

UMFA

UTAH MUSEUM OF FINE ARTS

2019 / 2020

Districts: 23
Schools: 133
Charter Schools: 23
Title 1 Schools: 57
Hours: 572.05
Teachers: 1,052
Students: 12,302



RIGHT | Samples of student artwork across various mediums, and students participating in a pARTners museum tour reflect upon the artwork in the galleries.



The UMFA inspires critical dialog, and illuminates the role of art in our lives.

1. BUDGET EXPENDITURE AND INCOME SOURCE REPORT

	Legislative Appropriation	Funding Leveraged from Other Sources	Total Expenditures on Approved Education Programs	Legislative Appropriation % of Total Expenditures
Personnel	\$113,056	\$145,890	\$258,946	43.7%
Benefits	\$42,000	\$59,650	\$101,650	41.3%
Travel	\$7,607	\$0	\$7,607	100%
Materials	\$23,000	\$32,500	\$55,500	41.8%
Other (identify)				
TOTAL	\$185,663	\$238,040	\$423,703	43.8%

2. 2019-2020 TOTAL SERVICES PROVIDED

Districts	Charters	Schools	Home School Students*	Hours	Teachers	Students
23	23	133	80	572.05	1,052	12,302

*Home school student numbers are NOT included in the total number of students

3. 2019-2020 INDIVIDUAL SERVICES PROVIDED

The Utah Museum of Fine Arts (UMFA) K-12 School and Teacher Programs team provides a broad spectrum of quality, comprehensive learning and engagement opportunities to Utah’s local education agencies (LEA). Inspired by UMFA’s global collection of more than 20,000 artworks, UMFA’s educational programs engage students and teachers across the state, helping foster a love of art within all Utah citizens. Over the past school year, programs and partnerships at the Museum focused on schools within the Cache, Davis, Granite, Piute, Salt Lake City, San Juan, South Summit, Wayne, and Weber school districts. As a result of COVID-19, we, like so many, had to quickly pivot due to the sudden closures of schools and our own Marcia and John Price Museum Building on the University of Utah Campus. We are proud of our work to continue connecting students and teachers to art during these unprecedented times, both online and in physical spaces. Details of these resources and opportunities can be found in the addendum at the end of this document.

Highlights from this year include:

- *Evening for Educators, Art is for Everyone: Inclusivity in the Classroom.* Partnering with Art Access, this professional development for teachers focused on making the classroom more inclusive for all abilities.
- *Utah High School Clean Air Poster Contest.* Art, science, and marketing combined to engage youth and create posters that raise Utahns’ awareness of air quality issues.
- *Art Kits.* 1500 kits created for students to make art at home and complete course work after COVID-19 school closures.

UMFA K-12 School and Teacher Programs Core Values:

- Providing access to art and art education statewide.
- Connecting art to classroom learning and Utah Core Standards.
- Making personal connections to art, each other, and the world.

- Promoting critical thinking through visual literacy.
- Sparking creativity as a life skill for 21st-century learners.

At the UMFA, we believe that art objects are an access point to discovery of global ideas of the past and present, helping students develop visual literacy, honing critical thinking, and inspiring creativity – all essential tools for college and career ready students. Through these programs, we aim to foster empathy in young learners by promoting affective and sensorial responses through an exploration of human connections, hands-on experiential learning, diverse discussions, and question-based practices.

K-12 School and Teacher Programs include: Distance Learning, Educator Resources, Explore Spiral Jetty, K-12 Museum Tours, and Museum in the Classroom. Each year the UMFA pilots new initiatives and special projects that are connected to featured traveling exhibitions and collaborations with artists and organizations in our community. Throughout the 2019-2020 school year, the passionate team of K-12 educators brought art experiences to 133 schools, 57 of whom are designated Title I.

A. Distance Learning

Districts	Charters	Schools	Hours	Teachers	Students
2	1	3	2.5	5	76

With new K-12 School and Teacher Programs staff, we began thinking about a new in-depth Distance Learning program. The format created would be used to bring the big ideas and themes we explore in UMFA temporary exhibitions to targeted classrooms across the state. The format of the program includes the below components:

- Pre-lesson facilitated by teacher
- Virtual tour of the museum
- Local artist-led workshop
- Wrap-up/celebration of work

The plan was for our pilot program to take place in late spring, but due to COVID-19 this was put on hold. The pilot program has a focus on acknowledgement of female figures in U.S. history, including women of color, and is inspired by our ACME lab Better Days 2020 exhibition “Utah Women Working for Better Days!” With the goal of inspiring students via the work and lives of these women, student projects would have combined research, writing, and art making. We were talking with artist Brooke Smart about leading the artmaking workshop.

New Distance Learning Plan

Due to the COVID-19 crisis and to protect the health of students and educators, the Museum will not provide any in-person programming during the 2020 fall semester. We are using this opportunity to rethink and reorganize our Distance Learning program. As part of this redesign, we will offer new virtual program components beginning in the 2020-2021 school year. We will analyze the effectiveness of these new program delivery formats with a plan to continue them in future school years.

