

Thinkwire

WINTER
2015

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

We believe that change happens by those who envision it—not just from the top down or bottom up—but bi-directionally. If you have not heard of Integrative Teaching International or ThinkTank, lets get acquainted. ITI has been steadily growing; from grass-root beginnings to the implementation of our current model including day and week long conference intensives, ThinkTank and ThinkCatalysts. These events, attended by educators worldwide, combine facilitated discussions relevant to current art and design pedagogy with networking and publishing opportunities. To date, we've had participation from over **300** emerging and established educators and administrators representing **80** colleges and universities from **30** states and **4** countries.

We believe in leading change. Will you join us?

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All of us at ITI are deeply honored to work with innovative and dedicated faculty and administrators from around the country during our ThinkTank and ThinkCatalyst programs. This past June we held ThinkTank8@MSU. On top of a mountain, in a chalet, we facilitated amazing discussions concerning student motivations, the value of teaching “soft-skills”, methods for empowering student leadership among other topics. The faculty and students of Montana State University were wonderful to us ThinkTankers! The next volume of FutureForward will be released this winter with articles written by our participants, along with an article co-authored by Rebecca Williams and, our former president and treasurer, Richard Siegesmund. This case study on visual quantitative reasoning explores an innovative approach to expanding art and design curriculum through general education courses.

We are as excited about the research presented in FutureForward as we are about the upcoming ThinkCatalyst@FATE 2015! Much like ThinkTank, ThinkCatalyst is a non-traditional, discussion-based conference. They both follow the format of a scientific or political think

tank; a group of similar-minded people gathering to re-research an issue and form potential solutions. For 10 years, ITI has worked diligently in the field of Foundations, with a focus on integrating actual research with teaching on the university level. A rigorous, empowering and responsive first-year program in art and design is critical for the development of student engagement. As I say at UK, Foundations can be a time for “making art...not just exercises.” And while we are reaching out to our peers in the arts who work outside of first-year programming, Foundations is at the core of our mission. Our continued partnership with FATE holds great import for all of us on the board.

Sign up here for ThinkCatalyst@FATE2015:
integrativeteaching.org/thinkcatalystfate-2015

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ThinkTank8, *Big Sky Vision • Grounded Strategy*, June 2014
University of Montana, Bozeman, MT.

Tectonic Shifts Conference

Indianapolis, IN / March 25–28, 2015



FATE is excited to kick off our Biennial Conference Tectonic Shifts with Breaking Ground, an ITI ThinkCatalyst this spring. As the 3rd event of this kind, we look forward to how this critically engaged discourse will set the stage for the rich dialog sure to follow through the rest of the conference.

Mark your calendars for March 25–28 and plan your trip to Indianapolis soon. Conference registration is open and conference hotel rates are also available for booking at the newly renovated Westin Indianapolis, but space is limited, so book your room now. Conference registration includes breakfast and lunch Thursday thru Saturday. Please visit the FATE website for more information at www.foundations-art.org/conferences. 95 remarkable sessions will run throughout the event.

The Indianapolis Museum of Art has generously agreed to host a reception at the Museum on Thursday evening March 26 for conference attendees. This event will feature a performance by the San Francisco based artist, Chris Kallmyer. The reception for the FATE Juried Members exhibition will follow immediately after the keynote lecture by Beauty is Embarrassing's Wayne White on Friday evening March 27. The exhibition will be on view from March 4–April 18 at the Herron School of Art and Design Galleries.

Best wishes from the FATE Board. We look forward to seeing all you ThinkTankers in INDY this Spring!

Stacy Isenbarger, President FATE
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ThinkCatalyst@FATE2015 • Breaking Ground: Fresh Discussions

Herron School of Art and Design / March 25, 2015

In partnership with FATE (Foundations in Art: Theory and Education), Integrative Teaching International (ITI) is offering a ThinkCatalyst intensive just prior to the 2015 Biennial FATE conference. This one-day intensive on March 25, 2015 in Indianapolis, Indiana, brings together art and design master and emerging educators and administrators to address thematic issues of higher art education. It employs a mix of facilitated discussions, brief presentations, and social interaction with lunch provided.

The FATE national biennial conference will be hosted by the Herron School of Art and Design, IUPUI, March 25–28, 2015. The theme, Tectonic Shifts: Breaking New Ground, will invite an examination of how the forces of change are shaping the foundation landscape. ITI's ThinkCatalyst will help prime the pump for the conference by engaging in discourse of ethics; critique and critical thinking; mentorship and practice; and sustaining one's career in foundations.

Together, we will develop strategies for developing new approaches to teaching and learning at the college level. Our goal is to use our shared experiences to develop integrative approaches to foundations education, developing the possibilities inherent in visual art and design to communicate values that operate within the broadest cultural equations. As shared experience, they also define the community ethic that is an essential value of ThinkTank.

As you look over the draft agenda below, you will see the four group discussions which function as the catalyst for the substantive collective considerations of various foci related to 21st Century Foundations Curricula.

Applications can be submitted online at integrativeteaching.org starting November 20th, 2014.

Our target audience for this intensive includes:

- Current MFA candidates in studio art and design, or recent MFA degree recipients, with at least 1 semester of Foundations teaching experience.
- Current PhD candidates, or recent PhD degree recipients, with at least 1 semester of teaching experience in art theory, educational theory, or contemporary art practices.
- Foundations Coordinators, with up to five years of Foundations leadership experience.
- Emerging Educators in Foundations (1-5 years of experience).
- Higher Education Arts Administrators and Program Directors.

