

2005-2006 UNIT PLAN

Introduction to the Division of the Arts

The Division of the Arts synthesizes the energy of diverse arts disciplines through a cooperative ArtWorks initiative that integrates and releases the power of arts unity in service to education and the community. Individual departments in Fine Arts, Applied Design, and Music, Dance and Theatre Arts, though primarily independent in terms of facilities and budget, unite in the ArtWorks initiative to promote arts awareness and practices to the entire community and to integrate art as an essential and core component of education and daily life. We believe that arts education enhances intelligence, creativity, problem solving abilities, communication, understanding, and the quality of life across diverse cultures, disciplines and practices as no other learning does. As artists and educators, we are committed to bringing the arts into the lives of the many, one person at a time, to show how ArtWorks for education, community, business and you. We believe this effort will help individuals develop dynamic states of enhanced and balanced intelligence in their own lives in ways that contribute significantly to more balanced and sustainable lives and communities in our global culture

Because of the diverse and individual facilities and operational needs of the departmental units, the Arts Division unit plan and initiatives are developed and presented as two separate operational plans, one for Arts and Applied Design and one for Music, Dance and Theatre Arts. This is primarily for operational clarity in support of the Artworks initiative.

Program Analysis

1. What did your unit accomplish last year in relationship to the annual planning initiatives?

Initiative 0: SAFETY MEASURES

♦ **Art History/general use classroom Safety:**

Building 11/Room 129: Not a single improvement was made to this extremely high-use classroom during 2004-05, or indeed for the past 25 years.

♦ **2-D Area Safety:**

Antiquated and unsafe paper cutter in Building 11/ Room 115 AAD design studio was replaced via AAD funds.

Safety shut-off switches to existing saws have been installed via AAD funds.

♦ **3-D Studio Area Safety:**

Funds were provided by College to purchase a new, safe clay mixer. In addition to a safer environment, we have been able to add clay preparation and clay body development to our curriculum while reducing individual students' costs for materials by moving to a communal system of clay making and use. Thus the 3D/Ceramics area is enhanced by providing

more material for less money, and we are able to afford to offer students a broader learning experience.

A safety shut-off switch to existing Walker Clay Mixer has been installed via AAD funds.

♦ **Graphic Design:**

Graphic Design's only initiative proposal last year was as part of the department-wide request for a new, integrated art facility. Graphic Design's needs were described as "clean space for lab, studio technology and lecture space."

In the absence of a *solution* to our space problems, the program "plugged the dike" in the follow ways during 2004-05:

Bought new drafting tables to expand the number of students the classroom can accommodate and to make the room usable for Photography 2 students.
Down-sized our in-class computer lab to free up room in 18 / 201A.

Up-graded the remaining computer lab in 201 B by purchasing new computer workstations.

Reorganized the 201 classroom, moved some furnishings into 201A, sent some old locker banks to Property Surplus, brought in a metal storage locker and a more compact storage locker from Surplus.
Resurfaced all drafting tables.

Initiative 2: DIGITAL LAB

\$35,000 of TACT funds were received in 2004-05 to assist in funding equipment for this initiative. However, as we have no room available for a digital lab, the funds are unused. We are revising the plan to use part of the funds to purchase portable projectors until a room is available.

Initiative 3: PERMANENTLY FUNDED GALLERY DIRECTOR

This initiative has not yet been achieved. However, the AAD Art gallery committee secured funding from Lane's administration for the employment of a gallery director for 10 hours/week. Currently this is a year-by-year appointment that must be followed with annual requests.

The gallery director, Susan Detroy, states these accomplishments:

- * learned to use many of the systems that were in place for the gallery
- * learned to interface with Lane's programs
- * gotten up to speed on how to manage the gallery
- * learned the limitations of a 10-hour / week director position
- * with gallery management instructor, created a method for the gallery class and director to work together to accomplish the installation, public relations, receptions, lectures, and management of the 9 exhibits
- * developed working relationships with the art gallery committee, students, staff, and faculty
- * interacted with a number of students who have developed interest in gallery

management and installation as possible career

Initiative 4: THE COMPLETE CERAMICS PROGRAM

Relocation and development of remote kiln site has not yet been achieved.

Initiative 5: PRINTMAKING STUDIO

This initiative has not yet been achieved.

Initiative 6: UPDATE SCULPTURE FACILITIES/CURRENT TECHNOLOGY

We expanded our metals area with a new MIG welder, slip roller and jump shear. Because of budgetary constraints the MIG welder we purchased is a compromise, not the current industry standard welder we proposed in last year's initiative. All purchased with departmental funds.

Initiative 7: INTEGRATED FIBERS STUDIO

This initiative not yet been achieved.

Initiative 8: CURRICULUM DEVELOPMENT

ARTWork ArtWORK course, integrating art history and studio art, was funded in 2005 through Curriculum Development funds.

The following courses or extra sections will also be added during 2005-06, considerably enriching our curriculum:

- ◆ Critical Thinking and Visual Culture
- ◆ Basic Design: Printmaking Emphasis
- ◆ Experimental Low Fire Ceramics Surfaces
- ◆ Basic Design for Graphic Design
- ◆ Digital Imaging
- ◆ Art History Distance Learning
- ◆ Video Lighting
- ◆ Digital Photography
- ◆ Art and Visual Literacy
- ◆ PhotoJournalism
- ◆ Commercial Photography

Other accomplishments not related to the annual planning initiatives?

Arts Division:

- ◆ Integration of AAD and MDTA in the spirit of art in service to education and the community.
- ◆ Artworks initiative to promote the concept of art as a core component of education and to market the Lane Arts Programs to the community.
- ◆ Enrollment Plan developed for implementation Summer and Fall 2005

AAD:

- ◆ Enrollment plan (enrollment up 11% in fall 2005)
- ◆ *Artists Who Teach* Faculty Exhibition at DIVA Gallery integrated Fine & Performing Arts

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- ◆ Continued to align curriculum with College's Core Values
- ◆ Developed multiple plans for space expansion
- ◆ Upgraded gallery walls and floor
- ◆ Installation of Art O Mat
- ◆ Removed carpet in Buildings 11 and 17 in prep for new tile floors.

Visual Resources/Art History:

- ◆ Added c. 130 contemporary art images to AAD slide collection.
- ◆ Acquired new Emac computer for image scanning.
- ◆ Image scanning for use with new digital technology is on-going via Multimedia Design student project and work/study assistance.
- ◆ Instigated annual enrollment in ArtStor (access to 300,000 digital images.) This will be a Lane Library resource available to the entire College.

2D:

- ◆ Purchased 20 new safe, effective easels for use in 2D studio areas.

Graphic Design:

- ◆ Conducted a Graphic Design (GD) winter term student survey of program courses as part of a follow-up effort to coordinate content between program courses that began in 2004.
- ◆ Began efforts to rehabilitate the computer and production sequences of the GD program.
- ◆ Replaced two of the four part-time GD instructors who quit teaching or left the area.
- ◆ Acquired a new part-time contracted instructor (for two to three courses a year). This position was made possible by the hiring of Meredith Keene-Wilson as college web master, a .5 position which was linked with a .5 teaching assignment (in Meredith's case, in GD and Multimedia).
- ◆ Began efforts to create a supplement to the form students use to evaluate GD instructors.
- ◆ Intensified marketing and recruitment efforts for GD.

3D:

- ◆ Moved clay preparation equipment and dry clay storage outside. Purchased shelving units (\$500) with money saved by conversion to communal clay use from the student's materials fees.
- ◆ Purchased used pugmill with safety shut-off (\$1000) to aid in clay preparation.
- ◆ Added a safety shut-off switch to existing pugmill (\$150 from AAD.) This has increased studio safety and health by removing and reducing clay dust in the studio.
- ◆ Purchased sander, thickness planer, woodworking bandsaw, various small power tools and hand tools for 3D area. A new tablesaw was also purchased but was recently returned to the manufacturer because it did not comply with the campuses UL registration requirements. We are currently working to resolve this issue with the manufacturer in order to purchase a saw that will meet both our needs and the compliance requirements.
- ◆ Secured donation of 14 pallets of firebrick (\$8000 value) from Harbinson-Walker Refractories in Portland. AAD paid for the gas (\$200.) Truck and trailer and driving were donated by faculty—4 round trips to Portland in Fall 2004.