- Virtual Visits
- Zooming into Art - Zoom/Webex Presentations (We did three of these presentations this spring for cancelled tours, reaching 76 students)
- Art Connections Workshop
- Pen Pals

- Beyond the Classroom Webinars

B. Educator Resources

Districts	Charters	Schools	Hours	Teachers	Students
10	4	25	76.33	100	0

Professional Development (PD)

Evening for Educators, Art is for Everyone: Inclusivity in the Classroom. During the past year, UMFA partnered with Art Access to host an Evening for Educators teacher professional development. These workshops focused on making the classroom more inclusive. The lessons of “Weaving: An Exploration of Texture and Natural Materials” and “Regional Aesthetics for Kids” included potential adaptations to meet the needs of students of all abilities.

At *Evening for Educators*, UMFA distributed flash drives containing lesson plans and additional readings and resources. Through their attendance at this evening and completion of a survey, teachers can receive three relicensure points. If teachers attend five evening sessions (a total of 15 hours) and complete a field test, they can receive one semester credit. Pre-service teachers from Utah schools often attend these programs to enrich their preparations for classroom teaching.

An educator professional development session: *Diego Rivera and Your Classroom* was planned for March 21, 2020. UMFA partnered with the University of Utah International and Area Studies (IAS) on this event and had 17 teacher registrations. On March 13th the event was cancelled due to COVID-19. We have repurposed the session materials for a virtual educator professional development series during the summer of 2020 on Mexican Art and History. We are joining classes created by the UMFA and Artes de México en Utah. The series consists of three sessions in June, July, and August 2020, each with a unique artistic focus. We had six educators participate in the first session on June 17-18th, titled *Pablo O’Higgins: How a Young Artist from Utah Became a Mexican Muralist*. PD credit (2.5 relicensure hours) is available for attending each webinar and a follow-up virtual discussion on classroom applications. Resources gathered for the event are then distributed to participants via email.

Lesson Plans

The UMFA provides online access to lesson plans from professional development workshops, in-class presentations, and other resources free of charge. In this Fiscal Year we had 1,334 page views.

- Each interdisciplinary lesson highlights at least one artwork/artist from the UMFA’s collection.
- Teachers can contact UMFA for specific interests and guidance.
- High-resolution images of some of the artworks from the UMFA’s collections are available upon request.

“On the Wall” Educator Newsletter

Our educator newsletter On the Wall has been revitalized. As a quarterly newsletter, it updates educators on opportunities and resources available. There are 670 emails signed up to receive On the Wall. It was key to communicating COVID-19 updates and digital resources. 214 people viewed our email specifically providing links and information about these resources.

Digital Resources

Before the COVID-19 crisis, the UMFA had been planning to make digital resources, such as videos more widely available on our website. When all in-person programs were cancelled in mid-March 2020, the creation of these resources became a high priority. The following resources have been published online for teacher and student use before the end of the school year:

- *Art Break: Texture* – A short video exploring this Element of Art through a work in the UMFA collection. We intend to finish and post videos for each element to complete this Art Break video collection. This had 36 views.
- *Art in the Everyday* – A self-guided experience that connects five artworks from the UMFA’s global collection to an appreciation and acknowledgement of artful objects in our everyday lives. This had 110 page views.
- *Careers in Art* – An in-depth lesson to explore the wide variety of career opportunities for those passionate about art. This had 30 page views.
- *Color Meditation* – A five-minute guided meditation on the theme of color. This had 90 views.
- *Storytelling in Art* – A lesson adapting the Winter pARTners theme to experience different storytelling methods through art. Includes pre- and post-lessons and a book making activity. This had 103 page views.

C. Explore Spiral Jetty

Districts	Charters	Schools	Hours	Teachers	Students
2	0	2	5	3	70

Spiral Jetty 50th Anniversary

This year, 2020, marks the 50th anniversary of Robert Smithson’s monumental artwork *Spiral Jetty*, located off Rozel Point in the north arm of Great Salt Lake. Made of black basalt rocks and earth gathered from the site, *Spiral Jetty* is a 15-foot-wide spiral that stretches more than 1,500 feet into the lake. The UMFA planned to celebrate this incredible work of art through exciting exhibitions and programming all year long, including a multi-visit program in spring 2020 for high school students and their teachers that would have explored *Spiral Jetty* and Robert Smithson in-depth. These plans were quickly changed after COVID-19 and we were only able to implement the first part of the series with a small number of participating classrooms. In its original form, the program would have consisted of three parts:

- Classroom visit: UMFA educators visited the classroom to explore themes important to Smithson’s work - mark-making, entropy, materials, and color.
- UMFA museum tour: a gallery tour, artmaking, and an exclusive visit into UMFA’s collection’s storage to see artworks by Robert Smithson.
- *Spiral Jetty* field trip: an all-day field trip scheduled for Saturday, May 2nd, 2020.

D. K-12 Museum Tours

Districts	Charters	Schools	Hours	Teachers	Students
8	12	52	104.75	604	6,022

Docent/Teacher-led Museum Tours

Students who participate in both docent- and teacher-led K-12 Museum Tours, benefit from direct encounters with the numerous works of art within the UMFA's permanent collection. This includes works on view from around the world as well as traveling exhibitions.

