

## **Summary of 2005-2006 TEACH Grant Activities**

### **Shared development and evaluation of non-media specific studio arts courses**

The following comments summarize the activities and accomplishments of the 2005 – 2006 TEACH grant provided to the Department of Art and Design. The primary project goal was to systematically involve Integrated Studio Arts (ISA) faculty in the shared development of two newly required junior level ISA courses. This goal was successfully completed during fall and spring semesters.

Several scheduled faculty seminars were well attended and resulted in considerable sharing of ideas and dialog on how to most effectively shape a new course, ArtIS 311 – Contemporary Issues in Studio Art and revise a second existing course, ArtIS 310 Sources of Visual Design. Many of the suggested pedagogical and conceptual ideas discussed in these sessions have already successfully been incorporated into the initial course offering of ArtIS 311 during spring semester. Course revisions to ArtIS 310 are being implemented in multiple sections during Fall Semester 2006 and will be evaluated for effectiveness in future meetings of the ISA faculty.

A planning trip by several ISA faculty members to Minneapolis, Minnesota resulted in the identification of several supplemental educational resources that were included in a highly successful student field trip during the initial offering of ArtIS 311. The planning trip enabled faculty to locate several artist cooperative studio groups that provided visits to the open studios of over one hundred professional artists and art galleries. In addition four art centers and two major art museums were identified and information collected and relationships were developed that were important to successful student educational experiences.

All ISA faculty members were invited to a Junior Year Review Night on May 3, 2006. The 18 students enrolled in the initial offering of ArtIS 311 displayed their studio projects on the 3<sup>rd</sup> floor of The College of Design Building for faculty, students and community members to view and discuss. All students were available to discuss their experiences in the course with attending faculty. This outcomes-based final review gave the faculty who attended an opportunity to gain a personal perspective on course effectiveness. Future evaluation processes, as the junior level sequence of two courses is fully implemented for all junior level ISA students, will be greatly improved because the collaboration that was begun with this initial dialog.

Segmented, media-specific faculty specialties and teaching assignments make difficult the collaborative development and successful implementation of non-media specific courses in the visual arts. These courses are needed by studio students to help them intensify the focus of their creative abilities and aid them in their search for a place within the complex contemporary world of art. The collaborative planning and educational enrichment provided by the activities funded by this grant have measurably contributed to the success of the initial offering of ArtIS 311 and to its further development. Establishing a process of continuing curriculum collaboration engendered by the faculty seminars, jointly planned educational experiences for students, and shared evaluation of outcomes, promises to help the ISA faculty make strides in improving the curriculum.