



2015-16 End-of-Year Report Academic Department Success Plan

Department: Art and Design

Department Chair: William V. Ganis

Person Primarily Responsible for Preparing this Report:
William V. Ganis

Please answer the following questions in two or three pages and submit to your Dean by October 3. Your Dean will review and advance to Academic Affairs by October 10¹ and will offer you feedback by Oct. 17. This report will help inform your 2016-2019 Student Success Plan update that will be due to your Dean by Nov. 4.

1. Specific accomplishments/achievements this past year (*briefly explain using bullet points, noting any changed/adapted*):

-The Department of Art and Design rescheduled courses to minimize conflicts and overlaps that would prevent students from taking two needed courses in a semester. We looked at the entirety of our offerings and moved some courses so that all students could use the scheduled courses to best advantage. We have eliminated some unnecessary co-requisites so that students could more freely fit the courses into their schedules.

-We were able to reduce the numbers of students in each graphic design course-time-slot to a teachable 20-25 students (reduced from 50 and 60 students registered in a particular course-time-slot—the room only holds 26 people). This reduction allows instructors to focus on art and design students instead of international students who take the courses to pad their GPAs in order to meet rigorous SACM and other requirements.

-We successfully added a Visual Arts Administration concentration within the Department of Multidisciplinary Studies. This concentration will give students seeking to work in the visual arts a path to graduation and prepare them for careers in many kinds of arts organizations that include museums and community arts centers.

-We developed an ISU living-learning community and we have 12 students living at Lincoln Quad at present. We expect to double this number next year.

-We have written a workable Pre-Art Therapy concentration for the Art major—one that considers requirements by accreditors and courses students would need for graduate study in Art Therapy. Since the Visual Arts Administration major took much time and energy to move through curricular approvals processes, we have yet to implement the approvals process for the Pre-Art Therapy concentration.

-We have started to make a successful transition from a centralized, single-faculty member advising system to having advising responsibilities shared among several department faculty members. In 2015-16, these professors have undertaken training and working with second-year and transfer students.

-We have helped students to form the Student Curatorial Guild student group. Using ISU exhibition facilities this group plans and executes exhibitions of artworks.

¹ Note that the Dean will request a refinement to the report if it is not suitably addressing the questions.

2. Objective/Actions Not Achieved (briefly explain using bullet points):Introduction of Professional Advising

- We were unable to introduce professional advising within our department. The case for doing so is clear, but requires additional personnel. The model in the Criminal Justice Department of having a lecturer who both advises and teaches would likely work best. We may pursue such a line in the near future.
- We didn't reduce overall numbers of credit-hours in the Art major. One of our professors pursued having one of our courses transformed into a Foundational Studies course, but learned it was unlikely to achieve such status for a course only serving Art majors. There is a clear opportunity to reduce our BA Art degree by 3-7 credits and our accreditor even recommended doing so.

3. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps, including with respect to their linkage to student learning outcomes.

-We are working towards 4th semester arts portfolio reviews that will help us to assess art foundations student progress—this will be an excellent opportunity to meet with students and to assess their coursework towards graduation.

-In addition to the formation of the Student Curatorial Guild student group, the department continues to support the Ceramics Guild and is trying to help interested students to create a graphic-design student group in order to foster opportunities for professional networking (especially with the AIGA professional organization).

4. Do you see opportunity for this project to work more closely with another department, college, or unit such that greater impact might be possible (briefly explain)?

-No. However, we are happy to have worked with the Department of Multidisciplinary Studies to move our Visual Arts Administration concentration through the approvals process. We look forward to working with them to implement the concentration and serve students.

5. Is there anything else about your initiative you feel important to detail?

- A faculty member in graphic design operates outside of legal and ethical bounds and truly defeats our student success efforts. There is no objective way for students (or anyone else) to understand how her grades are assessed and many students have noted that her systems seem arbitrary. I have so far seen no progress on my request (made in S16) to organize the graphic-design curriculum so that anyone can understand the competencies covered in each course.