

Indiana State University

2006 - 2007 Academic Annual Report

Department of Art

Vision Statement

View/Modify Vision

Below is your vision statement from previous years. Please take this opportunity to review it and if necessary update it.

The aims of the programs housed in the Department of Art are consistent with the University's goals of educating students to be productive citizens and to enhance the quality of life of citizens of Indiana. The mission of the program is to promote excellence in the understanding, appreciation of, and education in the visual arts, a mission consonant with the University's goal of the enhancement of undergraduate education and the extension and expansion of advanced knowledge. The Department of Art is committed to a holistic program that encourages students to think and work creatively, and to become engaged members of a variety of artistic and scholarly communities. The programs help to develop broad and versatile creative abilities in students while providing a highly professional education that prepares them for careers as studio artists, designers, educators, and a host of other creative endeavors, as well as for future graduate study. Graduate programs provide students with a sequence of experiences that challenge students and facilitate the development of intellectual, communicative, formal and technical knowledge. The Department of Art already has had a series of academic and work-related opportunities through which students interact with, and learn from professionals in the field. These include semester and year-long internship placements and active involvement in annual professional conferences. The Department has a vibrant University Gallery that involves students in programs that promote interaction between communities of artists. Our Visiting Artist/Scholar program brings a slate of nationally (and occasionally internationally) recognized scholars and professional artists to campus to share their insights with students. Artists, whose works are exhibited in the gallery, interact with students and engage in studio critiques. The exhibitions in the University Gallery and Visiting Artist/Scholar lecture series also help the department expand knowledge regionally. Additionally, the Michael Williamson Memorial Artist-Lecture Series offers a unique opportunity for our students to work with a distinguished painter during a residency that may span as long as one week. Furthermore, the broad range of artists and scholars who participate in the Visiting Artist/Scholar program enables the department to provide concrete evidence of its commitment to and advocacy of multicultural and international values.

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 accomplishments for the 2006-2007 year that will contribute to this effort? [Please list in priority order and limit to no more than 8.]

1. Among the Department of Art's most significant accomplishments has been our ability to continue to offer programs with a minimum of faculty. This has been especially important for art education students who need to complete a particular array of courses in order to be certified. That we were able to do this was applauded by local and regional art educators who had expressed

concern about ISU's ability to continue to meet their needs. The awareness on the part of art educators of our commitment to providing a quality education to our students – to all our students, not just those pursuing a degree in art education – has helped to maintain our enrollment and proven that we are a reliable and responsible institution. 2. The local community has become aware of the Department's commitment to the community through the ongoing Gilbert Wilson Memorial Mural Project, a public mural project that was made possible by a "Focus Indiana Initiative Award" from the ISU Center for Public Service and Community Engagement, supported in part by the Lilly Endowment. This award enables students to work with nationally recognized muralists to create public art work in the Terre Haute Community. The first part of this project in 2005-2006 enabled the creation of a public mural on the south wall of the Terre Haute Boys and Girls Club, conceived by Jeff Zimmermann and realized by him in collaboration with students from the Department. The second part of this project was the realization through the Fall 2006 semester of a public mural inside the Juvenile Detention Center, created by a group of art students working with the Juvenile Detention Center. The third part of the project will be the creation of a site-specific mural to be painted on the exterior south wall of the Firehouse at Ohio and 9th Streets. It is anticipated that the Firehouse mural will be complete during the 2007-2008 year. 3. Another way in which the Department of Art has interacted with the community and, thereby, contributed to increasing the public awareness of Indiana State's accomplishments is through the exhibitions presented in the University Art Gallery. As a component of the Department of Art, the University Gallery shares in the educational objectives of the Department and the University. The primary focus of the gallery is to provide opportunities for exposure to and dialogue about contemporary expression within the visual arts both locally and globally. 4. The quality of our faculty and the recognition of their creative and scholarly research is another way in which the public has become aware of the pre-eminence of the Department of Art. Studio faculty regularly participate in regional, national and, even, international exhibitions. This year one won an award of honor for her work in a national exhibition of small scale paintings, presented in New York. Another was the winner of the Arts Corridor Banner Competition, sponsored by ArtSpaces, Art Illiana, Downtown Terre Haute and the City of Terre Haute. Like their studio colleagues, the graphic designers continue to produce work for a broad range of clients, ranging from campus organizations and religious orders to major electronic conglomerates. The art historians and art education faculty combined have presented eight papers at professional conferences and published scholarly articles that have appeared in juried professional journals or appeared as chapters in anthologies of scholarly essays. Additionally, one art historian has had one book accepted for publication by a prestigious publishing house and the art educator received regional recognition as an Outstanding Higher Education Educator. The recognition of the quality of the work of our new faculty member in the digital media can be seen in her being invited for a summer-long residency (The International Artists in Residence Program at Open Studios Prague Dolni Pocernice) in Prague, Czech Republic, where she will create a multimedia interactive installation using advanced mobile technology. It is through the professional achievements of the faculty in the Department of Art that the public becomes aware of the high level of instruction offered by Indiana State and these same achievements serve as a draw for students eager to work with such distinguished faculty.

