

Thinkwire spr.14

An electronic newsletter of Integrative Teaching International

www.integrativeteaching.org



ThinkTank is a facilitated forum offered by the Integrative Teaching International organization. It brings together art and design master educators, administrators & emerging educators to address thematic issues of higher education. By linking educational theory to practice, ThinkTank identifies innovative new approaches to higher education.

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Integrative Teaching International evaluates ThinkTank outcomes and creates or modifies theories, policies and curricula for future ThinkTank sessions. ITI is an educational corporation in the State of Illinois applying for non-profit status.

Comments?

ITI welcomes all comments about its activities or content. E-mail us: info@integrativeteaching.org

Our newsletter is designed to share news of a grass-roots initiative to improve art + design foundations. We believe that change happens by those who envision it—not just from the top or just from the bottom—but bi-directionally.

If you have not heard of ThinkTank or Integrative Teaching International, that's OK. We have been steadily expanding over the past five years, from the rough beginnings of an idea to the implementation of our current week long intensive. To date, we've had participation from over 250 master and emerging educators and administrators representing 80 colleges and universities in 30 states and 4 countries.

We believe in leading change. Will you join us?

CONTENTS

Report from the President

Board Members

ThinkTank8 / Big Sky Vision • Grounded Strategy

Big Sky Vision • SITE

Big Sky Vision • PROGRAMMING

Big Sky Vision • FELLOWSHIP SPOTLIGHT

Big Sky Vision • HOST

Big Sky Vision • SCHEDULE

Report from the President

Rae Goodwin

At ITI, we strive to empower artists and designers who teach to integrate their own methods in a creative practice into curriculum, pedagogical approaches and administrative tasks. This is a critical aspect in our examination of the art and design experience in higher education. We take our time during ThinkTank to develop new associations between students, ideas and materials so that courses and curriculum can be rigorous with a contemporary approach. Facilitated discussion groups find and share ways to engage students as artists. At TT8@MSU we will dive into the realms of rigor and generate new possibilities for students, faculty and administrators.

For me, ThinkTank is a time for listening, engaging with other's ideas and diving head first into an upheaval of my pre-conceived notions of pedagogy and the relationships that exist within a university setting. I am honored to serve ITI and our amazing ThinkTankers! I am grateful to once again alter my perceptions of what a studio classroom and faculty meeting can hold for the participants. MSU will be an experience to remember!

Rae Goodwin

President, Integrative Teaching International

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Associate VPs are an integral part of how ITI functions and they work directly with board members to make our programming function smoothly. We will be asking for more Associate VPs to help us gear up for TT8, let us know if you are interested.

ITI's board has worked diligently to reframe the organization in relation to the contributions and feedback from ThinkTank and ThinkCatalyst participants. Over my next two years as President, I will work with the board to continue to strengthen the core of ITI based on the work and feedback of our program participants, while offering our dynamic ThinkTank and ThinkCatalyst events.

Rae Goodwin, President ITI
Director of Foundations and Assistant Professor in Studio Art, University of Kentucky
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ThinkTank8 / Big Sky Vision • Grounded Strategy

Montana State University / Bozeman, MT / June 11-14, 2014



Big Sky Vision • Grounded Strategy will explore ways of integrating the ever-changing models, methods, motivations, and practices of contemporary art and design into foundational art courses. Discovering approaches in which foundation curricula can respond to 21st century needs, by comparing emerging processes and motivations to existing models.

