

APPENDICES

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APPENDIX A:
Workforce Analysis Request Form

Directions: An institution shall use this form to request workforce data analysis of a proposed degree program. In completing the form, the institution should refer to the document [AHECB Policy 5.11 Approval of New Degree Programs and Units](#), which prescribes specific requirements for new degree programs. **Note:** This form is required to be submitted by the Chief Academic Officer or individual(s) they designate. Answers need not be confined to the space allotted but may extend to several pages.

Program Information for Analysis

1. **Institution:** University of Arkansas

2. **Program Name** – Show how the program would appear on the Coordinating Board’s program inventory (e.g., *Bachelor of Business Administration or Associate of Science in Accounting*):

Master of Arts in Art Education

3. **Proposed CIP Code:** If the proposed program does not fit easily into one [CIP Code](#), provide the code it most closely falls into and explain differences / nuances of your program

13.1302 Art Teacher Education

4a. **Standard Occupational Classification (SOC) from CIP-SOC Crosswalk:**

Take SOC codes from NCES Crosswalk of CIP to SOC, ranked in order of relevance (i.e., the degree to which program graduates are expected to desire and/or be qualified to work in each occupation)

13.1302	Art Teacher Education.	25-1081	Education Teachers, Postsecondary
13.1302	Art Teacher Education.	25-1121	Art, Drama, and Music Teachers, Postsecondary
13.1302	Art Teacher Education.	25-2022	Middle School Teachers, Except Special and Career/Technical Education
13.1302	Art Teacher Education.	25-2031	Secondary School Teachers, Except Special and Career/Technical Education

27-1019 Artists and Related Workers, All Other
 25-3099 Teachers and Instructors, All Others
 25-4010 Archivists, Curators, and Museum Technicians
 25-9031 Instructional Coordinators

4b. **Standard Occupational Classification (SOC) from Expert/Staff Opinion (optional):** If you think the standard NCES crosswalk accurately represents the list of occupations in which graduates of the proposed program will be qualified to work, leave this blank. If you think the list of target occupations is longer, shorter, or different, please provide an alternative list here, ranked in order of relevance. Feel free to add qualitative information

about the variety of jobs and pay scales that may exist within target occupations, and where you expect graduates to fit in.

The following occupational titles might be added to the list:
Community Art Program Coordinator or Assistant Coordinator
Arts Administrator
Art Curriculum Developer
Art Museum Program Coordinator
Museum Education Director
Arts Learning Specialist

5. Brief Program Description – Describe the proposed program, the costs and investments involved in implementing it, the students you expect to recruit into it, and its educational objectives.

The Master of Arts in Art Education is a two-year, 33 credit, art education program with concentrations in Schools or Community and Museums. The program is designed to enhance student knowledge and practices within the field of art education with a focus on meeting the necessary demands of a diverse and inclusive professional practice. Both concentrations offer a broad range of courses on art and pedagogical theories, visual culture studies, and research methodologies. For the Art and Pedagogy concentration, students will take core research and pedagogy courses as well as electives to build their expertise in an area of interest. The Community and Museums concentration will include the same core courses as well as electives and internship opportunities at local, national, or international museum and community venues. Both concentrations will apply contemporary art education theory, practice, and research as applicable to the students' goals, whether they be preparation for doctoral study or professional practice. The program content will comply with the National Art Education Association (NAEA) and the National Association of Schools of Art and Design (NASAD) standards.

This degree will prepare students to advance their professional roles as artists, teachers, researchers, and leaders in various venues, such as schools, museums, community organizations, and institutions. This degree will advance students' knowledge and professional application in an increasingly diverse, inclusive, and interdisciplinary world serving as a vehicle for community and university cross-disciplinary collaborations including but not limited to—African American Studies; Curriculum and Instruction; Gender Studies; History; Human Development and Family Studies; Political Science; Psychology; Social Work; Sociology; and World Languages, Literatures, and Cultures.

Program Costs:

A \$7 million endowment with annual earnings of \$280,000 from the Walton Family Charitable Support Foundation will provide support for the M.A. in Art Education.

Library Resources:

A \$2 million endowment will provide continued support for the M.A. in Art Education, including books, journals, and other resources for the Fine Arts Library in addition to a renovation to the Fine Arts Building.

Faculty Resources:

Current Faculty: 1 Professor, 2 Assistant Professors

Future Hiring Plan funded by a \$16,500,00 endowment from the Walton Family Charitable Support Foundation:

2019-20: 1 Endowed Associate Professor (\$60,000 endowment)

2020-21: 1 Endowed Professor (\$60,000 endowment)

2021-22: 1 Endowed Assistant Professor (\$60,000 endowment)

2022-23: 1 Endowed Assistant Professor (\$60,000 endowment)

One Adjunct position as needed

6. [North American Industry Classification System \(NAICS\)](#) – List some industries and/or companies which graduates would be most likely and/or qualified to work in (optional), and feel free to comment on why/in what capacity. Also, a description of the target industry in your region, its relative strength or weakness relative to other regions, and the reasons for that relative strength or weakness, is welcome. [Lookup NAICS Code](#)

N/A

7. [Region of Possible Position\(s\)](#) – Describe the region where you think graduates are most likely to work, e.g., in terms of a list of counties, a metropolitan statistical area, or a commuting radius:

Art educators are employed in K-12 schools, museums, and community arts programs throughout the state of Arkansas and the U.S. This new degree will offer art educators within the state, the nation, and internationally an opportunity to advance content knowledge and practice in schools, museums, and community organizations with a better understanding and application of diversity and inclusion. Teacher salaries generally increase with higher degrees and graduate credit hours, an incentive for prospective students.

8. [Existing Data](#) – Describe any existing anecdotes or data you have that would shed light on the job prospects of graduates from the proposed academic program. This data can be helpful to ADFA in conducting labor market analysis.

Many of the prospective students are employed by schools or community arts organizations and are interested in higher level positions, salary increases (e.g., art teachers), or desire to progress towards a terminal degree in art education.

In a recent e-mail survey sent to former graduates in teaching positions, of the 40 students responding to the survey, 38 of the 40 were interested in advancing their degree in art education. This only includes recent graduates of the University of Arkansas who are currently teaching art, not students from other art programs or universities across the state, the nation, or abroad. There is a salary increase, as mentioned above, for art teachers with the advancement of their degree or graduate credit hours as an incentive.

Sample Teacher Salary Schedule Analysis 2018-19

http://www.arkansased.gov/divisions/fiscal-and-administrative-services/publication-and-reports/report_categories/salary-reports

School District	Bachelor's Degree 0 Years	Bachelor's Degree 15 Years	Bachelor's Degree Top	Master's Degree 0 Years	Master's Degree 15 Years	Highest Degree
Fayetteville	\$45,990	\$55,049	\$58,258	\$49,510	\$61,157	\$75,289
Springdale	\$47,766	\$58,111	\$69,642	\$50,290	\$60,841	\$76,266
Bentonville	\$45,714	\$56,916	\$58,649	\$48,919	\$60,919	\$72,721
Rogers	\$45,750	\$57,980	\$69,392	\$48,196	\$60,426	\$75,105

9. Proposed Implementation Date – (MM/DD/YY):

09/24/20

10. Contact Person – Provide contact information for the person who can answer specific questions about the program:

Name: Angela M. La Porte

Title: Professor and Art Education Program Head

E-mail: alaporte@uark.edu

Phone: 479-575-8749

Email the completed form: Dr. Nathan Smith (Nathan.Smith@adfa.arkansas.gov)

After the labor market analysis has been completed, the institution will be invited to respond, providing further information that might shed light and help to interpret the data provided.

**APPENDIX B:
NEW COURSE DESCRIPTIONS, OUTCOMES, AND ASSESSMENT**

ARED 5003 Research Methodologies in Art Education

Course Description

This course provides an overview of research methodologies that are employed in the field of art education. It covers foundational knowledge and skills necessary for conducting research in education and related fields. The topics of the course include, but are not limited to, comparing different qualitative research methods, developing research interests and questions, literature review, data collection techniques, data analysis, ethical issues of educational research, research proposal, and IRB review.

Learner Outcomes

Students will be able to:

1. demonstrate knowledge of qualitative research processes, such as coding, interview, and narrative analysis.
2. identify, explain, and compare the key elements of research proposal
3. identify and explain purposes and types of education research
4. define and develop a possible art education research interest area using specific research methodologies
5. craft a research proposal
6. understand the data collection process and techniques
7. use print and online databases for literature review
8. properly use American Psychological Association (APA) formats for citations
9. understand and explain ethical issues in educational research
10. understand local processes for Institutional Review Board (IRB) review

Course Requirements & Project Descriptions

Participation (40 pts):

You must be prepared for each in-class discussion or activity. You will be given two participation grades throughout the semester, one in the middle of the semester and one at the end. This is so that you can track and alter your participation if necessary. The number of absences over 20% of the total class days can lower your participation grade. Your participation grade will be based on the quality and completion of your participation in class discussions, activities, and presentation.

Reflective Journal (6 pts for each entry, 60 pts in total)

Each of your journal entry should include the key points of the readings and your reflection. You can also address discussion questions and other relevant studies.

Reading Presentation and Discussion Facilitation (20 pts):

You should prepare reading presentation (approximately 10 minutes) and a handout based on the assigned reading. The reading presentation should

address key points of the readings, relevant issues, and discussion questions. Based on the discussion questions, you should facilitate group discussion for around 20 minutes. Your handout should include a brief summary or main points from the reading. Please do not hesitate to consult with me if you are unsure. You will need to submit your handout to Blackboard AND bring copies of your handout to class.

- Due: Dates will vary; will be arranged during the 2nd week of class

Annotated bibliography (60 pts):

You are expected to submit an annotated bibliography as a mid-term assignment.

This assignment will help you summarize the reading materials in your own words and build your theoretical understanding for the final project. An annotated bibliography is a list of citations followed by brief summary. You should submit at least three citations (APA or MLA) with three annotations. However, you CANNOT include citation/annotation that you wrote about for your reading responses. The detailed guidelines will be provided.

- Annotated Bibliography Due:

Research Proposal (100 pts)

You will submit the research proposal using one or two research methodologies you learn in this course. You will have an individual meeting with the instructor about your research idea. The detailed guidelines will be provided.

Final Project Presentation (20 pts):

You will be asked to share your Final Project findings in class. The purpose of the presentation is to provide your peers with insight about your research and findings.

ARED 6003 Foundations and Histories of Art Education

Course Description

This course is an examination of classic theories in art education and their relevance to current developments in the field. Additionally, students will develop and conduct their own historical research projects, respond to writings on histories of education and art education, and examine how art education histories are represented.

Learner Outcomes

Students will be able to:

1. identify “classic theories” in art education and their relevance to current developments
2. reflect upon the “foundations of art education” that have shaped understandings of art education for you personally.
3. examine some underlying thinking and assumptions held by students, scholars, practitioners, and others relative to art/ education.
4. identify publication sites/ journals in the field of art education, their audiences, and missions.
5. establish familiarity with scholars associated within specific discourses that have informed and continue to inform art education.
6. understand histories of art education in relation to histories of education and social, political, and economic purposes of art education.
7. understand social effects, whether intended or not, of art education in the past.
8. critically read written histories of art education, identifying and questioning an author’s assumption.
9. interpret ideas, events, and art educators of the past in relation to purposes for art education and intellectual, social, political, and economic contexts.
10. critically examine current issues in art education as historical phenomena.
11. apply methods of historical research by identifying an appropriate research question, using relevant primary and secondary sources, and finding facts on which an interpretive narrative can be built.
12. conduct original research into developments in art education, past or present, as historical phenomena.
13. explain how forms of representation (i.e., if the results are presented as a formal paper, a digital presentation, or an exhibition, etc.) can influence meanings and significance attributed to art education histories.

Evaluation

Attendance and Participation: 20% (20 points)

Class Facilitations: 20% (20 Points)

Final Paper: 60% (40 Points)

Annotated bibliography 20% (20 Points)

Pedagogical Practices: ARED 5013 Diversity and Pedagogy

Course Description

Students will learn and develop teaching strategies that deconstruct disabling, systemic, social constructions and explore how people are using comics, films, and other popular media to discuss/expose issues of race, class, gender, sexuality, and gender identity, trauma, disease, and disability.

Learner Outcomes

Students will be able to:

1. Develop and use a theoretical framework for including difference
2. Reflect upon your life history so as to become aware of the forces shaping your perspectives on difference and politics of identity
3. Locate, view, discuss, and include films, comics, and other popular media, as well as art that challenge and reclaim what disability means
4. Investigate the role of visual culture as a means of communicating and perpetuating cultural values, including the ways in which visual culture affects your perception of self and the world “decode” and “encode” the symbols that dominate societies
5. Explore issues of power and privilege and its various forms in visual culture
6. Understand how issues of difference—abilities, culture, ethnicity, gender, sexuality, etc.—affect learners and learning
7. Explore the premise of empowerment through difference
8. Learn and develop teaching strategies that deconstruct disabling, systemic, social constructions
9. Discuss/expose issues of trauma, (dis)ease, and (dis)ability in visual culture
10. Dismantle societal scripts of normalcy, which seem insurmountable obstacles to lived experiences

Evaluation

Attendance and Participation: 20% (20 points)

Class Facilitations: 20% (20 Points)

Final Paper: 60% (40 Points)

Annotated bibliography 20% (20 Points)

ARED 6013 Community-Based Art Education (Angela LaPorte)

Course Description

This course provides an overview of current and historical art education programs in the community. The topics include the study of community-based sites in museums, community centers, and other types of diverse institutions for all ages, including intergenerational and collaborative cross-disciplinary programs, their significance, and implications. It covers foundational knowledge and skills necessary for funding support, development, and implementation.

Learner Outcomes

Students will be able to:

1. demonstrate knowledge of a variety of current and historical community-based programs
2. analyze and reflect upon readings related to the historical foundations, structure, and impact of community-based programs
3. identify and research a particular type of community-based program
4. identify and apply for local, state, and national funding sources to support program ideas
5. create a proposal for a unique community-based program with a rationale considering the impact to the community participants

Evaluation

Reflections (15% of grade):

You must be prepared for each in-class discussion with a reflection statement synthesizing a particular area of interest from each reading assignment and an open-ended discussion question based on the statement for in-class discussion and posted to Blackboard at least one hour prior to the beginning of class.

Response Paper (15% of grade):

Choose one article with a focus on community-based art education, describe key points in the article, and respond to the content and application to your own research or program development interests.

Annotated bibliography (10% of grade):

You are expected to submit an annotated bibliography as a mid-term assignment. This assignment will help you summarize the reading materials in your own words and build your theoretical understanding for the final proposal. An annotated bibliography is a list of citations followed by brief summary of important ideas from the text. You should submit at least three references (APA) with an annotated bibliography that will support your research or project proposal.

Final Proposal Presentation (20% of grade):

You will be asked to share your final research or project proposal. The purpose of the presentation is to provide your peers with insight about your research and application to future study or a community-based project.

**Community-Based Art Program or Research Proposal for Grant Opportunity
(40% of grade):**

You should prepare a research or program development proposal based on a review of literature on your specific topic.

ARED 6023 Destabilizing Queer Theory (Alphonso Grant)

Course Description

The title of this course, “Destabilizing Queer Theory,” highlights the constricted and racialized ways in which people generally view class, gender, race, and sexuality. Students will critically discuss the complex dynamics of class, gender, race, and sexuality, and the pedagogical issues posed and negotiated by queer theory.

Learner Outcomes

Students will:

1. critically analyze gender, race, and sexuality.
2. understand the overarching history as well as key concepts and debates within the emergent field of racialized sexualities.
3. develop a critical vocabulary for class, gender, race, and sexuality.
4. understand how to “read” and interrogate class, gender, race, and sexuality.
5. explore and understand the categories of class, gender, race, and sexuality in relationship to visual constructions.
6. analyze sexuality as defined in relation to various forms of visual culture
7. comprehend the complex interactions of ethnicity, class, gender, sexual identity, and other aspects of queering in visual culture
8. address pedagogical issues related to visual culture, including forms of interpretation, as well as pedagogical practices such as teaching and learning in classrooms
9. recognize issues of power and privilege in relation to sexuality in visual culture
10. interpret constructions of class, gender, race, and sexuality and other aspects of identity in various forms of visual culture
11. examine critical pedagogical issues related to visual culture

Evaluation

Attendance and Participation: 20% (20 points)

Class Facilitations/Discussions: 20% (20 Points)

Midterm: 20% (20 Points)

Final Paper: 30% (30 Points)

Annotated bibliography 10% (10 Points)

ARED 6043 Art, Play, & Aesthetics in Childhood (Christopher Schulte)

Course Description

Research on children’s art has traditionally focused on issues of development. However, during the latter part of the twentieth century, attention shifted towards a recognition of art making, even in its earliest manifestations, as a social and historical activity that is undertaken in dialogue with peers, adults, and the surrounding culture. This graduate-level class will provide a comprehensive review of research and theory related to the study and practice of art, play and aesthetics in childhood, with specific attention given to contemporary research that extends, critiques, and exists alongside earlier understandings of how and why these practices matter to childhood.

Learner Outcomes

Students will be able to:

1. identify and explain how specific paradigms (e.g., positivist, post-positivist, interpretivist, critical) have influenced the study of children’s artistic, play-based and aesthetic practices.
2. identify and explain how specific perspectives (e.g., developmental, sociocultural, critical, feminist poststructuralist and post-humanist new materialist) shape our ideas about and attitudes toward children’s artistic, play-based and aesthetic practices.
3. demonstrate knowledge about the role of art, play and aesthetics in the lives and educational experiences of children, with specific attention given to how and why such works, practices and processes continue to be studied and approached in schools and community settings.
4. conceptualize, propose, develop, and discuss an original research paper that explores a particular topic, issue, or idea related to the course material.
5. use print and online databases to review and develop a pertinent body of literature around the selected topic, issue or idea that is to be further explored.
6. properly use American Psychological Association (APA) formats for final research paper

Evaluation

Attendance and Participation 50)	100 points	(attendance, 50 /participation,
Weekly Responses each)	100 points	(10 responses, 10 points
Final Presentation/Paper	100 points	(presentation, 50; paper, 50)

ARED 6053 Inverse Inclusion as Disability Studies (Angela LaPorte)

Course Description

This course will provide an overview of the current issues and practices related to disability studies and application. It will involve readings, observations, reflections, discussion, and extensive experience applying curriculum and contemporary pedagogy (inverse inclusion) to inclusive art education practice with adults 18 years and older with disabilities at a community-based setting.