Research and Scholarship

What is your assessment of accomplishments in the area of research and scholarship that is focused primarily on contributions to practice and discipline-based 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 have performed above average in the areas of (creative) research and scholarship. The studio faculty continue to participate in exhibitions, ranging from local juried group exhibitions to solo shows in nationally known galleries. The graphic designers continue to work with real-world

clients, as well as frequently performing pro bono promotional work for local organizations. One faculty member has signed a book contract with a prestigious publisher and other faculty have published scholarly articles in professional journals or as chapters in anthologies of critical essays. Additionally, the faculty have presented a total of eight papers at professional conferences. Moreover, the faculty have conducted workshops on various topics relating to art production or education. Although creative and scholarly research was at its highest among the junior, non-tenured faculty, all the faculty have contributed to the expansion of knowledge in their respective fields. 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; however, it must also be noted that opportunities for grants within the arts are much more limited than those available for the sciences.

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?

The Department of Art and/or its faculty has received four grants from outside the university, as follows: 1. Focus Indiana, Lilly Endowment, Gilbert Wilson Memorial Mural Project, is a three year ongoing mural project made possible by a "Focus Indiana Initiative Award" from the ISU Center for Public Service and Community Engagement, given to Nancy Nichols-Pethick and Brad Venable. The first part of this project in 2005-2006 enabled the creation of a public mural on the south wall of the Terre Haute Boys and Girls Club, conceived by Jeff Zimmermann and realized by Zimmermann and students from the Department of Art. The second part of this project was the realization throughout the Fall 2006 semester of a public mural inside the Juvenile Detention Center, created by a group of art students working with the Juvenile Detention Center. The third part of the project will be the creation of a site-specific mural to be painted on the exterior south wall of the Firehouse at Ohio and 9th. A "Call for Proposals" for this aspect of the project is scheduled to be sent out within the month. 2. Indiana Committee of Higher Education, Indiana's Improving Teacher Quality Partnership, is an ongoing two year grant, developed by Bradford Venable in collaboration with College of Education. This \$ 400,778 grant provides for a two year period of funding to develop a program to enable teachers and principals in low achieving schools in Indianapolis and Terre Haute to implement strategies for improving writing skills using the arts as a point of reference. 3. The University Art Gallery was a recipient of an ArtsIlliana grant of \$2,973 for the project "Evidence and Residues." This is a Visiting Artists and Scholars Series, that enables the gallery to bring leading visual artists and scholars from around the country to Terre Haute to participate in exhibitions, lectures and related programming. 4. Sala Wong was the recipient of Arts Indiana \$1,000 grant for her "Persistence of Absence," project, an extramural project designed to involve student participation. Taking its cue from Google Earth's globe mapping capabilities, this project is intended to facilitate ongoing mapping on the layered experiences of individual citizenry. Participants will use GPS-enabled video cameras to film their daily experience. The embedded GPS data will be used to compile the video clips into a spatial, temporal and experiential map with an everyday point-of-view. Upon its completion, this large scale site-specific installation will be set up along Wabash Avenue in downtown Terre Haute. Additionally, faculty within the Department have been the recipients of University sponsored grants, as follows: 1. Sala Wong was the recipient of a University Arts Endowment Research grant for \$ 2,922 for her "persistence of Absence" project, described above. 2. Sala Wong was also the recipient of a \$3,940 Innovations in Technology Mini-Grant to develop a Mobile Project System to be used by students studying new media art, conceived to expand the learning environment beyond the physical space of the classroom and into the campus and the city of Terre Haute. Portable digital projectors will allow students to explore the projection surface as an art form and enable students to interact with physical spaces. As our leading

