

ART DEPARTMENT ASSESSMENT: 2017-18

I. SUMMARY

During **2017-18**, the following is a summary of the activities/events/initiatives in the Art Department:

Professor Jim Schietinger officially retired in May,2018, after 40 years of service to Millikin.

We opened up a search for Assistant Professor of Ceramics/Sculpture. After reviewing 68 applicants, we successfully completed the search and are pleased to have Jennifer Holt joining us in the Fall of 2018. Jennifer will be overseeing the Sculpture, Ceramics, and Foundations 3D Design areas with her coursework.

We hired John Hoag in January to teach our Foundations Drawing I and Drawing II classes.

Our new art therapy faculty (January hire) Kathleen Buday abruptly decided to resign in April. Shortly into the spring 2018 semester it became increasingly evident that she was not happy here, and that the fit was not a good one for all concerned. Coincidentally, our #1 candidate for the art therapy position search from 2 years ago, Dr. Jonathan Haag, reached out to us once again expressing his interest. After a round of scheduled interviews, he has agreed to join the art department beginning Fall 2018.

We are poised to consider growing the Art Therapy offerings, as this is an important area of emphasis, and we should make the necessary efforts to allow this to become one of our signature programs, as not many undergraduate institutions offer this degree.

Commensurate our current offerings in Art Therapy. We look forward to Professor Haag to bring in specific credentials for certification and an expanded opportunities for clinical types of experiences, and perhaps some partnerships with the Human Services/Counseling Department here at Millikin. We also hope to establish Art Therapy at the Women's Correctional Facility here in Decatur.

We are pleased to offer (courtesy of Patron's Society Funds) a paid summer residency for Senior Art Therapy student Lea Cameron at the Cancer Care Center at Decatur Memorial Hospital. We anticipate seeking regular funding to be able to offer this residency on a yearly basis, as it is a good partnership for DMH and Millikin, is an obviously valuable Performance Learning opportunity for our Art Therapy students.

A new set of responsibilities lies ahead as we have been asked to take over the Blue Connection Class effective Spring 2018. Professor Walker has been assigned to teach the course, which will require more than a 3 credit release, as the demands and load for this venture are considerably beyond a typical classroom –centered course. We are currently in a reboot mode in order to examine the ways in which we can make this course best serve both our Ba and BFA degree students.

Also, with the recent de-accessioning of the Birks Museum, we are mindful of Professor Walker's already full plate, and may need to hire an adjunct to teach one of his courses. With Perkinson Gallery formerly Jim Schieitnger's responsibility (for which he had a course release, we may need to consider a solution for that . I have been active in making sure that the gallery schedule has been ready for print each year, but it might be possible to provide a stipend for Johnny Power, as he already is in charge of the Annual A*C*E* High School Art Exhibition and workshops. By the way, this event has also been turned over entirely to the Art Department (formerly it was partially funded via the Center For Entrepreneurship)

Our commitment to **Performance Learning** has many facets: Some examples include:

Perkinson Gallery Schedule 2017-18

Mike Pasier "Gradual Dislocation" Aug 21-Sep 28, 2017. Artist and Millikin alum Mike Pasier (BA 2002) will display his paintings in his first solo exhibition in Illinois. Pasier employs a process of layering along with the use of repetitive additive and subtractive techniques within a loosely defined grid structure to create both a sense of movement and layering in his work.



October- Jacob Foran-ceramic sculpture

Jacob Foran is one of the hottest young ceramic artists in the country now. (just selected by Ceramics Monthly for its "emerging artists" issue) He has showed similar work at Abmeyer & Wood in Seattle.



Load in – Sunday, October 8, 2017

Show Dates: Oct 9-26, 2017

Load out – Friday, Oct 27, 2017

A.C.E Annual High School Art Exhibition November 6-18, 2017. Co-sponsored by the Millikin Art department and Center for Entrepreneurship, this exhibition and accompanying workshops showcases the artwork of central Illinois High School area art students, and provides educational activities for students, teachers, and parents. For more information visit www.millikin.edu/hsartshow.