- ◆ A gift in kind was received from a former Lane board member of an eight harness floor loom. Purchased a 16 harness computer loom; using an old department computer and new software for its operation.

2. What are the areas that still need attention?

Basically all of the 2004-2005 initiatives have components, some small, some extensive, that still need attention. Additionally, we are proposing the addition of new classes and sequences, particularly the photography sequence, that will enhance enrollment, expand program offerings, and meet specific community educational needs. In the next section we provide a brief overview of plans for the next year. These are followed by individual initiatives to execute the plans.

3. Considering your responses to questions 1 & 2 and emerging needs and demands, what are your plans for next year?

Initiative 0: SAFETY

- ◆ **Art History/general use classroom Safety:**

Building 11/Room 129: Not a single improvement was made to this high-use classroom during 2004-05, even though we suggested in last year's Unit Plan that improvements in this space could be accomplished in stages.

The Art Department has been requesting critical improvements in Room 129 for over a decade. Following are facts and statistics that support why AAD's initiative for refurbishing this space (our priority use art history classroom) is a long-neglected and critically pressing necessity for the College at large.

Enrollment for 2004-05 in this classroom = **1,041 STUDENTS!** 735 of these students were enrolled in Art Department courses. (Every year, we teach 19 or more Art Department courses in Room 129.) 290 additional students were enrolled in Social Science classes conducted in Room 129, and continuing education students = 16.)

Necessary improvements include replacing middle-school sized desks with appropriate desk/chairs, replacing 30-year old carpet, augmenting inadequate dimmer light system, establishing adequate ventilation, providing level-change markers for tiers, replacing screens, and refiguring projector room to allow for a larger classroom space that also accommodates the essential upgrade to digital technology and projection (refer to Initiative 2.) The necessity of remodeling this classroom is critical and immediate. What is essential to make Room 129 a legal, safe, and useable space is to provide adequate seating.

The seating condition in this classroom **that serves over 1,000 students per year** is unsafe, illegal, and unbearably uncomfortable. This is a critical situation, and it is a disservice to our students and an embarrassment to our Art Department and to the College to continue to ignore it.

1) The fixed desks currently in place are unsafe. They do not allow adequate ingress and egress. And, based on my teaching experience in room 129 for over twenty years, the desks can unpredictably and dangerously transmute from fixed in place to falling apart underneath someone sitting in them.

2) The fixed desks create an illegal situation. The desks do not accommodate disabled students (with either physical or mental disabilities,) and do not allow wheel chair accommodation within the classroom.

3) The fixed desks are mediocrally uncomfortable (not the best introduction to art history!) Try sitting in one of the desks in this classroom, just to get the kinesthetic experience of sitting in such a desk for a few moments. Then imagine sitting in this desk for an hour and twenty minutes—or perhaps for three hours. Additionally, the fixed seating causes continual problems with image projection. Students are not able to adjust their position relative to the projection path. The fixed seating also severely curtails class interaction. Room 129 is a modestly-sized but heavily used classroom that every year accommodates a very large number of classes and students. Further, we propose in our enrollment plan to encourage even higher enrollment in courses that are taught in this classroom and to add additional classes taught in this space as well. The AAD Department is requesting (again) that the College provide funds to replace the seating in room 129 with free-standing performance chairs equipped with folding tablet desks

◆ **3-D Studio Area Safety:**

Safety power switches: although safety switches were installed on woodshop power tools by outside (of LCC) electricians during summer 2003, the switches were incorrectly wired and are actually more dangerous for students to use. This must be addressed immediately.

Forklift: At the beginning of the 2004-05 school year the forklift provided by the College for AAD use was deemed “not up to OSHA” standards,” and thus was decommissioned. A forklift is a crucial and necessary piece of equipment that our 3-D area needs to use on a regular basis. It is unreasonable and inefficient to get in line for the college forklift every time we need to use this equipment and has been a real supply and studio maintenance issue since the old forklift was decommissioned. We are now in the second academic year without a forklift. An appropriately sized used forklift can be purchased for approximately \$5000. We are also pursuing the possibility that an OSHA-standard forklift could be inherited from Shipping and Receiving, should they purchase a new electric forklift.

Initiative 1: Building

Our need for an integrated art building remains critical. As we stated in our 2004-05 Unit Plan, we understand that a completely new facility is an initiative geared to an undecided future. However, our space needs are critical NOW. Students, staff and faculty are working in unsafe spaces. As a positive, economical, and more immediate partial solution to this, we would like the College to approve AAD’s use of space in Building 11/room 130 and Building 10/Room 200. This would ameliorate some of the space needs for a digital lab (2004-5 Initiative 2,) printmaking studio (2004-05 Initiative 5,) and fibers studio (2004-5 Initiative 7.)

Initiative 2: Digital lab

We hope the TACT funds provided for this initiative will be adequate to purchase the projection technology adequate to address the current needs of the department. However, securing a suitable space for the digital lab and the necessary remodeling and furnishing of that space are essential in order to fulfill this initiative.

Initiative 3: Printmaking

Despite great effort on the part of AAD staff, we have not yet acquired a larger, more effective printmaking studio. The remodeling of room 200/Building 10 would fulfill this initiative, as well as accommodating much-needed additional design studio space.

Initiative 4: Integrated fibers studio

Despite great effort on the part of AAD staff, we have not acquired the necessary space to achieve an integrated fibers studio. The remodeling of room 200/Building 10 would partially address this initiative, as it would allow part of the fibers program to relocate into the vacated printmaking studio.

Initiative 5: The Complete Ceramics Program

Relocation and development of the remote kiln site was identified as an administratively approved priority for Tom Rohr's hiring in fall 2004. No progress has been made in identifying a location to fulfill this initiative, which will allow the full utilization of \$20,000 worth of existing equipment, and the reintegration of critical yet neglected processes into the curricula of the ceramics and sculpture programs. Curricula we are presently unable to offer include: high fire wood firing, atmospheric firing, low fire sodium fume, raku, primitive low fire, kiln building, metalsmithing, iron casting, and primitive casting.

Last year relocating the remote kiln site to the concrete engine testing bunkers was discussed. This still seems to be the cheapest and easiest solution, addressing the problems of smoke and fumes by locating it on the leeward side of campus. The addition of atmospheric firing and increased kiln capacity will be the best way for AAD to bring our 3D program up to current national standards and will provide us the opportunity to increase FTE in sculpture and ceramics. If locating the kiln site in the bunkers is not a real possibility in the near future, an alternate site must be determined.

Initiative 6: The Multimedia Initiative and Photography Sequence

Analysis of the Multimedia program indicates the need to upgrade computers and software at least every 3 years to assure that the students can apply current technology in their learning and job skills development. Additionally, analysis suggests that needs exist for a comprehensive photography sequence to serve both amateurs and professionals in the Northwest. Upgrading technology will assure the highest levels of learning and proficiency for students. Curriculum development and related facilities and space upgrades and additions in photography and other areas assure the growth of the program, increases in enrollment, and the fulfillment of multiple community needs.

Initiative 7: Permanently funded Gallery Director

The Art Gallery needs permanent funding for the gallery director position. Also the gallery needs are such that we need to increase the number of weekly work hours from 10 to 20. A 20 hour/week position would address the following needs as stated by Susan Detroy:

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- * more time for public relations, budgeting, and fundraising
- * interface with other Lane departments and community art agencies for tie-in
- involve students in curatorial experience
- * more time to do other than the basics
- * more long range planning
- * time to solicit and plan future shows
- * time to organize current and past files
- * permanent intern program for the gallery

Initiative 8: Curriculum development

AAD will continue to request College support for curriculum development, as it is a critical component of maintaining the vitality of visual arts education at our College.

Annual Program Plans

- 1) Initiative Title: Building 11 Classroom and Other Safety Issues: (\$50,000)
Dept Priority: 0

The AAD Department believes that the following safety concerns are essential priorities in order to insure the safety of our students, faculty and staff. Though this does not fit into the regular format for initiatives, we believe it is important enough to warrant space at the beginning of this section as Initiative 0.

Renovations

Room 129, Building 11 is the AAD Unit's priority-use classroom, arranged in a 3-tiered theater configuration. Partial renovation of room 129 is required to provide necessary disability access to this classroom, and to make the classroom a safe learning environment for students. Current fixed seating in this heavy-use classroom is unsafe as well as inadequate.

