

Cala Coats, PhD

Associate Professor of Art Education
Art Education Program Director
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Herberger Institute for Design and the Arts
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Education

Degrees

- 2014** Doctor of Philosophy in Art Education, The University of North Texas, Denton, TX
Dissertation: Engaging lives: A nomadic inquiry into the spatial assemblages and ethico-aesthetic practices of three makers
Committee: Terry Barrett (Chair), Joni Acuff, & Laura Evans
- 2006** Master of Arts in 20th Century Art History, Theory, and Criticism
The School of the Art Institute of Chicago, Chicago, IL
- 1999** Bachelor of Arts in Art History, The University of Texas, Austin, TX
Graduated with Special Honors in Art History

Professional Certification

- 2013** Texas EC-12 Art Teacher Certification

Professional Appointments

Academic

- 2023-present** Associate Professor, Art Education, School of Art, Arizona State University, Tempe, AZ
- 2018-23** Assistant Professor, Art Education, School of Art, Arizona State University, Tempe, AZ
- 2014-18** Assistant Professor, Art Education School of Art, Stephen F. Austin State University, Nacogdoches, TX

Administrative – Arizona State University

- 2024-25** Dean's Fellow for Arts Education, Herberger Institute for Design and the Arts
- 2023-25** Associate Director of Curricular Affairs and Initiatives, School of Art
- 2023-24** Coordinator of Arts Education Initiatives, Herberger Institute for Design and the Arts
- 2022-23** Associate Director of Research and Education in the Arts, School of Art

Research & Creative Activity

Publications

Monograph

Coats, C. (2024). *New Materialisms and Embodied Encounters in Education: Curiosity's Vital Potential*. Bloomsbury.

Peer-Reviewed Journal Articles

Karsgaard, C., Coats, C., Basu, M., Nielsen, A., Silova, I., & Jenik, A. (2025 – Accepted, in press). Making art at the end of the world: From the Schoolhouse of Modernity to alternative education futures. Under review for the special issue: "Conflict, Environmental Disaster, and their Aftermath: Repairing Our Broken World through Art" in *the Journal of Education through Art*.

Riske, A., Zuiker, S., & Coats, C. (2024 – Under Review). Digital sensors and human senses to reframe data: Emerging Mathematics Lesson. *Education Studies in Mathematics*.

Coats, C., Singha, S., Zuiker, S., & Riske, A. (2022). Time Unbound: Framing Encounters for Embodied Connection and Ecological Imagination. *Studies in Art Education*, 63(4) 330-345.

Coats, C. (2020). Stickiness as methodological condition. *Journal of Social Theory in Art Education*, 40, 16-28. <https://scholarscompass.vcu.edu/jstae/vol40/iss1/3/>

Coats, C. (2019). Realize collective value: Generating immeasurable potential through creative micro-economies and self-organized cultural activity. *Art Education*, 72(5), 40-46. (Special Issue: Entrepreneurialism and Creative Destruction; acceptance rate: 30%)
<https://doi.org/10.1080/00043125.2019.1621628>

Coats, C. & Clyne, D. (2017). Welcome swarms: Opening up to art education's force in a democratic global society. *Art Education*, 70(1), 44-49.
<https://www.tandfonline.com/doi/full/10.1080/00043125.2017.1247572>

Coats, C. (2015). Materializing transversal potential: An ecosophical analysis of the dissensual aestheticization of a decommissioned missile base. *The Journal of Cultural Research in Art Education*, 32, 127-160. <https://journals.librarypublishing.arizona.edu/jcrae/article/id/4911/>

Coats, C. (2014). Thinking through the photographic encounter: Engaging with the camera as nomadic weapon. *International Journal of Education and the Arts*, 15(9), 1-23. <http://www.ijea.org/v15n9/>

Coats, C. (2014, Summer). Tracing suburban desire. *Visual Arts Research*, 40(1), 17-18.
<https://doi.org/10.5406/visuartsrese.40.1.0017>

Coats, C. (2012). Act locally: Considering possibilities with local art collectives. *Trends: The Journal of the Texas Art Education Association*, 2012, 48-49. <https://www.taea.org/TAEA/Docs/2012/TAEA-2012-November-Trends.pdf>

Peer-Reviewed Book Chapters

- Coats, C., Singha, S., Zuiker, S., & Riske, A. (2023). Imagining our neighborhood of nonhuman residents: Sensorial attunement as ecological aesthetic inquiry. M. Sharma & A. Alexander (Eds.), *Routledge Companion to Decolonizing Art, Craft, and Visual Culture Education*. Routledge Taylor & Francis.
- Coats, C. (2019). Transversalizing aesthetic practices: Engaging the vital force of community art work. Sabbaghi, V. & Wexler, A. (Eds.). *Bridging communities through socially engaged arts* (pp. 137-143). Routledge.
- Coats, C. (2017). Feeling the sting of being a tattooed mother in the public eye. In (S. Travis, A. Kraehe, E. Hood, & T. Lewis, Eds.) *Pedagogies in the flesh: Case studies on the embodiment of sociocultural differences in education*, (pp. 61-64). Palgrave.
- Coats, C. (2016/2020). Artist-cum-Farmer: The collective aestheticization of farming as civic engagement. In (R. Shin, Ed.) *Convergence of contemporary art, visual culture, and global civic engagement*, (pp. 185-209) IGI Global. Doi: 10.4018/978-1-5225-1665-1.ch011; Reprinted in *Environmental and Agricultural Informatics: Concepts, Methodologies, Tools, and Applications* (pp. 1233-1257). IGI Global. <http://doi:10.4018/978-1-5225-9621-9.ch056>

Invited Academic Journal Articles

- Coats, C. (2020). Invited Commentary: Embrace art education's indiscernibility. *Art Education*, 73(4), 44-47. (Special Issue: The Future of Art Curriculum). <https://doi.org/10.1080/00043125.2020.1717818>
- Coats, C., & Shields, A. (2019). Inviting the waste of studio practice: Cala Coats and Alison Shields in conversation. *Visual Arts Research*, 45(1), 103-109. (Special Issue: Women art educators in higher education: Conversations on studio practices). <https://doi.org/10.5406/visuartsrese.45.1.0103>

Invited Book Chapters

- Coats, C. (2023). Listen to the smell of distress. In Lucero, J. and Hernandez-Cabal, C. (Eds.) (2023). *What Happens at the Intersection of Conceptual Art & Teaching?* (pp. 181-88). Amsterdam University of the Arts.
- Coats, C. (2018). The walls tell the story: Making as collective force in the evolution of an earth home community. E. Garber, L. Hochtritt, & M. Sharma (Eds.). *Makers, crafters, educators: Working for cultural change*, (pp. 43-46). Routledge.

