

Unit Planning for Instruction, Student Services & CEWD
Division: Arts

INITIATIVE NARRATIVE
FOR 2007-08 Implementation (pending funding approval)

Each initiative should be linked to the needs identified through Section III or from the 2005-2006 unit plans. Note that each division will submit only the top initiatives, comparable to the funding you've received in past years, and divisions are empowered to use their division-approved processes for selecting top priorities. When proposing an initiative(s), use the following structure for each initiative proposed:

Division Priority: 1

Please adhere to Approved List of Divisions for prioritization.

Initiative Title: Building 11 Classroom and Other Safety Issues: (\$50,000)

Definition: An initiative is a set of planned actions to produce a desired outcome. Each planned action may be a line item.

1. How is the initiative linked to your 2005-2006 unit plans or Plans for Budget Development? What program level outcomes do you expect to achieve?

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.

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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.

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Division Priority: 2

Please adhere to Approved List of Divisions for prioritization.

Initiative Title: Music Instrument Purchase and Annual Maintenance Budget (\$91,700)

Definition: An initiative is a set of planned actions to produce a desired outcome. Each planned action may be a line item.

1. How is the initiative linked to your 2005-2006 unit plans or Plans for Budget Development? What program level outcomes do you expect to achieve?

Effective equipment is required for the accomplishment of any objective. Musical instruments are the equipment required for students in group piano classes, bands, jazz ensembles and orchestra classes. Some of the instruments currently available to students are no longer repairable (average age of instruments is 32 years). These instruments need to be replaced in order to allow students to meet course objectives. Instruments which continue to be able to be repaired need to be on a schedule of evaluation and repair prior to the beginning of each academic year.

2. Describe the initiative

Replace non-repairable band instruments (average age 32 years old)/establish annual maintenance budget for music instruments and equipment

- *Why do it?*
Currently Lane's Instrument Inventory does not include serviceable specialized instruments required for students to study and perform standard repertoire for band and orchestra: piccolos, oboes, English horn, bass clarinet, "A" clarinets, bassoons, double horns, euphoniums, marimba & other percussion equipment.
Acoustic pianos need to be replaced in the practice rooms.
Electronic pianos in the Piano Lab are outdated & do not conform to current technical standards required for the courses. 11 pianos need to be replaced by touch-sensitive instruments.
Secondly, ALL of these instruments need to be on a regular maintenance schedule. Currently, all instruments are at risk due to lack of maintenance budget.

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- *What will the product of this initiative be?*
Provides the basic tools required for students to be successful in curriculum. Obtaining instruments and a maintenance budget will bring up to state and national standards.
- *What is the need or intended use?*
See above.
- *Is it feasible?*
YES
- *What would be the campus location of this request/project?*
Building 6
- *How many students (per year) will benefit?*
Approximately 2,400 enrollments annually
- *How will the students benefit?*
Our students will benefit by enrolling in classes with properly working instruments and equipment. These instruments are considered standard equipment for a music program, and to have the resources to maintain them is essential to the program.

3. Describe the resources needed

- Annual Overall Maintenance = \$12,000
- Band instruments = \$4,000
- Group Pianos = \$1,000
- Pianos = \$3,000

TOTAL MAINTENANCE = \$20,000

Purchase Replacement Instruments

- 2 piccolos= \$2,000
- 2 Oboes = \$8,000
- 1 English Horn = \$2,500
- 2 “A” Clarinets = \$4,000
- 1 Bass Clarinet = \$2,000
- 2 Bassoons = \$8,000
- 2 French horns = \$6,000
- 2 Euphoniums = \$8,000
- 1 Concert Marimba = \$5,000
- 1 Trap Set = \$1,000
- 11 Electric Pianos = \$13,200
- 6 upright pianos for practice rooms = \$12,000

TOTAL PURCHASES = \$71,700

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4. List the possible funding sources

- *Can this project be partially funded?*
YES
- *If so, what portion could be funded at what minimum cost?*
See faculty lead for info.

5. Provide ORG & PROG codes

622280-111000

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Division Priority: 3

Please adhere to Approved List of Divisions for prioritization.

Initiative Title: Critical Space Requirements to fulfill the College's Mission, the AAD Mission and Learning Outcomes

Definition: An initiative is a set of planned actions to produce a desired outcome. Each planned action may be a line item.

1. How is the initiative linked to your 2005-2006 unit plans or Plans for Budget Development? What program level outcomes do you expect to achieve?

- *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 or 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.

2. 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

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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

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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

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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.

3. 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.

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4. 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.

5. Provide ORG & PROG codes

ORG 621001

PROG 111000

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Division Priority: 4

Please adhere to Approved List of Divisions for prioritization.

Initiative Title: Second Dance Studio (\$800,000)

Definition: An initiative is a set of planned actions to produce a desired outcome. Each planned action may be a line item.

1. How is the initiative linked to your 2005-2006 unit plans or Plans for Budget Development? What program level outcomes do you expect to achieve?

Currently one dance studio at Lane provides space for all the dance classes scheduled each term. An additional studio is desperately needed. For safety reasons and for injury prevention, all of the dance classes need to be scheduled in a specially-equipped dance studio in which a dance mat floor has been installed. Lane campus has only one dance studio, which means only one dance class can be scheduled at a time. We are currently offering 20 classes, and the studio is in use from 8 am to 9 pm, Monday through Friday. As the learning objectives of the dance and exercise classes can only be met by actually dancing and exercising, and because dance and exercise classes can only be offered safely in equipped studios, the need for an additional studio directly affect the ability of the college to offer these kinds of courses. It also delays and inhibits students filling their full artistic and physical potentials since there is no available space for them to practice for classes or create dance compositions. Lastly, an additional studio would allow instructor to adequately prepare for their course. Teaching dance requires that instructors adequately prepare for demanding physical demonstrations *before* actually demonstrating. There is currently no such available space, which directly affects the teachers performance, and therefore the students.