ThinkCatayst@FATE2015 • Breaking Ground: Fresh Discussions

Herron School of Art and Design / March 25, 2015

There will be four breakout discussion groups:

① Ethics and Evaluation

This session seeks involvement from both administrators and faculty to respond to the ethical implications of a completion agenda for our students. Many programs are pressured to streamline the student experience in four years, being held accountable by graduation rates and retention. Through an exploration of the language used to address the agenda of higher education success rates, we will explore the potential positive and critical affects this standardization of education may have on higher education art programs, students, and the delivery of foundations skills and pedagogy. What contemporary educational trends are having an affect on the delivery of our curriculum? How do you achieve a balance between ethics and evaluation methods and assessment?

③ Mentorship and Practice

The diversity of practice represented by Foundations faculty can span all creative fields, from artists to designers and even applied arts and interactive approaches. For this reason Foundations curriculum aims at egalitarian approaches to artistic production, favoring student's individual creative development and critical thinking skills. In this setting how do faculty utilize their specialties to mentor students and bring their practice to the classroom? How do they build collaborative and interdisciplinary approaches to artistic production and evaluation? Who are the constituents involved in mentorship, and what roles do they serve. As Graduate instructors are intensively developing their personal practice, how can they translate this experience to their students? And, how can mentorship be involved in assessment practices?

② Critique and Risk

This session seeks to define the role of critique, and the potential curricular options it can generate. In foundations critiques, students have potential refuge in technique and formal issues related to foundations curricula. The best foundations assignments allow students to integrate formal information with conceptual and theoretical issues. However, freshmen often have problems separating themselves from their work, especially when critically considering why they make the choices they do in their work. How can we facilitate critical thinking in the foundations studio? Students need to learn to risk being "wrong" in order to build confidence in their abilities to communicate their ideas. Also, is the critique still a viable motivational tool? Has it lost its significance, and its ability to encourage students to seek higher personal standards through their creative work?

④ Intentional Pedagogy—Balancing Current Trends with Endurance

Programs are often assessed based on measurable goals and learning outcomes, tracking data trends in the effectiveness of these deliverables. With set expectations and an interest in maintaining effective curriculum how do Foundations faculty address sustainability? Delivering the same content semester after semester requires endurance, how can we remain creatively engaged in this practice? What support networks do we utilize to stay current in changing trends in foundational education and contemporary art practices? With what frequency do we change and revisit our curricula, and how does this affect our assessment data? Are there opportunities for vertical integration strategies, rotating faculty members, or expanding the practice and definition of research?

ThinkCatayst@FATE2015 • Breaking Ground: Fresh Discussions

Herron School of Art and Design / March 25, 2015



ThinkTankers In The Wild...

ThinkTank8, Big Sky Vision • Grounded Strategy, June 2014

University of Montana, Bozeman, MT.

ITI is looking for a great designer!!!

Request for Quote for Professional Design Service

General Information

Integrative Teaching International (ITI) seeks the professional services of a graphic designer to assist in the production of Future Forward, the visually-oriented biennial journal of ITI. We hope to find a designer with whom we can build and sustain a professional relationship.

About Integrative Teaching International

ITI identifies innovative approaches to higher education in the arts and creative practices by linking educational theory to practice. ITI is an advocate for progressive educational models and policies that support an environment of integrative teaching experiences across disciplines. ITI works with professionals in the field to define cross-disciplinary partnerships required in a new millennium between knowledge, creativity, and learning. ITI provides educators with forums for exploration, elaboration, and improvement of existing skills through new areas of collaboration and research.

Project Deliverables and Expectations

- Designer reads up on ITI via our website, integrativeteaching.org, and past issues of FutureForward to better understand our work and mission
- Maintain close and professional communication with FutureForward editor
- Design layout and typeset copy for upcoming FutureForward issue
50–75 page PDF with articles bookmarked and 10–20 of those pages with photos or figures
- Produce interactive PDF organized with internal bookmarks to designate sections and printable components
- Produce timely revisions as needed
- Produce the PDF using InDesign
- Provide original InDesign files when issue is complete

Position Description & Compensation

Project starts immediately

Publication deadline is winter 2015

Flexible hours with all work sent electronically to editor

Compensation based on experience

To Apply

Please send a copy of your CV or resume, a link to your portfolio site, and a quote for designing one issue of FutureForward to both:

Lucy Curzon at lcuzon@as.ua.edu and Shaila Christofferson at schristo@csu.edu

See past FutureForward Journals at integrativeteaching.org/futureforward

Educator Showcase

Check out our Educator Showcase!

The Educator Showcase is a chance to see the stellar individuals we have chosen for acknowledgement and to catch a glimpse into their pedagogical practice. These individuals reflect the best practices and values of ITI and how they conform to ITI's goals and mission. All educators presented have attended either a ThinkTank or Think-Catalyst event and have adopted and applied what has been absorbed through their experience with ITI. Take a moment to review these educators and how beneficial they are to adding to the pedagogical dialog. Upon review of their work, reflect on how an ITI event could benefit you.

integrativeteaching.org/educator-showcase



Christopher Olszewski
The Struggle Continues

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