

## **Arts @ Marquette University Committee Report Executive Summary**

### **Final Report May 2016**

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This report provides an analysis and evaluation of the state of the arts at Marquette University including the current curricular arts offerings, co – and extra-curricular opportunities in the arts, and research, scholarship and creative activity related to many arts fields by Marquette faculty. The Arts @ MU committee, charged by Provost Dan Myers, conducted interviews with Marquette University faculty and administrators, examined course offerings at Marquette and peer institutions, proposed programmatic changes in the arts, and discussed facility master plans with the University's office of Facilities and Planning.

The committee found that there is a wide, but disconnected, range of arts activities on Marquette's campus. Most of the programmatic curricular offerings are administered by the Diederich College of Communication with many individual courses spread throughout the Klingler College of Arts and Sciences. There are also many student arts activities both connected to academic programs and operating independently throughout the University. While these many offerings are a strength of the arts at Marquette, the committee found that these were challenged by the lack of cohesive voice and stature on campus. The curricular programming is challenged by the lack of resources provided by the University both in terms of full-time faculty staffing in the arts, as well as facility and infrastructure support.

This report explores the opportunities provided by increasing the art programming, curriculum and status on campus. Improving the arts will provide connections with the Great Lakes region as a growing center for the arts and education, provide a greater recruitment tool for the University, and will demonstrate an intentional commitment to Catholic Jesuit Education traditions.

The report finds that the status quo of arts programming is insufficient. The committee recommends that Marquette University bring the curricular arts programming together under new administrative unit in order to strengthen and elevate the profile of the arts on campus. This new administrative unit would be comprised of aspects of the existing Department of Digital Media and Performing Arts in the Diederich College and existing academic programs from across campus, along with new curricular, research and outreach opportunities and offerings.

The proposal for the new School of Visual and Performing Arts includes recommendations to:

- Improve infrastructure, branding and communication through inclusion in the University Master Plan, major facility improvements, and linking the promotional and branding efforts for a number of key arts offerings on campus.
- Strengthen and expand existing curricular offerings including Music, Film, Dance, and MIAD programs. This includes examining majors in many of these programs as well as adding full-time faculty members to each area.
- Identify and create new curricular opportunities in the arts including the Engineering and Design Driven Innovation (EDDI) program, a Media Design major and minor, additional art history and theory offerings, as well as a new Masters program in Arts Administration.
- Develop the innovative Center for Creative Leadership to provide faculty, students and the community an opportunity to engage in scholarship and creative production.
- Explore additional outreach opportunities in each of the disciplines within the School.

The report also explored the strengths and weaknesses of situating the School within the Diederich College, the Klingler College, or as a stand alone administrative unit. While there are no conclusions for a short-term home, the report concludes that the School should be a stand alone administrative unit within the next decade.

The report also explores budgetary implications for each proposal, and proposes an implementation timeline for the first ten years of the School's operations.

## **Arts @ MU Committee Report**

### **Mission statement for Arts @ Marquette**

“The Ignatian imagination is a creative process that goes to the depth of reality and begins recreating it. Ignatian contemplation is a very powerful tool, and it is a shifting from the left side of the brain to the right. But it is essential to understand that imagination is not the same as fantasy. Fantasy is a flight from reality, to a world where we create images for the sake of a diversity of images. Imagination grasps reality. Creativity might be one of the most needed things in present times – real creativity, not merely following slogans or repeating what we have heard or what we have seen in Wikipedia. Real creativity is an active, dynamic process of finding responses to real questions, finding alternatives to an unhappy world that seems to go in directions that nobody can control.”

Nicolás, S.J., Adolfo (2011) "Challenges to Jesuit Higher Education Today," *Conversations on Jesuit Higher Education*: Vol. 40, Article 5. Available at: <http://epublications.marquette.edu/conversations/vol40/iss1/5>

The Jesuit ideal of *cura personalis* engages the whole person: mind, body, and soul. Mind deals with concepts, theories, and ideas--yet it would remain an empty structure without the other two parts. The arts also deal with concepts, theories and ideas. The arts are unique in that they simultaneously engage the mind, body and soul.

### **Assessment of Current Arts @ Marquette Offerings**

On February 11, 2016 Provost Dan Myers charged the Arts @ MU Committee with “exploring how Marquette can better its presence and contribution to the arts through its primary missions of education and scholarship.” Below is our report.

Following this charge, the Arts @ MU committee examined the current state of the arts on the Marquette campus in terms of curricular offerings, co- and extra-curricular activities, and faculty scholarship and creative productivity. The committee found that there are opportunities to engage in arts-related coursework, research, scholarship and creative activity across the campus.

### **Curriculum**

The committee identified 191 curricular offerings on the Marquette campus that either directly or indirectly covered the Arts.

The Diederich College of Communication offers 90 classes directly dealing with the arts in the following areas: media graphic design, media/arts criticism, digital media (including documentary and television), film, dance, music and theatre. The Diederich College also offers 38 fine arts courses (painting, drawing, sculpture, photograph and digital visual arts), through the Milwaukee Institute of Art and Design (MIAD), as part of the fine arts minor.

The College of Arts & Sciences offers 46 additional courses in the arts, the vast majority of which (21) can be found in the Department of Foreign Languages (most focus on film and/or arts in various cultures). Other arts related courses were also found in the department of English (10 or more in writing and creative writing), Theology (8), Philosophy (2), History (1), Social and Cultural Studies (1), Political Science (1) and Math, Statistics, and Computer Sciences (1). Most of these courses incorporated the arts into their curriculum; however, the arts were not the primary focus of the class.

The College of Education also offers one course on the arts and the Law School offers 11 courses that are arts-related. Finally, the College of Engineering is developing a partnership with MIAD for a proposed program in Engineering and Design Driven Innovation (EDDI).

### **Co-curricular and extra-curricular opportunities**

There are several co-curricular and extra-curricular arts-related activities on the Marquette campus that provide students and faculty alike with opportunities to participate in or enjoy the arts. The Haggerty Museum of Art, for example, has served as “a nexus of interdisciplinary learning at MU for over thirty years.” During the 2014-15 academic year alone, the museum served 3,608 Marquette University students from 175 classes. The museum also served 600 students from UW, MIAD and other universities around Milwaukee. The Helfaer Theatre hosts a regular theatre season throughout the calendar year offering a variety of theatrical productions. These productions are noted for their quality and have received regional and national attention (most recently, for *To Kill a Mockingbird*).

The Marquette Visualization Lab (MARVL; [www.eng.mu.edu/vizlab/](http://www.eng.mu.edu/vizlab/)) within the Opus College of Engineering is a state-of-the-art, \$1.2M, 1,700 square foot space with computers, software, projectors, surround sound, and other hardware that produce three-dimensional (3D), immersive (i.e. >180 degree field of view) virtual reality environments. MARVL has been used extensively to promote and advance collaborations in the arts across campus including virtual versions of many pieces within the Haggerty’s collection, three performances with Helfaer Theatre faculty and students, and plans for a performing arts series that complements work done in the arts across campus using immersive visualization technology.