2. Describe the initiative

- *How does this initiative align with the strategic directions of the college?*

Dance develops students by cultivating an increased understanding of themselves. To study dance, is to study the self. In this process of self study, naturally the students see themselves in relation to the community. There is a community of dancers in each class, and students watch and support each other's growth and learn to dance in groups with other dancers. This self-awareness is expanded and a personal responsibility to show up for the group emerges. This sense of community expands to the program as a whole during our well attended Open Show at the end of each term where students support and appreciated the learning of students in other classes. The sense of community expands to the larger Eugene dance community where students are exposed to dancers who choreograph and perform as quest artists in our

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annual concerts. Our state-of-the-art Somatics program in the dance program at Lane enhances students awareness of themselves-both in their bodies and minds. Also through studying dance, the students develop cultural competence through recognizing the arts and the role they play.

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

A new dance studio.

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

The need for the studio is to provide a properly equipped space for more dance classes and rehearsals. A second dance studio is essential. Of the 20 classes that we offer each term, all of them are scheduled in our only studio. This leaves no alternative space for student work, new classes, instructor prep, and/or rehearsals for our growing dance companies.

Dance as a performing art requires many hours of practice and physical development outside of class time, both technically and artistically. An additional appropriately equipped dance studio is an absolute necessity for the growth of our program.

The faculty receives consistent requests for studio space for student projects and practice. Because our dance studio is scheduled with classes from 8 am to 9 pm during the week, there is no available space for such requests. Faculty also have the need for a second dance studio in which to prepare for classes.

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

Yes. The last bond project originally planned for a second dance studio. There is space allotted adjacent to the new Performing Arts addition.

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

Adjacent to the performing arts building, northeast of the new addition between the existing building and the pathway.

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

All of our more than 1,000 students will benefit.

- *How will students benefit?*

As a department, we strive to meet the emerging needs of the community by offering new or additional courses. Students will benefit by having more courses to choose from. Students will have access to a properly equipped dance studio to better develop their skills. Students will have rehearsal space for creative projects and performances.

By providing adequate rehearsal space for students to create their own work, the opportunities for effective communication, critical thinking and problem solving abound.

All students will benefit from the teacher's ability to have access to an adequate class preparation facility (when it is not being used for classes). The dance instructors need to prepare their classes by warming up and exploring the concepts in their own bodies

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before demonstrating to the class. Currently we are preparing either in public spaces (the theater lobby) or in the confines of our small offices.

3. Describe the resources needed

Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

\$800,000

4. List the possible funding sources

Bond Proposal

Patrons/Sponsors

- *Can this project be partially funded?* No
- *If so, what portion could be funded at what minimum cost?*

5. Provide ORG & PROG codes

622280-111000

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Division Priority: 5

Please adhere to Approved List of Divisions for prioritization.

Initiative Title: Visual Arts Digital Technology Project (\$40,000)

Definition: An initiative is a set of planned actions to produce a desired outcome. Each planned action may be a line item.

1. How is the initiative linked to your 2005-2006 unit plans or Plans for Budget Development? What program level outcomes do you expect to achieve?

- *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

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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.

2. 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?*

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3. 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	\$2850
Projector	Hitachi	\$4600
	Mounting Hardware	\$ 250
	Screen	\$ 325
Installation		
	Internet Connection	\$1000
	Hardware & Materials	<u>\$ 450</u>
Total		\$9475

Portable Projector Cart

Resources needed:

Computer	Dell Laptop	\$3450
Projector	Infocus LP640	\$2500
Cart		<u>\$ 300</u>
Total		\$6250

Visual Arts Lab

Resources needed:

Computers	Dell 5 x \$2850	\$15000
Scanner	Epson 10K XL	\$ 2399
Color Printer	HP Design Jet	\$ 1475
Hardware/Installation		<u>\$ 2800</u>
Total		\$21674

Grand Total \$37399

4. List the possible funding sources

Technology Fee

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.

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

Technology Upgrade	\$9475
Portable Projector w/Cart	<u>\$6250</u>
Total	\$15725

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?

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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?

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.

5. Provide org and program codes

621001 111000

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Division Priority: 6

Please adhere to Approved List of Divisions for prioritization.

Initiative Title: Curriculum Enhancement Theatre Arts

Definition: An initiative is a set of planned actions to produce a desired outcome. Each planned action may be a line item.

1. How is the initiative linked to your 2005-2006 unit plans or Plans for Budget Development? What program level outcomes do you expect to achieve?

After earlier reductions in staff and funding, the theatre program is growing and drawing more students and community attention. This initiative is a continuation of our enrollment management plan in which we have already increased the breadth of the program and enrollment significantly by adding two new courses.

2. Describe the initiative

- * *How does this initiative align with the strategic directions of the college?*
Building the curriculum will provide a broader education for our students, build enrollment and F.T.E., better serve the community, and enhance the reputation of the Theatre Arts Program and LCC in the larger community.
- * *What will the product, innovation, or change of this initiative be?*
Continue to build the curriculum: Voice, Movement for Actors, Direction, and intensive Technical studies, such as Stage Managing, Lighting and Set Design.
- * *What is the need or intended use?*
An enhanced program will contribute to student retention, and lend more credibility to the professional preparation students receive at Lane.
- * *How was that need assessed? What is your evidence of the need?*
These suggested classes were previously offered before the program was reduced. As the program continues to grow students need a broader curriculum and regularly request these courses.
- * *Given college resources, is it feasible? Is it an efficient use of resources?*
Yes.

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- * *What would be the campus location of this request/project?*
MDTA
- * *How many students (per year) will benefit?*
150 students per year though we expect this to increase as the curriculum expands.
- * *How will students benefit?*
Students will be even better prepared to transfer to colleges, universities and conservatories.

3. Describe the resources needed

Contracted position and/or more part-time contracts for instruction.

