

Convergence Symposium

February 11-12, 2021

Hopkins Center for the Arts
@Dartmouth

a²ru ALLIANCE
FOR THE ARTS
IN RESEARCH
UNIVERSITIES





Addressing the Challenges of Arts Integration in Higher Education

Maryrose Flanigan
a2ru



Overview

What are the challenges?

How are they being addressed?

How might they be addressed better?

Blue sky—What can arts integration look like?

✦ November 19, 2018 – Madison, WI

✦ December 3, 2018 – Berkeley, CA



a2ru @a2ru_News · Oct 25, 2019

(Training in the arts gives us) the ability to deal with uncertainty & project ourselves into a future we cannot predict.- novelist Gish Jen @theNASEM @americanacad town hall #a2rubranches

✦ May 28, 2019 – Ann Arbor, MI



a2ru @a2ru_News · May 30, 2019

"We are at a reflection point, where somehow we need to figure out how to connect deep, vertical knowledge with new horizontal structures and apparatuses ..." -Earl Lewis @theNASEM presents on arts integration in STEMM bit.ly/2QzwroY #a2ruBranches #integration

✦ April 4, 2019 – Denver, CO

✦ March 13, 2019 – Bloomington, IN

✦ February 2019 – Laramie, WY

✦ April 12, 2019 – NAS Convocation

✦ February 27, 2019 – Moscow, ID

✦ April 16, 2019 – Fairbanks, AK

✦ February 19 – Cambridge, MA

✦ April 17, 2019 – Anchorage, AK

✦ February – Tuscaloosa, AL

✦ April 18, 2019 – Juneau, AK

✦ February – Salt Lake City, UT

✦ February – Hanover, NH



Dr. Mark Schlissel @DrMarkSchlissel · Oct 3, 2019

As a leader in #arts research, creation, education & presentation, @UMich will begin a comprehensive arts initiative. Enabling us to unleash more imagination & creativity, leading not only to better, fuller, smarter humans, but advancing humanity. myumi.ch/NxpO7

"I BELIEVE THAT NO UNIVERSITY CAN BE TRULY COMPREHENSIVE, OR EXCELLENT, WITHOUT STRONG PROGRAMS IN THE ARTS, AND A DEEP COMMITMENT TO SHARING THEM -- AND THEIR MANY BENEFITS -- ACROSS THE BREADTH OF THE ACADEMIC ENTERPRISE AND WITH THE BROADER PUBLIC."

Mark Schlissel
President, University of Michigan



Challenges

A DEFINITION

LANGUAGE

CULTURE

PERCEPTION

INSTRUMENTALISM

SHALLOW ROOTS

GEOGRAPHY

FUNDING

LACK OF STANDARDS



Addressing the Challenges

How are they already being addressed?

BEST PRACTICES IDENTIFIED IN *SURVEYING THE LANDSCAPE* (2015)

- **Co-teaching and cross-listing arts-integrated courses**
- **Liberal interpretation of existing policies for promotion and tenure**
- **Centers and institutes establish shared spaces for arts-integrated research and teaching**
- **Research including the arts as equal partners from the onset**
- **Partnerships** between stand-alone art schools and research universities, community engagement, and efforts to support and improve arts practice.

-also-

- **Rise of design thinking**--acknowledging a process / effort to address problems that includes many perspectives from the get-go.



Addressing the Challenges

Levels of engagement

Levels to address the challenges

Personal/academic career

- Student
- Faculty

How do I get credit for my work?

Individual Campuses

National perspective/priorities for higher
education

Public/Cross-sector perspectives

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Challenges

Universities grapple with how to reach the threshold of providing a comprehensive interdisciplinary education, as there is no singular set of goal post or set of guidelines for this movement prior to defining what it *actually means* and *how to do it*.

2 main categories to address the challenges



Investing in the Arts

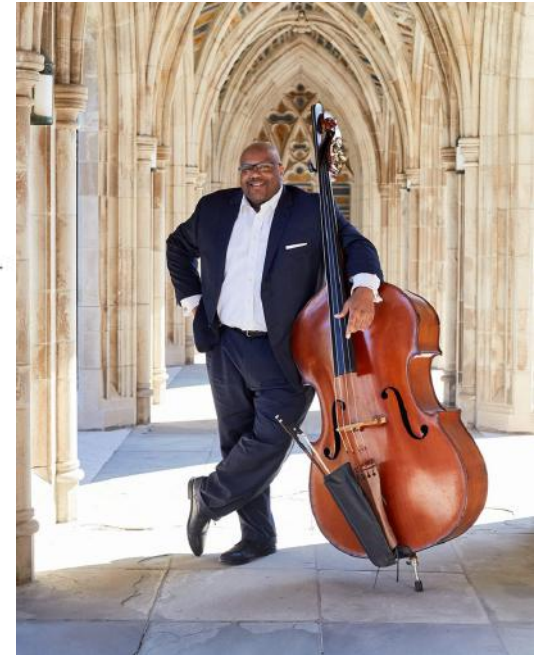
The UA is investing in its future as an international arts destination with the creation of a new vice president for the arts position, which is being filled by UA College of Fine Arts Dean Andrew Schulz.

