

Unit Missions

ART Mission Statement

Mission statement

The purposes of the Art Department are: to train teachers of art for the elementary and secondary schools, to prepare students for careers in the professional fields of art, and to offer courses to other students who wish to take art for its aesthetic and cultural values.

The Art Department will provide students with both fundamental and advanced understandings of their chosen artistic concentrations including the studies of Crafts, Graphic Design, Painting, Photography, Sculpture, and Digital Media Arts.

The Art Department will develop and promote an environment of artistic achievement through presenting the broadest possible range of learning experiences for its students.

Through a diverse offering of coursework, guest artists and lecturers, field trips, class projects in the local community and other arts related learning events, the Art Department seeks to educate art students, students from across the university, and local community members in the arts and related fields.

The Art Department will support graduating students as they make the transition into professional artists and art teachers by providing information, skills, and professional guidance.

Learning Outcomes

BA-ART-EDU 01: LO Teaching Art

Start: 7/1/2014

End: 6/30/2015

Providing Department: Art

Learning Outcome

Each graduate will demonstrate proficiency in studio art.

Each graduate will demonstrate a knowledge and understanding of art history.

Each graduate will demonstrate methods and procedures important for effective art teaching that reflects an understanding of the Mississippi Visual and Performing Arts Frameworks.

Data Collection (Evidence)

Grades and test scores will be collected by the department. Grade distribution in studio art classes, art history, and evaluation forms completed by supervising teachers and cooperating teacher in student teaching internships and PRAXIS Tests will be analyzed to determine weakness and strength.

Results of Evaluation

91% of students earned a grade of “C” or better in art studio and art history classes. 100% of students passed student teaching once admitted. One student did not pass the PLT on the first try. Studio art and art history class scores will be monitored to see if curriculum adjustments need to be made. Students will be advised to take art studio and art history courses that will help prepare them for the Art Content Specialty Area Test of the PRAXIS II. PRAXIS scores will be monitored to see if curriculum adjustments need to be made. Assess writing samples in classes and grades made in English and Math courses to identify students who may have trouble on the PRAXIS I and try to offer help and suggestions.

Use of Evaluation Results

Studio art and art history classes will continue to be monitored and courses will be re-examined if students do not meet the minimum score or the grade of “C”. Students were advised to take classes such as ART 492: Art Theory and Aesthetics as one of their art history electives because Aesthetics is one of the strands of the Frameworks and is covered on the PRAXIS II Art Specialty Test. PRAXIS specialty test will continue to be monitored and courses will be re-examined if students do not meet the minimum score.

BFA-ART-CR 02: LO Proficiency in Crafts

Start: 7/1/2014

End: 6/30/2015

Providing Department: Art

Learning Outcome

Graduates will be familiar and proficient with the diverse styles within the crafts major, including ceramics, fiber, furniture Design, and mixed media.

Graduates will have the knowledge and skills to enter their chosen field and be prepared for studio practice, studio production, community arts involvement, graduate school and employment.

Graduates will achieve a high level of skill in the use of basic tools, techniques and processes to produce work from concept to finished object.

Graduates will achieve significant competency in traditional or innovative approaches or techniques appropriate to their work, as well as personal conceptual direction.

Graduates will have an understanding of the diversity of styles and methods within crafts, including ceramics, fiber, and mixed media.

Data Collection (Evidence)

Grading is based on the following: Completion of Assignments (75%; presented by on-time, at class critiques; Written Tests and Assignments (15%); and Participation (10%; attendance/tardiness/leaving early, work ethic towards projects, class discussions, critiques and in-class clean up).

Projects are graded using the following criteria: presentation – presenting work verbally during critiques; craftsmanship - the way you handle the materials; concept - the idea(s) behind your work; and the overall impression of the work. Project grades will be averaged.

Ceramic and fiber pieces were submitted to the Annual Student Exhibition and Annual Mississippi Collegiate Competition. A fiber piece won a first place award in the 2015 Student Exhibition and a ceramic piece and furniture design work also won awards.

Craft students produce a body of work for Senior Thesis with a written Thesis Statement, discussion with faculty thesis committee and Thesis Exhibition

Results of Evaluation

Critique skills and talking about artwork is sometimes challenging, but with practice, the majority of students are able to master this skill.

Use of Evaluation Results

Furniture design has been added to the craft program.

Visiting artists have conducted workshops, critiques, and discussed images of their personal work to provide further exposure to the craft area.

Students in the craft program are evaluated on their studio practice, critiques on their work by faculty and visiting artists' and by the final grade on the Thesis project. The ceramics and fiber program continues to be assessed and improved.

BFA-ART-GD 03: LO Proficiency in Graphic Design

Start: 7/1/2014

End: 6/30/2015

Providing Department: Art

Learning Outcome

- Proficiency with the Mac computer platform
- Proficiency with Adobe Illustrator, Adobe Photoshop, and Adobe In Design. Students will also demonstrate basic to intermediate knowledge of web design including CSS, HTML.
- Introductory knowledge of a broad range of graphic design areas including: research, conceptual development, layout design, photo manipulation, identity and promotional design, packaging design, web design, poster design, ad design, corporate design. Depending on the student's elective credit they will be exposed to further courses in illustration, web design, video, motion graphics, and packaging.
- Basic understanding of contemporary design trends, major graphic designers, and historical design movements.
- Ability to verbally evaluate design, formulate opinions, receive criticism, and assess a projects trajectory through critique.
- Successful completion of a 240-hour internship with a department approved agency, design firm, or related industry.
- Presentation of a professional quality portfolio in print, digital, and web.
- Presentation of design statement, cover letter, resume, and other various writing components.
- Formulation of a student directed senior project reflecting proficiency in any of the above areas.

Data Collection (Evidence)

- Verbally evaluate coursework through critiques of projects utilizing both in-progress and final critiques. Students reflect on the critique process and how they engage in that process.
- Written evaluation through the use of project rubrics detailing a student's progress in project-learning goals, project development and research, and critique. A grade of "C" denotes basic understanding.
- Intern evaluation by the supervisor of the approved internship upon completion of the 240-hour course. Ratings are based on performance, adaptability, and other factors.
- One-on-one review of final portfolio in 3 media, and professional writing for job search, in an interview format.
- Student exit interview with professors to evaluate areas of success and areas needing improvement in the graphic design concentration.

Results of Evaluation

Nearly all our students score very high on internship evaluations and receive positive feedback from employers with above average grades. Students produce portfolios and business writing allowing them to obtain jobs in graphic design or related fields.

Evaluations have let us know that we need to focus more on teaching typographic skills. As such course projects in all classes have increased attention to typographic principles.

Use of Evaluation Results

The Graphic Design Curriculum will continue to be assessed and improved with additional classes created to adapt to this ever-changing field. Internship evaluations and exit interviews are crucial components for making changes in the graphic design curriculum. Based on feedback and analysis the following course additions have been made:

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- Graphic Design Service Seminar
- Package Design
- Advanced Web Design

Besides adding courses, existing courses are modified to reflect student input, changes in the field, and instructor assessment. Additionally, motion graphics has been re-added to the curriculum to reflect a need in that skill area for our graduates. In order to provide our students with further exposure to the work place, guest designers and artists have conducted critiques, workshops, and exhibited their work in the Wright Art Gallery. Students also visit graphic design agencies and in-house design departments in Memphis, TN to get a firsthand look behind the scenes and talk with industry professionals. "Guest speakers via Skype" chatted with students.

