

Cañada College Arts Task Force Report September 2016

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Executive Summary

- reinvigorating and promoting the arts align tightly with the college's mission statement and institutional learning outcomes
- recommended actions for the 2016-17 academic year can be grouped into three categories
 1. Resources/Career Info/Publicity
Example: Create a resource packet of brochures and online materials demonstrating the relevance of the arts in multiple career fields
 2. Community Relations and Development
Example: Organize a major development outreach program to the community around the donation of a second Deborah Butterfield horse.
 3. Curriculum and Scheduling
Example: Establish a written policy on classes protected from being cut due to enrollment numbers.
- longer-range plans involving programs and facilities will be discussed, developed and vetted in Arts Task Force meetings in the 2016-17 academic year

Vision

Our goals for the arts at Cañada College are to recruit, retain and advance students, and to integrate the arts in service for all on campus and in our community. We want to broaden awareness of all involved – students, their parents, counselors and so on – about careers in the creative arts, including both the commercial and fine arts. Beyond career concerns, engaging the creative experience is essential to the intellectual and academic life. Extending a full awareness of the arts and their career potential to ALL students is a key part of equity culture.

Findings and Action Plan

The first four of our Institutional Learning Outcomes *depend* on the arts.

Critical Thinking – understanding the arts is all about investigating points of view; participating in the arts is to engage in creative problem solving.

Creativity – integral to the arts and the arts are integral to creativity!

Communication – the very idea of the arts are a form of communication

Community – the arts can create the community and provide the very symbols of that community; they can provide understanding and empathy for interpreting various points of view that emerge from a diverse world of peoples and cultures.

We feel that the arts as a career field are underappreciated by students and their families. We want this institution to help change those biases and misconceptions. The arts are a major industry in California and provide many career possibilities.

- Nationally, 702,771 businesses are involved in the creation or distribution of the arts, and they employ 2.9 million people. This represents 3.9 percent of all U.S. businesses and 1.9 percent of

all U.S. employees—demonstrating statistically that the arts are a formidable business presence and broadly distributed across our communities.

- Obviously professional sports are a huge business in the United States, but, according to IRS records, fewer than 18,000 people declare themselves to be professional athletes in America, whereas over 60,000 declare that they earn their living from being actors. The arts are big!

The arts and careers can be thought of in several permutations:

- Arts and arts-related majors working in creative roles in the arts
- Non-arts majors working in creative roles
- Non-arts majors working in the industry
- The value of creativity in fields outside the arts

The magnitude of the arts world needs to be impressed upon all who are thinking about careers. We want to get people thinking about careers in the creative arts that involve the many non-creative support personnel such as all the technicians, accountants and everyone else involved in running any sort of large organization. Someone working in a support role would benefit from an education in the arts to understand the contexts. Finally, we all need to promote the importance of creativity in careers that are not necessarily arts careers. Clearly, creativity is a huge value in today's employment marketplace. Creativity can be an all-important supplement to a resumé – it might be that bit of pizzazz that puts a job candidate forward. The headquarters of LinkedIn has music practice rooms in the building. Music is not a core business for them – but clearly they want to attract creative people to work in the company. This last point is very important for arts planning on campus – including people in STEM fields. Going to the Stanford Symphony Orchestra, you will find that it is almost entirely filled with people with that are pursuing technical degrees, not music degrees. This is true of colleges across the United States that have significant science and engineering programs. The student orchestras and choirs are full of STEM majors. Promoting arts programs on campus is not just about the needs of a handful of students majoring in the arts; it truly includes all of our community.

Equity

From the *New York Times*, various arts blogs and #OscarsSoWhite, problems of diversity or the lack of diversity in the arts is a constant theme, whether you're talking about Hollywood actors or even small press poetry reviews. Most discussions come down to some variation of 'there is not enough diversity in the pipeline.' The community colleges have a chance to be a pipeline from the front lines of diversity. As we all know, the arts are a major industry in California. We must position the reality of the arts in the imagination of everyone, so people don't think STEM is the only path to a career. The arts should never be a shibboleth to restrict social mobility. The arts are a path from merely tolerating diversity to truly embracing and valuing diversity.

