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School of the Arts and Communication Working Vision

The School of the Arts and Communication aspires to be a best-in-class arts and media school in central New Jersey, offering innovative programs to attract high-achieving students seeking an interdisciplinary and immersive liberal arts education.

Core Competencies/Learning Outcomes
These competencies are defined by the departments as they may look differently within each discipline.

Professional Preparedness	**Engagement with the Human Condition**	**Teamwork/Collaboration**	**Fluency in New Media and Emerging Technologies**
Oral/Written Communication	**Critical Thinking/Research and Analysis**	**Creativity/Innovation**	**Leadership and Facilitation**
Media Literacies	**Creative Problem Solving/Design**	**Global/Intercultural Competence**	

Department Vision Statement: The Department of Art & Art History empowers student leadership in visual literacy, critical inquiry, and material problem solving. We advance student creative careers in this rapidly changing world, and embraces them to make significant contributions to a sustainable, inclusive, and hormonic community energized by creative professionals. We follow the College and School's commitment to open dialogue among students, faculty, staff, and our surrounding communities.

Goals	Resources	Budget	Timeline	Success
Professional Preparedness: A. Provides students in their junior and senior years with practical experience through internships, co-op programs, and clinical teaching experiences. Provide support for students to ensure success after graduation. B. Provide students with foundational knowledge in their freshman and sophomores years to ensure they are prepared for the practical experiences.	To achieve professional preparedness, five new resources are required to support our current curriculum. **Resource 1**. Create a co-op program matching art and design students with corporate partners for practical training. This co-op program will also function as a community outreach program and fundraising tool for the School and Department. **Resource 2**. In order to help students find internships, we will assemble internship data from previous years into a systematic data bank for easy access. In order to offer strong K-12 field expereinces, we will assemble K-12 art teacher data into a systemic data bank. **Resource 3.** Establish a residency program for visiting artists, designers, art educators, art historians, and scholars. This would grant students direct contact with working professionals. Professional residents can also conduct workshops for the campus community and collaborate in student projects. **Resource 4.** Guest critiques and speakers: invite working artists and designers to critique student work alongside their professors, and guest speakers such as art teachers and administrators to support student success. **Resource 5.** Establish scholarships for art education students in need to support increasing teacher-certification related costs (e. g., edTPA, Praxis Core, etc.).	**For Resource 1**: A one time course release should be given to a faculty member to set up the co-op program, as it is fairly inexpensive in relation to its potential outcomes. **For Resource 2:** Hire additional student workers to gather prior internship and K-12 field experience data. **For Resource 3:** The artist/scholar-in-resident will receive a stipend as a half time faculty, be provided with on-campus housing, and have access to our space and equipment. **For Resource 4**: Require 3K annually to bring in both established and emerging artists, art educators, and scholars. **For Resource 5**: Funding for scholarships totaling approximately 1-2K annually.	**For Resources 1, 2, 4, & 5:** The cost is fairly low compared to our annual budgets, they can be implemented ASAP. **For Resource 3**: An ongoing artist/scholar-in-residence position will require approval of a renewable half time faculty line, it will take 1-2 years to start the program after a proposal is approved by the Office of Acedemic Affairs.	Four measurements can be used to evaluate professional preparedness: **1.** Employment rate of our graduates within the first 2-3 years after they leave our programs. The data must be collected throughout an extended period with a large data set of graduates in order to be fully accurate. **2.** Official observation made by the accreditation agencies, such as NASAD (National Accreditation of Art & Design), The Middle States Commission on Higher Education, or other external reviews we initiate. **3.** Other forms of external evaluations, such as student competitions and awards, national and regional program rankings, etc. **4.** If a co-op program is successfully established, corporate partners can also participate in the evaluation process.

