

Indiana State University

2004 - 2005 Academic Annual Report

Department of Art

Year in Review

Accomplishments

As you have heard, increasing public awareness of Indiana State University's accomplishments is crucial to building student enrollment, influencing policy makers, and developing a place of pre-eminence in the Midwest. What do you consider to be your department's 5-10 top accomplishments for the 2004-2005 year that will help contribute to this effort?

FIELD TRIP: On October 2nd and 3rd, a group of students from across the programs in the department went on a field trip to Chicago. They visited the Museum of Contemporary Art, the Field Museum, the Millennium Park, and the Art Institute, where they were conducted on an organized tour of the extensive collections of the institute's museum. The idea was to expose our students to current developments in the field at the same time that they refresh their knowledge of the arts of other cultures. The trip was, according to all who participated, worth the effort, and should become an annual aspect of their learning experience. ART DAY: This year was the most successful the department has had in recent history in terms of the number of high school participants state-wide who came for our annual Art Day workshop series, which took place on November 13. Conducted by faculty and graduate students in the Department of Art, the Art Day has become an essential forum for introducing potential students to our programs, the faculty, and the campus. This year, we had a wide geographic reach that drew students from neighboring counties in Illinois. ISU SELECT: From January 28 through March 10, the Department of Art had an exhibition of works by faculty and students at the Dean Johnson Gallery on Massachusetts Avenue in Indianapolis. The reception that took place on January 28 brought together current and past students of our programs, in a show that highlighted our strength and exposed us to a wider community. This was the first time that the department has organized such an exhibition involving students and faculty, and it was so successful that faculty might consider annualizing it at different forums outside of Terre Haute. JURIED STUDENT EXHIBITION: This year's exhibition was one of the highlights of our program. The exhibition opened on February 23 with a formal reception on February 24 at which numerous awards were given to successful budding artists. It was juried by a nationally recognized curator from the Museum of Contemporary Art in Chicago. It is a critical aspect of the department's effort at professionalizing the program, and giving all students an exposure to the competitive nature of the enterprise. CAMPUS PRESENCE: The department worked with other constituencies within the university to project a strong art presence on the campus. Under the active guidance of a faculty member, students were engaged in experiential learning projects that resulting in artistic embellishment of the coffee shop in the Cunningham Memorial Library, and the interior walls of the Hulman Memorial Student Union Building. ART DAY: This year was the most successful the department has had in recent history in terms of the number of high school participants state-wide who came for our annual Art Day workshop series, which took place on November 13. Conducted by faculty and graduate students in the Department of Art, the Art Day has become an essential forum for

Research and Scholarship

What is your assessment of accomplishments in the area of research and scholarship? Are you satisfied overall? In which areas do you feel your department does particularly well? In which

areas do you feel your department needs to improve?

The faculty performed above average in these areas. Creative research was at its highest at junior faculty level, where a sustainable effort is apparent in group and solo exhibitions that faculty members were engaged in. Three faculty members won awards at major exhibitions with equal number of members recording success at publishing papers and participating in conferences where they delivered papers. There was also considerable upswing in the number of grant applications, both local and national, that faculty member applied for. Admittedly, faculty could do more, particularly in attracting major grants that could provide the necessary incentive to contribute to scholarship and creative learning, and attract national and international attention.

Grants, Contracts & Off Campus Professional Service

What is your assessment of accomplishments in the area of grants, contracts, and off campus professional service? Are you satisfied overall? In which areas do you feel your department does particularly well? In which areas do you feel your department needs to improve?

We did relatively well in applying for grants. Two senior faculty members applied for an NEH grant, and faculty received a total of ten grants, all from within the University. While this constitutes an improvement over previous years, we need to look outside of the University for major grants, since these are generally more competitive and rigorous.

Best Practices

Describe the progress your unit has made thus far. Were you able to take these steps? What steps or goals have been particularly difficult to achieve and why? What practices, actions, initiatives are you doing that could be considered eminent?

The Department has moved beyond the thresholds enumerated above. It continues to forge a healthy relationship with the College of Arts and Sciences Coordinator of the Academic Programs Abroad. We continue to work on the prospects of having an exchange protocol with Northumbria University in England, while our students' interest in study abroad continues to grow. The Department enjoys a healthy relationship with ArtsIlliana, on whose Board two faculty members served. We are active partners in promoting the annual ArtsFest, Tablescape, the 7th Street Arts Corridor project, and Bravo! The Arts. We collaborated with other community arts organizations, including the Swope and Rose Hulman, in engendering dialogue on art within the community. Additionally, we have made a conscious attempt at becoming active in Indianapolis, where we had the national conference on Ceramic Arts, an alumni exhibition, and a faculty/students exhibition. We developed and uploaded a new, interactive website, the second since the one alluded to in the 2002 report. The website continues to attract prospective students and also alumni.