faculty member in the field of new media art, Ms. Wong has worked diligently to further the curriculum in digital media provided by Department of Art. Unlike standard art forms which are generally dependent upon traditional venues of exhibition, that in themselves were developed for art in conventional media and formats, digital art lends itself to numerous possibilities for display. Ms. Wong's grant proposes one way to expand the physical space of both the classroom and the venue of display into the public area. Ms. Wong's proposal presents a unique use of new media as both a learning tool and as a medium of display that will enable the university to interact in a positive way with the community. 3. Alden Cavanaugh, in collaboration with Cinda May and the ISU Cunningham memorial library, was awarded a \$4,000 Innovations in Technology Mini-Grant for ISU ImageBuild, a project conceived to begin the arduous process of converting the slides into digital format. This is very important project that will benefit the Department of Art, the Library and the university community. In order for us to remain au currant in a rapidly changing world, it is essential that we transform our methods of delivery for the presentation of visual images from the heretofore standard slides to a new digital platform which is commensurate with new instructional methodologies. When implemented, this collaborative project, which combines the resources of the Library and the Department of Art, will be a valuable instructional resource available to faculty and students. It will provide them with a selection of images with which they can develop their own personalized presentations and lectures. 4. Nancy Nichols-Pethick was the recipient of an ISU Arts Endowment Research grant for her "The Ahistory of an American City," a series of paintings based on the historic architecture of Terre Haute, Indiana. The proposed project will result in the creation of 6 - 8 paintings that address the abandoned and disappearing historical buildings in downtown Terre Haute. Grant funding supports the production of the panels, as well as paint and other materials necessary to the production of the pieces themselves, and a stipend to support the work during the summer.

Teaching

We would like to highlight innovative approaches to teaching. Has your department developed any pedagogies or practices you'd like to share with us? Please describe briefly.

During the past two years, the Department has undertaken the arduous task of restructuring its entire curriculum so that it better reflects current artistic practices. Now, instead of being media based as they had been in the past, the emphases areas within the department are based on dimension – two-dimensional studies and three-dimensional studies. This allows for a greater experimentation and enables students to explore multiple studio venues. It also is more representative of current artist practice which is no longer media bound. This new curriculum, which was only approved early in the Spring term, will be implemented next Fall. Within the area of Art Education, new course development has occurred to better introduce the Art Education program to interested students. Introduction to Art Education (ARTE 290), has become a prerequisite for students prior to taking more advanced classes. Collaborative efforts have occurred with Project PRE, which has concentrated on reforming the student teaching experience. Facilities have been updated in dramatic fashion. The Department as a whole participates in major-based learning communities. Every fall semester, ARTH 170 (Introduction to the Visual Arts) required of all art majors regardless of degree track, is paired with all sections of ARTS 101 (Art Fundamentals: Beginning Drawing). For information on learning communities visit the web site at <http://www.indstate.edu/fyp>. Other innovative approaches to teaching have largely involved experimenting with the incorporation of digital technologies into traditional studio based classroom methodologies. The art educator and some of the art historians have already employed digital technologies into art appreciation, art education and art history classes however, now, studio faculty are exploring ways in which digital technology can be used as ancillary teaching tools. The professor of photography has been developing a digital library of photographic images which she uses in her studio classes.

Course Scheduling/Enrollment Management

How is the department making sure that students are able to get the classes they need to graduate in a timely manner?

For our majors, one of the greatest challenges we face is being able to provide multiple levels of instruction within a studio discipline with a minimum number of faculty. Over the years we have perfected the principle of “layered” studio classes or offering multiple sections simultaneously. This also enables students of different levels of artistic development to interact with and to stimulate each other. For non-art majors, our challenge has been to provide enough sections of general education classes to meet student demand. We may not have been entirely successful in this area because of the lack of sufficient adjunct monies to allow us to cover as many sections as we would have liked.

Outreach

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

Since art making and studio instruction is by its very nature a hand-on discipline, it does not lend itself to non-traditional modes of delivery. Outreach opportunities for art are limited. The faculty is currently stretched to its maximum productive capacity and, therefore, does not have the time to undertake outreach teaching. However, adjunct faculty who teach in the prison programs have provided outreach opportunities for incarcerated students by offering general art appreciation courses such as Art 151 (Visual Arts and Civilization). Offering outreach opportunities for studio courses it is virtually impossible because of the nature of studio instruction which requires hands-on experience with a given material and specialized facilities

Assessment

Please share your stated student learning outcomes.

