

IHEAA

Illinois Higher Education Art Association

Fall Meeting Eastern Illinois University – Charleston, IL October 18, 2013

Treasurer's Report

Balance brought forward from last report:	\$ 726.31	April 19, 2013
Receipts:	<u>230.00</u>	
Subtotal:	956.31	
Expenses: \$ 300.00 – Southwestern Illinois College	<u>-300.00</u>	
Balance this report	656.31	October 15, 2013

Minutes from the Spring Meeting Southwestern Illinois College – Belleville, IL April 19, 2013

Paula McAteer, IHEAA host from Southwestern Illinois College (SWIC), greeted everyone with a warm welcome and introduced SWIC's Dean of Liberal Arts, Paul Wreford, who extended a gracious welcome to everyone in attendance in the beautiful gallery of the Schmidt Art Center. "Art will never be an after-thought at SWIC" was the theme of his remarks, briefly discussing how the visual arts is very important at SWIC and praising Don Bevirt, Paula McAteer, Guy Weible, the art center, collection, newly completed mural (600 hours in the making) and the student art show surrounding us. He spoke about the solid foundations in design, drawing, figure drawing and progressive, critical thinking, creativity, and two fully equipped art computer labs which can all be found at SWIC.

The minutes and treasurer's report were approved, along with a reminder about dues.

Fall meeting will be October 18th at Eastern Illinois University in Charleston. Our host, Jeff Boshart, is retiring after many years of service and will host a FREE pre-meeting BBQ with ribs, brisket, etc. EIU will also be hosting their 25th anniversary alumni show during our visit. In addition, the IAI will meet in the afternoon.

Jeff provided an assignment for serious brainstorming by May 3rd, stating that we need a new paradigm. Jeff called for participants to think about what we would do if we could actually do it, and fill out the survey. He is very curious to see how many of us feel similarly.

Michael McAvoy of Heartland Community College (newly tenured) volunteered to host the spring meeting a year from now, tentatively scheduled for April 11, 2014. Suggestions for topics will be considered.

IAI will be meeting after this meeting this afternoon.

Topic: *Digital component in core Curriculum.*

In between Graphic Design and traditional media? Is technology encroaching? Is it necessary? 2D 3D Drawing I?

A lively discussion of a variety of aspects regarding digital components in foundation classes and art aesthetics with many participants offering their insights ensued.

Highlights include: The fact that there are a limited number of graphic design seats in available programs; "graphic design" in job descriptions; "digital art" vs. "graphic art"; aesthetic result rather than sold product; digital foundations; the digital studio (online portfolio) at EIU had to come down due to problems with electronic privacy issues; SIUC—digital is very popular—investing in hardware and software, yet software problems; SWIC—photo darkrooms gone from art—occupational rather than transfer credit; introducing new courses in computer art; Art happens in the head—how it comes out is art (brush, pencil, computer); What do the 4-year schools want? Some community colleges are being pushed to be all digital—should it be a prerequisite for the 100 level? How much should it be put into foundation classes? Some 4-year schools' faculty advocate for automatically incorporating digital in design classes; 4-year programs have a 120 hour cap. We probably are to the point where we need a digital foundations class. However, what would we want to give up to include it? Yet there is no automatic knowledge of computer skills among students AND there is no remedial computer skill support possible because it is not supported by the school; so should art computer skills be part of high school? Then there is the other side of the problem—students who are very knowledgeable (already knowing Adobe CS)—yes, but is it just image making or just process? Technical proficiency is basic, then aesthetic proficiency in the 4-year programs; some areas (suburbs) have great high school foundations programs, then there are the self-taught Photoshopers—digital noodling—knowledgeable doodling to get at the basic concepts, composition, aesthetics—just a different tool; good prep on skills followed by content and aesthetic decisions; used to be that the four year universities had the cutting edge tools—technology "not creative"—they said