Editor – Peer-Reviewed Journal Issues

- Alexander, A. & Coats, C. (Eds.). (2024). *Journal of Cultural Research in Art Education*, 41 – In progress. Co-authored Editorial: (anticipated Fall 2024)
- Alexander, A. & Coats, C. (Eds.). (2023). Themed Issue: Evolving and Expanding our Impact. *Journal of Cultural Research in Art Education*, 40. Co-authored Editorial: (Fall 2023): Evolving and Expanding our Impact: Realizing the Current Climate of Art Education from Voices in the Field. *Journal of Cultural Research in Art Education* 40(1), 8-12. doi: <https://doi.org/10.2458/jcrae.5806>
- Alexander, A. & Coats, C. (Eds.). (2022). Themed Issue: Rethinking Ritual Ecologies. *Journal of Cultural Research in Art Education*, 39.

Co-authored Editorial: Editorial Rethinking Ritual Ecologies: Unsettling Norms, Rewriting Narratives, and Embodying Other Ways of Being. *Journal of Cultural Research in Art Education* 39(1), 8-11. doi: <https://doi.org/10.2458/jcrae.5379>

Coats, C. & Sharma, M. (Eds.). (2021). Themed Issue: (En)countering (Un)certainty. *Journal of Social Theory in Art Education*, 41.

Co-authored Editorial: Encountering uncertainty: Shifting orientations through imagination and disruption, (pp. 2-6).

Coats, C. & Justice, S. (Eds.). (2018). Themed Issue: Disrupting the everyday: Encountering awareness and new curiosities *Trends: The Journal of the Texas Art Education Association*.

Co-authored Editorial: Disrupting the everyday: Encountering awareness and new curiosities, (p. 4).

Book Reviews

Coats, C. (2023) Media Review: Building on the Radical Potential of Conceptual Indeterminacy in *Studios Drift*. *Studies in Art Education*, 64(1), 97-101.

Coats, C. (2021). Book Review: Crits, A Student Manual. *FATE in Review Journal*, 37, 42-43.

Interviews/Publicity

Coats, C. (2021). *Own your Choices* (July 23, 2021). Kites and Strings Podcast, Season 2, Ep. 1.

Newsletter Columns

Coats, C. (2022, September). Caucus of Social Theory in Art Education Column. *National Art Education Association News*, in press.

Coats, C. (2020, September). Caucus of Social Theory in Art Education Column. *National Art Education Association News*, 62(4), 24.

Coats, C. (2019, July). Caucus of Social Theory in Art Education Column. *National Art Education Association News*, 61(5), 22.

Creative Research Projects & Collaborations

Speculative Spaces for Artistic Methods (SSAM) – International research collective engaging in the development of and experimentation with creative research methods. Engaged in bi-monthly meetings to research and design sensory-based methodologies. This work has resulted in a panel presentation at the 2024 National Art Education Association Convention.

AccelNet-Design: Global Futures Oriented Research Collective on Education for Sustainability (G-FORCES). NSF-funded collaboration, G-FORCES aims to bring together international sustainability-oriented research networks from the natural sciences, social sciences and humanities, and the arts to rearticulate the role of education in advancing planetary sustainability in formal and non-formal lifelong learning settings.

Education, Sustainability, and Global Futures, Arizona State University

Cala Coats CV - Updated 7-28-24

Learning Futures Collaborative between Mary Lou Fulton Teachers College, School of Sustainability, and School of Art. My students created K-12 lesson plans to expand the Unesco “Turn It Around” Flashcards, which are part of a larger collaborative between HIDA, MLFTC, and School of sustainability faculty.

Art Education Research Institute Research Cluster – Member of international research cluster on Relationalities, Entanglements and Affect in Art Education Research

Coats, C. & *Singha, S. (2021-22). Affective Signaling as Experimental Transmission.

Research-creation collaboration exploring sonic and olfactory transmissions through experimental and interactive digital circuitry (Grant funded \$1500 – Center for Philosophical Technologies).

Designing participatory installation with digital technologies and plants around questions of sensory perception,, attunement, and affective responses. Presented work at NAEA Webcast on Artistic Research (February 2022).

Moran, S., Coats, C., & Koro, M. (2020-22). Designing the Pluriversity.

Institute for Humanities Research Interdisciplinary Research Cluster & Pedagogical Programming for the Center for Philosophical Technologies, Arizona State University. (Grant-funded, CPT and IHR - \$6500). This work has grown from a transdisciplinary research cluster to an international collective creative activation space. Coats and Moran presented this work at NAEA Research Pre-Conference 2022; developing a symposium with international contributors to the project at ASU in May 2022. <https://designingpluriversity.org>.

Coats, C., Zuiker, S., *Riske, A., & *Singha, S. (2020-21). Green STEAM Studios: Designing Agential Ecologies for Wonder, Curiosity, and Interconnectedness through School Gardens.

Seed-grant funded transdisciplinary collaboration that developed STEAM curriculum and learning experiences utilizing sensory-based inquiry with digital sensor technologies to explore ecological interconnectedness through school outdoor learning spaces. This research resulted in one international publication (in press) and another under review from a partnership with a science class at [Paideia Academy](#) in South Phoenix. This project also involved curriculum development for an outdoor learning organization called [Pathways to Learning](#). This work evolved into the research on affective signaling and digital experimentation (described above).

Coats, C. & Hamel, R. (2020). *American Hope*.

