

# IHEAA

Illinois Higher Education Art Association

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Spring Meeting Illinois Central College – East Peoria, IL April 21, 2017

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## Treasurer's Report

Balance brought forward from last report:	\$ 620.31	October 12, 2016
Receipts:	<u>390.00</u>	
Subtotal:	1,010.31	
Expenses: \$ 6.00 – fee for checks	-6.00	
\$ 300.00 – (donation to host: Judson)	<u>-300.00</u>	
Balance this report	704.31	April 21, 2017

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## Minutes from the Fall Meeting Judson University – Elgin, IL October 14, 2016

### Topic: *"Reassessing the Required and Recommended Content of IAI Art Panel Articulated Courses"*

G. E. Collpits, our Judson host, introduced Dr. Wilbert J. Friesen, Provost, who welcomed everyone to campus for the IHEAA meeting. Dr. Friesen spoke about the art and architecture program composing a significant number of students; Judson's great faculty, excellent facilities, and the strong art component in what is done at Judson. Jeffery Carl, Chair of Art and Architecture, greeted everyone and spoke about recent activities: adopting a film program, adding faculty to Graphic Design, and a fall retreat for art students.

Minutes of the previous meeting (Spring 2016 at Parkland College) were approved. Treasurer's Report was also approved.

G.E. provided copies of current IHEAA recommended and IAI (Illinois Articulation Initiative) Art Panel approved course syllabi for core transfer courses: Drawing I, Drawing II, Two-Dimensional Fundamentals, Three-Dimensional Fundamentals, and Life Drawing to everyone to facilitate the discussion of changes and updates.

Cindy voiced a basic question for consideration: "Is this our core?" John responded with the comment that SIUE is cutting figure drawing. A discussion of art and visual vocations followed along with consideration of the question: could digital be incorporated into all 5 core courses? Some strong feelings on both sides expressed. Highlights include: the professional level use of the skills required in a project; is a stand-alone digital class (getting rid of Life Drawing like at SIUE to accommodate the change) the best professional practice?; vocational and fine art application in progressive world; How does it integrate?; right now some programs are fighting to get "program enhancement" of art and digital (analog)--digital would be nice, but is it essential?; analog is a big part of widening the world for today's students; it would help to have it articulated in the curriculum what level of digital skills are expected / recommended today; maintaining the fact that manual / analog skills are still very important; digital cannot totally replace the traditional manual / analog skills needed for visual art; NASAD (National Association of Schools of Art and Design) encourages digital and hands-on application of skills; classes can be all digital for final projects and still have sketch books mandatory for hand skills—yet there is a loss in that too by not getting a learning via hands-on of all media—physical understanding of each media and its unique characteristics and various tools helps tremendously in taking that experience with the students as they focus on digital methods; Art and Design have multiple cross-overs—not 2 separate worlds; older student / younger students and the analog / digital divides have correlations; it is ok to locate eventually into selecte areas which may or may not be digital for any given method or project; Life Drawing is the truest drawing test you will ever have; 3D (observation) to 2D (application) for developing observational skills in drawing is a very important learning process; and finished projects give good evidence of learning outcomes.

John said that rather than a full course of Life Drawing, figure drawing work is going into Drawing I and Drawing II at SIUE. Cindy said that Drawing II is no longer in BFA requirements at NIU. A discussion of the pros and cons of requisites (core foundation courses) for studio courses reached the conclusion that 2-year and 4-year schools are completely different in their goals because the 2-year schools must also serve their local populations, many of which are not interested in transfer credit or articulation to a 4-year school mixed in with those who do have the goal of a 4-year degree with transfer credits. The 2-year schools end up balancing both populations to keep their programs going. Enrollment vs Equality of Instruction vs Role of Higher Education: faculty are highly tasked to meet expectations of these diverse populations and 4-year institution faculty have graduate student added to the mix as well. Are we facing the death of Drawing? Not yet, but we have to fight for the analog brain function and drawing skills for learning to see and the soft skills of risk and experimental; follow through; historical and contemporary context; critical thinking could encompass these skills. Hand / Mind concepts blend and art does it in the 100 level classes too. Too many critics think that art is the equivalent of "play" (for fun or entertainment) rather than for learning skills. Art is a discipline for great skill learning. Attitudes can degrade the value of art in the wider audience. Rather than calling it "play," describe it as "experiment" or "risk" or "intuitive discovery learning" or "guided learning." Self-expression vs meeting the wider world expectations: Drawing II needs ideation and conceptual development; generation and iteration. Thumbnails and Next and Next to generate idea maturation, providing a guide for the ideation and process developing a project over time. Problem Solving: the multitude of ways to answer any problem, this

ideation / flexibility to create. Feedback for the smallest step and then build on it: expectation of experimentation and process; strategically ambiguous for greater exploration.