Taryn Pepping, Bachelor of Fine Arts Thesis Exhibition. Nov 27-Dec 10, 2017. Senior BFA Art Therapy student Taryn Pepping will present her exhibition focusing on ceramics and painting.



Selected Works from Cinema Gallery. January 22-February 22, 2018. Cinema Gallery showcases work of over 70 professional artists of the Midwest including faculty from the University of Illinois, Parkland College, Illinois State University, Eastern Illinois University, Fontbonne University, Illinois Wesleyan, Morehead State University and St. Louis Community College.



Millikin Art Department Senior Bachelor of Fine Arts Thesis Exhibitions April 8-27, 2018.

The Annual Bachelor of Fine Arts (BFA) Degree Senior Exhibitions feature a variety of outstanding works by senior BFA students in partial fulfillment of their degree requirements. Areas represented include: painting, drawing, sculpture, ceramics, design, photography, printmaking, and mixed media.



Millikin Art Department Annual Student Show April 30-May 10, 2018. On display will be works by freshman through junior art students representing: painting, drawing, sculpture, ceramics, design, photography, printmaking, and mixed media.



Other Performance Learning components:

Annual **Self Employment in the Arts Conference Juried Exhibition**

The Annual **Chili Bowl Fundraiser** for the **Good Samaritan Inn**.

The **Annual Student Juried Exhibition**.

The **Annual Senior BFA Thesis Exhibitions**.

Fall Semester Senior Reviews.

Spring Semester Sophomore Reviews.

Cancer Care Art Therapy Experience.

Internships.

Ignite Design Studios.

II. MISSION

The Art Department Mission Statement is as follows:

To provide a creative and scholarly environment for the development of students striving to be professional artists and offer the campus community educational venues for the appreciation of the visual arts.

The mission proposes that students:

- must know what it takes to master technique

- must see and recognize the work of others in context to their own work
- must demonstrate and understand the application of the formal elements within their work and the work of others
- and must understand the professional expectations and work habits relative to their discipline.

For all students studying in the art program, these are the central goals that focus their learning:

- Students will participate in critiques of their own art as well as others.
- Students will make the necessary time commitment to create their art.
- Students will demonstrate personal growth and understanding as it relates to the development of and execution of their art.
- Students will be responsible and reliable relative to how they interact with others.
- Students will engage in a personal pursuit of meaning and value.

For students studying in the B.F.A. program, these are the central goals that focus their learning:

- Students will demonstrate a professional approach to the creation of, discussion of, and display of their art.
- Students will learn to creatively work beyond themselves in collaborative ways.
- Students will demonstrate technical mastery of their chosen discipline.
- Students will learn to analyze their art within the context of the history of art.

III. OVERVIEW

Faculty: 5FT, 2PT

The art department offers the **Bachelor of Arts** degree and the **Bachelor of Fine Arts** degree in: **Graphic Design, Art Therapy, and Studio Art** for students interested in pursuing a career in any area of the visual arts.

Enrollment Apps/Admits

For **Spring of 2018**, the distribution and number of students in the art department were as follows:

BFA

Studio Art	12
Graphic Design	15
Art Therapy	15
Art Education	2

BA 6*

Total Art majors: 50

*denotes double major: Art BA/Art Education-counted as Art Education

For AY 2017-18, we have the following figures regarding portfolio reviews/admits.