BFA-ART-PA 04: LO Proficiency in Painting

Start: 7/1/2014

End: 6/30/2015

Providing Department: Art

Learning Outcome

Graduates will have an understanding of basic principles of design and color, concepts, media and formats, and the ability to apply them to a specific aesthetic intent.

Graduates will have functional knowledge of the traditions, conventions, and evolutions of the discipline as related to issues of representation, illusion, and meaning.

Graduates will have knowledge and skills in the use of basic tools and techniques sufficient to work from concept to finished product which includes mastery of the traditional technical and conceptual approaches to painting.

Graduates will be able to recognize and interpret major works of art history from prehistory to the present.

Data Collection (Evidence)

Data will be collected by the instructor at the time of grading or with the collection of a final portfolio.

Each student will be assessed a rating of the following: Successful, needs improvement, unsuccessful, or incomplete/not submitted. Grading will be based on the development of perception, ideas, and technical skills along with the individual's effort and progress that is determined by attendance, commitment to the work and completion of assignments as scheduled. Presentation and quality of outside assignments and written papers are also factored in.

Critiques will allow students to develop the visual and verbal vocabulary necessary to examine and review the strengths and weaknesses of paintings created by other students.

Painting students are required to take Modern Art or Contemporary Art History as an elective to recognize diversity of styles.

Paintings are submitted to the Annual Student Exhibition and Annual Mississippi Collegiate Competition. Painting students produce a body of work for Senior Thesis with a written Thesis Statement, discussion with faculty thesis committee and Thesis Exhibition.

Results of Evaluation

Of the students enrolled in photography and video courses during 2014-15, 96% received a "C" grade or better.

Use of Evaluation Results

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Photography students are evaluated on their studio practice, critiques on their work by faculty and visiting artists' and by the final grade on the Thesis project. The photography and video program continues to be assessed and improved. ART 122, Basic Photography has been added to the Art Core courses.

☞BFA-ART-PH-05: LO Proficiency in Photography

Start: 7/1/2014

End: 6/30/2015

Providing Department: Art

Learning Outcome

Graduates will create a coherent and personal body of work with technical proficiency, clarity of vision, and effective communication through photography/video/digital media.

Graduates will demonstrate an informed approach to theoretical, social, historical, and methodological concerns.

Graduates will be able to recognize the importance of diversity in styles, genres, and working methods within Photography and Video.

Graduates will develop aesthetic and technical skills that are valuable for the fields of fine art, photography, filmmaking, videography, digital media production, teaching, and commercial art.

Graduates will be able to understand and interpret contemporary philosophical, theoretical, and historical issues concerning media production.

Data Collection (Evidence)

Grading is based on the quality of work produced, the amount of effort expended, the amount of work completed, the amount of progress made, and class participation in discussions and critiques. Class critiques may involve all instructors in the program. Written documentation may be discussed and critiqued by all instructors in the program. All instructors in the program will discuss student progress. A "C" is considered a competent grade.

Photography students are required to take History of Photography to explore the contributions of artist in the development of photography/video and roles of the major figures involved.

Photography students produce a Senior Thesis project of personal interest with a written Thesis Statement and Thesis Exhibition under the direction of a faculty committee.

Photography/digital media/video works are submitted to the Annual Student Exhibition and Annual Mississippi Collegiate Competition.

Results of Evaluation

Of the students enrolled in photography and video courses during 2014-15, 98% received a "C" grade or better.

Use of Evaluation Results

In summary Photography students are evaluated on their studio practice, critiques on their work by faculty and visiting artists' and by the final grade on the Thesis project. The photography and video program continues to be assessed and improved.

BFA-ART-SC 06: LO Proficiency in Sculpture

Start: 7/1/2014

End: 6/30/2015

Providing Department: Art

Learning Outcome

Graduates will use hand tools and power machinery, learn their proper application and safety procedures and will maintain a clean and orderly the work space.

Graduates will demonstrate mastery of basic concepts with a wide range of sculptural materials, techniques and methods of execution.

Graduates will have an understanding of basic design principles with an emphasis on three-dimensional design, and the ability to apply these principles to a specific aesthetic intent. This includes functional knowledge of the traditions, conceptual modes, and evolutions of the discipline.

Graduates will be able to understand the additive process as it involves synthetic reasoning, the subtractive process as it involves analytic reasoning and the constructive as it involves integrated reasoning and the expressive potential of each process.

Graduates will explore and develop individual ideas by drawing and creating original works of art while incorporating advanced sculpture techniques.

Graduates will learn how to price and market their work to art galleries or as a entrepreneur.

Graduates will create a body of work or develop a portfolio which is reflective of their coursework.

Students enrolled in Sculpture courses learn the following skills:

Critical Thinking: The ability to begin to think critically and to solve problems creatively, and to apply these skills in the creation of one's own work.

Visual Organization: The ability to recognize, understand, and apply fundamental concepts of visual organization in three-dimensional design.

Visual Translation: The ability to translate subjects observed and imagined through drawing, mapping, model making, and other techniques.

Media: Using and understanding the nature of a variety of media and material processes.

Communication: Demonstration of basic design literacy in verbal, visual, and written presentations.

Critical Evaluation: The ability to analyze and evaluate one's own design work and that of others against a range of criteria.

Ethics: Awareness of the artist's potential impact on the individual, society, and environment.

Collaboration: Working with others to conceive, develop, and produce artistic projects.

Data Collection (Evidence)

Grading is based on attention to work and effort in completion of all assignments, the progress and development of idea and skills, and effort to grasp and master all concepts. Students are graded using a rubric designed to explain specific areas of emphasis and learning outcomes for each project. A grade of "C" is considered competent.

Each sculpture student is required to write a two-page research paper on a specific are, artist, or genre of sculpture. Use of the writing resource center in Kethley Hall is required before the papers are turned in for grades.

Class critiques serve as a process for constructive criticism and learning.

Sculptures are submitted to the Annual Student Exhibition and Annual Mississippi Collegiate Competition.

Sculpture students produce a body of work for Senior Thesis with a written Thesis Statement, discussion with faculty thesis committee and Thesis Exhibition.

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Results of Evaluation

All students enrolled in a sculpture course received a “C” grade or better.

Sculpture students worked as a team to create a sculptural installation for the Winning the Race Conference held on the campus of DSU.

All sculpture students passed a “Machine Room Safety Quiz” with a minimum grade of an “A”.

Students enrolled in Beginning Sculpture were required to mass-produce an object in order to sell it at an art exhibit in downtown Cleveland, MS. Multiple students sold more than one sculpture at the art exhibit. Eight sculptures and five tables created over the course of the year were selected for the Annual Student Exhibition.

Two sculptures created by Kristin Price were accepted into the Mississippi Collegiate Art Exhibition and one was awarded first place in the category of sculpture.

Students enrolled in the Furniture Design course of the sculpture curriculum created 25 tables over the course of the year. Four of those tables were accepted into the Mississippi Collegiate Art Exhibition in the category of crafts.

Use of Evaluation Results

Two new projects were added this semester: plastoline busts and an abstraction of those busts. Each project contains several small projects intended to build off one another to aid in the creation of the final sculpture. In addition, the second project built directly off the first project through the abstraction of form and meaning through the use of various patterning techniques. Each student learned a great deal from each of these projects and created highly crafted works of art as an outcome. Due to the success of these projects, I plan to reinstitute them next semester and concentrate on creating more realistic deadlines.