This was a piece created for the Unity Flag Project: Building Purple Empathy through the Visual Arts. Belmont University (<https://unityflagproject.com>). The show was exhibited at Belmont University and Virginia Wesleyan University in 2020.

Coats, C., & Tinapple, D. (2020). Dwelling with Local Sounds.

This was an interactive protocol created for an international curriculum experimentation project called, “The Studio D Project. Education as Experimentation: Possibilities Beyond Outcome-Based Learning” (T. E. Lewis & P. B. Hyland, Co-Investigators). American Educational Research Association. <https://onstead.cvad.unt.edu/studio-d>. I am scheduled to participate in a symposium on this project at the University of North Texas in Fall of 2022.

Coats, C. (2019). *Imaginative Futures: Arts-Based Research as Boundary Event*.

Principal Event Organizer, 2-day symposium with international transdisciplinary group of artists, scholars, and educators. November, 8-9, 2019, Arizona State University. Supported by Institute for Humanities Research, ASU School of Art, Tempe Center for the Arts.

Conference Presentations

International Juried & Invited Presentations

2022

Coats, C. (2022, May). Atmospheric Thresholds of Transmission and Perception. Panel: Methodologies Across Difference: Multilogue(ical) Listening for/and/as Belonging. Panelists: *Vasquez, A., Koro, M., *Mark, L., & Vitrukh, M. 18th International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, Champaign, IL (Accepted, unable to attend)

2021

Coats, C. (2021, May). Transcorporeal currents as sympoietic pedagogy. 17th International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, Champaign, IL

Coats, C. (2021, May). Tracing bodily strata with skeletal flows. 17th International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, Champaign, IL

Coats, C., *Basu, M., Cannon, S. O., *Mark, L., Sweet, J. D., & *Vasquez, A. (2021, May). Panel organizer: "Dancing with Not Knowing": Unmastering Research through Practices of Collective Vulnerability. Panel presentation: Attuning to Other Worlds as Collective Unknowing. 17th International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, Champaign, IL

2019

Coats, C., & Lewis, L. (2019, July) Creating collective potential: Networked spatial asset mapping as amplifier of community connectedness. International Society of Education through Art World Congress, University of British Columbia, Vancouver, BC

Coats, C. (2019, July). Panelist, E. Garber, L. Hochtritt, & M. Sharma (organizers). Expanding and playing with meaning through object narratives. International Society of Education through Art World Congress, University of British Columbia, Vancouver, BC

2017

Fendler, R., Coats, C., Shields, S. S., & Castro, A. (2017, May). What can a body earn? Encountering public sites of educational fundraising through an ecosophic lens. Panel: Qualitative Inquiry as Embedded Practice: Navigating the Public Sphere. Presenting: Thirteenth International Congress of Qualitative Inquiry, May 2017, University of Illinois at Urbana-Champaign, Champaign, IL

2016

Nolte-Yupari, S., Coats, C., Uhlig, S., & Choi, E. (2016, May). Getting under our skin: Affective vitality in the elementary school deadlands. Panel: Pedagogical sensations: Using the Senses to affect learning. Twelfth International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign, Champaign, IL

2014

Coats, C. (2014, May). Suburban Desire: Tracing Subjectivity through a Dandelion Encounter Panel: Permeable territories: Art, affect, and becoming through a Deleuzian-Guattarian lens. Tenth

International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign,
Champaign, IL

2012

Coats, C. (2012, November). Searching for nomads: Learning through a photographic inquiry of temporary retail sites. Lecture. Fourth Annual International Research Conference for Graduate Students, Texas State University, San Marcos, TX

National Juried & Invited Presentations

2024

Barney, D. T., Coats, C., Kallio-Tavin, M., & Koro, M. (2024, April), Composting Futures of Art Education Research, Higher Education Division Forum: Unique and Probing Research in the Field: Researchers Push Limits of What We Know and Do, 2024 NAEA National Convention in Minneapolis, MN, April 4-6.

2023

Coats, C. (2023, October). Intensive Thresholds and Locust Formations: Monstrous Encounters of Affection and Mutation in the Occupation of a Decommissioned Missile Base. Society for Science, Literature, and the Arts Annual Conference, Arizona State University, Tempe, AZ.

Coats, C., Lewis, T., Zollinger, R., Tork, N., & Kallio-Tavin, M. (2023, October). Panel: Expanding Notions of the Perceptual, Relational, and Collective through a Phytological Art Education. Art Education Research Institute Annual Symposium, Tucson, AZ.

Coats, C. (2023, October). Nesting's Indeterminate Potential: Vital Compositions toward a Collective Sociality. Journal of Curriculum Theorizing Annual Conference, Bergamo Conference Center, Dayton OH.

Coats, C., Lee, S. Y., Carlson, D. L., & Arisandy, A. (2023, October). Served as Panel Chair: Manufacturing Collective Spirit: Educational Fundraising as Immaterial Labor and Affective Currency. Panel Title: Curricular Entanglements with Authenticity as Truth, Currency, Connection, and Affect. Journal of Curriculum Theorizing Annual Conference, Bergamo Conference Center, Dayton OH.

Coats, C. (2023, April). Curiosity's collective potential: Building circuits of curiosity together. National Art Education Association, National Convention 2023, San Antonio, TX

Coats, C., & Lucero, J. (2023, April). Keeping rhythm and moving together: Rethinking classroom management through the permissions of conceptual art. National Art Education Association, National Convention 2023, San Antonio, TX

Lewis, T. E., Hyland, P., Coats, C. & Sharma, M. (2023, April). Reconceptualizing Postdigital Studioing for Collective-Creative Participation in Art Education. National Art Education Association, National Convention 2023, San Antonio, TX

2022

Coats, C. (2022, October). Invited Participant. Education as Experimentation Symposium, Onstead Institute, University of North Texas, Denton, TX

Boulton, A., LeBlanc, N., Coats, C., Hofsess, B., & Herman, D. (2022, March). Ethics of Embodiment in Art Education. National Art Education Association, National Convention 2022, New York, NY
Coats, C., Sharma, M. & Hood, E. (2022, March). Journal of Social Theory in Art Education Author Round Table 2020-2021, New York, NY

