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Service Statement

Third year review (2023-2026)

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The following narrative outlines and describes my service contributions to the University, the College of Liberal Arts, the Department of Art & Art History, and finally the external community as related to my position of Area Coordinator for Art Education.

I serve as a liaison and student advisor for the College of Liberal Arts in the UTA Spotlight Student Research program. In this role I advise and guide graduate and undergraduate students in their research, especially those who want to participate in the Spotlight Research Forum or showcase events. I also served as a judge for the Spring 2025 Spotlight Student Research Forum, giving students meaningful feedback for their research and presentations. Summarizing and presenting one's own research is a crucial skill for academics. The Spotlight Research program provides a valuable opportunity for our emerging scholars across the university.

As the faculty advisor for the Art Education Association (AEA) student organization, I support their activities and programs in a variety of ways. The university requires training and reviewing documents for their activities. Most of this is done through submitting and approving information and requests online. I consult regularly with the student leaders, supply needed materials, and offer guidance for their plans and opportunities.

I obtained the use of an unused room near my office for the AEA group in 2023. They were quite proud to get their own space. They decorated their room and set up a shared workstation. Their membership has grown considerably in the last few years, so they now host meetings in a nearby larger classroom. They use the AEA room for leadership meetings, storing their projects in process, and as a staging area for events and fundraisers. They annually participate in campus events such as the College of Liberal Arts (COLA) Welcome Back event, Fall Festival and the UTA Student Organization Fair. They are planning to volunteer at the Texas Art Education

Association conference next year in exchange for free admission to the three-day conference.

The Art Education program works in close coordination with the College of Education (COED). Our students must be qualified to join the Educator Preparation Program at least three semesters before graduation. We align our program requirements to meet the expectations of the Texas Education Agency and the COED Field Experiences program. This includes many metrics such as training on pedagogy, special student needs (suicide prevention, dyslexia, and others), conducting meaningful data analysis, classroom management, and curriculum development. It is my responsibility to ensure that the Art Education program provides several field experiences and school observations along with instruction for professional and ethical conduct around early childhood through twelfth grade students.

I therefore work closely with the office of Field Experiences, the College of Education Advising Office, and field placement personnel. We have 3-4 meetings per month during the school year with occasional meetings during the summer. I also attend the clinical teaching orientation seminar prior to each semester and attend the monthly seminars for clinical teachers (also called student teaching). I present material at some of these seminars and conduct additional sessions for the art students during this crucial semester before graduation and certification.

I am currently a member of the Travel Committee for the College of Liberal Arts. This is a newly formed committee (beginning Fall 2025) tasked with establishing criteria for distributing funds for university related travel, chiefly for research, creative work, and academic conference presentations. We met several times to develop criteria for this new committee, including the application for funds, issuing a call for applications, and developing standards for reviewing them. We then met to discuss the applications, amounts to be awarded, and develop the exact wording of the communication of funds issued. This committee will meet periodically each semester to continue the work of supporting the faculty in their academic and research success in the College of Liberal Arts.

As the Area Coordinator for Art Education within the Department of Art and Art History, I am responsible for a wide range of support services for about eighty Art Education majors. This includes teaching the four Art Education courses, monitoring and updating curriculum, preparing them for state certification exams, and numerous responsibilities of advising. These are detailed in the Teaching statement in this dossier.

As a member of the Curriculum Committee for the Department of Art & Art History, I work to evaluate the additions and changes to departmental curriculum. Each semester we meet at least twice to discuss proposed new courses and the needed criteria to do so, with additional Teams group discussions on a range of curriculum related topics.

I served on the search committee for successfully hiring a new studio art professor (2024-25). This involved reviewing over sixty applications and conducting 16 video interviews. After careful consideration, we invited three candidates to interview on campus where we hosted each of them for a full day in a series of interviews, campus tours, and formal presentations. Finally, we met to reflect, assess, and make our recommendations to our administration.

I was involved with the Diversity, Equity, and Inclusion committee from its inception in 2021 until it was closed in compliance with SB17 in December 2023. I served as a member of the committee and then as the chair. The committee was active in promoting opportunities for a wide range of events and initiatives such as hosting panel discussions, student design opportunities, and book studies. We also worked closely with the Native American and Indigenous community on UTA campus for annual celebrations and the development of a courtyard on campus to honor indigenous traditions and a land acknowledgement monument. We hosted an event honoring Dr. Opal Lee, known internationally as the Grandmother of Juneteenth. Although this event technically occurred before this review period (April 12, 2022) I was then serving as the Visiting Assistant Professor for the same tenure track position I hold now. My contributions to this event included a participatory art installation, donating funds, mentoring an art education student liaison who designed the posters and banners for Dr. Lee's visit, and assisting on the day of the program.

As Area Coordinator, I am responsible for recruiting and training adjunct instructors for occasional teaching and supervising our Art Education in their field placement. Art Education adjunct Joni Rinker-Dozier is a welcome addition to the Art Education program. Her primary role is Field Supervisor for our clinical teachers in their school placements in the Dallas/Fort Worth area. I recruited Prof. Rinker-Dozier with care and intention in 2023. I met her fifteen years ago when we both were teaching art in Arlington. She is a highly accomplished art educator whose students regularly earned statewide recognition. We placed clinical teachers with her every semester, where I saw her strengths as a mentor for our Art Education students as they launched their own careers. When I learned that she was retiring, I eagerly persuaded her to come and work with me.

Prof. Rinker-Dozier brings a wealth of knowledge about teaching after 26 years in the classroom. She makes meaningful connections with students and has already enhanced the program. She has two master's degrees, one in education and the other in art therapy. This is another asset that she brings to the program as we are hoping to add art therapy in some form in the near future.