- Students and teachers engage with 6,000 years of human creativity through the UMFA's permanent collection as well as traveling exhibitions.
- Participating classrooms are sent a pre-lesson plan to prepare for their visit and introduce themes for their tour. A welcome video introduces students and teachers to the museum, providing history of the UMFA, highlighting favorite works of art, and reviewing museum manners.
- Gallery tours are generally an hour in length and consist of engaging hands-on, object-centered, inquiry-based experiences.
- UMFA docents (gallery teachers) act as facilitators as they employ current educational pedagogies, age-appropriate teaching strategies, discussion questions, and hands-on activities to create meaningful experiences with the works of art. This year, 60 docents contributed 10,936 hours to support these tours.
- Students benefit from small group sizes, averaging 5-7 per group, and individual attention.
- Each tour is specially customized to the needs and learning objectives of the group, emphasizing interaction and respectful, open dialogue.
- Most tour visits are followed by a 30-minute art-making workshop in UMFA's classroom to help students solidify the themes presented on the tour and establish meaningful connections to the artwork. For classes that are not able stay for the art-making workshop, they are sent back to their school with a kit of supplies and detailed instructions to facilitate the workshop in their classroom.

pARTners

The pARTners program brings every fourth-grade student in Salt Lake City School District to the UMFA twice each year. Each pARTners semester connects current Museum exhibitions to core-linked curriculum using question-based, experiential tours, and in-classroom experiences.

- The pre-lesson curriculum is led by teachers in the classroom and is designed to be a quick 10-minute art warm-up to introduce themes that will be explored on pARTners tours and review "Museum Manners."
- The 2019 fall semester, "Compare | Contrast," encouraged students and teachers to think about what makes works of art similar and different in this hands-on learning experience around doubles & duos, opposites & lookalikes. Students developed their artistic eye and flexed their creative brains as they discovered the connections between individual works of art, each other, and the world around them. In the art-making workshop, students and teachers rolled dice to make their own pendant portraits by playing a portrait game.
- During the 2020 winter/spring semester, 4th grade students and teachers explored a world full of stories at UMFA. "Storytelling" created experiences around different types of stories and storytelling methods to look at and discuss art. Stories from around the world were highlighted as students learned about visual narrative and uncovered clues and details hidden in works of art that reveal secrets, mysteries, facts, and questions. Thanks to a wonderful collaboration with the UofU Book Arts Program, each participant made a comic book to create their own incredible story during the art workshop.

UMFA/NHMU Dual Tours–Identity

This one-day 4-hour field trip experience included a guided tour and art making at the UMFA as well as a tour and in-gallery programming at the Natural History Museum of Utah (NHMU).

All curriculum around this event was aligned to sixth-grade social studies standards within the Utah Core Curriculum.

Five bell-ringer activities were used as an in-class pre-lesson prior to the field trip, allowing students to explore identity through language, symbols, traditions, culture, and art.

The field trip experience at both museums celebrated cultural diversity through an exploration of identity.

- At UMFA, the guided tour explored broader themes of identity across the Museum’s collection. Students created a clay sculpture about their own identity inspired by passport masks from various groups of people in the Democratic Republic of Congo from the UMFA’s permanent and education collections.
- At NHMU, students explored identity through a special in-gallery program and the STEM Lab program.

Special Exhibition Tours – *Seven Masters & Beyond the Divide*

- This one-hour docent-led tour explored both of the UMFA’s temporary Japanese exhibitions *Seven Masters* and *Beyond the Divide* exhibitions through themes of storytelling, portraits, and landscapes. After the tour, students learned traditional Sumi-Ink painting techniques to create their own paintings.
- This tour and artmaking class align with sixth grade social studies curriculum and Utah Core Standards.
- These tours were canceled due to the COVID-19 pandemic.

E. Museum in the Classroom

Districts	Charters	Schools	Hours	Teachers	Students
12	2	25	111.47	188	3,453

Museum in the Classroom (MIC)

Through this program, UMFA educators deliver onsite classroom art education that includes authentic art objects, hands-on experiences, and art-making activities. Museum in the Classroom (MIC) delivers important art education experiences across the state—from one-room schoolhouses to metropolitan campuses—providing a K–12 curriculum that supports in-classroom learning and introduces new concepts and techniques. All presentations and activities align with Utah Core Standards and can be adapted to any grade level.

- During these engaging presentations, students examine authentic art objects from around the world while educators facilitate thematic conversations that encourage diverse, global perspectives.
- The art objects foster discovery as students identify their own stories and make personal connections to the cultures represented.
- Presentations include age-appropriate and relevant art-making activities.

After some staffing changes in the fall, the new UMFA educators began by learning and getting comfortable with the program. They then used reflection, observation, and conversation with teachers to begin updating the presentations. The main focus of these changes was to improve student use and engagement in the curricula. For the social studies presentations, maps were added to show indigenous peoples’ cultural areas and current reservations. UMFA educators will continue to update the program to make it as relevant and successful as possible.

The following four presentations are offered as part of the current MIC program:

- **Connecting Utah’s Past & Present:**
Presentation Goal: Develop an appreciation and awareness of the art that shapes our state's history and informs our future by examining works from various Utah cultures. During the in-class presentation, students use critical thinking skills, hands-on object handling, and art making to make discoveries and connections. This presentation is most connected to 4th and 7th grade learning.
- **Our World – Past Traditions/New Voices:**
Presentation Goal: Explore how art tells the story of our world’s past, present, and future. During the in-class presentation, students use critical thinking skills, hands-on object handling, and art making to discover similarities and differences between world cultures and find connections to their own cultures and traditions. This presentation is most connected to 3rd and 6th grade learning.
- **Printmaking:**
Presentation Goal: Discover the fascinating process of relief printing (beginner) or mono-printing (advanced). UMFA educators facilitate an object-based discussion and guide the hands-on creation of original artworks using the printmaking medium. Participating schools may request a classroom box with core-based lesson plans, sample artworks, quality art-making tools, and consumable art supplies to continue printmaking as a class.
- **Photography:**
Presentation Goal: Develop visual literacy by focusing on select Elements of Art and Principles of Design. Students examine authentic photographs, identifying and using the vocabulary of the Elements and Principles to talk about art. Students photograph examples from their school landscapes and make an individual photo collage using Polaroid cameras.