In addition to the art museum and theatre, Marquette offers many extra-curricular opportunities for students to participate in music-related activities including: band,

orchestra, choir (university, women's, men's and gospel) and the Marquette Gold 'n Blues a cappella group. Finally, there is a student-run film organization.

### **Research at Marquette**

A search of 2011-2015 faculty FAD reports reveals that there have been 67 public presentations on the arts by MU faculty from Diederich College or the Klinger College. During the same period Diederich College faculty produced 310 artistic/professional performances, and faculty across the university produced 102 scholarly or other intellectual contributions to the arts.

### **Strengths**

We have far more arts-related course work than previously realized. Marquette students have found ways to express their interest, and to participate in the arts at MU without a structured curriculum beyond what is found in the Diederich College.

The current offerings through the Performing Arts and the University's partnership with MIAD are well structured, albeit underfunded (please see below). Programs in Theatre, Dance, Music, FILM as well as the Fine Arts minor are well situated to grow the arts at Marquette. There are a number of courses in the Foreign Languages in FILM that could be included in the FILM curriculum. As noted, the College of Engineering is developing a proposal to link engineering and design through the EDDI partnership with MIAD. Marquette's Department of Foreign Languages and Literatures has a good working relationship with the Association of Jesuit Universities of Latin America (AUSJAL); it offers regular cross-American teaching sessions via Skype and has hosted film-related events for five Jesuit schools in Mexico, Columbia, and Ecuador.

### **Weaknesses**

While the quality of many of the arts programs on campus is strong, they lack a cohesive voice and stature on campus. Beyond the courses associated with designated arts majors and minors (theatre, music, dance, film, digital media, fine arts) the remaining courses in the arts are not tied together in a cohesive manner. Instead they are clustered around other majors/areas of emphasis (e.g, foreign language). In addition, there is a disconnect across campus and a perceived lack of visibility for the arts. Each program has limitations; courses available at different colleges and programs are not cross-listed; there are no cross-college interdisciplinary majors or minors in the arts. Given the abundance, variety, and quality of our available arts offerings, such a lack of coordination constitutes a daunting, albeit easily removable, obstacle that prevents arts from becoming a robust option for students at Marquette.

The existing curriculum in the Performing Arts (especially the minors in music, dance, and film) receives little support from the university, relying almost exclusively on part-

time faculty for all but the major/minor in theatre. The lack of sufficient faculty and major facility limitations restrict many of the current Performing Arts programs. The Helfaer Theatre is in need of major ADA renovations, and the departmental property storage is housed in the 803 building (which is scheduled for demolition soon). The Dance program is limited to the one studio in the Helfaer Theatre, and is taught by part-time faculty members. The FILM program lacks appropriate screening spaces or technology for film screening. The Music faculty members are housed in Student Development, while the courses are taught on a part-time basis through the Diederich College of Communication.

The Fine Arts coursework is “outsourced” to MIAD, with mix results, which carries with it scheduling and access limitations for Marquette students. Students report frustration with course offering uncertainty (largely due to differing registration cycles and rapidly changing curriculum at MIAD), travel issues, etc. The University is unable to support studio art classes at MU as there are no art studio spaces on campus for design or fine art work.

Furthermore, though there was significant growth in the minor - suggesting an interest in the arts - the number of students minoring in Fine Arts has had to be restricted for financial reasons. More MU students enroll in classes at MIAD than MIAD students enroll in MU classes. This might be resolved if MU adopts the proposed EDDI program one-to-one exchange model wherein students at MIAD take one MU course for every MIAD course an MU student takes but more study is needed.

## **Opportunities**

The urban Great Lakes region is a growing center for arts and culture, with two prominent cities, Milwaukee and Chicago, leading the way. Both are home to the majority of current MU students, and the majority of MU alums seek employment in this region. Furthermore, MKE has a strong arts community and was named one of “America’s Top Twelve ArtPlaces 2013,” from within a competitive set of 50 cities. ArtPlaces are communities that successfully combine art, artists and creative venues with economic enterprises. When Chicago, IL is included in the equation, Marquette is well positioned to be an academic leader for creative culture within the Great Lakes region.

Furthermore, as the arts occupy a central and honored role in Catholic Jesuit education, Marquette University has an opportunity to bolster the University’s strategic plan *Beyond Boundaries Strategic Theme Formation of the Mind and Heart* through an expansion of the Arts on campus. In the current economic and political climate in our greater community, Marquette has a unique opportunity to expand the understanding of the arts through a Jesuit perspective that teaches us that arts are not a product, but rather a way of thinking. As such, arts are indispensable for the formation of the human being and for the teaching of disciplines as diverse as theology, philosophy, sciences, and engineering. Furthermore, the international, cross-cultural nature of the Jesuit education provides an outstanding resource to connect Marquette students to the world through the arts.

By strengthening the arts, Marquette can provide a greater resource for our students and the Marquette community—as well as members of the Milwaukee community—by filling a void left by the reduction of arts education due to budget reductions in local school systems.

There are many faculty members across the campus with linkages to the arts. Centralization of the Arts would provide a central home to connect academic interests and pursuits related to the arts. This would also allow Marquette to better utilize the Haggerty Museum of Art and the Helfaer Theatre. The Haggerty is an under-utilized, under-recognized resource and the Helfaer Theatre program is a hidden gem on the Marquette Campus. Tying the two together and creating an Arts @ MU District would go a long way toward centralization and establishing a visible presence of the arts on campus.

Marquette also holds the pieces to a number of new arts-related programs that could be developed that would appear to appeal to a large number of constituents. Such programs include a proposed Arts Administration graduate degree, redevelopment of the FILM minor to include production work and an international focus, and the creation of a Media Design major. Each of these would use existing course work and faculty resources as a starting point to develop new opportunities for the Marquette Community.

Additionally, there is a growing movement across the country to expand the tradition of STEM (Science, Technology, Engineering and Math) education to that of STEAM, blending the Arts into the Science and Math education. By growing the profile of the arts on campus, Marquette can be intentional in identifying interdisciplinary connections between the Arts and STEM disciplines

### **Threats**

We need a cultural shift within the university, one that sees value in the arts as well as the sciences. MU needs to think STEAM instead of STEM.

Our peer institutions have clearly defined programs, with full-time faculty and resources devoted to the Arts. We do not have this.

Finally, the arts at Marquette lack sustained financial support for full-time faculty and lack sustained infrastructure support (limited facilities and existing facilities in poor condition).

