



SCHOOL OF DESIGN
LOUISIANA TECH UNIVERSITY

I am deeply honored to be nominated for the 2019 F. Jay Taylor Undergraduate Teaching Award. Below is the requested information submitted for consideration by the University Senate.

1. List of undergraduate courses taught, enrollment, retention, and overall Instructor rating in each of the listed courses:

Quarter	Class	Enrollment	Retained	Overall Rating
Spring 2019	Art 230-Illustration	13	13	I/P
Winter 2019	Art 116 Color	17	17	3.8
	Art 320 Painting	10	10	3.7
Fall 2018	Art 125 Drawing	15	15	4.0
	Art 125	16	16	3.7
	Art 225 Figure Drawing	15	15	4.0
Spring 2018	Art 230	13	13	4.0
Winter 2018	Art 116	20	20	3.9
	Art 320	10	10	4.0
Fall 2017	Art 125	20	18	3.9
	Art 225	18	17	4.0
	Art 427 Adv Drawing	7	7	3.9
Summer 2017	Art 415 Dir Study	3	3	n/a
	Art 499 Study Abroad	7	7	n/a

Spring 2017	Art 221 Painting	3	3	4.0
	Art 230	20	20	4.0
	Art 321 Figure Painting	3	3	3.9
	Art 427	3	3	4.0
Winter 2017	Art 116	14	13	3.8
	Art 116	16	15	3.9
Fall 2016	Art 125	21	20	3.8
	Art 225	15	14	4.0
	Art 420 Adv Painting	3	3	4.0
	Art 427	10	10	4.0
Summer 2016	Art 225	8	8	n/a
	Art 415	3	3	n/a
Spring 2016	Art 116	20	20	3.9
	Art 229 Figure Drawing	19	19	4.0
Winter 2016	Art 116	21	21	3.9
	Art 116	20	20	4.0
Fall 2015	Art 125	22	22	3.8
	Art 225	15	15	4.0
	Art 420	7	7	4.0
	Art 427	4	4	4.0
Summer 2015	Art 225	9	9	n/a
	Art 415	2	2	n/a
Spring 2015	Art 116	18	17	3.7
	Art 221	7	6	4.0
	Art 420	1	1	3.9
Winter 2015	Art 116	15	13	3.8
	Art 116	14	13	4.0
Fall 2014	Art 125	16	13	3.4
	Art 125	13	13	2.8
Spring 2014	Art 116	17	16	3.8
	Art 221	8	7	3.8
	Art 420	5	4	4.0
Winter 2014	Art 116	16	13	4.0
	Art 116	15	14	3.9
Fall 2013	Art 125	21	17	n/a
	Art 125	17	15	n/a

Spring 2013	Art 115	20	19	3.7
	Art 221	4	3	3.5
Winter 2013	Art 116	17	16	3.7
	Art 116	18	15	3.5
Fall 2012	Art 125	17	12	3.9
	Art 125	18	15	4.0
Spring 2012	Art 116	19	17	3.9
	Art 221	3	3	4.0
	Art 420	7	7	4.0
Winter 2012	Art 116	20	20	4.0
	Art 116	19	11	3.6
	Art 125	24	22	3.6
Fall 2011	Art 125	19	18	3.8
	Art 125	19	12	3.6

2. Statement of beliefs concerning the significance of undergraduate teaching within the overall mission of Louisiana Tech:

Teaching creates vital connections between all of us on a common quest of understanding more about each other and about the world. Those connections begin with our students. Although I teach all levels of undergraduate courses one of my primary services to the School of Design is as **Foundations Coordinator**. In this capacity I work with nearly every incoming freshman interested in studio art or graphic design. My interactions with these students has taught me that in many ways their choice to study art is a leap of faith often made in the face of overwhelming doubts and fears coming from all sectors of their lives. There are employment challenges in almost any field in today's economic culture, and this understanding has had a fundamental impact on my teaching methodology. My commitment to my students is twofold. First, I am committed to providing a classroom experience that fosters the development of creative and critical thinking skills as well as the manual and perceptual expertise necessary for success in their craft. Secondly, it is essential that I teach by being a living example of a productive practicing artist who is actively engaged with the local community and beyond.

Learning to become a creative, dynamic and productive maker in today's rapidly changing environment is in part about overcoming long held and false notions of what "being an artist" means. The need for a deep intellectual /technical/experiential knowledge base together with self discipline, resilience, and a healthy work ethic must replace any notions of the isolated and innately talented genius driven by inspiration alone. In order to teach by example, my involvement with undergraduate students is very much "hands-on." I give frequent demonstrations and work with each person on an individual basis. I utilize work-in-progress conversations that serve both as a workshop for their ideas and to set the bar of high expectations. I strive to set clear goals in my assignments, while at the same time allow opportunities for the

development of the student's individual voice. The studio classroom setting has to serve the purpose of sustaining a vulnerable and safe exploration of ideas often extending well beyond the student's comfort zone balanced by an environment of healthy and constructive criticism. Group critiques of projects are community enhancing and rapport building opportunities as well as exercises in analysis and the development of the ability to put words to visual experience. Developing the capacity to be simultaneously strong in the presence of criticism and vulnerable in the pursuit of excellence is essential to success in any field.