By Pam Scott, University Communications | Jan. 17, 2019

THE UNIVERSITY OF ARIZONA



*art and artists are
essential* →



Vice Provost for the Arts

JUNE 11, 2020 IN ARTS, WORKING@DUKE

John Brown is Duke's first full-time Vice Provost for the Arts.

We are a nation in crisis because of the coronavirus, racism, and deep political division,” says Brown. “I am honored by this appointment, and I recognize we are in dire need of hope and healing. Arts and artists are essential, now and always. The ways we find ourselves divided tend to vanish when we share experiences in the arts.

–John Brown, Duke University’s first vice provost of the arts
appointed June 2020



Bottom up...

A RESEARCH INITIATIVE


Being part of a research-one institution, BLOOM Studio is a unique opportunity to work in a way that aligns the visual arts to the larger idea of research at UAB. BLOOM projects are long-term, research-driven projects, which promote the importance of research-based ideas that connect to a meaningful solution. BLOOM is an immersive experience which includes on the ground research, client and community meetings, proposals and grant writing opportunities.

SERVICE LEARNING // CREATIVE SPACEMAKING

BLOOM Studio is a 400 level course taught in the Department of Art and Art History. It is based on UAB's Service Learning Initiative, through the UAB Faculty Fellows in Service Learning Program. The course is taught in the fall with an emphasis on design and taught in the spring with an emphasis on illustration/scientific image creation.


FURTHERMORE, BLOOM creates an opportunity for an academic writing platform and research trajectory for tenure-seeking faculty.

Leveraged
from the
middle...

 ARTS ENGINE

Search

HOME STUDENTS FACULTY FUNDING ABOUT



RESEARCH REMIX

CREATIVE PLACEMAKING & COMMUNITY ENGAGEMENT

THURSDAY, MARCH 21, 4:30-6:00PM
DUDERSTADT 3358A
RSVP BY MARCH 15

Research Remix - A Graduate Research Networking Series

We invite all U-M graduate students to join the conversation. Attendees are encouraged to connect with the speakers (and each other) in a happy hour-style networking setting following presentations. We hope that through these sessions, graduate students will have an opportunity for cross-disciplinary conversation that will in turn give new perspectives on their work and provide a forum for future work in their chosen fields.

< 1 2 3 4 >

"I don't think the piece could have reached the somatic caliber without the generous funding and advice offered by ArtsEngine. ArtsEngine is a valuable aspect of the interdisciplinary making community here at UMich." – Ruth B., Art & Design Student, 2016-17 MicroGrant recipient

Newsletter

Sign-Up here for our student newsletter!

Collaborate

Looking for a collaborator from a different discipline to work on your project or research? We can help –

Support ArtsEngine

[Give online](#)

Top-down...

Since taking over as Arizona State University president in 2002, Michael Crow has defied tradition and set out to design the "New American University."

He has pulled professors out of departmental silos and established more than a dozen new transdisciplinary schools and large-scale research initiatives such as the Biodesign Institute.

"Arizona State's President Says It's Time to Rethink Tenure and Other Academic Traditions"
by Douglas Belkin *The Wall Street Journal*