Big Sky Vision • PROGRAMMING

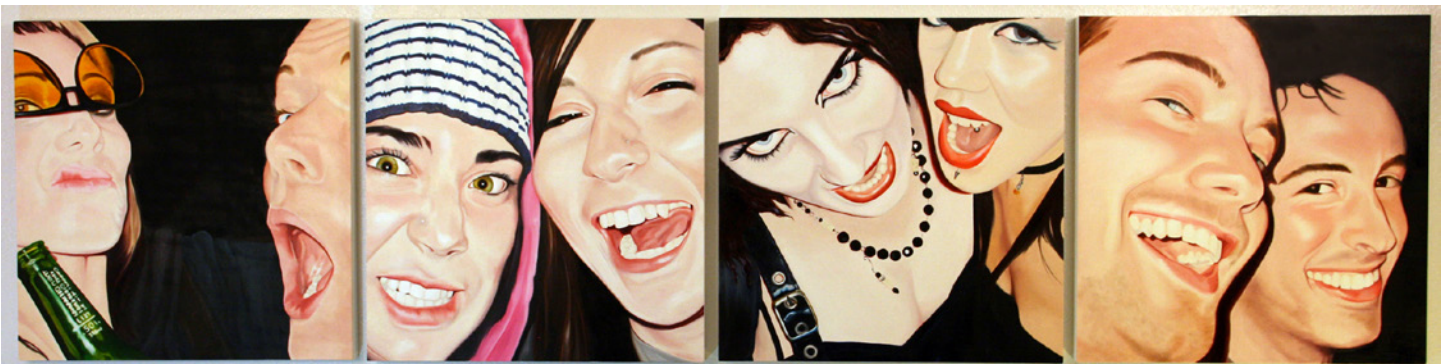
① THE THREE R'S: RIGOR, RISK-TAKING, AND RESEARCH

The Three R's: Rigor, Risk-Taking, and Research will be facilitated by Claire van der Plas. Effective foundations curricula teach students to research, demand rigor, and encourage risk-taking. This group will explore best practices for encouraging research during the foundations year. Rigor is required for all academic areas and is dependent upon time management skills. How can the foundations curriculum help students learn time management skills while demanding the most of each student? Finally, risk-taking is a term widely used in art/design programs, but what do we mean by risk and how can we facilitate meaningful risk-taking and ensure critical growth through the process?

■ Claire van der Plas

Claire currently lives in Alamosa CO and teaches foundations art courses and art criticism at Adams State College, CO. She has taught in New Zealand, Singapore and North Carolina before moving to Colorado. While primarily a painter Claire thinks pigeon-holes are for mail and also works in other media including installation, performance and collaborative art when the opportunity arises.

She has exhibited in New Zealand, Australia, Singapore, Malaysia and the United States. She earned her MFA from University of Auckland, New Zealand in 2004. She also has a BFA from Auckland and a BA in political science from Canterbury University, NZ. Claire's recent work was an investigation of the relationships between cameras and people; painting and photography through considering Facebook as a portraiture medium. Her current project is a painting project focusing on some really interesting rocks.



888 Friends

The source material for the paintings in 888 Friends is photographs that people have chosen and uploaded to represent themselves on Facebook. In these photographs the subjects often appear very conscious of role-playing or posing to present a temporary or partial identity.

Big Sky Vision • PROGRAMMING

② ESSENTIAL ELEMENTS: CURRICULAR RELEVANCE

Essential Elements: Curricular Relevance will be facilitated by Kjellgren Alkire. Stated learning outcomes generally define a foundations curriculum. Many schools continuously try to add new experiences and technologies to the foundations curriculum. This group will explore the essential elements relevant to a contemporary design/art curriculum. How do we choose what to add and what to cut from a curriculum? How do we educate the whole person? What are the best ways to keep a curriculum reflexive and effective?

■ Kjellgren Alkire

www.kjellgrenalkire.com

Kjellgren Alkire makes art about doubt and certainty, language and its failure, people and their politics, agriculture and its subcultures. Synthesizing his favorite cultural shticks, he regularly makes sculptural installations, live art performances, lens-based documentation and printed ephemera.

His studio and curatorial work has been a beneficiary of several awards, including the 2014 Jerome Foundation Fellowship for Emerging Artists, the Minnesota State Arts Board, Contemporary Forum of the Phoenix Art Museum and the Missouri Arts Council. He currently teaches art and design at Winona State University in bucolic southeast Minnesota.



Camp Characters at the Shed: Mudman, Camp Director, Youth Director, Man In Black

screenprint and resin on chromogenic color print mounted on steel
2013

16" x 20" (each)

Using these masculine archetypes, I perform both for the camera and in live artworks. I pair these characters with texts, graphics and installation to interrogate and celebrate subcultural productions of identity and mythology.

③ CRITIQUE, ASSESSMENT, AND RUBRICS: MEASURING SUCCESS

Critique, Assessment, and Rubrics: Measuring Success will be facilitated by Melissa Vandenberg. Preparing for and measuring success within art/design programs are processes that include a wide array of academic elements from curricular outcomes to individual learners. This group will explore the relationships between learning and teaching, curriculum and learner, and foundations as a vehicle for learning critical thinking.