Learner Outcomes

Students will be able to:

1. analyze, interpret and reflect upon art education literature
2. understand laws for inclusion practices.
3. design art curriculum that integrates dialogue about enduring ideas, artwork, personal connections, creative processes, presentation of student artwork, and reflections on ideas and processes.
4. present a Powerpoint on an artist with a ability and their similarities to other historical or contemporary artists.
5. reflect on students with disabilities interests and abilities in order to apply curriculum interventions.
6. assess the curriculum and pedagogy of self and peers.
7. observe and reflect on observations during one or more classes as a full observer.
8. observe and reflect on observations during one or more classes in the teacher role.
9. observe and reflect on observations during several classes in the student role.
10. observe and reflect on observations during one or more classes in the teacher's assistant role.

Assessment

- Reflections on Readings, Interactions, Curriculum, & Teaching (10% of grade)
- Class Participation and Cooperation (10% of grade)
- Presentation of an In-depth reflection on a student at Life-Styles or artist with a disability, including significant similarities to at least one other contemporary or historical artist (Evaluation criteria to be agreed upon by the professor and class) (15%)
- One Observational Reflection in the Observer Role (25%)
- Two detailed 2.5-hour lesson plans with an enduring idea (Clarity, Content & Objectives, Motivation with questions/discussion with Powerpoint/images, Studio Activity,& A Method of Assessing Student Learning with a descriptive modification for one Life Styles client) (40%)

ARED 6033 Transnational Feminist Perspectives in Art and Education (Injeong Yoon)

Course description

This course explores transnational feminist frameworks to investigate and to take action for women's lives in various global/local contexts. The course particularly focuses on how artists, educators, activist, and makers employ different artistic interventions to build transnational solidarities against global injustices. It also includes a discussion of the ethics of cross-cultural works and transnational knowledge production. Based on intersectionality, students will critically analyze complex global/local issues and imagine transnational solidarity as well as artistic collaborations.

Learning outcomes

Students will be able to:

1. define transnational feminism and understand its major differences from international or global feminism.
2. identify major feminist scholars whose works analyze how sociocultural differences affect women's lives and opportunities in local, global, and transnational contexts.
3. identify and analyze artists' works that employ transnational perspectives.
4. demonstrate how transnational feminist perspectives challenge Western feminism.
5. apply the concept of intersectionality in analytic works that investigate social issues, including but not limited to, ableism, ageism, classism, racism, sexism, transgender oppression.
6. create and assess a possible art project that investigates different issues and realities that women face outside of Western and "the First World" societies.
7. critically reflect on one's positionality and analyze power relations in field works.
8. demonstrate a critical awareness on ethics of transnational works and collaborations.

Assignments & Grade distribution

20% participation

20% presentation on transnational feminist artist/movement

20% artistic intervention project

30% Research and praxis paper (proposal and final paper)

10% Final paper presentation

ARED 686V Internship in Art Education (To be assigned a faculty liaison)

Course Description

The aim of this course is to make connections between theoretical knowledge, art skills, and educational practices in a professional environment. Internships provide off-campus experiential learning activities that will allow students to apply theories into their professional practices. Course content is individualized with the objectives of the internship experience in concert with a student's internship advisor (an art education faculty member) and a field supervisor.

Student Learning Outcomes

Students will be able to:

1. apply art education theories to educational practices, including, but not limited to designing curriculum, teaching, and organizing education events
2. understand the roles and responsibilities of art educators in community settings
3. develop professional connections
4. acquire communication and social skills that are required for art educators
5. critically reflect on educational practices and collaborative works
6. address possible ethical issues in community works
7. identify additional skills that need to be developed for career readiness

Course Assignments and Grading

- Journals: Write down your experiences and identify skills being developed by writing journals.
- Midterm assignment: Identify what you have learned to date and how this will be relevant to your career goals. Establish goals for the remainder of your internship and actions to achieve those goals.
- Final assignment: Analyze your internship experience, reflecting on lessons learned and how your liberal arts education prepared you for the internship. Address whether the profession you learned about is still of interest (why or why not) and actions you will need to take to effectively pursue your chosen career.
- Progress reports: The field supervisor will submit reports about the intern's accomplishments and progress to the university advisor at least three times a semester.

ARED 698V Thesis (1-6 credit hours) can be repeated until completed

Course Description

All students are required to complete a thesis as partial fulfillment of the M.A. in Art Education. The goals of the thesis will be to: (a) complete a successful thesis proposal approved by an assigned graduate faculty committee, (b) submit proposal for I.R.B. review and approval as applicable, (c) select a thesis committee of three with graduate faculty status, led by a Chair and at least one other member from Art Education, (d) collect, analyze, and interpret research data under the supervision of approved graduate committee chair in Art Education, and (e) complete the written thesis and oral defense for the graduate committee's approval. A reenrollment in this course and continued consultation with the thesis Chair will be necessary throughout the process.

APPENDIX C: FACULTY CURRICULUM VITAE

Angela M. La Porte, Ph.D.

Professor and Program Head of Art Education

306 Fine Arts Center, University of Arkansas, Fayetteville, AR 72701

Phone: 479-575-8749 • Fax: 479-575-2062 • Cell: 479-841-9885 • E-mail: alaporte@uark.edu

Education

The Pennsylvania State University, Doctor of Philosophy in Art Education, 1998

Dissertation: *An ethnographic study of an intergenerational community art program in Harlem, New York City*

Arizona State University, Master of Arts in Art Education, 1994

Thesis: *A microethnographic study of an art class for the institutionalized elderly*

La Roche College, Bachelor of Science in Graphic Design, 1986

Professional Experience

Professor of Art Education, Program Head and B.F.A. Coordinator & Advisor, University of Arkansas, Fayetteville 2016—Present

Associate Professor of Art Education, Area Head and B.F.A. Coordinator & Advisor, University of Arkansas, Fayetteville 2004—2016

Assistant Professor of Art Education, Area Head and B.F.A. Coordinator & Advisor, University of Arkansas, Fayetteville, 1998-2003

Fundred Dollar Bill Project Collaboration with Mel Chin (conceptual artist), 2009—2011; Develop interdisciplinary art curriculum, acquire funding for printing and distribution of Fundred templates, development of a Fundreds in Arkansas website, traveling to present and distribute Fundred curriculum aligned with Arkansas Frameworks in Visual Art, Science, Math, Social Studies, Math, and Language Arts across Arkansas

Art Educator, Hillcrest Towers Residential Facility, 2006-2010

Consultant, Evaluation of surveys, Winthrop Rockefeller Institute, University of Arkansas System Summer Art Camp, 2008, 2009, & 2010; Analyzed and interpreted a survey study of the Arkansas Envision-U art camp

Visual Arts Undergraduate Advisor, The Pennsylvania State University, 1997-98

Art Educator/ Researcher, After-school art program for teenagers & seniors, Harlem, New York City, 1996-97

Art Education Teaching Assistant, The Pennsylvania State University, Coordinated the Saturday Morning Art Program and Taught a Computer Art course, 1994—1996

Professional Experience *continued*

Assistant to Editor & Computer Layout Artist for a 583-page publication, *History of art education: Proceedings of the third Penn State international symposium, 1996-7*

Consultant for the Pennsylvania Alliance for Arts Education *Best Practices*. Reviewed statewide arts related programs in 20 Pennsylvania schools and designed the annual newsletter, 1996

Assistant Coordinator/Instructor, Children's Art Workshop, coordinated through Tempe Public Schools and Arizona State University, 1991-1994

Art Teacher, Resident Care Facility, Mesa, Arizona, 1992-94

Advertising Designer, *Herald-Standard Newspaper*, 1987-91

Grants & Awards

Partners of the Americas International Travel Grant, Funding travel to Bolivia to curate an exhibition of Bolivian art that represents the diversity of the people, cultures, and land, 2019.

Kenneth Marrantz Distinguished Fellow, Awarded by the United States Society for Education Through Art, Affiliated with the International Society for Education Through Art, Boston, MA

University of Arkansas Service Learning Travel Grant, \$1,500, to present paper at Gulf-South Summit for Service Learning, 2018-19

University of Arkansas SEED Grant for research on service learning course, Teaching Art to Special Populations (Inverse Inclusion), \$2500, 2018-19.

Recognized in the President's Higher Education Community Service Honor Roll for the service learning course, Teaching Art to Special Needs Adults, 2017

2016 Service Learning Materials/Equipment Grant, University of Arkansas, \$1,500.

John E. King Service Award. Presented by the University of Arkansas Fulbright College of Arts and Sciences, April 2015.

My course, Teaching Art to Special Needs Adults, nominated by the University of Arkansas for the National Presidential Service Learning Honor Roll, 2015

2010 Arkansas Art Educator of the Year. Recognized by the National Art Education Association, Seattle, Washington, March 2011

Grants and Awards *continued*

2010 Arkansas State Art Educator of the Year. Presented by the Arkansas Art Educators Association, Little Rock, Arkansas, November 2010

University of Arkansas Artists and Concerts Committee Grant (\$488) for a visiting artist lecture, *Images and Identity: Muslim Women's World View*, and workshops on Henna Painting at the University of Arkansas and at a local public school, 2008

University of Arkansas Fulbright College of Arts and Sciences financial support, (\$3,000) for printing, collaboration and distribution of 500,000 Fundred Dollar Bill templates to support *Fundreds in Arkansas*, 2009

Mel Chin financial support (\$2,000) for printing, collaboration and distribution of 500,000 Fundred Dollar Bill templates to support *Fundreds in Arkansas* art collaboration project, 2009

Faculty Appreciation Recognition, University of Arkansas Student Alumni Board and Associated Student Government, 2007

Artists and Concerts Committee Grant (\$944) for an art education workshop with Peg Speirs in conjunction with the "In Response to Healing" exhibit, 2007

Community Research Grant, *Quality Art Education for Older Adults*, funded by The Bernice Jones Endowed Chair, Department of Sociology and Criminal Justice (\$3,000), March 26—June 30, 2007

Arkansas State Art Educator of the Year for Higher Education, 2006. Presented by the Arkansas Art Educators Association.

Research Grant, *Factors influencing art curriculum*, Arizona State University (\$4,050), Kutztown University (\$2,869) and University of Arkansas Fulbright College (\$2,330), collaborative research project with Dr. Peg Speirs and Dr. Bernard Young, factors that influence art curriculum content during an art teacher's 1st through 6th year of teaching, 2002-2005

Research Incentive Grant (\$952), National Survey: Factors Influencing Multicultural Curriculum Content in Art Education from The University of Arkansas Fulbright College of Arts and Sciences, 2004

Teaching Innovation Grant (\$856) for conference travel; Funded by the University of Arkansas Fulbright College of Arts and Sciences, 2004

Received the Ziegfeld Distinguished Service Award from the United States Society for Education through Art at the National Art Education Association Convention, Minneapolis, MN, 2003

Grants and Awards *continued*

Teaching Incentive Grant (\$1,000) to purchase an LCD projector for accessing Internet art resources in the art education classroom; Funded by The University of Arkansas Fulbright College of Arts and Sciences, 2003

Summer Research Stipend (\$5,000), National Survey: Factors Influencing Multicultural Curriculum Content in Art Education from The University of Arkansas Fulbright College of Arts and Sciences, 2003

Artists and Concerts Grant (\$2,700), visiting artist lecture, exhibit & workshops, Dr. Bernard Young, University of Arkansas, 2002

In-kind Research Grant (markers valued at \$6,450) Binney and Smith Corporation, 2001

Artists and Concerts Grant (\$1,500), visiting artist lecture, exhibit and three workshops, Santa Barraza, University of Arkansas, 2001

Research Incentive Grant (\$894), Survey of Art Education Multicultural Issues and Curriculum in Northwest Arkansas Public Schools from The University of Arkansas Fulbright College of Arts and Sciences, 1999-2000

Travel Grant (\$900), Dissertation research, The School of Visual Arts and the Graduate Research Office, The Pennsylvania State University, 1996-97

Publications & Creative Work (refereed)

La Porte, A. M. (2018). Reinterpretation of cultural narrative through collaborative performance art (pp. 28-32) and online ancillary resource, <http://www.grtep.com/>. In A. Richards and S. Willis (Eds.), *Global consciousness through the arts* (<http://www.grtep.com/>). Dubuque, IA: Kendall Hunt.

La Porte, A. M. (2018). In the garden. *NAEA News*, 60 (5), 35.

La Porte, A. M., and Whiteland, S. (2017). Differently-abled adults utilize their rights to creativity and inclusion. *Art Education*, 70 (4), 41-44.

La Porte, A. M. (2016). Exploring ritual as art. In C. Manifold, S. Willis, & E. Zimmerman (Eds.), *Cultural sensitivity in a global world: A handbook of teachers*. Reston, VA: The National Art Education Association, 33-40.

La Porte, A. M. (2016). Efficacy of the arts in a transdisciplinary learning experience for culturally diverse fourth graders. *International Electronic Journal of Elementary Education*, 8(3), 467-480.

La Porte, A. M. (2016). Art is ritual.... *Proceedings from the School of Visual Arts 29th annual national conference on liberal arts and the education of artists*, 56-64. <http://www.sva.edu/uploads/assets/download/PROCEEDINGS%20PART%20II%20%202015.pdf>

Publications & Creative Work (refereed) *continued*

- La Porte, A. M. (2016). Exploring ritual as art. In M. C. Manifold, S. Willis, & E. Zimmerman (Eds), *Cultural sensitivity in a global world: A handbook for teachers*. Reston, VA: The National Art Education Association, 33-40.
- La Porte, A. M. (2015). Inverse inclusion: A model for preservice art teacher training. *Artizein: Art and Teaching Journal*, 1(1), 26-37.
- La Porte, A. M. (2015). "Older adult responses to art curriculum and self-directed learning. *The International Journal of Education Through Art*, 11 (1), 59-74.
- La Porte, A. M., Harris-Lawton, P. H. (2013). Beyond traditional art education: Transformative lifelong learning in community-based settings with older adults. *Studies in Art Education*, 54 (4), 310-320.
- La Porte, A. M. (2011). Building Community in Harlem Through Intergenerational Art Education. In B. Young (Ed.), *Art, Culture, and Ethnicity* (2nd ed.). Reston, VA: The National Art Education Association.
- La Porte, A. M. (2010). Fundreds in Arkansas: An interdisciplinary collaboration. *Art Education*, 63 (5), 78-82. Reston, VA: The National Art Education Association.
- La Porte, A., Callison, L., Walters, J. (2009). The study of a community art class for adults and older adults, p. 17-20, In *Conference proceedings*, A. M. LaPorte & P. Lawton (Eds.), Fayetteville, AR: University of Arkansas.
- La Porte, A. M., Speirs, P., Young, B. (2008). Influences of art curriculum content: A national survey. *Studies in Art Education*, 49 (4), 358-370.
- International Traveling Exhibition (2006-07). *In Response to Healing*, developed and refereed by faculty at Kutztown University, This exhibit contains the works of nine invited artists with national and international reputations (Anna Kuo, Charlee Brodsky, Darcy Lynn, dominique mazeaud, Fern Shaffer & Othello Anderson, Jo Spence, Cassie Soldier Wolf, Frank Stack, and Rhonda Wall) and 16 juried artists, including two artists from England and one from Israel. 39 artworks were selected from 123 submissions. As part of this exhibit, my work, *Mother, Mary*, was shown at:
- Gallery 908, Reading, PA, November 8-17, 2006
 - HUB Robeson Gallery, Pennsylvania State University, University Park, PA, January 23-March 4, 2007
 - OSU-Newark Art Gallery, The Ohio State University, Newark, OH, April 4-June 8, 2007 (University and Community Audience) and
 - Fine Arts Gallery, University of Arkansas, August 20-September 29, 2007 (University and Community Audience)
- La Porte, A. M. (Ed.). (2004). *Community connections: Intergenerational links in art education*. Reston, VA: The National Art Education Association.

Publications & Creative Work (refereed) *continued*

- La Porte, A. M. (2004). The educational, social, and psychological implications of intergenerational art education. (2004). In A. M. La Porte (Ed.), *Community connections: Intergenerational links in art education*, 2-13. Reston, VA: The National Art Education Association
- La Porte, A. M. (2004). An intergenerational approach towards a democratic community. *Democracy and Education: Teaching the Arts for Social Justice*, 15(3-4), 118-120.
- La Porte, A. M. (2003). Diversity in the art classroom: Issues for curriculum and instruction. *Proceedings from the 31st International Society for Education Through Art World Congress*. New York: Columbia University.
- La Porte, A. M. (2003). The educational, social and psychological implications of intergenerational art education. *Proceedings from the Hawaii International Conference on Arts and Humanities*. West Oahu, Hawaii: University of Hawaii.
- La Porte, A. M. (2002). Intergenerational art education: Building community in Harlem. *The Journal of Social Theory in Art Education*, 22(1), 51-71.
- La Porte, A. (2000). Oral history as intergenerational dialogue in art Education. *Art Education*, 53(4), 39-44.
- La Porte, A. (2000). Ethnographic discoveries during an intergenerational visual art program in New York City's Harlem. In S. D. La Pierre, M. Stokrocki, & E. Zimmerman (Eds.), *Research Methods and Methodologies for Multicultural and Cross-Cultural Issues in Art Education* (Arizona State University USSEA/AAEA Conference Monograph No. 1). Tempe, AZ: Arizona State University.
- La Porte, A. (1999). *Building community through intergenerational art education*. Washington, DC: National Art Education Association Conference. (ERIC Document Reproduction Service No. ED439079).
- La Porte, A. (1995). Drawing the line: Lowenfeld and coloring books. In A. A. Anderson and P. E. Bolin (Eds.), *History of art education proceedings of the third Penn State international symposium* (pp. 479-485). University Park, PA: The Pennsylvania State University.
- La Porte, A. (1995). Phototherapy for seriously mentally ill adults [Monograph]. Proceedings from the Lifelong Learning Affiliates of the National Art Education Association 1995 Conference at Houston, TX, 1-4.

Representation in Publications or Reviews

- Artwork referenced in an article on page 69: La Porte, A. M. (2015). Older adult responses to art curriculum and self-directed learning. *International Journal of Education through Art*, 11(1), 59-74.
- Referenced in book on page 51: Stokrocki, M. (2014). Being leisurely, being artful, life review: Exploring Second Life with elderly students (pp. 51-58). In M. Stokrocki (Ed.), *Exploration in virtual worlds: New digital multi-media literacy investigations for art education*. Reston, VA: The National Art Education Association.