GENERAL EDUCATION @ PSU



STRONG
FOUNDATIONS



TRANSFORMATIVE
EXPLORATIONS



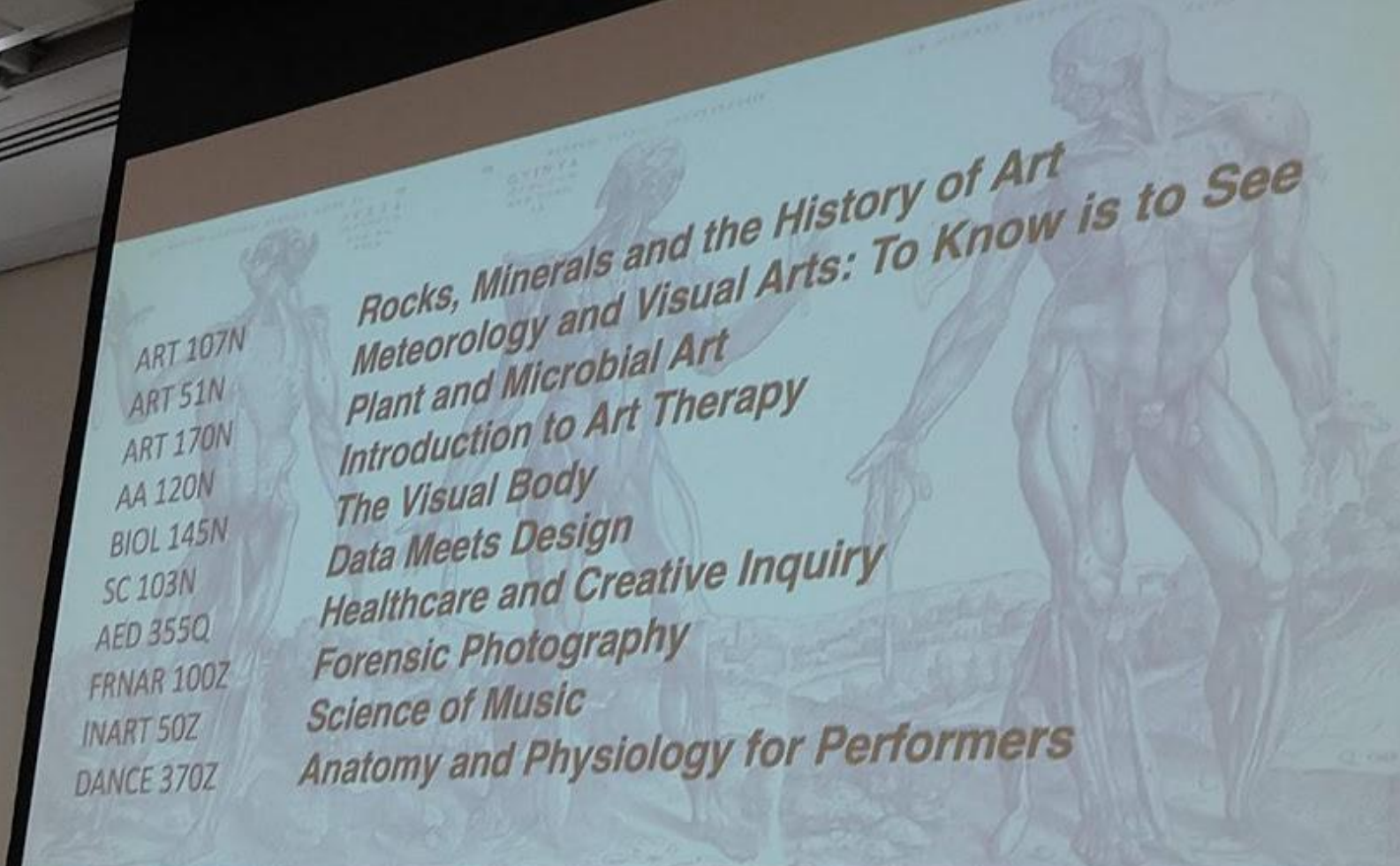
INTEGRATIVE
LEARNING

- EFFECTIVE COMMUNICATION
- KEY LITERACIES e.g. quantitative, health, intercultural, historical, aesthetic, linguistic, scientific
- CRITICAL AND ANALYTICAL THINKING

• **INTEGRATIVE THINKING** - the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts

- CREATIVE THINKING
- GLOBAL LEARNING
- SOCIAL RESPONSIBILITY AND ETHICAL REASONING





ART 107N
ART 51N
ART 170N
AA 120N
BIOL 145N
SC 103N
AED 355Q
FRNAR 100Z
INART 50Z
DANCE 370Z

Rocks, Minerals and the History of Art
Meteorology and Visual Arts: To Know is to See
Plant and Microbial Art
Introduction to Art Therapy
The Visual Body
Data Meets Design
Healthcare and Creative Inquiry
Forensic Photography
Science of Music
Anatomy and Physiology for Performers



Addressing the Challenges

How might we address them better?

We have found several ways to help higher education institutions with case making and having partners “find their feet” with arts integration



Partner profiles



Research



Workshops



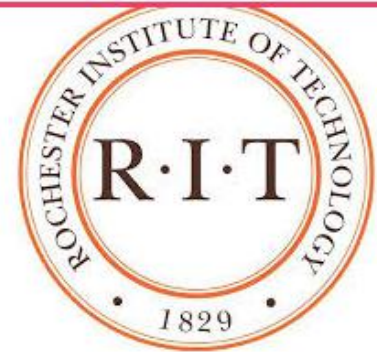
Webinars



Annual meetings

Faculty perspective:

It has been wonderful both to learn about what [other] institutions are doing but also to see that we are really holding our own and can tell a story of our own curricular strengths and research strengths in contrast to other institutions.



"The goal of a2ru is to more effectively infuse the arts throughout research universities, and I'm proud that RIT has become one of its newest members,"
"Arts should be fully integrated throughout the campus—both in terms of educational programs and research initiatives—and I'll be thrilled to see the impact of a2ru across our university."
—Dave Munson, President, RIT

[Mission Statement](#)[Leadership](#)[Projects](#)[Twitter Feed](#)[RSS Feed](#)

RIT has a rich history stemming from the integration of the Athenaeum, which championed arts and humanities education in Rochester in the early 19th

[*Search the SPARC interviews*](#)

Impacts research



THE ARTS AND DESIGN IN RESEARCH UNIVERSITIES: INTERDISCIPLINARY IMPACTS AND PRACTICES

About this map

a2ru interviewed upper-level administration, faculty, and students at over 38 institutions of higher education about the impacts of their interdisciplinary arts-integration work, including teaching, research, and community projects. We asked about what impact they hoped for and what impact they actually saw, as well as how they measured impact. 212 different people talked about a range of experiences—from awards and recognition for innovative research, to strengthened student communities, to sensory gardens for the blind.