Coats, C., & *Singha, S. (2022, February). Curious Play with Circuits of Affect and Attunement. NAEA Research Podcast “Explorations of How Research Impacts Artistic and Educational Practice”

Coats, C., Lewis, T., & Moran, S. (2022, February). Designing Emergent Online Spaces for Collective Engagement. NAEA Research Pre-Conference, Research Circle

2021

Coats, C., *Meeken, L., Hood, E., & Jalil, R. (2021, March). The Art of Social Theory: CSTAE Digital Curriculum Portfolio. National Art Education Association, National Convention 2021 (Online)

Coats, C. (2020, August). Listen to the smell of distress. Teaching as Conceptual Art: Zoomposium. University of Illinois, Urbana Champagne

Coats, C. (2020, June). Invited Keynote Speaker. Teaching for Artistic Behavior Annual Conference. Denton, TX (canceled due to pandemic)

Coats, C., Boulton, A. & Hofsess, B. (2021, March). Affective (mis)Perceptions: Activating other ways of thinking Art Education. National Art Education Association, National Convention 2020, Minneapolis, MN (accepted – conference canceled)

2020

Lewis, L., Coats, C. Wilson, G., & Hicks, V. (2020, March). Visual Arts Research Journal Invited Lecture- Women Art Educators in Higher Education: Studio Practice Conversations. National Art Education Association, National Convention 2020, Minneapolis, MN (accepted – conference canceled)

Coats, C., Collins, K., Hofsess, B., Lewis, L. Sharma, M., Scott-Shields, S., Spilane, S., Wilson, G. Wolfgang, C. (2020, March) Organizer & panelist. Navigating the loop: From practice to theory and theory to practice. National Art Education Association, National Convention 2020, Minneapolis, MN (accepted – conference canceled)

Baxter, D. A., Thurman, J., Coats, C., & Barrett, T. (2020, February). Panelist, Reconsidering the affective potential of studio critiques. Panel: Perspectives on constructive critiques. 2020 College Art Association Annual Conference, Chicago, IL

2019

Coats, C. (2019, November). Panelist, Stickiness as methodological condition. Panel Organizer: Methodologies Adrift. Imaginative Futures: Arts-Based Research as Boundary Event, Arizona State University, Tempe, AZ

Coats, C., Collins, K., Hofsess, B., Lewis, L. Sharma, M., Scott-Shields, S., Spilane, S., Wilson, G. Wolfgang, C. (2019, March). Organizer & panelist. Navigating the loop: From practice to theory and theory to practice. National Art Education Association National Convention 2019, Boston, MA

2018

Coats, C., Gude, O., Rolling, J. Jr., Knochel, A., Shin, R., Patton, R., Kraehe, A. & Sharma, M. (2018, March). Ethical questions of a STEAM curriculum: Asking the questions to design a better future for all. Super Session. National Art Education Association National Conference 2018, Seattle, WA

Hofsess, B., Coats, C., Wilson, G. J., Fendler, B. & Shields, S. S. (2018, March). Blurring Disciplinary Boundaries through Contemporary Art: Unexpected Openings in Art Teacher Preparation and Curriculum Design. Panel. National Art Education Association National Conference 2018, Seattle, WA

2017

Coats, C. (2017, May). Author/Presenter. Art Education Journal Connections: The Challenge of Change, National Art Education Association Interactive Webinar

Coats, C. (2017, March). Art Education Practices towards Global Civic Learning and Engagement. Invited panelist. National Art Education Association National Conference 2017, New York, NY

Coats, C., Pennisi, A., & Lewis, L. (2017, March). Mapping Social Theory Across Art Education's Past and Future Territories of Practice. National Art Education Association National Conference 2017, New York, NY

2016

Coats, C. (2016, March). Convergence of Contemporary Art, Visual Culture, and Global Civic Engagement. Invited panelist. National Art Education Association National Conference 2016, Chicago, IL

Coats, C. (2016, March). The post-qualitative turn in art education research: Impact, prospects, issues. Invited panelist. 2016 Art Education Research Institute Symposium, Naperville, IL

2015

Coats, C. (2015, June). Transversalizing Aesthetic Practices: Toward an Anti-Disciplinary Art Education. Research Lecture. United States Society for Education through Art 2015 Regional Conference, Queens, NY

Coats, C. & Hyatt, J. (2015, March). Mapping Spaces: Engaging the Potential of Heterotopias and Subjective Assemblages. Research Lecture. National Art Education Association National Conference 2015, New Orleans, LA

Coats, C. & Jagodzinski, J. (2015). Against Methodology: Nomadic Research Design and the 'Subject' of Art. Research Lecture (Presentation Accepted). National Art Education Association National Conference 2015, New Orleans, LA

2014

Coats, C. (2014, March). Exploring a changing suburban community through Artistic inquiry. Mary McMullan Grantee presentation, National Art Education Foundation Invited Panelist. National Art Education Association National Conference 2014, San Diego, CA

Coats, C. (2014, March). Engaging lives: A nomadic inquiry into the spatial assemblages and ethico-aesthetic practices of three makers. Graduate Research Session, Society for Research in Art Education. National Art Education Association National Conference 2014, San Diego, CA

Coats, C. & Lewis, L. (2014, March). Experimenting with the immeasurable: Nomadic art education. Performance. National Art Education Association National Conference 2014, San Diego, CA

Coats, C. (2014, March). We are products of place: Considering location shapes art s meaning in community, K-12, and museum environments. Lecture. National Art Education Association National Conference 2014, San Diego, CA

2013

Coats, C. (2013, March). Rephotographing communities: Examining change through photographic inquiry. Lecture. National Art Education Association National Conference 2013, Ft. Worth, TX

Coats, C. (2013, March). What are you so afraid of? Examining the unfamiliar in our community through photographic investigation. Interactive Discussion. National Art Education Association National Conference, 2013, Ft. Worth, TX

2012

Coats, C. (2012, March). Learning from art education in the early years at Hull House. Research Lecture. National Art Education Association National Conference 2012, New York, NY

Coats, C. (2012, March). Searching for nomads: Learning through a photographic inquiry of temporary retail sites.” Research Lecture Maryland Institute College of Art, Where Rubber Meets Road Conference, 2012, Baltimore, MD

2011

Coats, C. (2011, March). Best Practices Lecture: “Exploring the collaborative processes of an environmental community art project: Strategies for artists and educators” (with Megan Dirienzo and Allison Davidson). National Art Education Association, National Conference 2011, Seattle, WA.