### **Competition**

An analysis of 28 other Jesuit institutions revealed the following:

- 24 offer Fine Arts programs, which include studio/visual art
  - 20 offer majors or concentrations in Fine Arts, which include studio/visual art; Studio Art, Graphic Design, and Photography are most common
    - Regis offers a collaborative exchange with a creative institution

- (Colorado Film School), offering a degree in Video and Film.
- 4 offer only minors in Fine Arts, which include studio/visual art
    - With the exception of Marquette, these are generally smaller schools with enrollment between 2,801-5,152.
      - Canisius, Le Moyne, Rockhurst and Marquette
  - 4 offer no Fine Arts programs, which include studio/visual art, but many include other creative programs.
    - Detroit Mercy (Theatre), John Carroll (Music), Scranton (Theatre) and Wheeling (Film, Music & Theatre)
  - Most offer a B.A. and a few (such as Xavier) offer a B.F.A.
  - Music, Theatre and/or Art History are often within Fine Arts programs at least as minors. They were, however, not included in this summary.
    - Nearly all schools offered Theatre, usually as both major and minor.
    - About half offered Art History, usually as both major and minor.
    - Overall, about one-third offered Music, usually as a minor.

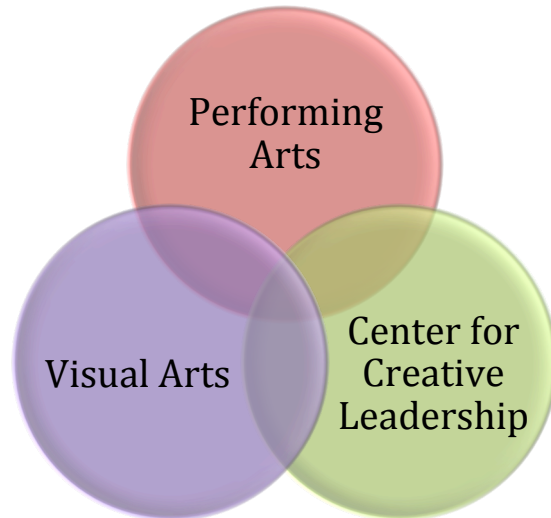
### **Strategies and Recommendations for Improving the Arts @ MU**

#### **Overview:**

The committee recommends that Marquette University bring the curricular arts programming together under a new administrative unit in order to strengthen and elevate the profile of the arts on campus. This unit would provide a home for like-minded disciplines and serve as the administrative home for creative arts, fostering curricular as well as research and creative work opportunities for faculty seeking promotion and tenure.

Marquette University's School of Visual and Performing Arts would bring together the performing arts, visual arts and design, and various community and campus outreach opportunities. The committee recommends that the School of Visual and Performing Arts be a stand-alone unit within Marquette University. That said, it realizes that it would need to be housed within **either the Diederich College of Communication or the Klingler College of Arts and Sciences** until the School had established a critical mass of faculty and students allowing it become an independent division within the University. Regardless, the School needs to be autonomous, have sustainable funding, be branded as a School, have the ability to create interdisciplinary programs, and needs tenure-track faculty with appropriate tenure and promotion guidelines. The faculty of the School of Visual and Performing Arts would also include faculty from existing colleges who currently teach arts courses. These faculty could retain their present department/college affiliations or hold dual appointments/affiliations. Establishment of the School of Visual and Performing Arts would also provide opportunities to strengthen the relationship of existing programming with the Haggerty Museum of Art, which - consistent with best practices for academic art museums - would continue to report to the Provost's Office.





The foundation of the School of Visual and Performing Arts would be built on existing programs and opportunities. The Performing Arts component would be composed of existing programming in Theatre Arts, Music, and Dance. The Visual Arts component would be composed of a new Media Design major/minor (see details below), the existing programming in Studio Art (through MIAD) and Film. The Center for Creative Leadership would provide faculty and students the opportunity to engage in scholarship, creative production, and community outreach related to the arts. It would also provide an opportunity for industry engagement with the arts. Each of these programs have opportunities to expand and improve, and must do so to improve the growth and viability of the arts on campus. These opportunities will be detailed in a later section of this document.

As outlined below, the School of Visual and Performing Arts programmatic areas of growth are projected through the new EDDI program, an envisioned Media Design major and minor, potential curricular offerings from the Haggerty Museum of Art in Art History, Criticism and Theory, and through a proposed Art Administration masters offering.

Finally, the School of Visual and Performing Arts is envisioned as the home of numerous outreach opportunities. These would operate through the Center for Creative Leadership, and would serve as the main agent to promote arts activities on campus and include various community workshops and classes in the various disciplines, artist in residence opportunities, and multiple partnerships through the Haggerty Museum of Art. The School will help the campus explore opportunities to incorporate the Arts into STEM training – to STEAM.

### **Recommendation # 1: Improve infrastructure, branding and communication**

Conversations with students, faculty and administration clearly revealed that the existing physical infrastructure needs to be addressed. In addition to physical needs, better branding and communication is needed as most of the MU community remains unaware

of the current curricular, co-curricular and scholarly offerings in the arts. To address this, the committee recommends the following:

- **Make Arts District part of Master Plan.** Ideally, the campus can develop an Arts District of arts-related facilities—a place where teaching and learning meets or becomes art and performance. Using the footprint of Coughlin Hall, or space within David Straz Hall, a new facility could be constructed/converted that would connect and/or augment the Helfaer Theatre and the Haggerty Museum of Art. The new facility could be similar to the recently built Reva and David Logan Center for the Arts at the University of Chicago. The Logan Center “integrates classroom, performance, exhibition, studio, rehearsal, and public spaces to support a wide range of scholarship and practice. ...[It] was designed to foster collaboration and creative inquiry across the artistic spectrum, creating a home for curricular activity, a vibrant hub for student life, a welcoming gateway to the community, and an outstanding venue for artists.” In a similar vein, the new facility at Marquette could expand the performance and rehearsal spaces for theatre, dance and music, screening space for Film, Fine Arts and design studio space, student exhibition space, provide additional exhibit opportunities for the Haggerty Museum of Art, and serve as a cultural hub for the campus. A greater number of quality performance and rehearsal spaces would allow the dance program to expand its curriculum. The Music program could be moved out of the basement of the Varsity Theatre and housed in the new arts facility in closer proximity to the rest of the Performing Arts. The new facility could also become host to a “Makers Space” connected with the Center for Creative Leadership which would be used to host various community creative collaborations as outlined below. Importantly, in accordance with the wide definition of art as a language and a creative approach to any subject, the Arts District should include places where faculty from all disciplines bring their classes to explore the cross-disciplinary, visual or performative potential of their teaching. These ‘teaching labs’ would run their own schedules, and could also become a destination for the guests of Marquette wishing to have a first-hand Marquette experience.
- **Renovate Haggerty Museum of Art and Helfaer Theatre:**
  - The Haggerty Museum of Art has already begun to address architectural and fund raising needs for the expansion of the museum. The proposed project adds two classroom and increases exhibition space by 67% and makes important infrastructure upgrades. Planning and fundraising to improve the patron experience at the Helfaer should be developed in conjunction with the Haggerty Museum of Art’s plans, so that a cohesive Arts & MU vision is created. Both facilities would be greatly served by increased parking availability in closer proximity to that end of campus.
  - Substantial remodeling of the Helfaer Theatre is required to address the lack of rehearsal and production shop space, faculty offices, storage, bathrooms for patrons during performances, ADA accessibility issues,

parking/access to entries, and renovated box office space. The Helfaer Theatre provides a magnificent performance venue with a wonderful stage and seating area for 200+ patrons. Facility renovations will enhance the opportunity to provide appropriate teaching and learning spaces for students, greater access for the campus and Milwaukee community as patrons for performances, increased safety and access for patrons and students with disabilities, and an enhanced and positive experience for visitors to the Marquette campus when attending campus performing arts events.