From these responses, we tagged 273 examples of arts-integrative work and grouped similar types of impacts together to reveal twelve major categories. This map represents a draft taxonomy of those impacts, as well as a model for how different types of impact relate to each other and their role in the work of higher education.

Learn more: a2ru.org/projects/impacts/

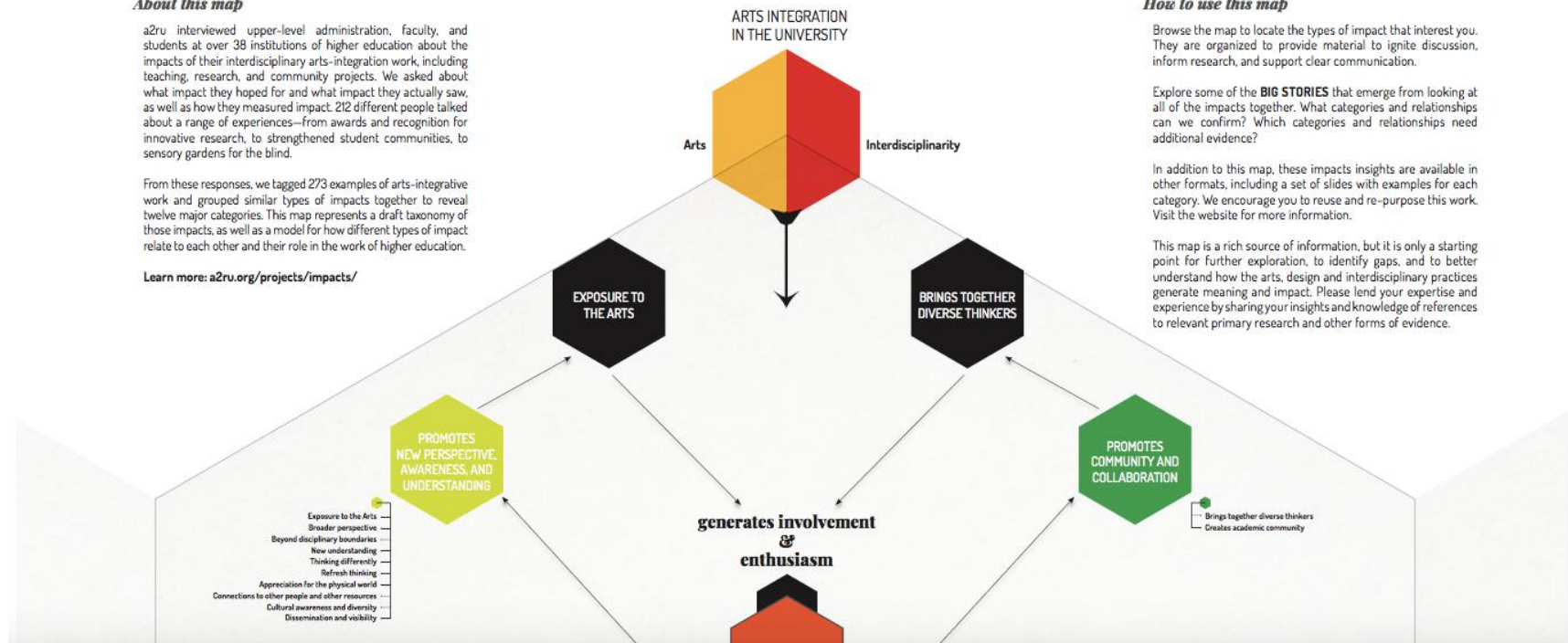
How to use this map

Browse the map to locate the types of impact that interest you. They are organized to provide material to ignite discussion, inform research, and support clear communication.

Explore some of the **BIG STORIES** that emerge from looking at all of the impacts together. What categories and relationships can we confirm? Which categories and relationships need additional evidence?

In addition to this map, these impacts insights are available in other formats, including a set of slides with examples for each category. We encourage you to reuse and re-purpose this work. Visit the website for more information.

This map is a rich source of information, but it is only a starting point for further exploration, to identify gaps, and to better understand how the arts, design and interdisciplinary practices generate meaning and impact. Please lend your expertise and experience by sharing your insights and knowledge of references to relevant primary research and other forms of evidence.



