

FATE Conference
April 15-17, 2021

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April 15

9:00-10:30AM

Self-Directed Learners in the "Learning- On/Learning-Off" Infrastructure of Higher Ed
Merging Perspectives: Exploring interdisciplinary approaches between studio art and other disciplines
Teaching Ethical Appropriation

11:00-12:30PM

Integrating Digital Instruction into the Foundation Curriculum: approaches that have worked, almost worked and those we
It Was All a Dream...

Linking: Pedagogies and Strategies for MFA Studio Artists
Strategies for Being

2:00-3:30PM

Integrating Digital Instruction into the Foundation Curriculum: approaches that have worked, almost worked and those we
Exploring the Z Axis: 3D Project Share
Shaking Things Up: Creativity in a Changing Landscape

2:00-2:45PM

Navigating Career, Family, Life and Teleworking in a Pandemic

2:45-3:30PM

Developing Professional Practices through Applied Learning

4:00-5:30PM

On Conflicting Ideologies
Queer Study Guide: Tools for Developing an Inclusive Cannon
What Color

4:00-4:45PM

Kidding (Not Kidding): A Sardonic Surrender to Student Demands

4:45-5:30PM

Shelter in Place: Merging our Private & Public Selves

April 16

9:00-10:30AM

Not-So-Easy Targets: Restructuring Content for Non- Majors
Traversing Spatial Practices/Literacies
Unpredictable and Uncertain: Shifting Thinking about Studio Teaching at the Community College

11:00-12:30PM

Bridging the Gap: Supporting Our Students As Emerging Professionals
MACAA Affiliate Session - Building Resilience: Embracing Failure in the Foundations Classroom
Transdisciplinary Research in Art Foundations

2:00-3:30PM

Please Do a Bad Job of Putting Your Classes Online": Letting Go in Remote Teaching & Learning
Culturally relevant teaching and art pedagogy

Pendulum or Wrecking Ball: Considering Shifts in Curricular Overhaul

2:00-2:45PM

Educator as Curator: Personal Bias in Foundations Courses

2:45-3:30PM

The Future of the Contract Educator

4:00-5:30PM

Art Programs on the Brink
Bottom-Up Methods of Experimentation with Technology
New Perspectives on Digital Tools for Collaborative Teaching and Learning in Art and Design.

4:00-4:45PM

Our F'ing Language of Dealing: Shared Explorations in Approaching Sanity

4:45-5:30PM

New Tools: Foundations Pedagogy and The Craft School Experience

April 17

9:00-10:30AM

Are We There Yet?
Best Practice Share: Navigating 21st Century Figure Drawing
Inclusion: A Commitment to Equality, Diversity, & Justice

11:00-12:30PM

Decolonial Foundations as Infrastructure: Disrupting Colonial Structures
How to Implement Comprehensive Changes to Traditional Foundations Programs
In Need of "Major" Support: Building Strong Transitions from Foundation to Specific Majors

11:45-12:30PM

Foundations Art: Beyond Studio Based Thinking

FATE Conference
April 15-17, 2021



Thursday April 15

09:00 AM - 10:30 AM (Eastern Daylight Time)

Session 22

Session Chair{s}	Lynn Palewicz
Session Chair email{s}	lpalewicz@moore.edu
Institutional Information	Moore College of Art & Design
Session Title	Self-Directed Learners in the “Learning-On/Learning-Off” Infrastructure of Higher Ed
Presenter Information	
Session Abstract	<p>Foundation educators operate and negotiate between two highly prescribed education systems: 1) the K-12 education system (9 month learning) and 2) the university/college model (two-semester/ 30 week learning). Both education systems silo learning into pre-set timeframes creating a “learning-on/learning-off” approach to skills and knowledge. As students begin thesis work and internships, they soon discover that this “learning-on/ learning-off” infrastructure is not conducive to life in a post graduate world where learning is on-going and often self-directed.</p> <p>Foundation educators need a pedagogical approach that allows them to nurture and develop a student’s capacity for self-teaching and self-directed learning that can be implemented into the prescribed two- semester/ 30 week learning framework. This is a daunting but important part of our job (though it may seem deceptively removed from the first year experience)—upon graduation, our students must be prepared for industry infrastructures that will require employees to continually adapt, pivot and problem solve through self-teaching.</p> <p>This panel explores practical approaches to develop the student’s capacity to learn independently, the drive to learn, and the ability to self-teach new skills. We are looking for presenters with courses, exercises, and/or projects that aim to develop these skills within the prescribed university/college education system (two semesters/ 30 week learning).</p>
Presenter #1	Mya Pindyck
Institutional Information	Moore College of Art & Design
Presenter email	mpindyck@moore.edu
Paper Title	Writing From Memory Toward Stillness
Presenter #2	Francesca Fiore

Institutional Information	Montclair State University
Presenter email	fioref@montclair.edu
Paper Title	Mapping Student Progress Toward Self-Directed Practice
Presenter #3	Francine Martini
Institutional Information	Moore College of Art & Design
Presenter email	fmartini@moore.edu
Paper Title	“Moving from Me to You: Developing an Outward-facing Learner
Presenter #4	Lynn Palewicz
Institutional Information	Moore College of Art & Design
Presenter email	lpalewicz@moore.edu
Paper Title	Deliberate Practice: Self-Directed Skill Development
Session 16	
Session Chair{s}	Jee Hwang and Elizabeth Tolson
Institutional Information	Fort Hays State University, Parsons School of Design
Session Chair email{s}	jhhwang@fhsu.edu, tolsone@newschool.edu
Session Title	Merging Perspectives: Exploring interdisciplinary approaches between studio art and other disciplines
Session Abstract	<p>There is something more important than what we make, and that is why we make. When integrating studio courses with other subjects, students can develop a richer purpose by combining new concepts with the material use of studio art. Where do we start? How can we collaborate with faculty outside of studio art and how do we merge the learning outcomes? What kind of challenges and strategies arise when collaborating with the expertise of other disciplines? This panel will explore various approaches in merging curriculum and pedagogy between studio courses with other subjects. By mixing disciplines, such as from Drawing with Geoscience, or integrating skills, such as design with research writing, this panel seeks to show how to create a happy common ground between two areas, expanding the learning experience within the studio discipline through cross-disciplinary processes.</p>
Presenter Information	
Presenter #1	Diana Baumbach
Institutional Information	University of Wyoming
Presenter email	dbaumbac@uwyo.edu
Paper Title	Color Across Campus
Presenter #2	Kathleen Frye
Institutional Information	University of Wyoming
Presenter email	kfryel@uwyo.edu

Paper Title	The Elements of Art and Music as the Foundation for Authentic Interdisciplinary Learning
Presenter #3	Elizabeth Tolson
Institutional Information	Parsons School of Design
Presenter email	tolsone@newschool.edu
Paper Title	Co-Teaching Research Methods in Studio
Session 08	
Session Chair{s}	Erin Dixon and Eilis Crean
Institutional Information	University of West Georgia
Session Chair email{s}	edixon@westga.edu, ecrean@westga.edu
Session Title	Teaching Ethical Appropriation
Session Abstract	<p>Sharing and borrowing have always been fundamental to the practice of image making. Appropriation is a critical theme in contemporary art, yet some forms of borrowing, including obscuring influences, visual and written plagiarism, and cultural appropriation, can be unethical.</p> <p>This panel seeks papers from studio and art history perspectives exploring ways to intervene at the foundations level to help students understand when and how it's appropriate to appropriate, and when copying is unacceptable. We also invite papers that address broader issues surrounding the reuse of images, including how to help students avoid plagiarism, how to teach about copyright and the public domain, and how to address unethical copying in the university setting. Further questions for consideration: How can we develop assignments that accommodate both appropriation and originality? What lessons does art history offer about positive and negative strategies of appropriation? How can we explore the idea of lineage/quotation, and embed it into our work to layer meaning? How can we help our students develop an ethic of acceptable appropriation? How can we respectfully reference cultures or traditions beyond our own? How can we help our students understand and exercise their rights under their own intellectual property?</p>
Presenter Information	
Presenter #1	Stacy Isenbarger
Institutional Information	University of Idaho
Presenter email	stacyi@uidaho.edu
Paper Title	Script them. Activate their stance.
Presenter #2	Nathan Rees and Stephanie Smith
Institutional Information	University of West Georgia
Presenter email	nrees@westga.edu, slsmith@westga.edu
Paper Title	"You Can('t) Do That!": Appropriation, Censorship, Copyright, and Ethics in Art

Presenter #3	Boryana Rusenova Ina
Institutional Information	Texas Tech
Presenter email	boryana@boryanarusenova.com
Paper Title	Re-Enactments: Appropriating from Art History to Tell New Stories
Presenter #4	Leah Craig and Vivian Poey
Institutional Information	Lesley University College of Art and Design
Presenter email	lcraig@lesley.edu, vpoey@lesley.edu
Paper Title	Appropriation as a Reparative Act in an Interdisciplinary Foundations Course
Presenter #5	Sarah Sharp
Institutional Information	UMBC
Presenter email	ssharp@umbc.edu
Paper Title	ReMix: Fair Use, Creative Commons and Montage in the 4-D Studio Classroom

Thursday April 15

11:00 AM - 12:30 PM (Eastern Daylight Time)