Refurnishing of this room can occur in stages over the next few years. However, it is essential right now to remove all fixed seating on ground level to provide wheel-chair access. Also it is necessary to replace missing desks that have fallen apart on the tiers, and to remove and replace shaky desks that are still in place in the classroom.

Solid, free-standing performance chairs with fold-down tablet desks are available through Wenger's at \$131 per chair w/desk. We estimate that 10-15 chairs are required to establish minimum standards of safety and access in Room 129. (Total cost = \$1310-\$1965.)

Additional safety provisions would provide adequate dimmer lights (currently there are only four dimmer lights in place for a class that seats 35-50 students;) replacement of frayed, 30-year old carpet; level change markers for tiers; and adequate ventilation for the number of students customarily taught in this room.

Total cost: Not researched, but this can be figured: Lighting provided by Lane electricians. Economical carpeting is available; and also Cash King glow-in-the-dark tape = minimal cost for a heavy-use classroom.

Room 129, Bldg. 11 is designated priority use for AAD, but it is also a heavily-used "general use" Classroom, with courses in other departments scheduled throughout every day of the week. The proposed renovations are necessary for the safety and well-being of our students, and directly serve the College at large.

1) Initiative Title: Critical Space Requirements to fulfill the College's Mission, the AAD Mission and Learning Outcomes (\$15,000,000) **Dept Priority: 1**

2) How is the initiative linked to your Program Outcomes Analysis for last year?

- **What is the challenge you are trying to address?**

The AAD Unit has faced the challenge of fulfilling our mission without being provided with adequate or appropriate space since the founding of the College.

- **How will this initiative address the challenge?**

We are requesting safe, adequate and appropriate space. Because a part of the mission of the Unit of Art and Applied Design is to provide the very best broad-based curriculum in studio arts, art history, graphic design and multimedia, a considerable amount of space, equipment and human resources are required. Currently the amount of space dedicated to all of these elements is inadequate resulting in a less than desirable learning environment for the students enrolled in these courses. So much additional space is required in order to adequately meet the learning objectives of the various courses in this Unit that it seems reasonable to either move the operation to a larger space which might be modified to accommodate the programs or build a totally new space.

1. Describe the initiative

- **What will the product, innovation, or change of this initiative be? Please be as specific as possible.**

The College will be able to provide students, staff and the community an integrated art facility which offers a safe and effective learning environment for the visual arts.

For many years, the Art & Applied Design Department has requested suitable facilities for the visual arts. In last year's Unit Plan we identified a new art building as our number one initiative. Campus architect Bob Mention subsequently identified this as a top priority in his assessment of campus space needs, and this was affirmed by the College Board.

A completely new facility is an initiative geared to an undecided future—directly dependent on voter approval of another Bond, and then College support to provide funding for such a facility through Bond monies.

However, our space needs are critical NOW. Students, staff and faculty are working in unsafe spaces. As a positive, economical, and more immediate solution to this, we would also like the College to consider AAD's use of space that may become available as Aviation/Air Technology vacates part or all of Building 10.

- **What is the need or intended use? How was that need assessed? What is your evidence of the need?**

The need for an adequate and incorporated learning space for Lane's art curriculum dates all the way back to the construction of the campus in the 1960's. The majority of our classes have been and still are taught in Building 11 (formerly designated "Math and Art,") a building which was originally designed for lecture classrooms. Because of budget overruns, the ground

floor of Building 11 was hastily remodeled, in an attempt to create art studio space. The requirements for effective studio spaces are very specific and completely different than the design of lecture classrooms. The attempt to modify an inappropriate structure into studio spaces created a woefully inadequate facility—one which was not even large enough to house the original Lane Art Department, so that Metals/Jewelry (a crucial part of our three-dimensional program) was located at the other side of campus in a completely inappropriate space.

The Art Department has struggled to provide quality instruction within this inadequate space for over thirty years. During that time, we have been enlarging and enhancing our curriculum, and meanwhile our facilities have been antiquating and deteriorating. In addition to the original two-dimensional, three-dimensional and ceramics curriculum, the Art & Applied Design Department now includes the pro/tech Graphic Design program, the pro/tech Multimedia program, and a broad and diverse Art History program. Currently our “department” is located in five or more inadequate spaces scattered across campus. We do not even have the full space available on the ground floor of Building 11. As we propose in Initiative #2 and Initiative #5, even the modest allotment of a 30 x 30 foot area in Building 11 would help somewhat to alleviate the inadequacy of our current space.

Our facility needs include:

- Two Dimensional Art areas of Drawing, 2-D foundations, Painting, Fibers/Weaving and Printmaking require studio space with adequate space, lighting and storage. Areas like Printmaking and Fibers/Weaving have facility demands that include looms, presses, chemistry, secure material storage, and clean finished work storage.
- Three Dimensional Art areas of Sculpture, small metals and Ceramics need facilities to be located in a space that is safe and effective; ventilation, secure equipment storage, and proper classroom spaces adequate for lectures and demos that may include live models. Along with the classroom, shops and kiln/foundry areas, 3-D needs to have outdoor space for additional kilns and foundry equipment along with storage of materials such as clay, marble, lumber and steel.
- Art History requires adequate and technologically effective lecture/lab spaces that include a slide library and technology center that will benefit all areas of our curriculum.
- Graphic Design and the pro/tech Multimedia program need to include clean space for lab, studio, technology and lecture spaces.
- Many of our areas create environmental hazards such as saw dust, clay dust, fumes, heat and noise. These areas must remain completely removed from other office, lecture and studio spaces. Technology equipment such as computers, projectors, scanners, printers, cameras and darkrooms need to be clean and totally free from these hazards. Even foot traffic from the some areas is more than enough to create problems. Noise and fumes alone are totally disruptive to Art History classrooms, critique spaces, design studios, faculty and administrative offices, and the Gallery facilities. Staff have no break room to eat lunch, so they often end up eating at their desks, and this is unsanitary. There is

a definitive and undeniable need for a physical separation between many of our areas yet not at the sacrifice of our community.

- Instructor office space.
- Administration space.
- An effective and secure Gallery space is the center point of both our curriculum and community. It is an avenue for students to see and show work. It is the “performance” space essential for us to connect with the community that is our department, the campus and the public.
- A break room that is separate from offices.
- The flexibility to adapt future needs.

▪ ***Given college resources, is it feasible? Is it an efficient use of college resources?***

Yes, and yes. A new facility would require Bond funding, but the partial or full acquisition of space in Building 10 could solve our critical space needs for the interim, and could be funded in stages over time.

▪ ***What would be the campus location of this request/project?***

At this point the department of Art and Applied Design is fractured across campus, housed in no less than 5 buildings. It is essential to our program that we integrate our disciplines to allow for an effective program. Certainly a new building could be designed, from its foundation, to give us this central space needed to create the community that is so essential to our department and College. However, we request that the administration carefully considers the more immediate possibility that the Aviation Building 10 could offer a viable alternative to our critical short term needs, or even potentially an exquisite solution to our long term or permanent needs.

Building 10 offers an industrial space with an open flexible floor plan, great natural lighting, ventilation and access. This is what is required for many of our 3-D studio spaces. It also has some classroom and office spaces that could be converted to fit our needs for the Printmaking and Fibers/Weaving areas. It may be possible to relocate these areas to this “Aviation Studio” space, allowing us to refit some of our current space in Building 11. The “clean and quiet” aspects of our curriculum such as Basic Design, Graphic Design, Drawing, Painting, Art History, Multimedia Design, some faculty offices, slide library and secure gallery space could be redefined in our current space. The Test Cells Structure (Building 33,) which we are in the process of requesting for our remote kiln/foundry site [see Initiative #4,] is ideally located next to Building 10.

Resolution of our critical facility needs must include all of our areas of Art and Applied Design. The above plan could provide the community facilities we need in a viable and affordable manner. While a new building may be the ultimate resolution to our facility problems, we believe the conversion of existing spaces may be a responsible and financially obtainable alternative.

- *How many students (per year) will benefit? 425 fte*
- *How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?*

The core abilities of the College and our program's Learning Outcomes are nurtured in every course we offer by professional, passionate and committed faculty and staff. What is required in addition is a physical learning environment that is Safe. Students and faculty should expect a safe environment. This includes proper ventilation, the means to provide careful storage and disposal of hazardous materials, appropriate lighting, adequate space for instruction and administration, and storage of materials and equipment. The dangers of our current spaces include poor (or non-existent) ventilation and unstable temperatures, no acceptable methods of handling hazardous materials, inadequate lighting, an art history classroom without current technology but with desks that threaten to collapse and a television/video stand blocking the doorway, and studio spaces so cramped that students can't enter or exit the class without climbing over easels, taborets, and drawing stands. Our Fibers/Weaving classes are being conducted in a room the size of a closet, with some students enrolled in the same course working in a room located in another building. The instructor power-walks between buildings in order to teach the class. Adding Basic Design courses requires the instructor to teach in two areas across campus from each other usually in back-back hours.

