

KRISTINA LAMOUR SANSONE / she-her-hers

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EDUCATION

Lesley University, Graduate School of Education, C.A.G.S. Curriculum and Instruction / **Yale University, School of Art**, M.F.A. Graphic Design / **The University of the Arts**, B.F.A. Graphic Design / **USC Rossier School of Education**, Doctor of Education, Doctoral Student

ACADEMIC ADMINISTRATION

Associate Dean of Academic Affairs. July 2016 to July 2019. Lesley University, College of Art and Design

Responsibilities Included

Co-development of academic coordination between Management, Core and Adjunct faculty / Mentoring emerging staff and faculty leadership to diagnose and bring solution to renew the academic infrastructure / Managing relationships with departments in the College of Art and Design and administrative units across Lesley University including Enrollment.

Actions Implemented

Developed a successful 10-year NASAD self-study and two program accreditations in Illustration and Photography. Revised a general studies program in collaboration with the College of Liberal Arts and Science / Co-chaired Curriculum Committee to integrate cultural competencies in all courses and programs / Cultivated relationships between the College of Art and Design with Lesley's three other schools to integrate art and design with other disciplines / Developed program outcomes for all programs across the college and reorganized First Year, Honors, General Studies, Art History and Critical Studies, within our new Integrated Studies Division / Fostered global relationships with academic administrators in England, Japan, and China.

FACULTY ROLES

Lesley University, College of Art and Design. Professor of Design, September 2001 to present

Elected into multiple roles as faculty including Department Chair and Chair Faculty Assembly Chairperson / Responsibilities include teaching, program management, budgeting, union stewardship, and governance / While Department Chair, managed a 5-year Department review and worked with Design faculty to design our first online program a B.A. in User Experience, and two new B.F.A. programs in Graphic and Interactive Design / Founded the *Design for Learning* program, the first cross-school program between the College of Art and Design and the Graduate School of Education / Led, in collaboration with faculty in the College of Liberal Arts and Sciences, a cross-school, cross-discipline visual literacy project to improve undergraduate teaching and learning / Taught courses in the UK and Japan / Received Lesley's highest honor, the Community Impact Award, in 2016 for building bridges with high school and community college partners and was the first elected Faculty Assembly Chair from the College of Art and Design in 2006.

Rhode Island School of Design. Department of Teaching + Learning in Art + Design. Critic. Fall 2012 to present

Developed and teach a documentation design studio-based workshop called Design Education Workshop 1: Image, Text, and Sound. Also consult on program portfolios, MAT curriculum, lab school documentation, and the graduate exhibition.

Pratt Institute, Department of Art and Design Education. Critic. Fall 2010 to Spring 2013

Taught a hybrid course titled Survey of the Literature in *Design Education: History, Theory, Criticism & Practice* for art and design education Master's students.

The University of Texas at Austin. College of Fine Arts. Visiting Lecturer. Fall 1999 to Spring 2001

Taught within an interdisciplinary design program in collaboration with product designers, architects, and theorists. Taught *Introduction to Graphic Design, Introduction to Design, Tech II, Advanced Issues in Visual Syntax, Images in Communication, and Design Practicum.*

BOARD AND PROFESSIONAL AFFILIATIONS

Innovators for Purpose, Cambridge MA, Board member to advance student-driven, integrated design studio learning housed in the Cambridge Public library and virtually providing design learning to all Cambridge Public School students specifically underserved youth / *Creative Design Advisory Board*, Cambridge Rindge and Latin School, Cambridge MA. Board member to advance design learning in the Rindge School of Technical Arts / *Reciprocity Rhode Island* Co-Design with a coalition of nonprofits, community organizers, and education innovators working together to re-design education / *AIGA*, American Institute of Graphic Arts Member / *NAEA*, National Art Education Association Member / *NAREA*, North American Reggio Emilia Alliance Member.