- Create/provide new storage space for theatre property items, currently held in the 803 Michigan building (which is scheduled for demolition for the new sports facility).

- **Develop communication plan**

- Create cohesive promotional/branded plan for *the* Haggerty Museum of Art, Marquette Theatre, as well as the Music, Dance and Film programs.. In short, a full marketing/advertising/promotional campaign that promotes all that we currently offer (concerts, exhibitions, performances, etc.). Target audience: MU and larger Great Lakes Community.
- Create a website and associated app (might be called STEAM or “Arts @ Marquette”, for example) that documents all the curricular and extra/co-curricular work currently at MU. Similar to the website for innovation, for example.
- Establish university-wide annual events centered around the arts including:
  - A seminar series and related activities that bring members of the campus community together around a theme related to the arts.
  - Within the “Makers Space” create an industry and academic creative immersion, pay-to-play experience, as an incubator for creative problem solving (details page 13).
  - A summer concert series on the mall, which would also be within the Arts District; invite community groups to perform, increasing community outreach/relations.
  - An arts-based walking tour leveraging our existing relationship with Historic Milwaukee and the tour office at MU.
  - An International Film Screening Series in collaboration with MKE Film Festival. This would be in addition to the already established Great Lakes Environmental Film Festival.
  - Host a TEDx event related to arts at MU.
- Cross list classes in the arts.

- Provide innovation funds for interdisciplinary arts curriculum collaborations
- Provide students with software that facilitates the creation of a digital portfolio when they enter MU. They could then use this throughout their education. Similar approaches on a smaller duration have resulted in features on MPTV, etc.

## **Recommendation # 2: Strengthen/Expand existing curricular offerings**

- **Expand Music Program and Curriculum**

- Immediately: Move music minor faculty and funding from the Office of Student Affairs. Two full-time and one part-time faculty members staff the main of MUSI minor. These three faculty members are housed in the Student Affairs/Student Development and teach part-time in the Diederich College of Communication. The music program would be strengthened by moving the three music faculty to full-time academic status.
- Long-term: It is anticipated that an additional 3 – 4 full-time faculty members might be needed in order to establish an adequately robust music major. The music program is also constrained by facility limitations in terms of storage, rehearsal and performance spaces. At this point, existing facilities might be able to be used to house the Music program, but would limit the level of reasonable expansion of the program.

- **Strengthen Studio/Fine Arts Relationship with MIAD**

- The Studio Art minor, offered through the partnership with MIAD serves the students well. This program is limited by a reciprocity agreement between the two institutions and a small \$35,000 budget to support a larger Marquette enrollment. The program is currently capped at 50 minors. With a relatively small increase in this investment, this visual arts program could serve more Marquette students more robustly. Additionally, if art studio space could be developed or converted in existing facilities on campus, a few of these courses could be offered at Marquette (either by MIAD faculty or through Marquette) and this would greatly improve the experience of Marquette students in these courses.
- Create Co-Teaching Opportunities with MIAD. The Haggerty Museum of Art staff has had discussions with MIAD about co-teaching courses with MIAD. Haggerty staff is qualified to teach courses in Art History, for example. Other thematic seminars and courses related to the museum's

collection and exhibitions could be developed. These could be used to lure more MIAD students to Marquette.

- Expand the number of minors offered (and conferred) by MIAD, but taken at Marquette. The current minors offered at MIAD with Marquette classes are: Business (through CPS), Advertising, Copywriting and Psychology. Options MIAD has expressed interest in and collaboratively working toward are: Arts Management or Administration, Costume Design, and Art Therapy (due to the need for master's level certification this is not a likely option).

- **Expand Film Program and Curriculum**

- The FILM minor is currently taught by a number of part-time faculty members. It is primarily a film literacy and film studies curriculum. As noted above, the committee identified a number of courses within Foreign Languages that could be included in this minor to expand its elective offerings; some of these courses may be offered in English or in a combination of English/another language; they should be cross-listed, class offerings should be coordinated between FOLA and FILM. Barriers to cross listing would need to be resolved as would be budget issues.
- Additionally, courses currently offered in the Digital Media curriculum, including the FILM minor, could be expanded to a Film Theory and Production based major with an emphasis in either Social Justice and/or international films. This would provide an alternative curriculum to the major Film school offered at the UWM Peck School, which tends to be a high quality, but avant-garde art film program. (See attached appendix for curricular outline).
- Long-term: One to two additional FILM faculty members would be needed to move to a major.

- **Expand Dance minor and curriculum**

- Long-term: Expansion of this minor would be long-term goal. The DANC minor is taught by part-time faculty members. While there is great demand for the DANC courses on campus, the part-time funding and limited facilities to offer classes limit enrollment. The DANC classes are held in the Helfaer Theatre studio theatre, which is used by theatre arts classes as well. Currently the DANC classes are held on three days a week, offering between 4 – 5 classes per semester. Additional dance studio space could at least double our offerings in the Dance curriculum, but proper facilities would need to be identified and converted/constructed for this to occur.

### **Recommendation # 3: Create Additional Curricular Offerings**

- **Add Arts (performing, visual or creative) to University Core – Untangle the arts curriculum from Literature.** While revisions to the University Core have already begun, there is still an opportunity to make Arts a part of the Core, as no decision has been made. Additionally, as stated by Dr. Rick Holz, Dean of Arts and Sciences, if the University Core does not have arts in it, and following its implementation and the first evaluation period, conversations may begin about determining the place of Arts in the College of Arts and Sciences Core.
- **Add EDDI.** Marquette's Opus College of Engineering and MIAD are working to formalize connections between engineering and design through a proposed program entitled: EDDI – Engineering and Design Driven Innovation. This reflects the STEAM concept mentioned earlier. The initial focus of the MU OCOE and MIAD collaboration is in mechanical engineering (MU) and industrial design (MIAD). Growth in the number of connections is envisioned in the future (e.g. civil engineering and interior architecture).
  - The EDDI program would culminate in a minor for MU and MIAD students. The courses comprising the minor provide educational foundations, student-centered-learning-based industry-sponsored project work, and electives. This program is in planning and development, and could be partnered with the School of the Arts, or at least identified as an arts component with the School.
- **Create Media Design major/minor:** The committee proposes the development of the new MDDG (Media Design) major/minor. This new curriculum would move the Graphic Design (GRDE) minor away from the MIAD programming currently being offered. This would allow Marquette to capitalize on the demand for the GRDE and grow the new program quickly. This new program is envisioned as an interdisciplinary sequence with a mix of existing courses from ADPR, ADVE, COMM, JOUR, and PURE. Additional courses in Art History and Theory (through the Haggerty) are envisioned. A few new courses would be necessary to complete the curriculum (see attached appendix for curriculum).
- - The vast majority of the curriculum could be covered by existing courses, but one additional full-time faculty position (an MFA with industry experience) is envisioned two years after the program commences. This faculty member would develop and teach courses in Advanced Strategic Communication Design, Information Graphics and Multimedia Design, amongst others.
- **Develop art history, theory and criticism courses:** As noted above, the Haggerty Museum of Art staff has had discussions with MIAD faculty about co-teaching courses with MIAD. The Haggerty staff is qualified to teach courses in Art History, Theory and Criticism – and possibly expand the single semester Art History offering by MIAD to a full year course. If it is taught at the Haggerty, the