For Fall 2017:

84 applicants,
15 live admits - 13 freshman, 2 transfers,
2 pending - 1 freshman, 1 re-admit
24 canceled before completion
57 canceled after completion
12 were denied

For Spring 2018:

2 applicants
1 live admit – 1 transfer
0 pending
1 canceled before completion
0 canceled after completion
0 were denied

Summary: Our total apps were down from 143 to 84, with 16 live admits, down from 26. 25 cancelled before acceptance, and 34 cancelled after acceptance. **This is a significant reduction in apps (@60%).** Our total number of majors is 50. This is a concern that needs to be addressed via enhanced recruitment efforts now that we have had a **FT CFA recruiter in place since Fall of 2017.** We have planned for an Art Camp in the fall of 2018, and would like to have some clarifications/assistance/possible strategies and accountability regarding the efforts in that office.

Having the CFA recruiter provide each area/department in CFA with an account of activities, i.e. HS College Fairs, Visiting area high schools, outreach efforts to yield more apps, etc.

Conclusion: Possibly more students enrolling in community colleges for the AA degree as evidenced by our increase in transfer students. Our apps have increased, but we have had a considerable amount of cancellations. I feel we need to still get our message out there . Both our website and collateral materials are better than last year.. Possibly a CFA recruiter would help. **Key facilities upgrades** would no doubt improve the numbers that cancel after acceptance. It seems we could do a better job of marketing our **Art Therapy** program, finding ways to high light the uniqueness of this area of study. The addition of the **Entrepreneurship Minor** suggests an opportunity for recruiting additional students. I still believe that **Key admission/marketing/recruiting strategies are still needed.**

Students are admitted to the art program as BA majors through a portfolio review process and only after being admitted to the University. During Spring semester sophomore year, students are reviewed to determine their eligibility to pursue the BFA degree. All art majors are reviewed again in the Fall of their senior year.

Art majors are introduced to their discipline through foundation courses in design and drawing as a means of guaranteeing unified knowledge as students move into their chosen area of focus. Students engage regularly in critiques and have various opportunities to exhibit their work in formal and informal venues within the department and around campus. The department provides a creative environment in which students can best learn to express themselves both verbally and visually. This is achieved through classroom interaction as well as informal gatherings within the studios throughout the day and evening.

A successful BFA graduate will find professional work within the graphic arts field, art therapy, art business, professional studio/co-op/gallery, or go on to graduate school. A successful B.A. student will pursue similar paths that may lead to work with community art centers, art organizations, or their own art studios.

Art students have opportunities to exhibit their work and see professional exhibits in three on campus galleries: Studio Gallery, Lower Gallery, and Perkinson Gallery. They also have a retail venue for their work in the student-run gallery "The Blue Connection" which is part of the Art of Entrepreneurship class. Students regularly work with local community groups as interns, volunteers or members. These art groups include Gallery 510, Decatur Arts Council, Decatur Public Library, Decatur Public Schools, Decatur Ad Club and NOVA Gallery.

Art students have the opportunity to travel to various locations nationally and internationally to see artwork and be inspired to create their own art. Locations include Chicago, St. Louis, the Four Corners Region of the Southwest, France, Italy, Spain, etc.

Advising is important in maintaining students' progress and is a central piece of all curricular and programmatic assessment of the Department. Advising occurs in a variety of contexts:

- **Academic Advising:** A disproportionate allocation of advising responsibility currently exists in the department due to the large number of Design majors (32 of 91) compared to the other majors as well as the larger load that exists from the combination of Art Education and Art Therapy majors (29 of 91). We hope to address ways of correcting this imbalance.
- **Practicum and Internship Advising:** Students in all programs often work on individualized projects in their major programs. This means of assessment as well as extra workload falls on the faculty with the larger number of advisees.
- **Career or Professional Advising Beyond Coursework:** Many students often feel more comfortable speaking to faculty who share their particular interests or career aspirations. As do faculty members in other departments, art faculty often act as role models for students as they develop and plan their careers. In the spirit of theory and practice we participate as a Department in "collective advising." As a matter of course, we attend all art exhibits, both student and visiting professional shows. We often communicate and confer in an effort to provide strong, critical and consistent feedback to our students, either through classes or one on one mentoring.