The 2019-2020 school year MIC programs began in-school presentations in November 2019. Safety precautions due to the COVID-19 crisis caused us to stop scheduling and cancel all presentations starting March 13, 2020 through the end of the school year. We had anticipated reaching 1,495 students through these cancelled presentations; this would have brought us to 99% of our total school year goal of 5,000 students. During this school year, MIC continued to focus on secondary schools within our target school districts, in an effort to increase the UMFA’s 7th-12th grade reach. This resulted in reaching 1,248 secondary students (38% of total MIC students) before the March 13th closure. Of the cancelled presentations, we projected that we would have reached an additional 152 secondary students through this program (10% of the 1,495).

F. Initiatives, partnerships, and special projects

Districts	Charters	Schools	Hours	Teachers	Students
12	9	48	272	152	2,681

We are Glendale

Throughout the month of July 2019, UMFA School and Teacher Programs educators worked with summer school students at Parkview Elementary to curate and create the *We are Glendale* exhibition.

- This exhibition explored what makes the neighborhood of Glendale a great place to live through neighborhood walks, exploration, and artmaking.
- To develop this exhibition, our team asked questions of the students to inspire them and answer through artmaking: What is a community? How do all residents support and contribute to a neighborhood? How can students be leaders and positive changemakers of their communities and neighborhoods now? What might the future of Glendale look like?
- Artwork created for the exhibition included drawings, mixed media collages, paintings, photographs, poetry, and printmaking. *We are Glendale* was on exhibition at Sorenson Unity Center August 2019.

Utah High School Clean Air Poster Contest

During fall 2019, UMFA participated in The Utah High School Clean Air Poster Contest with Edwin Stafford, Ph.D of the Jon M. Huntsman School of Business at Utah State University working with students and teachers at Granger High School in Granite School District.

- Participating high schools included Logan, Ridgeline, Green Canyon, Fast Forward, Mountain Crest, West Side, Preston, Grand County, and Granger.
- More than 800 teens participated in the 2020 contest.
- Stafford launched the contest in 2015 with his colleague Roslynn Brain McCann of USU Extension Sustainability introducing the science behind air quality in Utah and principles of design and marketing for students in participating schools.
- UMFA brought the contest to Granger High School and worked closely with teachers on the logistics and curricula of the program, facilitating workshops on science, art, and marketing.
- Fourteen posters from Granger High moved on to the state competition, and four won at the state level!
- Posters designed by teens use art to encourage Utahns to help keep the air healthy by carpooling, using alternative transportation, limited idling, and trip-chaining (completing multiple errands at a time to limit unnecessary driving).
- The poster contest raises Utahns' awareness of air quality issues by engaging youth, who are learning to drive, to understand the air pollution implications of their new driving privilege and ways to preserve air quality, especially during Utah's polluted winter inversion season.
- Stafford and McCann's research indicates that contest participants influence their parents to engage in clean air actions – in what the researchers call the “Inconvenient Youth” effect.
- All of the 2020 statewide winning posters will be featured in an upcoming exhibition, *Air*, at UMFA that will showcase contemporary artists who are exploring air as a historical artistic medium and creating meaningful dialogue around the human impact on air quality.

Art Kits

As programs were cancelled and the impact of COVID-19 set in, we began to explore ideas for equity to students with little to no internet access. After a conversation about our initial ideas of Art Kits to Noemi Hernández-Balcázar, the K-12 Fine Arts and Dance Coordinator at Granite School District, we developed a plan to best meet secondary student needs. Each Art Kit included:

- UMFA sticker and note

- UMFA sketchbook
- UMFA pencil
- Pencil Sharpener
- Eraser
- 12 pack of Colored Pencils
- Watercolor Paint Set
- Simple instructions for three projects (each project used an artwork and a simple art activity to explore 3 different topics – Value, Rule of Thirds, and Color)
- Three postcards of artworks in the UMFA’s collection connected with above projects

We received commitments from teachers that they would accept the Art Kit projects as school course work and give students credit. In order to make the materials as accessible as possible, they were produced in English and Spanish. The receiving school districts and teachers were able to safely handle the distribution of the kits. This was mainly done during free meal pick-ups. We distributed 882 to Granite School District, 313 to East High School in Salt Lake City, 255 to White Horse High School in San Juan County, and 50 to Utah International Charter School in Salt Lake.

Conferences

This year, the UMFA K-12 Learning & Engagement team presented on museum education, had a table at the share fair, and a vendor table at Utah Art Education Association (UAEA) conference in Hurricane, UT. We participated in the Weber State University Arts Integration Conference Share Fair. We registered to have a vendor table at Arts Express but this was cancelled due to COVID-19.