There was a long discussion about the wording for the inclusion of sketchbook as “strongly recommended” vs “required” because the benefits of the sketchbook are innumerable, including: documenting ideation and development of ideas and skills; audience and notions of intentionality; series or sequential drawings / ideas.

A shorter discussion of suggested texts for drawing included Brian Curtis’ *Drawing from Observation: An Introduction to Perceptual Drawing* and a request for everyone to review their sources at home and email suggested references, texts, and reading lists for each of the core courses for faculty use as much as for student use.

**Break:** (very enjoyable breakfast foods with coffee, hot tea, and juice)

After break, the 5 core course syllabi were reviewed in earnest and revisions noted. (See attachments or links on the IHEAA website <http://iheaa.org/courseoutlines.html> )

2D—intentionality with audience awareness

3D—see notes on course discussion

Life Drawing—Keep it in the core if we still feel it is central to foundations for observational development—a much more complicated subject

#### **Additional Business Meeting:**

Election of Officers: 4-year representative is Nate Mathews from Northeastern Illinois University and 2-year representative is Michael McAvoy from Heartland Community College. All officers are elected to three year terms. These representative’s terms will end in the fall of 2019.

Calendar for upcoming meetings:

Next meeting at Heartland Community College with Michael McAvoy as host on April 21, 2017 (Later changed to Illinois Central College in East Peoria with Kari Schimmel, Dean of Arts & Communications as host)

Fall 2017 Western Illinois University, Oct 2017

Spring 2018 possible location is Lincoln Land Community College in Springfield

Fall 2018 possible locations include SIUE or ISU

Topic at the Spring 2017 meeting will finalizing our 5 core syllabi course content revisions so that they can be forwarded as approved documents to the IAI Art Panel. Another topic of interest for a future meeting is IAI courses for the AA and AFA degrees.

A dues reminder was announced by Veda.

In other discussions, Jack inquired about the number of days between mid-term or finals and the due date for posting of grades. At South Suburban it is 1 day. At Kishwaukee (and most other institutions represented) it is a week. “Active Pursuit” check at 10 days is a federal rule for release of financial aid dollars. The Mid-Term Active Pursuit reports go to the state for state rules and such reports are flagged for audit if a student “fails” a class and the last date of attendance listed was before mid-term. The topic of seat time for students was brought up as well: 50 minute clock hour with 75 days of instruction / 3750 minutes per credit? Kishwaukee recently received a reduction in budget for gallery staff so a discussion exploring ways to keep going with learning outcomes / lab components of studio classes and how other institutions control gallery staff funding was held. Gallery / Juried shows are linked to learning outcomes and some schools have every class, every student show 2 pieces for program assessment. Open portfolios are also a possibility to assess benchmarks for programs.

The WordPress created by Charles Boone (a blog based discussion of the 5 core courses used in advance of this meeting at Judson) will be used to further the review of the revisions discussed here. Expect the updated versions to be uploaded before the next meeting.

Respectfully submitted: Veda Rives, IHEAA Secretary / Treasurer

*This meeting was followed by a tour of new facilities and the IAI Art Panel meeting.*

#### **Attendance: 11**

*Officers:* G. E. Colpitts, Judson University; Thomm Beggs, McHenry College; Cindy Hellyer Heinz, Northern Illinois University; Al Shull, Lincoln Land Community College; Nate Mathews, Northeastern Illinois University; Veda Rives, Illinois State University

*Members & Guests:* John DenHouter, Southern Illinois University-Edwardsville; Jamie Long, Kishwaukee College; Jeffery Carl, Judson University; Jack Kirkpatrick, South Suburban College; Meda Rives