course could take advantage of the collection and resources available on Marquette's campus. Ideally this course would attract students from MIAD and MU alike. Additionally, the Haggerty is well situated to co-teach other thematic seminars and courses that might not be available at MIAD.

- **Create MA in Arts Administration:** Marquette University has many of the resources to develop a graduate degree in Arts Administration. Currently, there is one graduate degree in Arts Administration offered in the state of Wisconsin – at the Bolz Center at UW Madison. Coursework in Business, Copyright and Intellectual Property Law, Marketing, Public Relations and the Performing Arts are all currently available on Marquette's campus. There are a multitude of arts organizations on campus and in Greater Milwaukee in theatre, dance, music, museum and film that could provide rich practical internship experiences for Arts Administration students. With proper analysis and implementation, this degree could fill a void.
  - It is likely that additional faculty would need to be hired to support the program, but existing facilities could be utilized. A graduate degree would also bring the entire School of Visual and Performing Arts into the graduate program. Such a program would need to meet accreditation standards for the National Association of Schools of Theatre (NAST), but their guidelines could be used to assist in developing the curriculum.

### **Strategies for Improving Opportunities for Faculty Scholarship and Creative Production in the Arts.**

#### **Center for Creative Leadership – “Rec Plex for the Brain.”**

As part of the School of Visual and Performing Arts, the Center for Creative Leadership would provide opportunities to engage in scholarship, creative production, and community outreach related to the arts. This community outreach programming would work with the faculty in the School to nurture an inclusive, diverse community, while fostering new opportunities, partnerships, and collaboration that vigorously and respectfully engage us in creatively driven debate. Living as servant leaders, faculty and students engage with the Center to commit to creating a bold, ambitious center framed by agility, authentic accountability and a commitment to the greater good.

- **Initiatives include, but are not limited to**

A Community Maker Space  
Creative Leadership Problem-Solving Forums  
High School Maker Training Programs.

These maker spaces and forums provide spaces for creative public gatherings and student exhibitions. The Center would invite Marquette, MIAD and community collaborations for creative solutions. The Community Problem Solving Forums

would be a think tank where corporations and non-profits would pay to have an interdisciplinary team of students working with faculty brainstorm solutions in real-time. Corporate participants might underwrite this programming, within a pay-to-play model. The High School Maker program would focus on expanding diversity in the arts, creating a program that targets high school populations that are under-represented on college campuses. These high school students would work with Marquette students and faculty to advance STEAM and diversity.

- **Additional outreach opportunities**
  - Seminars and summer workshops/experiences. An existing example is the Xalaat Drum and Dance for Life partnership with the Department of Digital Media and Performing Arts. This program utilizes the Helfaer Theatre during the summer months to provide a safe space for Milwaukee area youth to learn the techniques of African Dance, but also provide activities to further express themselves through dance and performance.
  - Art, Music, Theatre and Film have the potential to expand their programming to reach the Milwaukee area students for greater community impact. For example: Summer Production (Film/Studio) Experiences
  - Artist in Residence Program. With proper funding, the School of the Arts could provide funding for Artists in Residence to enrich the campus experience for our students and faculty.
  - Develop a unique theatre or arts festival. MU alum Ed Herendeen leads the Contemporary Arts Theatre Festival at Shepherd University in West Virginia. The festival, in its 26<sup>th</sup> year, is now a development site for new plays that often head to New York. Such a program might have a distinctly Marquette theme – such as social justice or original/devised works.
  - Design and implement a Teaching Through Visual Arts and Performance program exploring creative approaches to teaching any discipline. Open to Marquette students, and also community members of different ages.
  - Design and implement faculty-led Arts and Travel program offering local, national, and international cultural and learning tours.
  - Create “Strategic Initiative Fund” for the Arts

### **Recommended Priorities for Arts Curriculum/Emphasis at MU**

The following are recommended priorities for curricular emphasis at MU. (issues/limitations are noted as well):



1. Theatre – it is a well-established, strong program.
  - a. Program is currently underfunded/resourced.
  - b. There is a need identified for a Theatre History PhD, as identified in the 2008 NAST site visit.
2. Film – currently offered as a minor, the committee’s review has revealed a strong opportunity for a Film Major/Minor with an international/social justice focus. The focus would distinguish it from the Peck School of the Arts film program at UWM.
  - a. Obstacles to cross-listing courses would need to be removed
  - b. Program is underfunded. Would need full-time faculty, not part-time as currently is the case.
3. Music – currently offered as a minor, with lots of extra-curricular offerings.
  - a. Again, underfunded/resource. Would need full-time faculty, not part-time as currently is the case.
  - b. There is a strong interest in music across the university.
4. MA in Media Design - using existing courses in the colleges of communication and collaborating with the Haggerty or History for the Art History courses.
5. MA/BA in Arts Administration – using existing courses in the colleges of communication, business, and law, we could address an identified need in the arts community within Milwaukee and the state of Wisconsin.
6. Arts History, Theory & Criticism – draw upon existing university faculty/Haggerty Museum staff to develop arts history/theory/criticism **major/minor/emphasis** that would draw MIAD students and address a gap in the MIAD offerings.

**Should MU invest in the Arts? If so, how and where are the greatest priorities?**

**1. Steps we can take without expanding our resources:**

- a. Communication plan for Arts @ Marquette University
- b. Establish the Arts within the revision of the University Core
- c. Develop co-teaching opportunities between MIAD and the Haggerty Museum staff
- d. Establish EDDI (no new faculty required and start-up resources are to be generated by external foundation grants/gifts)
- e. Create the following major and minor based on existing course offerings:  
Media Design Major/Minor (note: in 2 years would need to add one new faculty member for advanced courses)
- e. Remove financial and administrative obstacles to cross-listing courses and offering team-taught and paired courses.

- g. Support creation of interdisciplinary majors and minors across colleges
- h. Dedicate one or two course development grants, dispersed through CTL annually, to developing and implementing courses in different disciplines that use the language of arts as its main component.
- i. Create a virtual, as well as a real-life, meeting space (using repurposed existing space) for faculty involved in arts.
- j. Clarify the Tenure and Promotion criteria for such faculty members.