4. THREE-YEAR ROTATION TO ALL SCHOOLS AND DISTRICTS

District	2017-2018	2018-2019	2019-2020	Projected 2020-2021
Alpine	7	13	5	5
Beaver	0	1	0	0
Box Elder	0	4	0	0
Cache	2	0	4	0
Canyons	7	4	5	10
Carbon	0	3	0	0
Daggett	3	0	0	3
Davis	13	7	4	5
Duchesne	3	1	0	5
Emery	0	0	0	2
Garfield	2	0	0	4
Grand	1	0	0	2
Granite	32	16	25	10
Iron	0	3	3	0
Jordan	11	6	9	15
Juab	0	0	0	1
Kane	0	0	1	1
Logan	2	1	1	3
Millard	0	5	1	0
Morgan	0	1	1	0
Murray	2	3	3	1
Nebo	12	3	0	6
North Sanpete	0	0	0	1
North Summit	1	0	0	1
Ogden	1	1	0	3
Park City	1	4	1	5
Piute	0	0	1	0
Provo	1	1	2	0
Rich	0	0	0	2
Salt Lake City	30	29	28	25
San Juan	7	2	1	0
Sevier	0	3	0	0
South Sanpete	4	1	0	2
South Summit	1	1	3	0
Tintic	0	0	0	1
Tooele	2	8	3	1
Uintah	0	2	0	2
Wasatch	1	1	1	0
Washington	5	1	1	10
Wayne	0	3	3	0
Weber	3	6	4	0
Charter	31	26	23	10
TOTAL SCHOOLS	185	161	133	136
TOTAL DISTRICTS	25	30	23	26

5. SUMMARY OF THE ORGANIZATION'S SELF-EVALUATION

A. Cost-Effectiveness

The UMFA matches the award received from the state legislature each year at 100% or more. This incredible support helps the UMFA successfully deliver a wide breadth of quality programming that reaches all corners of the state. All programs are carefully developed to support teacher and student needs, consider the Museum's current exhibition and programming schedule, align and integrate with relevant core-curriculum strands, provide ongoing professional development and educational opportunities for teachers, and engage in intensive collaborations with educators and students to improve future program design. Additionally, funding supports the distribution of art materials that students can continue using long after their visit.

B. Procedural Efficiencies

UMFA strategically plans school visits and coordinates with other cultural organizations to maximize impact on each school district through relationships with District Arts Coordinators, administrators, and principals who allow us to visit numerous classes /schools during a single visit or trip to a remote area. We work to saturate a district with UMFA programs throughout a district's target year, while also trying to provide sustainable resources and digital programs that can be utilized during years we may not be able to visit. Moreover, the Museum works with our University of Utah colleagues and across departments within the Museum to develop resources, promote our programs, and facilitate accessibility. Beyond these connections within our organization and on campus, we strive to build support for arts education in Utah by maintaining valuable communication with state legislators, representatives, administrators, and teachers statewide.

C. Collaborative Practices

Collaborations with LEA Educators

UMFA educators communicate frequently with local education agency (LEA) educators through evaluation and program feedback. Our *On the Wall* newsletter connects teachers to our programs and events, as well as to relevant resources connected to current events, arts education, and social justice. Brainstorming groups, developing lesson plans and curricula, professional development sessions, and occasional co-presentations at education conferences are another way we get to work and collaborate with Utah's amazing teachers. This year we worked collaboratively throughout the school year on multi-part programs with Granger High School (Granite School District), East High School (Salt Lake City School District), Bingham High School (Jordan High School), and Monticello Academy (charter).

Collaborations with other Organizations

The UMFA always seeks new opportunities for collaboration with organizations to improve upon our institutional reach across Utah. Recent collaborations include partnerships with the Great Salt Lake Institute at Westminster College and the Dia Art Foundation, Edwin Stafford, Ph.D of the Jon M. Huntsman School of Business at Utah State University, Art Access, Utah Humanities, Smithsonian Museum's on Main Street Program, and Sorenson Unity Center. Other important collaborators include the University of Utah Biology Department, Book Arts Program, College of Education, College of Fine Arts, International Area Studies, Utah Presents, Youth Arts, Youth Education, Office of Engagement, Marriott Library, and Beverly Taylor Sorenson Arts Learning Program; Granite and Salt Lake City School District; and many schools and teachers statewide. We also partner with the Springville Museum of Art to help

teachers interested in additional visual arts opportunities use the programs and services offered by the Springville Museum of Art and the StateWide Arts Partnership (SWAP).

Professional Relationships

UMFA's Learning & Engagement staff are active participants in a wide variety of statewide art and museum communities, providing leadership on directorial boards and advisory boards including: Utah Art Education Association (UAEA): Youth Arts; Utah Museum Association (UMA); Utah Humanities (UH); Smithsonian Museums on Main Street program; Framework Arts; Salt Lake County Museum Volunteer Coordinators Committee; Artes de Mexico en Utah; Mestizo Institute of Culture and Arts; University of Utah College of Humanities Partnership; and National Performance Network (NPN). Engagement with these communities advance the UMFA's mission, increase professionalism, and enable us to pursue and implement best practice standards.

D. Educational Soundness

The UMFA strives to serve as a statewide resource for art-based learning through Distance Learning, Educator Resources, Explore Spiral Jetty, K-12 Museum tours, Museum in the Classroom, and collaborations with teachers and colleagues. To help meet student and teacher needs, our K-12 School and Teacher Programs are designed to support Utah Core Standards, including four Fine Arts V Strands: Create, Present, Respond, and Connect. Additionally, programs emphasize thinking, reasoning, social/civic responsibility, aesthetic understanding, and communication—all of which are skills for lifelong learning that tangibly prepare students for college and their careers.