Regional or Arizona State University Presentations

Coats, C., & *Singha, S. (2021, April). Designing Contagious Playgrounds. Techniques in the Making Symposium, Center for Philosophical Technologies, Arizona State University, Tempe, AZ

Coats, C. (2020, February). Invited Panel Respondent, Public technics of education: Scaling trust and scaling scale. Posthuman Network Graduate Symposium, Arizona State University, Tempe, AZ

Coats, C. (2018, November). Invest in relationships: Developing creative micro-economies through self-organized cultural activity. Emerging Conversations Symposium. University of Arizona, Tucson

Coats, C. (2017, November). The elementary generalists methods course dilemma. Best Practices Discussion. Texas Art Education Association, Annual Conference 2017, Galveston, TX

Coats, C. (2016, November). Building relationships across areas of art education. Best Practices Lecture. Texas Art Education Association, Annual Conference 2016, Dallas, TX

Coats, C. (2015, November). Using Radical Art to Promote Dialogue & Action. Research Lecture. Texas Art Education Association, Annual Conference 2015, Galveston, TX

Coats, C. (2015, November). Possibilities and Challenges for Growing Programs. Best practices lecture. Texas Art Education Association, Annual Conference 2015, Galveston, TX

Coats, C. (2015, November). Doing Hair: Biocultural Politics Embedded in the Manipulation of Hair. Texas Art Education Association, Annual Conference 2015, Galveston, TX

Coats, C. & Clyne, D. (2014, November). TAB to makerspace: Drawing connections. Interactive Discussion. Texas Art Education Association, Annual Conference, November 2014, San Antonio, TX

- Coats, C. (2013, November). Learning through a community of makers. Lecture. Texas Art Education Association, Annual Conference 2013, Dallas, TX
- Coats, C. (2013, November). Exploring the potential of a DIY approach. Interactive Discussion. Texas Art Education Association, Annual Conference 2013, Dallas, TX
- Coats, C. (2013, November). Engaging collective potential: A nomadic inquiry into the homes of three makers. Graduate Forum on Research in Art Education Invited Presenter, Texas Art Education Association, Annual Conference 2013, Dallas, TX
- Coats, C. (2012, November). Engaging potential: Mapping an inquiry into improvised uses of space. Graduate Forum on Research in Art Education Invited Presenter, Texas Art Education Association, Annual Conference 2012, San Antonio, TX
- Coats, C. (2011, November). Reconsidering resistance. Research Lecture. Texas Art Education Association, Annual Conference 2011, Galveston, TX
- Coats, C. (2011, November). Examining social justice through art education. Research Lecture. Texas Art Education Association, Annual Conference 2011, Galveston, TX

Awards & Competitive Funding

Professional Awards

- 2023** Mac Arthur Goodwin Award for Distinguished Service within the Profession, National Art Education Association, National Art Education Association.
- 2021** Pacific Region Higher Education Art Educator Award, National Art Education Association
- 2021** Nomination - National Higher Education Art Educator Award, National Art Education Association
- 2020** Higher Education Division Outstanding Art Educator Award, Arizona Art Education Association
- 2016** Nomination - Higher Education Division Outstanding Art Educator Award, Texas Art Education Association
- 2015** Elliot Eisner Doctoral Research Award in Art Education Runner-Up Award, National Art Education Association
- 2011** Outstanding Graduate Student in Art Education Award, Honors Day Convocation, University of North Texas

Grants & Competitive Funding

- 2023**
- Coats, C. (2023). Academic Presentations at Journal of Curriculum Theorizing Annual Conference, Dayton, OH, Professional Development Funding – School of Art, \$1500, Arizona State University.
- 2021**
- Coats, C. (2021-22). Curiosity’s Collective Potential, Herberger Institute for Design and the Arts Research Building Investment (HIRBI) \$5000, Arizona State University.

Coats, C. (2021-22). Affective Signaling as Experimental Transmission, Germinating Lab Grant, Center for Philosophical Technologies, \$1500, Arizona State University.

2020

Moran, S., Coats, C., & Koro, M. (2020-21). Designing Radical Pedagogies, Institute for Humanities Research, Research Cluster Grant, \$2250 (2020) + \$1000 (2021), Arizona State University.

Moran, S., Coats, C., & Koro, M. (2020-21). Designing the Pluriversity, Center for Philosophical Technologies, Research Cluster Grant (matching funds), \$3250, Arizona State University.

2019

Vanos, J., Hess, A., Coseo, P., Cloutier, S., Cheng, C., Zuiker, S. J., Coats, C., & Ross, A. (2019). Reimagining Outdoor Play & Learning Environments. Knowledge Exchange for Resilience, \$15,000, Arizona State University.

Coats, C., & Zuiker, S. (2019-20). Green STEAM Studios: Designing Agential Ecologies for Wonder, Curiosity, and Interconnectedness through School Gardens, Herberger Institute for Design & the Arts and Mary Lou Fulton Teachers College seed grant funded research, \$10,000, Arizona State University.

Coats, C. (2019). Institute for Humanities Research Funding for event support, Imaginative Futures: Arts-Based Research as Boundary Event Symposium, \$500, Arizona State University.

2016

Coats, C. (2016). Project Support Minigrant supporting creative research, Office of Research and Sponsored Programs, Stephen F. Austin State University \$1500, Arizona State University.

2012

Coats, C. (2012). Situated Meaning: Exploring a Changing Suburban Community through Artistic Inquiry. Mary McMullan Grant Fund, \$2500, National Art Education Foundation.