Art Departmental Degree Program Offerings

1. The Art Department offers a BA and a BFA in Art with a focus on the following different majors; Commercial Art/Graphic Design, Art Therapy, Studio Art. We also offer interdisciplinary degrees with the Education Certification, and a Minor in Entrepreneurship. Between the two majors (decisions on BA or BFA do not take place until after a Sophomore review) we currently have approximately 75 students. There are 5 FT and 2 PT faculty in the department.
2. The Art Department actively engages in collaborative initiatives through two **inter-disciplinary** courses – The **Art of Entrepreneurship** and The **Art of Publishing**. These courses are designed to provide more opportunities for our majors without adding to the cost of our program.

3. The Art Department serves @ **60 non- majors per semester**, 48 in 2 sections of Intro To Visual Culture, and the rest are served in our entry level studios courses. This is **considerably higher** than any area of CFA, considering that we only have 5 FT faculty.

IV. ASSESSMENT

Program Quality Assessment:

The following Quality dimensions are relevant for the Department:

1. The faculty is uniquely qualified to provide a strong art experience for both very skilled and talented incoming students as well as less advanced and average skilled students.
 2. Alumni success indicates quality preparation.
 3. Students are choosing to attend Millikin to study art to interact with our faculty not because of our facilities.
 4. The portfolio review process continues to set the standard for quality student admits.
 5. Although we attract many first generation college students from smaller high schools who require financial assistance, our numbers reflect a solid consistency of enrollment and relatively low operating costs for the type of art experience we offer.
 6. We are recognized as being flexible, collaborative, and practical with both internal and external constituents.
1. The faculty is comprised of qualified individuals with professional backgrounds who are engaged in their disciplines on a continuing basis. Therefore, **we practice what we profess** in the classroom and consequently transfer that mindset to our students. This is at the core of **Performance Learning**. Our **faculty are unique in their caring for the individual student** and their ability to transfer valuable knowledge outside the classroom (sometimes when the student least expects it). Our **faculty recognize art students have different skill levels and work extremely hard at bringing the greatest potential out of each student**.
 2. The **faculty have crafted the art curriculum that best prepares our students for entry into the art profession** upon graduation centered around the university's goal of combining theory with practice.
 3. Alumni success is a key indicator of quality. Examples of student entrepreneurial ventures/laboratories include: **Blue Connection Gallery**, **Carriage House Press**, and **Ignite Design Studios**.

Some examples of **successful** graduates include Eric Weatherford who owns and operates **Oddwall Painting**: a mural and freelance art company. www.oddwallpainting.com.

Hugh Sullivan, who is co-owner with Alida Duff Sullivan, of **Hulida Productions** a photo/video production company, www.hulidaproductions.com

Hugh also works for the Herald & Review managing the streaming video reporting component of their web site, Ryan Gallagher was hired by a professional photography studio in St. Louis, Mike Mullan, who has his own graphic design company in Vermont, www.mullanillustration.com

Some examples of **successful alumni** in studio art include Jessica Sebok, owner of **Jessica Sebok Portrait Artist**, www.jessicasebok.com Richard Keen,

www.richardkeenstudio.com , Eric Lee, Nathan Cox, Rob Fifield, Assistant Professor of Art at Whitworth University, Ben Gardner, Associate Professor of Art at Drake University, Rachel Walker, owner of **Florabundia** clothing line, www.florabundia.com Katie Hinton, Andy Messerschmidt, Michael Wille, **Director of Illinois State University School of Art**, Angie Zielinski, Associate Professor of Painting at the University of Arizona, Teresa Sharpe, **Professional Tattoo Artist**, www.teresasharpeart.com Amber Hany, Ben Cohan, Assistant Professor of Art at Lakeland College, Erica Reese Melcher, Kari Thornton Hooten, owner of **Kari's Clay Creations**, www.karithornton.weebly.com and Amanda Voltz. All of who are currently or have completed graduate study in studio art and are either teaching at the university level, are practicing artists, or both.