■ Melissa Vandenberg

www.melissavandenberg.com

Born and raised in Detroit, Vandenberg is an artist, educator and curator living in eastern Kentucky. Her studio practice considers fear, impermanence and power through drawing, photography, collage, sculpture and performance. Media selections favor everyday materials like fabric, stickers, temporary tattoos and found objects. Nationalism, politics and ancestry play a fundamental role in her studio practice through imagery of flags, grave-stones, life-vests and atomic explosions.

Melissa has exhibited her work nationally and has been the recipient of numerous grants including a Kentucky Foundation for Women Artist Enrichment Grant. Recently, she concluded artist residencies at Elsewhere in Greensboro, NC and at Solos Project House out of Newark, NJ. She is currently an Assistant Professor of Art and Foundations Coordinator at Eastern Kentucky University. Vandenberg is represented by beta pictoris gallery in Birmingham, AL.



Life-Vest Mandala

Life Vests, Fabric, Wood, Volunteers and Song
2013
Solo(s) Project House, Newark, NJ

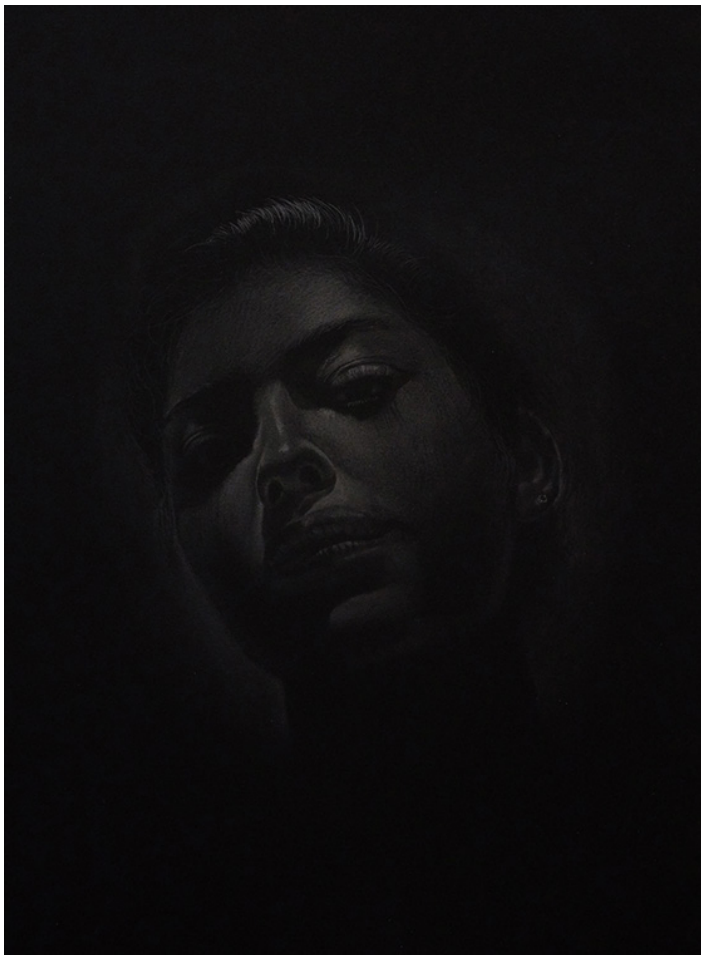
4 IMPULSE AND INCENTIVE: INTRINSIC AND EXTRINSIC MOTIVATIONS

Impulse and Incentive: Intrinsic and Extrinsic Motivations will be facilitated by Jesse Payne. Students are driven and motivated by a multitude of experiences and goals. Hand skills and habits of mind joined with purpose and intention are essential elements for a successful learner in art and design. This group will explore learner-centered foundations curricula and learning outcomes as they relate to motivational aspects of each. How can we foster a self-directed work ethic combined with self-confidence to prepare our students for success? How and why are students and teachers motivated in the foundations studio?