Session 11-PART I

Session Chair{s}	Neill Prewitt
Institutional Information	Georgia State University
Session Chair email{s}	nprewitt@gsu.edu
Session Title	Integrating Digital Instruction into the Foundation Curriculum: approaches that have worked, almost worked and those we will never do again. (PART I)
Session Abstract	Today's foundation curriculum inevitably includes both digital instruction and traditional design principles and color theory strategies. Where precisely these two distinct areas meet and coexist though can vary. How do you deliver both? Do they stay as separate courses and later the student applies what they've learned? Do they evolve together and are synchronized throughout the first-year? Foundation areas feel compelled to deliver information on the use of software applications and how they apply to a student's chosen field of study. Once learned, these techniques are then used to create final compositions. Many questions arise about how to implement this need. How to choose what digital techniques are shown? How, as a Foundation curriculum, do you teach 'common body of knowledge' for digital instruction when pressured by major areas of study wanting specifics for their students that does not necessarily apply to all? This panel would present strategies they have used to address this merger.
Presenter Information	
Presenter #1	Michael Webster

Institutional Information	Wofford College
Presenter email	webstermd@wofford.edu
Paper Title	Amalgamated Futures: Digital Tools for Spatial Imagination
Presenter #2	Ginnie Baer and Mary Claire Becker
Institutional Information	Oklahoma State University
Presenter email	ginnie.baer@okstate.edu, maryclaire.becker@okstate.edu
Paper Title	We got this: Organically merging digital and analog in studio foundations projects
Presenter #3	Seth Thompson
Institutional Information	American University of Sharjah
Presenter email	sthompson@aus.edu
Paper Title	360° Panoramic Drawing: Introducing Immersive Image Design into the First-Year Experience
Presenter #4	Neill Prewitt
Institutional Information	Georgia State University
Presenter email	nprewitt@gsu.edu
Paper Title	From Analog to Digital and Back Again: Performative Digital Collages
Session 28	
Session Chair{s}	Christopher Metzger and Linnea Poole
Institutional Inf	Stevenson University & Maryland Institute College of Art
Session Chair email{s}	cmetzger@stevenson.edu, lpoole@mica.edu
Session Title	It Was All a Dream...
Session Abstract	"...I used to read Word Up! Magazine / Salt-N-Pepa and Heavy D up in the limousine." From bell hooks to Biggie, Black artists have provided a framework, both in theory and practice, for our understanding of the Black experience, so why have we been so slow to react? Philosopher hooks's examination of education as a practice of freedom is as relevant today as it was in the '90s when Biggie rapped, "either you're slingin' crack rock or you got a wicked jump shot," on his hit, Things Done Changed. And he's right, things done changed, but not quickly, and certainly not radically. Students of color continue to encounter underrepresentation, racism, discrimination, tokenism, culture shock, and a lack of understanding about the lived experiences that inform their creative practice. What pedagogical framework is in place to support students of color and how can this framework be adjusted to create an environment that embraces and encourages their realities and needs within a creative learning space in the first year? This session seeks submissions focused on concrete curricular actions and organizational examples that move beyond the ubiquitous nature of the standard DEI lingo commonly put forth by academic institutions.

Presenter Information	
Presenter #1	Helina Metaferia
Institutional Information	Brown University
Presenter email	helina_metaferia@brown.edu
Paper Title	The Woke: Radical Imagination in Participatory Practices
Presenter #2	Allison Yasukawa
Institutional Information	California College of the Arts
Presenter email	yasukawa@cca.edu
Paper Title	Othered Personhood Play and the Racialization of Creative Practice
Presenter #3	Jennifer White-Johnson
Institutional Information	Bowie State University
Presenter email	jwhitejohnson@bowiestate.edu
Paper Title	Combating Internalized Ableism in Academia: A Black Professor's Anthem to Her Disabled Students
Session 17	
Session Chair{s}	Dahye Kim
Institutional Information	Teachers College, Columbia University
Session Chair email{s}	Dk2912@tc.columbia.edu
Session Title	Linking: Pedagogies and Strategies for MFA Studio Artists
Session Abstract	<p>The MFA years are often a transition between learning as a student and teaching as an educator. Upon completion of the MFA programs, recent graduates are often expected to teach foundations courses, yet the curricula vary widely from school to school. Many graduates face the challenges of being college educators with a lack of teaching experience and preparation during their MFA years. Teaching art is complex and has become more challenging in the 21st century. To tackle these challenges, it is important to discuss: How do graduate art students prepare for teaching college art? What kind of pedagogical knowledge and strategies do current MFA student artists need to know to become effective teachers in a college art classroom? What do we need to learn along with art practices in art schools? What do we need to teach along with art practices in art schools? This panel will explore and question effective college teaching preparation strategies for MFA students and future college educators to teach art courses, including visual art foundations reflecting on panelists' teaching and learning experiences. We will exhibit various approaches introducing the fundamental teaching skills for contemporary artists to know at the beginning of their teaching careers.</p>
Presenter Information	
Presenter #1	Daniel Collins
Institutional Information	Arizona State University

Presenter email	deepcreek08@gmail.com
Paper Title	Creative Lives / Professional Ambitions
Presenter #2	Thelma Flores
Institutional Information	Miami International University of Art and Design
Presenter email	thelma.lazoflores@yahoo.com
Paper Title	The Tale of Two Courses in Training College Educators
Presenter #3	Peter Dudek
Institutional Information	Hunter College
Presenter email	pdudek11211@yahoo.com
Paper Title	Storytelling in Art Education. How to use it. Why is it needed.
Session 01	
Session Chair{s}	Thomas Albrecht
Institutional Information	State University of New York at New Paltz
Session Chair email{s}	Albrecht@newpaltz.edu
Session Title	Strategies for Being
Session Abstract	Curiosity. Observation. Vulnerability. Patience. Awareness. These attributes are not only necessary skills for young artists and designers to foster, they are valuable attributes for any person looking to grow and expand their learning as they navigate an increasingly interconnected and complex world. This panel will explore curriculum that fosters such intangible skills with tangible results, and pedagogy that constructs studio conditions where students are placed in challenging situations in preparation for individual and collaborative innovation. Presentations will investigate infrastructures that negotiate theory and praxis, where learning outcomes remain fluid to processes that foster critical thinking through research, play, and experimentation; manifesting in myriad physical and ephemeral conclusions. Particular emphasis will be given to classroom activities and assignments that focus on ideas of meaning-making: considering how value is constructed for images, objects, and ideas, based on what is pictured, built, and imagined. The panel will emphasize curriculum and pedagogy that constructs new parameters for learning: where histories are critiqued and assessed, and the future remains open through awareness of today's lived experiences and decisions to make and act.
Presenter Information	
Presenter #1	Aurora Higgs
Institutional Information	Virginia Commonwealth University
Presenter email	ALHiggs14@gmail.com
Paper Title	Performing Taboo as a Queer Narrative Device

Presenter #2	Mary Stewart
Institutional Information	Florida State University
Presenter email	mstewart3@fsu.edu
Paper Title	Creative Inquiry: Going Beyond the Basics
Presenter #3	Juan Jofre Lora
Institutional Information	Pratt Institute
Presenter email	jjofrelo@pratt.edu
Paper Title	Laterals
Presenter #4	Alysia Kaplan and Gabriella D'Angelo
Institutional Information	Hobart and William Smith Colleges
Presenter email	kaplan@hws.edu, dangelo@hws.edu
Paper Title	Ways of Seeing: Working from the Environment to Explore Contemporary Implications in Historical Identities

Thursday April 15

2:00 PM - 3:30 PM (Eastern Daylight Time)

Session I I-PART II

Session Chair{s}	Elizabeth (Libby) McFalls
Institutional Information	Columbus State University
Session Chair email{s}	mcfalls_elizabeth@columbusstate.edu
Session Title	Integrating Digital Instruction into the Foundation Curriculum: approaches that have worked, almost worked and those we will never do again. (PART II)
Session Abstract	<p>Today's foundation curriculum inevitably includes both digital instruction and traditional design principles and color theory strategies. Where precisely these two distinct areas meet and coexist though can vary. How do you deliver both? Do they stay as separate courses and later the student applies what they've learned? Do they evolve together and are synchronized throughout the first-year?</p> <p>Foundation areas feel compelled to deliver information on the use of software applications and how they apply to a student's chosen field of study. Once learned, these techniques are then used to create final compositions. Many questions arise about how to implement this need. How to choose what digital techniques are shown? How, as a Foundation curriculum, do you teach 'common body of knowledge' for digital instruction when pressured by major areas of study wanting specifics for their students that does not necessarily apply to all? This panel would present strategies they have used to address this merger.</p>
Presenter Information	

Presenter #1	Joshua Albers
Institutional Information	Missouri State University
Presenter email	joshuaalbers@missouristate.edu
Paper Title	Using New Media and Digital Fabrication to Update Foundations Curriculum
Presenter #2	Danilo Bojic
Institutional Information	Winona State University
Presenter email	dbojic@winona.edu
Paper Title	Digital Skills for All: Diversifying Digital Skills Development
Presenter #3	Rebekah Blesing
Institutional Information	Michigan State University
Presenter email	blesingr@msu.edu
Paper Title	Dragging Foundations into the 21st Century
Presenter #4	David Andree
Institutional Information	University of Arkansas, Fayetteville
Presenter email	andree@uark.edu
Paper Title	Image Making: a proposition for synchronizing the fostering of creative individuals, integration of design principles and digital skill acquisition in Foundations
Session 23	
Session Chair{s}	Courtney N. Ryan
Session Chair email{s}	cryan@scad.edu
Institutional Information	Savannah College of Art and Design, SCAD
Session Title	Exploring the Z Axis: 3D Project Share
Session Abstract	Teaching within a foundations discipline requires a certain amount of preparation, an expectation to meet project/course outcomes, and an understanding of the tools and techniques related to the discipline. This session invites educators to share projects related to three-dimensional design. Presentations that include assignments with successful or unsuccessful elements are welcome. Projects or assignments that use traditional media, digital media or a combination of both are welcome. Projects could also be presented that have been modified to accommodate online delivery. Projects that explore materiality, conceptualization, craft, identity and/or specific tools are all welcome. What are the critical concepts, skills and experiences vital to learning in three dimensions?
Presenter Information	
Presenter #1	Casey Schachner
Institutional Information	Belmont University