PUBLICATIONS

2021. *We Won. I Had a Hunch*. AIGA Design Education and Identity Series edited by Kaleena Sales / 2018. *Explorations in Art*. Stuart, M. Worcester, MA: Davis Publishing. Design critic and author for Design Thinking spread in all art education textbooks across all volumes K-12 / 2018. *Universal Design for Learning Practices Foster Developmental Relationships*. 11th Annual UNM Mentoring Institute, Albuquerque, NM, October 2018. Peer reviewed paper with Stanwood, J, and Mittiga, A. / 2017. *Vital Connections Between Mentoring and Success for Art & Design Students*. 10th Annual UNM Mentoring Institute Mentoring Conference, Albuquerque, NM, October 2017. Peer reviewed paper with Stanwood, J. / 2016. with Weber, N. *Language of Design within Science and Engineering*. In Annetta, L. A., & Minogue, J. *Connecting science and engineering education practices in meaningful ways: Building bridges*. [pp. 217-235] Cham: Springer. / 2015. *Using Strategies from Graphic Design to Improve Teaching and Learning*. In Baylen, D. M., & D'alba, A. *Essentials of teaching and integrating visual and media literacy: Visualizing learning*. [pp. 3-26] Cham: Springer. / 2013. *Planning and Assessment*. Donovan, L., & Pascale, L. Integrating the arts across the Content Areas. [pp. 181-198] Huntington Beach, CA: Shell Education / 2009. *Designing for Student Engagement and Comprehension*. Online Bookbuilder book co-authored with Yvonne Domings, Center for Applied Special Technology / 2008. with Tennant Gadd, L. [2008] *The Visual Identity Project*. SchoolArts: The Art Education Magazine for Teachers. [pp. 64-82] Worcester, MA: Davis Publishing.

SELECTED PRESENTATIONS

Northeastern Scout Interventions Amplify Conference. April 2022. *Advocates in the Classroom: Professors from Northeastern & Lesley University* including Alpha Jacob Arsano, Sebastian Ebarb, Fisiha Likke, and Cara Michelle. "What does the future of higher education look like? A discussion about incorporating personal values and experiences in the classroom setting / *Design, Art, and Elitism*. Teach Simple Podcast by Calvin Nellum / *Constructed space as a space of struggles between the social and design culture* for the 2021 International Visual Sociology Association Conference with Dr. Kazuyo Kubo / *Universal Design for Learning Practices Foster Developmental Relationships*, UNM Mentoring Institute peer-reviewed paper with Angela Mittiga, MEd. And Julie Stanwood, Ed.D., Albuquerque, October 2018 / *Documentation by Design*. Boston University, September 2018 / *Vital Connections for Art and Design Students between Mentoring and Academic Success*, UNM Mentoring Institute peer-reviewed paper with Julie Stanwood, Ed.D., Albuquerque, October 2017 / *A Day in the Documentation Design Studio*, DC Reggio Emilia Alliance, Washington DC, November 2016. *Exploring the Role of Documentation Design within Art + Design Education*, National Art Education Association, San Diego, March 2014 / *Documentation and Design and Effective Art and Design Pedagogy or a Bag of Tricks*. National Art Education Association, New York, 2012 / *Sharing Design Strategies that Support Access, Comprehension, Engagement and Care*. Coalition of Essential Schools Fall Forum, Providence, 2011 / *The Role of the Environment in Reggio Inspired Schools*. NAREA Rhode Island, Providence, October 2010 / *Designing for Student Engagement and Comprehension using Bookbuilder*. VSA arts International Conference, Boston, May 2009 / *Design Matters: The Role of Symbolic Languages in Learning*. Smith College, Northampton, MA, March 2009. *Awakening the Eye Through Graphic Design*. Presentation and workshop with Lella Gandini, The Eric Carle Museum, Northampton, MA, March 2009 / *Mindfulness in Documentation*. NAREA Rhode Island, Providence, June 2008. *Access and Inclusion: Strategies for Teaching Diverse Learners*. Fenway High School Summer Institute, Boston, March 2008.