4. List the possible funding sources

Academic budget

Part Time budget

Extra Section Funding

- *Can this project be partially funded?*
Yes
- *If so, what portion could be funded at what minimum cost?*
Limit to Self-support classes or extra section funding

5. Provide ORG & PROG codes

622280-111000

Unit Planning for Instruction, Student Services & CEWD
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INITIATIVE NARRATIVE
FOR 2007-08 Implementation (pending funding approval)

Each initiative should be linked to the needs identified through Section III or from the 2005-2006 unit plans. Note that each division will submit only the top initiatives, comparable to the funding you've received in past years, and divisions are empowered to use their division-approved processes for selecting top priorities. When proposing an initiative(s), use the following structure for each initiative proposed:

Division Priority: 7

Please adhere to Approved List of Divisions for prioritization.

Initiative Title: Expansion/Remodel or Relocation of Printmaking Studio
(\$25,000)

Definition: An initiative is a set of planned actions to produce a desired outcome. Each planned action may be a line item.

1. How is the initiative linked to your 2005-2006 unit plans or Plans for Budget Development? What program level outcomes do you expect to achieve?

- *What is the challenge you are trying to address?*
An adequate and more efficient Printmaking studio is needed to serve student demand for the media classes of Relief, Intaglio, Monotype and Silkscreen as well as the Basic Design/Print class. A Learning Communities course teaching artist's books could also be taught in the new space in the future. 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 in a class size of 20.
- *How will this initiative address the challenge?*
The new 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, students in larger class sizes will be able to work more comfortably., 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 printmaking 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

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own right leaving students in the current space with limited ability to move around in the studio.

2. 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 easily 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. 10/200 has already been dedicated to Printmaking. Architectural plans have been created. AAD is in dire need for more space. The new Print studio will also be located next to a new Design room. The Two spaces together will help relieve the space crunch in AAD and serve many courses.
- *What would be the campus location of this request/project?*
Relocation to Aviation Building 10.
- *How many students (per year) will benefit?*
160 students a year in the following courses. Some courses to be taught twice in an academic year. Intaglio, Relief, Monotype, Silkscreen, Basic Design/Print, Artist's Books.

- *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

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to express themselves and create original prints which will feed their imaginations and help to transform their lives through creating original artworks.

3. Describe the resources needed

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

4. List the possible funding sources

- *Can this project be partially funded?*
Since this initiative centers around necessary space, there really isn't a method through which to partially fund it.
- *If so, what portion could be funded at what minimum cost?*
Each initiative should be linked to the needs identified through Section III or from the 2005-2006 unit plans. Note that each division will submit only the top initiatives, comparable to the funding you've received in past years, and divisions are empowered to use their division-approved processes for selecting top priorities. When proposing an initiative(s), use the following structure for each initiative proposed:

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INITIATIVE NARRATIVE

FOR 2007-08 Implementation (pending funding approval)

Each initiative should be linked to the needs identified through Section III or from the 2005-2006 unit plans. Note that each division will submit only the top initiatives, comparable to the funding you've received in past years, and divisions are empowered to use their division-approved processes for selecting top priorities. When proposing an initiative(s), use the following structure for each initiative proposed:

Division Priority: 8

Please adhere to Approved List of Divisions for prioritization.

Initiative Title: Annual Sheet Music Budget (\$9,600)

Definition: An initiative is a set of planned actions to produce a desired outcome. Each planned action may be a line item.

1. How is the initiative linked to your 2005-2006 unit plans or Plans for Budget Development? What program level outcomes do you expect to achieve?

Currently, Lane's sheet music libraries are extremely antiquated, sub-standard and in poor to failing condition. Each of the large ensembles offered at Lane study, prepare and perform three to seven pieces of repertoire each term. The repertoire studied is central to the objectives of the curriculum of these ensemble courses. Each piece of repertoire for Symphonic Band, Chamber Orchestra, Concert Choir, Jazz Ensemble, Vocal Jazz Ensemble and Chamber Choir may cost between \$45-\$300 per selection. The college has a responsibility to establish and supply adequate libraries of repertoire for our programs and students.

2. Describe the initiative

Establish an annual budget for each of the six large ensembles listed above.

- *Why do it?*
See above
- *What will the product of this initiative be?*
Provides the basic tools required for students to be successful in the curriculum.
Obtaining sheet music will bring us up to state and national standards.
- *What is the need or intended use?*
See above.
- *Is it feasible?*
YES
- *What would be the campus location of this request/project?*
Music Libraries in Building 6

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- *How many students (per year) will benefit?*
Minimum of 550 enrollments
- *How will the students benefit?*
Our students will benefit by enrolling in classes with appropriate musical, educational and performance materials. Music scores are considered standard equipment for a music program, and to have the resources to maintain them is essential to the program.

3. Describe the resources needed

Annual Expenditure for all ensembles= \$7,500-\$9,600

- Annual expenditure for each ensemble vocal ensemble should be \$1,000 - \$1,200.
- Annual expenditure for each instrumental ensemble should be \$1,500 - \$2,000.

4. List the possible funding sources

- *Can this project be partially funded?*
YES
- *If so, what portion could be funded at what minimum cost?*
See faculty lead for info.

5. Provide ORG & PROG codes

622280-11

Unit Planning for Instruction, Student Services & CEWD
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INITIATIVE NARRATIVE

FOR 2007-08 Implementation (pending funding approval)

Each initiative should be linked to the needs identified through Section III or from the 2005-2006 unit plans. Note that each division will submit only the top initiatives, comparable to the funding you've received in past years, and divisions are empowered to use their division-approved processes for selecting top priorities. When proposing an initiative(s), use the following structure for each initiative proposed:

Division Priority: 9

Please adhere to Approved List of Divisions for prioritization.

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

Definition: An initiative is a set of planned actions to produce a desired outcome. Each planned action may be a line item.