Teaching

Higher Education Teaching

Arizona State University

2023-present, Associate Professor, Art Education, Arizona State University, Tempe, AZ

2018-2023, Assistant Professor, Art Education, Arizona State University, Tempe, AZ

Spring 2024

ARE 250 Inquiry in Teaching Art Education

ARE 510 Visual Culture Research (taught as Independent Study)

Fall 2023

ARE 525 Research on Art Instruction/ARA 522 Studio Art Pedagogy

**Completely redesigned ARA 522 Studio Art Pedagogy as one aspect of improving the preparation and experience of TAs in the ArtCORE Program and in their professional career preparation

ARE 370 Teaching Visual Culture

ARE 540 – Teaching Art in Cultural Contexts (taught as Independent Study)

Spring 2023

ARE 482 Teaching Art Processes - completely redesigning course
Faculty Mentor, Directed Study – Creative Project, CISA, McKenna Farrell, “Art and Politics Yearlong Curriculum”

Fall 2022

ARE 250 Inquiry in Teaching Art Education

ARE 370 Teaching Visual Culture

** engaged in a public dialogue, and created unit plans connected to the “New Earthworks” exhibition at the ASU Museum.

** participated in a performative protest on campus with the pieces in the “Spin the Vote” exhibition created by Gregory Sale and his students

Spring 2022

ARE 250 Inquiry in Teaching Art Education

ARE 496 Methods and Assessment of Learning in Art

**Participation with Invited scholar, Dr. Jorge Lucero, involved project that resulted in collaborative artist book

ARE 599 Thesis Research - Thesis Completion (Committee Chair) with MA graduate student.

ARE 690 Reading and Conference (Independent Study & Comprehensive Exams -Doctoral Student in Learning Sciences)

Fall 2021

ARE 250 Inquiry in Teaching Art Education

ARE 370 Teaching Visual Culture

**Significant amount of course content and projects related to and taught in ASU Art Museum exhibition, Undoing Time: Art and Histories of Incarceration

ARE 520 Issues in Teaching Inquiry in Art (redesigned course with greater focus on arts-based research concepts and methods)

ARE 599 Thesis Research – Thesis Completion (Committee Chair) with MA graduate student

ARE 690 Reading and Conference (Independent Study with Doctoral Student in Learning Sciences; and Independent Study two MA students in place of ARE 510 Visual Culture Research)

Spring 2021

ARE 250 Inquiry in Teaching Art Education

ARE 496/598 Methods and Assessment of Learning in Art (Rebuilt for hybrid format)

ART 493 Honors Thesis – Barrett Honors College

ARE 592 Research – Independent Study – MA Thesis Development

LSE 599 Thesis Research – Learning Sciences MA Independent Study

**Courses taught in hybrid format

Fall 2020

ARE 250 Inquiry in Teaching Art Education

ARE 370 Teaching Visual Culture

ARE 525 Research on Art Instruction

**Redesigned all courses to be taught online with hybrid instruction due to COVID-19 requirements

Spring 2020

ARE 250 Inquiry in Teaching Art Education

ARE 496/598 Methods and Assessment of Learning in Art

ARE 599 Thesis Research – Thesis Completion (Committee Chair) with MA graduate student
**content & projects for ARE 250 & ARE 496 were developed to explore through The Instant Class Kit, a research partnership with Dr. Stephanie Springgay and The Pedagogical Impulse

Fall 2019

ARE 250 Inquiry in Teaching Art Education (newly redesigned course)
ARE 370 Teaching Visual Culture (redesigned entire course content)
ARE 540 Teaching Art in Cultural Contexts (redesigned course, taught as Independent Study where graduate student participated in developing the symposium - Imaginative Futures: Arts-Based Research as Boundary Event)

Spring 2019

ARE 301 Studio Art & Human Development
**significant amount of course content taught in ASU Art Museum exhibition, Talking to Action: Art, Pedagogy, and Action in the Americas
ARE 494/598 Topic: Creativity in Art and Education (newly developed course)
ARE 496/598 Methods and Assessment of Learning in Art (redesigned entire course content)

Fall 2018

ARE 301 Studio Art & Human Development (redesigned entire course content)
ARE 525 Research on Art Instruction (redesigned entire course content)

Prior to ASU

2014-18

Assistant Professor, Art Education, Stephen F. Austin State University, Nacogdoches, TX - Taught Art Development I, II, III; Art Scope & Sequence (online and in person); Seminar for Studio Majors; Professional Practices (for studio majors); Art History II; Art Appreciation (for non-majors)

2013-14

Adjunct Instructor, Texas Woman's University, Denton, TX - Taught Essentials of Art

2013

Adjunct Instructor, Texas Christian University, Fort Worth, TX - Taught Essential of Visual Arts

2010-13

Teaching Fellow, University of North Texas, Denton, TX - Taught Topics in Visual Art: Social Reconstruction in Art Education, Art History II, Design II, Children & Art, Art Appreciation (online)

2007

Adjunct Instructor, Richard J. Daley College, Chicago, IL - Taught Art Appreciation

2000-02

Graduate Teaching Assistant, The School of the Art Institute of Chicago - Taught World Culture and Civilization: Prehistory to 19th Century, Survey of Modern to Contemporary Art and Architecture

Invited Lectures & Other Teaching Engagements

2024 Invited Academic Lecture to Graduate Seminar – Walking with Angela Ellsworth (ASU)
HIDA Day Workshop, “Curiosity’s Collective Potential: Generating Sticky Encounters through Collective Uncertainty.” February 21, 2024, Arizona State University, Tempe, AZ