2. Describe the resources needed

Attach the Initiative Spreadsheet to this chapter. Please be specific about the actual equipment/resource that you need.

Many of our requirements are equivalent to an industrial facility. Essential are: ventilation, waste management, material transport, vehicle access to a loading dock, outside storage accommodations [these are discussed more fully above in 3) "evidence of need."] Aviation Building 10 already meets many of our fundamental industrial facility needs, while also providing proximity to both our existing primary space and the MDTA building. Approximately \$15,000,000.

3. List the possible funding sources

▪ ***Can this project be partially funded?***

We believe there are severe safety concerns in our existing spaces that require immediate attention through whatever funding the College can locate. The acquisition of space in Aviation Building 10 along with remodeling our current space would be much less costly than a new building, and could provide an interim solution that provides a viable short term resolution of some of our severe safety and facility issues. Should the bond issue fail then further renovation of building 10 could be an effective long term solution.

If so, what portion could be funded at what minimum cost?

Unknown, but the AAD faculty is very willing to research cost, both for solving immediate safety hazards and for achieving a long-term solution to our space requirements. We would need to research issues such as cost of automatic door installation, ventilation retrofitting, waste disposal, safe seating, studio relocation, gas and plumbing, etc.

6) ORG 621001 PROG 111000

1) **Initiative Title:** Visual Arts Digital Technology Project (\$40,000) **Dept Priority: 2**

2) **How is the initiative linked to your Program Outcomes Analysis for 2004-2005?**

- ***What is the challenge you are trying to address?***

Our challenge is to fulfill the mission of Lane's Art & Applied Design Department: to provide the best broad-based curriculum to instruct students in the practical, historical, theoretical and philosophical aspects of the Visual Arts. The Art Department does not have the current technology, equipment and space necessary to provide what is required for us to offer to our students a viable visual arts education to fulfill this mission. In order to do so, our art history, studio, multimedia, graphic design courses, and our artists/instructors require digital technology. Our students now expect (and should expect) to be taught with the advantages of current technology. Acquiring the means to access, view and project images digitally is a critical priority for the entire department.

- ***How will this initiative address the challenge?***

AAD will acquire the technology and training necessary to transition from outmoded methods of understanding, assessing and creating art to current methodologies.

"A revolution is underway...where technology...is transforming the venerable old...classroom into something new, exciting, and digital." –excerpt from first sentence of cover story, *College Art Association News*, September 2004.

The use of slide presentations in teaching is widespread among the programs in the Unit of Art and Applied Design. The slide library is outdated technically compromised and inadequate. This reality impacts studio arts, multimedia and graphic design in addition to the art history courses. Because the library does not include art of the past twenty years nor does it include representations from diverse cultures, students come away with a distorted view of what has been done in visual art in the latter half of the twentieth century and in a wide variety of cultures. An updated slide library as well as a technologically current digital projector for presenting the slides is needed for all of the programs in the Unit.

3) **Describe the initiative**

- ***What will the product, innovation, or change of this initiative be? Please be as specific as possible.***

The visual arts curriculum at Lane will be substantially enriched by providing students and faculty access to data bases and other digital information to promote their understanding of traditional and especially contemporary art and the role of art in culture; students and faculty will be able to incorporate new technologies such as computer imaging and printing into their studio experience.

- ***What is the need or intended use? How was that need assessed?
What is your evidence of the need?***

We need to educate our students through available resources. It is glaringly obvious that our methods for doing so are rapidly becoming more inadequate and out of date. We are seeking basic technology that is essential in order to stay current within the discipline. While some art making technologies are traditional and possess a long history, it is of utmost importance to balance that with a basic experience and understanding of and relationship to current technologies, both in terms of teaching the discipline and in creating art forms. Clear evidence of this need resides in the fact that digital technology is in current use in other locations on campus while our department, which is primarily responsible for educating Lane's students visually, does not yet have this necessary technology.

- ***Given college resources, is it feasible? Is it an efficient use of college resources?***

This is feasible and it is essential. It is also necessary to maintain standards of accreditation, excellence, alignment with the college goals and core values and core abilities. Because of the high number of students served, (all studio, art history, and our two professional/technical areas will benefit) it is an excellent use of college resources. The art experience clearly parallels the college mission and core abilities and the art department needs access to the technology which will help provide students with this experience. This is not an extravagance but represents a basic level of adequate technology for our field.

- ***What would be the campus location of this request/project?***
- ***How many students (per year) will benefit?***
425 FTE
- ***How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?***

4) Describe the resources needed

Attach the Initiative Spreadsheet to this chapter. Please be specific about the actual equipment/resource that you need.

Technology Upgrade

Resources needed:

Computer	Dell Tower	\$2,850
Projector	Hitachi	\$4,600
	Mounting Hardware	\$ 250
	Screen	\$ 325
Installation		
	Internet Connection	\$1,000
	Hardware & Materials	<u>\$ 450</u>
Total		\$8,025

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Portable Projector Cart

Resources needed:

Computer	Dell Laptop	\$3,450
Projector	Infocus LP640	\$2,500
Cart		<u>\$ 300</u>
Total		\$6,250

Visual Arts Lab

Resources needed:

Computers	Dell 5 x \$2850	\$15,000
Scanner	Epson 10K XL	\$ 2,399
Color Printer	HP Design Jet	\$ 1,475
Hardware/Installation		<u>\$ 2,800</u>
Total		\$21,674

Grand Total **\$35,949**

5) List the possible funding sources

Carl Perkins should be considered. This initiative will support Graphic Design and Multimedia Design students. These are the two professional technical programs within the AAD department.

▪	<i>Can this project be partially funded? Yes</i>	
▪	<i>If so, what portion could be funded at what minimum cost?</i>	
▪	Technology Upgrade	\$ 8,025
▪	Portable Projector w/Cart	<u>\$ 6,250</u>
Total		\$14,275

If you identify Carl Perkins as a possible funding source, please answer the following questions: How does the request meet one or two of the Carl Perkins act goals?

Student Skills Gains Goals

Improve the academic and technical skills of students participating in professional, technical education programs.

Goal 1A

The improvements will strengthen the academic components of the department and facilitate delivery of quality, up-to-date course content by providing access to industry standard tools, which will be used to complete course projects and assignments. These changes are essential for improving the quality of instruction and to keep pace with new and emerging technologies and provide the skills necessary for students to gain employment.

How will the use of the funds contribute to the success of Lane's Professional Technical students?

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By strengthening the professional, technical components of our PT programs and providing AAD faculty, staff and students access to industry standard digital tools currently used in technology-enabled classrooms.

Briefly describe your past history of utilizing Carl Perkins funds.

We have no past history regarding studio arts. We do apply every year for funding for our professional technical programs with much success for our programs and students.

6) Provide org and program codes

621001 111000

- 1) **Initiative Title:** Expansion/Remodel or Relocation of Printmaking Studio (\$25,000)
Dept Priority: 3

2) **How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

- ***What is the challenge you are trying to address?***

An adequate and more efficient Printmaking studio is needed to serve student demand and allow curriculum development. The need for a printmaking studio space to meet student demands and to develop curriculum has been researched and identified through research over the past two years. A remodel of existing available space or relocation of the printmaking studio will provide the space required for students to work and will create a more efficient work flow in the studio. We will be able to increase class size from a maximum of 12 to 20 and increase FTE.

- ***How will this initiative address the challenge?***

Expanding and remodeling the studio will establish a more effective and efficient workflow, which will promote and foster learning and imagination. Students will be able to more effectively learn good printmaking skills, class sizes can be increased, students will be able to work at more ample work stations, work on larger projects, work more safely without harming themselves or the equipment, and mix print media without the challenges brought by working in a small studio. The remodel will allow us to strengthen and grow the program by offering more classes and a greater range of media in the future. We could be more in line with the offerings at the University of Oregon as well as other college printmaking programs which will better serve our Transfer students.