## **2. Steps that would require significant internal reallocation**

- a. Establish School of the Arts as administrative unit
- b. Develop Center for Creative Leadership within School of the Arts
- c. Move MUSI faculty to regular faculty status within the School of the Arts. Upgrade Choir Director position to full-time status.
- d. Strengthen MIAD relationship with more Arts offerings in Fine Arts minor
- f. Create dedicated, as well as joint, cross-departmental, cross-college appointments for tenure-track lines connecting different disciplines to arts.
- g. Build the indoor and outdoor facilities of the Arts District, renew the Helfaer Theater
- h. Create “Strategic Initiative Fund” for the Arts

## **3. Steps that would require new tuition revenue to achieve.**

- a. **Develop Arts Administration MA/BA**
- b. Expand MIAD minors at Marquette.
- c. New faculty lines in MUSI (3 -4) to expand curriculum
- d. New faculty lines in FILM (1 – 2) to expand curriculum
- e. New faculty lines in DANC(1 – 2) to expand curriculum
- f. New Theatre Historian Line per NAST recommendation
- g. New Arts Administration faculty lines (1 – 2) to develop curriculum
- h. Create new majors and minors in Visual and Performing Arts.

## **4. Steps that would require an influx of external resources.**

- a. Renovation of the Haggerty Museum of Art
- b. Renovation of the Helfaer Theatre
- c. Development of storage space for Theatre Arts properties
- d. Space renovation/development for School of the Arts activities including MUSI, DANC, FILM, THAR and Maker Spaces
- e. Sponsored outreach experiences including Film screening series, summer concert series, Dance programming, Theatre outreach, and Theatre Festival proposal etc.
- f. Maker Space Development and Sponsorship

## **Where should the arts be located? Why**

The committee evaluated the reporting structure of the School of Visual and Performing Arts. As noted in the introduction, ideally the School would be a stand-alone entity.

Arguments in favor include: the Haggerty Museum of Art could more easily establish formal partnerships designed to foster better curricular, extra-curricular and scholarly opportunities, faculty lines would not need to be split between colleges; it would be easier to facilitate interdisciplinary programs/curricula across all colleges; it would create a neutral landing spot for cross-college collaborations (e.g., between Engineering and Communication); and finally, the profile/visibility of the arts at Marquette would be increased.

The argument against a stand-alone School of Visual and Performing Arts resides in issues of mass and cost. We may not have the people to fully create a School and the financial needs of establishing a separate School are, indeed, significant. For these reasons the committee realizes that for the short term the School needs to be housed in an existing college.

The committee weighed the pros and cons of locating the School within either the Diederich College of Communication or the Klingler College of Arts & Sciences. The pros and cons of each decision are weighted below.

#### Diederich College of Communication

**Pros:** Housing the School of Visual and Performing Arts in the Diederich College would cause the least disruption and would cost the least to facilitate. This is because the majority of curricular activities surrounding the arts are located within the DCoC, the majority of faculty are located there, and the infrastructure that supports the arts (equipment, studio space, etc.) are part of the Diederich College. Furthermore, the DCoC has created interdisciplinary opportunities with other majors within the Diederich College to the benefit of the students. Finally, the incoming dean of the college, Dr. Kimo Ah Yun, fully supports keeping the School within the Diederich College.

**Cons:** Keeping the School of Visual and Performing Arts within the Diederich College can make the School seem exclusive to the College, could continue to create silos (especially if limitations on cross college interdisciplinary course offerings continue), and could limit the number of students participating in the program (if limited resources from the university continue). Additionally, few Schools of Visual and Performing Arts at other universities reside in a College of Communication.

**Curricular Note:** The culture of the School will take on its home, so within the Diederich College it is anticipated that the School of Visual and Performing Arts would reflect a more practical orientation to the arts; guided by theory with ultimate focus on practice.

#### Klingler College of Arts and Sciences.

**Pros:** Housing the School of Visual and Performing Arts in the Klingler College would provide a more general and traditional landing place for the School, would allow for existing curricular affinities to be more easily facilitated, and the bigger student body might make the arts more attractive. Finally, the current dean of the college, Dr. Rick Holz fully supports the arts.

**Cons:** The cost of moving the School to the Klingler College would be fairly large, especially as infrastructure (equipment, studios, etc.) would need to be created. Given the scale of the Klingler College the School could become a small fish in a large pool possibly undermining the effort to increase the visibility of the arts on the Marquette campus. Longer term, there could be an even larger struggle for funding with far more departments/ areas vying for limited resources.

**Curricular Note:** Under the Klingler College it is anticipated that the School of Visual and Performing Arts would take on the culture of its home and reflect the more theoretical orientation of Klingler faculty and students. Thus the School would likely be one that was informed but not driven by practice.

Regardless of its location, the School needs, from its inception, to be autonomous with its own funding lines. It needs the ability to create interdisciplinary programs and it needs promotion and tenure guidelines for the current artistic faculty. It would also need a comprehensive communication and branding program. As the School grows, it would eventually spin off as a separate stand-alone administrative unit. Growth would require new faculty lines, including tenure-track lines for artistic faculty, interdisciplinary lines for cross-college collaborations/innovations.

### **How could/should the new MU approach to the Arts impact relationship with MIAD**

This relationship would be maintained and slightly augmented. There is no reason at this time to attempt to duplicate the curriculum offered by MIAD, outside of possibly finding opportunities to offer these courses on Marquette's campus.

### **Use relationships with regional, local arts organizations use to our advantage.**

A number of the proposals would build linkages with the vibrant arts community in our region. One example includes the opportunities that these organizations provide our students in the proposed Arts Administration program. With proper externship development, the Arts Administration program could provide mutually beneficial learning experiences for students as well as the major arts organizations in the region. Similar arts connections could be found in the Center for Creative Leadership activities.

Marquette could also establish relationships with MATC which has its own School of Media and Creative Arts that grants students two-year degrees. With the School of the Visual and Performing Arts at Marquette, MU and MATC could create a cooperative agreement that would allow MATC students to finish their arts degree at MU.

Finally, The School of Visual and Performing Arts should develop an advisory board made up of a mix of alumni as well as local arts leaders.

### **School of Visual and Performing Arts Timeline**

The development of the School of Visual and Performing Arts could begin immediately, and be phased in over 7 – 10 years. Below please find a proposed timeline of implementation of the School.

**Year 1:** Rename the Department of Digital Media and Performing Arts into the School of Visual and Performing Arts. Elements of the Digital Media program would remain in the School, while others might remain as a separate department in the Diederich College. Establish administrative leadership and School organization.

Begin promotional and branding connections, online presence and calendar coordination with Haggerty Museum of Art for implementation in Summer of Year two. School officially begins operations at end of Year one.

Expand FILM elective course offerings from Foreign Languages to be included in course catalog in Year 2.