Presenter email	casey.schachner@belmont.edu
Paper Title	Blurring the Lines: Merging Traditional and Digital 3D Practices
Presenter #2	Emil Polyak and Patrick FitzGerald
Institutional Information	Drexel University / NC State University
Presenter email	ep557@drexel.edu / pat_fitzgerald@ncsu.edu
Paper Title	Teaching and Learning Creativity: Augmented Reality Storytelling in the Multidisciplinary Classroom
Presenter #3	David Janssen Jr.
Institutional Information	Washington State University
Presenter email	david.janssen@wsu.edu
Paper Title	The Masks We Wear
Presenter #4	Courtney N. Ryan
Institutional Information	Savannah College of Art and Design
Presenter email	cryan@scad.edu
Paper Title	Exploring the Z Axis of Foundations
Session 05	
Session Chair{s}	Erin Hoffman
Institutional Information	Muskegon Community College
Session Chair email{s}	Erin.hoffman@muskegoncc.edu
Session Title	Shaking Things Up: Creativity in a Changing Landscape
Session Abstract	<p>In the academic world, we must pay attention to how we distribute our time and efforts between teaching, research and service. Each area represents part of our job and our identity as artists. This is challenging on its own, but in times of change, how do we respond?</p> <p>As creatives, we are perhaps more prepared to respond to calls for change with agility, however implementing those changes within an existing system can be challenging. In addition to routine needs, major external forces demand deep consideration of and changes to the 'business as usual' model right now. This panel will present idea-to-action case studies of new and creative ways that we are responding to currently changing landscapes in teaching, research, and service.</p>
Presenter Information	
Presenter #1	Erin Hoffman
Institutional Information	Muskegon Community College
Session Chair email{s}	Erin.hoffman@muskegoncc.edu
Paper Title	Everything/Nothing is the Same: Classroom Concessions to Covid
Presenter #2	Jeff Beekman
Institutional Information	Florida State University

Presenter email	jbeekman@fsu.edu
Paper Title	Motivate, Mediate, Commiserate: Leadership in the Time of Covid
Presenter #3	Anne Stagg & Laura Tanner
Institutional Information	Florida State University & The University of Arizona
Presenter email	astagg@fsu.edu, lauratgraham@email.arizona.edu
Paper Title	Research? What now? The Open Call Podcast
Presenter #4	Bethany Pipkin
Institutional Information	South Carolina School of the Arts
Presenter email	bpipkin@andersonuniversity.edu
Paper Title	Together & Apart: Team Teaching in a Time of Change
Presenter #5	Nina Bellisio
Institutional Information	St. Thomas Aquinas College
Presenter email	nbellisio@gmail.com
Paper Title	Creative Crossover: Using Art to Teach Other Disciplines

Thursday April 15

2:00 PM - 2:45 PM (Eastern Daylight Time)

SHORT Sessions (45 Minutes Each)

Session A

Session Chair{s}	Callie Farmer
Institutional Information	Fayetteville Technical Community College
Session Chair email{s}	Cfarnergoss0811@gmail.com
Session Title	Navigating Career, Family, Life and Teleworking in a Pandemic
Session Abstract	<p>Can we have it all, the successful career, family, and love life? This is a question that has been looming over us all for years and making us feel like we have to choose one over the other. But do we have to choose? Do we have to sacrifice elements of our lives for other parts of who we are? The answer is no, we do not have to choose or sacrifice instead we manage our time and we balance these parts. The big question is how do we do this? How do we balance the PTA meetings, department meetings, and still have time for ourselves and the progression of our art and relationships? How do we begin to define teleworking and adding that to our daily work and family routine? How do we begin to start the conversation with administrators and colleagues on family obligations and time management? This session will explore the methods and approaches that help maintain a work-life balance. Submit your tips, tricks, and Ringling Brothers circus events on how you have managed or attempted to have it all. All cautious tales will be welcome as well as successful journeys.</p>
Presenter Information	

Presenter #1	Jessica Mongeon
Institutional Information	Arkansas Tech University
Presenter email	jmongeon@atu.edu
Paper Title	Balance is a Myth: Riding the teeter totter of full-time parenting and teaching online
Presenter #2	Anna Pinkas
Institutional Information	Borough of Manhattan Community College
Presenter email	apinkas@bmcc.cuny.edu
Paper Title	Inspired by Constraints

Thursday April 15

2:45 PM - 3:30 PM (Eastern Daylight Time)

Session F

Session Chair{s}	Eileen MacAvery Kane
Institutional Information	Rockland Community College
Session Chair email{s}	emacaver@sunyrockland.edu
Session Title	Developing Professional Practices through Applied Learning
Session Abstract	Applied Learning is credit-bearing teaching and learning that integrates meaningful community service and professional practice using curriculum-based learning. Although it may meet a community need, service learning is not volunteerism, as it has explicit learning outcomes with opportunities for reflection. This presentation will highlight the benefits of applied learning including how it attaches meaning to coursework and increases motivation, reduces stereotypes and facilitates cultural understanding, develops a sense of social responsibility and citizenship skills, enhances self-awareness and self-confidence in one's abilities, and improves soft-skills and introduces students to professional practices

Presenter Information

Presenter #1	Chloe Irla
Institutional Information	McDaniel College
Presenter email	cirla@mcdaniel.edu
Paper Title	Beyond Campus: Integrating Community Engagement and Student-Faculty Research into Art and Design Courses
Presenter #2	Ansley Adams
Institutional Information	South Piedmont Community College
Presenter email	aadams@spcc.edu
Paper Title	The Butterfly Effect: Teaching Professional Practices through Service Learning in an Online Studio Art Course

Presenter #3	Session Chair - Eileen MacAvery Kane
Institutional Information	Rockland Community College
Presenter email	emacaver@sunyrockland.edu
Paper Title	Developing Professional Practices through Applied Learning

Thursday April 15

4:00 PM - 5:30 PM (Eastern Daylight Time)

Session 12

Session Chair{s}	Adam Farcus
Institutional Information	Milwaukee Institute of Art and Design
Session Chair email{s}	adamfarcus@gmail.com
Session Title	On Conflicting Ideologies

Session Abstract	<p>Conflicting ideologies and worldviews are present in our classrooms. Even in less politically polarized times, these conflicts are brought by students, created by the instructor, built into the design of assignments, and revealed within the structure of the institution. Importantly, institutional infrastructures are constructed in a hierarchical way that can lead to inequity. The inequity created by institutional power structures exacerbates the ideological conflicts in our classrooms. Therefore, as educators we need to be mindful of the ways in which we reinforce structures of power that disproportionately disadvantage students in marginalized positions through our own pedagogy.</p> <p>This panel presents papers from four educators who investigate the causes of and strategies to navigate conflicting ideologies and worldviews in the classroom, and the ways in which they relate to broader institutional infrastructures.</p> <p>Presentations in this panel will discuss the intersections of art and design education and the power dynamics of racism, politics, nationality, white supremacy, immigration, faith, and capitalism.</p>
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Presenter Information

Presenter #1	Heath Schultz
Institutional Information	University of Tennessee at Chattanooga
Presenter email	heath-schultz@utc.edu
Paper Title	Classrooms Structured in Dominance
Presenter #2	Stephanie Sabo
Institutional Information	Otis College of Art and Design
Presenter email	ssabo@otis.edu
Paper Title	Racially Insensitive Student Projects: Leading Classroom Critique to Foster Awareness

Presenter #3	Adam Farcus
Institutional Information	Milwaukee Institute of Art and Design
Presenter email	adamfarcus@gmail.com
Paper Title	Checking the Canon: The Hidden Curriculum of Foundations Textbooks
Presenter #4	Allison Yasukawa
Institutional Information	California College of the Arts
Presenter email	yasukawa@cca.edu
Paper Title	Coronavirus, American racism, and troublesome knowledge: Resistance as invitation

Session 06

Session Chair{s}	Eric Anthony Berdis
Institutional Information	Virginia Commonwealth University
Session Chair email{s}	ericanthonyberdis@gmail.com
Session Title	Queer Study Guide: Tools for Developing an Inclusive Cannon
Session Abstract	<p>My research has been examining queer ghost and their histories in-relationship to Queer theorist, and artist who have been forgotten due to the HIV/AIDs epidemic. Through this I am building an archive of influences both historical and contemporary. As I challenge my teaching, I push myself to a more inclusive artist and resource for my students. As teachers, we all know that homework is never just for our students. I asked myself, "Why is it I can name many abstract expressionist painters off the top of my head but couldn't identify queer/ POC/ women artist as quickly?"</p> <p>This directed me to investigate how I could fill the gap between my own knowledge and hands on resources. My practice actively is building tools and resources for K-12 and early college teachers/ faculty to have in their tool belt to support a more inclusive cannon. Draft lesson plans, flash cards, and study guide zines as well as online resources all have become ways to bring this into my classroom. In hopes, through repetition, exposure and access to make it so, artists like Mark Bradford, Sheila Pepe, or Greer Lankton, are as easily recognizable as Andy Warhol.</p>