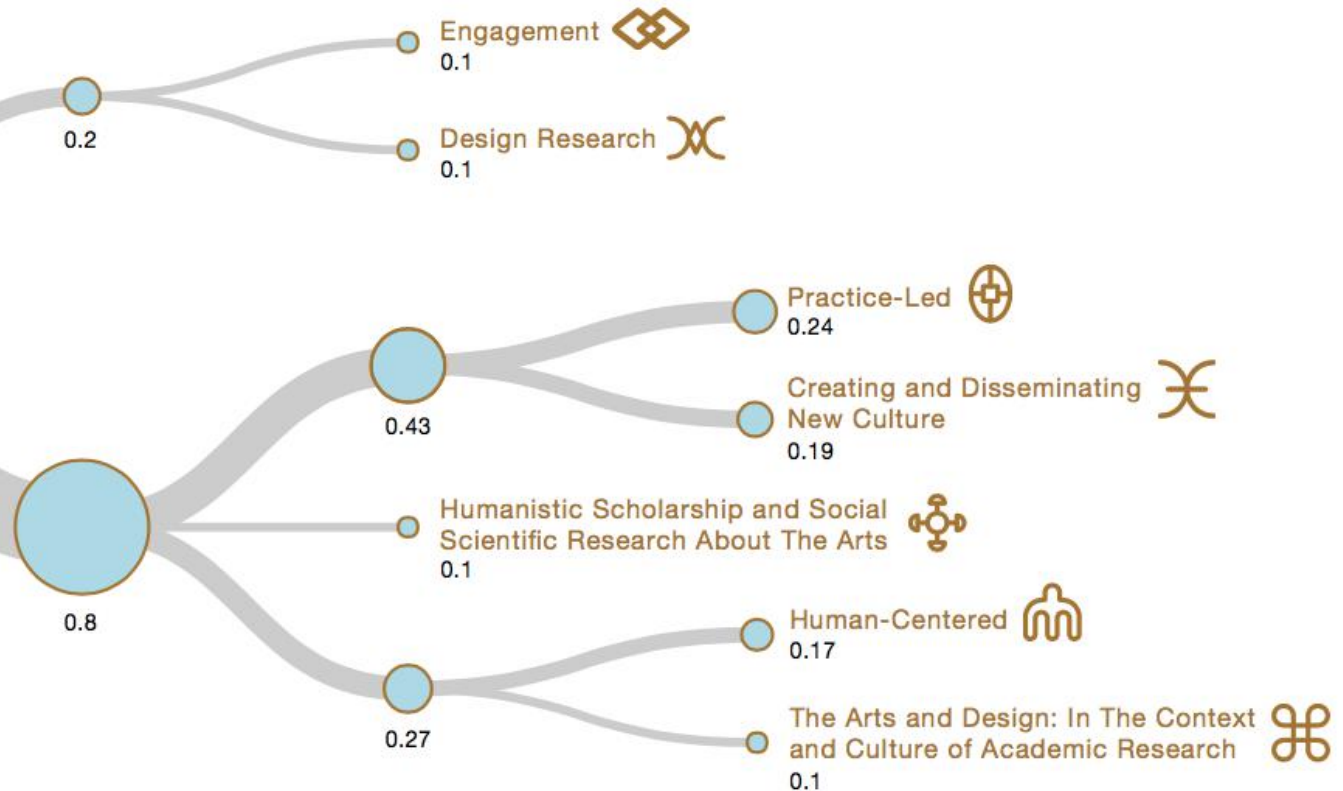
Paths and Branches

What is Arts Research?

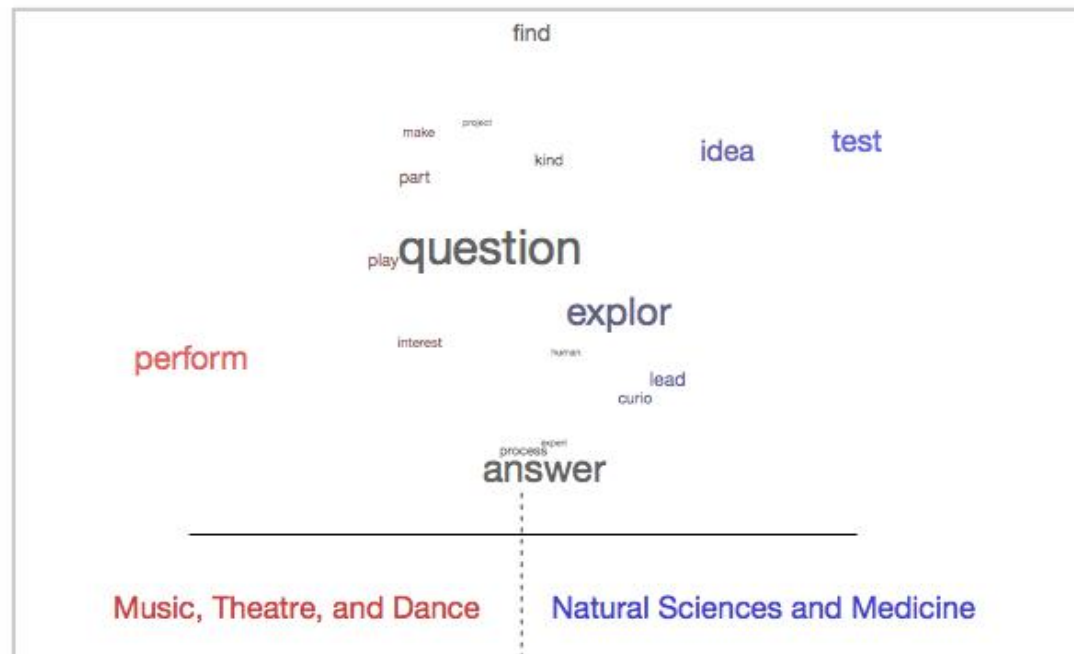
The tree diagram to the right provides a draft folksonomy and map of the conceptual structure of arts research—based on the perspectives of university faculty, staff, academic leadership, and some students. This map emerged from a suite of statistical methods that discover, sort, and connect themes using the words of original texts, like interviews (see page 37 for detail on methods).