E. Professional Excellence

UMFA Accreditation and Standards

The Utah Museum of Fine Arts (UMFA) is accredited by the American Association of Museums (AAM) and was granted reaccreditation by AAM in 2011. The AAM's museum accreditation program is the field's primary means of quality assurance, self-regulation, and public accountability.

- The UMFA has been built and sustained by hundreds of dedicated museum professionals for more than 40 years.
- The UMFA was awarded AAM accreditation after a rigorous, multi-year examination process. AAM accreditation recognizes museums for their commitment to excellence in the areas of governance, collections stewardship, public programs, financial stability, high professional standards, and continued institutional improvement.
- In 1972, the UMFA was the first university museum west of the Mississippi to receive accreditation, which occurs every ten years.

UMFA K-12 School and Teacher Programs Staff

UMFA's K-12 School and Team Programs team includes:

- Rilie Atkinson, Assistant Coordinator of School and Teacher Programs, schedules in-classroom visits for Museum in the Classroom, assists in the classroom, improves and creates curriculum, and provides support
- Annie Burbidge Ream, Assistant Director of Learning & Engagement, K-12 Curator of Education, oversees administration of K-12 School and Teacher Programs, K-12 museum tour programs, Land art initiatives, and manages the education collection.

- Ashley Farmer, Assistant Director of Learning & Engagement, Manager of Volunteer and Tour programs, manages volunteer and tour programs, including more than 100 active docents who lead K-12 tours at the Museum.
- Drew Reynolds, Tour Coordinator, schedules tours, supports scheduling tours, manages databases, updates calendars, and leads post-tour artmaking activities.
- Jorge Rojas, Director of Learning & Engagement, provides administrative oversight for UMFA Learning & Engagement programs.
- Katie Seastrand, Coordinator of School and Teacher Programs, supports and implements Distance Learning, Educator Resources, and Museum in the Classroom.

Rilie Atkinson is currently a full-time student at the University of Utah and is working towards a Bachelor's Degree in Art History and a minor in Business Administration. Rilie enjoys assisting in the classroom, implementing innovative ideas, and being a liaison between the UMFA and school districts as an Assistant Coordinator of School and Teacher Programs. She hopes to continue her education through grad school and serve underprivileged communities through her work in the future.

Annie Burbidge Ream has an MA in Art History from the University of Utah, with a focus on Land Art. In 2016, Annie received the UAEA (Utah Art Education Association) Museum Educator of the Year and NAEA (National Art Education Association) Pacific Region Museum Educator of the Year awards. Burbidge Ream believes that art not only expresses ideas but can be a powerful force for people to find common ground and understanding. In 2017 and 2018, she was among the recipients of the Award for Excellence in Statewide Collaboration from UMA (Utah Museum Association) and Award of Merit from the American Association for State and Local History's Leadership in History, respectively, for her work with Utah Humanities Museum on Main Street Program. Annie utilizes works of art to create hands-on, question-based experiences for teachers and students that emphasize the importance of creativity and experiential learning. She oversees the administration of UMFA's K-12 School and Teacher Programs, K-12 museum tours and field trip program, is the collections manager of the education collection, and an assistant director of the Learning and Engagement department.

Ashley Farmer is an educator and writer with degrees from the University of Louisville and Syracuse University. Prior to serving as UMFA's Manager of Volunteer and Tour Programs, where she oversees manages a robust docent council and slate of museum tours, Ashley supervised school and teacher programs at the Speed Art Museum in Louisville, KY, developing curricula, facilitating community art-making, and establishing school district partnerships. Ashley is interested in hands-on, interdisciplinary arts education and, in addition to facilitating poetry and photography exhibitions for high school students, served as a teaching artist in the Syracuse Public Schools, creating visual arts, writing, and literary journal opportunities for elementary school students. Ashley is also the author of a chapbook and three books, most recently *The Women* (Civil Coping Mechanisms, 2016), and serves as a fiction editor for Juked.

Drew Reynolds is currently a student working towards his bachelors in art history with a minor in French. As tour coordinator for the UMFA, Drew works closely with his colleagues to assist in K-12 programming, artmaking, and the visitor experience. A few of Drew's long-term goals are to finish his undergrad and apply to graduate school where he plans to pursue a MA in Museum Education, to prepare him for his career as a museum educator.

Jorge Rojas is a multidisciplinary artist, independent curator, and museum educator. He studied Art at the University of Utah and at Bellas Artes in San Miguel de Allende, Mexico, and uses performance, visual art, and participatory engagement to examine cultural, social, and mediated forms of communication. At the UMFA, Jorge oversees all education, community engagement, and public programming initiatives for the Museum. Prior to his appointment, Jorge was site director for the Venture Humanities Course. He also

taught a creative art history curriculum to high school students through the Clemente Course in the Humanities and was the first Teaching Artist-in-Residence at the Huntsman Cancer Institute at the University of Utah. Jorge's art and curatorial projects have been exhibited in galleries and museums across the nation, including Museo del Barrio, the Queens Museum of Art, and White Box in New York; New World Museum and Project Row Houses in Houston, and the Utah Museum of Contemporary Art (UMOCA) in Salt Lake City. Jorge serves on the board of directors of the National Performance Network (NPN), the University of Utah College of Humanities Partnership board, and on the advisory boards of Mestizo Institute of Culture and Arts (MICA), and Artes de Mexico en Utah.