While all areas in the Unit of Art and Applied Design are in need of more space, the print making studio particularly limits the students ability to meet their learning objectives. The presses used in print making take a considerable amount of space in their own right leaving students in the current space with limited ability to move around in the studio. In addition, the size of printmaking classes could be enlarged were there sufficient space. It is estimated that the classes could be increased by fifty percent.

3) **Describe the initiative**

- ***What will the product, innovation, or change of this initiative be? Please be as specific as possible.***

Students will be able to create larger prints in a safer environment. The larger studio will also increase student learning by fostering the student's creativity. A more ample and efficient space will increase student understanding and realization of the skills involved in creating original prints.

- ***What is the need or intended use? How was that need assessed? What is your evidence of the need?***

The Printmaking studio is a collective studio. Workflow occurs at specific stations in the studio in order to insure the safe use of materials and a clear understanding of skills involved in

creating and printing original prints. A Printmaking studio is like a busy working restaurant kitchen. An effective workflow needs to be established and followed in order for creativity and imagination to be cultivated and fostered. The need is evidenced by the fact that the studio can only hold a maximum of 12 students. Currently, there is often gridlock at various areas in the studio such as the sink, hot plate and press. Chemical storage is challenging. Work stations are small and so close together that it is difficult for students not to overlap to avoid working on top of each other. For example, students tend to clean their inky plates in a non ink area like the sink or the clean paper area when the studio is busy. There is no place to store their personal belongings, so the students pile their backpacks on the work tables along with their tools and paper and plates. Students currently work in a cramped environment which can inhibit creativity. Students usually work fairly small in scale and do not mix print media.

▪ ***Given college resources, is it feasible? Is it an efficient use of college resources?***

Yes, and yes. According to research by Patrick Lanning and Facilities, a studio remodel of room 130 Building 11 would cost approx \$2000-\$3000. Cabinets from Surplus have been identified and can be utilized for free. It is possible that the space of room 130 could serve to expand the printmaking studio and provide an AAD Technology Lab [see Priority #2], thus providing an especially efficient use of college resources.

▪ ***What would be the campus location of this request/project?***

Expansion and remodel of Printmaking Studio could be accomplished in two ways. 1. Expansion into adjoining room #130 in Building 11 next to the existing studio. 2. Relocation to Aviation Building 10.

▪ ***How many students (per year) will benefit?***

This initiative will benefit 60-100 students a year.

▪ ***How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?***

Students will be able to work and create more effectively with a larger space and a more efficient workflow. They will more effectively and easily learn the skills needed to express themselves and create original prints which will feed their imaginations and help to transform their lives through creating original artworks.

4) Describe the resources needed

New/remodeled space for printmaking studio = \$25,000.

5) List the possible funding sources

- *Can this project be partially funded?*
- *If so, what portion could be funded at what minimum cost?*

Since this initiative centers around necessary space, there really isn't a method through which to partially fund it. However, as noted above, it could be a relatively modest cost to the

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College to remodel room 130 and fulfill space requirements for two of our initiatives (technology lab and print studio.)

6) **Provide ORG 621355 PROG 111000**

1. Initiative Title: Integrated Fibers Studio (\$10,000)

Dept Priority: 4

To provide an expanded, integrated Fibers Program including woven and non woven fibers studio coursework. The Fibers program, currently called Weaving, is in great need of an integrated studio space for students.

The small, overcrowded, and scattered studio space that we currently have keeps this program from realizing its full potential.

2. How is the initiative linked to your Program Outcome Analysis for 2003-04?

One of the broad range of offerings made available to students is a sequence of courses in weaving. All three levels of students are taught during the same time period with the instructor going from student to student and level to level in the same class. The learning environment for the students, as well as the instructor, in the weaving program is seriously impacted by the fact that the students are in three different classrooms on two different floors in two different buildings. Because of the size of looms required in weaving, very large spaces are needed for teaching one level of students in a weaving studio, not to mention three separate levels of students. In addition, software related to fiber art is available which makes the presence of computers in the weaving rooms a necessity.

This is essentially the same proposal put forth in 2003-04, with some minor modification. The "Weaving" program was developed at Lane more than 30 years ago. The medium of fiber art has grown and changed dramatically over those 30 years; in format, presentation, significance in studio arts, in arts curricula, and in technology.

This initiative will address the challenge by providing adequate space, tools, and instruction in the Arts curricula, in order to provide our students with learning opportunities for both traditional and contemporary fiber art applications.

3. Describe the initiative.

Currently the Lane catalog lists coursework in Weaving and in Non Woven Fibers. In actuality, each term only weaving courses are offered, 3 sections of weaving taught as one course. This proposal calls for an expansion of course offerings in this program to 2 courses per term, one weaving class, two sections, and one separate non woven fibers class.

Other universities and colleges in the state, and nationally, provide these class offerings, reflecting the expansion of contemporary fiber arts applications. These include dyeing, printing, fiber sculpture, and multiple surface design techniques. The Lane Art Department has not kept pace. There is great interest among the students, who initiate requests to learn these things every term. Weaving classes are filled easily.

Many of our students are in transfer programs. We have followed students from Lane through university, undergraduate and graduate schools. Non woven fibers coursework is transferable. There are 200 level classes at the UO. We do remain a less expensive alternative at Lane. Also, the fibers area serves many students committed to lifelong learning, enrolling repeatedly for personal enrichment. Students learn multicultural traditions, history, and techniques, providing an expanded worldview of their artform. We have requested this change for several years, having recognized the demand for these courses. Implementation is feasible. The weaving classrooms can be used for both weaving and non woven fibers classes.

Students are ready and excited now to work in these diverse studio classes. At least twice a year, we introduce a surface design technique along with the woven structure. This is always received well, but is somewhat frustrating for both students and instructor, since there is not enough time to develop the content. Students from other art studio areas have requested these courses as well. For example, sculpture students are interested in the medium, and painting and printmaking students want to learn to make paper.

4. Describe the resources needed

The Weaving instructor teaches in 3 classrooms in 2 buildings in the same time period. The remedy for this situation is to locate the weaving classes in one larger studio space. This is the most critical need of the Fibers / Weaving program.

Specifically, we need to consolidate our three classrooms, currently housed in two separate buildings, into one large studio/classroom space. We estimate that we need 3000 sq. ft. This would include space for approximately sixteen large floor looms, in addition to the table looms, shelves, tables, locked storage space, a surface design area equipped with stainless steel sinks, four stovetop burners, ventilation system, respirators, washer/dryer, and work tables.

Additionally, there needs to be two fibers classes offered each term, a woven fibers course and a non woven fiber course. This would require the additional salary/compensation for fibers instructors for three additional classes per year. In no other art program, e.g., painting, sculpture, printmaking, etc., is there only one course offering per term.

Approximately \$10,000

5. List the possible funding sources.

OISS - part-time faculty money

TACT funds - to provide and maintain the technological resources which allow student practice of contemporary fiber art work.

? – money for space needs

6. Provide ORG & Prog codes

621335 111000

1) **Initiative Title:** The Complete Ceramics Program (\$3,000)

Dept Priority: 5

2) **How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

- ***What is the challenge you are trying to address?***

The challenge facing the ceramics program is our inability to fully use the pre-existing outdoor kilns and foundry equipment without interfering with campus community (smoke, fire, "perceived" mess/necessary to effectively use kiln area.) The inaccessibility of the remote kiln site has severely limited the offerings in both the ceramics and sculpture programs. Fully a third of the potential ceramics curriculum and a portion of the sculpture curriculum are unable to be offered to students due to these limitations. Curriculum unable to be taught includes: high fire wood firing, atmospheric firing, low fire sodium fume, raku, primitive low fire, kiln building, metal smithing, iron casting, and primitive casting.

Beginning fall term, 2004, two new faculty were hired in ceramics and sculpture. Both were brought on board because of their ability to offer students expert teaching in ceramics and sculpture and in both low and high temperature firing of clay. Currently the students learning of the objectives related to clay is being hampered by the inability of the ceramics instructors to use the remote kiln site to fire the clay works created by themselves and their students. Whenever the kiln is fired up, staff from the neighboring building call to complain about their air quality as their air intake is just above the chimney of the kiln. Ceramics students are thus limited in their learning and their exposure to repeated opportunities to learn to fire clay. The kiln site needs to be relocated.