Each student was exposed to a variety of modes of art making during the semester, and successfully created three works of art that relate to each other conceptually. This led to a deeper understanding of not only the process of creation, but also the purpose of creation. While the timing of the projects still needs adjustment, the final outcomes were a huge success.

Over the course of each project, an open and honest conversation about the cost of materials and hours spent working on each project was constant. This allowed students to obtain a realistic idea on how value their time in order to price their work for sale.

The “Machine Room Safety Quiz” was updated and includes the three new pieces of equipment in the machine room. This exam will stay a requirement for all sculpture students. A workshop for non-sculpture students on proper machine usage and safety is being considered.

A student worker was hired to monitor the sculpture lab which resulted in a more efficient work flow for out-of-class work time. The student monitor was able to unlock the clamp room and advise students on the proper use of all machinery. The student worker was also responsible for sharpening chisels, organizing the storage cabinet, and cleaning the classroom which also made working in the studio safe and more convenient.

I increased the students work load and increased the level of difficulty on each project and was pleasantly surprised by the results. Each student was more engaged during class hours and was forced to work outside of class hours in order to finish the project on time. As a result, each student gained a deeper understanding of the processes and created works of sculpture they felt deeply attached to, which led to a higher level of craft on the finished project.

MED-SEC-ART 07: LO Teaching Art

Start: 7/1/2014

End: 6/30/2015

Providing Department: Art

Learning Outcome

Each graduate in the Master of Secondary Education with an Art Emphasis will demonstrate effective procedures and methods for art instruction.

Each graduate will demonstrate methods and procedures important for effective art teaching that reflects an understanding of the Mississippi Visual and Performing Arts Frameworks.

Data Collection (Evidence)

Coursework is being monitored.

Results of Evaluation

Several students in the program have not had an undergraduate art education degree and have taken the required undergraduate courses and internship. Two specific prerequisite undergraduate courses are required: Art 361 Art Content & Technique and CUR 482 Art Education Techniques and Procedures. Classroom Management CUR 611 is also required before internship and is taken as one of the two elective courses. If the semester of internship is split between elementary and high school, this would give certification for kindergarten through 12th grade.

Use of Evaluation Results

Students in the Master of Education in Secondary Education Degree program with an Art Education Emphasis will participate in a Graduate Thesis Exhibition evaluated by the art faculty

Gen Ed Learning Outcomes

ART_101_GE 01: Critical & Creative Thinking

Start: 7/1/2014

End: 6/30/2015

Gen Ed learning outcome (competency)

To work in a variety of mediums and with a variety of materials to create projects.

Data Collection

1. (a) A critical response paper where the students demonstrate their ability to relate the major artists and works of the Western canon, to artworks exhibited in the Wright Art Gallery
(b) Six projects in which the students analyze the information presented in the lesson and create an art piece that demonstrates their understanding
2. (a) Critical Response Paper; faculty member keeps records of students performance on the response paper and a copy of an A, B, C, D, and F paper;
(b) Six Projects; faculty member keeps records of students performance on the projects and a copy of an A, B, C, D, and F for each project;
3. Comparison of students' actual achievement against the projected benchmark (benchmark is a C)

Results of Evaluation

- (a) 67% met expectations, 33% did not meet expectations
- (b) 71% of students exceeded expectations, 29% met expectations,
3. 98% of students met the benchmark

Use of Results

1. Recommendation:
 - (a) Discuss in more detail the writing process of a response paper and have them write a sample piece for review.
 - (b) Create a sheet for the students to list the major points of the lessons and turn in thumbnail sketches of proposed projects.
 2. This was already done for the Spring 2014; in addition, the use of Canvas will be implemented for the Fall 2015 semester which will make it easier for the students to turn in their papers and better communication with their ideas.
-

ART_401_GE 01: Critical and Creative Thinking

Start: 7/1/2014

End: 6/30/2015

Gen Ed learning outcome (competency)

- Using knowledge of images to create new meanings based on previously knowledge.
- Using knowledge of images to create new meanings based on previous gained knowledge.

Data Collection

1. (a) essay questions on exams which ask students to show their ability to identify major artists and works of the Western canon, explain the significance of these artists and works, as well as the historical circumstances which shaped these works
(b) exam questions asking students to identify and analyze works of art not seen in class
2. Essay questions on exams; faculty member keeps records of students performance on the essay questions and a copy of an A, B, C, D, and F exam from each exam;
3. Comparison of students' actual achievement against the projected benchmark (benchmark is a C and it is expected that 40% of students will earn As and Bs, 30% Cs, 30% below C)

Results of Evaluation

(a) 15% of students exceeded expectations, 69% met expectations, 8% did not meet expectations

(b) 77% of students exceeded expectations, 13% met expectations, 12% did not meet expectations

3. 77% percent of students met the benchmark

Use of Results

1. 1.Recommendation: spend more time discussing time management and studying strategies; encourage students to study in groups
2. 2. This was already done for the second part of this course offered Spring 2014; in addition, added an orientation quiz to test students' knowledge on how to use study resources

ART_401_GE 02: Communication

Start: 7/1/2014

End: 6/30/2015

Gen Ed learning outcome (competency)

- Know what kinds of questions to ask of and about works of art as well as images in general
- Ability to identify major artists and works of the Western canon
- Ability to explain the significance of these artists as well as the historical circumstances which shaped these works as well as the reception of these works
- Ability to distinguish the stylistic characteristics of the major periods of western art history and thus place unfamiliar works of art in the proper context.
- Visual literacy - being able to understand how images acquire and convey meaning
- Be familiar with and use of correct art historical terminology when describing and/or analyzing works of art
- Understand how works of art serve as a reflection of a period's or culture's outlook and values
- Understand the role that art plays in both historical and contemporary culture

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Data Collection

1. Exam questions asking students to define art and art historical terminology
2. Questions on exams; faculty member keeps records of students performance on the essay questions and a copy of an A, B, C, D, and F exam from each exam;
3. Comparison of students' actual achievement against the projected benchmark (benchmark is a C and it is expected that 40% of students will earn As and Bs, 30% Cs, 30% below C)

Results of Evaluation

92% of students exceeded expectations, 8% did not meet expectations

3. 46% of students ranked in the A and B range, 315 in the C range, and 23% ranked below the C range

Use of Results

2. Added a glossary of art and art historical terms illustrated with artworks covered in this course to the course's Canvas site

ART_401_GE 07: Cultural Awareness

Start: 7/1/2014

End: 6/30/2015

Gen Ed learning outcome (competency)

- Ability to identify major artists and works of the Western canon
- Ability to explain the significance of these artists and works
- Understand how historical circumstances have shaped works of art
- As well as the reception of works of art
- And the art of non-Western cultures

Data Collection

1. Essay questions on exams which require students to demonstrate their ability to identify major artists and works of the Western canon, explain the significance of these artists and works, understand how historical circumstances have shaped works of art as well as the reception of works of art
2. Essay questions on exams; faculty member keeps records of students performance on the essay questions and a copy of an A, B, C, D, and F exam from each exam;
3. Comparison of students' actual achievement against the projected benchmark (benchmark is a C and it is expected that 40% of students will earn As and Bs, 30% Cs, 30% below C)

Results of Evaluation

15% of students exceeded expectations, 69% met expectations, 8% did not meet expectations