■ Jesse Payne

www.jessepayne.com

Jesse Payne is an American artist currently working and teaching in Doha, Qatar. Payne's work uses rigorous craft to amplify his creative interests: what does it mean to understand an artist's gaze, and what does it do to a culture to censor it? His subjects—whether dimensioned iterations of Leonardo's grotesque faces, or the further obscurity of censored art—are rendered in a hyper-representationalist manner, interrogating viewers with these same questions.



Payne received degrees from Indiana State University (BFA) and Northern Illinois University (MFA). His work has been shown internationally, at 33 Collective Gallery (Chicago), Telfair Art Museum (Savannah, GA), the Qatar Foundation (Doha, QA), and elsewhere. More information is available on the artist's website, jessepayne.com.

Sarah

graphite pencil on black paper

Part of *Cloaked*, a series of drawings that deal with censorship and women in the Middle East. The reflective qualities of the pencil reveal the unveiled image of an Arab woman. The black paper is a metaphor for the hijab (head cover) that women traditionally wear in an Islamic culture.

Big Sky Vision • FELLOWSHIP SPOTLIGHT

Integrative Teaching International is delighted to award four fellowships for emerging educators and administrators in visual art, design, art history and theory. Fellowship participation has been crucial to the success of past ThinkTank events, and our fellows for TT8 will be no exception. Check out the talent!

■ Katie Hargrave

www.katiehargrave.us

Katie Hargrave is a multi-media artist interested in the production of American identity through politics, history, mythology, and narrative. Her work elevates stories from popular culture, those hidden in the archives, and the everyday conversations from passerby's and participants. Originally from Chicago, Katie received an MA in Cultural Production from Brandeis University and a MFA in Intermedia from the University of Iowa. Her work has been shown at Proof Gallery in Boston; Gallerie Analix in Geneva, Switzerland; the Manifesta Biennial in Murcia, Spain; The Philadelphia Art Alliance, and the Athens Institute of Contemporary Art, to name a few. Katie has just accepted a position as Assistant Professor of Foundations at the University of Tennessee Chattanooga, where she will teach beginning in the fall.



How to Fold L'Etoile du Nord: Symbols Removed

drawings & found flag
2013

This project unpacks the history of the Minnesota flag in a multi-part installation.

Big Sky Vision • FELLOWSHIP SPOTLIGHT

■ Blaine Bradford

www.blainebradford.com

Blaine Bradford is a native of Charlevoix, Michigan, where he spent many summers exploring the terrain Hemingway once trod, developing an appreciation for untamed nature, which has worked its way into his art. As an artist, Blaine predominately works in oil paint on canvas, occasionally switching to digital processes to manipulate presentation and theme. With a B.A. from Michigan State University, Blaine completed his M.F.A. at Northern Illinois University's School of Art, in 2010, where he is currently a Foundations instructor and 2D mentor. In addition, he is also an academic advisor, dedicated to helping first year undergraduate students transition to their new campus life.



