

risd Department of
Teaching + Learning
in Art + Design



Rhode Island School of Design

Department of Teaching + Learning in Art + Design
www.collegiateteachinginartanddesign.com

Arts in Context
TLAD 657G-01

2019

Instructor: Nancy Friese
Professor, Teaching + Learning in Art + Design (TLAD)
nfriese@risd.edu Email checked Monday 5-8 pm
Office Hours: By appointment in TLAD Department, T, W, Th 11:30 to 12:30 Room 224

Tuesdays 8:30 am to 11:30
MA elective; Elective for other graduate students

Exploring art and design within the context of the non-profit and institutional and the private sector is the goal of the seminar. We will examine the roles and responsibilities of non-profit arts organizations, agencies, granting entities or foundations from both a practical and ideological perspective to relate them to one's own artistic or design practice or professional aspirations. The course will visit regional arts and design agencies, examining their life cycles and the factors that shape an agency's success and/or failure. Organizations investigated may include: arts councils, service organizations, arts centers, alternative spaces, residency programs, community-based initiatives, foundations, and galleries.

A deepening understanding of arts management including mission and vision, leadership, sustainability, relationships to the community and the public will occur through one's individual research. We will ask whom do they serve, what is their relevancy, and what qualitative results do they achieve?

Graduates input and own interests will form the course. Interviews, case studies, grant proposals, actual applications may all be implemented in our quest to understand organizations and the artist and designer more closely. Guests will offer their own trajectories in developing and intersecting with arts in context. The off-campus visits and on-campus guests will serve as core information to researching and proposing a start-up non-profit, analyzing non-profits, or developing successful residency or grant applications of one's own. This course will be of special interest to studio practitioners and educators whose professional lives will engage with arts organizations in the future.

Graduates may want to examine more carefully the transition outward from RISD, by researching, evaluating and applying during the semester for residencies, teaching jobs, summer positions, and for learning about opportunities for creative next steps through grants and foundations. We will focus on the artist/designers self-declared interests and will rotate through biweekly individual and group meetings. This is a *working professional practice seminar* that transitions and prepares the graduate for future opportunities and steps.

GOALS: THE BROADEST AIMS OF THE COURSE FOR THE PARTICIPANTS.

- To examine a spectrum of non-profit or private arts and design organizations and reflect on how they relate to one's own goals and aspirations.
- To understand the basic components and value of foundations, non-profits, and grant-making agencies.
- To develop one's own research into entities via theory-based, applied, or eclectic investigations to more deeply know the range of art and design contexts.

Learning Outcomes : WHAT THE PARTICIPANT WILL COME AWAY WITH FROM THE COURSE.

- A selected view of local, national and global arts contexts related to one's discipline, primarily through individual research and appointments. 25 %
- Shared knowledge of opportunities in other disciplines, through at least four group meetings. 25%
- A presentation of one's own research through a real or practice grant proposal, a non-profit analysis, a case study of galleries in a region, an in-depth interview, a comparative analysis of different opportunities, or a roster of applications. 25%
- A final impact report on what you have accomplished for the term. 25%

Attendance is taken once per class. Please notify me by email if you will not be attending class.

Please utilize all RISD resources as needed:

Career Center, Arts and Language Center, Global Engagement, Research Office, Student Services.

Feel free to contact me about contacts and introductions to external opportunities.

Every effort will be made to assure that this is an inclusive seminar and your sharing your own range of contexts and ideas will enlarge the seminar. Any resources you can add to the seminar are valued. It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. I will be happy to avoid conflicts with major religious holidays. If I have inadvertently scheduled an exam or major deadline that creates a conflict with your religious observances, please let me know as soon as possible so that we can make other arrangements. In order to learn, we remain open to the views of people different that ourselves. Please honor the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from one another; respect others' opinions and refrain from personal attacks or demeaning comments of any kind; and keep confidential all issues of a personal or professional nature that are discussed in class.

COURSE REQUIREMENTS:

- Initial research into entities of interest.
- Readings and discussions in roundtable format.
- Individualized formative meetings and one final summative presentation.
- Guests from selected non-profits/agencies/foundations.
- One field trip to an art non-profit or business.

Feedback

Peer and faculty feedback

Presentation:

½ hour informal final presentation of the summary of research during the term. A final written impact report that includes a resume and or a CV, cover letters, sample proposals, applications, research links.
A SWOT and PEST and SOAR analyses.

