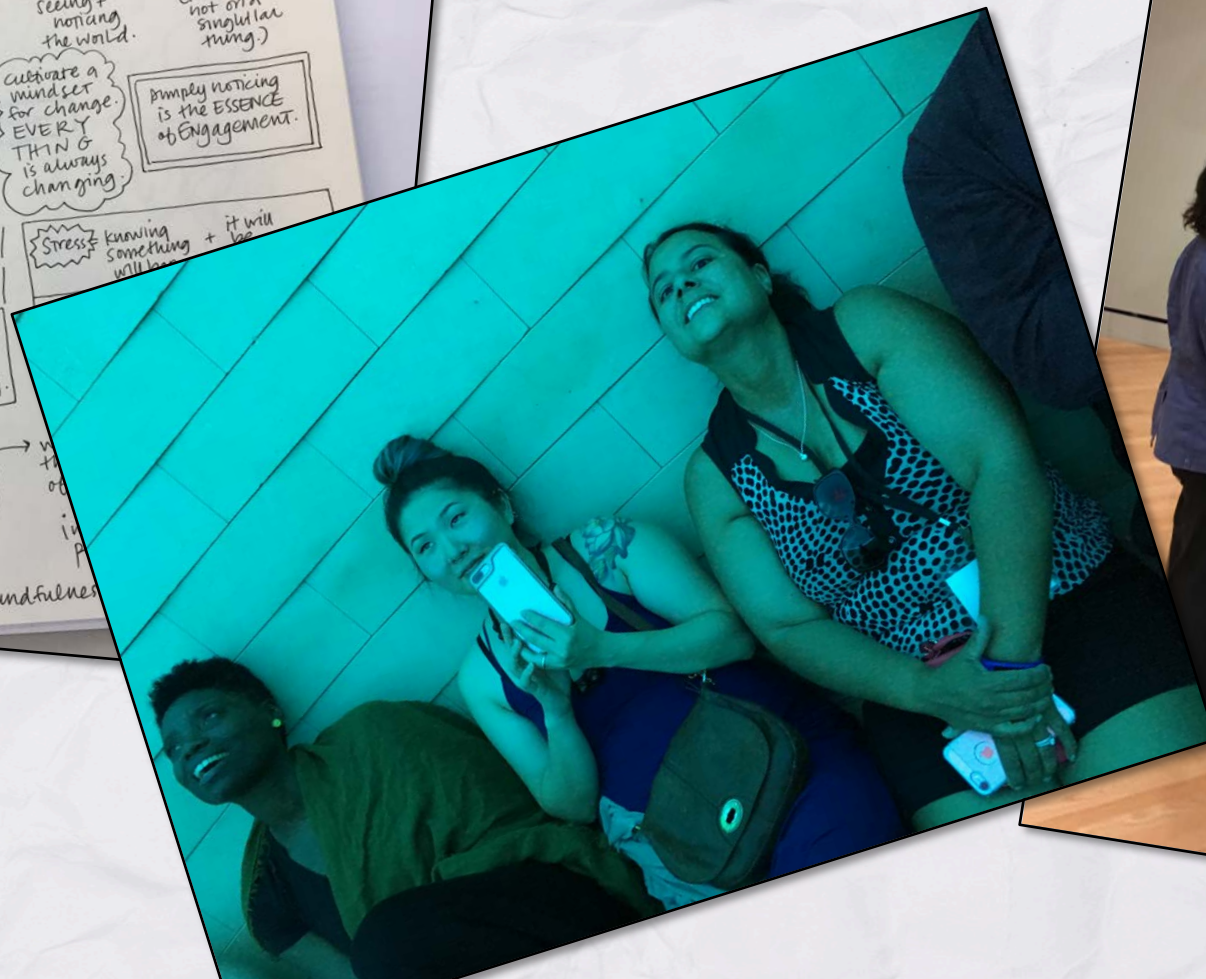
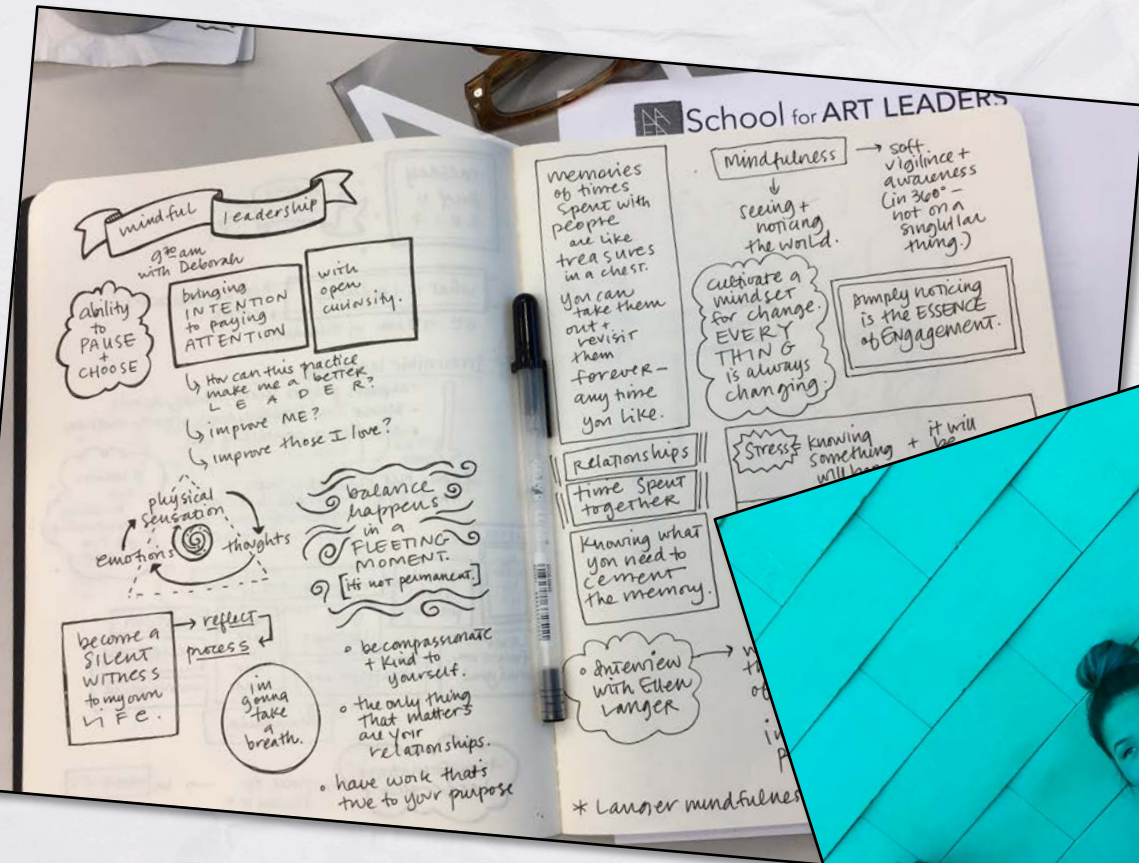


“Previously, I thought leadership was an “appointed” position. Today I know it is a *decision*. The School for Art Leaders *empowered* me. Now, I trust my ideas and immediately act. SAL is a “permission slip” for personal and professional greatness.”

21c Hotel Bentonville - Arkansas



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SHARED COMMITMENT

- Our commitment is to making this an extraordinary learning experience
- We are counting on you to share that commitment



Questions?

Dennis Inhulsen - dinhulsen@arteducators.org