3. 46% of students ranked in the A and B range, 315 in the C range, and 23% ranked below the C range

Use of Results

1. Students are generally able to identify works of art by title and period and have a grasp of the historical significance of these works, however they have difficulties remembering dates and assigning works to proper geographic locations – recommendation: think about ways to help students visualize timelines and geographic locations;

 **ART_402_GE 01: Critical and Creative Thinking**

Start: 7/1/2014

End: 6/30/2015

Gen Ed learning outcome (competency)

- Know what kinds of questions to ask of and about works of art as well as images in general
- Ability to identify major artists and works of the Western canon
- Ability to explain the significance of these artists and works
- As well as the historical circumstances which shaped these works
- Ability to distinguish the stylistic characteristics of the major periods of Western art history and thus place works of art not seen in class in the proper context

Data Collection

1. (a) essay questions on exams which ask students to show their ability to identify major artists and works of the Western canon, explain the significance of these artists and works, as well as the historical circumstances which shaped these works
(b) exam questions asking students to identify and analyze works of art not seen in class
2. Essay questions on exams; faculty member keeps records of students performance on the essay questions and a copy of an A, B, C, D, and F exam from each exam;
3. Comparison of students' actual achievement against the projected benchmark (benchmark is a C and it is expected that 40% of students will earn As and Bs, 30% Cs, 30% below C)

Results of Evaluation

(a) 64% met expectations, 36% did not meet expectations

(b) 64% of students exceeded expectations, 36% met expectations,

3. 100% of students met the benchmark

Use of Results

1. Recommendation: spend more time discussing time management and studying strategies; encourage students to study in groups
 2. This was already done for the second part of this course offered Spring 2014; in addition, added a orientation quiz to test students' knowledge on how to use study resources
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ART_402_GE 02: Communication

Start: 7/1/2014

End: 6/30/2015

Gen Ed learning outcome (competency)

- Visual literacy – understand how images acquire and convey meaning
- Be familiar with and able to use basic art historical terminology in describing and analyzing works of art

Data Collection

1. Exam questions asking students to define art and art historical terminology
2. Questions on exams; faculty member keeps records of students performance on the essay questions and a copy of an A, B, C, D, and F exam from each exam;
3. Comparison of students' actual achievement against the projected benchmark (benchmark is a C and it is expected that 40% of students will earn As and Bs, 30% Cs, 30% below C)

Results of Evaluation

73% of students exceeded expectations, 18% met expectations, 9% did not meet expectations

3. 100% of students met the expected benchmark, with 64% in the A and B range and 36% the C range)

Use of Results

2. Added a glossary of art and art historical terms illustrated with artworks covered in this course to the course's Canvas site

ART_402_GE 07: Cultural Awareness

Start: 7/1/2014

End: 6/30/2015

Gen Ed learning outcome (competency)

- Ability to identify major artists and works of the Western canon
- Ability to explain the significance of these artists and works
- Understand how historical circumstances have shaped works of art
- As well as the reception of works of art
- And the art of non-Western cultures

Data Collection

1. Essay questions on exams which require students to demonstrate their ability to identify major artists and works of the Western canon, explain the significance of these artists and works, understand how historical circumstances have shaped works of art as well as the reception of works of art
2. Essay questions on exams; faculty member keeps records of students performance on the essay questions and a copy of an A, B, C, D, and F exam from each exam;
3. Comparison of students' actual achievement against the projected benchmark (benchmark is a C and it is expected that 40% of students will earn As and Bs, 30% Cs, 30% below C)

Results of Evaluation

(a) 64% met expectations, 36% did not meet expectations

3. 100% of students met the expected benchmark, with 64% in the A and B range and 36% the C range

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Use of Results

1. Students are generally able to identify works of art by title and period and have a grasp of the historical significance of these works, however they have difficulties remembering dates and assigning works to proper geographic locations – recommendation: think about ways to help students visualize timelines and geographic locations;

Unit Goals

ART 2015_01: Provide a position for an additional Graphic Design instructor with a MFA degree

Start: 7/1/2011

End: 6/30/2015

Unit Goal

Goal 1 Provide a position for an additional Graphic Design instructor with a MFA degree for 2014-15.

Evaluation Procedures

Candidates for this position will be interviewed with the most qualified candidate selected when funds are available. Graphic Design is the largest area in the unit and with the implementation of the Media Arts Track more courses need to be taught.

Actual Results of Evaluation

There will be an increase in numbers with the addition of students enrolled in the media arts track.

Use of Evaluation Results

Graphic Design team currently teaching a full load. Digital Media Arts Track will require the hiring of an additional faculty member. At the present time funds are available.

Related Items

 **SP3.Ind01: Faculty and staff hiring**

Section IV.a

Brief Description

Narrative

The purposes of the Art Department are to train teachers of art for the elementary and secondary schools, to prepare students for careers in the professional fields of art, and to offer courses to other students who wish to take art for its aesthetic and cultural values. Concentrations are offered in the Bachelor of Fine Arts degree, Bachelor of Fine Arts degree in Digital Media Arts, the Bachelor of Arts and the Bachelor of Arts with Educators Licensure.

Section IV.b

Comparative data

Enrollment, CHP, majors, graduation rates, expenditures, trends, etc.

Narrative

Grade Distribution	SU I, 14	F14	SP15
A	18	168	171
B	8	83	106
C	0	44	54
D	0	0	14
F	2	12	14
W	0	1	0
Other (I, IP, CR, AU)	2	5	5

To: Mr. Ron Koehler, Chair; Department of Art

From: Office Institutional Research & Planning

Date: July 24, 2015

Subject: Academic Year Report Information for the Department of Art

The following information contains Summer 2014, Fall 2014, and Spring 2015 credit hours produced, enrollment, and graduates for academic year 2014/15. If you need additional information, or have any questions regarding this information, please contact IRP at x4052.

See the Secondary Education report for information on M.Ed. majors in Art, English, History, and Social Sciences concentrations.

CREDIT HOUR PRODUCTION						
	Summer 2014		Fall 2014		Spring 2015	
	UG	GR	UG	GR	UG	GR
ART	84	9	901	45	1067	15

ENROLLMENT BY MAJOR*						
	Summer 2014		Fall 2014		Spring 2015	
	UG	GR	UG	GR	UG	GR
ART	14	0	67	0	58	0
Digital Media Arts	0	0	3	0	3	0
Total	14	0	70	0	61	0

2014/15 Graduates	
Art	
BA	0
BFA	18

*Note there were 2 undergraduate students with a second major in Art in Summer 14 and Spring 15 and 4 undergraduate students with a second major in Art in Fall 14

Credit Hour Production							
	Summer		Fall		Spring		Total
	UG	GR	UG	GR	UG	GR	
Art							
AY 2015	84	9	901	45	1067	15	2121
AY 2014	75	3	1182	34	1178	21	2493
AY 2013	137	0	1476	42	1447	18	3120
AY 2012	144	3	1,578	34	1,671	36	3466
AY 2011	156	18	1745	48	1772	39	3778
AY Totals							
AY 2015	84	9	901	45	1067	15	2121
AY 2014	75	3	1182	34	1178	21	2493
AY 2013	137	0	1476	42	1447	18	3120
AY 2012	144	3	1578	34	1671	36	3466
AY 2011	156	18	1745	48	1772	39	3778

Enrollment by Major						
	Summer		Fall		Spring	
	UG	GR	UG	GR	UG	GR
Art						
AY 2015	14	0	70	0	61	0
AY 2014	14	0	71	0	65	0
AY 2013	33	0	106	0	92	0
AY 2012	32	0	109	0	106	0
AY 2011	28	0	126	0	108	0
AY Totals						
AY 2015	14	0	70	0	61	0
AY 2014	14	0	71	0	65	0
AY 2013	33	0	106	0	92	0
AY 2012	32	0	109	0	106	0
AY 2011	28	0	126	0	108	0

Graduates			
	Art		Total
	BA	BFA	
AY 2015	0	18	18
AY 2014	4	13	17
AY 2013	3	21	24
AY 2012	3	19	22
AY 2011	4	18	22

Section IV.c

Diversity Compliance Initiatives and Progress

Narrative

Art Faculty and students attended the "Winning the Race Conference". Department of Art displayed student work from several courses with themes from the conference. A faculty member judged poster competition.