Existentialist on the Prairie

oil on canvas

2013

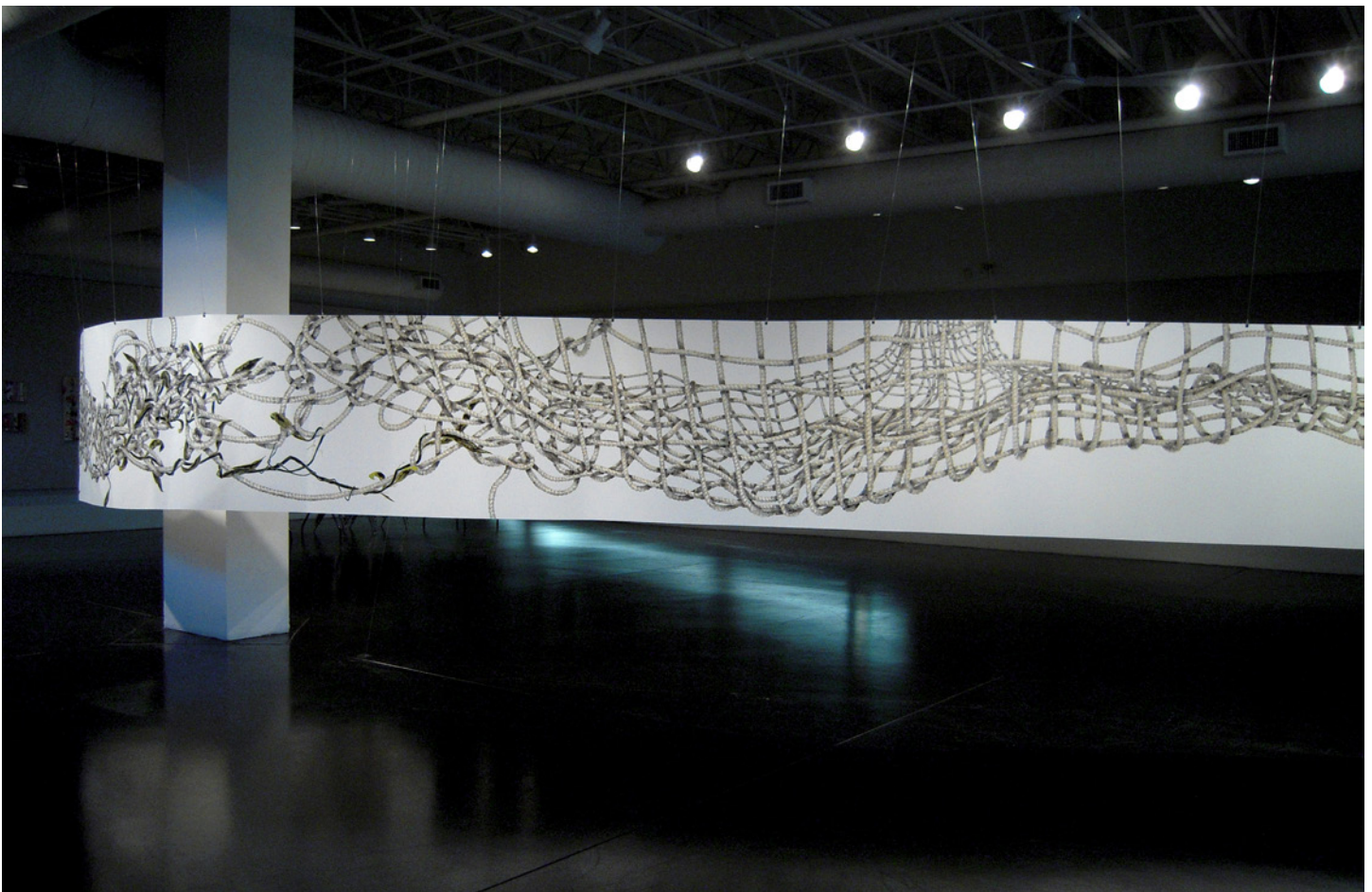
62" x 62"

Big Sky Vision • FELLOWSHIP SPOTLIGHT

■ Jodi Lightner

www.jodilightner.com

A Kansas native, Lightner completed her MFA degree at Wichita State University in 2010. She has exhibited nationally and internationally, including juried and invitational shows. Her work has been seen in Angle Gallery, Seattle, the AIR Gallery, New York City, and the Cocoon Gallery, Kansas City as well as other locations through out the United States. She has also participated in artist residencies focused on studio practice at the International School of Painting, Drawing, and Sculpture in Montecastello di Vibio, Italy, and the Vermont Student Center in Johnson, Vermont. She was an emerging artist in residency at Penn State Altoona and teaches painting and drawing as an Assistant Professor at Montana State University Billings. Her work is represented at Kim Weinberger Fine Art in Kansas City.



Take Dominion

acrylic and ink on mylar

2012

42" × 50'

Big Sky Vision • FELLOWSHIP SPOTLIGHT

■ Andrea Kantrowitz

www.andreakantrowitz.com

Andrea Kantrowitz is an artist, researcher and teacher who has just completed an interdisciplinary doctorate in art and cognitive studies at Teacher's College, Columbia University. Her dissertation was a cognitive-ethnographic study of contemporary artists' drawing practices. She holds a B.A in Art and Cognition from Harvard University and a MFA in Painting from Yale, teaches foundation drawing at Pratt Institute, and is a lecturer in art education at Teachers College and adjunct professor in the graduate school of the College of New Rochelle. She has also worked for many years as a teaching artist in the New York City public schools have been involved in multiple local and national research projects, looking at the impact of quality arts instruction on academic achievement for low SES students. Her own art work has been exhibited nationally and is represented by Kenise Barnes Fine Art in Larchmont NY.