EDUCATION TRAINING CURRICULA

Fenway High School. Developed and implemented a graphic design-based visual literacy program to bring the arts to a high school with no art teacher by helping teachers introduce visual projects into their curricula. Fall 2002 to 2018 / *Blue Hills Regional and Keefe Technical High Schools.* Offered technology, graphic design, and Universal Design for Learning online and in-person professional development workshops for teachers across content areas including English, Science, Culinary, and Cosmetology. Fall 2015 to Spring 2017 / *Dr. Jorge Alvarez Academy.* Worked with administrators and teachers to develop a culture of design-based thinking that includes the development of a visual identity system including web design, print materials, teaching tools, individual coaching, and all school professional development on design's role in project-based learning. Summer 2014 to Spring 2017 / *Coventry High School.* Coached teachers on a variety of initiatives including documentation, exhibition, visual campaigns and identity, and instructional strategy. January 2016 to June 2016 / *Summer Institute: Image, Text, Object.* Co-led a summer institute for teachers on documentation and graphic design processes for School and Teacher Programs at the RISD Museum. The institute centered around the Graphic Design: In Production traveling exhibition. Summer 2014 / *Boston Public Schools.* Co-taught a hybrid course for BPS teachers called, Designing for Engaged Learning in Blended Classrooms with Sue Cusack. July 2012 / *UMass Dartmouth, Center for University, School and Community Partnerships.* Trained Teach! Southcoast students pursuing their math and science teaching licenses in graphic design awareness to support digital presentations, environments, and word walls. Fall 2010 / *Office of High School Renewal, Boston Public Schools.* Provided visual literacy coaching and specialized workshops at small high schools including Social Justice Academy and The Engineering School at the Hyde Park Educational Complex. Fall 2004 to Spring 2007 / *Fall River Public Schools.* Conducted visual literacy training for teachers at the Doran Elementary School to support their understanding of the potential of design for their classrooms, environment, instructional tools, and technology. Fall 2010.

GRAPHIC DESIGN STUDIO WORK

Education Resources Consortium. Cambridge, MA. Website, online newsletter, visual identity system and marketing materials. Fall 2010 to present / *Davis Publications and Scott Foresman Publishing.* Design consultant for art education textbooks. 2000 to 2018 / *Sol Koffler Gallery at RISD.* Providence, RI. Document, Document. Document. Co-led conceptualization, programming, curating, and exhibit design on documentation tactics within art and design studio practices with Anne West, Sameer Farooq, and Gabe Melcher. Fall 2014 / *Dr. Maria de Lourdes B. Serpa.* Developed visual systems for Dr. Serpa's unique scholarly practice in non-discriminatory assessment and literacy learning for both native English Speakers and English Language Learners. Work included mood boards, graphic design strategy, and technical training to support the development of a visual identity system, set of information designs, and considerations for online course design. Fall 2013 to Spring 2014 / *Learning Brooke Early Childhood Education Center.* Cranston, RI. Print, web, and environmental graphic design for a Reggio Emilia-inspired school. Work included design coaching coordinating process between the curriculum directors and teachers. Fall 2009 to Summer 2013 / *Boston Green Academy.* Integrated Universal Design, Universal Design for Learning, and Graphic Design into the plan for a new Boston Public School that opened in the Fall of 2012. Founding member of the school design team which included education reformer and founder of the Coalition of Essential Schools, Ted Sizer. Fall 2008 to Summer 2013 / *Resiliency Foundation.* Fall River, MA. Design research for a visual identity and website. Fall 2011 / *Jacob's Pillow Dance Festival.* Collaborated with arts-based researchers and choreographers to design an interface to support the visualization of embodied learning. Summer 2010 / *Boston International High School.* Boston, MA. Created a manual about the school's history, current status, and future, using student-driven qualitative research and design process to develop content. Spring 2009 / *Kosslyn Laboratory.* Harvard University. Developed training on visual communication training materials with Stephen Kosslyn, integrating cognitive neuroscience and graphic design pedagogy. Spring 2008 / *Cambridge Friends School.* Developed and implemented community-based action research visual identity project to develop a new school logo with fourth and fifth graders. Fall 2003 to Spring 2006 / *From 1991 to 1997, I worked full time under the direction of influential designers and studios* including Carbone Smolan Associates in New York City, Bielenberg Design now Project M, and Luxon Carrà, a subdivision of Landor Associates, both in San Francisco.