- ***How will this initiative address the challenge?***

Relocation and development of the remote kiln site will allow the full utilization of \$20,000 worth of existing equipment, and the reintegration of these critical yet neglected processes into the curricula of the ceramics and sculpture programs.

3) **Describe the initiative**

- ***What will the product, innovation, or change of this initiative be? Please be as specific as possible.***

The result of this initiative will be to create a working kiln site that can be fully utilized by our programs. Rebuilding this portion of our curriculum will provide students with the necessary skills and experiences to fully explore the cutting edge processes of ceramics and sculpture art forms. These include: high-fire wood firing, atmospheric firing, low-fire sodium fume, raku, primitive low fire, kiln building, metal smithing, iron casting. Additionally, students will have the ability to take a course in kiln building and kiln design skills that will become invaluable to them as ceramic artists.

▪ ***What is the need or intended use? How was that need assessed? What is your evidence of the need?***

Evidence of the need for this initiative can be seen in the unused remote kiln site. Additional evidence for this initiative is in the relevance of this curriculum to students studying in the fire arts. Students who plan to continue in their studies of ceramics will be expected to have this experience and knowledge, as it is integral to a full understanding of the ceramics field. Students have eagerly requested this information for some time.

▪ ***Given college resources, is it feasible? Is it an efficient use of resources?***

This is a very inexpensive initiative compared to the benefits to students. The present situation is an inefficient use of college resources, and we propose to correct this. As previously mentioned there is currently approximately \$20,000 worth of unusable equipment at the current remote kiln site. (Wood kiln, iron furnace, raku kilns, experimental kilns, etc.) With an appropriate space designated, the college resources to move the current equipment and shed covering is negligible. Ceramics instructors have already secured a donation of \$8000 worth of high temperature refractory materials needed to build ceramic kilns. The additional finances required to fully develop the new space into a functioning kiln and foundry site amount to approximately \$3000 which will be used for materials necessary to get the kilns up and running.

▪ ***What would be the campus location of this request/project?***

One possible location is the aviation engine test bunkers if they were available. These would be a nearly free solution and provide the necessary space for safety yet proximity to the art department. Other locations might be identified through the campus architect.

- ***How many students (per year) will benefit?*** 90-110 Students
- ***How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?***

Rebuilding this portion of our curriculum will provide students with the necessary skills and experiences to fully explore the cutting edge processes of ceramics and sculpture art forms. These include: high-fire wood firing, atmospheric firing, low-fire sodium fume, raku, primitive low fire, kiln building, metal smithing, iron casting. Additionally, students will have the ability to take a course in kiln building and kiln design, skills that will become invaluable to them as ceramic artists. Having this knowledge will allow students who leave our programs to set up studios of their own without having to rely on expensive retail equipment. Additionally, there is the ability for them to support themselves through a small business building kilns for other ceramic artists. These additions to the curricula will provide students with the opportunities to work together on common projects discussing ideas of design and implementation throughout the construction and firing of kilns. The knowledge gained here communally at Lane will serve them throughout their lives as artists and community members.

4) Describe the resources needed

Attach the Initiative Spreadsheet to this chapter.

Move kiln to jet engine bay = \$3,000

5) List the possible funding sources

- *Can this project be partially funded?*
- *If so, what portion could be funded at what minimum cost?*

This initiative could be partially funded. With the designation of a new remote kiln site, and the transportation of our existing equipment and shed, we could piece together some of the kilns in order to get started. The cost is mostly college labor in order to make the move.

6) Provide ORG 621315 PROG 111000

1) Initiative Title: The Multimedia Arts Initiative (\$300,000)

Dept Priority: 6

2) How is the initiative linked to your Program Outcomes Analysis for last year?

Analysis of the program indicates the need to upgrade computers and software at least every 3 years to assure that the students can apply current technology in their learning and job skills development. Additionally, analysis suggests that needs exist for a comprehensive photography program in the Northwest. Upgrading technology will assure the highest levels of learning and proficiency for students. Curriculum development and related facilities and space upgrades and additions assure the growth of the program, increases in enrollment, and the fulfillment of multiple community needs.

3) Describe the Initiative

The Multimedia Design program's initiative for 2005-06 may be divided into four sub-initiatives: equipment, courseware, curriculum development and facilities.

Why do it?

Funding this initiative will allow our students to continue learning and applying current industry standards, practices, and methodologies there by enhancing their ability to be competitive in current and future job markets. It is essential to continue providing our students access to industry standard tools and facilities used to develop skills to design and produce compelling multimedia projects and portfolios.

What will the product of this initiative be?

The outcomes of the initiative will be to upgrade, update, and/or replace some of the program's older computers, courseware (software), curriculum and facilities (classrooms/labs/studios).

What is the need or intended use?

Initiative 1a - There is a need to upgrade older computers in need of repair or replacement in our classrooms with new industry standard equipment. Currently about half of all the programs classroom computers are three to five years old. Roughly twenty-six workstation serve nearly all of our program's courses.

Initiative 1b There is a need to upgrade our current courseware (software) and purchase newer software for the IT 219 classroom running Macintosh OSX. By purchasing new software we can upgrade and/or replace a number of existing older versions no longer at industry standards. The new software will support several courses simultaneously: FA221, VP151, VP152.

Initiative 1c There is a need to fund curriculum development to create new courses to keep pace with the ever-changing media industry and to develop online curriculum for distance learning.

Initiative 1d There is a need to repurpose/remodel existing space in Forum building to better serve our students, faculty, and staff.

Is it feasible?

Yes!

What would be the campus location of this request project?

Building 17 First Floor and Building 18 room 219 A/B

How many students per year will benefit?

On average, the program supports 150 students per year.

How will the students benefit?

The requested funding of these initiatives will allow our students to continue learning and applying current industry standards, practices, and methodologies there by enhancing their ability to be competitive in current and future job markets. The ability to understanding and use the current technologies is requisite to working in this rapidly changing and growing field

4) Describe the resources needed.

Initiative 1a. Computer Workstations: (Total = \$178,673)

15 – Macintosh G5 Dual Processor (15 @ \$2,797 = \$41,955)

15 – Dell Windows PC (15 @ \$2,595 = \$38,925)

6 – DV Video Decks (6 @ \$7,299.95 = \$43,799)

6 – HD DV Cameras (6 @ \$8,999 = \$53,994)

Initiative 1b. Software Upgrades: (Total = \$29,700)

Final Cut Pro Suite (Final Cut Pro to HD (High Definition))

25 licenses @ \$799.00 each = \$19,975

Maya (Maya 6 to Maya 7)

25 licenses @ \$389.00 each = \$9,725

Initiative 1c. Multimedia Design Curriculum Development (Total = \$26,815 and Extra Sections Funding as Approved)

General Curriculum Development (Total = Extra Sections Funding as Approved)

The Art Department would like to request funding for curriculum development to create new courses to keep pace with the ever-changing media industry. Courses being considered are Digital Video, Digital Photography, Introduction to Multimedia, Advanced Video Editing, Advanced Digital Imaging, Advanced Audio Production and Special Studies (offered as repeatable and variable credit). We are considering developing online courses using existing as well as proposed courses above.

Curriculum Development in Photography (Total = \$26,815)

There is no comprehensive photography program in the Northwest while photography sequences or programs thrive at colleges across the nation. Photography is the basis of our media and visual communication culture and jobs in photography and videography continue to

develop and expand. Because most photographers work as free lance image makers for media, it is difficult to track the actual jobs available, but the American Society of Media Photographers predicts growing needs in the digital visual media arena.

The popularity of photography is evidenced at Lane as the Media Arts program continues to enhance its photography strand by offering more sections of our current photography courses. These courses typically fill every term and we routinely add extra sections that fill as well. We are also developing several new photography courses to bring on beginning spring term 2006 as part of our enrollment management initiative.

Additionally, the School of Journalism and Communication at UO (SOJC) recognizes the need for a comprehensive photography program and has been trying to develop one for at least five years, but we have little space and limited resources in terms of developing the entire program. We are working with both SOJC, the UO Library Special Collections and the UO Schnitzer Art Museum to develop photography and visual communication resources to serve this popular and growing area in the Northwest. Being considered are such innovative ideas as an Eastman House Gallery, a Center for Documentary and Visual Studies and a joint photography sequence between Lane's Multimedia Design and SOJC.