Presenter Information

Presenter #1	Aurora Higgs
Institutional Information	Virginia Commonwealth University
Presenter email	ALHiggs14@gmail.com
Paper Title	Performing Taboo as a Queer Narrative Device
Presenter #2	Madison Manning
Presenter email	madisonmanning@me.com
Institutional Information	Virginia Commonwealth University

Paper Title	Queer Eye For The Straight Professor: Strategies for Teaching Inclusive Art History
Presenter #3	Kalyn Coghill
Institutional Information	Virginia Commonwealth University
Presenter email	coghillk@mymail.vcu.edu
Paper Title	Hashtag Art
Session 30	
Session Chair{s}	Steven Bleicher
Institutional Information	Coastal Carolina University
Session Chair email{s}	bleicher@coastal.edu
Session Title	What Color
Session Abstract	Color may be one of the most important aspects of teaching two-dimensional design foundations. The right color can make or break an image, design, or product. What does it mean to teach color today? Are we teaching only subtractive color theory and using only traditional art media, paint and gouache or should we also be teaching additive color theory and using digital technology as part of the foundations course. How do we define color today? Today, many institutions no longer have a dedicated color course. It's included as part of the 2D design course curriculum. How much of that one semester course should be dedicated to teaching color or can it be fully integrated into the overall basic design course? What should be taught regarding color? What are the most important aspects of color and color theory that need to be covered? And finally, should digital color be a part of a contemporary color curriculum?
Presenter Information	
Presenter #1	Kristen Franyutti
Institutional Information	Arkansas State University
Presenter Email	kfranyutti@astate.edu
Paper Title	The Benefits of Teaching Additive and Subtractive Color
Presenter #2	Corinne Ulmann
Institutional Information	Pratt Institute
Presenter Email	culmann@pratt.edu
Paper Title	Light Color Design
Presenter #3	Dylan DeWitt
Institutional Information	University of Arkansas
Presenter Email	dylandewitt@gmail.com
Paper Title	Colors on Other Planets
Presenter #4	Alan Pocaro
Institutional Information	Eastern Illinois University

Presenter Email	adpocaro@eiu.edu
Paper Title	Staying outside the Lines: New/Old Approaches

Thursday April 15

4:00 PM - 4:45 PM (Eastern Daylight Time)

Session C

Session Chair{s}	Chris Ireland
Institutional Information	Tarleton State University
Session Chair email{s}	ireland@tarleton.edu
Session Title	Kidding (Not Kidding): A Sardonic Surrender to Student Demands
Session Abstract	<p>What would the syllabus for a foundations art course look like if it was constructed solely from the comments students give on teaching evaluations, emails, exit interviews, and during critiques? Maybe you had to sit down with your department head, or worse yet, a tenure review committee, and had to say something like “sure...I would love to stop offering participation grades to appease the students who prefer to not attend class.” Or maybe you got a student evaluation that said “this class shouldn’t discuss sensitive topics such as race and gender because those topics are not appropriate for an evening course.” Perhaps you feel you don’t connect with your students anymore because they don’t agree with the way you “act like you know more than they do”. What if we literally gave the students what they think they wanted? Does this sound like a good idea? This panel hopes to answer that question with a resounding Yes! or maybe...no. Either way, the aim of this session is to provide a sounding board for our panel and the audience to share their experiences of being told how to do their job.</p>

Presenter Information

Presenter #1	Naomi J. Falk & Craig Coleman
Institutional Information	University of South Carolina/Mercer University
Presenter email	naomijfalk@gmail.com/coleman_C@mercer.edu
Paper Title	Acting Up: Disruptions as Teaching Opportunities (Stunts Optional)
Presenter #2	Chris Ireland
Institutional Information	Tarleton State University
Presenter email	Ireland@tarleton.edu
Paper Title	Syllabi Lullaby: Student Focused Course Curriculum Overcorrection
Presenter #3	Kerry St. Laurent and Diane Martonis
Institutional Information	Western New England University/Rocky Mountain College of Art and Design
Presenter email	kerry.stlaurent@wne.edu/dmartonis@rmcad.edu
Paper Title	Premonitional Grading and Other Pedagogical Wonders

Thursday April 15

4:45 PM - 5:30 PM (Eastern Daylight Time)

Session G

Session Chair{s}	Colleen Merrill
Institutional Information	Bluegrass Community & Technical College
Session Chair email{s}	colleen.merrill@kctcs.edu
Session Title	Shelter in Place: Merging our Private & Public Selves
Session Abstract	When asked to shelter in place, we were confronted with the merging of our private and public selves. Professor. Scholar. Artist. Partner. Parent. Caregiver. etc. How do these selves influence one another and why were they so separate in the first place? This session examines how we are blurring these roles in Foundations.
Presenter Information	
Presenter #1	Michael Kellner
Institutional Information	Columbus College of Art & Design
Presenter email	mkellner@ccad.edu
Paper Title	I contain multitudes and so do you
Presenter #2	Janine Polak
Institutional Information	Purchase College, SUNY: School of Art + Design
Presenter email	janine.polak@purchase.edu
Paper Title	Value Added: Teaching in the Belly of the Beast

FATE Conference
April 15-17, 2021



**INFRA
STRUCTURE**



Friday April 16

09:00 AM - 10:30 AM (Eastern Daylight Time)

Session 24

Session Chair{s}	Kerry St. Laurent
Institutional Information	Western New England University
Session Chair email{s}	kerry.stlaurent@wne.edu
Session Title	Not-So-Easy Targets: Restructuring Content for Non-Majors
Session Abstract	A freshly-minted teaching ego might see a classroom full of non-majors as an easy audience: just take the curriculum we internalized in our own academic journeys and simplify it slightly, right? However, this panel reveals a more nuanced approach through the voice of experience. What we're really faced with is, quite often, the single chance for these students to be exposed to art instruction and content. We are responsible for curating a targeted collection of techniques, ideas, and examples, as well as cultivating transferable skills like creativity and critical thinking. This panel will discuss strategies including streamlining curriculum, using variety to calm fears, catering demonstrations and activities towards the inexperienced student, and carefully representing diverse cultures and perspectives.

Presenter Information

Presenter #1	Tara Carpenter Estrada
Institutional Information	Brigham Young University
Presenter email	taracarpenter@byu.edu
Paper Title	A Non-major's View of Art Classes
Presenter #2	Janet Esquirol (Sylvan)
Institutional Information	CUNY BMCC
Presenter email	jesquirol@bmcc.cuny.edu
Paper Title	Making Design Literacy & Techniques Available to All Students
Presenter #3	Kerry St. Laurent
Presenter email	kerry.stlaurent@wne.edu
Institutional Information	Western New England University
Paper Title	Draw and Release

Session 09

Session Chair{s}	James Enos and Jeremy Culler
Institutional Information	UGA and USC (Aiken)
Session Chair email{s}	jeremyc@usca.edu; james.enos@uga.edu
Session Title	Traversing Spatial Practices/Literacies

Session Abstract	This session addresses current initiatives to incorporate spatial literacy and sustainable social practices into curricula, pedagogy, and practice. On the one hand, rethinking curricula to address spatial literacy could help students engage deeply with issues of social responsibility and citizenship in (shared) spaces of practice. On the other hand, such a focus provides a mechanism for thinking about creative practices at the intersection of civic knowledge and community. Regarding infrastructure, how might scholars, artists, and educators generate and refine self-directed and sustainable practices of their design? How does one tackle generational shifts, emergent student interests, personal histories, and current standards within much larger societal systems of production? Papers/presentations could address the following: creative approaches to fieldwork, service learning, and creative itineraries dealing with urban, social, and environmental issues; pedagogical inventiveness within foundational programs that expands thinking about inclusion and exclusion expressed geographically in borders, territories, and logistics; exploring the role spatial practices play in constructing alternative imaginations of public history; and the development of systems thinking at the level of labor to raise class consciousness and community engagement. Proposals addressing any stage, including early experiments, conceptual and/or curricular development directions, new course design, and more, are encouraged.
Presenter Information	
Presenter #1	Laura Foxman
Institutional Information	Wayne State University
Presenter email	laura.foxman@wayne.edu
Paper Title	Pedagogical Studies: Merging Art, Design and Visual Communications in Spatially-Driven Curricula
Presenter #2	Michael Webster
Institutional Information	Wofford College
Presenter email	webstermd@wofford.edu
Paper Title	Site Specific Approaches to Foundations
Presenter #3	Ellen Babcock
Institutional Information	University of New Mexico
Presenter email	ebabcock@sonic.net
Paper Title	Mira Look
Presenter #4	James Enos and Jeremy Culler
Institutional Information	UGA and USCA
Presenter email	jeremyc@usca.edu, james.enos@uga.edu
Paper Title	Reconciling Spatial Practices/Literacies (working title)
Session 02	
Session Chair{s}	Susan Altman
Institutional Information	Middlesex County College
Session Chair email{s}	Saltman@middlesexcc.edu
Session Title	Unpredictable and Uncertain: Shifting Thinking about Studio Teaching at the Community College