We teach our students to be successful by:

- Searching for ways to be **self-sufficient** within the discipline of art. We teach them that no one will hand them a job on a silver platter and if they cannot find one, create their own.
- Be **entrepreneurial** even if you are not working directly in your chosen field. Always look for ways to get your art in front of people by setting up exhibits, donating work for charitable causes, volunteer in all types of art related events, keep honing your craft/skills by keeping up with your own studio and/or taking additional classes.
- **Craftsmanship** is king. They may be creative and cutting edge, but if they falter on craftsmanship their end product will not be successful.
- One of the best things we do is prepare our students for a professional career in the Art world by supporting the institution's mission of **combining theory and practice**. We pride ourselves on **identifying** student's **strengths** and then assisting them in maximizing those strengths as it relates to employment opportunities. We do this through an emphasis **on production/studio work , internship opportunities and real world job experiences. This becomes the hallmark for Performance Learning.**

A measure of a successful Art program is the ability to be **flexible, collaborative, and practical**. We are **flexible** in that we can think on our feet and get the jobs done no matter what the obstacles. Whether mounting a huge exhibit for very little money or developing alternative methods for firing ceramics, our faculty go with the flow to make things work. We are **collaborative** because we know how to work well with others. Whether it is taking on design jobs with outside companies or providing interns for a nursing home, people on campus and in the community know we provide assistance and valuable services when called upon. We are **practical** because we understand the negative stereotype of the “starving artist” and we work to eliminate any reason for that myth to continue or perpetuate itself. **We debunk the myth by showing students how to make a living being an artist without selling out.**

Our curriculum is designed to follow standard Art School sequencing of courses. This includes Design and Drawing Orientation for all freshmen. Sophomores are then allowed to break off into their chosen area of interest within the studios. Juniors continue to develop their skills and work to develop a body of work while taking advantage of opportunities to travel or seeking internship positions. Seniors focus on developing their

portfolios for either job seeking or entrance into graduate school and conclude with some type of exhibition experience here at Millikin as a requirement to graduate.

In support of these efforts we provide students with multiple opportunities to learn to be **self-sufficient**. For example students may join the Art Club where they undertake community projects to raise money to support exhibits and trips to museums and galleries in larger cities. Students may also participate in the annual Pottery/Art Sales held twice per year, which allow them to earn money by selling their work to the public. They also may consign art work to the student run gallery the Blue Connection which is specifically set up to market art created by students, faculty, alumni and friends of the university. Students also have the opportunity to sell their work at the annual Student Art Show and/or their individual Senior One-Person Exhibit.

Department/Program Efficiencies:

In terms of **efficiencies**, it is worth noting that a majority of courses in the Art Department are **stacked**. In other words, a course such as painting or sculpture will consist of **beginning, intermediate, and advanced students**, with the instruction necessitating a degree of flexibility and fluidity in order to provide the necessary technical, aesthetic, and conceptual information to each respective student level and individual need.

-Art Department Faculty teach **stacked courses**(beginning, intermediate, advanced) students all in the same class period.

-Art Department Faculty teach at least **1 course outside of their area of expertise**.

-Art Department Faculty **teach 60 non-art majors per semester**, satisfying the FA requirement.

- **Art Department Administrative Assistant Splits her duties with the Kirkland Fine Arts Center**. As a result, we do not have a full time person to assist in all of the day-to day operations of a mid-size department.

-Art Department has **cut traditional Photography** from its offerings. This has saved the department the maintenance costs of the traditional darkroom and old SLR cameras.

-Art Department **adjunct faculty teach 50% of freshman art foundations coursework**.

-**Perkinson Gallery** exhibitions have **been reduced to two per semester**, thereby reducing the overall costs of exhibitions.