Regardless of the interdisciplinary work with UO, we are poised to coordinate our photography sequence in ways that would better serve the area needs immediately while increasing Lane enrollment. In our 2005-06, enrollment planning initiative we have already requested that the college increase our half-time photography position to one full-time contracted photography faculty for the Media Arts program. This is the first step in being able to redesign and coordinate existing and new courses to increase enrollment by offering a more comprehensive sequence of courses to meet existing needs in the larger community.

Initiative 1d. Facilities: (Total = To be determined with facilities)

Request the Media Arts program be considered for additional second floor office space when KLCC moves to their new building.

Remodel Forum Facilities (cost to be determined)

Expand Photo Lab and Darkroom facilities

Remodel current space to accommodate larger film, print processing and darkroom areas.

Increase printing/enlarger area to accommodate 8 enlargers

Increase film-processing area to accommodate 3 processing stations.

Remodel Studio into a classroom and studio space (Cost to be determined)

Classroom/Studio will be used to teach all Photography 1 and 2 classes currently taught in three different locations around the campus.

Bldg. 2: 204, 204A, 205 classrooms

Bldg. 18: 204 A/B? (Darkroom and dry mounting room).

Remodel available space into office space for part time faculty (contiguous office space) (Cost to be determined)

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Currently program faculty are spread out over the campus.

We have faculty in:

Bldg. 16: 178, 180, 182 (Phillips, Lucanio, Mrazek)

Center Building: 12B and 421F (Keene Wilson, Lennox, Morrill)

Bldg. 17: 105, 106, 107, 203 (Simms, Hughes, Goolsby, Loge, Welton, Halvorsen)

Bldg. 18: 216 (Wearne and Rugulsky)

Expand Bldg. 18 219 classroom

Open accordion door and share under utilized space with Torch.

Install programmable room locks on main access doors and beef up current thresholds and moldings of all doors in all locations.

5) List possible funding sources:

Carl Perkins, Extra Section, and or TACT funding

Can Project be partially funded?

1a No

1b No

1c Yes

1d Yes

If so, what minimum cost?

1a No

1b No

1c Yes Extra section funding can be limited by AVP

1d Yes Determined by what facilities are added/updated.

6) Provide ORG and PROG codes

ORG code: 621800

PROG code: 112000

1) **Initiative Title:** Curriculum Development and ArtWorks Initiative **Dept Priority: 7**

2) **How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

- ***What is the challenge you are trying to address?***

Curriculum development is a critical component of maintaining the vitality of visual arts education at our College and of promoting the Artworks Initiative. AAD has been undergoing a period of transition during the past several years, during which time we hired a permanent chair, multimedia was incorporated into the department and we have not been fully staffed with contracted studio arts faculty due to retirements of long-time senior faculty. As of fall 2004, we have three new faculty members and all staff are excited and eager to contribute their expertise to the department's plans to enhance the effectiveness and inter-connectedness of our visual arts curriculum.

- **How will this initiative address the challenge?**

This initiative will allow the AAD Unit to request College support for curriculum development under the ArtWorks Initiative. In order to insure that our courses and programs are properly promoted and integrated, kept updated and state-of-the-art in order to enhance student learning outcomes, that articulation issues with four-year schools to which a number of our students apply are attended to, and that faculty have the opportunity to engage in innovation and learning communities, curriculum development in the Unit of Art and Applied design is essential. Because of the amount of work identified as needing to be accomplished, a number of faculty have developed proposals for curriculum development which relate directly to updating curricula, articulation, and innovation. These are spelled out more in detail in the initiatives on curriculum development.

3) **Describe the initiative**

- What will the product, innovation, or change of this initiative be?

We will develop pedagogically driven theory that supports the ArtWorks Initiative to integrate arts learning as an essential and core component of our educational model. We will revise our existing curriculum so that our various visual arts disciplines and professional/technical programs are more effectively integrated with one another and with the college and community. We will work toward a viable three- to four-credit conversion of courses, to align with 4-year institutions and with a College-wide goal. We will develop new courses that build on the knowledge, skill and expertise of new and continuing contracted faculty in order to provide our students with a more comprehensive visual arts education. We will develop an Artworks marketing campaign to promote the ArtWorks theory and related pedagogy. Some courses proposed for development include the following:

- Mixed Media: Contemporary Issues in Art
- Exploring the Body: Movement, Image, and Text (Learning Community)

- Studio/Art History: ARTwork and artWORK (Learning Community)
- Kiln Building
- Experimental/ Atmospheric firing
- Intermediate Printmaking
- Waterless Lithography
- Artist's Books (Learning Community)
- Visual Culture and Art
- A photography sequence

▪ ***What is the need or intended use? How was that need assessed? What is your evidence of the need?***

On-going curriculum and program development under the ArtWorks initiative is clearly essential to maintain the excellence of our programs and disciplines, and to insure that our curriculum stays apace with current technology and pedagogy. We have continually addressed and assessed this need, as evidenced by the AAD Unit's long and successful history of curriculum development. Some recent examples include the Islamic art history course, the Go for Baroque! and Movement, Image, Text Learning Community courses, and the Site-specific and Stone Sculpture courses.

Support for curriculum development is especially important for Graphic Design and Multimedia Design; Art's professional technical programs. Ongoing changes in technology and in the career fields have necessitated extensive development and revision of curriculum. In the past 16 years the Graphic Design program has developed ten new courses and revised eight. Multimedia Design is currently undergoing a systemic review of all program curriculum with plans to create several new courses allowing the program to keep pace with industry standards and provide the education and training that our students demand and need to be successful once they leave the program.

With our new Division Chair, faculty numbers back up to strength, and our need to stay current in our offerings, we will continue assessing our future needs and grow as needed.

• ***Given college resources, Is it feasible? Is it an efficient use of college resources?***

ArtWorks curriculum development is entirely feasible and supported by the expertise, passion and dedication of our faculty. It is also arguably one of the most efficient uses of college resources, since it fosters innovation and alignment with accreditation standards requiring relatively modest fiscal support.

• ***What would be the campus location of this request/project?***

New and revised courses will be conducted in the campus locations assigned to AAD.

• ***How many students (per year) will benefit?***

425 FTE annually

- ***How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your Program?***

Students will benefit by having access to up to date courses of study that offer meaningful historical and contemporary knowledge and experience. The proposed course developments specifically address issues of broad based learning and diversity. These courses will explore issues of perception and art as both physical and intellectual knowledge by delving into various art historical periods, cultures and media. Additionally, students will explore such issues as identity, race, privilege, gender and sexual orientation; contextualizing them with personal experience, self-understanding, and cultural discourse. Proposed courses will engage students in critical thinking and encourage them to develop their skills in order to communicate their ideas effectively.

4) Describe the resources needed

Attach the Initiative Spreadsheet to this chapter. Please be specific about the actual equipment/resource that you need.

ArtWorks Marketing Support = \$5,000

Curriculum Development Funds = \$5,000 (135 hrs +OPE)

Some of our proposed new courses require updating to current technology and/or adequate and appropriate space [see Initiatives #1 and #4, e.g.]

5) List the possible funding sources

- ***Can this project be partially funded?***

Yes, partial funding through curriculum development funds and help from marketing.

- ***If so, what portion could be funded at what minimum cost?***

Unknown—available curriculum development funds based on first-come first-served.

6) Provide ORG 621001 PROG 111000 codes

- 1) **Initiative Title:** Permanently funded LCC Art Gallery and Gallery Director
Dept Priority: 8

- 2) **How is the initiative linked to your Program Outcomes Analysis for last year?**

- ***What is the challenge you are trying to address?***

The LCC Art Gallery effectively lost College support in 1999, when the gallery director position was eliminated due to budget cuts. Since then the Gallery has only survived through the efforts of volunteer AAD faculty members, who for the past five years have taken over all responsibility for directing and managing this vital College resource. Volunteer management of LCC's Art Gallery ended spring 2005. Funding for the Director is not recurring and is contingent on annual approval from the Office of Instruction.

- ***How will this initiative address the challenge?***

We propose that financial support for the LCC Art Gallery be reinstituted in order to support the mission and goals of our College. Aside from the slide library, no resource in Art and Applied design is as widely used in meeting the learning objectives as the LCC Art Gallery. The gallery provides students as well as the College community at large with a variety of exhibits by regional, national, and international artists. Art faculty and students are also given the opportunity to exhibit their work. Faculty critique student work in the Gallery, and this adds a practical and visible element to the space. When artists from outside Lane are exhibiting, it is common for those artists to present lectures on their work to which students and the community are invited to attend. Reliable and recurrent funding is needed in order to maintain the gallery as a resource in the Arts. Because it is necessary to schedule exhibits a year or two in advance, it is a disadvantage to not have recurrent funding. The gallery has been staffed by volunteer hours of several of the art faculty until this year when it was funded for one year only. The programs in the arts need to not only maintain the gallery, but to enlarge its scope and be able to provide even more learning experiences for students and cultural experiences for the College and greater community.