Session Abstract	<p>How do we approach the notion of infrastructure for art majors in community colleges? The sudden and abrupt shift to remote learning in the spring of 2020, underscored not only the digital divide, but issues of equity and access for our students. Many community college students lacked the basic materials to continue working on studio projects that they would have been able to successfully complete in campus studios. How were you able to support and advance learning, as well as a creative practice without access to studios, supplies, and study spaces? What innovative and creative shifts occurred in your studio teaching this past year?</p> <p>What new pedagogical approaches did you discover that you plan on bringing forward in your teaching? How can we be more inclusive in our pedagogy to reach all of our students? How has this changed your thinking about what we do in the classroom?</p> <p>As studio faculty, how can we continue to provide a strong foundation, promote authentic learning, prepare students for their careers, and prepare them to successfully transfer while understanding the many issues that our students face? As we shift our thinking in an uncertain and unpredictable world, what best practices can we share?</p>
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Presenter Information	
Presenter #1	Dan O'Neill
Institutional Information	Community College of Rhode Island
Presenter email	Djoneill1@ccri.edu
Paper Title	Remote Teaching: Shining a spotlight on Equity and Access in Digital Media Courses
Presenter #2	Ansley Adams
Institutional Information	South Piedmont Community College
Presenter email	aadams@spcc.edu
Paper Title	Overhauling our Studio Art Curriculum to Support Students and Advance Learning in an Online Environment
Presenter #3	Amy B. Brier
Presenter email	abrier1@ivytech.edu
Institutional Information	Ivy Tech Community College Bloomington
Paper Title	Successes and Failures: What we Learned since March 2020

Friday April 16
11:00 AM - 12:30 PM (Eastern Daylight Time)

Session 18	
Session Chair{s}	Shannon Lindsey and Ashley Taylor
Institutional Information	University of Central Florida
Session Chair email{s}	shannon.lindsey@ucf.edu, ashley.taylor@ucf.edu
Session Title	Bridging the Gap: Supporting Our Students As Emerging Professionals

Session Abstract	<p>According to the 2017 SNAAP Special Report, at least 80% of alumni art students felt they weren't effectively prepared with professional development and/or they received information too late in their academic career. When should students take on the responsibilities of a being a professional artist? How do we as educators balance their role as a student but also support their developing identity as a professional? How can we combat opposing views that professional development should not be discussed in academia? And, what approaches can create buy-in amongst administration, faculty, and students? This session will explore various methods for implementing professional development into college- level art curriculum including: networking and collaboration, documentation of artwork, preparation of professional documents, artistic investigation and research, pursuing professional opportunities and entrepreneurial endeavors. How are we as educators encouraging individual definitions of success in the classroom and beyond?</p>
Presenter Information	
Presenter #1	Meredith Starr
Institutional Information	SUNY Suffolk County Community College
Presenter email	meredithLstarr@gmail.com
Paper Title	Is This The Real World?
Presenter #2	Elizabeth Folk
Institutional Information	Cal Poly, San Luis Obispo
Presenter email	efolk@calpoly.edu
Paper Title	Teaching Professional Development to Promote Equity, Empowerment, and Opportunity: Practical Tools from a Polytechnic Art & Design Department
Presenter #3	Ross McClain and Sarah Archino
Institutional Information	Furman University
Presenter email {s}	ross.mcclain@furman.edu, sarah.archino@furman.edu
Paper Title	More than freelancing: Cultivating an entrepreneurial mindset
Presenter #4	Danilo Bojic
Institutional Information	Winona State University
Presenter email	dbojic@winona.edu
Paper Title	Forming our Students' Future by Equipping Them with Skills and Practices for Their Careers of Tomorrow
Session 13	
Session Chair{s}	Kariann Fuqua
Institutional Information	University of Mississippi
Session Chair email{s}	kfuqua@olemiss.edu
Session Title	MACAA Affiliate Session - Building Resilience: Embracing Failure in the Foundations Classroom

Session Abstract	<p>So often students in art programs enter our classrooms with a narrow perception of how we make art and teach it. Instead of objective criteria, in their minds it's often about a level of technical skill and inevitably, binary terms like good and bad surface in discussion. If we truly want our students to experiment, problem-solve, and reach beyond traditional solutions or ideas, how can we teach them that failure, i.e. making unsuccessful work, is the path that leads to more creative solutions? It is in the process of making that many ideas are discarded, changed, retooled, or reimagined to get to a final stage of completion. How do we foster an environment where productive failure can happen?</p> <p>Do certain grading practices get in the way of this developmental step? If students are constantly thinking about what will give them a good grade, they are less willing to take risks in their work and thus, not growing as an artist or learner. It is only through failure we learn what is possible. This panel seeks innovative approaches or projects that encompass productive failure. Preference will be given to presenters who approach this session with interactive, risk taking/ experimental demos.</p>
Presenter Information	
Presenter #1	Rachel Debuque
Institutional Information	George Mason University
Presenter email	rdebuque@gmu.edu
Paper Title	This Classroom is a Joke
Presenter #2	Samantha Dorgan
Institutional Information	Middle Tennessee State University
Presenter email	dorgan.sam@gmail.com
Paper Title	Begin Anywhere: The Productive Potential of Beginnings
Presenter #3	Ming Ying Hong
Institutional Information	Mississippi State University
Presenter email	mhong@ccad.msstate.edu
Paper Title	The Joys of Productive Failure and Play
Presenter #4	Anna Buckner
Institutional Information	Appalachian State University
Presenter email	bucknerad@appstate.edu
Paper Title	Collaborative Rubrics
Session 27	
Session Chair{s}	Raymond Yeager
Institutional Information	Savannah College of Art and Design
Session Chair email{s}	ryeager@scad.edu
Session Title	Transdisciplinary Research in Art Foundations

Session Abstract	As we prepare to educate the next generation of artists and designers, we need to shift our curricula from a single focus on art and design specializations to a transdisciplinary experience that fosters the use of and creation of diverse knowledge. Basarab Nicolescu stated that, “Transdisciplinary complements disciplinary approaches. It occasions the emergence of new data and new interactions from out of the encounter between disciplines. It offers us a new vision of nature and reality. Transdisciplinary does not strive for mastery of several disciplines but aims to open all disciplines to that which they share and to that which lies beyond them.” How can Foundation programs begin to bridge the gaps that fragments knowledge into definite parts? What new kinds of hybrid practices and collaborations between disciplines can we employ in Foundations to facilitate a new approach and definition of research that will serve students in their art and design practice. This session invites papers that address curriculum design, projects, research, strategies and models that can serve as examples and exemplars to navigate this approach.
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Presenter Information	
Presenter #1	Ahmed Ozsever and Alexandra Giannell
Institutional Information	Indiana University
Presenter emails	aozsever@iu.edu, azgianne@iu.edu
Paper Title	Cross Disciplinary Workshops in Art and Design
Presenter #2	Margaret McManus
Institutional Information	Savannah College of Art and Design
Presenter email	mmcmanus@scad.edu
Paper Title	The Micro-Museum: Exercising Scalar Shifts in Art and Design
Presenter #3	Corinne Umann
Institutional Information	Pratt Institute
Presenter emails	culmann@pratt.edu
Paper Title	Foundation Expanded: Myrtle Avenue Public Projects

Friday April 16
2:00 PM - 3:30 PM (Eastern Daylight Time)

Session 26	
Session Chair{s}	Chinn Wang
Institutional Information	University of Denver School of Art & Art History
Session Chair email{s}	chinn.wang@du.edu
Session Title	"Please Do a Bad Job of Putting Your Classes Online": Letting Go in Remote Teaching & Learning

Session Abstract	<p>Rebecca Barrett-Fox's now famous pandemic-era essay, "Please Do a Bad Job of Putting Your Classes Online," resonated with many academics' anxieties, frustrations, and downright panic, when suddenly faced with the overhaul of teaching studio art courses online with little to no preparation or training. This panel will not focus on the new strategies we employed to engage students, but rather the "just-okay practices" we utilized in our teaching to best support their physical, mental, and emotional health, as well as our own. What did you have to let go of during this unimaginable transition in the world? How did your students respond to your altered perspectives on teaching? What unforeseen successes resulted from a pulled-back and perhaps more collaborative curriculum?</p> <p>The goal of our discussion will be to provide an open and inclusive dialogue about the challenging translation of the unique studio-centric experience to a complex and technologically-fraught online format. Adjusting our expectations, and those of our students, departments, and universities, about what we can and should deliver in our courses is not an easy task, and this panel seeks to explore the opportunities to reexamine our teaching philosophies as a positive and necessary direction for the future.</p>
Presenter Information	
Presenter #1	Raluca Iancu
Institutional Information	Iowa State University
Presenter email	riancu@iastate.edu
Paper Title	Teaching Printmaking Online: An Exercise in Futility?
Presenter #2	Kat Riesing
Institutional Information	Alfred University
Presenter email	riesing@alfred.edu
Paper Title	Laundry hampers, Tik Tok and the kitchen sink: Rethinking the studio in the time of Covid
Presenter #3	Chinn Wang
Institutional Information	University of Denver School of Art & Art History
Presenter email	chinn.wang@du.edu
Paper Title	The Hero's Journey: Slaying the many-headed Hydra of teaching, parenting, and creating during a pandemic
Session 03	
Session Chair{s}	Amy Babinec
Institutional Information	South Suburban College
Session Chair email{s}	Amy.babinec@gmail.com
Session Title	Culturally relevant teaching and art pedagogy