- HIDA Day Workshop, “Old & New: Storied Image-Making Through Small Books & Zines” with Caroline Hazel Drake, and Amber Coleman. February 21, 2024, Arizona State University, Tempe, AZ
- 2023** Invited Academic Lecture to Dr. Lillian Lewis’s ARTE 600/800: Art Education With/In Environments and Ecologies, “Curiosity’s Vital Potential,” October 5, 2023, Virginia Commonwealth University, Richmond, VA
- 2021** HIDA Day Workshop, “Attuning to Place: What is the Most Interesting Thing You’ll See Today?,” Workshop proposed with *Morganne Shelley and *Jessica Soudani (Art Education MA Graduate Students), Accepted but canceled due to low enrollment. November 4, 2021, Arizona State University, Tempe, AZ
- 2020** Invited Academic Lecture to Graduate Studio Art Pedagogy Seminar, “Considering the potential of Teaching as Conceptual Art Practice” November 21, 2020. Arizona State University, Tempe, AZ
Invited Academic Lecture to Dr. Manisha Sharma’s Community Art Education course, “How else might Art Education Matter in Communities?” October 22, 2020. University of Arizona, Tucson, AZ
- 2019** Invited Academic Lecture to Graduate Studio Art Pedagogy Seminar, “Pedagogy as Provocation” November 22, 2019. Arizona State University, Tempe, AZ
Invited Academic Lecture to Graduate Art Education course, “Arts-Based Inquiry into Educational Fundraising.” September 24, 2019. University of Arizona, Tucson, AZ
Invited lecture to undergraduate art education course, “Learning with Communities through Vulnerability and Curiosity.” September 19, 2019. University of Arizona, Tucson, AZ
Educator Workshops, “Emergence and Interconnectedness in Art Education Curriculum Development,” Educators’ Summer Studio & Curriculum Workshop. June 11-14, 2019. Arizona State University, Tempe, AZ
- 2018** Invited Academic Lecture to Graduate Studio Art Pedagogy Seminar, “Impacts of Choice-Based Teaching in Art Education.” September 16, 2018. Arizona State University, Tempe, AZ

Curriculum Design & Program Evaluation

- 2024** Curriculum Design Consultant, Dreamscape Learn and ASU Online Course Development for Virtual Reality integration into ARS 101 Art Pre-History-Middle Ages
Consultant and team member for Education for Planetary Futures (MA) – working with Mary Lou Fulton Teachers College faculty to develop curriculum and other teaching materials for new MA degree
- 2020** Curriculum Design Consulting and Development, STEAM in a Backpack. Pathways to Learning. Distribution of 4000 backpacks with designed curriculum to districts across Arizona.
- 2019** Consultant, Developed Evaluation Process for Program Effectiveness, Teen Ambassador Program. Phoenix Art Museum, Phoenix, AZ

Community, K-12, and Museum Teaching

- 2019** Coordinator & Workshop Leader. “Emergence and Interconnectedness in Art Education

Curriculum Development,” ASU Educators’ Summer Art Studio & Curriculum Development Workshop. Four-day studio and curriculum workshop with Regional Art Educators. June 11-14, 2019, Arizona State University, Tempe, AZ.

- 2015-18** Coordinator, SFASU School of Art Summer Art Academy
- 2016** Coordinator, Teen Art Program, Cole Arts Center, SFASU
- 2015** Co-Coordinator, SFASU School of Art Educators’ Summer Art Studio
- 2012** Full-time Student Teacher for All-Level Art Certification, Denton ISD
- 2010-11** Program Leader, Super Arts Saturday, Greater Denton Arts Council
- 2011** Guest Educator, Material Evolution: Ugandan Bark Cloth, UNT
- 2010** Event Organizer, EcoArtTech Family Day Event, UNT
- 2010** Art Ambassador, Dallas Contemporary, Art Think Jr., Dallas, TX
- 2010** Visiting Educator, The Fort Worth Museum of Modern Art, Ft. Worth, TX

Mentorship

Graduate Student Committees

Doctoral Committee – External Examiner, PhD Curriculum Studies – Angela Baldus, “*Art, Address, & Correspondence: Variation on Pedagogical Presence*,” Department of Curriculum & Pedagogy, The University of British Columbia (Expected Graduation Spring 2024).

Doctoral Committee Member, PhD Education – Marzia Farhana, “What Happens When My Intra-actions with the Post-Anthropocene Become Me, My Art, and the World,” School of the Arts, Virginia Commonwealth University (Expected Graduation Fall 2025).

Doctoral Committee Member, PhD Arts & Visual Culture Education – James Gaylord, School of Art, University of Arizona (Expected Graduation Fall 2025).

MFA Committee, Member, Fibers – Bethany Larson, Herberger Institute of Design and the Arts, Arizona State University (Expected Graduation Spring 2024).

Doctoral Committee Member, PhD Learning Sciences – Shagun Singha, Designing Play-Based Educational Encounters, Mary Lou Fulton Teachers College, Arizona State University (Expected Graduation Spring 2024)

MA Thesis Committee Member, Art Education – Jennica Jackson, Educators’ Choices for Curriculum Design Related to Perceptions of Students with Autism Spectrum Disorder, Herberger Institute of Design and the Arts, Arizona State University (Expected Graduation Spring 2024)

MFA Committee, Member, Sculpture – Dylan Fitzgibbon, Herberger Institute of Design and the Arts, Arizona State University, Graduated Fall 2023.

MA Thesis Committee Member, Art Education – Nancy Salas, “Exploring Women’s Perspectives on Oppressive Experiences and Silences during the Bracero Program,” Herberger Institute of Design and the Arts, Arizona State University, Graduated Fall 2022.

MA Thesis Committee Chair, Art Education – Jessica Soudani, “Infusing Indigenous Artistic Methodologies and Practices into Western Learning,” Herberger Institute of Design and the Arts, Arizona State University, Graduated Spring 2022

MA Thesis Committee Member, Creative Enterprise and Cultural Leadership, Kaitlin Thresher, “Mesaround Art Tour”: A New Downtown Mesa Art Experience, Herberger Institute of Design and the Arts, Arizona State University, Graduation Spring 2022

MA Thesis Committee Chair, Art Education - Morganne Shelley, “Walking with Rural Research,” Herberger Institute of Design and the Arts, Arizona State University, Graduated Fall 2021

Doctoral Committee External Reviewer, PhD Secondary Education - Jiae Park, “Conceptions of Creativity within the Korean Educational Context,” University of Alberta, Alberta, Canada, Spring 2021

MA Thesis Committee Chair, Art Education - James Gaylord, “The Wandering Mobile Art Hub: A Nomadic Action Research Study,” Herberger Institute of Design and the Arts, Arizona State University, Graduated Spring 2020

MFA Committee Member, Intermedia - Madison Stratford, “American Psycho,” Herberger Institute of Design and the Arts, Arizona State University, Graduated Fall 2020

MAAE Thesis Committee Chair, Christina Lucas, “Ethics and deaccessioning: How museums enact deaccession policies,” Stephen F. Austin State University, Graduated 2016

ASU Barrett Honors Committees

Committee Chair, Barrett Honors Thesis - Devin Dawson, School of Art, Evaluating Curriculum Design for Belonging in Elder Community Art Education Program (2023-24).