The branches show the relative proportion of topics for the definition of arts research and how those topics are correlated for 444 interview responses. Correlated topics are indicated by the connected branches, and the relative proportion of each topic in the entire set of responses is listed at each node, or as a sum of the combinations of topics at the parent nodes. Topic names are provided at the leaves of the tree. In the pages that follow, topics are presented in the order of greatest prevalence.

There are two main branches of this tree. The top branch contains 'Engagement' and 'Design Research'—both of which center on methods of knowing, and on involving others. The bottom trunk encompasses a diverse set of traditions and modes of research, with the most prevalent view (24%) that arts research is 'Practice-Led.' 'Practice-Led' refers to a material, social, performance-based, technological, and/or conceptual dialectic. It is driven by practice, and it is also aligned with a definition of arts research that is about 'Creating New Culture.' Research *about the arts*—such as art history or sociological studies of the arts—is quite distinct. 'Human-centered' describes arts research largely as a condition of being human. Finally



From *What Is Arts Research?*





Amplification Workshops/Guidebook

FIND CONNECTIONS WITH EXTERNAL TRENDS

Strengthen the case for arts integration by connecting it to external trends. Use the chart here call out which of the trends outlined in *The Case for Arts Integration* book are in play at your institution. There is also space to capture other trends impacting your university, from changing student needs to funding shifts.

PERSONALIZED LEARNING PATHWAYS

PUBLICLY ENGAGED KNOWLEDGES

DISRUPTION & MIGRATION

POP-UP COMMUNITIES

DIVERSITY, EQUITY, INCLUSION

REGIONAL CONTEXT

What trends in this area affect our university?

How might arts integration be part of a response to this trend?

A hand-drawn diagram of a coordinate system. The vertical axis is labeled 'y' at the top and 'x' at the bottom. The horizontal axis is labeled 'x' at the right and 'y' at the left. The axes intersect at the origin. The y-axis is divided into four segments by three horizontal lines: blue, pink, yellow, and blue from top to bottom. The x-axis is divided into four segments by three vertical lines: blue, pink, yellow, and blue from left to right. The segments are labeled with numbers 1 through 16 in a grid-like fashion.

FIND CONNECTIONS WITH YOUR UNIVERSITY GOALS

Our university mission statement:

Which archetype(s) below does your mission statement most sound like?

"Empowering students with a transformative educational experiences that prepare them for success."

"Supporting faculty development with academic community and a robust exchange of ideas."

"Discovering, preserving, critically examining,

Ideas for connecting your mission to arts integration

Arts-integrated classrooms give students a range of conceptual and hands-on experiences, as well as skills and capacities that help them succeed in a range of endeavors post-graduation.

Promoting collaboration between the arts/design and other parts of campus enables faculty—as co-teachers and as research partners—to engage with concepts, practices, and people that can refresh and inspire.

Integrating the arts with, for example, STEM

THIS WORKBOOK IS DESIGNED TO HELP YOU:

As a case-making and development tool while working on your own.

To run a workshop in a group (you may want to translate exercises into posters or practice-based tools so you can work more collaboratively).

As a common framework for consulting with a cohort of other universities in an A2RU facilitated experience. Please get in touch with A2RU about opportunities.

Properly applied, the workbook will:

- Save weeks of work
- Provide structure and clarity for your group's work
- Minimize stress for you, your team, participants, and stakeholders
- Accelerate your ability to assemble exemplary case-making materials
- Raise the quality of your messaging

WHAT THIS IS NOT

As much as these questions help scaffold our thinking, this is not facilitation-in-a-box. Working through the workbook won't suddenly create a compelling and persuasive case, teach you how to facilitate a group process, produce quality research, or get your committee or leadership to prioritize or align. To create something of significance, it takes practice to understand the landscape of people's needs, disciplinary traditions, institutional culture and how creative processes can help. Get exposed to work of exceptional quality. Read up on the many literatures to ground yourself in the fundamentals of whatever areas you are working in. Practice. Witness each other's practices. Talk about the individual ideas. Gather evidence over time. Build a cadre of like-minded folks who can add their ideas and stretch yours.

This workbook will give you a good start. To really build something lasting, understand your purpose—why it matters to you, as well as to those around you. Purpose is reflected in the shape of your messages, their timing, and the craft of the materials you create.

BUILD YOUR BASELINE

WHAT IS OUR STARTING POINT?