Session Abstract	<p>Culturally relevant teaching is the practice of making course material more relevant to and inclusive of historically underserved students, through course content, teaching practices, and assessment. The goal of culturally relevant teaching is to make course materials and teaching practices reflect students' own cultural experiences, to better serve a diverse student population. Culturally relevant teaching extends to course content and delivery, projects, assignments, and assessment.</p> <p>For example, a recent study at UNC Charlotte showed that the ways students are assessed can create a false achievement gap between students who are historically underserved, and more historically privileged groups of students (Singer-Freeman, Hobbs, and Robinson 2019). The study found that certain types of assessments, such as reflective writing, do not show a gap between the students, and that others, such as multiple-choice, timed tests, do. This false evidence can show a gap between these two groups of students in terms of their <i>performance</i> of the assessment, but not reflect the students' actual <i>competence</i> in the task being assessed.</p> <p>What are the implications of culturally relevant teaching in a studio art and art history context? This panel will explore ways to make art pedagogy more inclusive, across studio art and art history courses.</p>
Presenter Information	
Presenter #1	Amy Babinec
Institutional Information	South Suburban College
Session Chair email{s}	Amy.babinec@gmail.com
Paper Title	Applying Culturally Relevant Teaching to Art Courses
Presenter #2	Evan Dubois
Presenter email	evindubois@gmail.com
Institutional Information	Paducah School of Art and Design at West Kentucky Community and Technical College
Paper Title	The "Wearable": Pop Culture, Pandemic Protest, and Pose
Presenter #3	Todd Parker
Institutional Information	Southwestern Oklahoma State University
Presenter email	Todd.parker@swosu.edu
Paper Title	Engaged, Critical, and Comprehensive Learning in Art History
Session 29	
Session Chair{s}	Jenny Roesel Ustick
Institutional Information	University of Cincinnati
Session Chair email{s}	ustickje@ucmail.uc.edu
Session Title	Pendulum or Wrecking Ball: Considering Shifts in Curricular Overhaul

Session Abstract	Craft or concept? Technique, or experimentation? Rigor, or freedom? Anyone who has inherited, adapted, or overhauled an existing Foundations program, or endeavored to create a new one in a program that has experienced growing pains, major cultural shifts, and now the impacts of COVID-19 on our institutions, has had to consider the history, identity, and preparedness of a program to serve its incoming students. Some programs have a history of a “pendulum” that swings between an emphasis on craftsmanship and technique, and an emphasis on content and concept. These swings can take years, and can be extreme. They are attributable to changes in administration, faculty, and student performance. To emphasize one is unfortunately too often at the expense of the other. How do programs identify when either craft or concept is lacking, and what actions have been taken to shift the curriculum towards a balance? I invite papers that discuss major curricular change, and what the implications of adaptation vs. starting from scratch may be.
Presenter Information	
Presenter #1	Binod Shrestha
Institutional Information	University of North Texas
Presenter Email	binod.shrestha@unt.edu
Paper Title	Almost Social Practice
Presenter #2	Rachel Cohn
Institutional Information	Ball State University
Presenter email	rlcohn@bsu.edu
Paper Title	Collaborative Strategies Toward an Updated Curriculum
Presenter #3	Alessandra Sulpy
Institutional Information	Winona State University
Presenter Email	alessandra.sulpy@winona.edu
Paper Title	Burning Down the House
Presenter #4	Marc Dombrosky
Institutional Information	Southwestern Michigan College
Presenter email	mdombrosky@swmich.edu
Paper Title	Bela Lugosi’s Dead? A Post-Bauhaus Tasting Menu
Friday April 16	
2:00 PM - 2:45 PM (Eastern Daylight Time)	
Session B	
Session Chair{s}	Lorna Ruth Galloway and Mary Roley
Institutional Information	Broward College and University of Wisconsin- Milwaukee
Session Chair email{s}	lgallowa@broward.edu and roley@uwm.edu
Session Title	Educator as Curator: Personal Bias in Foundations Courses

Session Abstract	This session is interested in exploring what ways, whether at an individual or departmental level, educators are recognizing, addressing, combating or (maybe more interestingly!) embracing biases. Should personal preferences, politics, or aesthetic bias be included or excluded during instruction or demonstration? How? How are you personally navigating institutional or established and accepted curricular biases? This panel welcomes papers and presentations from a variety of perspectives! We are interested in strategies incorporated in a variety of studio and art history courses.
Presenter Information	
Presenter #1	Stephanie Sabo
Institutional Information	Otis College of Art and Design
Presenter email	ssabo@otis.edu
Paper Title	Aesthetics for Inclusion
Presenter #2	Dena Gilby
Institutional Information	Endicott College
Presenter email	dgilby@endicott.edu
Paper Title	Unmasking Critical Issues and Institutional Biases in Art History Foundation Courses

Friday April 16

2:45 PM - 3:30 PM (Eastern Daylight Time)

Session E

Session Chair{s}	Anna Kenar
Institutional Information	University of North Carolina- Charlotte
Session Chair email{s}	akenar@uncc.edu
Session Title	The Future of the Contract Educator
Session Abstract	<p>Most institutions rely heavily on the work of non-tenure, contract teachers. Contract teachers are often the bedrock of Foundations programs, supporting crucial instruction during the first years of students' college education. Some positions are treated as temporary hires while other contracts are longer term assignments. Contract teachers share an under-compensated teaching load, limited or no advancement opportunities, and restricted institutional representation. There is a strong interest in having a constructive conversation that addresses these issues.</p> <p>This panel is intended to serve as a resource, providing insight into the process of challenging institutional models. Participants will share research, expertise and practical applications to help address different strategies.</p>
Presenter Information	
Presenter #1	Andrew Thompson
Institutional Information	Stamps School of Art & Design, University of Michigan
Presenter email	mcandyt@umich.edu
Paper Title	Organizing for Change: How to Act Like A Union Even if You Don't Have a Union.
Presenter #2	Janine Polak

Institutional Information	Purchase College, SUNY: School of Art + Design
Presenter email	Janine.polak@purchase.edu
Paper Title	Language is Key: Advocating for What We Do

Friday April 16

4:00 PM - 5:30 PM (Eastern Daylight Time)

Session 19

Session Chair{s}	Darlene G. Michitsch
Institutional Information	Baldwin Wallace University
Session Chair email{s}	dmichits@bw.edu
Session Title	Art Programs on the Brink

Session Abstract

Undeniably, higher education is facing an existential crisis, exacerbated by the COVID-19 pandemic, with current and projected declining enrollments in both public and private institutions. Smaller programs, with fewer and fewer majors within colleges and universities tend to be “triaged” as those facing diminution or elimination. Studio Art/Art History tends to be a department facing the chopping block. The urgent concern facing Art departments is insuring longevity without compromising the integrity of a fine arts curriculum to pander to the concerns of students and their parents about getting a job after graduation. The ready solution seems to point towards a more commercial slant to curricula. But many departments have creatively collaborated with other departments or divisions at their schools, such as Business, Communications, Theater, Biology, Physics, and others to effectively show the applicability of Studio Art to multiple pursuits. Further, Studio Art departments have engaged in out-reach to the private/public sectors to instruct employees or place majors in internships during which they can directly apply fine arts curricular skills. FATE 2021 is an opportune time to share initiatives by which Studio Art departments have effectively morphed without tainting their adherence to a fine arts curriculum. The security of our programs depends on such sharing.

Presenter Information

Presenter #1	Prof. Rachel Saldate-Hayes and Rod Soper, PhD
Institutional Information	Concordia University Irvine
Presenter email	rachel.hayes@cui.edu
Paper Title	Art and Biology Partner in Gallery Exhibition
Presenter #2	Ross McClain and Sarah Archino
Institutional Information	Furman University
Presenter email	ross.mcclain@furman.edu
Paper Title	Building Capital on Campus through Entrepreneurship
Presenter #3	Mary Stewart
Institutional Information	Florida State University
Presenter email	mstewart@fsu.edu
Paper Title	Creativity Across the Curriculum

Session 15	
Session Chair{s}	Jonathan Hanahan
Institutional Information	Sam Fox School of Design & Visual Art, Washington University in St. Louis
Session Chair email{s}	jhanahan@wustl.edu
Session Title	Bottom-Up Methods of Experimentation with Technology
Session Abstract	<p>How can curriculum encourage experimentation with tools and technologies and create opportunities for interdisciplinary collaboration in creative practice?</p> <p>In collaboration with the School of Architecture at Washington University in St. Louis, I developed a program for students, faculty, and staff at the Sam Fox School of Design & Visual Arts to regularly experiment with tools, processes, pedagogies, and mediums from other disciplines. Fox Fridays (www.samfoxfridays.com) is a low-risk workshop series built on a bottom-up methodology. Every Friday one resource facility becomes a classroom. Workshops are free and built on a foundation of making. This structure is quick, low-risk, playful, and productive. It provides an entry point into foreign tools and technologies while also keeping the commitment light, fun, and experimental.</p> <p>Fox Fridays signal a cultural shift across the Sam Fox campus as to how we systematically approach technology and interdisciplinary exploration. It opens spaces formerly isolated in opaque disciplinary silos to the entire community. Fox Fridays programming launched in the fall of 2019 with 12 workshops and 160+ participants.</p> <p>Using Fox Fridays as an example, this session will explore and discuss an array of bottom-up, low- stakes, play-based, and experimental instruction pedagogies. We will share personal experiences, results, and suggestions that may inform curricular introductions at other institutions.</p>
Presenter Information	
Presenter #1	Jonathan Hanahan
Institutional Information	Washington University in St. Louis
Presenter email	jhanahan@wustl.edu
Paper Title	Fox Fridays
Presenter #2	Sara Raffo & Chris Hamamoto
Institutional Information	California College of the Arts
Presenter email{s}	sraffo@cca.edu, chamamoto@cca.edu
Paper Title	The (Remote) Studio
Presenter #3	Adam Lucas & Rachel Ferber
Institutional Information	Kansas City Art Institute
Presenter email	aslucas@kcai.edu, rferber@kcai.edu
Paper Title	Embracing the Unknown: Play as a Pedagogical Strategy
Presenter #4	Samantha Olschan
Institutional Information	University of Connecticut
Presenter email	samantha.olschan@uconn.edu

Paper Title	Building Communities of Practice through Lateral Thinking Exercises & Play in Digital Art & Design Foundations
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Session 25

Session Chair{s}	Dan Vlahos & Martha Rettig
Institutional Information	Merrimack College & Massachusetts College of Art and Design
Session Chair email{s}	vlahosd@merrimack.edu, merettig@massart.edu
Session Title	New Perspectives on Digital Tools for Collaborative Teaching and Learning in Art and Design.
Session Abstract	On college campuses, and even within schools of art and design, the prevailing “learning management system” tools used to administer online teaching and learning often fall short of meeting the specific needs of artists and designers. While time-consuming workarounds can suffice, they are not always ideal—given that these systems are usually designed for “general education” settings. As art and design educators, what if we could start from scratch and build our own tools? What features would both students and educators desire, and how could these new tools positively affect outcomes?