Representation in Publications or Reviews *continued*

Referenced on pages 21, 87, and 88 of the book: Heydon, R. M. (2013). *Learning at the Ends of Life: Children, Elders, and Literacies in Intergenerational Curricula*. Toronto, Canada: University of Toronto Press.

Northwest Arkansas Times. (2010). Project hopes to turn fun money into real cash, pp. A1 and A5.

Arkansas Democrat Gazette. (2010, October 18). "NW Arkansas Achievers," regarding the receipt of an award, Arkansas Art Educator of the Year.

Reference in *Northwest Arkansas Times*. (2010, March 10). "Fundred bills to aid New Orleans," p. 3B.

In Response to Healing, Digital Exhibition Catalog, 2007.

Referenced on page 1510 in: Bresler, L., (Ed.) (2007). *International handbook of research in arts education*. Dordrecht, NL: Springer.

The Arkansas Traveler. (2007, August 27). Fine Arts Gallery displays collection of responses to healing, p. 5.

Artsword. (2008, January). Alumni news, p. 22, published by the Pennsylvania State University School of Visual Arts.

Handbook of research and policy in art education. (2004). Published by The National Art Education Association. Referenced on pages 15, 24, 65, 441, 452, 464.

Publications & Creative Work (invited/non-refereed)

La Porte, A. M. (2016). *Art is Ritual*. 56-64. Retrieved at <http://www.sva.edu/undergraduate/humanities-and-sciences/conference>.

La Porte, A. M. (2016). Committee on lifelong learning. *NAEA NEWS*, 58 (2), 27.

La Porte, A. M. (2014). Committee on lifelong learning. *NAEA NEWS*, 56 (4), 16.

La Porte, A. M., McComb, C., & Speirs, P. (2014, October). Engaging with ritual, pp. 14-21 [Art Exhibition Catalog]. In *Engage: Color, ritual, material studies*. Kutztown University, Kutztown, PA.

La Porte, A. M., McComb, C., & Speirs, P. (2014, October). Engaging with Ritual, pp. 14-21. In *Engage: Color, ritual, material studies* [Online Art Exhibition Catalog]. Retrieved from <http://issuu.com/millerku>

La Porte, A. M. (2014). Committee on lifelong learning. *NAEA NEWS*, 56 (4), 16.

LaPorte, A. M., & Lawton, Pamela (Eds.). (2009). *Conference proceedings*. University of Arkansas: Fayetteville, AR.

Publications & Creative Work (invited/non-refereed) *continued*

- La Porte, A. M. (2012). *Acustica di Italia*. Faculty Exhibition, Fine Arts Center, University of Arkansas.
- La Porte, A. M. (2010, March 12). *Fundreds in Arkansas*. Interactive Gallery Exhibition and performance art. University of Arkansas Fine Arts Center, Fayetteville, AR.
- La Porte, A. M., Lawton, P. H., Lund, P., Ambush, D. (2010). Committee on lifelong learning in *NAEA NEWS*, 52(3), 24.
- La Porte, A. M. (2010). Committee on lifelong learning in *NAEA NEWS*, 52(5), 20.
- La Porte, A. M. (2010). Committee on lifelong learning in *NAEA NEWS*, 52(3), 24.
- La Porte, A. M. (2009). *Fundreds in Arkansas*. University of Arkansas faculty exhibition, sUgAR [sic] Gallery, Bentonville, AR.
- La Porte, A. M., and Lawton, P. H. (Eds.). (2009). *Conference Proceedings: The Committee on Lifelong Learning*. The University of Arkansas.
- La Porte, A. M. (2009). Committee on lifelong learning in *NAEA NEWS*, 51(2), 14.
- La Porte, A. M. (2009). Committee on lifelong learning in *NAEA NEWS*, 51(1), 14.
- La Porte, A. M. (2008). Committee on lifelong learning in *NAEA NEWS*, 50(1), 18.
- La Porte, A. M., and Lackey, L. (Eds.). (2007). *Conference Proceedings: The Committee on Lifelong Learning*. The University of Arkansas.
- La Porte, A. M. (2007). *Intergenerational Links in Art Education*. In A. M. La Porte and L. Lackey (Eds.), *Conference Proceedings: Committee on Lifelong Learning*. The National Art Education Association, 21.
- La Porte, A. M. (2007). Committee on lifelong learning in *NAEA NEWS*, 49(1), 12.
- La Porte, A. M. (2007). Committee on lifelong learning in *NAEA NEWS*, 49(2), 16.
- La Porte, A. M. (2007, October 31-November 11). *Ubi Caritas*. Visual Aspirations: Contemporary Artist-made Prayer Flags, Gallery 908, Kutztown, PA, Curated by Nancy Sarangoulis
- La Porte, A.M. (2007). Committee on Lifelong Learning. *NAEA News*, 49(1), 12.
- La Porte, A.M. (2006). Committee on Lifelong Learning. *NAEA News*, 48(2), 16.

Publications & Creative Work (invited/non-refereed) *continued*

- La Porte, A.M. (2006). Committee on Lifelong Learning. *NAEA News*, 48(1), 16.
- La Porte, A.M. (2005). Committee on Lifelong Learning Column, *NAEA News*, 47(4), 17.
- La Porte, A. M. (2004). Book Review of Crossroads: The challenge of lifelong learning in *Studies in Art Education*, 45(2), 174-177.
- La Porte, A.M. (2002). *Teaching Voices*, 4, United States Society for Education Through Art newsletter insert on teaching practices.
- La Porte, A.M. (2001). *Teaching Voices*, 3, United States Society for Education Through Art newsletter insert on teaching practices.
- La Porte, A.M. (2000). *Teaching Voices*, 2, United States Society for Education Through Art newsletter insert on teaching practices.
- La Porte, A.M. (1999). *Teaching Voices*, 1, United States Society for Education Through Art newsletter insert on teaching practices.
- La Porte, A.M. (2002). *The United States Society for Education Through Art Newsletter*, 26(2), 1-8.
- La Porte, A.M. (2002). *The United States Society for Education Through Art Newsletter*, 26(1), 1-8.
- La Porte, A.M. (2001). *The United States Society for Education Through Art Newsletter*, 25(2), 1-20.
- La Porte, A.M. (2001). Featured teacher. In A. La Porte (Ed.), *The United States Society for Education Through Art Newsletter*, 25(2), 19.
- La Porte, A.M. (2001). *The United States Society for Education Through Art Newsletter*, 25(1), 1-12.
- La Porte, A.M. (2000). *The United States Society for Education Through Art Newsletter*, 24(2), 1-12.
- La Porte, A.M. (2000). *The United States Society for Education Through Art Newsletter*, 24(1), 1-12.

Professional Presentations (refereed)

- La Porte, A. M. (2019, July). *Inverse inclusion: Transforming preservice teacher dispositions*. International society for Education through Art Conference, Vancouver, Canada.

Professional Presentations (refereed) *continued*

- La Porte, A. M. (2019, April). *Inverse inclusion: A service learning approach to preservice teacher training*. Gulf-South Summit, Sam Houston University, Texas.
- La Porte, A. M. (2019, March). *In the garden: An intergenerational inclusion experience*. National Art Education Association Convention, Boston, MA.
- La Porte, A. M. (2018, November). *In the garden*. Arkansas Art Educators' Association Conference, Little Rock, AR.
- La Porte, A. M. (2018, September). *Inverse inclusion: Transforming preservice teacher education*. Art Education Research Institute, University of Illinois, Naperville, IL.
- La Porte, A. M. (2018, March). *Inverse Inclusion: Transforming preservice teacher dispositions* (Higher Education Forum). Presented at the National Art Education Association Convention, Seattle, WA.
- La Porte, A. M., & Lowe, M. (2017, November). *Falling forward: Lessons learned from a pre-service teacher on student engagement*. Arkansas Art Education Association Conference, Little Rock, AR.
- La Porte, A. M. (2017, March). *Pre-service art educators transform dispositions of inclusion and disability*. Presented at the National Art Education Association Conference, New York, NY.
- La Porte, A. M. (2016, March). Book panel author participant: *Culturally sensitive art education in a global world: A handbook for teachers with editors*, M. Manifold, S. Willis, E. Zimmerman. Presented at the National Art Education Association Conference, Chicago, IL.
- La Porte, A. M. (2015, October). *Art is ritual....* Presented at the School of Visual Arts 29th annual national conference on liberal arts and the education of artists, New York, NY.
- La Porte, A. M. (2015, March). *A university collaboration with special needs adults*. Presented at the National Art Education Association Conference, New Orleans, LA.
- La Porte, A. M., Whiteland, S., Strauch-Nelson, W., and Kastello, L. (2015, March). *Universities create innovative designs for intergenerational collaborative art learning environments*. Presented at the National Art Education Association Conference, New Orleans, LA.
- La Porte, A. M., McGuire, M., and Skelton, L. (2014, November). *Teaching a ritual themed art unit in Italy and Arkansas*. Presented at the Arkansas Art Educators Association Conference, Little Rock, AR.

Professional Presentations (refereed) *continued*

- La Porte, A. M., Whiteland, S., Strauch-Nelson, W., and Kastello, L. (2014, March). *Universities connect with adults and older adults in local and global communities*. Presented at the National Art Education Association Conference, San Diego, CA.
- La Porte, A. M. (2013, November). *Teaching art to special needs students*. Presented at the Arkansas Art Education Association Conference, Little Rock, AR.
- La Porte, A.M. (2013, March). *The role and efficacy of the visual arts in inquiry-driven curriculum with culturally diverse 4th-graders*. Presented at the National Art Education Association Conference, Fort Worth, Texas.
- La Porte, A. M., and Chambers, L. (2012, November). *Secondary students explore ritual through art*. Presented at the Arkansas Art Educators Association Conference, Little Rock, AR.
- La Porte, A. M. (2012, June). *Exploring art through ritual*. Presented at the International Society for Education Through Art / United States Society Through Art Conference, Indianapolis, IN.
- La Porte, A. M. (2011, November). *Objects of ritual as motivation for art curriculum*. Presented at the Arkansas Art Educators Association Conference, Little Rock, AR.
- La Porte, A. M. (2011, March). *Creating an intergenerational community through drawings, installation art, and performance art*. Presented at the National Art Education Association Conference, Seattle, Washington.
- La Porte, A. M., and Kader, T. (2011, March). *Community collaboration: A university embraces multiple formats for creative cultural appreciation*. Presented at the National Art Education Association Conference, Seattle, Washington.
- La Porte, A. M., Young, B., Daniel, V., and Adu-Poku, S. (2010, April). *Art, culture, and ethnicity: A panel discussion of a forthcoming NAEA book*. Presented at the National Art Education Association Conference, Baltimore, Maryland.
- La Porte, A. M., and Chin, M. (2010, April). *Fundred: Invested in the solution: A conversation on collaborative art for social and environmental justice*. Presented at the National Art Education Association Conference, Baltimore, Maryland.
- La Porte, A. M. (2010, April). *Meaningful objects of ritual*. Presented at the National Art Education Association Conference, Baltimore, Maryland.
- La Porte, A. M. (2009, November). *Fundreds in Arkansas*. Presented at the Arkansas Art Educators Association Conference, Little Rock, AR.

Professional Presentations (refereed) *continued*

- La Porte, A. M., Speirs, P., and McComb, C. (2009, April). *In response to healing: A gallery exhibit and workshop*. Presented at the National Art Education Association Conference, Minneapolis, MN.
- La Porte, A. M., Greenberg, P., Barret, D., and Lawton, P. M. (2008, March). *Super session: What is lifelong learning?* Presented at the National Art Education Association Conference, New Orleans, LA.
- La Porte, A. M., Callison, L., and Walters, J. (2008, March). *The study of a community art class for adults and older adults*. Presented at the National Art Education Association Conference, New Orleans, LA.
- La Porte, A. M., Speirs, P., and Young, B. (2007, March). *Art teachers reflect on curriculum content*. Presented at the National Art Education Association Conference, New York, NY.
- La Porte, A. M. (2007, March). *A descriptive study of Maria's drawings through eighteen months*. Presented at the National Art Education Association Conference, New York, NY.
- La Porte, A. M. (2007, November). *In response to healing: A gallery exhibit and artist's workshop*. Presented at the Arkansas State Art Educators Association Conference, Little Rock, AR.
- La Porte, A. M., and Davis, K. B. (2006, November). *Ties: Making Connections/Touching Lives*. Arkansas Art Educators Association Conference, Little Rock, AR.
- La Porte, A. M., and Young, B. (2006, March). *Factors influencing art curriculum*. Paper presented at the National Art Education Association Conference, March, Chicago, IL.
- La Porte, A. M., Greenberg, P., Roberts, M., Lawton, P., Ready, J., and Greenberg, M. (2006, March). *Monologues on lifelong learning and aging 20-96*. Paper presented at the National Art Education Association Conference, March, Chicago, IL.
- La Porte, A. M. (2005). *Intergenerational links in art education*. Paper presented at the National Art Education Association Conference, March, Boston, MA.
- La Porte, A. M., Speirs, P., and Young, B. (2004, April). *Influences and issues of art curriculum*. Paper presented at the National Art Education Association Conference, Denver, CO.
- La Porte, A. M., Greenberg, P., Roberts, M., Holzworth, S. A., and Greenberg, M. (2004, April). *Monologues on lifelong learning and aging ages*. Paper presented with Pearl Greenberg at the National Art Education Association Conference, Denver, CO.

Professional Presentations (refereed) *continued*

- La Porte, A. M., & Speirs, P. (2003, October). *Factors influencing art curriculum content*. Paper presented at the School of Visual Arts 17th Annual National Conference on Liberal Arts and the Education of Artists, New York, NY.
- La Porte, A. M. (2003, November). *Santa Barraza: A visiting artist program*. Paper presented at the Arkansas Art Educators Association Conference, Little Rock, AR.
- La Porte, A. M. (April, 2003). *Influences of art curriculum content*. Paper presented at the National Art Education Association Conference, Minneapolis, MN.
- La Porte, A. M. (April, 2003). *A Chicana artist program*. Paper presented at the National Art Education Association Conference, Minneapolis, MN.
- La Porte, A. M. (2003, January). *The educational, social and psychological implications of intergenerational art education*. Paper presented at the Hawaii International Conference on Arts and Humanities, West Oahu, HI.
- La Porte, A. M. (2002, November). *Issues of diversity in Northwest Arkansas art classrooms*. Paper presented at the Arkansas Art Educators Association Conference, Little Rock, AR.
- La Porte, A. M. (2002, August). *Diversity in the art classroom: Issues for curriculum and instruction*. Paper presented at the International Society for Education Through Art Research Conference, New York, NY.
- La Porte, A. M. (2001, November). *Vietnam veteran's memorial: An intergenerational approach to art criticism*. Paper presented at the Arkansas Art Educator's Association Conference, Little Rock, AR.
- La Porte, A. M. (2001, March). *Multicultural issues facing art teachers*. Paper presented at the National Art Education Association Conference, New York, NY.
- La Porte, A. M. (2000, March/April). *An intergenerational approach to understanding Maya Lin's "Vietnam Veteran's Memorial."* Paper presented at the National Art Education Association Conference, Los Angeles, CA.
- La Porte, A. M. (2000, January). *Ethnographic discoveries from an intergenerational visual arts program in New York City's Harlem*. Paper presented at USSEA/INSEA Seminar for Research in Art Education, Tempe, AZ.
- La Porte, A. M. (2000, November). *Panel discussion: Linking cultures and generations through art education*. Paper presented at USSEA/AAEA Conference 2000: Crossing Artistic, Cultural and Cyber Borders, Tempe, AZ.

Professional Presentations (refereed) *continued*

La Porte, A. M. (1999, March). *Older women as resources for art*. Paper presented at the 10th Annual Northwest Arkansas Women's Conference and Festival, Fayetteville, AR.

La Porte, A. M. (1999, March). *Building community through intergenerational art education*. Presented at the National Art Education Association Conference, Washington, DC.

La Porte, A. M. (2003, March). *Oral histories as a resource for understanding community art & artifacts*. Presented at the National Art Education Association Conference, Washington, DC.

La Porte, A. M. (1998, November). Examining and developing art education resources within our communities. Paper presented at the New York City Art Teachers Association/ United Federation of Teachers Conference, New York City, NY.

La Porte, A. M. (1998, April). *A participant observation of an intergenerational art program in East Harlem*. Paper presented at the National Art Education Association Conference, Chicago, IL.

La Porte, A. M., and Bolin, P. E. (1998, April). *Building partnerships between art education programs and the local community*. Paper presented at the National Art Education Association Conference, Chicago, IL.

La Porte, A. M. (1997, March). *Intergenerational art education*. Presented at National Art Education Conference, New Orleans, LA.

La Porte, A. M. (1996, March). *Lowenfeld, coloring books, and research*. Paper presented at the National Art Education Association Conference, San Francisco, CA.

La Porte, A. M. (1995, October). *Drawing the line: Lowenfeld and coloring books*. Paper presented at The Pennsylvania State University History of Art Education Conference.

La Porte, A. M. (1995, March). *Phototherapy for the seriously mentally ill adult*. Paper presented at the National Art Education Association Conference, Houston, TX.

La Porte, A. M. (1994, April). *A microethnographic study of teaching art to the institutionalized elderly*. Paper presented at the National Art Education Association Conference, Baltimore, MD.

Professional Presentations (invited)

Guest Lecturer, Arizona State University Herberger Institute for Design and the Arts, Tempe, Arizona: *Inverse inclusion: A novel approach to preservice teacher education*, November 14, 2018.

Professional Presentations (invited) *continued*

La Porte, A. M. (2014, November 21). Exploring ritual through art, invited presentation, Kutztown University Art Education Conference, *ENGAGE: Color, Ritual and Material Studies*, Kutztown, PA.

Guest Lecturer, Arizona State University, Tempe, Arizona: *Teaching Art to Special Needs Students*, November 27, 2013.

Presented at the Teacher Education Summit on my experience in art education to University of Arkansas Teacher Education programs, Spring 2017.

Presented a commentary on art education at the Spring Creek Arts Festival promotion during the recognition of a mural created by Irish artist, Maser, and Springdale at-risk teenagers at the Jones Center in Springdale, Arkansas, 2013.

Conducted a presentation and workshop on teaching art to special needs students for Bentonville public school teachers, June 5, 2013.