The Department of Art has six undergraduate degrees: 1) BFA in Graphic Design; 2) BFA in Studio; 3) BS in Graphic Design; BS in Studio; BS in Art Education; BS (formerly BA) in Art History. All six programs share the same core curriculum prior to the students advancing into their areas of emphasis. In Fall 2004, the Department of Art re-instituted a Core Curriculum Committee comprised of those faculty members teaching in the Core Program. That committee established consistent goals for each course and those goals were incorporated into all sections of the core curriculum (Art 170, 101, 102, 104, 271, and 272). The Mission Statement Objectives for each of the six undergraduate programs, assessment tools used by the department for each program, and the periodicity of which they are administered are outlined in grid format in the Fall 2004 Assessment Report submitted on 2-7-05. The Mission Statement Objectives for the MFA and MA degrees, the assessment tools used, and the periodicity of their application also are outlined in grid format in the Fall 2004 Assessment Report submitted on 2-7-05. The Mission Statement Objectives for all of the Department of Art areas of emphases and degree tracks remain valid for the current makeup of the department. The Department has specified student outcome goals and devised a program of assessment strategies to measure, analyze, and document student outcomes in all academic programs at both the undergraduate and graduate level. Because there are multiple programs within the Department, the specific student outcomes goals vary from program to program, although there are commonalities among them. Expected outcomes from students enrolled in the Bachelor of Fine Arts program are: a. the development and expansion of a student’s ability to conceptualize and produce his/her own artistic ideas; b. the expansion of a student’s ability to verbalize about his/her own work and to respond to the work of others; c. the development of advanced technical skills within specific media area(s); d. the experience of presentation and exhibition of the student’s artwork e. the expansion of an understanding of the relationship of the student’s work in the context of art history;

and f. the promotion of a mature work ethic. Expected outcomes for students pursuing the BFA in Graphic Design a. the development of communication skills and an understanding of how the communication process contributes to the visual culture of society b. the encouragement of inquiry and methodology in problem solving; c. the exposure of students to the profession of graphic design; d. the continuation of the exploration of new technologies as they apply to graphic design; e. the development of a design vocabulary and facilitation of a knowledge of graphic design history; f. the promotion of ethical decision making in the field of graphic design; g. the promotion of a mature work ethic. Expected outcomes for students pursuing BS degree, with an emphasis in studio art are: a. the development and expansion of a student's ability to conceptualize and produce his/her own artistic ideas; b. the expansion of a student's ability to verbalize about his/her own work and to respond to the work of others; c. the promotion of an understanding of the interrelationship of liberal arts with the major area; d. the development of advanced technical skills within specific media area(s); and e. the expansion of an understanding of the relationship of the student's work in the context of art history. Expected outcomes for students pursuing the BS degree, with an emphasis in Graphic Design art: a. the development of communication skills and an understanding of how the communication process contributes to the visual culture of society b. the encouragement of inquiry and methodology in problem solving; c. the exposure of students to the profession of graphic design; d. the continuation of the exploration of new technologies as they apply to graphic design; e. the development of a design vocabulary and facilitation of a knowledge of graphic design history; and f. the promotion of ethical decision making in the field of graphic design; Expected outcomes for students pursuing the BS degree, with an emphasis in Art Education are: a. the development of a comprehensive approach to art education by gaining competencies in art production, art history, art criticism, and aesthetics; b. the familiarity with various two and three dimensional media in order to provide a well-balanced studio curriculum; c. the expansion of student's education curricula through pre-professional experiences; d. the development of an understanding of the current state and national standards in education and art education; and, e. the development of a range of skill, abilities, and instructional strategies in order to teach diverse student populations K-12. Expected outcomes for students pursuing the BS or BA degree, with an emphasis in Art history are: a. providing students with a broad-based academic and theoretical knowledge of the history of art; b. providing students with a practical knowledge of the creative activities of artists through required studio classes; c. providing students with some level of interdisciplinary understanding through courses in philosophy and literature, music and theater history; d. development of a student's critical faculties; e. preparation of undergraduate art history majors for graduate art history programs.

Strategic Initiatives

Community Engagement I

Please summarize your faculty's efforts in community engagement this year.