Presenter Information

Presenter #1	Heather Shaw
Institutional Information	Lesley University College of Art and Design
Presenter email	hshaw@lesley.edu
Paper Title	Translating studio-based learning to the online environment: Techniques, Tools and Best Practices
Presenter #2	Fish McGill & Sofie Hodara
Institutional Information	Massachusetts College of Art and Design
Presenter email	fishmcgill@massart.edu, sehodara@massart.edu
Paper Title	Crisscrossing Digital and Analog Workshops
Presenter #3	Dan Vlahos & Martha Rettig
Institutional Information	Merrimack College / Massachusetts College of Art and Design
Presenter email	vlahosd@merrimack.edu, merettig@massart.edu
Paper Title	Reenvisioning Digital Tools for a Collaborative Design Classroom

Friday April 16

4:00 PM - 4:45 PM (Eastern Daylight Time)

Session D

Session Chair{s}	Stacy Isenbarger
Institutional Information	University of Idaho
Session Chair email{s}	stacyi@uidaho.edu
Session Title	Our F'ing Language of Dealing: Shared Explorations in Approaching Sanity

Session Abstract	<p>Student anxieties are funneling into our first-year classrooms at an alarming rate. We could investigate the whys of this ever-present, ever-evolving situation, (please note, we see the value in this), but for this session, we're saying screw that and turning our attention to our own dealings for a little while. What inventive approaches are we enacting to fortify and stay sane? As we deal, how are we expressing ourselves?</p> <p>This session seeks to share creative outputs of how you are dealing... and perhaps feeling a bit triumph in your musings. Whether playing out in your studio practice or classroom or some lifestyle enriching mix of the two, panelists will share their expressive approach.</p>
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Presenter Information	
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Presenter #1	Jason Swift
Institutional Information	University of West Georgia
Presenter email	jason.a.swift@gmail.com
Paper Title	Be Punk Rock, Make Art, Run, F* Sh* Up, and Bake Biscuits
Presenter #2	Scott Betz
Institutional Information	Winston-Salem State University
Presenter email	betzs@wssu.edu
Paper Title	Edging Out of the Narrow

<p>Friday April 16 4:45 PM - 5:30 PM (Eastern Daylight Time)</p>	
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Session H	
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Session Chair{s}	Guen Montgomery
Institutional Information	University of Illinois Urbana-Champaign
Session Chair email{s}	Montgo@illinois.edu
Session Title	New Tools: Foundations Pedagogy and The Craft School Experience

Session Abstract	<p>Craft and folk schools provide alternative models for an expanded arts education. These unique educational institutions, historically part of the post-Bauhaus turn towards experimental schools like Black Mountain College, are knit into the genealogy of art pedagogy.</p> <p>Contemporarily, the craft school experience can reinvigorate the art educator's studio practice, expand their research, and aid in the development of new curricula. Could we also look to the resilient legacy of these schools to see durable new ways of communicating the value of art and art education to the public through periods of economic uncertainty? This panel takes another look at the rich history of craft schools and settlements through the lens of the art educator, exploring ways in which college curricula might intersect with, or borrow from these institutions. Panel presenters will include representatives from local craft schools who will speak about the craft school philosophy as it relates to pedagogy, and share opportunities for instructors to expand into new genres or refine skills. Educators whose studio practices and classrooms have been informed by their craft school experience are encouraged to apply.</p>
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Presenter Information	
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Presenter #1	Lauren Kalman
Institutional Information	Wayne State University
Presenter email	laurenkalman@gmail.com
Paper Title	Craft Pedagogy, Contrasting the Canon
Presenter #2	Nick Deford
Institutional Information	Arrowmont School of Arts and Craft
Presenter email	ndeford@gmail.com
Paper Title	Arrowmont School of Arts and Craft: Opportunity Off Campus

FATE Conference April 15-17, 2021



Saturday April 17

09:00 AM - 10:30 AM (Eastern Daylight Time)

Session 20

Session Chair{s}	Daniel O'Neill & Mark Hartshorn
Institutional Information	Community College of Rhode Island
Session Chair email{s}	djoneill@ccri.edu, mphartshorn@ccri.edu
Session Title	Are We There Yet?
Session Abstract	<p>A journey through the infrastructure of a community college, with its constraints and privileges. This presentation will use the metaphor of a vehicle in motion. Drivers and passengers navigate, reroute, and debate the destination. Leveraging Student Services to build roads and create opportunities for students, and Guided Pathways to boost presence and enrollment. How does infrastructure and its navigation benefit students and the community?</p> <ol style="list-style-type: none"> 1. Department Chair's Perspective: Coordinating the faculty fleet, each with their own strengths and routine maintenance needs. The faculty is a connective tissue between the daily experience of students and the administration's academic and financial goals. 2. Expanding Within Constraints: Our students' interests and expectations range widely. Each student has a different destination or goal in mind. We will show some dynamic strategies to meet this challenge. 3. Student Engagement: Students and administrators see digital courses as vectors of workforce development. How do we keep the Art in Digital Art? 4. Toll Roads: Navigating the conflict between the empowerment promised by education and the substantial financial burdens it carries.
Presenter Information	
Presenter #1	Mazin Adam
Institutional Information	Community College of Rhode Island
Presenter email	madam@ccri.edu
Paper Title	Department Chair's Perspective
Presenter #2	Susan Altman
Institutional Information	Middlesex County College
Presenter email	saltman@middlesexcc.edu
Paper Title	Road to Success: An Administrator and Faculty Member's Perspective

Presenter #3	Mark Hartshorn
Institutional Information	Community College of Rhode Island
Presenter email	mphartshorn@ccri.edu
Paper Title	Expanding Within Constraints
Presenter #4	Daniel O'Neill
Institutional Information	Community College of Rhode Island
Presenter email	djoneill@ccri.edu
Paper Title	Keeping the Art in Digital Art
Presenter #5	Andrew Goodman
Institutional Information	Community College of Rhode Island
Presenter email	algoodman@ccri.edu
Paper Title	Toll Roads
Session 04	
Session Chair{s}	Hannah Barnes & Kelly Hrenko
Institutional Information	University of Southern Maine
Session Chair email{s}	Hannah.barnes@maine.edu, Kelly.hrenko@maine.edu
Session Title	Best Practice Share: Navigating 21st Century Figure Drawing
Session Abstract	<p>This panel seeks to share practical strategies for navigating contemporary issues in figure drawing pedagogy and practice. The nude model has long been the centerpiece of figure drawing curriculum, but approaches to teaching with the nude model often derive from unexamined traditions. In recent years issues of gender, representation, diversity and inclusion have moved to the forefront of concern for educators and institutions. How might practices around teaching with the nude model evolve to be responsive, ethical, and accommodating in light of these concerns and in relation to Title IX frameworks? This panel considers the points of view of the model, educator, student, and institution.</p> <p>How do we create a safe, respectful environment for the nude model? How should we accommodate students who face discomfort with figure drawing for personal or religious reasons? Can we better equip educators to navigate issues of trauma, religious freedom, privacy, or identity that may arise in the classroom? How might we diversify figure drawing curriculum so that it reflects contemporary issues around the body and engages current teaching modalities, including the digital and virtual? This panel invites a conversation about these issues and a sharing of strategies, solutions, resources, and insights around best practices.</p>
Presenter Information	
Presenter #1	Rachel Kirk
Institutional Information	Central Washington University
Paper Title	Figure Drawing: Update is Ready to Install
Presenter #2	Alina Tenser
Institutional Information	SUNY Purchase College
Paper Title	Bodies: Dropping Norms and Generalizations
Presenter #3	Boryana Rusenova Ina