Spoke to Bentonville High School students during their Career Day about careers in the visual arts, 2007

Guest Lecturer, Arizona State University, Tempe, Arizona: *Community Connections: Intergenerational Links in Art Education*, January, 2004.

Intergenerational art education: Building community in Harlem. Journal publication presentation, meeting of the Caucus for Social Theory in Art Education, National Art Education Conference, Miami Beach, Florida, March, 2002

Presentation and discussion of the history of art education. Graduate Seminar Course, University of Arkansas, 1999

Current research in art education. Paper presented at a Music Education Research Seminar at The Pennsylvania State University, 1997

Computer graphics workshop. Presented at the Arizona Art Education Association Conference, Arizona State University, January 1993

A microethnographic study of an art class for the institutionalized elderly. Paper presented at the Art Education Research Colloquium, Arizona State University, 1993.
Professional Leadership

Professional Service

International

Reviewer for *The International Journal of Lifelong Learning in Art Education*, 2017—Present

Reviewer for the *International Journal of Arts and Technology*, 2018.

Organized and mentored an honors thesis project for Alexandra Lemp at I.P.S. Stendhal, via Cassis 726, in Rome, Italy (November 2017).

Organized research and teaching experience for one student and two former students to teach an art unit based on the theme of ritual to 4th grade students at an Italian culturally and socioeconomically diverse school (Istituto Comprensivo Vibio Mariano) in Rome, Italy, during spring break (March 2014).

Reviewed an article for the *International Journal of Education and the Arts*, *Songs in Our Hearts: The Affordances and Constraints of an Intergenerational Multimodal Arts Curriculum*, 2013

Reviewed and evaluated a research grant proposal from the Social Sciences and Humanities Research Council of Canada, Fall 2007

National

National and International Awards Chair, The United States Society for Education through Art (Publicize and review national and international award submissions, layout & design printed awards program, and organize awards ceremony, 2015—present.

Artizein: Art and Teaching Journal review board member, publication of Southern Illinois University, 2015

The Journal of Cultural Research review board member, publication of the National Art Education Association, 2009-2012

Proofed and Edited Dissertation Chapter of Ph.D. candidate at the Pennsylvania State University, Camilla McComb, Spring, 2010

Pearson Publishers book reviewer, Chapters 8, 10-12, 14, and 23, Spring, 2010

Served on the National Art Education Association Community Advisory Committee, designed to increase diversity in the NAEA membership, 2008-2012

Book reviewer for the National Association for the Education of Young Children, Chapters 1, 2, and 6 (74 pages), Spring, 2010

Professional Service

National *continued*

Statewide organizer for Mel Chin's Fundred Dollar Bill Project in Arkansas involving the development of a website, the printing, collaboration, and distribution of 500,000 Fundred Dollar Bills, 2009-10

Reviewed a book manuscript, *A Survey of Creativity and Stress in Older Adults: Implications for Art Education*, Fall 2008

Editing, layout and design for the National Art Education Conference Proceedings Committee on Lifelong Learning, 2007-2009

Chair of the National Art Education Association Committee on Lifelong Learning, 2005-2009

Editor and Computer Layout Artist, *Teaching Voices* and *USSEA Newsletter* (Publications of the United States Society for Education Through Art, distributed to art educators nationally and internationally), 1999-2003

University

Rome Center Committee, 2017.

Art Education Representative for the Council for the Accreditation of Educator Preparation (CAEP) Planning Committee, 2017-Present.

Assisted with Diversity Impact Day for high school students interested in education programs at the University of Arkansas. Met with high school students and worked with colleagues to help students consider curriculum interests related to teaching, 2017.

Collaborated with the College of Education and Health Professions to offer opportunities for art education students to complete half of their student teaching abroad, two students completed internships in Sweden, and one in Peru, 2015

Completed art education program alignment with Arkansas Department of Education, summer 2014

Completed reports and passed review for the National Accreditation in Art Education for NCATE, 2012 and 2005.

Collected and organized data in a 49-page state accreditation report for art education, Spring, 2010

Sponsor, University of Arkansas Student Chapter of the National Art Education Association, 2000-present

Professional Service *continued*

University

Implemented Chalk and Wire as part of assessment in art education in collaboration with the College of Education and Health Professions; developed rubrics and assessment materials for art education, 2009

Review Committee for the Arkansas Alumni Association and the University of Arkansas selection of the Alumni Association's teaching, research, and service awards and the Baum Teaching Award, Spring, 2009

Organized the Art Educators Association Exhibition in the Anne Kittrell Gallery, *A is for Art*, 2008-2009

NCATE Committees and Subcommittees, Compile work for national accreditation in art education, 1998-Present

UTEbic/UTEB Committee, Reviews university course changes in professional education programs, 2005-Present

Assessment Committee, Reviews Assessment of University Education Programs, 2005-Present

Sponsor, University of Arkansas Student Chapter of the National Art Education Association, 2000-Present

School of Art

Redeveloped the undergraduate B.F.A. in Art Education as a stand-alone degree program with colleagues in art education.

Member of School of Art Director Search committee, Fall 2017—Spring 2019

Art Education Search Committee Co-Chair, fall 2018-Spring 2019.

Member of the Strategic Planning/Vision/Development Committee, Develop a plan for The School of Art based on the \$120 million endowment priorities.

Art Education Search Committee Chair, fall 2016-Spring 2017.

Future Hiring Committee, member, Coordinate and review proposals for future hiring in the Department of Art, Fall 2017-present

NASAD Accreditation Committee and art education head, gathered and organized art education documents and served on the committee for writing and editing portions of the NASAD report (2015-16); Resulted in an initial NASAD accreditation.

Future Hiring Committee, Chair, Coordinate and review proposals for future hiring in the Department of Art. 2014-Spring 2017

Professional Service *continued*
School of Art

Advisory Committee, 2007-8, collect diversity data and write a department report for the university, Fall 2010-Spring 2011, 2015-16, Fall 2017-Spring 2018.

Co-coordinator of the University of Arkansas B.F.A. Program, 2005-Present

Served on Gallery Committee, 2006-2011

Planned and coordinated a Portfolio Day for Northwest Arkansas high school students, University of Arkansas, Fayetteville, 2006

Hosted Visiting Artists, Workshops, and Coordinated Exhibitions with The University of Arkansas Fine Arts Gallery Director

Dr. Santa Barraza, Lecture, "Santa Barraza: Visual iconography of the Borderlands," (February 2019)

Dr. Christine Ballengee-Morris, Lecture, "Transforming our world through art: Finding voice" (November 2018)

Dr. Bernard Young, Lecture, "Several Generations of African American Artists" (February 2018)

Dr. Peg Speirs: Public Lecture and Workshop, "Video as a means to explore and raise awareness of social justice issues" (October 2016)

Dr. Elizabeth Garber: Public Lecture, "Why talk about feminism in art and design curriculum?" (April 2016)

Mary Stokrocki: Public Lecture and Workshop related to multimedia literacy in art education, lecture and workshop by Dr. Mary Stokrocki: "Exploration in Virtual Worlds: New Digital Multi-Media, 2014

Dr. Camilla McComb: Public Lecture and Workshop, "Artistic Thinking, Assessment, and The Common Core," 2013

Dr. Paul E. Bolin: Public Lecture, "Sensing Some Change: Art Education, Contemporary Art, and Material Culture Studies," and Student Workshop, 2012

Dr. Charles Garoian: Public Lecture on Performance Art, "Drawing Blinds" and Student Performance Art Workshop, 2011

Phyllis Kornfeld: Public Lecture on Teaching Art to Prisoners, Gallery Exhibition of Prisoner Art, Two Drawing Workshops, 2009

Professional Service *continued*

Hosted Visiting Artists, Workshops, and Coordinated Exhibitions with The University of Arkansas Fine Arts Gallery Director *continued*

Dr. Themina Kader: Public Lecture on Muslim Artists, Two Workshops, 2008

Dr. Peg Speirs: Public Lecture on Gallery Exhibition Artists, Gallery Exhibition, Two Workshops on how to implement gallery exhibition artists' work into art curriculum, 2007

Dr. Bernard Young: Public Lecture on African American Artists, Gallery Exhibition, Two Printmaking Workshops, 2002

Santa Barraza: Public Lecture on Chicano Art, Gallery Exhibition, Three Workshops on traditional Latino art, 2001

Community

Organized Public Exhibition in the University of Arkansas Fine Arts Gallery, "Inclusion: Creating connections through art," with Life Styles, The New School, and University of Arkansas students, May 30, 2018.

Organized teaching partnership with Life Styles, an art program for special needs adults, 2013-Present.

Organized teaching partnership with Hillcrest Towers, a residential facility for low income adults, 2006-10

Organized teaching partnership related to course with Westwood and Elmdale Elementary Schools for student teaching experiences, between 1999-Present.

Organized Gallery Exhibition and Performance for "Fundreds in Arkansas" with Mel Chin, University of Arkansas Fine Arts Gallery, Fayetteville, AR, 2010.

Presented information on Romare Bearden's artwork, "Sacrifice" (1941) as part of Crystal Bridges program, "ARTVIEWS," at the Fayetteville Public Library (Spring 2009)

Participated in a Crystal Bridges Focus Group to give "valuable input in the branding and image development of Crystal Bridges to Northwest Arkansas and the World" (Fall, 2009)

Served on the Board of the University of Arkansas Master Chorale, 2008-2012

Served on the Community Preschool Board, Spring 2008-2009

Professional Service *continued*

Presented on art careers at Bentonville High School Career Day, 2007

Juror for art exhibition, "Paint for the Cure," Anne Kittrell Gallery, 2007

Juror for Northwest Regional Art Competition, sponsored by the Arkansas Art Educators of the Northwest Region, 2007

Presented on aesthetic theories in art to the Graduate Seminar Class, Fall 2006

Researched and evaluated Springdale Elementary Art Teachers on their use of State Curriculum Standards and reported and discussed my findings at a presentation, May 2006

Northwest Arkansas K-12 Partnership Steering Committee, 2005-Present

Professional Memberships

National Art Education Association, member since 1993

Affiliated memberships with the National Art Education Association:

Arkansas Art Educators Association

Committee on Lifelong Learning

Community Arts Caucus

Independent School Art Education

Special Needs in Art Education

United States Society of Education Through Art

International Society of Education Through Art

The National Center for Creative Aging

Undergraduate and Honors Courses Taught at the University of Arkansas

Public School Art

Teaching Art in Elementary Schools

Teaching Art in Secondary Schools

Student Teaching in Art

Research in Art Education

Special Topics: Teaching Art to Special Populations (Service Learning)

Graduate Level Special Topics: Teaching Art to Special Populations (Service Learning)

Special Topics: Special Topics in Art Inquiry, Rome, Italy

Art Survey, Rome, Italy

ALPHONSO WALTER GRANT

2874 W Topaz Drive, Fayetteville, Arkansas 72704 | awgrant@uark.edu

EDUCATION

Ph.D. dual title Art Education and African American and Diaspora Studies Dec 2017

W.E.B. Du Bois scholar

The Pennsylvania State University

Dissertation Co-Advisors and Co-Chairs: B. Stephen Carpenter, II and Paul C. Taylor
Dissertation Title: Stereotypes, Stigmas, and Subjugations: Destabilizing Whiteness In Representations of The Brother on The Down Low (DL) In Black Visual Culture

M.S. Art Education

The Pennsylvania State University Aug 2013

Thesis Advisor: B. Stephen Carpenter, II

Master's Thesis: A Critical Exploration of *The Boondocks* for Art Education: A Philosophical Exploration of Black Visual Culture through Lens of Double Consciousness

B.A. Political Science (magna cum laude)

Henderson State University Honors College Scholar Graduate Dec 2011

Areas of Concentration: Race Relations within Political Culture, African and African American Studies

TEACHING EXPERIENCE

Assistant Professor Aug 2017 - Present

Art Education, Political Science, African and African American Studies, and Gender Studies

University of Arkansas, Fayetteville

Courses Taught

- **Black Identity**
- **The African American Experience**
- **Queer Theory**
- **Racial Identity Politics and Public Policy**
- **Diversity, Pedagogy, and Visual Culture**
- **African American Politics**
- **Visual Culture Methodologies**
- **Arts Based Research**
- **Civil Rights Policy and Politics**

TEACHING EXPERIENCE *continued*

Instructor

AFAM 146: The Life and Thought of Martin Luther King, Jr.
The Pennsylvania State University
2017

May 2017 – June

Course description: A survey of the civil rights leader including his religious beliefs, intellectual development, and philosophy for social change.

Instructor

AFAM 100: Living While Black: Themes in African American Thought and Experience
The Pennsylvania State University
2017

Jan 2017 – May

Instructor

AFAM 147: The Life and Thought of Malcolm X
The Pennsylvania State University
2016

May 2016 – June

Graduate / Teaching Assistant, Pr. Jean Sanders

Art 010: Introduction to the Visual Studies
The Pennsylvania State University
2016

May 2016 – June

Instructor

African American Studies 110: Introduction to African American Studies
The Pennsylvania State University
2015

Jan 2015 – Aug

Instructor

Art Education 225: Diversity, Pedagogy, and Visual Culture
The Pennsylvania State University
2016

Aug 2013 – Dec

Graduate / Teaching Assistant, Dr. B. Stephen Carpenter, II

Art Education 201W: History and Philosophy of Art Education in Schools and Cultural Institutions
The Pennsylvania State University, State College, Pennsylvania
2014

Aug 2014 – Dec

Graduate / Teaching Assistant, Dr. Lori Levan

Art 001: Introduction to the Visual Arts

The Pennsylvania State University, State College, Pennsylvania
2015

May 2013 – Dec

Graduate / Teaching Assistant, Dr. B. Stephen Carpenter, II,
Art Education 225: Diversity, Pedagogy, and Visual Culture
The Pennsylvania State University, State College, Pennsylvania
2013

Aug 2012 – May

PUBLICATIONS

Grant, A.W. (2013). A curricular exploration of *The Boondocks* for art education: A philosophical interpretation of black visual culture through the critical lens of double consciousness. In (Espinosa-Dulanto, M. E., Humpal, D. L., Pitre, L., and Santana, J.S., Eds.), *Liminal Spaces and Call for Praxis(ing)* (pp. 39-59). Charlotte, N.C.: Information Age Publishing.

Grant, A. W. and Kee, J. B. (2013), Black artists of the Harlem Renaissance in Western survey textbooks: Narratives of omission and representation, *Visual Inquiry: Learning & Teaching Art 2: 3*, pp. 233–246, doi: 10.1386/vi.2.3.233_1

Grant, A.W. (2014) A curricular exploration of *The Boondocks* for art education: A critical race pedagogy of identity in black visual culture. In Smith, B. L., Becker, K. L., Miller, L. R., Reid, N. S., Sorenson, M.D. (Eds.). *Collective Unraveling's of the Hegemonic Web* (pp. 49 – 68). Charlotte, NC: Information Age Publishing.

Carpenter,II, B.S. and Grant, A.W. (2015). The visualization of urban black men: Racial discourses in social media: *The National Journal of Urban Education and Practice Volume 9, Issue 2, Fall 2015*, pp. 462 – 476.

Kee, J.B and Grant, A.W. (2017) Disney's post racial gaze: Film, pedagogy, and the construction of racial identity. In Garlen J.C. and Sandlin, J. A. *Teaching with Disney*. pp. 67-79. New York: Peter Lange Publishing.

Grant, A.W. and Kee, J.B. – (2018) Dialogues with diversity: Addressing race and culture with students in art museum education: in Kletchka D. C. and Carpenter, II B. S. *Professional Development in Art Museums: Strategies of Engagement through Contemporary Art* pp. 157-163. NEAE Press

ACCEPTED FOR PUBLICATION

Grant, A.W. – (2019) Curriculum, Race and Representation in a Undergraduate Art Education Pre-Service Teaching Program: *Purposeful Teaching and Learning in Diverse Contexts: Implications for Equity, Access and Achievement*. (In press)

MEMBERSHIPS/ PROFESSIONAL AND ACADEMIC

Alpha Phi Alpha Fraternity, Incorporation
National Art Education Association – NAEA
American Educational Research Association –AERA
AERA proposal reviewer
iBelieve Initiative – University of Arkansas
The Black and Latino Male Empowerment Group – Advisory Council – Penn State
The Curriculum and Pedagogy Group – Governing Council Member
The Pennsylvania State University Honor Society
The Pennsylvania State University Black Graduate Students Association
Organization of the Black Aesthetic Curious (OBAC) – Penn State – Project Manager
Graduate Art Education Association – The Pennsylvania State University – Officer and Mentor
Henderson State University Honors College Scholar Graduate
Ronald E. McNair Scholar – Henderson State University
Alpha Chi – National Honor’s Scholarship Society (President)
Phi Alpha Theta – History Honor Society (President)
BSA- Black Students Association (President)
Pi Sigma Alpha – Political Science Honor Society (Vice – President)
Phi Theta Kappa – International Honor Society
Henderson State University African American Male Initiative Program (Academic Advisor /Mentor)

SERVICE/RESEARCH:

DEPARTMENTAL, COLLEGE, UNIVERSITY, COMMUNITY COMMITTEES

Teaching African American History through the Arts – Crystal Bridges Museum
(Professional Development for k-12, Docents, and Museum Educators)
Diversity and Inclusion contact person for the School of Art
Diversity team leader for University of Arkansas – Working with the Vice Chancellor for Diversity and Inclusion
Florence Price Committee – Black History Month – Fulbright College of Arts and Sciences
Recruitment committee – School of Art
Diversity committee – School of Art
Search committee for recruitment and outreach director – School of Art (Staff position)
Revamped Bachelor of Fine Arts degree for Art Education – Created mandatory diversity and inclusion course for Art Education majors – School of Art

SERVICE/RESEARCH:

DEPARTMENTAL, COLLEGE, UNIVERSITY, COMMUNITY COMMITTEES

continued

Creating Masters and Ph.D. degree programs for Art Education – School of Art
Curriculum committee for African American Studies
iBelieve Initiative (mentor for 35 African American male student athletes and 20 African American male students – University of Arkansas Athletics program
Hogs In Training (HIT) mentor – working with freshmen and transfer student athletes

TRAININGS

NYC DEPARTMENT OF HEALTH

June 1998 – June 1999

Behavior Change Training
Child Abuse Training
Cross Cultural Counseling
Counseling Skills Foundation
Domestic Violence Training
First Aid Training
Harm Reduction and Youth
HIV/AIDS Medical and Technical Overview
HIV/AIDS Pre/Post-Test Counseling (Certification)
HIV Youth Counseling Round Table
Loss and Bereavement
Phlebotomy Training (Certification)
Substance Abuse and Harm Reduction
Suicide Training