Committee Co-Chair, Barrett Honors Thesis - Juliana Veldhuizen, School of Sustainability, “The Hidden Cost of Acrylic Paint: An Exploration of Possible Solutions” (2022-23)

Committee Co-Chair, Barrett Honors Thesis - Eleni Kenrick, Conservation Biology & Ecology (2020-21)

Committee Member, Barrett Honors Thesis - Grace Olson, Animation (2019-20)

Interdisciplinary Studies Faculty Mentorship

Faculty Mentor, Directed Study – Creative Project, College of Integrative Sciences and Arts – McKenna Farrell, “Art and Politics Yearlong Curriculum” (Spring 2023)

Service

Professional Leadership, Service, & Membership

Professional Organization Service & Leadership

- 2023-26** Elected Steering Committee Member, Art Education Research Institute
- 2023** Invited Conference Peer Reviewer, Art of Research Conference, Aalto University, Finland, 2023.
- 2014-24** Caucus of Social Theory and Art Education (CSTAE) – National Art Education Association special Interest Group that supports on interdisciplinary research and teaching in art education (established in 1980). I have served on the CSTAE Board in the following capacities since 2014: Past Coordinator (2022-24), Coordinator (2019-2022), Incoming Coordinator (2017-19), Treasurer (2016-2017), Recorder (2014-2016).
- 2020** Invited Conference Peer Reviewer, Art of Research Conference on Authorship and Responsibility, Aalto University, Finland, 2020.
- 2015** Proposal Reviewer: 2016 NAEA Convention Proposals: Caucus on Multiethnic Concerns.

Journal Editor Positions

- 2022-24** Senior Co-Editor (2022-24), Associate Co-Editor (2018-21), *The Journal of Cultural Research in Art Education*
We publish 1-2 volumes annually with a review board of 20+ members, and we are currently transferring the journal from a stand-alone website affiliated with the United States Society for Education through Art to the University of Arizona Library (Janeway Publication Platform). We are archiving all past issues of the journal (print and digital) since 1983.
- 2021** Co-Editor (2021). *Journal of Social Theory in Art Education*. Themed Issue: (En)countering (Un)certainty, 41.
- 2016-18** Co-Editor (2017-2018), Incoming Editor (2016-2017), *Trends: The Journal of the Texas Art Education Association*.

Journal Review Board Appointments

- 2023-26** Elected Review Board Member, *Studies in Art Education*
- 2023-25** Invited Reviewer, *Art of Research Journal*
- 2020-23** Elected Review Board Member, *Visual Arts Research*
- 2020-23** Appointed Reviewer, *Journal of Curriculum and Pedagogy*
- 2019-21** Invited Reviewer, *Canadian Review of Art Education*
- 2015-21** Invited Review Board Member, *The Journal of Social Theory in Art Education*
- 2017-20** Elected Review Board Member, *Art Education*
- 2014-20** Invited Advisory Board Member, *The International Journal of Education & the Arts*
- 2010-19** Appointed Reviewer, *International Journal of Critical Pedagogy*
- 2014-17** Invited Editorial Reviewer, *The Journal of Art for Life*
- 2013-16** Invited Review Board Member *Trends: The Journal of the Texas Art Education Association*

University Service & Committee Appointments

Arizona State University

Multi-year Leadership, Herberger Institute for Design & the Arts

2019-23 At-large Board Member, ArtsWork: The Kax Herberger Center for Children and the Arts Herberger Institute for Design & the Arts

2019-24 Board Member, Center for Philosophical Technologies, Herberger Institute for Design & the Arts

Multi-year Leadership & Committee Work, School of Art

2018-23 Program Coordinator, Art Education, School of Art

Responsibilities:

- Scheduling and Catalog Review
- Area Budget and Resource Management
- Scholarship Review and Awards
- Degree Map Design and Review
- Enrollment Management & Informal Advising
- AZ Department of Education reporting on assessment, degree changes, and matriculation
- Work in collaboration with HIDA-wide advising on curriculum updates
- Work with Mary Lou Fulton Teachers College on coordination of students teaching placement

Statistics & Initiatives

- Enrollments: Undergraduate – Annual enrollment 80-100 students, since I started in 2018 (prior to that, the 2011-2017 average enrollment was 30-40 students); Graduate Enrollment in MA – annually total enrollment 1-5 students since 2018
- Designed and received approval for an inaugural MFA in Art Education. This would be one of the only MFA Degrees in Art Education in the United States.

2019-25 Curriculum Committee, School of Art, Chair (2023-34)

2020-22 Gallery Committee, School of Art

2018-23 Sponsor, Art Education Club which became the Art Education Collective in 2023, School of Art

Limited Term Leadership & Committee Work, HIDA & School of Art

2024 Hiring Committee – Art Therapy Tenure Track Professor – hired 2 faculty members

2023 Hiring Committee - ArtCORE Area Leads – hired 4 assistant teaching professors to lead specific areas within ArtCORE

2022 Hiring Committee Chair, Art Education Lecturer, School of Art

2021-22 Hiring Committee Member, Presidential Postdoctoral Fellowship, Graduate College & School of Art

2021 CORE Task Force, School of Art

2019 Program Supervisor for Visiting Scholar, Kajsa G. Eriksson. Recipient of Swedish Foundation for International Cooperation in Research & Higher Education (STINT) Initiation Grant, Herberger Institute for Design & the Arts

Professional Membership

National Art Education Association (NAEA)

Caucus of Social Theory and Art Education (NAEA)
Environment & Ecology Interest Group (NAEA)
Women's Caucus (NAEA)
International Society of Education through Art
College Art Association
Arizona Art Education Association
United States Society for Education through Art
North American Association of Environmental Education