1. How is the initiative linked to your 2005-2006 unit plans or Plans for Budget Development? What program level outcomes do you expect to achieve?

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.

2. 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

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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.

3. 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.

Estimated cost = \$10,000

4. 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

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5. Provide ORG & Prog codes

621335 111000

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INITIATIVE NARRATIVE

FOR 2007-08 Implementation (pending funding approval)

Each initiative should be linked to the needs identified through Section III or from the 2005-2006 unit plans. Note that each division will submit only the top initiatives, comparable to the funding you've received in past years, and divisions are empowered to use their division-approved processes for selecting top priorities. When proposing an initiative(s), use the following structure for each initiative proposed:

Division Priority: 10

Please adhere to Approved List of Divisions for prioritization.

Initiative Title: Outreach and Recruitment Dance Program (\$5,000)

Definition: An initiative is a set of planned actions to produce a desired outcome. Each planned action may be a line item.

1. How is the initiative linked to your 2005-2006 unit plans or Plans for Budget Development? What program level outcomes do you expect to achieve?

For our outreach and recruitment we plan to organize and present lecture demonstrations in middle and high schools in Lane County and beyond, organize and distribute educational and informational packets about our program for Oregon High schools, facilitate and host a high school dance conference, implement our outreach programs in conjunction with National dance week (April 2006). In spring 2005 during our National Dance Week we had an array of guest artists and activities offered free of charge to Lane Students and members of the community.

2. Describe the initiative

- *How does this initiative align with the strategic directions of the college?*

We hope to increase our enrollment and facilitate connections to the community while at the same time offering our students the opportunity to grow and perform and learn to interact with middle and high school students and to teach dance.

The study of dance aligns elegantly with the strategic directions of the college. Dance develops students by cultivating an increased understanding of themselves. To study dance is to study the self. In this process of self study, naturally the students see themselves in relation to the community. There is a community of dancers in each class, and students watch and support each other's growth and learn to dance in groups with other dancers. This awareness is expanded and a personal responsibility to show up for the group emerges.

This sense of community expands to the program as a whole during our well attended

Open Show at the end of each term where students support and appreciate the learning of students in other classes. The sense of community expands to the larger Eugene dance community where students are exposed to dancers who choreograph and perform as guest artists in our annual concerts. Also through studying dance, the students develop cultural competence through recognizing the

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arts and the role they play. The college is committed to offering quality instruction to its students. This initiative supports that commitment.

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

We will have a working dance company directed by a faculty member that will work on presentations that can be carried out as lecture-demonstrations in middle and high schools. This faculty member will also work on advertising and recruitment strategies.

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

There is a saturation of dance in the community here in Eugene. We have observed the growth of dance groups over the past couple of years. These young students are looking for opportunities to perform or learn more about the art of dance. We believe that we can reach these young dancers and offer them options and opportunities for getting into dance and in turn interest them in getting an education; perhaps even transfer to a 4-year college after completing our program.

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

Yes.

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

Rehearsals would take place in our dance studio. Our group would eventually tour Oregon, going to middle and high schools in Eugene, Cottage Grove, Corvallis, etc.

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

We would reach thousands of students in middle and high schools who could potentially become Lane students. Our dance company members and other interested students would benefit (15-50 students) as well.

- *How will students benefit*

Our students will benefit by gaining the experience of performing and presenting dance and talking about dance with middle and high school students. They will gather invaluable teaching experience and the ability to “think on their feet.” Middle and High School students will benefit by being introduced to dance and to the Lane dance program.

3. Describe the resources needed

Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

We would need to have one of our full-time instructors work on this project. It would mean a release from one class per term for 2 terms per year to do this work (\$4000). We would also need additional funding for advertising. (\$1000)

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4. List the possible funding sources

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

5. Provide ORG & PROG codes

622280-111000

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INITIATIVE NARRATIVE

FOR 2007-08 Implementation (pending funding approval)

Each initiative should be linked to the needs identified through Section III or from the 2005-2006 unit plans. Note that each division will submit only the top initiatives, comparable to the funding you've received in past years, and divisions are empowered to use their division-approved processes for selecting top priorities. When proposing an initiative(s), use the following structure for each initiative proposed:

Division Priority: 11

Please adhere to Approved List of Divisions for prioritization.

Initiative Title: The Media Arts Initiative (\$150,000)

Definition: An initiative is a set of planned actions to produce a desired outcome. Each planned action may be a line item.

1. How is the initiative linked to your 2005-2006 unit plans or Plans for Budget Development? What program level outcomes do you expect to achieve?

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.

2. Describe the Initiative

The Multimedia Design program's initiative for 2005-06 may be divided into two sub-initiatives: 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 curriculum and facilities (classrooms/labs/studios).
- *What is the need or intended use?*
Initiative 1a: 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. We are currently working on an interdisciplinary gaming curriculum with CIT and we propose developing a New Media Journalism certificate program to articulate with the UO and OSU journalism curricula.

Initiative 1b: There is a need to repurpose/remodel existing space in Forum building to better

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serve our students, faculty, and staff including equipment, studio and lab space for New Media Journalism and Gaming.

- *Is it feasible?*
Yes!
- *What would be the campus location of this request project?*
Building 17 First & Second Floor (when vacated by KLCC) 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

3. Describe the resources needed.

Initiative 1a. Multimedia Design Curriculum & Program Development (Total = \$100,000 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 include a New Media Journalism program and 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 and Faculty Development in New Media, Journalism and Photography (Total = \$100,000) (35,000 added to current \$25,000 for new 1.0 instructor)

There are no comprehensive New Media Journalism or Photography programs in the Northwest while photography sequences or programs thrive at colleges across the nation and new media journalism is the fastest growing trend in journalism nationally and at UO. Communication and particularly 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 and the strongest trend in media and journalism suggests that communicators trained in multiple new media will be the most sought after communication employees in 21st century journalism and media communication.