DR. CHRISTOPHER M. SCHULTE
Endowed Associate Professor of Art Education
University of Arkansas
Fine Arts Building, 116
Fayetteville, Arkansas 72701
cschulte@uark.edu

EDUCATION

The Pennsylvania State University, University Park, PA
Ph.D. in Art Education, 2012

The University of Northern Iowa, Cedar Falls, IA
M.A. in Art Education, 2006

The University of Northern Iowa, Cedar Falls, IA
B.A. in Teaching: K-12 Art Education, 2004

ACADEMIC POSITION

2019 – current **Endowed Associate Professor of Art Education**
School of Art, J. William Fulbright College of Arts and Sciences
University of Arkansas - Fayetteville, Arkansas

PREVIOUS / OTHER ACADEMIC EMPLOYMENT

2015 - 2019 **Assistant Professor and Undergraduate Coordinator, Art Education**
School of Visual Arts, College of Arts and Architecture
Assistant Professor of Education (Early Childhood Education)
Department of Curriculum and Instruction, College of Education
Assistant Director of Research, Center for Pedagogy in Art and Design
The Pennsylvania State University – University Park, Pennsylvania

2016 – 2019 **Summer Faculty, Art and Design Education Programs**
MAT/MA Graduate Programs
Vermont College of Fine Arts – Montpelier, Vermont

2014 – 2015 **Visiting Scholar & Graduate Coordinator**
Art Education, Department of Art
University of Northern Iowa – Cedar Falls, Iowa

PREVIOUS / OTHER ACADEMIC EMPLOYMENT *continued*

- 2014 - 2016** **Adjunct Assistant Professor & Graduate Faculty**
Art Education, Lamar Dodd School of Art
Educational Theory and Practice, College of Education
University of Georgia – Athens, GA
- 2012 – 2014** **Assistant Professor, Co-Chair & Graduate Coordinator**
Art Education, Lamar Dodd School of Art
Affiliate Faculty, Interdisciplinary Qualitative Studies
University of Georgia – Athens, GA
- 2011 – 2012** **Studio & Curriculum Specialist**
Child Care Center at Hort Woods, The Pennsylvania State University
- 2009 – 2012** **Graduate Instructor, Art Education**
School of Visual Arts, Pennsylvania State University – University Park, PA
- 2006 – 2009** **Instructor of Art and Art Education Program Head**
Department of Art, University of Northern Iowa - Cedar Falls, Iowa
- 2005 – 2006** **Graduate Assistant, Art Education**
Department of Art, University of Northern Iowa - Cedar Falls, Iowa
- 2005 – 2007** **Art Teacher: Grades Six – Twelve**
Cedar Falls Community School District - Cedar Falls, Iowa
Holmes Junior High School & Cedar Fall High School
- Fall 2005** **Art Teacher: Grades Pre-Kindergarten – Fifth**
Waterloo Community School District - Waterloo, Iowa
Longfellow Elementary School
- Spring 2005** **Substitute Teacher: All Grades and Disciplines.**
Waterloo Community School District - Waterloo, Iowa
Gladbrook – Reinbeck Community School District. Reinbeck, Iowa
North Tama Community School District. Traer, Iowa
-

SIGNIFICANT AWARDS & PROFESSIONAL HONORS

- 2018** **Elected Member, Council for Policy Studies in Art Education**
National Art Education Association
- 2017 - 2019** **Innovator in Residence, Center for Pedagogy in Arts and Design**
Pennsylvania State University – University Park, Pennsylvania

SIGNIFICANT AWARDS & PROFESSIONAL HONORS *continued*

- 2016 – 2017** **College of Arts and Architecture Faculty Research Grant**
Pennsylvania State University – University Park, Pennsylvania
- 2014 – 2015** **Willson Center for Humanities & Arts Research Fellowship**
University of Georgia – Athens, Georgia
- 2013 – 2014** **Lilly Teaching Fellowship**
University of Georgia – Athens, Georgia
- 2013** **Harlan E. & Suzanne Dudley Hoffa Dissertation Award in Art Ed.**
Pennsylvania State University – University Park, Pennsylvania
- 2013** **Elliot Eisner Doctoral Research Award in Art Education - Runner Up**
National Art Education Association – Reston, Virginia
- 2012** **Harold F. Martin Graduate Assistant Outstanding Teaching Award**
Pennsylvania State University – University Park, Pennsylvania
- 2010 – 2011** **Dorothy Hughes-Young Endowed Scholarship in Art Education.**
Pennsylvania State University – University Park, Pennsylvania
- 2009 – 2010** **Robert W. Graham Endowed Graduate Fellowship.**
Pennsylvania State University – University Park, Pennsylvania
- 2009 – 2012** **Graduate Teaching Assistantship.**
Pennsylvania State University – University Park, Pennsylvania
- 2008 – 2009** **Apple Polisher: SAA Excellence in Teaching Award**
University of Northern Iowa – Cedar Falls, Iowa
- 2006 – 2007** **Gold Star Teaching Award (Finalist) - KWWL & McElroy Trust**
Cedar Falls Community School District – Cedar Falls, Iowa
-

RESIDENT INSTRUCTION

** New / Significantly revised course*

- 2019 – current** **University of Arkansas. Fayetteville, Arkansas**
(ARED 3003) Curriculum Design and Teaching Practices*
(ARED 4773) Professional Development

OTHER INSTRUCTIONAL EXPERIENCE

- 2015 – 2019** **The Pennsylvania State University. University Park, Pennsylvania**
(A ED 597) Drawing in childhood: Perspectives, practices, pedagogies*
(A ED 497) Art, Play, and Aesthetics in Childhood *
(A ED 211) Interpreting Art Exp.: Social and Behavioral Perspectives*
(A ED 489) Advanced Practicum: Saturday Art School
(A ED 411) Curriculum and Pedagogy in Art Education
(A ED 101s) Introduction to Art Education
(A ED 502) Research in Art Education
(A ED 496) Independent Studies in Art Education
(A ED 596) Individual Studies in Art Education
- 2016-2019** **Vermont College of Fine Arts. Montpelier, Vermont**
Human Development (Summer 2016, 2017, 2018)
Research with Children (Summer 2019)
- 2014 – 2015** **University of Northern Iowa. Cedar Falls, Iowa**
(ARTHIST 1004) Visual Perceptions
(ARTED 2600) Elementary Methods in Art Education
- 2012 – 2014** **The University of Georgia. Athens, Georgia**
(FYOS) Children’s Art and Culture: Histories and Becomings*
(ARED 5130/7130) Teaching as Art Practice*
(ARED 5130/7130) Studio Techniques in Art Education*
(ARED 8410) Histories of Art Education*
(ARED 5230/7230) Special Problems in Art Education
(ARED 3350/7350) Elementary Curriculum in Art Education*
(ARED 7370) Curriculum Theory and Practice in Art Education*
(ARED 8440) Directed Study in Art Education
(ARED 8990) Research in Art Education
(ARED 7650) Applied Project in Art Education
(ARST 4930) Internship in Art
- 2009 – 2012** **The Pennsylvania State University. University Park, Pennsylvania.**
(A ED 495) Internship in Art Education: Hort Woods*
(A ED 496) Ind. Studies: Intermediate Practicum: Hort Woods*
(A ED 211) Interpreting Art Experiences: Soc./Behavioral. Persp.
(A ED 212) Interpreting Art Experiences: Educational Implications
(A ED 489) Advanced Practicum: Saturday School (GTA)
(ART 100) Concepts and Creation in the Visual Arts
(ART 001) Introduction to the Visual Arts (GTA)

OTHER INSTRUCTIONAL EXPERIENCE *continued*

2006 – 2009 **University of Northern Iowa. Cedar Falls, Iowa.**
(600:002) Visual Inventions (instr.)
(600:004) Visual Perceptions (instr.)
(600:090) Art and the Child (instr.)
(600:091) Elementary Art Education I (instr.)
(600:092) Elementary Art Education II (instr.)
(600:119) Secondary Art Education I (instr.)
(600:198) Independent Study (instr.)
(600:299) Research (instr.)
(600:297) Practicum (instr.)
(600:295) Seminar in Teaching Art (instr.)

OTHER TEACHING EXPERIENCE

Spring 2005 – 2007 **Art Teacher**
Cedar Falls High School. Cedar Falls, Iowa
Holmes Junior High School, Cedar Falls, Iowa

Fall 2005 **Art Teacher**
Longfellow Elementary School. Waterloo, Iowa

2004 – 2006 **Boys Head Soccer Coach**
Cedar Falls High School. Cedar Falls, Iowa
**2006 MVC Coach of the Year*

2000 – 2004 **Boys Assistant Soccer Coach**
Cedar Falls High School. Cedar Falls, Iowa

PEER REVIEWED PUBLICATIONS:

Books authored, edited and co-edited:

Schulte, C.M. (in progress). *Writing children drawing: Ghost stories.* (intended for Routledge).

Schulte, C.M., Park, H. (Eds.). (in progress). *Thinking and doing art with young children.*
(intended for Routledge)

Schulte, C. M. (Ed.) (2019). *Ethics and research with young children: New perspectives.*
London: Bloomsbury. <https://www.bloomsbury.com/us/ethics-and-research-with-young-children-9781350076457/>

PEER REVIEWED PUBLICATIONS: *continued*

Knochel, A., & Powell, K., & Schulte, C.M., (Eds.) (2019). *Proceedings from the Penn State Seminar @50: Transdisciplinary inquiry, practices, and possibilities*. University Park, PA: The Pennsylvania State University Libraries' Publication and Curation Services.

Schulte, C. M., & Thompson, C. M. (Eds.) (2018). *Communities of practice: Art, play, and aesthetics in early childhood*. Cham, SUI: Springer.
<http://www.springer.com/us/book/9783319706436>

Journals and conference proceedings edited and co-edited:

Trafi-Prats, L., & Schulte, C.M. (Eds.), (proposal in progress). Language, sense, and the event of children's drawing. A Special Issue intended for *Journal of Childhood Studies*.

Sunday, K., McClure, M., & Schulte, C. M. (Eds.). (2014). "Art in early childhood". *Special Edition, Occasional Paper Series*. New York: Bank Street College of Education.

Schulte, C. M. (Managing. Ed.). (2014). "In Memoriam - Elliot Eisner: March 10, 1933 – January 10, 2014". L. Bresler, K. Grauer, K, Powell (Eds.) *International Journal of Education & the Arts*, 15(Special Issue 1)

Schulte, C. M. (Associate Ed.), Gradle, S. A. (Ed.). (2011). Arts & Learning Research Journal special issue: Selected papers from the 2010 AERA Arts & Learning SIG. *International Journal of Education & the Arts*, 12(SI 1).

Chapters in books:

Thompson, C.M., & Schulte, C.M. (in press). Repositioning the visual arts in early childhood education: Continuing reconsideration. In O. Saracho (Ed.), *Handbook of Research on the Education of Young Children* (pp. tbd). New York: Routledge.

Schulte, C.M. (in press). "Está bien": You can speak Spanish when you draw." In S. Jones & J. Thiel. (Eds.), [Title to be determined at a later date]. New York: Teachers College Press.

Schulte, C.M., Semenec, P., & Diaz-Diaz, C. (in press). Interview Christopher Schulte. In P. Semenec & C. Díaz –Díaz (Eds.), *Research after the child: Engaging with posthumanist and new materialist methodologies*. Springer.

Schulte, C.M. (in press). Playing 'school' at home: Toward an ethics of parental play. In C.M. Schulte (Ed.), *Ethics and research with young children: "New" perspectives*. London: Bloomsbury.

Schulte, C.M. (in press). Introduction. In C. M. Schulte (Ed), *Ethics and research with young children: New perspectives*. London: Bloomsbury.

PEER REVIEWED PUBLICATIONS: *continued*

Chapters in books:

Schulte, C. M. (2018). The untimely death of a bird: A posthuman tale. In C. Kuby, J. Thiel, & K. Spector (Eds.), *Posthumanism and literacy education: Knowing/becoming/doing literacies*. New York: Routledge.

Schulte, C. M. (2018). The will-to-research children's drawing. In C. M. Schulte & C. M. Thompson (Eds.), *Communities of practice: Art, play, and aesthetics in early childhood*. New York: Springer.

Thompson, C. M., & Schulte, C. M. (2018). Introduction: Communities of practice. In C. M. Schulte & C. M. Thompson (Eds.), *Communities of practice: Art, play, and aesthetics in early childhood*. New York: Springer.

Schulte, C. M., & Powell, K. (2016). Radical Hospitality: Food + Drink as Intercultural Exchange. In P. Burnard, E. MacKinlay, & K. Powell (Eds.), *Routledge Handbook of intercultural arts*. New York: Routledge.

Thompson, C. M., McClure, M., Schulte, C.M. & Sunday, K. (2014). New directions in researching young children's art making. In O. N. Saracho (Ed.), *Handbook of research methods in early childhood education* (pp. 393-431). Charlotte, NC: Information Age Publishing.

Journal articles:

Schulte, C. M. (2019). Wild encounters: A more-than-human approach to children's drawing. *Studies in Art Education*, 60(2), 92-102.

Schulte, C.M. (2019). Plot holes in children's drawing. *Art Education*, 72(3), 15-19.

Schulte, C.M. (2018). The encumbrances of time: A récit from Tallen Förskola. *Entanglements: Experiments in Multimodal Ethnography*, 1(2), 125-218.

Schulte, C. M. (2018). Entering the cultural milieus of children's drawing: Complicated proximities. *International Journal of Education & the Arts*. 19(si1.4).

Schulte, C. M. (2018). Deleuze, concept formation, and the habit of short hand inquiry. *Qualitative Inquiry*, 24(3), 194-202.

Schulte, C. M. (2016). Possible worlds: Deleuzian ontology and the project of listening in children's drawing, *Cultural Studies-Critical Methodologies*, 16(2), 141-150.

Schulte, C. M. (2015). Researching Anna's drawing: The pedagogical composition of concern. *Qualitative Inquiry*, 21(6), 1-8.

PEER REVIEWED PUBLICATIONS: *continued*

Journal articles:

Schulte, C. M. (2015). Intergalactic encounters: Desire & the political immediacy of children's drawing. *Studies in Art Education*.

Schulte, C. M. (2015). Lines of deterritorialization: The becoming-minor of Carter's drawing. *Studies in Art Education*, 56(2), 142-155.

Schulte, C. M. (2014). Desearch: Researching in an exaggerated manner. *Visual Arts Research*, 40(2), 1-13.

Sunday, K. E., Schulte, C. M., & McClure, M. (2014). Introductions. *Bank Street Occasional Papers*, 31.

Schulte, C. M. (2013). Verbalization as a threshold in children's drawing encounters. *Visual Arts Research*, 39(77), 54-69.

Schulte, C. M. (2013). Being there and becoming-unfaithful. *International Journal of Education & the Arts*, 14(SI 1.5). <http://www.ijea.org/v14si1/>.

Schulte, C. M. (2011). Verbalization in children's drawing performances: Toward a metaphorical continuum of inscription, extension, and re-inscription. *Studies in Art Education*, 53(1), 20-34.

Invited Publication Reviews

Schulte, C.M. (2017, forthcoming). Kind, S., & Binder, M. (2017). *Drawing as a language: Celebrating the work of Bob Steele*. New York: Sense. *Provided a cover review

Book reviews:

Schulte, C.M. (2018). Thinking *with* materials in early childhood: Vital encounters. A review of V. P. Ketchaba, S. Kind, & L. Kocher (Eds.). *Encountering materials in early childhood education*. New York: Routledge. *Studies in Art Education*, 59(1).

Schulte, C. M. (2013). The prosthetic space of art research and practice: A letter. A review essay of C. R. Garoian's (2013) book *The prosthetic pedagogy of art: Embodied research and practice*. New York: SUNY Press. *Journal of Curriculum and Pedagogy*, 10(2).

Schulte, C. M. (2011). Children's creation of imaginary worlds: Potentials and practices. A review essay. *International Journal of Education & the Arts*, 12(Review 5). <http://www.ijea.org/v12r5/>.

PUBLICATIONS: *continued*

Editorials:

Schulte, C. M. (2016). Seminar for research in art education (SRAE) Column #4. *NAEA News*. Reston, VA: NAEA.

Schulte, C. M. (2015). Seminar for research in art education (SRAE) Column #3. *NAEA News*. Reston, VA: NAEA.

Williams, R., Miller, W., & Schulte, C. M. (2015). Seminar for research in art education (SRAE) Column #2. *NAEA News*. Reston, VA: NAEA.

Schulte, C. M. (2015). Seminar for research in art education (SRAE) Column #1. *NAEA News*. Reston, VA: NAEA.

Articles in progress:

Schulte, C.M. (in progress). The making of a deficit aesthetic. (intended for *Journal of Childhood Studies*).

Schulte, C.M. (in progress). On the concept of adult in art education. (intended for *Visual Arts Research*).

Schulte, C.M. (in progress). Language, sense, and the event of children's drawing: Editorial. (intended for *Contemporary Issues in Early Childhood*).

CREATIVE CONTRIBUTIONS (other than formal publications):

Schulte, C. M. & ARTED 2600 (fall 2014). *Children's art exhibit*. UNI Gallery of Art (cases). University of Northern Iowa. Cedar Falls, Iowa.

Schulte, C. M. & ARTHIST 1004 (fall 2014). *Monster as metaphor*. Dean's Triangle Gallery. University of Northern Iowa. Cedar Falls, Iowa.

Schulte, C. M. & ARTHIST 1004 (fall 2014). *Natural forms ↔ Forming nature*. Dean's Triangle Gallery. University of Northern Iowa. Cedar Falls, Iowa.

Schulte, C. M., & ARED 5130/7130 (fall 2013). *Children's play and the culture of childhood*. Art Education Gallery. Lamar Dodd School of Art. The University of Georgia. Athens, Georgia.

Schulte, C. M., & ARED 5130/7130 (summer 2013). *Encounters*. Art Education Gallery. Lamar Dodd School of Art. The University of Georgia. Athens, Georgia.

CREATIVE CONTRIBUTIONS (other than formal publications): *continued*

Schulte, C. M., & ARED 3350, & ARED 7730 (spring 2013). *The ket aesthetic: A temporary museum of childhood*. Art Education Gallery. Lamar Dodd School of Art. The University of Georgia, Athens, Georgia.