Engaging with students one-on-one over concepts increases their personal investment in learning how to execute their ideas. It becomes a model experience for future engagement as a member of the artistic community at large. Because Tech is relatively isolated from major art centers it is essential that our students have as many opportunities to connect with contemporary art and artists as possible. I will often invite curators, gallery directors, teachers, and other art professionals in the region to visit for class critiques and discussions, either in person or via Skype. Students know intellectually that success means hard work, but these conversations are amazing to see as students get the chance to ask about their specific concerns, and to hear real world stories about navigating the challenges of their profession. These visits are also networking opportunities that often serve to connect students with internships and assistantships in the future.

I believe that we should strive to inspire and motivate, and that this is a wonderfully reciprocal aspect of the profession. In working with students I am continually curious and seeking out new information to bring to my classes. The more I teach the more opportunities it brings to renew my fascination and my passion as an artist. This in turn shapes who I am in the classroom and keeps me connected as a human being in the world.

3. A description of important innovations made in undergraduate teaching:

In addition to my role as Foundations Coordinator, I have served as **Gallery Director** for the School of Design since 2012. During that time I have coordinated 32 exhibitions bringing the work of visiting artists to Louisiana Tech University from across the United States and Canada. My responsibilities for each exhibit include artist outreach and selection, publicity, coordinating installation of the work in the galleries, all communication and travel arrangements with visiting artists, and organizing itineraries for each visit. I have organized 6 *SOD Annual Juried Student Exhibitions* with jurors who are professionals active in their careers as artists, gallerists, designers, curators, and art historians. Students submit work to a juror who makes selections through a competitive and blind jurying process. This experience provides undergraduates with skills essential to gaining exposure for their work in the future and is a yearly opportunity to have their successes recognized by the community. They also gain practical experience in gallery work as they prepare, frame, photograph, and install their work. Additionally, I have

served as director for the *Louisiana Biennial*, a national juried exhibition now in its fifth iteration as of this past October 2018. In 2015, I secured Naima Keith, Associate Curator of the Studio Museum in Harlem, NY as juror for the exhibit and that year the School of Design received over 800 digital submissions from 200 artists throughout the United States. In 2014, I curated the exhibition *Perspicacious Ninnyhammers* and organized a related panel discussion between the artists, curator Benjamin Hickey, Art Historian Andrew Wasserman, PhD, and Professor of English Literature Jana Giles, PhD. The panel discussion explored questions surrounding the relationship between making and interpretation. These exhibitions and panel discussions create connections between our students and the professional art and design worlds and enhance student awareness of contemporary modalities.

Recent **course innovations** include restructuring Art 225 Life Drawing. My training in animation based structural approaches to figure drawing processes has allowed me to incorporate projects in which students develop aptitude in narrative drawing and drawing from imagination. These skills are relevant to studio and graphic design students interested in careers in animation and illustration. In 2017, I began developing a **new course** in Illustration Methods and Materials. Animation and illustration are viable career paths for art students. The SOD has seen significant growth of incoming students interested in these fields. A new illustration course is an investment in the growth of the SOD Studio Art program overall.

4. Select recent exhibitions, presentations and papers that relate to teaching:

My teaching methodologies, my studio practice and my research interests are closely interconnected. Being an active exhibiting artist keeps me connected with developments in my field, and is a core component of the example I set for my students.

"Observational Drawing is Inherently Abstract," Conference paper, Foundations in Art Theory and Education, Columbus, OH, April 2019.

Bayou Life Magazine, Featured Artist, October 2018

Creative Quarterly: Vol. 55, 2019. Fine Art Category, Jana.

Studio Visit Magazine, Juried Exhibitions in Print, Winter 2016-2017

Portraiture, Visiting Artist Lecture and Demonstration, Louisiana School Math Sciences and Art, Winter 2018.

Watercolor, Visiting Artist Lecture and Demonstration, ULM. Winter 2018.

Sketching the Landscape, Watercolor, Beynac et Cazenac, France. Winter 2019.

Artfields, Lake City, SC, *Pirate's Alley*

12th Annual Louisiana Fine Arts Showcase, Contemporary Art Gallery, Hammond, LA

Small Works, Levee Gallery, Monroe, LA, 8 new watercolors

Chain Reaction, Louisiana School for Math, Science and Art, Natchitoches, LA, 7 paintings.

"The Art of the Teacher," Panel discussion and exhibition, Dishman Museum, Lamar University, Fall 2016