-Art Department **operating budget has been frugal at \$59,000**

In spite of the above mentioned efficiencies, we have still been able to set ourselves apart from our peer institutions in a couple of ways:

- Our **Art Therapy** program is only one of very few available nationwide as an undergraduate program. This program has demonstrated the ability to offer students a consistent platform from which to enter grad school in Art Therapy. Our competition for undergrads in Art Therapy is from the Art Institute in Chicago and SIU Edwardsville.
- Our **Graphic Design** program offers students an opportunity to work with computers at a very early stage in the curriculum (AR125 Production Techniques) and provides access to client based

projects as early as the sophomore level. Our competition for students in Design is from Eastern, IL Wesleyan, Art Institute, Bradley, Whitewater WI, etc...

- Our students consistently have the opportunity to travel on **immersion** courses to domestic and foreign locations accompanied with Art faculty.

- Our **BFA in Studio Art** has a very high ratio of admits to graduate school in the Studio Art areas for our size of program: since 1996, 22 BFA students have gone on to graduate study for the MFA degree. Many of those have **received Full tuition scholarships**. Of those, 4 are employed as professors of art, and 7 are professionally active exhibiting, teaching, and working as artists.

Program Potential Assessment

The following Potential dimensions are relevant for the Department:

1. The Department exemplifies the institution's mission and can assist further in its drive to become a distinctive small university.
2. The BFA Graphic Design program has more capacity.
3. The BA in Art has more capacity.
4. The Art Therapy area has room for growth and clinical connections.
5. Art History and Entrepreneurship have potential growth once their roles are examined and boundaries are established.
6. The art program enriches campus culture in many ways.
 1. We have seen a decline in enrollment as indicated in overall applications. We have seen a drop in enrollment numbers compared to 5-6 years ago
 2. We support the university in other ways by providing fine art credit within our curriculum for non-majors. Non-art majors may **take Intro to Visual Culture** or any studio that does not have prerequisites and is not full with art majors. For example we have a large number of **non-majors** (30-50%) who take Beginning Photography or Ceramics. We usually have (5-10%) non-majors taking design and computer classes as well. Our art immersion trips have a high percentage of non-majors who travel with our groups.

We have seen an **increase** from 2-3 **transfer students** per year to 5-6, which may have to do with the economy. However, sometimes art transfers usually are behind when they are admitted to our program in their skills and require a lot of work by faculty to get them to a proper level to make progress towards graduation.
 3. **Graphic Design** is a program with approximately 50% of Art majors working within the areas of design and computer graphics – with a strong connection to photography as well. Graphic Design is also justifiably perceived as being a practical Art major in the minds of students and parents because of the direct channels into employment. Graphic Design can be packaged in positive ways that make the major appealing for students with minimal “art skills”. Our capacity in this area is limited only to facilities and faculty loads. It would also require additional course development and revisions of how our Graphic Design majors work through our curriculum. Graphic Design students **comprise approximately 30% of our majors**.