Schulte, C. M., & ARED 3350, ARED 6350, & ARED 7730 (fall 2012). *Monster pedagogy*. Art Education Gallery. Lamar Dodd School of Art. The University of Georgia, Athens, Georgia.

Schulte, C. M., & ARED 3350/7350 (fall 2012). *A temporary museum of visual culture in childhood*. Art Education Gallery. Lamar Dodd School of Art. The University of Georgia, Athens, Georgia.

Brill, I., & Schulte, C. M. (spring 2012). *Becoming a body without organs (algorithmic sound installation)*. Edwin Zoller Gallery. The Pennsylvania State University, University Park, Pennsylvania.

Schulte, C. M. (spring 2008). *a life within a life*. Charles City Art Gallery, Charles City, Iowa.

Schulte, C. M. (fall 2007). *Department of Art Faculty Exhibition*. UNI Gallery of Art, Department of Art. University of Northern Iowa, Cedar Falls, Iowa.

Schulte, C. M. (spring 2006). *See Feel Teach*. Master of Arts Thesis Exhibition. UNI Gallery of Art. University of Northern Iowa. Cedar Falls, Iowa.

Schulte, C. M. (spring 2006). *Department of Art: Annual Juried Student Art Exhibition*. UNI Gallery of Art. University of Northern Iowa. Cedar Falls, Iowa.

Schulte, C. M. (spring 2005). *Department of Art: Annual Juried Student Art Exhibition*. UNI Gallery of Art. University of Northern Iowa. Cedar Falls, Iowa.

Schulte, C. M. (spring 2004) *Recent Drawings...* Maucker Memorial Union. University of Northern Iowa. Cedar Falls, Iowa.

SUPERVISION OF STUDENT RESEARCH

The Pennsylvania State University

University Park, PA, Fall 2015 – current

Ph.D. Dissertations supervised and co-supervised

Jeff Cornwall, *Art Education*, PhD (chair)

Eunjung Choi, *Art Education*, PhD (co-chair with Dr. Charles Garoian)

Deng, Yang, *Art Education*, PhD (co-chair with Dr. Wanda Knight)

SUPERVISION OF STUDENT RESEARCH *continued*

Frances Nebus Bose (2019). *Language, Culture, and Society*, PhD (co-chair with Dr. Mari Haneda)

Hayon Park (2019). *Art Education*, PhD (chair)

Doctoral Committee Member

Sue Uhlig, *Art Education*, PhD

Yeoju Yoon, *Early Childhood Education*, PhD

Alison Coombs, *Art Education*, PhD

Sarah Thompson, *Art Education*, PhD

Rebecca Brittain Taudien, *Art Education*, PhD

May Alkharafi, *Art Education*, PhD

Alex Collopy (2019). *Early Childhood Education*, PhD

Pool Ip Dong (2018). *Early Childhood Education*, PhD

Elizabeth Andrews Dubin (2016). *Art Education*, PhD

M.S. and M.P.S. Theses supervised and co-supervised

SUPERVISION OF STUDENT RESEARCH *continued*

Tahmina Shayan, *Art Education*, M.S.

Alyssa Brianne Pittenger, *Art Education*, M.S.

M.S. and M.P.S. Theses Committee Member

Hayon Park (2017). *Art Education*, M.S.

Nicole Tucker (2018). *Art Education*, M.S.

Nicole Packard (2018). *Art Education*, M.S.

Temporary Graduate Committee Member

Lauren Stetz (2018-2019). *Art Education*, PhD

Jennifer Montminy (2018-2019). *Art Education*, PhD

Jeff Cornwall (2017-2018). *Art Education*, PhD

Tahmina Shayan (2017-2018). *Art Education*, M.S.

Hayon Park (2016-2017). *Art Education*, PhD

Alison Coombs (2015-2016). *Art Education*, PhD

Yang Deng (2015-2016). *Art Education*, PhD

Supervision of Undergraduate Research

Claire Picard (2018), *Art Education*, B.S., Reader

Regina Joslin (2018), *Art Education*, Honors Option: AED 211

SUPERVISION OF STUDENT RESEARCH (EXTERNAL TO PENN STATE)

Vermont College of Fine Arts

Jamie O’Gorman (2019). *Art and Design Education*, MA, chair.
Shannon Mitchell (2019). *Art and Design Education*, MA, second reader.
Nour Marwan (2018). *Art and Design Education*, MA, chair.
Nichole Rodriguez (2018). *Art and Design Education*, MA, second reader.
Ashley Mackenzie (2018). *Art and Design Education*, MA, chair.
Jennifer Anthony (2018). *Art and Design Education*, MA, chair.
Kimberly HERNsberger (2017). *Art and Design Education*, MA, chair.
Valorie Palmer (2017). *Art and Design Education*, MA, second reader.

The University of Georgia

Athens, GA, Fall 2012 – Spring 2016

Ph.D. Dissertations supervised and co-supervised

Sonya Turkman (2016). *Art Education*, PhD
Rebecca Williams (2015). *Art Education*, PhD

M.A.Ed. Applied Projects supervised

Hannah Leathers (2015). *Art Education*, MAEd
Amanda Partee-Minders (2015). *Art Education*, MAEd
Winnie Smith (2014). *Art Education*, MAEd
Keara Connor (2014). *Art Education*, MAEd
Mary Stuart Hall (2013). *Art Education*, MAEd
Jeremy DeJacommo (2013). *Art Education*, MAEd

Doctoral Committee Member (in addition to those supervised)

Sara Scott (2014). *Art Education*, PhD
Brooke Anne Hofsess (2013). *Art Education*, PhD

MAEd Committee Member (in addition to those supervised)

Brittany Ranew (2014). *Art Education*, MAEd

SUPERVISION OF STUDENT RESEARCH (EXTERNAL TO PENN STATE) *continued*

Athens, GA, Fall 2012 – Spring 2016

Non-LDSOA Graduate Committees

Leslie Rech (2016). *Early Childhood Education*, PhD
Stacey Kerr (2016). *Social Studies Education*, PhD
Jaye Thiel (2014). *Language and Literacy Education*, PhD

EDITORSHIP / EDITORIAL ADVISORY BOARD MEMBERSHIP

Editorship

- Fall 2019 -** **Contributing Editor**
Journal of Curriculum and Pedagogy
- Spring 2017 – current** **Editor**
International Journal of Education & the Arts
- Spring 2014 – 2017** **Media Review Editor**
International Journal of Education & the Arts
- 2011 – 2014** **Associate Editor**
International Journal of Education & the Arts

Editorial Advisory Board Membership

- Summer 2019 – current** **Guest Reviewer**
Journal of Early Childhood Literacy
- Spring 2014 – current** **Guest Reviewer**
International Journal of Qualitative Studies in Education
- Spring 2018 - current** **Guest Reviewer**
Qualitative Inquiry
Qualitative Inquiry, Special Issue: What Do Pedagogies Produce?
- Spring 2015 – 2019** **Editorial Advisory Board**
Studies in Art Education
- Spring 2015 – 2017** **Guest Reviewer**
Journal of Curriculum and Pedagogy
- Spring 2015 – 2017** **Guest Reviewer**
Bank Street Occasional Paper Series
- Fall 2016** **Guest Reviewer**
Visual Arts Research, Special Issue: Born Digital
- 2014 – 2016** **Editorial Advisory Board**
Journal of Art for Life
- 2014 – current** **Editorial Advisory Board**
Visual Arts Research

Editorial Advisory Board Membership continued

2012 –2016 **Editorial Advisory Board**
Art Education

Summer 2012 **Guest Reviewer**
(Special Issue) Visual Arts Research, 38(74)

GRANTS

Schulte, C. M. (Fall 2015, awarded). *The aestheticization of play in early childhood*. Arts and Architecture Faculty Research Grant. \$6,870.00

Schulte, C. M. (Spring 2015, awarded). UNI Cont. and Distance Education Course Dev. Grant. \$3000

Schulte, C. M. (Spring 2015, awarded). UNI Cont. and Distance Education Course Dev. Grant. \$3000

Schulte, C. M. (Spring 2014, awarded). Franklin College of Arts and Sciences. *Franklin Visiting Scholar Initiative*. \$1000

Schulte, C. M. (Spring 2013, awarded). Franklin College of Arts and Sciences. *Franklin Visiting Scholar Initiative*. \$1000

Schulte, C. M. (fall 2013). President's Venture Fund. *ARED 8410: Histories of Art Education. Research Field Trip to Penn State University Libraries' Special Collections and Archives*. The University of Georgia. Athens, GA. \$450

CONVENTION PAPERS

International

Kuby, C., Schulte, C.M., & Hacket, A.(2019). Concepts that move us to think. 27th International Reconceptualizing Early Childhood Education Conference. Las Cruces, New Mexico. October 31 to November 5, 2019.

Hacket, A., Schulte, C.M., & Trafi-Prats, L. (2018). Playing school at home: Remembrance as ethical praxis. 26th International Reconceptualizing Early Childhood Education Conference. This paper will be presented as part of a panel with Abigail Hackett and Laura Trafi-Prats on posthuman approaches to parenting in neoliberal times. Copenhagen, Denmark. October 14-18, 2018. **Invited Plenary Address*

CONVENTION PAPERS *continued*

International

- Schulte, C.M., McClure, M., & Thompson, C.M. (2017). Drawing as worldmaking: Navigation and new materialisms. 25th International Reconceptualizing Early Childhood Education Conference. Ryerson University, Toronto, Canada. October 24th-27th, 2017.
- Schulte, C. M., Thiel, J., & Trafi Prats, L., (2016). Neoliberalism, inquiry, and the ethico-aesthetic turn in children's creative practices. 11th International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign. May 18th-21st, 2015.
- Schulte, C. M. (2016). "You're giving me a headache!" Morality and indifference in Emma's school play. University of Illinois at Urbana-Champaign. May 18th-21st, 2015.
- Schulte, C. M. (2016, invited panelist). Deleuze, concept formation, and the habit of short hand inquiry. 11th International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign. May 18th-21st, 2015. *Invited by Elizabeth St. Pierre.*
- Schulte, C. M. (2015, accepted, unable to attend). Transcribing difference: The gesture of "Um" in children's drawing. 22nd International Reconceptualizing Early Childhood Education Conference. Blanchardstown Institute of Technology, Dublin, Ireland. October 27th-31st, 2015
- Schulte, C. M. (2015, invited panelist). Possible worlds: The ontological project of children's drawing. 10th International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign. May 20th-23rd, 2015. *Invited by Elizabeth St. Pierre.*
- Schulte, C. M. (2015, invited panelist). Researching Anna's drawing: The pedagogical composition of concern. University of Illinois at Urbana-Champaign. May 20th-23rd, 2015.
- Schulte, C. M. (2015). The gesture of "umm" in qualitative transcription. 10th International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign. May 20th-23rd, 2015.
- Schulte, C. M. (accepted, 2014: unable to attend). *In and out of the game: The gesture of umm in qualitative transcription.* 2014 KoSEA International Conference on Art Education Research Methods. Seoul, South Korea. September 27 2014.
- Schulte, C. M. (2013). *The politics of desire in children's drawing.* European Early Childhood Education Research Association. Tallinn University. Tallinn, Estonia. August 28th -- 31st 2013.
- Schulte, C. M. (2013). *Children's art: In and out of the game.* 9th International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign. May 15th – 18th 2013.

CONVENTION PAPERS *continued*

International

- Schulte, C. M. (2013). *Intergalactic encounters: The political immediacy of drawing in the lives of young people*. 9th International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign. May 15th – 18th 2013
- Schulte, C. M. (2012). *Desearch: Children, art and the politics of inquiry*. 20th International Reconceptualizing Early Childhood Education Conference. Penn State University, University Park, PA.
- Schulte, C. M. (2012). *Deleuze and Guattari's Schizophrenic Process of Deterritorialization*. 8th International Congress for Qualitative Inquiry: University of Illinois at Urbana-Champaign. Urbana-Champaign, IL. May 16th – 19th 2012.
- Schulte, C. M. (2012). *Being There: An Ethico-Aesthetic Space*. 8th International Congress for Qualitative Inquiry: University of Illinois at Urbana-Champaign. Urbana-Champaign, IL. May 16th – 19th 2012.
- Schulte, C. M. (2011). *Io Chi Siamo: The Indeterminate Relations of We*. 19th International Reconceptualizing Early Childhood Education Conference. University of East London. London, United Kingdom 25th – 29th October 2011.
- Schulte, C. M. (2011). *Reconceptualizing Drawing in Early Childhood as Performance: A Deleuzoguattarian Perspective*. International Art in Early Childhood Conference: Art, Play, Children, and Wonderment! University of Toledo. Toledo, OH. June 6th – 8th, 2011.
- Schulte, C. M. (2010). (Plenary Session). *Verbalization in Early Childhood Art Education: "Well, what it actually does..."* 18th International Reconceptualizing Early Childhood Education Conference. Dalton State College, Dalton, Georgia: USA. October 13th-17th, 2010.
- Schulte, C. M. (2010). *Verbalization as a Sociocognitive Threshold: Toward a Metaphorical Continuum of Inscription, erasure, and re-inscription in children's drawing performances*. InSEA (International Society for Education through Art): European Congress 2010. Rovaniemi, Lapland, Finland. The University of Lapland. June 21-24, 2010.
- Schulte, C. M. (2010). *Relationships and Listening: Toward a Dialogue of True Reciprocity in (Early Childhood) Art Education*. International Conference in Childhood Studies: The 3rd Finnish Childhood Studies Conference. University of Jyväskylä, Finland. June 9-12, 2010.

CONVENTION PAPERS *continued*

National

- Hanawalt, C., Hofsess, B., Schulte, C.M., Powell, K., & Trafi-Prats, L. (2020). Key concepts in art education. National Art Education Association Annual Convention. Minneapolis, Minnesota. March 26-28, 2020.
- Schulte, C.M., Castro, J.C., Hafeli, M., Freedman, K., & Broom, J. (2020). The future of doctoral research in art education. National Art Education Association. Boston, MA. March 26-28, 2020.
- Schulte, C., Wargo, J., Brownell, C., & Yoon, H. (2019). [Title not yet finalized]. American Educational Research Association. Toronto, Ontario. April 5-9, 2019. **Invited by J. Wargo, C. Brownell, and H. Yoon.*
- Schulte, C.M., Castro, J.C., Hafeli, M., Freedman, K., & Broom, J. (2019). The future of doctoral research in art education. National Art Education Association. Boston, MA. March 14-16, 2019. **Invited by J.C. Castro, M. Hafeli, and K. Freedman.*
- Schulte, C.M., Trafi Pratts, L. (2019). New Materialisms and the reclamation of language in children's drawing. National Art Education Association. Boston, MA. March 14-16, 2019.
- Schulte, C.M., Park, H., & Shayan, T. (2019). Lingering inequalities in the study of children's art. Boston, MA. March 14-16, 2019.
- Schulte, C.M. (2018). Panel discussant on behalf of the International Journal of Education & the Arts. Talk About Authoring: A Conversation with the Editors of Art Education's Leading Journals. National Art Education Association. Seattle, WA. March 22-24, 2018.
- Schulte, C. M. (2018). The will-to-research children's drawing. National Art Education Association. Seattle, WA. March 22-24, 2018.
- Schulte, C.M., & Scott-Shields, S. (2018). Marilyn Zurmuehlen Session for Graduate Working Papers in Art Education. National Art Education Association. Seattle, WA. March 22-24, 2018.
- Schulte, C. M. (2017). Deleuze, concept formation, and the movement of thought in children's drawing. NAEA Research Commission Preconference 2017. New York City, NY. February 28 – March 1, 2017. *Invited by Donal O'Donoghue, University of British Columbia.*

CONVENTION PAPERS *continued*

National

- Schulte, C. M. (2017). Ways of assessing learning in children's drawing: A methodological encounter. NAEA Research Commission Preconference 2017. New York City, NY. February 28 – March 1, 2017. *Invited by Mary Hafeli, Teachers College – Columbia University.*
- Schulte, C. M. (2017). The agential kinships of death and play. American Educational Research Association. San Antonio, TX. April 27 –May 1, 2017.
- Schulte, C. M. (2017). Thinking with theory in art education research. National Art Education Association Annual Convention. New York City, NY. March 2-4, 2017.
- Schulte, C. M. (2016). Then and now: Positivist anxiety and the performativity of documenting children's art. The Penn State Seminar for Research in Art Education @50. Pennsylvania State University. University Park, PA. April 1-3, 2016.
- Schulte, C. M. (2015). "You're giving me a headache!" A story about playing school at home. 20th Annual CSLEE Values and Leadership Conference: Moral Literacy and Ethical Leadership: From the Local to the Global. The Pennsylvania State University, University Park, Pennsylvania. October 15th -17th, 2015.
- Schulte, C.M. (2016). Transcribing children's drawing: An analytical performance SRAE President's Salon. National Art Education Association Annual Convention. Chicago, IL. March 17th-19th, 2016.
- Schulte, C.M. (2016). A Session for Master's Degree Research in Art Education. National Art Education Association Annual Convention. Chicago, IL. March 17th-19th, 2016.
- Thompson, C.M., & Schulte, C.M. (2016). MZ Working Papers in Art Education. National Art Education Association Annual Convention. Chicago, IL. March 17th-19th, 2016.
- Schulte, C. M., Coombs, A., Thompson, C. M. (2015). Researching Children's Art and the Child-Adult Relationship: "Then" and "Now". National Art Education Association Annual Convention. New Orleans, LA. March 26th-28th 2015. **
- Schulte, C. M. (2014, unable to attend). *Coffee pedagogy: Difficult knowledge as creative material.* American Education Research Association. Philadelphia, PA. April 3-7.
- Schulte, C. M. (2014 paper read by panel member). *Researching in an exaggerated manner.* American Education Research Association. Philadelphia, PA. April 3-7.
- Schulte, C. M. (2014). *Coming together: Being there with children through art.* National Art Education Annual Convention. San Diego, CA. March 28-31.

CONVENTION PAPERS *continued*

National

Schulte, C. M. (2014). *Methods "then" and methods "now": Researching children's art and culture*. SRAE Hosted Panel. National Art Education Annual Convention. San Diego, CA. March 28-31.

Schulte, C. M. (2013). *The incorporeal voyage of child art*. 2013 American Education Research Association (AERA) Annual Convention. San Francisco, CA. April 27th – May 1st 2013.