Action Plan

1. Resources/Career Info/Publicity

High priority tasks

- Create a resource packet of brochures and online materials demonstrating the relevance of the arts in multiple career fields. The goal is to have this available when advance registration for Spring 2017 starts this Fall.
 - Create a “Fine & Performing Arts at Canada College” PowerPoint presentation for all of us to present in our classes when advance registration is about to start. Let the students know about all the opportunities available to them!

- Maintain active website for the arts on campus with discussion forum. This should leverage materials from the above mentioned resource.
- Publicize community/donor development such as the Gates art gift, a major donation; community education and lifelong learning. Develop a plan in Fall 16 for roll-out in Spring.

Medium priority tasks

- Track & publicize student successes in career placement, income increases (Skill builder). new measure of success – not degrees or certificates awarded but individuals hired as a way of documenting CTE success. Track those who become majors for transfer to four-year institutions. LiveWire student document student success stories, including honors symposium presentations, faculty stories of involvement and engagement an arts and art and careers – capture institutional memory.
- Create a lecture series similar to STEM/TOI talks about creative careers within the creative arts, administrative and supportive careers within the creative arts, creativity as an avocation or a supplement to one's vocation.
- Hire a full-time videographer to document productions in the theater and arts. This could be a staff position. Could this overlap with athletics? This could be a CTE grant funded program if a film/video program is developed.
- Integrate arts with campus life activities & Social media network Facebook campus activity STEM/TOI/sports/art gallery.
- Include music or art related scientists lecturing in the STEM lecture series. Redwood Symphony planning a music & science event in 2017-18 season.

2. Community Relations and Development

High Priority

- Develop development! Organize a major development outreach program to the community. A good "hook" or news peg for this effort would be the donation of the **Gates** gift of a Deborah Butterfield sculpture, a significant work of art. This news peg could serve as a focus for events for fundraising, and publicizing and energizing our community education and lifelong learning efforts.
- Leverage Prof. Denise Erikson's Friday class as a connection to the community (for example, invite these students to the Butterfield donation events)
- Revive off-campus dance schools presenting on campus with the coordination of the dance department. This is already well underway, led by Ana Miladinova.
- Arts Honors field trips – broaden to include whole campus. Arts on campus, yes, AND get students off-campus for the arts. The arts are not just an academic activity! Organize career field trips. This is already in progress, but can be expanded, especially to include planning for student transportation.
- Promote the art gallery in the community and attract artists whose work engages students across the curriculum. The Art Department has been presenting exhibitions of noted Bay Area artists in the College Art Gallery (building 9). The goal has been to provide students the opportunity to see and study artwork of a high level here on campus. We will endeavor to present work that is of interest across disciplines and more readily enable faculty to incorporate the arts into their curriculum.
- Fund a performance or performance series for guest artists in music, theater, dance, art, and multimedia to draw in community and engage students. As this could be a high cost (and high profile program), full campus-wide discussion presidential level involvement would be warranted. To be on the agenda for future Arts Task Force meetings.

Lower Priority

- Promote Cañada College downtown in empty storefronts, art works, video monitor, art on campus, videos of student performances.
- Art gallery cooperating with galleries in town. This could be a great career opportunity or least exposure to the idea of career opportunities for students, but there is a lot of input work required with uncertain payoff. Additionally, there are concerns about controlling for quality. At least this could give impetus to not canceling the gallery class if such a community connection can be made.

3. Curriculum and Scheduling

- Establish, publicize and protect 2 year course offering cycles. To be on the agenda for future Arts Task Force meetings, with questions and goals outlined in advance of a meeting with the VPI and deans.
 - define the level of commitment to the proposed curriculum offering plans and specifying which low-enrollment courses would be protected to preserve program integrity, with enrollment minimums defined in terms of percentages of maximum enrollment, rather than using the fixed, one-size-fits-all “20” number.
- Establish a written policy on classes protected from being cut due to enrollment numbers.
- Create an Arts G.E. Pathway – to be part of the ongoing development of GE Pathways, led by Prof. Erickson
- Honors Pathway – a full complement of honors courses will be available in Fall 2017 with the completion of honors curriculum addenda in drama
- Coordinator informally to coordinate with English 100 and creative writing classes to share content, cross promote connections
- Integrated music, drama & dance workshop class – proposed as a way of integrating the performing arts on campus. This class could take various forms, such as being piloted as a community ed class, but the current proposal will be to create a 1-unit late start add-on joint performance lab class that could be added to relevant courses in the different disciplines (dance, drama and possibly music). Prof Meckler will start discussions with the curriculum committee to identify how best to proceed with this idea.