Final assessment will be based on these areas:

- Attendance and completion of assignments/projects
- Written final project and presentation
- Engagement and initiative into one's own avenue of interest
- Receptivity and constructive engagement in classroom & individual meetings

CRITERIA FOR GRADING

- | | |
|---|---|
| A | <ul style="list-style-type: none">• Exceptional and innovative thoughts and contributions in oral and written assignments• Refined and resolved presentation• Research into best practices and challenges in one's field and beyond• Consistent growth throughout program and effective use of criticism and feedback. |
| B | <ul style="list-style-type: none">• Solid, in-depth work in all areas• Extends information into discussion and assignments• Evidence of growth throughout program |
| C | <ul style="list-style-type: none">• Completing the minimum in all areas• Completing a satisfactory final presentation with minimal introspection indicated• Some growth indicated in papers, assignments, discussions |
| D | <ul style="list-style-type: none">• Late, incomplete, poorly done written and oral assignments• Minimal involvement and little growth exhibited• Disruptive to individual and class momentum |
| F | <ul style="list-style-type: none">• Incomplete engagement |

Tentative Guide Pursuant to Class Interests

Tuesday

February 19

Introductions

Survey of interests

Assignment: a resume', and three specific opportunities/entities for the spring, summer or future.

+Tuesday

February 28

Individual Appointments: Room 224 TLAD

Assignment:

SWOT Analysis of non-profit, residency, foundation grant, or job opening

SWOT Analysis of oneself

+Tuesday

March 5

Individual Appointments: Room 224 TLAD

SWOT Analysis discussion, cover letter guidelines, LOI

Assignment: PEST Analysis

Tuesday

March 12

Roundtable Sharing;

4 Slides of one's own work

PEST and SWOT Analyses

Tuesday

March 19

Alliance for Artist Communities National Staff Director Deb Dormody

Tuesday March 26. SPRING BREAK

+Tuesday

April 2

Meetings: Room 224

Application Roster

Assignment: Establish jobs, grants, organizations or foundations for your proposal and bring in application requirements/forms

Individual Establish contact: ie. with program officer, contact person, agency, visit site, interview staff, etc.

Tuesday

April 9

Group Meeting: Peer Exchange of Sample Grant Application Forms

Assignment; first draft of application, or proposal on proper forms

Francoise McAree: Opportunities in Continuing Education and Alternative Teaching Sites

Tuesday

April 16

Grantwriting Tips

Assignment: Refine drafts and plans including goals, outcomes and budget

+Tuesday

April 23

Individual Meetings: Moving from SWOT/PEST to SOAR Criteria

Assignment: support service visit campus/or region: Career Services, Art and Language Center, RISCA, RIHAC, RIF etc.

+Tuesday

April 30

Kevin Jankowski, Director of Career Services on grant and proposal standards

Assignment: Impact Report Guidelines

Tuesday

May 7

Final Impact Report Presentations

Tuesday

May 14

Final Impact Report Presentation in PDF due May 24 Last Name_Summary_ 2019

All assignments will have written guidelines and supporting articles.
Most information will be posted on class website www.collegiateteachinginartanddesign.com under Seminars

Final Summative Report or Impact Report

Due in PDF Last Name_Summary_2019 Friday May 24th via email.

Contents (these may be adjusted to your major and year and include more or selections)

Opening Bio

Resume' or CV

Artist Statement/Designer Statement

Models of Evaluation:

SWOT

PEST

SOAR takes us beyond SWOT and PEST

Research Areas

Images and weblinks and synopses of areas

(non-profits, galleries, corporations, firms, grants, scholarships, exhibitions, competitions) you have researched.)

Timeline of Actions and Applications

Sample Applications

Tables

Roster of applications, due dates, requirements (done)

Roster of applications, due dates, requirements (forthcoming)

Reflections:

Insights and Reflections from visitors talks.

Kevin Jankowski, RISD Director of Career Services

Francoise McAree, Fine and Applied Arts RISD Continuing Education

Deb Dormody, Deputy Director, Alliance for Artists Communities

Other people you have contacted as a resource.

Future Plans and Future Timeline

Format:

pamphlet, booklet, artist book, impact report or annual report style.

images of your own concurrent studio work throughout the semester can parallel text.