Schulte, C. M. (2012). *Assemblage: Deleuzoguattarian Metaphor and Movement for Research in Art Education*. 2012 National Art Education Association (NAEA) National Convention. New York City, NY. March 1st – 4th 2012.

Schulte, C. M. (2012). *Encounters: Children, art, research*. 2012 National Art Education Association (NAEA) National Convention. New York City, NY. March 1st – 4th 2012.

Schulte, C. M. (2012). *Being there: Researching through the experimental milieus of writing*. 2012 National Art Education Association (NAEA) National Convention. New York City, NY. March 1st – 4th 2012.

Schulte, C. M. (2011). *Common Work: Choice Making 'AND' Reconfiguration*. 2011 American Educational Research Association. New Orleans, LA. April 8th-12th, 2011.

Schulte, C. M. (2011). *Common work: Conflict, Play, and the Process of Knowledge*. 2011 National Art Education Association (NAEA) National Convention. Seattle, Washington. March 17th-20th, 2011.

Regional

Schulte, C. M. (2014). Here's the "thing" about children's drawing. Art Educators of Iowa Annual Conference. Meskwaki Settlement School. Meskwaki Reservation, Iowa. October 10th-12th 2014.

Schulte, C. M. (2008) *Blogging in the Art Classroom: Third-Site Pedagogy in Art Education*. Art Educators of Iowa (AEI) 58th Annual Fall Conference. Clarke College. Dubuque, Iowa.

Schulte, C. M. (2008). *An Introduction: Studies in Art Education at the University of Northern Iowa*. Foundations Art Symposium. The Department of Art. University of Northern Iowa. Cedar Falls, Iowa.

OTHER SELECTED PUBLIC PROGRAMS

International

Schulte, C.M. (Fall 2017, Invited Speaker). Listening to children's drawing: Putting the *as usual* into play. Manchester Metropolitan University. London, UK. November 13th, 2017. Invited by Dr. Laura Trafi-Prats.

Schulte, C. M. (2013) (invited symposium chair). Arts in Early Childhood. European Early Childhood Education Research Association. Tallinn University. Tallinn, Estonia. August 28th -- 31st 2013.

National

Schulte, C.M. (Fall 2017, Invited Speaker). Researching children's drawing: A personal history. Virginia Commonwealth University. Richmond, VA. September 26th, 2017. Invited by Dr. Christine Marmé Thompson.

Schulte, C.M. (Fall 2017, Invited Speaker). Researching children's drawing: Personal pedagogies. George Mason University. Washington, DC. September 25th, 2017. Invited by Dr. Justin Sutters and Dr. Kimberly Sheridan.

Schulte, C. M. (Spring 2017, Invited Discussant). Arts integrated Early Childhood Education: Model, Implementation, Impact & Future. American Educational Research Association. San Antonio, TX. April 27 –May 1, 2017.

Schulte, C. M. (2014). *Visual/izing research [with children] in art education*. AED 590 Colloquium in Art Education. The Pennsylvania State University. University Park, PA. October 21.

Schulte, C. M. (2014). *Methods "then" and methods "now": Researching children's art and culture*. Hosted/Chaired SRAE Panel. National Art Education Annual Convention. San Diego, CA. March 28-31.

Regional

Schulte, C. M. (2016). (Public lecture). *The curatorial impulse: Contemporary Works on Paper and the Aesthetics of Children's Play*. Palmer Museum of Art. Pennsylvania State University. University Park, PA.

Schulte, C.M. (2016). (Invited Lecture). Dr. Mari Haneda's Doctoral Seminar. *Deleuze, Language, and the 'three ages' of the concept*. World Languages Education, College of Education. Pennsylvania State University. September 14, 2016

Regional continued

- Schulte, C.M. (2016). (Invited Workshop/Lecture). The Child Care Center at Hort Woods. *Art, play, and aesthetics at Tallen Forskola: Stories from Sweden*. Pennsylvania State University. August 7th, 2016
- Schulte, C.M. (2015). (Invited Workshop/Lecture). A ED 303 Art in the Elementary School. Art Education, School of Visual Arts. Pennsylvania State University. November 2nd 2015.
- Schulte, C. M. (2014). (Invited Workshop/Lecture). *Children's play and the process of art in the classroom*. ARED 3050 Art and the Child. Art Education. University of Georgia. Athens, GA. February 4th 2014.
- Schulte, C. M. (2013). (Invited Lecture). *On cultivating a profession of practices*. Morehead State University. Morehead, KY. November 18th 2013.
- Schulte, C. M. (2013). (Invited Lecture). *Children's art and culture: Language, pedagogy, and the politics of desire*. Morehead State University. Morehead, KY. November 18th 2013.
- Schulte, C. M. (2013). (Invited Panelist). *Children, art, and the use of qualitative research methodologies*. QUAL 9400: Advanced Seminar In Qualitative Research. College of Education. University of Georgia. Athens, GA. November 8th, 2013.
- Schulte, C. M. (2013). (Invited panelist). *I'll drink your interdisciplinary milkshake: Creativity as common denominator*. The University of Georgia – Graduate Student Association -13th Annual Interdisciplinary Research Conference. The University of Georgia. Athens, GA. April 12th 2013.
- Schulte, C. M. (2013). *Art in early childhood education: Practices and processes*. Professional Development Workshop. University Child Care Center. Health & Sciences Campus at *University of Georgia*. Athens, GA. February 18th 2013.
- Schulte, C. M. (2013). *The Reggio Approach: Languages of Inquiry*. Department of Elementary and Social Studies Education. College of Education. The University of Georgia. Athens, GA. February 13th 2013.

SERVICE TO THE PROFESSION (or RELATED FIELDS)

International Service

Summer 2018

Book Manuscript, Reviewer

Bloomsbury Academic – Education Collections, London, UK

Postdevelopmental approaches to early childhood art

SERVICE TO THE PROFESSION (or RELATED FIELDS) *continued*
International Service

Spring 2018 **Proposal Reviewer**
26th International Reconceptualizing Early Childhood Education
Conference
Copenhagen, Denmark.

Fall 2017 **Handbook Reviewer (section reviewer: 7 chapters)**
Lapland University Press
Provoking international perspectives on visual arts dissertations

Fall 2012 **Planning Committee**
20th International Reconceptualizing Early Childhood Ed.
Conference
The Pennsylvania State University. University Park, PA

SERVICE TO THE PROFESSION (or RELATED FIELDS)
National Service

Summer 2019 **Book Manuscript, Reviewer**
Routledge – Research Methods and Education
Speculative Pedagogies of Qualitative Inquiry

2018 – 2019 **Invited Reviewer**
Research Proposal, University of Missouri Research Board

2013 – 2018 **Co-Coordinator, Marilyn Zurmuehlen Working Papers**
Seminar for Research in Art Education, National Art Education Association

2015 – 2017 **President**
Seminar for Research in Art Education, National Art Education Association

2013 – 2015 **President-Elect**
Seminar for Research in Art Education, National Art Education Association

2015 – 2017 **Coordinator, Elliot Eisner Doctoral Research Award in Art Ed.**
Seminar for Research in Art Education, National Art Education Association

SERVICE TO THE PROFESSION (or RELATED FIELDS) *continued*

National Service

**2013 – Fall 2014
Ed.**

Review Board, Elliot Eisner Doctoral Research Award in Art

Seminar for Research in Art Education, National Art Education Association

Service to The Pennsylvania State University, University Park

2017-2018

Professional Certification Coordinating Council (PCCC)
Pennsylvania State University, College of Education & Art Ed.

Summer 2017

Early Childhood Education Curriculum Consultant
Pennsylvania State University, Education Abroad
IES Curriculum Meeting
Chicago, Illinois. July 18, 2017

2017 – 2018

Child Care Advisory Committee + CCAC Curriculum Subcommittee
Pennsylvania State University (across all PSU commonwealth campuses)

Service to the College of Arts and Architecture

2019

Nominated for Penn State University Faculty Senate (A&A)

2018-2019

College of Arts and Architecture Faculty Mentor

2018-2020

College Committee on Academic Integrity

2016-2018

College Committee on Research and Creative Activity

Service to the School of Visual Arts

2018-current

Chair, Faculty Leadership and Governance Council
(Elected by SoVA faculty)

2018-2020

Member, Anderson Lecture Series Committee

2016-2018

Chair, Scholarship & Awards Committee

2017-2018

Member, Faculty Leadership Committee

2017-2018

Co-Chair, Working Party on Childhood and Youth in Art Education

2016-2017

Member, Undergraduate Advisory Committee

Service to the School of Visual Arts continued

- 2016-2017** **Member, Curriculum Committee**
- 2016-2017** **Faculty Representative for SoVA at National Portfolio Day**
- 2015-2016** **Member, Scholarship Committee**
- 2015-2016** **Member, Exhibitions Committee**

Service to Art Education program

- 2017-current** **Faculty Coordinator, Penn State's Saturday Art School**
- 2015-current** **Area Head/Undergraduate Coordinator**
- 2015-current** **Coordinator of Early Childhood Internships**
- 2015-current** **Art Education Program Graduate Faculty**
- 2015-2017** **Coordinator, Student Teaching Field Trip to Pittsburgh**
- 2015-2017** **1965 Conference Proceedings Editing Team**
- 2015-2016** **Faculty Coordinator, Penn State's Saturday Art School**

PREVIOUS SERVICE

Service to the University of Northern Iowa, Cedar Falls, Iowa

- 2014 – 2015** **Elementary Teacher Education Senate, Art Education**
College of Education, University of Northern Iowa – Cedar Falls, Iowa
- 2014 – 2015** **Graduate Coordinator**
Department of Art, University of Northern Iowa – Cedar Falls, Iowa
- 2014 – 2015** **Developed Online M.A. Program in Art Education**
Department of Art, University of Northern Iowa – Cedar Falls, Iowa
- Spring 2009** **Art Education Faculty Search Committee Member**
Department of Art, University of Northern Iowa - Cedar Falls,
Iowa

PREVIOUS SERVICE *continued*

Service to the University of Northern Iowa, Cedar Falls, Iowa

2008 – 2009 **Developed & Supervised Secondary Art Ed. Pilot Field Experience**
Department of Art, University of Northern Iowa - Cedar Falls, Iowa

2008 – 2009 **Consultant: Curriculum Evaluation and Development**
Department of Art, University of Northern Iowa - Cedar Falls, Iowa

2006 – 2009 **Art Education Program Advisor. UNI Department of Art**
Department of Art, University of Northern Iowa - Cedar Falls, Iowa

2006 – 2009 **Art Education Summer Academic Advisor: UNI Department of Art**
Department of Art, University of Northern Iowa - Cedar Falls, Iowa

2006 – 2009 **Faculty Adviser: UNI Student Art Education Association**
Department of Art, University of Northern Iowa - Cedar Falls, Iowa

Spring 2007 **Level Three Cooperating Teacher: Student Teaching. (One Student)**
Department of Art, University of Northern Iowa - Cedar Falls, Iowa

2006 – 2007 **Level One Cooperating Teacher: Field Experience. (Five Students)**
Department of Art, University of Northern Iowa - Cedar Falls, Iowa

Service to University of Georgia, Athens, GA

Summer 2014 – ‘17 **Adjunct Assistant Professor & Graduate Faculty**
Supervision of MAEd and PhD student research

2013 – 2014 **Faculty Reviewer, Lamar Dodd School of Art**
National Portfolio Day, North Fulton Portfolio Review, Alpharetta, Georgia

Spring 2014 **Conference Planning Committee**
ePortfolios: Learning, assessment, and professional development
Center for Teaching and Learning & Authentic, Experiential, and
Evidenced-Based Learning (AAEEBL)
The University of Georgia. Athens, GA.

Spring 2014 – **Interdisciplinary Qualitative Studies Faculty, 2014 appointment**
Qualitative Research Program, College of Education, University of Georgia

PREVIOUS SERVICE *continued*

- Fall 2013** **Planning Committee**
COE Post-Disability Studies Symposium, University of Georgia
- 2013 – 2015** **University Council, Elected Representative**
Franklin College Fine & Applied Arts Division, University of Georgia
- Service to the Lamar Dodd School of Art*
- Fall 2014 – 2016** **Adjunct Assistant Professor & Graduate Faculty**
Art Education, Lamar Dodd School of Art
- 2013 - 2014** **Graduate Coordinator**
Art Education, Lamar Dodd School of Art
- Spring 2014** **Co-Area Chair**
Art Education, Lamar Dodd School of Art
- Spring 2014** **Co-Program Coordinator**
Art Education, Lamar Dodd School of Art
- Spring 2014** **Co-Chair, Faculty Search Committee, Assoc./Full Prof. of Art Ed.**
Art Education, Lamar Dodd School of Art
- Spring 2014** **Search Committee Chair, One-Year Visiting Assist. Prof. of Art Ed.**
Art Education, Lamar Dodd School of Art
- Spring 2014** **Search Committee Chair, One-Year Visiting Assit. Prof. of Art Ed.**
Art Education, Lamar Dodd School of Art
- Spring 2014** **Faculty Sponsor – Art Education BFA Exit Show**
Art Education, The University of Georgia
- Fall 2013** **LDSOA Graduate Seminar Planning Committee**
Lamar Dodd School of Art
- 2013 – 2014** **LDSOA Visiting Artist/Scholar Committee**
Lamar Dodd School of Art
- 2013 - 2014** **LDSOA Scholarship & Awards Committee**
Lamar Dodd School of Art

PREVIOUS SERVICE *continued*

Fall 2012	Search Committee Member, Visual Resources Coordinator Position <i>Lamar Dodd School of Art</i>
2012 – 2014	LDSOA Governance Committee <i>Lamar Dodd School of Art</i>
2012 – current	Faculty Liaison - Youth Art Month <i>Athens-Clarke County Community School District</i>
2012 – current	Faculty Sponsor - NAEA Student Chapter <i>Art Education, The University of Georgia</i>
2012 – current	Faculty Liaison to the College of Education <i>ARED 3050 Art and the Child</i>

PROFESSIONAL MEMBERSHIPS & AFFILIATIONS

NCAA - National Council of Arts Administrators
NAEA - National Art Education Association
AERA - American Educational Research Association
PAEA – Pennsylvania Art Educators Association (NAEA)
RECE – Reconceptualizing Early Childhood Education
EECERA – European Early Childhood Education Research Association
ICQI – International Congress of Qualitative Inquiry

Nile K. Blunt, PhD
2304 SW Juniper Ave., Bentonville, AR 72713
dr.nileblunt@gmail.com (217)-417-4665

EDUCATION

Ph.D. History, University of Illinois at Urbana-Champaign, August 2011
Dissertation: “The Chapel and the Chamber: Religious Ritual and Ceremonial Dining at the Court of King Charles I of England”
M.A. History, University of Illinois at Urbana-Champaign, May 2006
B.A. History, American University, Washington DC, May 2004

EMPLOYMENT

Crystal Bridges Museum of American Art, Bentonville, Arkansas
(July 2018 – Present)

Head of School Programs

- Advances all K-12 initiatives, museum-wide.
- Develops and manages all museum offerings for school-aged audiences, including school tours and special events.
- Supervises and supports the School Programs and Gallery Teaching Manager in developing and executing training and evaluation plan for fifteen paid, part-time museum educators.
- Creates and facilitates innovative state approved professional development programs for teachers centered around arts integration.
- Oversees partnerships between Crystal Bridges and over thirty partner schools throughout Arkansas, Oklahoma and Missouri.
- Supervises and supports the Program Fellow in the day to day management of the Windgate School Partnership Program.
- Serves as a liaison between the museum, area schools and education policy makers across the state.
- Manages complex and multifaceted daily operations of the School Programs Department.
- Cultivates and manages large-scale endowments, grants and financial sponsorships.
- Creates and manages a large, complex budget of over 1.7 million dollars.
- Represents the museum at national conferences.
- Maintains and innovates a robust online learning program.
- Contributes to the overall strategic plan of the museum.
- Liaises with other departments in the museum to achieve strategic goals.

Phillips Academy Andover, Massachusetts
August 2011 – January 2018

Curatorial

Geographer at Large [Curator], The Sidney Knafel Map Collection (September 2015 – January 2018)

- Created curriculum initiatives for the use of rare and antique maps as both works of art and historical

documents for classes across disciplines.

- Collaborated with other curators to develop exhibitions of the objects.

- Built partnerships with other institutions to enhance and expand engagement with the objects.

- Created promotional and educational materials for the collection.

- Oversaw an annual budget of nearly \$20,000.

Curator, The Art & Antiques Collection (July 2013 – January 2018)

- Created curriculum initiatives for the use of works of fine and decorative arts for classes across disciplines.

- Mounted exhibitions of objects in the collection.

- Built partnerships with other institutions to enhance and expand engagement with the objects.

- Created promotional and educational materials for the collection.

- Oversaw a budget of \$25,000.

Academic

Director, The Cognita Project, a digital humanities initiative (January 2016 – January 2018)

- Collaborated with software engineers to develop an online teaching tool.

- Created promotional and educational materials for the program.

- Trained instructors and students in using the program.

- Promoted and encouraged the use of the program inside and outside of the classroom.

Instructor, Department of History and Social Science (August 2011 – January 2018)

- Taught and created courses in the core curriculum program and specialized electives.

- Designed curriculum for ninth and tenth grade courses.

- Developed assessments and research projects for students.

Course Head, The Core Curriculum Course for Tenth Graders (August 2012 – September 2016)

- Lead a group of seven to ten instructors in teaching a core curriculum course.

- Created curriculum initiatives and lessons for the course.

- Created modules for teachers to adapt for their individual classes.

EXPERIENCE

MUSEUM EXPERIENCE

The Knafel Map Collection - Phillips Academy

Programs/Lessons

The Map & the Art of Printmaking

Students discussed the various processes for producing maps in the early-modern period.

They looked at examples of manuscript, wood cut, and engraved maps in order to discover the differences amongst the three methods.

MUSEUM EXPERIENCE *continued*

Travel & the Map

Students learned about the ways in which early-modern maps differ from contemporary maps, particularly regarding travel. Topics included the ways in which cartographers obtained information, how change over time was represented on maps, and the relationships among seafaring, navigation, and mapmaking.

Cartography & Biogeography: An Introduction

Students were introduced to the relationship between biogeography and cartography while looking at examples of how biodiversity has been represented on various maps. A key topic focused on how and where flora and fauna were represented on the map.