The popularity of photography is evidenced at Lane as the Media Arts program continues to

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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. At those students who learn photography also become skilled in video, audio, web design and writing they become new media communicators.

Additionally, the School of Journalism and Communication at UO (SOJC) recognizes the need for integrated comprehensive new media journalism and 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 new media journalism and 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 and we continue that request this year. 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 1b. Facilities & Equip: (Total Estimate= \$50,000==To be determined with facilities)

Request the Media Arts program be provided additional second floor office and lab space when KLCC moves to their new building.

Remodel Forum Facilities (cost to be determined)

- Expand Photo Lab and Darkroom facilities for both wet lab and digital.

- Develop new and 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.

- Develop digital lab.

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)

- Currently program faculty are spread out over the campus.

- We have faculty in:

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

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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.

4. List possible funding sources:

Carl Perkins, Extra Section, and or TACT funding, Grants

Can Project be partially funded?

1a Yes

1b Yes

If so, what minimum cost?

1a Yes Extra section funding can be limited by AVP

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

5. Provide ORG and PROG codes

ORG code: 621800

PROG code: 112000

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INITIATIVE NARRATIVE
FOR 2007-08 Implementation (pending funding approval)

Each initiative should be linked to the needs identified through Section III or from the 2005-2006 unit plans. Note that each division will submit only the top initiatives, comparable to the funding you've received in past years, and divisions are empowered to use their division-approved processes for selecting top priorities. When proposing an initiative(s), use the following structure for each initiative proposed:

Division Priority: 12

Please adhere to Approved List of Divisions for prioritization.

Initiative Title: Theatre Arts Touring Program (\$25,000)

Definition: An initiative is a set of planned actions to produce a desired outcome. Each planned action may be a line item.

1. How is the initiative linked to your 2005-2006 unit plans or Plans for Budget Development? What program level outcomes do you expect to achieve?

This initiative is a natural outgrowth of the program as it will build on last year's Quarter Globe initiative. The touring program will use the portable Globe Theatre to present workshops and performances in area communities and high schools. This provides a significant service to the community and serves as a recruitment tool for the college.

2. Describe the initiative

- * *How does this initiative align with the strategic directions of the college?*
This outreach will enhance the reputation of our program and the college in the larger community and serve as a recruitment tool to attract students from local schools.
- * *What will the product, innovation, or change of this initiative be?*
While we have done some limited touring in the past - as part of class work and alliances with schools - we would like to make touring a core component of our production program. This not only serves the surrounding communities by providing quality theater, it also helps students learn the various techniques of touring a stage production.
- * *What is the need or intended use?*
Make community and schools aware of our program, and create extended performance experiences for our current students.
- * *How was that need assessed?*
There is a continuing need to recruit and retain students both for the health of the school and the program. Additionally, taking the arts into the community is a significant part of the new ArtWorks initiative for the Arts Division.
- * *Given college resources, is it feasible? Is it an efficient use of resources?*
Yes.

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- * *What would be the campus location of this request/project?*
Productions originate in the Theater Building, and travel to other venues.
- * *How many students (per year) will benefit?*
Approximately 300
- * *How will students benefit?*
The touring programs will provide a uniquely professional experience for our students that will enhance their skills and expand their repertoire.

3. Describe the resources needed

Contracted position and/or more independent contracts for instruction and supervision.
LCC truck and van for transport. Pay for the Director and Technical staff. \$25,000

4. List the possible funding sources

Academic budget.
Grants, some allotment from both English and Theater Depts.
Patrons and Sponsors

- * *Can this project be partially funded?*
Yes.
- * *If so, what portion could be funded at what minimum cost?*
Self-support classes
Re-prioritize funding toward outreach

5. Provide ORG & PROG codes

622280-111000

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INITIATIVE NARRATIVE
FOR 2007-08 Implementation (pending funding approval)

Each initiative should be linked to the needs identified through Section III or from the 2005-2006 unit plans. Note that each division will submit only the top initiatives, comparable to the funding you've received in past years, and divisions are empowered to use their division-approved processes for selecting top priorities. When proposing an initiative(s), use the following structure for each initiative proposed:

Division Priority: 13

Please adhere to Approved List of Divisions for prioritization.

Initiative Title: Curriculum Development, ArtWorks Initiative, Integrative Arts Initiative

Definition: An initiative is a set of planned actions to produce a desired outcome. Each planned action may be a line item.

1. How is the initiative linked to your 2005-2006 unit plans or Plans for Budget Development? What program level outcomes do you expect to achieve?

- *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 2005, 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.

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2. 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:

New Media Journalism Certificate Track in MM

3 to 4 credit conversion

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

History of Printmaking

- *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.

Unit Planning for Instruction, Student Services & CEWD

Division: Arts

- *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.

3. Describe the resources needed

ArtWorks Marketing Support

Curriculum Development Funds

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

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

4. 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.

5. Provide ORG 621001 PROG 111000 codes

Unit Planning for Instruction, Student Services & CEWD
Division: Arts

INITIATIVE NARRATIVE

FOR 2007-08 Implementation (pending funding approval)

Each initiative should be linked to the needs identified through Section III or from the 2005-2006 unit plans. Note that each division will submit only the top initiatives, comparable to the funding you've received in past years, and divisions are empowered to use their division-approved processes for selecting top priorities. When proposing an initiative(s), use the following structure for each initiative proposed:

Division Priority: 14

Please adhere to Approved List of Divisions for prioritization.

Initiative Title: Concert Shell for Main Stage Music (\$100,000)

Definition: An initiative is a set of planned actions to produce a desired outcome. Each planned action may be a line item.

1. How is the initiative linked to your 2005-2006 unit plans or Plans for Budget Development? What program level outcomes do you expect to achieve?

