

ART DEPARTMENT

Program Review

Spring 2002

Committee Members

Demoree Anderson:	Administrative Assistant, Visual & Performing Arts
Laura Bloomenstein:	Ceramics Faculty
Sandra Calder:	Chino Valley Office Manager
Cindy DeCecco:	3D Fine Arts Faculty
Eric Eikenberry:	Extended Learning & Technology
Julia Ling:	Student
Frank Fitzgerald:	Community Member
Steve Mason:	2D Fine Arts Faculty
Norm Macdonald:	Student
Carol Rawlings:	Art Gallery Manager
Thomas Schumacher:	Verde Campus, Lead Faculty, Art Department
Bonny Stauffer:	2D Fine Arts, Graphic Design Faculty
Amy Stein:	Chair, Division Assistant Dean
Roy Traver:	Fine Art/Commercial Photography Faculty



monoprint by Carrie Behle

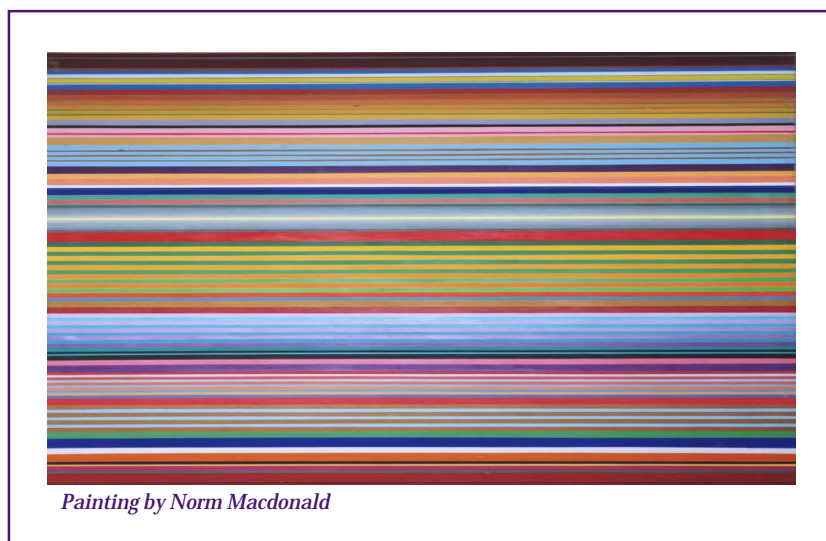
"If you're looking for something to be brave about, consider fine arts." Robert Frost

INTRODUCTION: Philosophy, Foundation, Future of the Yavapai College Art Department

The philosophy of the Art Department is to support the mission of Yavapai College by providing high quality, convenient, and cost effective learning opportunities to the diverse population of Yavapai County. Art courses are offered on the Verde and Prescott Campuses. Extended Learning offered community interest, zero level art courses at various locations in western Yavapai County. Like all facets of the Division of Visual and Performing Arts, we promote and encourage life-long learning while addressing the formal curricular responsibilities of a Fine Arts education. Such an education is established on the notions of influence and innovation. Students learn to build anew on the established foundations. Therefore, the Mission of the Yavapai College Art Department is to provide instruction in the established foundations of the Fine Arts and a supportive, safe environment for developing student skills and values. These foundations are intrinsic to the development of any artist, designer or technician regardless of chosen media or personal artistic philosophy.

Thirty years ago, Ed Branson brought together a team of outstanding artists to found the Yavapai College Art Department on the Prescott Campus. Twenty-five years ago, Tom Schumacher took the lead on the Verde Campus. Mr. Branson, Dick Marcusen, Vince Kelly, Elaine Ferrar, Glenn Peterson, and Tom Schumacher created a program established on the Fine Arts principles and infused with the culture and talent of the local communities. In the past few years, the original instructors on the Prescott Campus have retired and turned their studios over to a new generation of artists. Therefore, like our students, these new artists have joined with Tom Schumacher not only to continue the standards established before them, but also to build anew for the future.

The standards for curriculum, instruction, and assessment are district-wide and addressed in this review as a cohesive component. We reviewed separately each facility to assess our ability to deliver studio-specific courses. Studio space, equipment and facilities limit much of what our instructors and curricula are capable of providing, and hence our growth. With the passage of the bond to fund the Master Plan, the promise of new and renovated facilities provides the Yavapai College Art Department with many future opportunities.