Section IV.e

Grants, Contracts, Partnerships, Other Accomplishments

Narrative

The Department of Art partners with:
Arts in the Schools – Delta Arts Alliance
Core Arts Summer Program – Partner with BPAC
Summer Arts Plus Program – Partner with BPAC
Various Elementary and high schools

Section IV.f

Service Learning Data

List of projects, number of students involved, total service learning hours, number of classes, faculty involved, accomplishments.

Narrative

Mollie Rushing

- During the last part of Fall 2014, the Art Education students, as an NAEA Chapter, had an Art tent during the Jim Henson Festival in Leland where we created Kermit the Frog inspired pieces with around 350 children.
- Also along the idea of student involvement in the community, during the Fall 2014 semester the students in CUR 482, in cooperation with Delta Arts Alliance, taught once a week for 8 weeks at Hayes Cooper Elementary School. Each student taught 1 sections of K-2nd grade. During this time they wrote and taught a unit based on an artist. They integrated other content areas into their lessons and were able to have hands on experience with classroom management.
- Coordinated with Delta Arts Alliance to provide these students with these opportunities and I have instructed and observed their teaching at every level.

Michael Stanley

- Both furniture classes participated in *Art in the Alley* - 8 students fall semester and 6 students in spring semester - for two hours each time

Will Jacks

- We had three sessions at *Art in the Alley* and one at *Crosstie*. All six students participated with a total of 12 hours per student. (72 hours total). The goal was to have the students interact with the community while researching Malvina.

Chet Oguz

- Thirty 4th graders from Hayes Cooper Center visited Studio 230. I talked about the art works that were in the gallery and answered questions (30 minutes).
- I juried Greenville Arts Council's Biannual Arts Exhibition and gave a gallery talk about the jurying process and awards selection. 60 + plus people were present. The gallery talk lasted about 30 minutes.

Section IV.g

Strategic Plan Data

Only use this section if you have strategic plan info to report that is not covered in other areas of your report

Narrative

After Art faculty discussion, we will implement a new recruiting plan with the entire art faculty reaching out to recruit new students through letter writing and email contacts to form a relationship with all students that we meet at College Nights. Art faculty will also visit Delta area schools.

Section IV.h

Committees Reporting To Unit

Each unit includes in the annual plan and report a list of the committees whose work impacts that unit or any other aspect of the university; along with the list will be a notation documenting the repository location of the committee files and records. Committee actions affecting the unit's goals may be noted in other applicable sections of the annual reports. Not required to be included in the unit's annual plan and report, but required to be maintained in the repository location, will be a committee file that includes, for each committee: Mission and by-laws, Membership, Process, Minutes.

Narrative

Exhibitions

(a) Hanging of all exhibitions and the collection of work from students and faculty members for exhibitions on campus: Michaela Merryday, Chair; Chet Oguz

(b) Travel Exhibitions - Collection of exhibitions to be sent away from the school (delivery and pick up) Ky Johnston

(c) Receptions – Aramark will be responsible for food and beverages for reception Committee responsibility to contact Aramark and provide flowers Dianne McCall

(d) Selections - Screening of artists to be invited to show their work in the Fielding Wright Art Center and acceptance of work donated to permanent collection: Michaela Merryday, Chair; Ky Johnston; Michael Stanley; Jon Mark Nail

Curriculum - To evaluate art curriculum, make suggestions and needed changes and to assist in planning the fall, spring, and summer schedule: Michaela Merryday, Chair; Ky Johnston; Michael Stanley; Mollie Rushing; Phyllis Hill

Graphic Arts/Publications - Design and see to the printing of monthly shows and special departmental brochures: Nathaniel Hein, Natalie Carroll

MAEA - Student Division - Student chapter of the Mississippi Art Education Association; elect officers and encourage members to attend fall meeting in October and Spring meeting in March: Phyllis Hill, Mollie Rushing

Student Recruiting Committee - To coordinate periodic visits by all faculty members to high schools and junior colleges to recruit art students: Michael Stanley, Chair; Chet Oguz; Mollie Rushing; Jon Mark Nail

Alumni Development - To organize an active DSU Art Alumni throughout the state to promote art activities and help locate outstanding art students for possible scholarships, etc: Ky Johnston, Chair; Kim Rushing; Jon Mark Nail

Library Purchase Coordinator - all library purchase request are to be submitted to purchase coordinator by completely filling out library request cards: Kim Rushing

Scholarship Committee – to conduct elections for art scholarships – “Smith-Patterson”, “Maxine Holcombe”, “Kelly Clare Belenchia”, “Vivian Brown”, “Jutta Ferretti” “Melanie Owen” “Duff Dorrrough” and Portfolio Day: Ron Koehler, Chair; Kim Rushing; chet Oguz; Michael Stanley

Website Committee – to maintain and evaluate department website content and design: Nathaniel Hein, Chair; Natalie Carroll, Jon Mark Nail

Tenure and Promotion Committee - to oversee departmental tenure process: Chet Oguz, Chair; Kim Rushing; Ky Johnston; Nathaniel Hein; Michaela Merryday

Merit Pay Review Committee – review documents submitted for needed changes before submission to chair: Chet Oguz, Chair; Kim Rushing; Ky Johnston; Michael Stanley

Kappa Pi – Art Honor Society - Ky Johnston

Artists Forum - bringing alumni back to DSU to sit in on career discussion panel for students: Ky Johnston, chair; Mollie Rushing; Natalie Carroll

Section V.a

Faculty (Accomplishments)

Noteworthy activities and accomplishments

Narrative

Natalie Carroll

Teaching (Additional Items of Interest)

- Took Advanced Graphic Design students to Coopwood Publishing where they spoke with working graphic designers (who are DSU grads) about adapting classroom knowledge to workplace skills
- Advanced Graphic Design students worked with Laura Walker in Communications and Marketing to redesign the layout of DSU's Visual Identity Style guide
- Illustration students entered work into Smashing Magazine's monthly wallpaper calendar design competition; student Briana Williams' design was selected and featured for December 2014
- Arranged a Skype interview for Package Design students with Cyndi Phillips Sabla of St. Mary of the Woods College in Indiana to discuss the importance of green packaging and the environmental responsibilities of the designer
- Arranged for Amy Cottrell of Student Career Services to come speak to the Senior Project class about interview and professional etiquette
- Advertising Design will collaborate with the Studio Lighting course to help promote "The Malvina Project", a student photo exhibition
- Senior Project students will visit The Commercial Appeal and E.M. Printing offices in Memphis to gain more knowledge about editorial design and the commercial printing process

Scholarship

- Exhibited Package Design work at AIGA's TennShow in Memphis, TN
- 1 st Place Package Design, AIGA TennShow
- Exhibited work at the Art Department Faculty Exhibition
- Will exhibit work in the Mississippi Collegiate Art Faculty Exhibition, April 2015
- Member, AIGA Memphis Chap

Ky Johnston

Development and administration of an Art Department trip to Brazil. Out of concern for the students' budget (this was the second attempt at this trip) my work and travel surrounding this trip were provided to DSU pro bono. This included a three and a half week trip visiting Fortaleza, Taíba, Pecém, and São Gonçalo and a printmaking class taught by Ron Koehler. Once in Brazil I served as a guide and translator.