the same thing about photography; 90% of Photoshop is not relevant to artists—teach the broader concepts of bit based / vector based programs; object in a landscape virtually—sculpture portfolio application is all virtual; Drawing I's light source just got relevant all over again; Bauhaus—aesthetics / technology separate and brought together—and they said it was dead now; the Chicago Art Institute has the system of the freshman experience cohort where the skills are supposed to happen along the way yet it does not just happen automatically; “skills” training is not education; general education in not critical thinking—just high school level; “integrative learning”; does anyone specify basic levels for foundations classes? What are the expectations of a college freshman? SIUE has freshman seminar/visual literacy; prerequisites don't have to be course in art—Adobe CS or whatever programs; we should expect students to have personal responsibility; intro into how to be a college student; develop skills at the community college level to make the financial aspect work; students often overstate skills; cross curricular with mass communications and digital tech; is it art or craft? Is “digital arts” so product oriented that it needs to be separated? HCC has digital media coming together with art; table saw skills can be used for houses and furniture or art; whatever the tools are, they should be applied as an artist; EIU used to have teacher training technology—those programs closed because no perceived market for those skills; skills list in prerequisites on syllabi; if these skills are required, should there be a course?; imbed the skills in a number of courses? We can't all flip a switch and have an new course; we really need this.

Proposed: take and develop over the next year a list of skills we want our graduates to have as outcomes and try to incorporate them in the courses of the over the next few years. (We can't make it technology specific—it needs to be integrated and not separate—don't get caught up in the delivery of the technology.) Focus on the place where we know what the students need to have when they exit our programs.

For October: What are the outcomes that art degree seeking students should be expected to have? If not now, when? Shake the paradigm. Look at what students need as they leave your institution.

[Lunch]

Business Meeting: Elections will be held in the fall at EIU. Topic for HCC in Spring 2014: “What is ‘old school’?” (counter to tech—traditional vs new tech—Where is the place for traditional role?)

A digital reminder will be sent out in advance of the fall meeting regarding payment of dues.

A discussion of minimum requirements for instructors included a mention of the College Art Association's discussion of a PHD program for studio. Associate in Arts degree is okay for instructors of vocational / certificate programs. Transfer credit instructors need at least an MA degree. This is all concerning the critical thinking piece of the equation. NASAD has accreditation standards (standard for hiring). Community colleges have to play by the NASAD rules. Do you really need an MFA to teach foundation courses? Graduate students at 4-year institutions do it all the time....Community colleges do not see the playing field as flat. For NASAD, you have to be able to document experience. 18 hours in the discipline for ICCB and masters degrees. The Chief academic officer (of the school) determines the application of the “discipline” as it relates to “Art” or a more narrow aspect of the field. BA degrees and work in the field combined is approved for tech programs. The Teaching Assistant (TA) system is questioned in teaching because the actual supervision of the TA's is so unevenly applied in practice.

Another topic of concern: The Affordable Care Act's impact on adjuncts. The schools are “pulling in” those who are over the caps and limiting “accidental” overage. Look at your own situations at the local institutions. 9 hours per term and individuals may be limited about adding multiple jobs at different schools—especially public schools.

Najjar Abdul-Musawwir of Southern Illinois University-Carbondale moved to adjourn the meeting. Motion carried.

Please email Mac if you are willing to participate in the topic for HCC in the Spring of 2014.

Respectfully submitted: Veda Rives, IHEAA Secretary / Treasurer

Attendance: 15

Officers: Jeff Boshart, Eastern Illinois University; Chuck Boone, College of DuPage; G.E. Colpitts, Judson University; Al Shull, Lincoln Land Community College; Paula McAteer, Southwestern Illinois College; Veda Rives, Illinois State U.

Members: Meda Rives, Eureka College; William Scarlato, Benedictine University; Michael McAvoy, Heartland Community College; Gil Rocha, Richland Community College; John DenHouter and Erin Vigneau Dimick, Southern Illinois University at Edwardville; Charles Wright, Western Illinois University; Najjar Abdul-Musawwir, Southern Illinois University-Carbondale; and Zaiga Thorson, Black Hawk College