BUILD YOUR PLAN

WHAT WILL IT TAKE TO IMPLEMENT ARTS INTEGRATION?

BUILD YOUR CASE

HOW WILL WE DEMONSTRATE THE RELEVANCE AND
VALUE OF ARTS INTEGRATION TO MAKE IT A PRIORITY?



GROUND WORKS

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**GROUND WORKS IS A
PLATFORM FOR EXEMPLARY
ARTS-INCLUSIVE
RESEARCH PROJECTS AND
REFLECTION ON THE
PROCESSES THAT DRIVE
INTERDISCIPLINARY**

The biggest problems we face as a society don't conveniently set themselves up to be solved by one-source solutions. Problems don't know what discipline they are supposed to fall under; they are just problems.

-Mark Schlissel, president, University of Michigan



UAB News

Stay informed with the latest updates

The a2ru summits bring together students who have an interest in the arts, crossing disciplinary boundaries and developing collaborative projects. ...Summits have a strong project-based component with activities such as panel discussions with special guests, keynote speakers, site visits or field trips, performances and exhibitions, networking opportunities, and skill-building experiences throughout to collaboratively solve challenges with projects that integrate the arts and design with other disciplines to produce new knowledge.

Feb 26, 2019

knowledges

The 2019 theme, knowledges: artistic practice as method is an invitation to explore modes of knowing, especially as arrived through the discovery of artistic practice. This theme is anchored in, but not limited to, the following questions:

How do artistic practices map onto other methods of knowledge production?

If contemporary artists are trained from the outset to be critical of their medium(s), how might this critical reflection inform more discrete disciplines, which often treat academic form as neutral vessels for the delivery of content?

What can researchers across the arts, sciences, and humanities learn from one another's practices and approaches?

Blue Sky



Integration occurs best through the building of conceptual or methodological “bridges” between disciplines for the purpose of addressing well-defined multi- or transdisciplinary problems. Integration is not a goal in and of itself, but rather a skill that needs to be developed in order to respond to the connectedness of the real world.