Scholarship - Exhibitions

- *Interiors/Exteriors*, The Attic Gallery, Vicksburg, MS 2014
- *Fondren Unwrapped*, ArtSpace 86, Jackson, MS 2014
- *The Fourth Annual Town Creek Arts Festival*, Mississippi Museum of Art, Jackson, MS 2014
- *Lover's Soiree*, ArtSpace 86, The Dickies Building, Jackson, MS 2015

Service

- Departmental Committees: Art Alumn - chair, Curricula, Tenure and Promotion, Travelling Exhibitions, Gallery Selections, Merit Pay, and Artists Forum
- Proxy, Faculty Senator

- Kappa Pi International Art Honor Society – International Secretary
- Kappa Pi International Art Honor Society - faculty sponsor Delta Lambda chapter
- Participation in Arts in the Alley; a local, monthly arts event
- Studio percussion performances for 2-time Grammy winner Cassandra Wilson, Tawanna Shaunte, Paperclip Scientists
- Live performances with Paperclip Scientists and Tawanna Shaunte
- Pandeiro workshop for DSU percussion ensemble

Nathaniel Hein

Scholarship

Design

- Web and print design for Number: Inc an Independent Journal of the Arts in the tri-state area TN, MS, AR
- Memberships: FATE – Foundations in Art Theory and Education; CAA – College Art Association; SECAC – Southeastern College Art Association; MACAA – Mid Atlantic College Art Association

Service

Department Service

- Organized and arranged social justice exhibition, commentary, and lecture by painter and art educator Lurlynn Franklin.
- Organized and arranged graphic design exhibition by David Thompson of the Memphis - Grizzlies and FedExForum including a lecture and student critiques.
- Faculty search committee for department Secretary and Art Education
- Chair of faculty search for Graphic Design
- Chair Website Committee
- Chair Department Graphic Arts/Publications committee
- Department Event Promotion

University Service

- General Education Committee

Community Service

- Board Member Number Inc, Publisher of Number Arts Journal
- Editorial Committee Number Inc
- Web Designer NumberInc.org
- Web Master NumberInc.org

Phyllis Hill

Service

- Served on Teacher Education Advisory Council (Elizabeth City State University)
- Served on CAEP Accreditation Committee (ECSU)
- Chaired NASAD Accreditation Committee (ECSU)
- Served on Art Department Curriculum and Catalog Revision Committee (ECSU)
- Support the development of Art Education within the Caribbean by functioning as the Chief Examiner for the Caribbean Examination Council in the Visual Art - July 2014
- Coordinated a team of two assistant Chief Examiners and 100 art teachers from across the Caribbean region, to evaluate approximately 12,000 art entries for the CSEC/CXC Examinations
- Developed assessment instruments especially the annual CXC/CSEC examination for high school candidates
- Developed and conducted training workshops for visual art educators across the region as necessary
- Guided the development of a syllabus for CXC/CSEC Visual Arts
- Coordinated the annual examination marking exercise in Barbados and Jamaica

Michaela Merryday

Teaching

Assumed the role of Director of Fielding Wright Art Center Gallery this year, as such queried students, faculty and other departments on campus on what role they see the gallery fulfilling, revised the gallery's mission statement in accordance, the gallery's new mission is to complement the university's mission as well as support the department's curriculum by offering programming that serves as impetus for dialogue around issues of relevance to the campus and by providing our students with inspiration and an opportunity to further pursue techniques or topics introduced in

their courses;

- As gallery director, I am also responsible for developing, organizing and promoting 6 exhibitions annually, this year's exhibitions included:

Lurlynn Franklin: Colored Cartoons in Undeniable Blackness

Annual Faculty Exhibition

The Art of Graphic Design: David Thompson, Director of Creative Services for the Memphis Grizzlies and Fed Ex Forum

Chris Martin: Asa Sawa, Reflections on Ghana

- Responsible for developing, organizing and promoting programming related to exhibitions, this year's programming included:

Gallery talk and poetry reading by Lurlynn Franklin

Gallery talk by David Thompson, Director of Creative Services for the Memphis Grizzlies and Fed Ex Forum

Gallery talk by Sculptor Chris Martin

Woodworking workshop with Chris Martin

- Solicited funding from private donors to offer awards at the Annual Juried Student Exhibition
 - Submitted three grant applications to purchase a tablet to assist in inventorying our permanent collection and computer programs to assist in producing promotional material
 - Disseminated call for submissions for future exhibition, received over 60 submissions, and was able to develop and exhibition program for the next 2 years
 - ART: 21 Pre-Screening Co-ordinator, screened two episodes from ART:21's seventh season: Episode 1: *Investigation* and Episode 3: *Legacy*
 - Developed itinerary and made travel arrangements for a study abroad program in Austria for summer 2015, unfortunately we did not get enough participants to make the trip financially affordable
 - Organized field trip to the Brooks Museum and the Metal Museum in Memphis, to see the Dali exhibition at the Brooks and a metal smithing demonstration at the Metal Museum, spring 2014 with 25 students participating
 - Developed itinerary and organized a field trip to study public art in Memphis and to meet with the staff of UrbanArts, the organization overseeing Memphis's percent-for-arts program as well as private and community art projects, fall 2014, with 10 students participating
 - Developed two new online courses: ART212 Art Appreciation in spring 2014, ART401 Survey of Art History, I, in summer 2014, so that we will be able to offer both sections of the art history survey as well as a General Education course, Art Appreciation, online
 - Developed a course on museum studies for a student interested in pursuing a career in the field
 - Served on a committee tasked to develop a course that would assist Freshmen in acquiring the skills necessary to succeed in college as well as help Freshmen develop a connection to the university which reduces their risk of dropping out; as member of the committee, I also taught a section of the course, FYS 100
 - Developing a syllabus to be used by the department for a new course to be offered as part of new curriculum, ART 490 Professional Studio Practices
- Professional Development
- Canvas Button Design
 - Canvas Banner Design
 - Canvas Quiz Design
 - Technology in Teaching Conference, 2014

Jon Mark Nail

Teaching

- Created a new class: "Script to Screen," which will not only give students training in Screenwriting (something not previously offered at DSU), but will also provide them an opportunity to experience first-hand the process of taking an idea from Pre-Production to Principal Photography and all the way through Post-Production. This class will test the limits of our student's creativity and problem solving skills
- Consistently active in student advising and mentoring.
- Currently working with Tricia Walker to help more fully integrate the DMA and DMI programs
- Offered students the chance to work on a self-financed short film, "The Caretaker." The film was shot on location at the Babydoll House (or, the Burrus Plantation) in Benoit, MS. The film starred

world-famous blues musician Bill Abel. The chance to work with real talent and shoot on-location is invaluable.