Global Visions: Early World Maps and their Users

Students examined a number of world maps in order to question how Europeans in the early-modern period viewed their own continent as well as the world beyond their shores. Topics discussed included how knowledge and information was disseminated through maps as well as how maps both influenced and represented particular ideologies.

The Old World and the New: European Maps of the Americas during the Age of Discovery
Participants compared a number of maps of the Western Hemisphere in order to question how Europeans in the early-modern period constructed visions of the “New World” and its peoples and what roles these visions played in the conquest of the Americas. Images of Native American groups and their lifestyles were major topics. [For a public, non-academic audience]

Colonial New England and its Maps

Students studied maps of colonial New England over the course of two centuries to chart how conceptions of the colonies, the land, and the indigenous peoples changed over time.

Envisioning America: Maps and the Transition from Colonies to Republic

Students compared maps from various points over the course of the eighteenth century in order to understand how the transition from British Colonies to the United States was represented cartographically.

Maps and Identity: European Maps of Colonial America

Participants discerned what role maps played in the material culture of early America and how ownership of maps and atlases in this period helped to shape particular identities. The comparison of maps to other works of fine and decorative art as well as to books was a major topic. [For a public, non-academic audience]

Geometry, Cartography & the History of Navigational Instruments

Students discussed the role of geometry in creating maps and navigating the seas. They also discussed the relationships among early-modern navigational technologies, geometric calculations, and mapmaking.

Travel & the Map *continued*

Terra Incognita: Cartographic Incompleteness and Subjectivity During the Age of Discovery
Students explored a number of maps in order to better understand how maps, as both visual and textual sources, can reveal dynamic but incomplete and subjective understandings of the world from the perspective of early-modern European cartographers, map consumers, and empire builders.

Addison Gallery of American Art - Phillips Academy Programs/Lessons

Model Ships as Historical Sources

Students used model ships to learn about sailing and navigating technologies over time and to enhance our thinking and learning about transatlantic migrations and trade in the early modern period. Also, facilitated a close reading of the objects to understand how looking at details enhance our understanding of the work.

Colonial Portraiture and Identity

Students examined three important examples of colonial portraiture, including a Copley, to understand how colonial subjects chose to represent themselves and the ways in which social norms and mores dictated about how they constructed their identities.

Eighteenth-Century Silver in Context: Paul Revere and his Contemporaries

Students examined tankards, wine cans and other silverwork by prominent Boston silversmiths to understand trends and styles in silverwork in New England and how these styles helped to shape and reflect a growing sense of a uniquely American identity.

Style as Evidence: Furniture and Objects of Early American and Colonial Societies

Students studied the evolution of furniture styles from their origins in Britain to their uniquely American iterations in order to understand how this both reflects and helped shape a uniquely American identity during the transition from colonies to a new republic.

20TH Century Photography and Ideals of American Life

Students examined a selection of photographs that exemplified various aspects of American life to set the stage for thinking about the cultural baggage that US citizens and others who live in the US may bring to bear with attempting to understand global political in a comparative context.

Oliver Wendell Holmes Library Archives and Rare Books Collection – Phillips Academy Programs

The John Eliot Bible and the Puritans of New England

Students examined an original copy of Eliot's Algonquin New Testament to facilitate thinking and learning about the puritan mission in New England as well as the issues surrounding research and care of rare books and the value of pre-modern books at primary sources.

Travel & the Map *continued*

Cotton Mather's *Magnalia Christi Americana* and the History of the Book

Students examined a first edition of Mather's work to understand early conceptions of American life as well as to confront issues of provenance, and the cultural value of rare, antique books.

TEACHING EXPERIENCE

Department of History - Phillips Academy

Courses

The Material Culture of Early America, 1607 – 1812

This course explores the history of multiple Early American societies (with a special emphasis on New England), from the first European contact through the Era of the New Republic, by examining the cultural artifacts that these societies left behind.

The History of the United States, 1607 – 2001

This course presents a survey of the history of the United States over three consecutive terms. The course emphasizes three goals: knowledge of a narrative of American history; the acquisition of skills by daily exercises in reading, notetaking, and writing; and in-depth study of organizing themes.

The Early Modern World (The Atlantic World), 1450 – 1750

This course examines how economic, intellectual, and social change developed as a dialogue between peoples of the world from 1400 to 1800.

Early Modern Europe, 1450 – 1789

This course offers students an overview of the cultural, economic, social, political, and intellectual history of Europe from the late Middle Ages to the eve of the French Revolution. Topics include the Renaissance, the Age of Discovery, the Reformation, the rise of Absolutism, the arts and culture of the Baroque period, the Scientific Revolution, and the Enlightenment.

History of Modern Europe, 1789 – 1917

This course offers a survey of European history primarily during the 19th century. Focusing on this period as an "Age of Revolutions," the course examines European history through the lens of political and popular uprising from the French Revolution until the Russian Revolution.

History of Modern Europe, 1917 to the 1989

This course approaches the history of 20th century Europe through the lens of the armed conflicts that often characterizes the history of this period. Beginning with World War I and ending with the Fall of the Berlin Wall, the course examines how wars (including the Cold War) effected the daily lives of Europeans in the 20th century.

Comparative Politics (20th – 21st Centuries)

This course introduces students to the world's diverse political structures and practices. A comparative study of six nations—Britain, Russia, China, Nigeria, Mexico, and Iran—serves as a core for the course.

PUBLICATIONS

Books

Ceremony, Ritual and Kingcraft at the Court of Charles I, Routledge (Forthcoming).

Articles

“ ‘A Spectacular Liturgy of State’: King Charles I and the Order of the Garter,” *Intersecting Disciplines: Approaching Medieval and Early Modern Cultures*. The Newberry Library Center for Renaissance Studies Graduate Student. Conference Proceedings, Chicago: 2010, pp 60 – 66.

CONFERENCE PRESENTATIONS

“Forward Tense: Designing for Equity in a Time of Accelerating Change,” *The Equity Journey: Investing in the Whole Learner*, Grantmakers in Education, San Diego, CA, 18 October 2018.

“The Cognita Project: a new digital approach to teaching with cartography at a secondary school,” *Digital Approaches to Cartographic Heritage*, Università Iuav di Venezia, Venice, Italy, 27 April 2017.

“Exquisite and Mundane: Silverwork and the Household of King Charles I,” *Pacific Coast Conference on British Studies*, San Marino, CA, 3 April 2016.

“‘Visible Signs of Invisible Graces’: The Piety and Religious Practice of King Charles I”, *North American Conference on British Studies*, Montreal, Canada, 9 November 2012.

“Prodigious Bounty and Magnificent Display: Dining and the Gastronomic Culture of the Court of King Charles I,” *Medieval, Renaissance and Baroque Symposium*, Miami, FL, 19 February 2011.

“ ‘A Spectacular Liturgy of State’: King Charles I and the Order of the Garter,” *Graduate Student Conference*, Newberry Library Center for Renaissance Studies, Chicago, IL, 21 January 2010.

“The Chapel and the Chamber: Ceremonial Dining and Religious Ritual at the Court of Charles I,” *Northeast Conference on British Studies*, Halifax, Nova Scotia, 13 October 2007.

EXHIBITIONS

“Historic Maps of Massachusetts”
Office of Congressman Seth Moulton
Longworth House Office Building, Washington DC
(April 2016 – Present)

“Antique Silver Tea Service & the Abbot Academy Tradition”
The School Room, Abbot Campus
Phillips Academy, Andover MA
(May 2015)

“18th Century Silver and its Contexts”
Phelps House
Phillips Academy, Andover MA

(October 2014 – Present)

COMMITTEE SERVICE

Oliver Wendell Holmes Library, Strategic Planning Steering Committee (May 2016 – October 2016)

Strategic Planning Post Graduate Implementation Group (September 2014 – June 2015)

Faculty Compensation Committee (September 2014 – June 2015)

Department of History, Instructor Search Advisory Committee (January 2014 – June 2014)

The Jefferson/Moorhead Scholarship Selection Committee (August 2013 – January 2018)

Addison Gallery of American Art, Director Search Advisory Committee (July 2013 – December 2013)

Oliver Wendell Holmes Library, Associate Director Search Advisory Committee (July 2013 – September 2013)

The Global Perspectives Group, (August 2012 – January 2014)

PROFESSIONAL AFFILIATIONS

National Art Education Association, member

American Alliance of Museums, member

North American Conference on British Studies, member

INJEONG YOON

Assistant Professor of Art Education
University of Arkansas
520-971-9176 | ijyoon@uark.edu

EDUCATION

University of Arizona, Tucson, AZ
Ph.D. in Art History and Education, Minor in Teaching, Learning and Socio-cultural Studies,
2017

Mokwon University, Daejeon, South Korea
Master of Education in Art Education, 2011

Gongju National University of Education, Gongju, South Korea
Bachelor of Education in Elementary Education, 2008

ACADEMIC POSITION

Assistant Professor of Art Education **2017 - present**
School of Art, University of Arkansas

ARED 3613 Public School Art
ARED 3643 Teaching Art in Elementary Schools
ARED 497V Student Teaching in Art
ARED 4953/5953 Special Topics: Children's Art & Learning Theories
ARED 5953 Special Topics: Decolonial Possibilities in Art & Education

ADMINISTRATIVE EXPERIENCE

Art Education Program Head **Fall 2018**
School of Art, University of Arkansas

OTHER ACADEMIC EMPLOYMENT

Graduate Instructor **2013 – 2017**
School of Art, University of Arizona
Courses Taught: Diversity in Art & Visual Culture Education, Children's Art,
Student Teaching
Co-Director of Wild Cat Art (Saturday Community Art Class)

Korean Language Instructor **2014 – 2016**
Critical Language Program, University of Arizona

Museum Educator Intern **2013 – 2014**
Center for Creative Photography, Tucson, AZ

Multiple Subject Teacher

Subjects: Language Art (Korean), Mathematics, Science, History, Social Studies, Art, Music, and Physical Education.

Dong-cheon elementary school, Busan, South Korea, A classroom teacher for 4th & 6th graders, **2012-2013**

Yong-san elementary school, Busan, South Korea, A classroom teacher for 6th graders, **2011**

Dae-yang elementary school, Daejeon, South Korea, A classroom teacher for 5th & 6th graders, **2008-2010**

Lecturer

2009 - 2010

Gifted Education Program (Science), Daejeon, South Korea

ACHIEVEMENT & HONOR**2018 Emerging Scholar by Diverse Issues in Higher Education**

Note: Diverse Issues in Higher Education nominates 15 distinguished minority scholars whose research, teaching, and service are outstanding in promoting diversity and equity across different academic disciplines every year.

PUBLICATIONS**Current Projects****Journal Articles**

Yoon, I. (submitted, under review). Rising above pain: An Autoethnographic study on teaching social justice as a female teacher of color, *The Journal of Culture Research in Art Education*, 36.

Yoon, I. (submitted, under review). Art for social transformation: Engaging college students in the conversations of social justice through art. *International Journal of Multicultural Education*.

Yoon, I. (in progress). Translanguaging with/in art: Promoting community art program for emergent bilingual adults. *Art Education*.

Yoon, I. & Ramirez, B. W. (in progress). Building connectivity: Emotions in teaching and learning for social transformation. *Multicultural Perspectives*.

Book

Yoon, I. & Ramirez, A. I. (in progress). *Transgressive art: Decolonial art interventions across transnational contexts*.

Articles in Peer-Reviewed Journals

Yoon, I. (2018). Disrupting the Colonial Globe and Engaging in Border Thinking: An Art Educator's Critical Analysis and Reflection on (de)Colonial Discourses in Global Art Narratives. *Journal of Cultural Research in Art Education*, 35, 249-266.

Yoon, I. (2016). Why is it not just a joke? Analysis on Internet memes associated with racism and hidden ideology of colorblindness. *Journal of Cultural Research in Art Education*, 33, 92-123.

Chapters in Editor-Refereed Books

Yoon, I. & Ramirez, B. W. (forthcoming, August 2019). Transformative learning as teachers: The narratives of two teachers becoming critical pedagogues. In J. A. Gammel, S. Motulsky, & A. Rustein-Riley (Eds.), *I am what I become: constructing an identity as a lifelong learner*. Charlotte, NC: Information Age Publishing.

Yoon, I. (2017). Exploring transnational life through narratives: A study on transnational experiences of Korean students in an American university. In R. Shin, M. Lim, M. Bae-Dimitriadis, & O. Lee (Eds.), *Pedagogical globalization: Traditions, contemporary art, and popular culture of Korea* (pp. 240-253). Viseu, Portugal: InSEA.

CONFERENCES & SCHOLARLY PRESENTATIONS

Juried International Conference Presentation

Yoon, I. (July 11, 2019). (Un)Imagined Identity: The Negotiation of Researcher Positionality and Decolonial Efforts in Transnational Localities. International Society for Education through Art. Vancouver, Canada.

Juried National Conference Presentations

Yoon, I. (accepted for the 2019 conference). *Connecting Diasporic Visuality and Border Sensing*. National Women's Studies Association. San Francisco, CA.

Panel Title: Sensing Otherwise: Decolonial Imagination & Solidarity Through Transmedia/Transdisciplinary Art (Panelist: Injeong Yoon (chair), Anthony Kascak, Minah Kim)

Yoon, I. (accepted for the 2019 conference). *Imag(in)ing Decolonial-Transnational Possibilities in Art+Practice*. National Women's Studies Association. San Francisco, CA.

Panel Title: Sparkling Dreams and Visions of Transcendent Art Practices (Panelist: Alejandra I. Ramirez (chair), Gloria Negrete-Lopez, Lizbett Bengé, Injeong Yoon)

Yoon, I. (accepted for the 2019 conference). *Creating a Translanguaging Space Through Art: Community Engagement Program for Bilingual Adults*. National Association for Multicultural Education. Tucson, AZ.

CONFERENCES & SCHOLARLY PRESENTATIONS *continued*

- Yoon, I. (accepted for the 2019 conference). *Exploring Emotions and (Dis)Comfort in Teaching and Learning Art for Social Transformation*. Art Education Research Institute symposium. New York, NY.
- Yoon, I. (May 30, 2019). *Centering Intersectionality in the Discourse of Teacher Identity: A Performative Writing on a Female Teacher of Color's Teaching Experience in Higher Education*. Critical Race Studies in Education Association Conference. Los Angeles, CA.
- Yoon, I. & Ramirez, B. W. (November 30, 2018). *Building Critical Interconnectivity through Pedagogy of Discomfort and Vulnerability*. National Association for Multicultural Education. Memphis, TN.
- Yoon, I. (November 10, 2018). *The Arts of In-Betweeners: Imagining Decolonial Body and Senses*. National Women's Studies Association. Atlanta, GA.
Panel Title: Relational and Utopic Imaginaries: Decolonizing the Senses. (Panelist: Jo Hsu (Chair), Injeong Yoon, Alejandra I. Ramirez, Gloria Negrete-Lopez)
- Yoon, I. (Accepted for the 2018 conference). *Interdisciplinary Curriculum and Studio Thinking to Promote Diversity*. National Art Education Association. Seattle, WA.
- Yoon, I., Kwiatkowski, C., & Meyer, A. (November 3, 2017). *Envisioning Art Education to Disrupt Inequity: Teaching and Learning for Social Justice with Preservice Art Teachers*. National Association for Multicultural Education. Salt Lake City, UT.
- Ramsey, A. & Yoon, I. (November 3, 2017). *Imagining Otherwise: Visual Culture as Disruptions to Racial Injustice*. National Association for Multicultural Education. Salt Lake City, UT.
- Yoon, I. (March 2, 2017). *Understanding Challenges: Teaching and Learning Social Justice through Art*. National Art Education Association. New York, NY.
- Yoon, I. (March 3, 2017). *Using Internet Memes as a Way to Challenge Colorblindness*. National Art Education Association. New York, NY.
- Yoon, I. (March 17, 2016). *Visual Art + Social Media: Art-based civic engagement*. National Art Education Association. Chicago, IL.
- Yoon, I. (December 2, 2015). *Memes & Racism: Analysis of Internet memes and how they perpetuate ideas of color blindness*. Mexican American Studies Symposium "What it means to be human." Tucson, AZ.
- Yoon, I. (November 7, 2014). *Personal narratives with photos: Autoethnographic study on International Teaching Assistant's experience and self-identity*. Arizona Art Education Association. Tempe, AZ.

Invited Presentation

Yoon, I. (April 3, 2018). Cultivating Socially Engaged Learning Art Teacher/Classroom Teacher Collaboration. The ARTful Teaching Conference, Morrilton, AR.

MEDIA APPEARANCE

Interviewed by John Keilman from I in Feb 22, 2017

Keilman, J. (2017, February 23). YouTube star PewDiePie shows the danger of mean humor played off as harmless. Chicago Tribune. Retrieved from <http://www.chicagotribune.com/news/columnists/ct-keilman-column-hf-0301-20170223-column.html>

LICENSURE: Elementary (Grade 1-6) Teaching License (Level I & II), South Korea (Current)

PROFESSIONAL ACTIVITIES

Program Committee of Critical Race Studies in Education Association, 2018 - present

Chair of Review Committee (2018 - present)

Conference Proposal Review

American Educational Research Association (AERA) 2020 for Division B - Curriculum Studies/Division

B - Section 6: De/Colonization and Desire. National Art Education Association (NAEA) 2019 for the Issue Group of Diversity, Equity, & Inclusion. National Association of Multicultural Education (NAME) 2016 & 2018 Conference Proposals

Academic Journal Review

Guest Reviewer for the International Journal of Education and the Arts

Art Exhibition Juror

2019 Texarkana Regional Arts and Humanities Council's 31st Annual Juried Exhibition

COMMUNITY OUTREACH, SERVICE & PROJECTS

Founding Director of Interweave: Translanguaging with/in Art

Arkansas United Community Coalition, Springdale AR. **Fall 2018 – present**

This community engagement program offers an 4-week, 8-week, and 12-week art-based bilingual classes (English and Spanish) for emergent bilingual adults in Northwest Arkansas.

Securing the Shadow, Magdalene Serenity House, Fayetteville, AR. Fall 2018 – present

This community program provides a collaborative artistic experience for residents of Magdalene Serenity House. Researchers: Mark Koch (Occupational Therapy), Kimberly Stauss, (Social Work), Injeong Yoon (Art Education), and Ananda Rosa (Social Work)

PROFESSIONAL MEMBERSHIPS

Critical Race Studies in Education Association
International Society for Education through Art
National Art Education Association
National Association for Multicultural Education
National Women's Studies Association