In any course of study students need feedback regarding their performance, whether that performance be oral, written or behavioral. Students enrolled in the performing arts programs are no exception. Currently the feedback system available to students whose coursework requires performance in the Performance Hall is inadequate, providing inadequate feedback. Sound made on the stage is lost in the cloth drapes and the void overhead. Student orchestras, choirs, bands and vocalists cannot hear themselves and, in addition, the audience is losing some of the sound projected.

2. Describe the initiative

Following a full acoustical evaluation of the performance space, the appropriate acoustical treatment will be recommended by a professional acoustician in consultation with our music staff.

- *Why do it?*
Currently, performing groups cannot perform adequately on stage. Nearly all sound made on stage is lost into the cloth drapes and empty space above. The student orchestras, choirs, bands or vocalists cannot hear themselves and the audience is losing a great deal of the sound projected.
- *How will students benefit?*
All performers and audience members will benefit. Performers will get appropriate feedback on their playing and the audience will benefit greatly from a fully supported, full range of sound.
- *What is the need or intended use?*
To provide students with appropriate performance space.

Unit Planning for Instruction, Student Services & CEWD

Division: Arts

- *Is it feasible?*
Yes
- *What would be the campus location of this request/project?*
Performance Hall Stage
- *How many students (per year) will benefit?*
All student performers (approximately 900), and audiences (about 9000).

3. Describe the resources needed

\$100,000

4. List the possible funding sources

- *Can this project be partially funded?*
YES
- *If so, what portion could be funded at what minimum cost?*
50%

5. Provide ORG & PROG codes

622280-111000

Unit Planning for Instruction, Student Services & CEWD
Division: Arts

INITIATIVE NARRATIVE
FOR 2007-08 Implementation (pending funding approval)

Each initiative should be linked to the needs identified through Section III or from the 2005-2006 unit plans. Note that each division will submit only the top initiatives, comparable to the funding you've received in past years, and divisions are empowered to use their division-approved processes for selecting top priorities. When proposing an initiative(s), use the following structure for each initiative proposed:

Division Priority: 15

Please adhere to Approved List of Divisions for prioritization.

Initiative Title: Permanently funded LCC Art Gallery and Gallery Director

Definition: An initiative is a set of planned actions to produce a desired outcome. Each planned action may be a line item.

1. How is the initiative linked to your 2005-2006 unit plans or Plans for Budget Development? What program level outcomes do you expect to achieve?

- *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.

Unit Planning for Instruction, Student Services & CEWD
Division: Arts

2. 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.

Unit Planning for Instruction, Student Services & CEWD

Division: Arts

- *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.

3. Describe the resources needed

\$10,000 .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.

In past academic years the position of Gallery Director was 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

Unit Planning for Instruction, Student Services & CEWD

Division: Arts

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
	<u>OPE</u>	<u>1142</u>
	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

4. **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.

5. **Provide ORG & PROG codes**

ORG 621500

PROG 122000

Unit Planning for Instruction, Student Services & CEWD
Division: Arts

INITIATIVE NARRATIVE
FOR 2007-08 Implementation (pending funding approval)

Each initiative should be linked to the needs identified through Section III or from the 2005-2006 unit plans. Note that each division will submit only the top initiatives, comparable to the funding you've received in past years, and divisions are empowered to use their division-approved processes for selecting top priorities. When proposing an initiative(s), use the following structure for each initiative proposed:

Division Priority: 16

Please adhere to Approved List of Divisions for prioritization.

Initiative Title: New Marley Dance Floor (\$6,000)

Definition: An initiative is a set of planned actions to produce a desired outcome. Each planned action may be a line item.

1. How is the initiative linked to your 2005-2006 unit plans or Plans for Budget Development? What program level outcomes do you expect to achieve?

Our goal in the dance program is to provide safe quality instruction to our students. Dance is a performing art and performing in our theater requires a special dance Marley floor. Our current floor is over 12 years old and is in need of replacement. It currently has nicks and tears in it, which could be dangerous to the dancers and is aesthetically unpleasing. Our program offers several public performances per year, where close to 2000 people annually attend. Presenting professional high quality performances is important to us, and a new Marley floor is needed to continue to do that.

2. Describe the initiative

- *How does this initiative align with the strategic directions of the college?*
Dance develops students by cultivating an increased understanding of themselves. To study dance, is to study the self. In this process of self-study, naturally the students see themselves in relation to the community. There is a community of dancers in each class, and students watch and support each other's growth and learn to dance in groups with other dancers. This self-awareness is expanded and a personal responsibility to show up for the group emerges. This sense of community expands to the program as a whole during our well attended Open Show at the end of each term where students support and appreciated the learning of students in other classes. The sense of community expands to the larger Eugene dance community where students are exposed to dancers who choreograph and perform as quest artists in our annual concerts. Our state-of-the-art Somatics program in the dance program at Lane enhances students awareness of themselves-both in their bodies and minds. Also through studying dance, the students develop cultural competence through recognizing the arts and the role they play.

Unit Planning for Instruction, Student Services & CEWD

Division: Arts

- *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*
A new Marley Dance floor.
- *What is the need or intended use? How was that need assessed? What is your evidence of the need?*
The new floor will be used in all of our main stage performances. We assessed our need for a by consulting with our technical director and the dance faculty. Dance floors are generally replaced every 10 years.
- *Given college resources, is it feasible? Is it an efficient use of college resources?*
Dance performances at Lane are a bridge between the work we do in our classes and the community. The performances are the culmination of months of work, and present to the community the quality of our instruction and program. It is important that we continue to present quality dance productions to the community and a new Marley floor is necessary to uphold quality and safety standards.
- *What would be the campus location of this request/project?*
The Marley floor would be used in the Performance Hall.
- *How many students (per year) will benefit?*
500+ students
- *How will students benefit?*
Students will benefit by dancing on a safe, quality dance floor.