- With the blessing of President LaForge and Dean Breaux, I met with Morgan Freeman and Mayor Bill Lueckert of Clarksdale to discuss the possibility of having Morgan come and take part in an original Narrative-Short Film, which would be crewed by our very own Delta State Students. Although Morgan had to politely decline, it was this meeting that eventually led to "The Caretaker" (which will have its debut this Spring).

Scholarship

- My original one-act play, "American Blacktop," was accepted into the William Faulkner Literary Competition hosted by the Union County Heritage Museum.
- My first feature film, "Roshi," which I have written and will be Directing, was selected as Project of the Week and was runner-up for Project of the Month by indiewire.com. We are currently in Pre-Production, Production begins in May

Cetin Oguz

Scholarship

Exhibitions

- Flight 2020: The Vision Continues, Ellis Theatre Art Center, September 9- October 26, 2014, Cleveland, Mississippi
- Studio 230 Art Gallery, Group show September 9th, 2014
- Studio 230 Art Gallery, Group show December 2nd, 2014
- Lagniappe Art Gallery Group Show, February 6th, Greenville, MS 2015

Service

Departmental Service

- Exhibition installations at the Wright Art Gallery
- Delivery of art works on campus
- Scholarship Committee
- Interview with the new Art Education Candidate
- Recruitment Committee
- MAD Committee
- Tenure & Promotion Committee
- Redesigning of the new art curriculum

University Service

- Diversity Committee Member: Programming, organizing & Website Manager
- Winning the Race: A Conference on Diversity and Community, Committee member and the Promotions & Marketing, Subcommittee chair
- Winning the Race: Organized a student exhibition for the Winning the Race Conference
- International Programming Committee, committee member
- Wiley Community Garden, committee member
- International Students' Host Family: I currently assist and mentor an international exchange student from Pakistan
- Studio 230 collaborated with ten international student volunteers

Community Service

- *Studio 230* Art Gallery opened on September 9th 2014. **Studio 230** promotes art and host variety of events, art exhibitions, classes for children and adults
- Flight 2020: The Vision of Cleveland. A community based art project which involves community members and artists, Ongoing
- Delta Arts Alliance Exhibition Committee: Selection and the installations of the shows

Kim Rushing

During these semesters I have endeavored to increase the use of technology in the classroom experience which provides the students with immediate feedback on different lighting situations. This change in my classes has created a positive outcome in the students' images they have turned in from their assignments. I plan on continuing this trend and expanding the move into new areas of technology in my future semesters. The students seem to respond to the use of social media in the classroom and I would like to use the idea to have a running conversation with the

students when they are in the field. The use of social media for feedback has the possibility of creating a class which expands beyond the brick and mortar of the building.

Scholarship

- Attended Photo-NOLA, Spring 2015
- Attended the Society for Photographic Education Conference, Spring 2015
- Published in *Garden and Gun Magazine*, Spring 2015
- Contacted by University Press of Mississippi for a book contract

Service

University Service

- Library purchase coordinator for the Art Department
- Grants Proposal Reader for the Individual Artist Division of the MS Arts Commission
- Photographed over 80 pieces of student art work for the annual Collegiate Art Competition
- MIAL Board of Governors

Professional Memberships

- Mississippi Institute of Arts and Letters
- Society of Photographic Education

Mollie Rushing

Teaching

- During the last part of Fall 2014, the Art Education students, as an NAEA Chapter, had an Art tent during the Jim Henson Festival in Leland where we created Kermit the Frog inspired pieces with around 350 children.
- Also along the idea of student involvement in the community, during the Fall 2014 semester the students in CUR 482, in cooperation with Delta Arts Alliance, taught once a week for 8 weeks at Hayes Cooper Elementary School. Each student taught 1 sections of K-2nd grade. During this time they wrote and taught a unit based on an artist. They integrated other content areas into their lessons and were able to have hands on experience with classroom management.
- Coordinated with Delta Arts Alliance to provide these students with these opportunities and I have instructed and observed their teaching at every level.
- Fall 2014 the Art Education students attended the MAEA Fall State Conference at the MS Museum of Art.
- Upon completion of their Art Education degree, all students have received jobs in several different states' school systems (AL, AR, MO, MS).
- During the Spring 2015, I had the opportunity to teach in two self-contained special education classes at Margaret Green Middle School. I supervised and worked with one graduate student during this project. We taught a 12 week unit on the Underground Railroad and the secret symbols of quilts.

Honors

- 2014 Mississippi Outstanding Art Teacher of the Year, elected by my peers from the MAEA.

Service

University Service

- NAEA Coordinator for the DSU Student Chapter
- Health and Wellness Committee, Secretary
- Grants Proposals for the Art Education Division of the MS Arts Commission Reader

Professional Memberships

- Mississippi Art Education Association
- National Art Education Association
- Mississippi Institute for Arts and Letters
- National Association for Women in the Arts
- Mississippi Quilt Guild

Community Service

- Sunny Seniors Alzheimer Board Member, as well as, providing Arts instruction for the patients every Monday
- Cleveland Garden Club Vice-President
- Donated a quilt for the Sunny Seniors Benefit
- President of the Cotton Cut-ups Quilt Guild

Michael Stanley

Teaching

- Implementation of new Furniture Design course in the Fall Semester of 2014
- Created new Syllabi Sculpture I including project descriptions and learning outcomes
- Installation of new band saw, joiner and drill press into the machine room
- Renovation of main studio space – addition of individual student studios and workspace with storage racks
- Recipient of the Dulce and Bryce Griffith Faculty Funds for the purchase of eight stools, photo booth with backdrop, and funding for visiting artist Chris Martin
- Organized a visiting artist exhibition, lecture, and workshop for Furniture Design course: Chris Martin
- Creation of new drawing boards for drawing studio
- Current sculpture major Kristen Price won the top award in sculpture at the Mississippi Collegiate Art Exhibition in Jackson, MS
- Four of eight accepted works of art in the Mississippi Collegiate Art Exhibition were projects created in my Furniture Design and Sculpture classes created by Chase Tubbs, Cathryn Beck, and Kristen Price
- Organized a two-day workshop for my Furniture Design class to learn how to make cutting boards and boxes

Scholarly and Creative Activities

- Accepted into the Mississippi Collegiate Art Faculty Exhibition in Laurel, MS – two pieces
- Construction of a large-scale sculpture to be entered in the seventh annual BPAC sculpture garden competition, summer '15

Awards

- Named one of *Delta Magazines* upcoming artists to watch

Service to University

- Sustainability Committee Member, Delta State University
- Curriculum Committee Member – helped install new curriculum starting in the fall of '15
- Academic Recruiting Committee Member, **Chair**, Delta State University
- Sculpture Garden Committee Member, Bologna Performing Arts Center, Delta State University
- Scholarship and Awards Committee Member
- Merit Pay Review Committee Member
- Gallery Exhibition Selection Committee Member
- Drove one van of students on a fieldtrip to the Ornamental Metal Museum in Memphis, TN
- Study Skills workshop guest lecturer – Bret Oleis' commercial aviation class on Time Management
- Creation of the Diversity Champion trophy for the Winning the Race Conference 2015
- Participation in three recruiting events: two on the campus of DSU and one at the Bennie Thompson Recruiting Fair in Greenville, MS

Service to Profession

- International President, Kappa Pi International Art Honor Society 2015
- Board of Directors, *Number:Inc*