As chair of the Undergraduate Recruitment Committee, I am tasked with many responsibilities. Each year we must staff eight or more recruiting events held by the university, the College of Liberal Arts, and other area schools and organizations. At each event, we provide two or more people to staff a table, hand out materials, and talk with prospective students and families about the many wonderful features of the Art & Art History Department. As chair, I staff tables at about half of the events along with our art advisors, and I coordinate other volunteers as well.

When I began this position in Fall of 2023, I was surprised to learn that we lacked print materials for recruiting purposes and 'swag' or promotional items to give away (as is the custom at table events). Therefore, there was an urgent necessity to update, create and acquire printed materials. The committee collaborated to create dynamic new print materials so that we will have appealing, informative handouts. We also organized and ordered new materials (such as stickers with QR codes leading to the art department website) and other supplies. Last year I designed and ordered new stickers, pencils, and postcards to hand out at recruiting events. My goal is to avoid plastic

materials and focus on items that are useful, informative, and recyclable. I am currently compiling an updated list of careers in the arts that will be available for table events, on our website, and as posters in our hallways.

The biggest recruiting event for the Art & Art History Department is Find Your Space @UTA Art Studios. Most of the department's faculty participates in presenting studio workshops to high school art students during a full day visit to our campus. I coordinated this event for 2023 and 2024. Planning for this event was quite time consuming (8-10 hours per week in October and November). Committee members volunteered to make a flyer, print posters, research prices, and organize lunch for the visiting students, and some conducted workshops. Others assisted in hosting the event such as ushering and helping to serve food. I coordinated the overall organization of the event, including contact with schools and art educators in the area, requesting faculty led workshops, and setting up the schedule. I also ordered materials and organized the budget, communicated with the UTA parking department, and with faculty and the committee. There were numerous details related to preparation and organization.

The demand for participation in this event exceeded the expectations through requests from area schools without any advertisement. In 2023 we hosted 156 area high school students with their art teachers from schools in 5 different schools. In 2024 we hosted 180 students from 8 different schools. We began at the Fine Arts Building in the morning, where students were assigned to workshops for quality, hands-on art making experiences in our studio classrooms. They were able to register for a choice of Art Education, Film, Art History, Photography, Design, Interactive Media, and Art-a-Thon. After the first workshops, we transferred over to the Studio Arts Building for lunch, followed by a second workshop. Here they had a choice of Drawing, Painting, Printmaking, Sculpture, Glass, and Art-a-Thon. This is an activity I invented to provide a fun and creative experience for late registrations and any other overflow students. It was staffed by art education student volunteers and supervised by Joni Rinker-Dozier and me. Art-A-Thon participants received a sketchbook to personalize and take home.

The response to Find Your Space @UTA Art Studios was overwhelmingly positive. The visiting teachers were impressed by the quality of the experience and the chance to bring their students to see a professional arts program.



Visiting high school students at the UTA Studio Art Center, 2023

In the Fall of 2025, I worked with Dr. Leah McCurdy to develop a survey given to the Art Essentials classes to discover more about our students' paths to becoming an art major here at UTA. We asked questions about their past experiences on campus, the personal and academic influences on their decisions, and aspects of our degrees and programs that led to their decisions. Over 180 students participated, and the results were highly interesting and informative. I will not go through the specifics in this statement but will simply say that the data has guided us towards effective moves in our approach to recruiting. For example, we are seeking to encourage small group and school visits to campus at any time rather than waiting for individual events. I am also working with the art department faculty to develop a comprehensive, modern list of careers our graduates can pursue with our degrees and training. The goal is to create a guide to careers in the arts that can be distributed at table events, posted on our website, and become posters to distribute at secondary schools and community colleges.

In the survey mentioned above, we also learned that about 40% of our incoming students this year are transfer students, and that about 70% of those students came from Dallas College and Tarrant County College. Since we share literally hundreds of students, I am now involved in developing the relationship between our faculty. At the beginning of the fall semester in 2024 and 2025 we invited studio and art history faculty from these schools to UTA to collaborate on the shared instruction, programs, and

needs of our students, particularly as they transfer to UTA. At both events we learned a lot about the features of all schools involved and developed significant strategies to support students making the bridge. I look forward to continuing to build these relationships in coming years.

I am engaged in an ongoing effort to connect the Department of Art and Art History with the regional schools, particularly the EC-12 art educators. I regularly invite them to attend gallery events, artist talks, and other department events and earn professional development credit. In the spring of 2025, I invited area art educators to attend a professional development program that I conceived, developed, and presented centered on the book *Your Brain on Art* by Ivy Ross and Susan Magsamen. This book explores scientific studies on the positive physiological impact of making art, music, and other creative experiences on our bodies. I presented this program as a two-part book study on the research and topics from the book, creative artmaking, advocacy for arts education, and applications for their classrooms. I had over forty art teachers participating in the richly meaningful study and discussion. The impact was significant enough that the Visual Arts Director for Arlington Independent School District invited me to present a full day on this topic for their art teachers.

I seek to further this type of engagement with area art educators and continue to build our relationship yielding multiple benefits. These art educators are highly influential on their art students' decisions about college and pursuing a creative career. According to our survey (described above) about half of our art majors are strongly influenced by their art teachers in their decisions to become an art major at UTA. Second, we place about ten student teachers each semester in two schools (elementary and secondary). We need potentially twenty excellent art educators to mentor them through the clinical teaching experience. I want to have a clear view of the atmosphere in each classroom and cultivate good relationships with the best art educators available.

As I review the numerous programs I support, develop, and conduct I feel a sense of pride in this work. The value added to the Art Education program and the overall Department of Art & Art History is significant and meaningful, and I am grateful for the opportunity to continue these endeavors.