3. Describe the resources needed

Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

\$6,000

4. List the possible funding sources

Can this project be partially funded? No

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

5. Provide ORG & PROG codes

622280-111000

Unit Planning for Instruction, Student Services & CEWD
Division: Arts

INITIATIVE NARRATIVE
FOR 2007-08 Implementation (pending funding approval)

Each initiative should be linked to the needs identified through Section III or from the 2005-2006 unit plans. Note that each division will submit only the top initiatives, comparable to the funding you've received in past years, and divisions are empowered to use their division-approved processes for selecting top priorities. When proposing an initiative(s), use the following structure for each initiative proposed:

Division Priority: 17

Please adhere to Approved List of Divisions for prioritization.

Initiative Title: Two new Full-time Contracted Music Positions (\$100,000)

Definition: An initiative is a set of planned actions to produce a desired outcome. Each planned action may be a line item.

1. How is the initiative linked to your 2005-2006 unit plans or Plans for Budget Development? What program level outcomes do you expect to achieve?

Our curriculum is ready to grow. We now have the space to accommodate growth, but do not have the instructional resources. Currently, a large number of our jazz courses are taught by part-time instructors. Hiring a full-time person would be the next step to solidify a strong jazz program that would help transfer students as well as meet public and professional needs in the community. For some time we have wanted to offer extra sections of high-demand courses (Group Piano, Rock History, Music Fundamentals, Group Voice) at alternate times. Adding more full-time instruction is critical to accomplishing this goal, and it would bring in extra FTE, as well as bringing our classroom space to an even higher degree of use. Adding Chamber Music and Composition to our curriculum would bring our students experiences and classes that are a normal part of the Sophomore music curriculum. Currently, students have to work through Independent Study or outside of the system, thus losing FTE and denying our students the documentation they need for their experience.

2. Describe the initiative

- *How does this initiative align with the strategic directions of the college?*
This addresses planning for future faculty that is responsive to demand; planning for full use of our facility at non-peak times; of increasing FTE that is sitting there waiting for us.
- *What will the product, innovation, or change of this initiative be?*
To hire two new full-time contracted faculty.
- *What is the need or intended use? How was that need assessed? What is your evidence of the need?*
Evidence of the need is full classes, student requests, and having to outsource students to UO before they are ready.

Unit Planning for Instruction, Student Services & CEWD

Division: Arts

- *Given college resources, is it feasible? Is it an efficient use of resources?*
- *What would be the campus location of this request/project?*
Building 6, Music.
- *How many students (per year) will benefit?*
Approx. 564
(Group Piano @ 16 X 4 terms; Rock History @ 40 X 4 terms; Fundamentals at 30 X 4 terms; Group Voice @ 20 X 4 terms; Jazz Theory @ 20 for one term; Jazz @ 30 for one term; Arranging @ 20 for three term; Composition @ 10 for 3 terms.)
- *How will students benefit?*
Non-majors benefit from being able to register for courses that currently are often full.
Majors benefit from an expanded curriculum that better prepares them for transfer.

3. Describe the resources needed

Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

2 contracted faculty positions = \$120,000

4. List the possible funding sources

Instructional Budget

Can this project be partially funded? No

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

5. Provide ORG & PROG codes

622280-111000

Unit Planning for Instruction, Student Services & CEWD
Division: Arts

INITIATIVE NARRATIVE
FOR 2007-08 Implementation (pending funding approval)

Each initiative should be linked to the needs identified through Section III or from the 2005-2006 unit plans. Note that each division will submit only the top initiatives, comparable to the funding you've received in past years, and divisions are empowered to use their division-approved processes for selecting top priorities. When proposing an initiative(s), use the following structure for each initiative proposed:

Division Priority: 18

Please adhere to Approved List of Divisions for prioritization.

Initiative Title: Part-Time Dance Position

Definition: An initiative is a set of planned actions to produce a desired outcome. Each planned action may be a line item.

1. How is the initiative linked to your 2005-2006 unit plans or Plans for Budget Development? What program level outcomes do you expect to achieve?

Currently over half of the courses offered in the dance program are taught by part-time faculty. Our part-time budget was cut three years ago. All of our part-time classes are taught in the self-support model. Classes that tend to be lower enrolled are not offered to part-time faculty because if the course does not have adequate enrollment to support the cost of the teacher, the course is not taught. This negatively impacts the program by limiting the choices made in regards to who teaches what classes.

2. Describe the initiative

- *How does this initiative align with the strategic directions of the college?*
The study of dance aligns elegantly with the strategic directions of the college. Dance develops students by cultivating an increased understanding of themselves. To study dance, is to study the self. In this process of self-study, naturally the students see themselves in relation to the community. There is a community of dancers in each class, and students watch and support each other's growth and learn to dance in groups with other dancers. This self-awareness is expanded and a personal responsibility to show up for the group emerges. This sense of community expands to the program as a whole during our well attended Open Show at the end of each term where students support and appreciated the learning of students in other classes. The sense of community expands to the larger Eugene dance community where students are exposed to dancers who choreograph and perform as quest artists in our annual concerts. Our state-of-the-art Somatics program in the dance program at Lane enhances students awareness of themselves-both in their bodies and minds. Also through studying dance, the students develop cultural competence through recognizing the arts and the role they play. The college is committed to offering quality instruction to its students.

Unit Planning for Instruction, Student Services & CEWD

Division: Arts

This initiative supports that commitment. It also enhances the programs diversity by offering a wider range of instructors for our courses.

- *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*
The product would be a permanent part-time dance position.
- *What is the need or intended use? How was that need assessed? What is your evidence of the need?*
At least one half of the courses taught in the dance program are taught by part-time instructors. The need was assessed by reviewing the catalogue offerings and class schedule. The self-support model helps to achieve the goals of the dance program by providing a wide range of quality dance education, but it is extremely limiting in terms of who teaches which courses.
- *Given college resources, is it feasible? Is it an efficient use of resources?*
Yes. The dance program is strong and continues to grow. As it grows, adequate and secure budgetary support for a part-time dance position is critical.
- *What would be the campus location of this request/project?*
Where it was originally planned between PE and MDTA buildings.
- *How many students (per year) will benefit?*
All of our 1,000 plus students would benefit.
- *How will students benefit?*
Students would benefit by taking courses from instructors with the greatest expertise in that area.