4. **Technology** is a part of the Graphic Design curriculum. We have struggled through the years to support technology and maintain a functional computer lab in creative ways. This is an ongoing issue and will continue to have to be discussed. The fact remains that our technology **is equal to or less than the average high school program** our students generally come from. This means we have little to offer in terms of the technology and have to make it up in the caliber of instruction and quality of the projects we engage our students in. Graphic Design is another **signature Performance Learning** area. The addition of the Arts Technology Degree has had an impact on the traditional Graphic Design Student in that there is overlap with some of the coursework.
5. The **BFA in Studio Art** has been one of our **signature** programs as an example of **Performance Learning** in action. The immersion of each student in his/her respective creative medium is at the very core of the Art Department's mission and goals. The majors in **Studio Art comprise 25% of our majors**.
6. The **Art Therapy** area has been a mainstay in our program. As one of the few undergraduate programs in the state, it offers our students an ability to use their art skills and apply them towards therapy for both adults and children. Our partnership with **Decatur Memorial Hospital** and the **Cancer Care Center** remain a strong element of performance learning in the community. We have a strong recruitment opportunity to develop even more as we move forward. The students in **Art Therapy comprise 30% of our majors. Art Therapy is one of our most active Performance Learning areas**.
7. **The BA in Art** has capacity for students who are interested in Art but also interested in other disciplines. The **BA in Art is flexible** for the student who wants an art experience but does not have the same commitment to the studio load. The BA in Art offers students from other disciplines that want to double major in Art the opportunity to successfully complete two degrees. We need to grow in this area. This group **comprises 10% of our majors**.
8. **Art History** has been a mainstay for our majors as well as non-majors wishing to take Intro to Visual Culture or other Art History classes. We have looked into the possibility of developing a major in Art History because we feel there is capacity in a lecture/research environment as opposed to our lack of space within the studios. A **certificate in Art History** will be an opportunity to grow this area.
9. The entire art program **enriches campus culture** in many ways. We are responsible for maintaining an **exhibition program** throughout the year in **Perkinson Gallery, the Blue Connection** and the **Birks Museum. Performance Learning** is embedded throughout our curriculum: Some examples of **Performance Learning**: the **Ceramics Chili Bowl** event, the student **Blue Connection After 5 Live** events, the **Cancer Care Center, Carriage House Press, Ignite Design Studios**, and the numerous **art internships** both on and off campus.

V. RECOMMENDATIONS

Recommendations for Action

1. Work to provide a valuable service to these students by adding flexibility, adjustments in faculty distribution, and additional **collaboration** opportunities between disciplines. Our BA students have the **AR 390 Blue Connection Gallery** course as their capstone experience. As a result, our BA student curriculum has a cohesive **interdisciplinary** experience. We are in the process of revamping our curriculum to ensure more student ownership (**both BA and BFA**) of the Blue Connection experience.
2. **We need to increase number of applicants for the Department's major programs through intense marketing efforts. (The Art Department needs assistance from the CFA Recruiter and marketing in this area.) Going from 143 to 84 apps in one year 2016 vs 2017 indicates something is not working** from the recruiting standpoint. We have actively participated for the last 2 years in the Annual Illinois High School Art Exhibition (IHSAE) and portfolio reviews. www.ihsae.org We also need to continue to offer the Annual A*C*E* High School Art Exhibition and workshops as a recruitment tool. (see attached expense sheet)
3. **Improve studio/work spaces** as resources/opportunities become available.
4. **Add a full-time position** in a combination role teaching **Foundations 2D Design and Photography/Arts Technology**. These are the areas for greatest growth potential.
5. Continue to be supportive of Art faculty who are willing to **travel, both domestically and internationally**, with students. Our faculty has gone above and beyond in this area and has provided valuable PR opportunities for the department as well as the university. The Art Department should play an integral role in future plans for global travel. Recommendations for continuation in art travel courses are based on past success and the pure marketability of a student being able to satisfy his/her fine art requirement with a domestic or overseas art travel experience.
6. Continue to provide **FAR** courses.
7. Continue the development of curriculum for the **Art Entrepreneurship** minor and offer **Performance Learning** components in each course. Possibly combine with efforts to bring in more Art History students by creating an actual **Art History Minor**.
8. Utilize the **Art Certificates** for non-majors who do not have the opportunity to study a minor, yet wish to take a sequence of art courses.

2017 A*C*E* Expenditures

Awards

Best of Show	\$200.00
Art Faculty Award	\$100.00
Art Faculty Award	\$100.00
Honorable Mention 1	\$50.00
Honorable Mention 2	\$50.00
Honorable Mention 3	\$50.00

Stipends

Coordinator	\$3,500.00
Juror Fee	\$250.00

Supplies/Materials

Weebly-website activation fee	\$144.00
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Printing/Duplicating/Postage

Brochure	\$47.00
Catalogue	\$111.00

Food/Reception

Catering	\$655.21
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Total	\$5,257.21
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