Institutional Information	Texas Tech University
Presenter email	rachel.kirk@cwu.edu
Paper Title	Rethinking Self-Portraiture in the Age of Social Media
Presenter #4	Mark Graham
Institutional Information	Brigham Young University
Presenter email	mark_graham@byu.edu
Paper Title	The Unclothed Body of a Stranger: Figure Drawing Deconstructed as Gesture and Story
Session 14	
Session Chair{s}	Karen Gergely
Institutional Information	Graceland University
Session Chair email{s}	GergelyI@graceland.edu
Session Title	Inclusion: A Commitment to Equality, Diversity, & Justice
Session Abstract	<p>What are ways we can commit to equality, diversity, inclusion and justice in our learning spaces? How can our approach to teaching and learning focus the conversation around the worth of all persons? What can we do as art educators to cultivate lifelong learners who will engage in transformational creation, service, and leadership to form a more just world for all? What are ways we can affirm diversity and empower students, faculty, and staff who are representative of various cultures to feel included and equally valued? In what ways can we acknowledge the power imbalanced of an institution and establish an equitable culture in which all have a voice? What are ways we can address inequality and injustice that may arise from any differential distribution of power, resources, and privilege and embed inclusiveness and diversity into our learning spaces? This panel seeks submissions that discuss approaches for diversity and inclusion in our learning environments. Topics can include but are not limited to examples of assignments that integrate meaningful dialogue around themes of diversity and inclusion in the studio, radical (or not so radical) pedagogy that addresses inclusion, case studies of strategies that are working, and strategies that have failed, etc.</p>
Presenter Information	
Presenter #1	Binod Shrestha
Institutional Information	The University of North Texas
Presenter email	binod.shretha@unt.edu
Paper Title	Cultural Humility: A First Step Toward Inclusion
Presenter #2	Cedar Marie
Institutional Information	University of Wisconsin-Eau Claire
Presenter email	MarieC@uwec.edu
Paper Title	Integrating Equity, Diversity, and Inclusivity in 3D Foundations Art Education
Presenter #3	Millian Giang Pham
Institutional Information	Auburn University
Presenter email	phamliengiang@gmail.com

Paper Title	The personal political: making spaces and creating choices through visual strategies
Presenter #4	Jeff Kasper
Institutional Information	University of Massachusetts Amherst
Presenter email	jeffkasper@umass.edu
Paper Title	Critique As Support

Saturday April 17

11:00 AM - 12:30 PM (Eastern Daylight Time)

Session 21

Session Chair{s}	Shylah Pacheco Hamilton & Juan Carlos Rodriguez Rivera
Institutional Information	California College of the Arts
Session Chair email{s}	shamilton@cca.edu, juancarlos@cca.edu
Session Title	Decolonial Foundations as Infrastructure: Disrupting Colonial Structures
Session Abstract	The primary focus of Decolonial methodologies is to disrupt colonial structures of power. Westernized foundational studio courses tend to embody colonial practices by centering eurocentric practices and knowledge. White supremacy and representations of "the other" have long tangled our value systems, ideas of beauty, and even the way we see ourselves and our communities. In this session, we will discuss the application of decolonial pedagogies and aesthetics which expand upon ideas of visual sovereignty.

Presenter Information

Presenter #1	Aurora Higgs
Institutional Information	Virginia Commonwealth University
Presenter email	ALHiggs14@gmail.com
Paper Title	Performing Taboo as a Queer Narrative Device
Presenter #2	Katherine Lam
Institutional Information	California College of the Arts
Presenter email	kl@cca.edu
Paper Title	Unsettling the Material World
Presenter #3	Shalini Agrawal
Institutional Information	California College of the Arts
Presenter email	sagrawal@cca.edu
Paper Title	Decolonizing Measured Drawing
Presenter #4	Allison Yasukawa
Institutional Information	California College of the Arts
Presenter email	yasukawa@cca.edu
Paper Title	Languaging Art & Design

Session 10

Session Chair{s}	Jason Bernagozzi and Mark Dineen
Institutional Information	Colorado State University

Session Chair email{s}	Jason.bernagozzi@colostate.edu, Mark.Dineen@colostate.edu
Session Title	How to Implement Comprehensive Changes to Traditional Foundations Programs
Session Abstract	<p>In contrast to historically skill focused Foundations models, preparing students for the realities of a post-disciplinary contemporary art world is a fluid exchange between scales, materials, and modes of output. While art programs across the country have evolved in response to this condition by updating curricula and facilities, many Foundations programs still adhere to outdated coursework that prioritizes manual skills over conceptual development and separates subjects such as drawing, sculpture, or digital media into discrete pursuits. Why?</p> <p>The answer is complex, and getting there can be fraught with complicated roadblocks. How do you “de-silo” the discourse in an art program without alienating colleagues who believe in traditional disciplinary rigor? What is the correct balance between production-related skills and those related to research and intellectual exploration? How do you communicate the philosophy driving your curriculum with new and existing faculty to ensure these objectives are being met? This panel aims to address the challenges behind creating sweeping programmatic changes to traditional foundations curriculums by examining historical models, applying pedagogical research, navigating appropriate pre and co-requisites, and embedding core ideas within assignments that can be explored through the lens of multiple disciplines.</p>
Presenter Information	
Presenter #1	Kasey Ramirez
Institutional Information	University of Arkansas
Presenter email	kaseyramirezstudio@gmail.com
Paper Title	The Living Document
Presenter #2	Ahmed Ozsever & Alexandra Gianell
Institutional Information	Indiana University
Presenter email	aozsever@iu.edu
Paper Title	Cross-Disciplinary Workshops in Art and Design
Presenter #3	Molly Morin
Institutional Information	Weber State University
Presenter email	mollymorin@weber.edu
Paper Title	Hacking an Institutional Framework: Implementing a progressive curriculum in a conventional department
Session 07	
Session Chair{s}	Nicole Condon-Shih
Institutional Information	Cleveland Institute of Art
Session Chair email{s}	nccondon@cia.edu
Session Title	In Need of “Major” Support: Building Strong Transitions from Foundation to Specific Majors

Session Abstract	<p>This session examines what is necessary for strong infrastructure between foundation curriculum and major specific coursework. What strategies have been established on curricular, pedagogical, and institutional levels to support students in the transition between foundation studies and coursework in their major? How do foundation departments balance the needs and requests of the various majors while maintaining the carefully crafted pedagogical values of first year curriculum? How can foundation departments solicit the support from the majors in delivering emerging pedagogy in foundation studies within an art and design curriculum that moves beyond the traditional Bauhaus model?</p> <p>Presentations will highlight specific pedagogical structures and shifts, as well as courses and case studies that demonstrate the significance of an interconnected approach to art and design curricula. Where and how can we build bridges?</p>
Presenter Information	
Presenter #1	Cedar Marie
Institutional Information	University of Wisconsin-Eau Claire
Presenter email	MarieC@uwec.edu
Paper Title	Vertical Curriculum Design in 3D Foundations Art Education
Presenter #2	Sandra Eula Lee
Institutional Information	Franklin & Marshall College
Presenter email	slee3@fandm.edu
Paper Title	Ambiguities and Contradictions: Building a Toolbox
Presenter #3	Elizabeth Brown
Institutional Information	University of Central Oklahoma
Presenter email	deadtree405@gmail.com
Paper Title	The Process of Synthesis
Presenter #4	Mary Johnson
Institutional Information	University of North Texas
Presenter email	Mary.Johnson@unt.edu
Paper Title	Malleable Doorways: Supportive Major Transition through Balance in Project Design
Saturday April 17	
11:00 AM - 11:45 AM (Eastern Daylight Time)	
Session 0X	
Session Chair{s}	Jason Swift
Institutional Information	University of West Georgia
Session Chair email{s}	jason.a.swift@gmail.com
Session Title	ITI Affiliate Session: New Age Teaching: The Person Behind the Mask

Session Abstract	<p>This panel is organized by Integrative Teaching International (ITI) to gather participants in an exploratory platform for collaborative investigation and discussion of the impact of the current academic climate and move to online classes. Modeled after the breakout sessions of ITI's ThinkCatalyst and ThinkTank events, we seek panelists who will briefly (approximately 5 minutes) introduce a question or concern relevant to current trends and tensions of teaching online studio art versus face to face to be workshopped collaboratively by panel attendees.</p> <p>Panelists will act as facilitators to work with attendees gathered in groups to generate ideas, content and approaches culminating in brief group presentations of subjects explored. The session chair will document these discussions and distribute the results (both theoretical and applied) following the conference. Relevant topics might include retaining the values of face to face teaching online and maintaining our humanity in non-human platforms, but we encourage proposals exploring other timely topics. For more information, please visit ITI at www.integrativeteaching.org and follow us on Facebook or Instagram @itithinktank.</p>
Presenter Information	
Presenter #1	Stacey Salazar & Mark Graham
Institutional Information	Maryland Institute College of Art Brigham Young University
Presenter email	ssalazar@mica.edu
Paper Title	Absence & Presence: Art & Design Pedagogies in a Post-Pandemic Academy
Presenter #2	Jessica Simorte
Institutional Information	Sam Houston State University
Presenter email	jessicasimorte@shsu.edu
Paper Title	Unlinked
<p>Saturday April 17 11:45 AM - 12:30 PM (Eastern Daylight Time)</p>	
Session I	
Session Chair{s}	Millian Giang Pham and Binod Shrestha
Institutional Information	Auburn University and University of North Texas
Session Title	Foundations Art: Beyond Studio Based Thinking
Session Abstract	<p>Foundations programs typically prepare students for a career in studio art, with historical and contemporary art sprinkled into the curriculum for good measure. How can we move beyond studio base practices and prepare students to think through art problems outside of the studio? How can courses in a Foundations program serve students in design fields, architecture, engineering, and other disciplines? More importantly, how can art foundations help students answer art and design problems in their everyday lives? This panel will discuss the failures, successes, and strategies that can be adopted into the structure of a program or into the structure of a course.</p>
Presenter Information	
Presenter #1	Millian Giang Pham

Institutional Information	Auburn University
Session Chair email{s}	millian@auburn.edu, binod.shrestha@unt.edu
Paper Title	More Than An Art Project
Presenter #2	Gerald Leavell II
Institutional Information	Dallas College, El Centro Campus
Presenter email	leavellg@gmail.com
Paper Title	Baldwin & The Creative Process
Presenter #3	Binod Shrestha
Institutional Information	University of North Texas
Presenter email	binod.shrestha@unt.edu
Paper Title	Reframing Foundations