Kiwano Night

oil on canvas

20" × 60"

Big Sky Vision • FELLOWSHIP SPOTLIGHT

■ Caleb Taylor

www.calebtaylorart.com

Caleb Taylor is a 2010 Charlotte Street Foundation Fellow whose practice freely navigates the disciplines of painting, drawing, collage, and sculpture. He is the recipient of the prestigious Joan Mitchell Foundation MFA Grant, and has completed residencies at Vermont Studio Center, Urban Culture Project, and Ucross Foundation. Additional awards include a 2009 ArtsKC Inspiration Grant and a ThinkTank Emerging Educator Fellowship. His paintings and drawings are published in *New American Painting* and have been exhibited at numerous venues including the Nerman MoCA, Grand Arts (KC), CUE Art Foundation (NY), and Sherry Leedy Contemporary Art. Taylor's work is in the collections of the Nerman Museum of Contemporary Art and KU Medical Center. He received his MFA in painting from Montana State University-Bozeman (2008) and his BFA from Northwest Missouri State University (2004). He resides in Kansas City, Missouri and is a Special Instructor in the School of the Foundations Year at the Kansas City Art Institute.

In addition to his studio and teaching practices, Taylor is a founding member of PLUG Projects, a curatorial collaboration in Kansas City that presents public programs and exhibitions to connect local, national and international artists. PLUG is a recipient of a 2011 Rocket Grant from the Andy Warhol Foundation, Spencer Museum of Art, and Charlotte Street Foundation.



Presence of Absence II

cut and layered inkjet prints
2014

Big Sky Vision • HOST

Montana State University School of Art, Bozeman, Montana

Montana State University School of Art

www.msuschoolofart.com

www.montana.edu

ThinkTank8 is being hosted and supported by Montana State University School of Art and the College of Arts and Architecture in Bozeman, Montana. The MSU School of Art is made up of 16 full-time faculty members and 9 continuing adjunct instructors. As faculty, they are united in their determined dedication to teaching the history, craft and ideas of art, while their aesthetic achievements convey an underlying dedication to a creative process that gives intrinsic meaning to human experience.

Founded in 1893, Montana State University is one of only 108 institutions - out of 4,600 - designated as “very high research activity” by the Carnegie Foundation for the Advancement of teaching. This means that MSU is among the top 2% of institutions nationwide in research, which translates into significant opportunities for research, scholarship and creative work.

MSU serves about 15,000 students, of which about 400 are undergraduate art majors. The School of Art, fully accredited by the National Association of Schools of Arts and Design, was established in 1893 and its first graduate degree was conferred in 1932. The curriculum is divided into seven areas of study: art history, ceramics, graphic design, jewelry and metalsmithing, painting and drawing, printmaking, and sculpture. Curricula within these areas lead to the Bachelor of Fine Arts (BFA) in Graphic Design and Studio Arts; and the Bachelor of Arts (BA) in Art History, Art Education K-12 Broadfield, and Liberal Arts Studio. Graduate degrees offered are the Master of Fine Arts (MFA) in Art and Master of Art in Art History.

FACTS Foundations @ Montana State University

The Montana State University School of Art Foundations was begun in the late 1980's by now-Professor Emeritus Willem Volkersz program. In the early 2000's it was redesigned and branded as “FACTS” which stands for “Foundations Are Critical To Success” by current MSU painting faculty member, Sara Mast. In 2010, Dean Adams was awarded the position of Foundations Coordinator and began the next iteration of the MSU FACTS program.

FACTS Mission: The Montana State University School of Art Foundations Program provides beginning students with the fundamental skills, knowledge and experiences essential to their development as visual arts professionals. All students will be afforded opportunities to engage in critical and creative thinking through art and design experiences.



Big Sky Vision • HOST

Montana State University School of Art, Bozeman, Montana

21st Century FACTS: The Newest Model

We are currently working toward some significant changes to our FACTS curriculum. In order to ensure input from all relevant faculty and other Montana colleges and universities and approval from school, college, university, and governmental committees, as well as accrediting organizations, it will take about 18 months before we can implement the changes.