Transfer of Music faculty members to School of Visual and Performing Arts by end of year one. Three full-time lines should be developed to provide leadership of three ensembles and the majority of classes within the MUSI minor. Additional funding will be required to upgrade Choir director position to full-time status. Salaries and operational funding will need to transfer from Student Development to the School of Visual and Performing Arts by the end of year one.

Studio Art minor and Dance minor continue current operations. Administration of Studio Art program, and other MIAD collaborations shifts to School of Visual and Performing Arts during year one.

Begin feasibility study for development of Arts Administration degree and Media Design major/minor.

Planning for Arts History, Theory and Criticism course offered by Haggerty Museum of Art begun.

Facility renovation and expansion begun on Haggerty Museum of Art.

**Year 2 :** School of Visual and Performing Arts opens.

Establish alumni/professional Arts advisory board.

Begin intentional and directed Arts development activity with University Advancement and College Administration.

Begin feasibility study for expansion of MUSI degree to offer major and minor.

EDDI programming begins.

Courses in Art History, Theory and Criticism, taught by staff of Haggerty Museum of Art, are offered (one per semester).

Expand the number of seats available to MU students in MIAD classes – strengthen relationship between two institutions.

Media Design major commences.

Begin planning for Center for Creative Leadership (CCL) opportunities.

**Year 3:** Implement Arts Pass for students and faculty from student fees or other campus funded source.

One additional MUSI faculty is hired.

Haggerty Museum of Art facility expansion and renovation completed.

Helfaer Theatre facility upgrades begin.

Arts Administration programming commences.

Media Design Faculty hired.

Center for Creative Leadership offers initial “Maker space” workshop using existing campus facilities – possibly in collaboration with Opus College of Engineering.

**Year 4:** Additional space on campus identified for School operations to occupy in two years – this may be new space or renovated existing space.

One additional full-time faculty member in Music hired.

Full-time Theatre Historian hired.

**Year 5:**

Various new Arts outreach programming begins – for campus and the greater Milwaukee community.

Music Major commences.

Feasibility study for various Theatre outreach opportunities including possible New Play or Social Justice in Theatre festival.

Begin feasibility study for expansion of FILM minor to major – blending theory and production coursework.

Full-time Arts Administration faculty hired.

**Year 6:**

By this time (or sooner) additional existing facility space becomes available for use by School of Visual and Performing Arts due to newer facilities created through Master Plan. As space becomes available (and properly renovated) programming for Dance, Music, Theatre and the Center for Creative Leadership can expand. Arts District on Marquette’s campus established.

One new Music faculty hired.

Selected MIAD courses offered on MU campus in new School spaces.

Upgrades to Helfaer Theatre completed.

Center for Creative Leadership begins full operation. Additional staffing may be required.

**Year 7:**

One new Music faculty hired.

New FILM major commences.

New Theatre Festival commences. Additional staffing may be required.

**Year 8:** One additional full-time faculty member in FILM hired.  
Begin feasibility study for expansion of DANCE minor to major.

**Year 9:** School of Visual and Performing Arts becomes stand-alone administrative division in the University.  
One full-time faculty member in Dance hired.

**Year 10:** One more full-time faculty member in Dance hired.  
Dance major commences.

TIMELINE Graph can be found on the next page.

PROPOSED SCHOOL OF VISUAL AND PERFORMING ARTS IMPLEMENTATION TIMELINE										
SCHOOL OF ARTS	Establish school.	School opens.	Implement Arts Pass to arts-related activities from student activity fee.	Additional space on campus identified for School operations to occupy in two years - new or existing space.	New Arts outreach programming begins.	School moves into additional space on campus.	School established as stand-alone administrative unit.			
	Set administration structure of school.	Establish alumni advisory board.				Arts District is established.				
	Begin unified arts promotion & branding.	Enhance fund raising for Arts.								
MUSIC	Transfer MUSI faculty to SOA.	Begin feasibility study to expand to Music major.	One new MUSI faculty hired.	One new MUSI faculty hired.	Major begins.	One new faculty hired. MUSI expands to new School space.	One new faculty hired.			
FILM	Expand electives in minor from Foreign Lang.				Begin feasibility study to expand to FILM major		New FILM major begins.	New FILM faculty hire.		
STUD. ART HAGGERTY MUSEUM		Begin offering Art History & Theory courses for MIAD and MU students.	Haggerty Facility upgrades completed.							
	Shift FIAR administration to SOA.	Expand number of MU seats in MIAD courses.				MIAD courses offered on MU campus.				
ARTS ADMIN	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8	YEAR 9	YEAR 10
	Begin feasibility study to launch Arts Admin MA/BA		Arts Admin program commences.		New Arts Administration faculty hire.					
	Begin feasibility study to launch Media Design BA	Media Design major commences.	New Media Design faculty hire.							
			Helpfaer facility upgrades commence.	New Theatre Historian hired.	Begin feasibility study to launch Theatre Festival.	Helpfaer upgrades complete.	New Theatre Festival commences.			
		EDDI program begins.								
								Begin feasibility study to expand DANCE.	One new full-time faculty hired.	DANCE major begins. One new full-time faculty hire.
		Initial planning for CCL activities begins.	First CCL “Maker Space” workshop offered using existing spaces.				Center begins full operation. Add'l staff member hired.			



## **Conclusion**

The Arts @ Marquette committee believes that the status quo of arts programming at Marquette University is insufficient, especially if the university expects to rise in rank and stature as one of the premier Jesuit Universities in the nation. While there are performing and visual arts majors, minors and stand-alone courses at Marquette University, and a scattering of co- and extra-curricular activities, most of these are underfunded, lack branding, and are unrecognized by a larger part of the Marquette community.

The committee recommends that Marquette University, at the very least, bring existing curricular arts programming together under a new administrative unit in order to strengthen and elevate the profile of the arts on campus. This new administrative unit, the School of Visual and Performing Arts, would be comprised of aspects of the existing Department of Digital Media and Performing Arts in the Diederich College and draw upon existing academic programs from across campus, along with new curricular, research and outreach opportunities and offerings.

Budgetary limitations in the short term will limit what the university can do to create a vibrant arts culture at Marquette. Yet, the Committee believes that many smaller steps can be taken to increase the visibility of existing arts programs and curriculum at Marquette. These include keeping the School within the Diederich College wherein existing faculty, facilities and equipment are readily available to arts students, using new resources to improve the Haggerty Museum of Art and the Helfaer Theatre, and creating branding and communication to promote the arts. We also recommend other low cost mechanisms to improve arts programming/curriculum at Marquette, including encouraging cross-college collaborations, eliminating cross-course listing limitations (budgetary and otherwise), and fully supporting existing majors and minors. These cumulative efforts would go a long way toward raising the profile of the arts at Marquette.

In closing, the proposed School of Visual and Performing Arts will not only raise the stature of Marquette within its competitive set, but it will position the institution as the hub for creative leadership. This positioning will nurture the evolution of highly integrated collaboration with industry and the community at large. For as Fr. Nicolás so passionately argued, “creativity might be one of the most needed things in present times.”