3. Describe the resources needed

Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

\$26,000

4. List the possible funding sources

Instructional Budget

Can this project be partially funded? No

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

5. Provide ORG & PROG codes

622280-111000

Unit Planning for Instruction, Student Services & CEWD
Division: Arts

INITIATIVE NARRATIVE
FOR 2007-08 Implementation (pending funding approval)

Each initiative should be linked to the needs identified through Section III or from the 2005-2006 unit plans. Note that each division will submit only the top initiatives, comparable to the funding you've received in past years, and divisions are empowered to use their division-approved processes for selecting top priorities. When proposing an initiative(s), use the following structure for each initiative proposed:

Division Priority: 19

Please adhere to Approved List of Divisions for prioritization.

Initiative Title: Dance Accompaniment (\$3,300)

Definition: An initiative is a set of planned actions to produce a desired outcome. Each planned action may be a line item.

1. How is the initiative linked to your 2005-2006 unit plans or Plans for Budget Development? What program level outcomes do you expect to achieve?

There is currently no budget for live music to accompany our dance classes. In order for our students to get a full experience of dancing, they need to dance to live music. To facilitate the successful transfer of our students to dance programs in 4-year colleges (which typically offer live accompaniment for dance technique classes) it is necessary to offer them the opportunity to dance to live music. In preparing our students who are interested in teaching it is important for our instructors to be able to model the instructor/accompanist relationship.

2. Describe the initiative

- *How does this initiative align with the strategic directions of the college?*
- *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*
One or two musicians to play for intermediate/advanced dance technique class.
- *What is the need or intended use? How was that need assessed? What is your evidence of the need?*
The study of dance involves many facets. Musicality is an important part of learning to dance. Instructors are limited by the use of recorded music (which is typically in 4/4 or 6/8 time). It is more difficult to challenge young dancer's sense of time with these limitations. Live music can be played in any meter, any tempo.
- *Given college resources, is it feasible? Is it an efficient use of resources?*
Yes
- *What would be the campus location of this request/project?*
This would take place in our existing dance studio.

Unit Planning for Instruction, Student Services & CEWD
Division: Arts

- *How many students (per year) will benefit?*
Hundreds of students will benefit from having live music for dance classes.
- *How will students benefit?*
The study of dance involves many facets. In order to impose the academic rigor that is expected of any University or 4-year college student, high-quality Modern dance technique classes must include the use of live music. Musicality is an important part of learning the technique of Modern dance. Live music can be played in any meter, any tempo. Therefore an instructor can prepare movement without being tied to a recording. The movement comes first and is emphasized. The accompanist then plays the appropriate meter and tempo to go with the movement. It gives many more options and depth of movement. Students learn to “feel” movement rather than have movement function secondary to a “soundtrack.” With this in mind, our students benefit not only by experiencing a high-quality, well presented modern dance class but also by being prepared for the transition from Lane Community College to a 4-year college, University or to a career in dance.

3. Describe the resources needed

Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

We would need \$1100.00 per term. This would cover 2 accompanists. Either two for one class or one each for 2 classes.

4. List the possible funding sources

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

5. Provide ORG & PROG codes

622280-111000

Unit Planning for Instruction, Student Services & CEWD
Division: Arts

INITIATIVE NARRATIVE
FOR 2007-08 Implementation (pending funding approval)

Each initiative should be linked to the needs identified through Section III or from the 2005-2006 unit plans. Note that each division will submit only the top initiatives, comparable to the funding you've received in past years, and divisions are empowered to use their division-approved processes for selecting top priorities. When proposing an initiative(s), use the following structure for each initiative proposed:

Division Priority: 20

Please adhere to Approved List of Divisions for prioritization.

Initiative Title: Curriculum Development, ArtWork, Integrative Arts (\$10,000)

Definition: An initiative is a set of planned actions to produce a desired outcome. Each planned action may be a line item.

1. How is the initiative linked to your 2005-2006 unit plans or Plans for Budget Development? What program level outcomes do you expect to achieve?

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.

Enrollment is a significant part of the Arts Division outcomes in that sustained growth is the sign of a vital and critical learning environment. Additionally, the mission of the division to teach art to individuals includes enhancing awareness of the value of arts in the lives of both students and community members. The ArtWorks initiative is designed to support pedagogical development with cutting edge theory that support the growth of the arts not only within the department but also throughout the college programs and the larger community. The marketing component of the ArtWorks initiative is designed to increase awareness of the Arts in the larger community and of the offerings of the Arts Division at LCC.

2. Describe the initiative

First, this initiative will allow the division to request College support for curriculum development under the ArtWorks Initiative. In order to insure that our courses and

Unit Planning for Instruction, Student Services & CEWD

Division: Arts

programs are properly promoted and integrated into the college curriculum, 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 is essential.

Second, this initiative will provide funds to support the ArtWorks marketing component that will promote the concepts that ArtWorks for Education, Community, Business and You. We will use the funds to produce posters and make presentations to the community that promote and enhance the presence of the ArtWorks model and the Arts Division.

- *How will students benefit?*

Students always benefit when pedagogy is innovative, cutting edge and well prepared.

- *What is the need or intended use?*

To provide students and the community with the most innovative Arts program available.

- *Is it feasible?*

Yes

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

Arts classes are taught throughout the campus

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

At least 6,000

3. Describe the resources needed

\$10,000 and requested curriculum development funds.

4. List the possible funding sources

- *Can this project be partially funded?* **Yes**
- *If so, what portion could be funded at what minimum cost?* **50%**

5. Provide ORG & PROG codes

622280-111000