The Department of Art plays an important role in enriching the cultural life of the Wabash Valley and this, in turn, affects the general economics of the region. Visitors come to the Department of Art for various reasons. High School students interested in pursuing their creative studies on the college level annually visit the Department in conjunction with Art Day. Additionally, many people come to campus to view exhibitions in the University Art Gallery. As a component of the Department, the University Gallery shares in the educational objectives of the Department and the University. The primary focus of the gallery is to provide opportunities for exposure to and dialogue about contemporary expression within the visual arts both locally and globally. Faculty also serve as valuable links to the community by providing their professional services in a number of different ways, ranging from consulting with non-profits whether connected to art or not to serving as board members for regional and local health and educational organizations. Faculty interact with the community on two primary levels, as art professionals and as concerned citizens. As art

professionals, many faculty are active members of local art organizations such as the Swope Art Museum, Vigo County History Society, The Cultural Alliance of Terre Haute (a consortium of organizations committed to creating a community that embraces and supports its cultural resources), and Arts Illiana. Some have assumed leadership roles in these organizations and are on the board of Directors of Arts Illiana and Very Special Arts of Indiana. Others have provided their expertise by being grant reviewers (for ArtsIlliana) or serving as jurors for arts competitions (such as the recent competition for the Arts Corridor Banner competition sponsored by ArtSpaces, Wabash Valley Outdoor Sculpture Collection). By simply exhibiting their art in local galleries or to such important regional exhibitions as the annual Wabash Valley Juried Exhibition, sponsored by the Swope Art Museum, faculty interact with the local community. Faculty also regularly participate in local community arts festivals such as they did in the Fall of 2006 when they manned a booth at the first annual Terre Haute Street Fair. As concerned citizens, faculty have been actively involved with the Terre Haute Humane Society, served as consultants to the Carmelite Sisters of the Wabash Valley, and been active members and officers of such youth oriented associations as C.H.A.N.C.E.S, an organization that works to inform young people about the disadvantages of drugs, and Youth as Resources, an agency involved in fundraising grant money and in the distribution of grant dollars to local youth-led service projects. The Gilbert Wilson Memorial Project has effectively engaged the community in the realization of public murals that have helped to beautify sections of Terre Haute. The first part of this project in 2005-2006 enabled the creation of a public mural on the south wall of the Terre Haute Boys and Girls Club, conceived by Jeff Zimmermann and realized by Zimmermann and students from the Department of Art. The second part of this project was the realization throughout the Fall 2006 semester of a public mural inside the Juvenile Detention Center, created by a group of art students working with the Juvenile Detention Center. The third part of the project will be the creation of a site-specific mural to be painted on the exterior south wall of the Firehouse at Ohio and 9th. A "Call for Proposals" for this aspect of the project is scheduled to be sent out within the month. One key community relationship is with the Vigo County School Corporation. Art Education students regularly complete observations in local schools, not to mention the 18 weeks of internship completed for their student teaching. A significant relationship exists with a number of VCSC teachers through the project Writing through the Arts, a collaborative effort with the College of Education, funded by a \$228,301 grant from the Indiana Commission of Higher Education to increase student writing skills. A second ongoing relationship occurs with a local juvenile detention center where students have regularly created and completed art education learning activities with juvenile offenders. Finally Graphic Design students often do pro bono web and graphic design work for local and regional non-profit organizations, small business, and various campus programs.

Experiential Learning

What is your vision for experiential learning in your department?

See above response to the question on innovative approaches you might have taken to incorporate experiential learning into your course or departmental work this year.

Fundraising Activities

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

With the exception of fees charged for students to attend Art Day, a High School recruiting event consisting of a series of workshops for high school students, the Department has undertaken no direct steps toward fundraising activities. The production of studio art does not really lend itself to such efforts. However, we could do a better job of contacting alumni to solicit donations

Quality

Quality

Please provide 1-2 suggestions to increase the ability of your department or the University to meet the criteria above.

The Department's ability to meet the criteria of quality in all the areas described above would be greatly increased were it allowed to fill many of the vacant faculty lines currently open. The absence of a sculptor, printmaker and full-time ceramicists, along with a missing multicultural art historian and a which prevents it currently from preparing its students for the future in all areas of studio production, undermines its ability to effectively teach a full cross section of techniques and processes, limits the students ability to discover new creative solutions. Additionally, the fact that the department has not had a full-time chairperson for several years has left it without appropriate leadership to guide it into the future and to insure that its mission is being achieved.

Feedback

This section is to allow you to share your ideas for enhancing enrollment, dealing with budget and other challenges facing the university community.

To help the Department of Art maintain its standing as one of the leading art programs in the region and to insure future growth, the Department needs the approval of faculty lines in sculpture, printmaking and art history. It also needs to be provided with sufficient funds to maintain its studio equipment and to update equipment in the technology oriented aspects of the program, especially in graphic design and new media art. Most important, the Department needs the approval to hire a new chairperson who can provide the kind of leadership needed to stimulate future growth.