Oral/Written Communication: Students will develop oral and written communication skills throughout their course of study, incorporating a breadth of professional vocabulary and knowledge.	**Written communication**: All TCNJ majors require three writing intensive courses to enhance writing proficiency. **Oral Communication:** All studio courses consist of critiques, during which students are trained to present their ideas to their peers. Art education courses require presentations and teaching opportunities. **Action Plan**: All of our programs will examine the curriculum and review syllabi to investigate how these competencies progress within the 4 year program. It will require a course content remapping to ensure appropriate progress and avoid redundancy.	Budget impact will be minimal at the beginning because curricular redevelopment and content remapping are a part of our ongoing responsibilities. However, the cost will increase when we conduct thorough research on other art and design programs regionally, nationally, and globally, by attending conferences or visiting other universities and artist spaces. External consultation is also necessary in the final stages and will bear cost.	The department's first priority is preparing the for the NASAD accreditation review in Spring 2021. We will receive their evaluation report in Summer 2021. Therefore, Fall 2021 would be the realistic time to implement a full investigation of our curriculum, pursuant to NASAD reccomendations.	External reviewers will continue to play a crucial role in our evaluation process. Our current assessment system also needs to be updated; it may involve improved record keeping systems to archive student work. Various online portfolio systems will be investigated.
Engagement with the Human Condition: Students will learn how the visual arts intersect with concepts as social growth, justice, personal and intraporsonal relations. These concepts will be explored in both historical and contemporary contexts.	These issues are currently discussed in almost every art history, studio art, and art education course. More particularly, all our 100 level foundation courses focus on developing skills in critical thinking, research and analytical methods, rational problem-solving skills, creative methodologies, and technological preparedness. Our capstone courses recap these skills and synthesize it into a final thesis/capstone project. The department will initiate content remapping to ensure appropriate progress and avoid redundancy. The current assessment system for select programs also needs to be updated.			
Critical Thinking/Research and Analysis: Students will enrich their critical thinking, research, and analytical skills throughout their coursework.				
Creative Problem Solving/Design: Students will be able to identify problems, set goals, and learn to prioritize to develop solid problem-solving skils.				
Creativity/Innovation: Students will learn how creativity and innovation develop and enrich our culture, and prepare them to pursue lifelong creative endeavors.				
Media Literacies: Students will establish literacy in both traditional and new media within their disciplines, as well as obtaining fluency to new media and emerging technologies. We will teach them how to continue to grow with the rapidly changing world, and become lifetime learners.	Students obtain media literacy in 4 different ways under the current program structure. **1.** Theory-based courses such as Visual Thinking, art history, and capstone sequences help students establish their visual literacy through reading and in-class discussion. **2.** All AAE and AAV majors in our department are required to take studio courses in both traditional media (such as Drawing and 3D) and digital art media (such as 2D, 4D, and most courses in photography, video, and graphic design) to establish a full breadth of visual literacy through creative projects. **3.** The Makerspace has expanded our creative capacity particularly for the students in the graphic design and fine art areas; regular updates to the makerspace would allow students to keep up with technological changes. Opportunities for art education students to explore possbilities with the Makerspace in K-12 teaching would be beneficial **4.** Some popular but smaller topics can be offered through mini workshops, such as "*self-promotion on Social Media*", "*how to search for creative opportunities online*", or demos on special software.	Four major budget impacts are identified: **1.** Sustainable support for the makerspace, and equipment like the laser cutter and 3D printers. These tools have been integrated into classroom assignments, and require continuous support to meet pedagogical goals. **2.** Ongoing support to renew and replace equipment in the photo cages and the lighting studio to catch up with professional standards. The photo cage currently includes an inventory of 80+ digital cameras, tripods, 4x5 view cameras, and other accessories, providing access to all art, design, and IMM majors along with 80+ minors within these programs. Within the art department, the photo cage and the lighting studio support 8-12 sessions of courses annually. **3.** Provide ongoing maintenance and staffing supporting for the traditional studios, such as the darkroom, painting, printmaking and the sculpture studios. **4.** Provide ongoing funding for faculty to learn new technology and explore their new research interests in technology.	Ongoing	