## APPENDIX

### Proposed Curricular Majors/Offerings

#### Film Proposal

##### A.) Current Status:

**There is currently a Film Minor within the Department of Digital Media & Performing Arts. The majority of classes in the minor are taught by adjuncts.**

#### FILM MINOR

Required Courses		
FILM 2620	History of American Film	3
FILM 2280	Film and Popular Culture	3
FILM 3620	World Cinema	3
<b>Electives - Choose three courses from the following:</b>		<b>9</b>
FILM 1931	Topics in Film Studies	
FILM 2260	Film as Art	
FILM 2290	Economic and Social Aspects of Film	
FILM 2600	Writing About Film	
FILM 3300	Auteur Studies	
FILM 3932	Advanced Topics in Film Studies	
FILM 4953	Seminar in Film	
FILM 4995	Independent Study in Film	
DGMD 3840	Film and TV Aesthetics	
ENGL 4740	Film Studies	
FREN 3600	French and Francophone Film or Theatre	
MUSI 2420	History of the Musical in America	
<b>Total Credit Hours</b>		<b>18</b>

#### **The Following course should be added to the list of Electives:**

##### **SPAN 4310. Hispanic Film and Society. 3 cr. hrs.**

Focuses on Spain and/or Latin America. Introduces the fundamentals of film history, film analysis and cultural analysis. Examines key elements of twentieth- and twenty first-century cultures of the Spanish-speaking world: national and regional identity formation, transnationalism, territory, technology and modernization, gender, class and race. Prereq: SPAN 3500 or SPAN 3505; or cons. of dept. ch.

\* Additionally, occasional foreign language classes focusing on film should also be applied towards the minor. These classes are “Topics” classes that are not regularly listed in the bulletin and have to be dealt with on a case-by-case basis.

**The Department of Digital Media & Performing Arts currently offers courses in media production, including film production.**

**The DGMD major requires.**

DGMD 2205	Introduction to Digital Media Production	3
DGMD 2250	Intermediate Digital Media Production	3
DGMD 2335	Introduction to Scriptwriting	3
DGMD 3840	Film and TV Aesthetics	3
DGMD 4997	Senior Capstone	3
COMM 3800	Media Law	3
COMM 3900	Ethical Problems of Mass Communications	3
COMM 4400	Mass Communication Theory and Research	3
<b>Choose one of three (History/Criticism/Theory):</b>		<b>3</b>
DGMD 3700	Global Television	
DGMD 4810	Radio and Television History	
DGMD 4850	Television Criticism	
<b>9 credits of electives from the list below:</b>		<b>9</b>
Choose from DGMD courses and/or any of the following:		
THAR 1100	Acting 1: Fundamental Technique	
THAR 2160	Voice and Speech 1	
THAR 2180	Acting for Camera	
COMM 4100	Mass Media and the American Family	
COMM 4500	Race and Gender Issues in Mass Media	
COMM 4600	Media Management	
<b>Total Credit Hours</b>		<b>36</b>

**Areas of emphasis include:**

<b>Production</b>		
DGMD 4275	Advanced Digital Media Production and Direction	3
DGMD 4260	Documentary Production	3
DGMD 4280	Narrative Cinematic Production	3
<b>Total Credit Hours</b>		<b>9</b>
<b>Producing/Management</b>		
DGMD 2555	Corporate Media	3
DGMD 2565	The Business of Entertainment	3
DGMD 2610	Program Development	3
COMM 4600	Media Management	3
<b>Total Credit Hours</b>		<b>12</b>
<b>Performance</b>		
DGMD 4240	Television Performance	3
THAR 1100	Acting 1: Fundamental Technique	3

THAR 2160	Voice and Speech 1	3
<b>Total Credit Hours</b>		<b>9</b>
<b>Historical/Critical</b>		
DGMD 3700	Global Television	3
DGMD 4810	Radio and Television History	3
DGMD 4850	Television Criticism	3
<b>Total Credit Hours</b>		<b>9</b>

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### **EDDi Minor**

#### Course Offerings

- Da Vinci I Course – Visualization Thinking and Mechanisms (design in engineering), required
- Da Vinci II Course – Advanced Mechanisms and Product Realization (engineering in design), required
- EDDi Project I – industry sponsored course, required
- EDDi Project II – industry sponsored course, required
- EDDi Elective Course 1 – Creativity and Design Thinking
- EDDi Elective Course 2 – under development. Topics being considered include: advanced engineering design, design thinking and creativity, business, psychology, and cultural anthropology.

### **Sustainable and Community-Based Infrastructure Minor**

#### Course Offerings

- Courses at MIAD related to architecture
- Courses at MU in construction cost-estimating, construction scheduling, urban planning, urban storm-water management and systems.
- Courses at MU in sociology related to urban ethnography, urban life, and urban sociology.

### ***Interdisciplinary***

#### **Media Design Major (MDDG)**

##### **Major**

##### Foundations:

COMM 2100: Introduction to Visual Communication (restructure-focus on design fundamentals)

HIST XXXX: *Art History: The Renaissance to Postmodernity* (to be developed with/by Haggerty)

COMM 3800: Media Law

COMM 3900: Ethical Problems in Mass Communication

COMM 4986: Internship

Major Specific:

JOUR 1200: Basic News Photography

ADPR 2100: Communication Design Toolbox

PURE 3200: Strategic Communication Design (moniker changed from PURE to ADVE)

*ADPR 3250: Advanced Strategic Communication Design (to be developed – \*MDDG majors/minor)*

*ADPR 3800: Information Graphics (to be developed – \*MDDG majors/minors)*

JOUR 4500: Magazine Design and Production

*ADPR 4400: Multimedia Design (to be developed – \*MDDG majors/minors)*

ADPR 4850: Mobile Communication

**Minor**

Require Foundations Courses:

COMM 2100: Introduction to Visual Communication (to be restructured)

HIST XXXX: Art History: The Renaissance to Postmodernity (to be developed)

ADPR 2100: Communication Design Toolbox

PURE 3200: Strategic Communication Design (moniker changed from PURE to ADVE)

*ADPR 3250: Advanced Strategic Communication Design (to be developed – only for MDDG majors)*

Choose One (from list of electives):

JOUR 1200: Basic News Photography

ADPR 3800: Information Graphics (only for MDDG majors)

JOUR 4500: Magazine Design and Production

ADPR 4400: Multimedia Design (to be developed – only for MDDG majors)

ADPR 4850: Mobile Communication

New Faculty hire (MFA with industry experience, preferred): needed at launch of MDDG major

Would develop and teach:

*ADPR 3250: Advanced Strategic Communication Design*

*ADPR 3800: Information Graphics*

*ADPR 4400: Multimedia Design*

Could also teach:

ADPR 2100: Communication Design Toolbox

PURE 3200: Strategic Communication Design

JOUR 4500: Magazine Design and Production

ADPR 4850: Mobile Communication

\*MDDG majors/minor: these classes are limited to MDDG majors and minors only

\*\* Gray-scale course listings to be developed