Katie Seastrand graduated with an MAT in Museum Education from George Washington University before joining the UMFA in September. With this and a BA in Art History from Brigham Young University, she's passionate about the power of art and the role it can play in students' lives. She believes art can be a tool for developing critical thinking skills, especially when used with hands-on, question-based cross curricular programming. Katie strives to create these positive art-based experiences through Distance Learning, Museum in the Classroom, and Educator Resources.

F. Goals and Plans for Program Evaluation and Improvement

Relevance and Feedback

The UMFA's K-12 School and Teacher Programs have grown and succeeded on feedback from numerous teachers and school administrators over many years. Utah educators continue to stress the need for programs that offer high quality art instruction, art-making supplies, and that encourage students to communicate creatively through visual art. Our programs, designed for teachers who may or may not have a background with art, are evaluated by each participating educator; this evaluation guides our revisions and new program development.

Quality of Contact

The UMFA strives to provide high-quality art experiences for K-12 students to enhance their education across the curriculum. Through multifaceted curricula and strategic programming, we aim to maximize the individual attention that students receive and improve the depth of their creative and intellectual experience. UMFA educators, trained in classroom management and dialogue skills, deliver experiences that are tactile, student-centered, dialogue-based, and accessible to all types of learners.

Grades 7-12

Because of the positive impact that arts learning has on critical thinking skills, creative problem solving, powers of initiative, and self-esteem for adolescents, a long-term goal for the UMFA is to increase our resources and interaction with students in grades 7-12. We continue to work strategically to develop offerings throughout all of our programs to address learning and engagement challenges for this audience. Within the past year, these efforts have resulted in a greater number of 7th-12th grade students served through UMFA's programs.

Internal Evaluation Criteria

Program evaluation is a critically important component of the work we do at the UMFA. Our educators continually strive to assess the relevance of our programs and curricular resources ensure alignment with: Utah Core Standards, our Museum exhibitions, and our knowledge of the intellectual and personal development of students. Reflection and evaluation are built into our engagement strategy, as is our pursuit of best practices in the fields of art education and the museum field.

Service to Rural Districts and Title 1 Schools

An area of strength of the UMFA's K-12 School Programs is its reach to rural districts and schools. We prioritize relationships with schools that we have not yet visited, while also returning to districts we have successfully served with our many program offerings. We carefully tailor programs to be age and theme appropriate so that they suit the unique needs of the student and school. We aim to present in every classroom within a school as time allows, especially within rural districts. In addition, the UMFA's programs serve many Title 1 schools throughout the state. In 2019-20 we served 57 Title 1 schools, bringing much needed arts education to underserved populations.

Online Resources and Services

The UMFA provides online arts education resources to enhance arts-based learning options for all students, teachers and schools throughout the state. Through Distance Learning programs and our digital resources like downloadable lesson plans, videos, and other materials, the UMFA connects students from all corners of the state to the Museum galleries to virtually explore and collaborate. Due to COVID-19 and school closures, we've taken time this spring to reimagine the many possibilities of distance learning and develop new goals, learning objectives, and programs beginning next school year.

Strategic Plan and IDEA

This year, the UMFA began the implementation of a new strategic plan that will guide our work through the year 2025. Prioritizing efforts to advance inclusion, diversity, equity, and accessibility (IDEA), K-12 School and Teacher Programs and the Learning & Engagement team, will continue to strategically align our programs and teaching to support this institutional goal and prioritize IDEA in everything we do. Other strategic goals will center our work of embracing art's power to promote justice and create meaningful connections in our lives, and being a museum that offers an emotional, intellectual, and joyful experience for everyone.

Program Feedback from Teachers:

*“Definitely keep the printmaking experience going. The students loved it!”
~ from an anonymous follow-up survey*

*“The presentations were excellent... the students really enjoyed connecting
with the artifacts.”
~ from an anonymous follow-up survey*

*“Fun, prepared, flexible, and kind presenters!”
~ from an anonymous follow-up survey*

*“Educational, engaging, and fun!”
~ from an anonymous follow-up survey*

*“We loved having you come. It was a great way to start a new trimester of students.
It was engaging and fun”
~ Meg Erekson (Teaching Artist, Spring Creek Middle School, Cache)*

*“Thank you so much for taking the time out of your crazy schedule to
engage our students about the [UMFA]. In this time, our students do not have the
chances they used to of experiencing the world around them and enjoying art
without the pressures of grades. Family life has shifted, the stability of school has
changed, the world around us is in fear, and to have a few minutes of peace
and happiness was just what they needed. I really appreciate you taking
the time out of your morning, sharing your resources with us,
and engaging the students in a fun way!”
Forever grateful, Mrs. Horman
(2nd Grade Teacher, Monticello Academy, charter school)*

*“Thank you so much for taking the time to work with our 2nd graders to
give them a truly meaningful and memorable field trip during such a crazy time!
It will be something that I am certain the students and teachers will remember!
I have always appreciated the level of outstanding opportunities the UMFA
has provided our school over the years and look forward to continuing
to work with you for many more! Thank you!”
Lindsey Heinig (Assistant Director, Monticello Academy, charter school)*

6. EVIDENCE OF NON-PROFIT STATUS

INTERNAL REVENUE SERVICE
1100 COMMERCE STREET
DALLAS TEX 75242 - 1198

DEPARTMENT OF THE TREASURY
MAIL CODE 4913 DAL

Date: **1999 August 27**

UNIVERSITY OF UTAH
c/o Payroll - Glenn Lanham
201 S. Presidents Circle Room 304
Salt Lake City UTAH 84112-8952

Employer Identification Number:
87 - 600525
Person To Contact:
B. J. Andujar
Contact Telephone Number:
1-800-829-1040
Reply Refer To:
Mail Code 4940 DAL BJ

Dear Sir or Madam,

Our records show that you are exempt from Federal Income Tax under section 501(c)(3) of the Internal Revenue Code. This exemption was granted in November of 1963 and remains in full force and effect.