LONG TERM PLANNING

FACILITIES:

Specific program needs are addressed in SPOL. The Arts Task Force can look beyond that and address some needs that are not in program plans.

Examples

- A **better informal performance space** is needed! The Grove needs better acoustics. This need, as it is not formally part of any program, does not show up in the SPOL planning process.
- A high quality **film projection space** also would serve numerous campus functions, but does not fall into a particular program’s field of concern.

Arts Task Force discussion of program facilities has only been informal, without an evaluation process in place. Generally, proposals with a reasonable chance of being funded are in SPOL; more expensive ideas are also lower priority, such as a greenroom complex for theater. An initial photography/darkroom plan has a prohibitively high price, but lower priced alternatives

should continue to be explored. The Arts Task Force will take on evaluating facilities and instructional equipment plans in SPOL in the coming academic year. This would include art studio, gallery, theater, and music needs. Over the decades, space dedicated to the arts has been cut repeatedly. No more cuts!

PROGRAMS/CURRICULUM

This will be a key discussion for future Arts Task Force meetings. While our Arts Task Force efforts are primarily toward increasing the engagement of all students, we also need to consider curriculum and programs for students majoring in the arts. While we recognize that the number of arts majors will continue to be small, we at least want a stable number of arts majors and provide courses that meet their needs in a timely way. Reviving fine arts photography is an example of something that could make the art degree program more viable.

MUSIC

The current music degree is not viable in that it does not transfer to a four-year music degree program. The current degree is closest to being an Interdisciplinary Studies with Emphasis in Music degree; that should become the formal name to best serve our current students and majors. Creating a viable AA-T music degree at Cañada would require a significant commitment of resources, including new full-time faculty positions. The emphasis and shape of such new program would have to involve all levels of campus administration, the college community, and discussions with all colleges in the district. A third option, recently suggested in Flex Day conversation with CSM and Skyline music faculty, would be to create a commercial music degree that would be jointly supported by all three campuses, since currently no single campus has the necessary courses and resources for such a program.

BUSINESS, FILM

Other new degrees and programs for consideration include a business degree with a specialty in arts management. The course on entrepreneurship for start-ups and creative arts has been an enrollment success in Fall 2016, indicating a strong potential in this area. Existing arts programs at Cañada could supply opportunities for internships. A film studies program could also be of interest, but at this time is not felt to be a high priority. There is already an existing program at CSM.

ART HISTORY

The burgeoning world of Museum Studies programs and degrees offers new career opportunities in this field. Our new Art History Certificate is designed to prepare our students to pursue a career as museum professionals. We are in a unique position to develop this program, since none of our sister colleges has such a program, and the museum culture is exploding in the bay area.

STUDIO ART

The Art Department has an AA-T degree in Studio Arts in place, but students are unable to complete this degree because three of its important offerings are not available. Two of these courses, 2D Design and 3D Design have been cancelled (and then not offered)

because of low enrollments and they are part of the core curriculum. The third course, Black and White Photography, has not been offered because the darkroom has been shut down. With our small department, Photography is the only studio art area outside of drawing and painting that students can use to complete the degree. We need the district to support this course and work to reopen a functional darkroom. This needs to happen soon in order to save the program and because renovations to Building 3 and being planned right now.

Methodology

A series of meetings were convened in the Spring 2016. The initial discussions outlined how the arts task force aligns with the college mission and learning outcomes. The next two meetings were devoted to brainstorming possible ideas and the final meeting ranked action items in terms of importance. Members attending these meetings included David Johnson, Anna Budd, Attila Elteto, Denise Erickson, Kim Lopez, David Meckler, William Morales, Joan Murphy, Paul Naas, Megan Rodriguez and Mike Walsh. This report was edited by David Meckler.

References

<http://www.americansforthearts.org/by-program/reports-and-data/research-studies-publications/creative-industries>

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