Teamwork/Collaboration: Students will be able to work as a team, as both a leader and a facilitator.	There are six ways to expand the student experience on team work and collaboration: **1.** Faculty can increase the number of required group projects in the classroom to give opportunities for student collaboration. **2.** Create a student advisory board giving student leaders the opportunity to participate in the departmental decision-making process. **3.** Encourage students to start an online platform for communication between themselves. **4.** To increase funding and other support structures for current student organizations, such as Kappa Pi (the art honor society) and RAM (Rebel Art Movement) to increase their on-campus exposure and increase student involvement. **5.** Promote the idea of art entrepreneurship by assisting students in selling their artwork on campus. **6.** To increase funding for student travel to professional conferences in particular when co-presenting with faculty and classmates.	**Goal 1**: Reconfiguring class project does not have a stong finalancial impact. **Goal 2-3:** It can be incorporated into faculty service and doesn't have a major financial impact. **Goal 4-6**: The department would request an increase of 1-3K annual budget to acheive these goals.	The students have become more engaged in politics as well as their own governance systems as a result of the current social movement against racism. Therefore, the Fall 2020 semester is the perfect time to make changes. The cost is fairly low in relation to our annual budgets.	Measurements can be done in three different ways: **1.** External reviewers can evaluate the success of classroom projects. **2**. Student evaluations measure the effectiveness of faculty / student collaboration. **3.** Student-led events can also be evaluated by engaging participants, and encouragin local media coverage, social media postings, newspaper reviews, and other publicity opportunities.
Global/Intercultural Competence: Students gain an understanding for and appreciation of diverse ethnic and cultural groups, in both domestic and international contexts, and respect for all the differences among human beings.	There are nine ways to improve student exposure of global and intercultural competencies: **1.** Diversify the ethnicity of our faculty and student body by aggressive recruitment efforts. **2.** Faculty can add intercultural content to existing courses. **3.** Provide additional scholarships for students to travel abroad, (currently, we only have the *Henry Ahrens Off-Campus Experience Scholarship*, which offers $3-4K annually). **4.** Expand international study destinations to Asia, Africa, Latin and South America. **5.** Encourage faculty to present their research (which has both global and intercultural concentrations) to the TCNJ community. **6.** Encourage students of color to be actively engaged in student governance. **7.** Collaborate with the Bonner Center to create stronger ties with the Trenton community. **8.** Re-establish the K-12 art exhibition to build strong ties with NJ's K-12 schools. **9.** Invite diverse artists, designers, art educators, art historians, and scholars to serve as guest speakers.	**1.**The only goal carrying a high cost is providing additional scholarships for students to go abroad. Ideally, we would like to offer two additional scholarships, the first has no geographical restrictions, and the second is particularly for students travelling to desitinations outside their familiarity, such as Asia, Africa, and Latin/South America. This goal would require additional donors. **2.** K-12 exhibitions also bear a moderate cost as it requires funding for publicity, correspondence, as well as student workers for installation and management, but it will bring an impactful longterm outcome for community building.	**1.** As it is a pressing issue, efforts to diversify the student and faculty communities will be carried out immediately in collaboration with the offices of Admissions, Human Resources, the School of Art Comm, and our department. **2.** Curricular issues relating to global & intercultural competencies will be implemented in AY 2021 after the NASAD external review along with other curricular changes. **3.** Both study abroad and K-12 exhibition goals will be fulfilled as soon as funding is available.	**1.** Curricular success can be measured through periodical accreditation reviews. **2.** The success of recruiting faculty and students of color can be measured by HR and admission data. **3.** We can require students who receive study abroad scholarships to give a public lecture or exhibition to evaluate their work quality. **4.** The effectiveness of a K-12 exhibition can be measured by the number of participating schools and students, and the quantity of press exposure. As our ultimate goal is to build a closer tie with NJ K-12 schools and expand application pool, long-term application and enrollment numbers are also important indicators.
Leadership and Facilitation: Students will be taught by faculty who are leaders in the field and provide support to the community.	**1.** Faculty will be leaders through the development and implementation of professional development opportunities (e.g., workshops, webinars, etc.) for K-12 art teachers, designers, and/or artists, and learning opportunites for prospective students. **2.** Faculty will continue to present at conferences, publish, curate, and exhibit artwork. **3.** Faculty will continue to engage in student mentored research and creative activity.	**1**. Budget impact will be minimal. **2-3**. The budget should be maintained to support faculty research.	Ongoing	Success can be measured by participant feedback about professional development opportunites and the number of conference presentations, publications, and art shows faculty participate in.