Service to Community

- Volunteer at the Sunflower County Freedom Project, Sunflower, MS – monthly maintenance and construction
- Survival Skills Workshop – *Getting Your Work Gallery Ready* – Delta Art Alliance
- Participation in Art in the Alley on the first Thursday of every month

Section V.b

Staff (Accomplishments)

Narrative

The Department of Art secretary participated in the following trainings:
ARGOS Self Service Requisitions, Budget Transfers and Queries
Banner Requisitions and Budget Queries
Electronic Personnel Action Form (EPAF)
Canvas – Certified OIT Strategic Training Partner
Communications and Marketing

Section V.c

Administrators (accomplishments)

Narrative

SCHOLARLY AND CREATIVE ACTIVITIES

ART EXHIBITIONS

2014

Southern Appalachian Artist Guild National Juried Show, Blue Ridge, GA, Oct 18-Nov 15
5th Gallery One Eleven Arts Competition, Gallery One Eleven, Leesburg, LA, Sept 13-Oct 4
Feast for Your Eyes, Annmarie Sculpture Garden and Arts Center, Dowell, MD, Oct 17-Jan 4
Southern Appalachian Artist Guild National Juried Show, Blue Ridge, GA, Oct 18-Nov 15
National Juried Trompe l'oeil Exhibition, John F. Petro Studio Museum Island Heights, NJ, Sept 27-Dec 31
7th Annual Small Works Show, Chait Galleries, Iowa City, IA, Nov 6-Jan 6
Artist of LeBonheur, Palladio, Memphis, TN, Nov 6-Jan 2

2015

You Are What You Eat, Union Street Gallery, Chicago, IL Feb 27- Mar 31
The 48th Tom Payton Memorial Arts Festival, Alexandra, LA, April 17-26
Westmoreland Art National, Westmoreland Community College, Youngwood, PA, May 31-June 10
Westmoreland Arts and Heritage Festival, Greensburg, PA, July 2-5
Mississippi Collegiate Art Faculty Juried Exhibition, Lauren Rogers Museum, Laurel, MS Apr 11-June 24
36th National Juried Fine Arts Exhibition, The Arts Council of Wayne County, Goldsboro, NC, Mar 31 - May 16
24th Annual People's Choice Art Competition, Meridian, MS 10 - July 25
The Cooperstown Art Association's 80th Annual National Juried Exhibition, Cooperstown, NY July 10-Aug 14
28th Northern National Art Competition, Nicolet Art Gallery, Rhinelander, WI July 18-Sept 11
77th Fine Arts Exhibition, Corkran and Tubbs Gallery, Rehoboth Art League, Rehoboth Beach, DE July 24 -Aug 23

PUBLICATIONS

2014

NATIONAL JURIED TROMPE L'OEUIL EXHIBITION, Catalog photo, p.5, John F. Petro Studio Museum, Islands Heights, NJ
SOUTHERN APPALACHIAN ARTIST GUILD NATIONAL JURIED SHOW, Catalogue photo, cover & p. 24, Blue Ridge, GA
48th ANNUAL NATIONAL DRAWING AND SMALL SCULPTURE SHOW, Catalog photo, p.2, Cain Gallery, Del Mar College, Corpus Christi, TX
"The Museum of the Mississippi Delta's permanent art collection," Delta Magazine, May/June issue, photo and article, pp 34-36

AWARDS AND HONORS

2014

INDUCTED INTO THE NOTRE DAME HIGH SCHOOL HALL OF FAME FOR VISUAL ARTS, Cape Girardeau, MO
\$500 MERIT AWARD, Gallery One Eleven, Leesburg, LA
\$150.00 MERIT AWARD, 7th Annual Small Works Show, Chait Galleries, Iowa City, IA

2015

\$300 Honorable Mention, The 48th Tom Payton Memorial Arts Festival, Alexandra, LA
\$200 AWARD OF MERIT, Cooperstown 80th Annual National Exhibition, Cooperstown Art Association Galleries, Cooperstown, NY
Who's Who in American Art 2015 (35th Edition)

SERVICE

Service to University, College, and Department

Attended 7 college Recruiting Fairs
Serve on BPAC Arts Education Advisory Board
Supervise Graphic Design interns
Serve on Student Hall of Fame Selection Committee

Service to Profession

International President, Kappa Pi International Art Honor Society (1998-2015)
Editor, THE 2015 SKETCH BOOK, Kappa Pi International Art Honor Society Journal
Editor, THE FALL 2014 SKETCHPAD NEWSLETTER, Kappa Pi International Art Honor Society

Established the following Kappa Pi chapters during this period

- Theta Tau, Tennessee State University, Nashville, TN
- Theta Upsilon, University of North Carolina, Wilmington, NC
- Theta Phi, Radford University., Radford, VA
- Theta Chi, University of Redlands, Redlands, CA
- Theta Psi, Cazenovia College, Cazenovia, NY
- Theta Omega, Franklin College, Franklin, IN
- Iota Alpha, Jacksonville State Univ, Jacksonville, AL
- Iota Beta, Austin Peay State University, Clarksville, TN
- Iota Gamma, University of Missouri, Columbia, MO
- Iota, Delta, Young Harris College, Young Harris, GA
- Iota Epsilon, Caldwell University, Caldwell, NJ
- Iota Zeta, Chowan University, Murfreesboro, NC

Member of American Crafts Council

Service to Community

Taught Merit Badge Course at the Boy Scouts of America 2015 Delta Area Merit
Badge College, Jan 10
Taught Clay Workshop for Peer Power Scholars, July 17
Participated in service projects as a member of the Knights of Columbus
Lector at Our Lady of Victory Catholic Church
Donated sculpture for the Meridian Art Museum Art Auction, Meridian, MS
Donated sculpture for the "Say Si" auction, San Antonio, TX
Donated sculpture for "Relay for Life"
Donated sculpture for the Junior Auxiliary 2015 Charity Ball Auction, Cleveland, MS

LEADERSHIP AND ADMINISTRATION

Oversee the Art Department budget which includes faculty/staff salaries, scholarships and commodities
Supervise 10 full-time faculty and 1 adjunct faculty members
Assign faculty committees
Hired 3 new faculty members
Hired department secretary
Coordinate graduate art program
Conduct monthly department meetings
Attend Chair's Council meetings with the Dean
Encourage and promote faculty scholarship and activities

Section V.d

Position(s) requested/replaced with justification

Narrative

1. Hired a department secretary to replace retired secretary. This is the only secretarial position for this department. There is no one else in the department that can fill this position. The secretary is needed so that the department can function normally.

2. Hired Graphic Design instructor with a MFA degree to replace retired faculty member. Graphic Design is our largest concentration and no other art faculty member on staff can teach graphic design and digital media arts courses.

Section V.e

Recommended Change(s) of Status

Narrative

Recommended change of status: Michaela Merryday - change status from Assistant Professor to Associate Professor of Art.

Section VI.a

Changes Made in the Past Year

Narrative

Changes made in the past year:

The Art core curriculum was revised for the 2015-2016 academic year. A sophomore review will be initiated after core foundation courses have been completed. Students must pass the review before they can continue in the BFA program.

Recommended changes for the coming year(s):

The new art core curriculum will be implemented.

Section VI.b

Recommended Changes for the Coming Year

Narrative

The new art core curriculum will be implemented for the 2015-2016 academic year.