Student Credit Hours

What did you learn? What steps will you take during 2004-05 to meet your department's student credit hour target by fall 2005?

Given the creative way that we have, over the years, layered our classes, we learned that we have indeed managed to resolve the peculiar difficulties that departments like ours typically encounter in the production of student credit hours. We layer our studio classes while our cognitive faculty teach full classes. We believe that our student credit hour production is as high as they can be, especially in studio areas, given the peculiarities of the programs, the need to stay within the bounds of accreditation requirements, and the imperative of attending to students who often require one-on-one attention. Once again, our art education search failed; but the need to build up this essential aspect will continue to drive our quest for an art educationist. We had approval to search for a digital art position, which would considerably strengthen our programs and give us the opportunity to embed

technology within our studio classes.

Budget

Identify and describe any collaborative efforts that have been undertaken by your department with other academic or administrative units to maximize resources to meet departmental goals. Please also consider collaborative opportunities with external partners.

There was a deliberate effort to pursue grants as a means of cushioning the impact of the budget on research and creative activity. During the Lilly Challenge, we were able to raise funds that augmented our funds and allowed us the latitude to undertake projects that benefited students. We have annualized the ISU Friends of Art Newsletter, through which we update alumni and other members of our constituency on activities within the Department. We also use the opportunity to raise funds.

Outreach

What are the outreach opportunities for your discipline? (non-traditional modes of delivery and timing, etc)

We are continually stretched to our maximum productive capacity that the prospects of undertaking outreach teaching must remain the way it has been for a while: the province of adjuncts, who teach in the prison programs.

Assessment

For each program in the department, provide one or two examples of how the program is using assessment and evaluation (student outcomes, program review, and/or accreditation) to enhance student learning and program strength this year.

The Department has six undergraduate degrees: BFA in Graphic Design; BFA in Studio; BS in Graphic Design; BS in Studio; BS in Art Education, and BA in Art History. The Department also has two graduate degrees: MA, and MFA in Studio. For each of our undergraduate programs, the department Assessment Committee collected and reviewed data, and presented these to the full faculty for further discussion. The Assessment Committee then made appropriate curricula adjustments as warranted in each program, based on the recommendations approved by the full department faculty. For the MA and the MFA, a clearly articulated check-off system exists in the handbook that each student receives upon enrollment. Initial, mid-point, and final reviews are undertaken by the appropriate committee, which makes adjustments as are appropriate to each individual.

Strategic Initiatives

Development Activities

What steps have you taken to support development activities in your department? How can your efforts be supported?

Focus on development activities within the department falls in two parts: students and junior faculty. On the first, our attempts have been to support deserving students through appropriate intervention and assistance (advising, counseling, resolving crucial financial aids-related problems), all of which may influence retention. We also encourage students to be engaged in extra-curricula activities that have a direct bearing on their areas of emphasis. Art education students are mentored as they are undertake field teaching assignments, while other students in studio areas are encouraged to be involved in competitive work. All graduate students meet with the chair and the graduate advisor twice a semester to brainstorm on sundry matters that affect their program and professional future.

On the second issue, junior faculty members are mentored by senior faculty members in the department, although on informal basis. They are socialized into the department and the field, and meet formally with the Chair once a semester to discuss issues of concern

Experiential Learning

Please provide examples of experiential learning in which your department was engaged in 2004-2005.

Our curricula in the department are predominantly related to experiential learning. Studio courses emphasize hands-on learning, in which knowledge gained in cognitive areas such as art education, art history and criticism, is synthesized with studio engagements. The art education program with its mandatory student teaching and field observations, contributes to community engagement and student learning in the county. The art education program is involved with work at the Vigo County Juvenile Center, where art education pre-service teachers are afforded opportunities to work with this particular population of learners. There is also work on the Archive of Children's Artwork, which allows for engagement on a world-wide level.

Future Goals

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The University is highlighting experiential learning, community engagement, and eminent programs as aspects of our campus that will attract students and resources. How is your department planning to contribute to these strategic initiatives in ways that will help ISU be recognized as a Pre-eminent University?

Two faculty members were able to attract a grant from the Public Service and Community Engagement, which will be directed towards creating a mural project in Terre Haute. This project will involve students working directly with a nationally acclaimed muralist on a project that will benefit the Terre Haute community. Our Visiting Artist/Lecture series continues to place high premium n community engagement and student participation. These are central to the decision on who is invited to the campus.