First, we are combining the 2D and 3D curricula to develop a single semester-long class which is comprehensive. The creation of the comprehensive visual language class will free up four credits in the foundation year for us to implement a new class called Visual Language: Visual Literacy and Design Thinking. Still under development, the class considers ways of thinking and generating and solving problems foundational to many disciplines. Topics include how and why to research; ideation and iteration; subjectivity, acculturation and discrimination; semiotics; intertextuality; how to read a book; design and immediacy; the pleasure of the original and the knock-off; sport and culture; empathy and reason; and the senses and creativity.

Ultimately, we are preparing students for an unknown future. We attempt to empathize with them and understand their needs. Assignments are designed to frame problems as opportunities for creative thinking. Students learn to generate an array of different solutions. Critiques, a process largely unique to our College of Arts and Architecture at MSU, help students learn verbal and writing skills while instilling confidence. We will assess the success of the curriculum and the delivery of the curriculum and proceed to try to improve our offerings to our students.

Big Sky Vision • SITE



Thursday/Friday breakout sessions and workshops will take place at the Deer Park Chalet. Busses will deliver the participants to the chalet or those who have their own vehicles are permitted to drive.

The Deer Park Chalet is located at Bridger Bowl Ski Area, about 15 miles north of Bozeman, in a beautiful alpine setting (elevation 6,600 feet) with panoramic views. The chalet is constructed recycled fir timber posts and beams and has a 9,500-square foot main floor with an additional 1,750-square foot loft. Lunch, coffee and snacks will be provided at the chalet throughout the breakout session. Check out several Bridger Bowl webcams at www.bridgerbowl.com/Mountain-and-Town/Webcams.

ThinkTank8 • SCHEDULE

Montana State University School of Art, Bozeman, Montana

JUNE 11–14, 2014

WEDNESDAY, JUNE 11

- DAY** Arrival & check-in at the conference hotels
- 4:30–5:00** Conference Registration, Bozeman City Center Inn Conference Room
- 5:00–6:00** Welcoming Remarks / Introduction to workshops & breakout topics
Conference Room, Bozeman City Center Inn, 507 W. Main Street
- 6:00–9:00** Light Dinner & Emerging Educator Showcase: Conference Room

THURSDAY, JUNE 12: TT8 Bridger Bowl Deer Park Chalet

- Before 8am** Breakfast on your own / Complimentary coffee, pastry & fruit available at the Chalet during the day
- 8:15** Gather at the Bozeman City Center Inn lobby for transportation to the Deer Park Chalet at Bridger Bowl
- 9:00–9:30** Orientation to Big Sky Dreams & Grounded Strategies
- 9:45–11:45** Breakout Discussion #1
The Three R's: Rigor, Risk-Taking, & Research
Critique, Assessment, & Rubrics: Measuring Success
Impulse & Incentive: Intrinsic & Extrinsic Motivations
Essential Elements: Curricular Relevance
- 1:00–1:45** Provided lunch & Table Discussions
- 2:00–4:30** Breakout Discussion #2
- 4:30** Depart via bus to downtown Bozeman for MSU-Hosted Heavy Appetizers
- Evening** Dinner on your own. Explore downtown Bozeman

FRIDAY, JUNE 13: TT8 CONTINUES at Bridger Bowl Deer Park Chalet

- Before 8am** Breakfast on your own / Coffee & pastry at the Chalet
- 8:15** Gather in the Bozeman City Center Inn lobby for transportation to the Deer Park Chalet at Bridger Bowl
- 9:00–11:30** Breakout Discussion #3
- 11:45–12:15** Breakout Group Progress Reports
- 12:15–1:00** Provided lunch
- 1:15–2:30** Workshops & Presentations (Participants' choice)
- 2:30–4:15** Breakout Session Wrap-up & Presentation Rehearsal
- 4:30–5:00** Facilitator Debrief
- 5:00** Return to Bozeman via provided transportation
- Evening** Dinner on your own

SATURDAY, JUNE 14: TT8 RETURNS to City Center Inn

- Before 8am** Breakfast on your own
- 8:30–11:30** Final Breakout Presentations/Strategies
- ThinkTank8 Ends:** Transportation to Airport Available

Follow Integrative Teaching International on Facebook & on our website for additional information regarding ThinkTank8 / Big Sky Vision • Grounded Strategy.

See you in Montana!!!