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section 509(a)(1) and 170 (b)(1)(A)(ii).

Your accounting period ends every June 30.

Donors may deduct contributions to you as provided in section 170 (c) of the Internal Revenue Code.

You are not required to file Form 990 or 990-EZ RETURN OF ORGANIZATION EXEMPT FROM INCOME TAX.

Your letter of exemption states that you should write to us about any change in your purpose or operations or sources of receipts. If you amend your organizing document or your bylaws, be sure to send us a conformed copy. Also notify us of each change in your name or address.

If you have any questions, please contact us as shown in the heading of this letter.

Sincerely,



B. J. Andujar, #76892
Exempt Organization Specialist

Addendum - Online Distance Learning and Digital Programs

When the UMFA closed on March 16, 2020 due to the COVID-19 crisis, our team quickly pivoted to develop new ways to offer our programs virtually, through links on the Museum's website to resources and online programming for families and students at home. While it was disappointing to cancel scheduled programs due to COVID-19, we understood the importance and need to keep students safe. This also provided the opportunity and time to think creatively. Our team was able to translate some existing programs to a digital format, implement ideas that were under development and create new ideas to serve the rapidly-changing needs of the K-12 community. Our team produced the following programs as digital resources and posted them on our website before the end of the 2019-2020 school year:

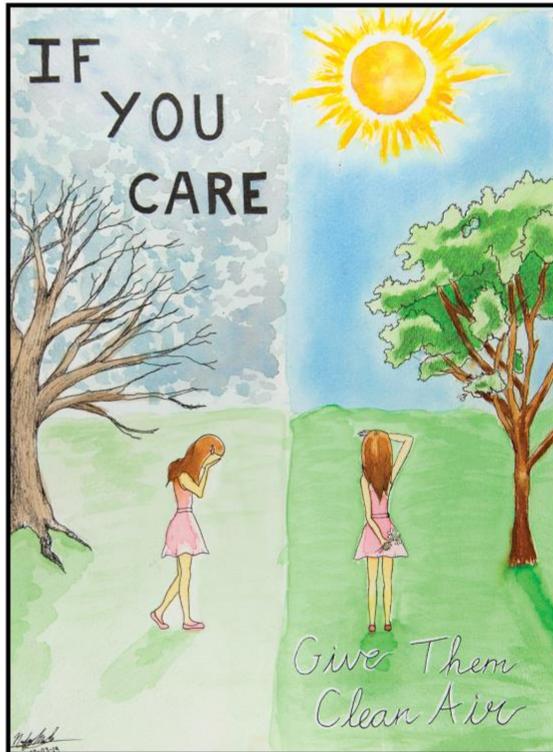
- *Art Break: Texture* – A short video exploring this Element of Art through a work in the UMFA collection. We intend to finish and post videos for each element to complete this Art Break video collection.
- *Art in the Everyday* – A self-guide experience that connects five artworks from the UMFA's global collection to an appreciation and acknowledgement of artful objects in our everyday lives.
- *Careers in Art* – An in-depth lesson to explore the wide variety of career opportunities for those passionate about art.
- *Color Meditation* – A five-minute guided meditation on the theme of color.
- *Storytelling in Art* – A lesson adapting the Winter pARTners theme to experience different storytelling methods through art. Includes pre- and post-lessons and a book making activity.

We recognize that not all K-12 school students have dependable access to the Internet. To reach more students equitably, we worked with Noemi Hernández-Balcázar, the K-12 Fine Arts and Dance Coordinator at the Granite School District, and developed a plan to best meet the learning needs of students. We received commitments from teachers that they would accept the Art Kit projects as school course work and give students credit. The receiving school districts and teachers, were able to safely handle the distribution of the kits. This was mainly done during free meal pick-ups.

Each Art Kit included:

- UMFA sticker and note
- UMFA sketchbook
- UMFA pencil
- Pencil Sharpener
- Eraser
- 12 pack of Colored Pencils
- Watercolor Paint Set
- Simple instructions for three different projects (each project uses an artwork and a simple art activity to explore three different topics – Value, Rule of Thirds, and Color)
- Three postcards of artworks in the UMFA's collection related to with above projects

Our team worked quickly and creatively to provide quality resources during the crisis and we continue to think strategically and holistically. In fall 2020, our Distance Learning program will be retooled to support the “new normal” of public education, making the quality art education accessible to more students across the state and supporting the needs of teachers. We are expanding our digital resources for art-based learning and continue to develop new formats for these programs to support the changing educational needs of students and teachers through the next school year. As we use this time to fully develop each new program, they will be more smoothly integrated to our standard offerings when in-person programming is restarted.



Granger High School poster competition, 2019.