--Robert Root-Bernstein, MSU from SCIENCE Magazine, spring 2018

Science Home News Journals Topics Careers

COMMON ROOMS

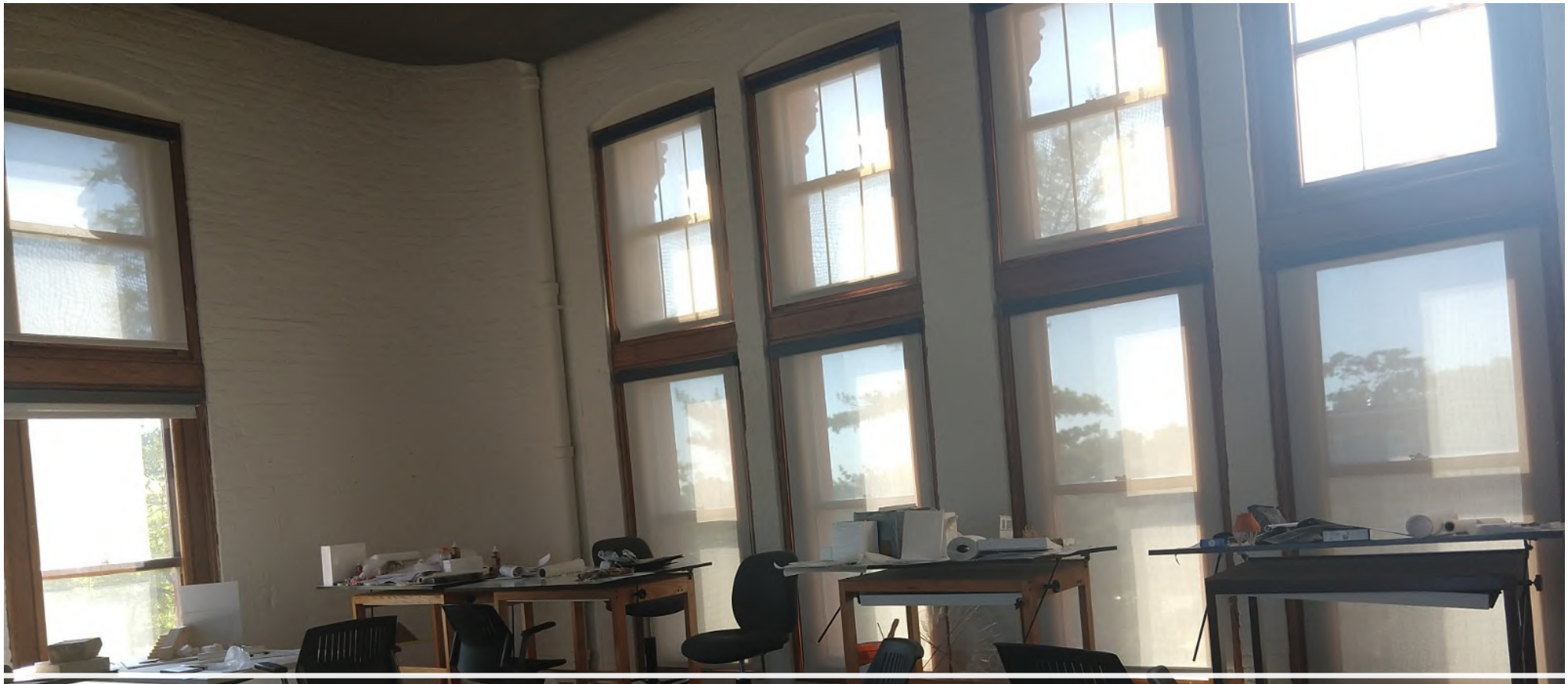




The Commons at KU

RED HOT RESEARCH

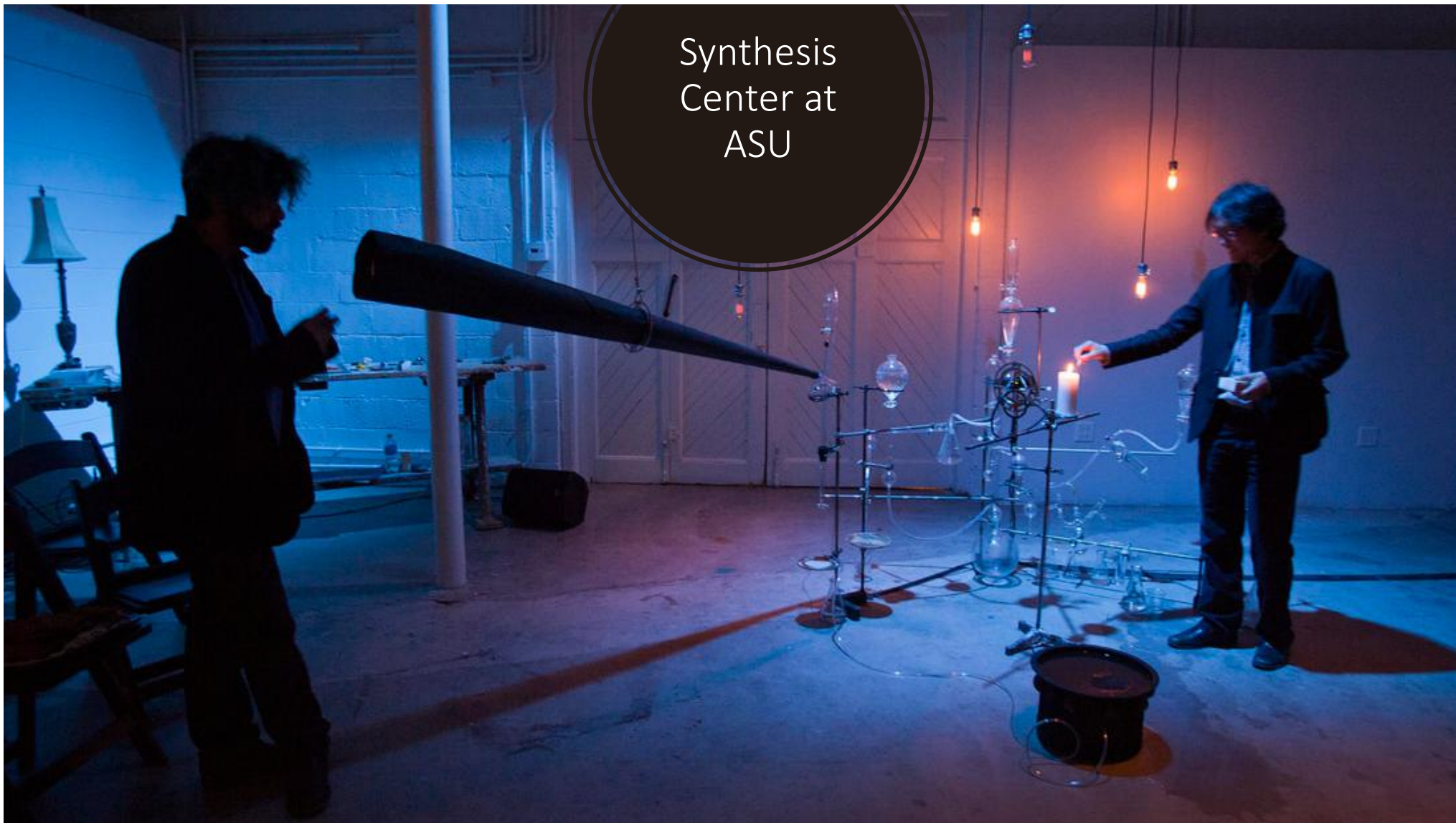
showcases current explorations in research at KU
in a multidisciplinary, fast-paced format.



Classroom/lab space at the Commons



Synthesis
Center at
ASU





Levels to address the challenges

Personal/academic career

- Student
- Faculty

How do I get credit for my work?

Individual Campuses

National perspective/priorities for higher education

Public/Cross-sector perspectives

Thank you
a2ru.org

groundworks.io

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