- 3) **Describe the initiative**

- ***What will the product, innovation, or change of this initiative be? Please be as specific as possible.***

The College will support the Gallery by permanently funding (at minimum) a .25 FTE Gallery Director position. We propose that workload and compensation for this position be evaluated annually and adjusted as needed.

- ***What is the need or intended use? How was that need assessed? What is your evidence of the need?***

The need for an LCC Art Gallery is fundamental to our College mission: art is a foundation for civilization. We have painfully assessed the need to continue and nurture this vital resource

during the last five years of keeping it afloat only through the volunteer efforts on the part of a few dedicated AAD faculty members. During this five-year period:

- The Gallery has sponsored 45 exhibitions, including those of faculty, students, and national, regional and local artists.
- There have been 24 lectures by artists and associated art professionals, drawing approximately 1400 attendees from Lane Community College, and the community at large. There have been 40 artist receptions.
 - Our exhibits have been publicized and reviewed in the news media.
 - The Gallery Management / Artist Survival course curriculum was developed, in which students learn and assist with exhibition work.
 - In 2003 the proposal for permanent funding for the LCC Art Department Gallery Director was submitted.
 - In 2004 a video security system was installed in the Gallery.
 - The last two years has seen a significant increase in gallery events which interface with other campus activities and departments, e.g., Reading Together project.
 - Seed money from the administrative grant was used to purchase Art O Mat, a future ongoing fundraiser for the Gallery. Art O Mat arrived fall term 2005.
 - Art faculty use the Gallery venue with each exhibit as an instructional model.

AAD and the Art Gallery Committee are encouraged by these accomplishments. Yet much remains to be done. The Gallery should have its exhibition schedule in place now for 2005-06 and for 2006-07. Our calendar is not scheduled since this is dependant on the appointment of a Gallery Director. The necessity of permanent funding for a Gallery Director cannot be over-emphasized in order to coordinate and curate our shows in a timely, professional manner and enlarge our pool of exhibitors. The gallery committee will continue to work to assist the paid Director.

▪ ***Given college resources, is it feasible? Is it an efficient use of college resources?***

The prime resource needed to continue the LCC Art Gallery is a Gallery Director. Also necessary is office space for the Director and the gallery equipment such as computer and file cabinet.

▪ ***What would be the campus location of this request/project?***

Right now the current space allotted to the LCC Art Gallery (ground floor, Building 11.) Additional space is need for a Gallery Director office. Possible solutions to achieve truly sufficient gallery space and accommodations is included in Initiative #1.

▪ ***How many students (per year) will benefit?***

Potentially every person who walks through LCC's Art Gallery (and considers themselves a student of life.) 2003-04 FTE statistics for students in our Art programs indicate total student fte is 425.

▪ ***How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?***

The Gallery hosts exhibits of work by diverse artists in a variety of art media. Students in the arts gain from this exposure by developing their understanding of the creative process and of the power and potential of art, perhaps in a medium other than their own. The Gallery is used by art instructors as a vital, supplemental classroom. Exhibiting artists present slide lectures and discussions of their work to a broad audience of students, faculty, and community members. The annual juried student show, and the graduating Graphic Design students' show are paramount to the educational experience for our students.

Especially those students enrolled in the Gallery Management class benefit directly from a viable, professional LCC Art Gallery. It provides the opportunity to expand their understanding of the work of the professional artist, the vital role of exhibition, and the business of art presentation.

4) Describe the resources needed

\$16,233 .25 FTE Gallery Directorship plus OPE

We propose that, minimally, the .25 FTE contracted position, plus OPE, be secured for the Gallery Director. Further, we recommend that this workload / compensation be evaluated annually and adjusted as needed on a permanent basis.

This academic year, 2004-05, and next, the position of Gallery Director is funded at a .25 workload. This posting is currently advertised as a Classified Project Coordinator at \$10,000 annually. This position could be handled as well by Art Faculty. Workload / compensation projections for different job classifications follow.

THREE ALTERNATE PROPOSALS FOR FUNDING GALLERY DIRECTOR POSITION

1. Classified position - Project Coordinator #1222

10 hours/week, .25 position level 14, step 4 – annual \$43,459 x .25 = \$10,865
OPE 5,845
Total \$16,710

As this funding option is not a faculty position it does not allow the Gallery Director to teach the Gallery Management class.

2. .25 Part-Time Credit Instructor

level 2, step 6 – term \$11367 x .25 FTE = 2842
OPE 1142
Term Total 3984
Annual Total \$11952

The .25 part-time instructor position does not include the teaching of the Gallery Management class.

3. .25 Contracted Faculty position

level 2, step 6 – annual \$47445 x .25 FTE =	11861
<u>OPE</u>	<u>6381</u>
Total	\$18,242

5) **List the possible funding sources**

Office of Instruction budget, general funds

- *Can this project be partially funded?*
- *If so, what portion could be funded at what minimum cost?*

If you identify Carl Perkins as a possible funding source, please answer the following questions:

1. How does the request meet one or two of the Carl Perkins act goals?
2. How will the use of the funds contribute to the success of Lane's Professional Technical students?
3. Briefly describe your past history of utilizing Carl Perkins funds.

6) **Provide ORG & PROG codes**

ORG 621500
PROG 122000

Lane Community College
Unit Planning: Instruction & Student Services
Arts Division/ Art & Applied Design

VP/AVP/ED Responsible	Division/Unit	Division Priority	Date of Initiative	Expected completion date	Initiative Title	Resource Description	\$\$	Recurring / Nonrecurring	Resource Type (mark with an "X")				Funding Sources (mark with an "X")						
									Payroll	Equipment	Space	Other	Existing	New Gen Fund	Carl Perkins	Stud Tech Fee	Curr Dev	Recruitment	Other
PL	Art/AAD	0	6/26/2004	6/24/2006	Safety Room 129 and Others	Facility/Equipment upgrade	\$50,000	Non		X	X			X					X
PL	Art/AAD	1	6/26/2004	9/1/2010	Critical Space Requirements	New Building/Bldg 200													
					See #4 for Bldg 200 funds		\$15,000,000	Non			X		X						
PL	Art/AAD	2	6/26/2004	4/1/2006	Visual Arts Technology Project	Equipment upgrade	\$35,949	Non		X	X			X		X		X	
PL	Art/AAD	3	6/26/2004	4/1/2006	Relocate Printmaking Studio	Upgrade Bldg. 10 Room 200	\$25,000	Non		X	X			X					
PL	Art/AAD	4	6/26/2004	4/1/2006	Integrated Fibers Studio	Upgrade Bldg. 11 Room 131	\$10,000	Non		X	X			X					
PL	Art/AAD	5	6/26/2004	6/24/2006	Complete Ceramics Program	Move Kiln to Jet Engine Bay	\$3,000	Non		X	X			X		X			
PL	Art/AAD	6	6/26/2004	4/1/2006	Multimedia Arts Initiative	Computer Workstations	\$178,673	N		X			X	X	X	X			
PL	Art/AAD	6	6/26/2004	4/1/2006	Multimedia Arts Initiative	Software Upgrades	\$29,700	N		X	X		X	X	X	X			
PL	Art/AAD	6	6/26/2004	4/1/2006	Multimedia Arts Initiative	CD - 723 hrs	\$26,815	N	X				X	X	X		X		
PL	Art/AAD	6	6/26/2004	4/1/2006	Multimedia Arts Initiative	Facilities upgrade	TBA	N			X		X	X	X				
PL	Art/AAD	7	6/26/2004	6/24/2006	Curriculum Development/Artworks	Marketing	\$5,000	Rec				X						X	
PL	Art/AAD	7	6/26/2004	6/24/2006	Curriculum Development/Artworks	CD - 135 hrs	\$5,000	Rec	X			X					X		
PL	Art/AAD	8	6/26/2004	6/24/2006	Art Gallery Director	Expanded Position	\$16,233	Rec	X					X					