“Only through art can we get outside of ourselves and know another’s view of the universe which is not the same as our own.”
Marcel Proust

INTRODUCTION: Student Program Profile

STUDENT PROGRAM PROFILE

Enrollment in art courses is strong. Our program meets the needs of degree seeking students in our Graphic Design Program, the interests of life-long learners, the requirements of transfer students hoping to pursue a Bachelor's of Fine Arts at a four-year institution, and other transfer students. The curricula and our instructors meet the diverse interests and needs of our student population. We are a very popular and visible component of the Yavapai County community. Although our FTSE generation has increased in the past five years, 208.9 to 236.9, restrictions of the unique and particular environments in which we must teach limit our growth. Program growth is restricted or limited by the availability of fundamental and appropriate equipment and studio space designed for the specific learning outcomes within the various media required within the fine arts. For example, drawing or painting classes require specific drawing tables designed for fine arts drawing instruction or upright painting and drawing easels on which students can learn and practice particular skills and techniques defined in the course outline. The studio itself requires space for movement and unobstructed views, special lighting capabilities in addition to running water, and model stands, to list a few primary requirements. Subtractive or additive sculpting instruction requires tools and equipment for utilization in clay, plaster, wood, and a variety of metals. Natural gas, gases supplied in cylinders, electricity for arc welding processes and power equipment to manipulate these materials are also required for college level instruction in 3D Fine Arts. The ceramics studio must provide the facility and furniture for clay and plaster processes. The studio must facilitate both hand constructed and wheel thrown techniques along with a kiln yard for production of various firing techniques. The glaze room component of the ceramics studio must provide safe use and storage areas with regulated ventilation systems. Fine Arts demonstrations and learning activities are therefore dependent upon these particular environments and equipment. With only one designated studio per discipline at this time, growth and instruction is limited to the number of clock hours and physical space available in the studio. Our studios are currently scheduled at their maximum potential.

The Yavapai College Art Department serves the citizens of Yavapai County by providing educational opportunities for any interested community members. Statistics provided by Institutional Research indicate that close to fifty percent of the students registered in art classes for the last five years take courses for general interest. Forty-five to fifty percent of those students are over fifty years of age. Close to eighty percent of all students taking art classes in the last five years have been part-time students. Currently, we do not have an art major nor do we have the means to directly designate Fine Arts transfer students. However, we do know that nineteen percent of students taking art classes have long-term goals in graphic design or transfer degree programs.

Enrollment for the 2000-2001 academic year totaled 2,680 registrations. The Prescott Campus averages seventy percent of student registration while the Verde Campus serves the remaining thirty percent. Registration and retention are influenced by available appropriate studio facilities. On the Prescott Campus, the Ceramics/3D Fine Arts courses serve thirty percent of the registered students. The 2D Fine Arts courses serve thirty-five percent of the registered students, while the Graphic Design Program makes up fifteen percent of student registration. The Photography courses provide for ten percent of the department registration, while Art History provides the final ten percent. The Verde Campus receives thirty percent of its registration in the Ceramics courses. An additional thirty percent of the registration is shared equally between the Photography and 3D Fine Arts offerings. 2D Fine Arts, Art History and a few Graphic Design offerings provide the remaining enrollment.

CURRICULUM ANALYSIS: Community Interest

The current process used to review curriculum includes student and instructor evaluations and communication with the college curriculum committee, assessment coordinator, and the Arizona Art Articulation Task Force.

COMMUNITY INTEREST: LIFE-LONG LEARNING

Strengths

- Yavapai College art classes offer experienced and professional instruction to all residents of Yavapai County interested in fine arts education. The program provides quality art equipment and a safe and professional environment.
- The curriculum introduces courses unified by the foundation of a common visual vocabulary and reinforced by the instruction of the design principles, formal elements and the historical development of the fine arts.
- Intergenerational communities learn from one another.



Students: Nel Gilmore and Carrie Behle

Concerns

- Extended Learning art courses have been limited to a combination of two separate zero-level courses, drawing and painting. These courses generally proceed with low enrollment. Many of these offerings have grown into local “art clubs” where the college provides a venue and facilitator for a weekly social function at an extremely reduced rate. These activities may provide a service to the community, but the instruction within these courses is at issue. Facilities are not always appropriate or optimum for fine arts instruction.
- Enrichment/retirement students who repeat courses for general interest on the Verde Campus compete for enrollment slots, which limits the registration possibilities for degree seeking or transfer students.
- Enrichment/retirement students who repeat courses for general interest on any campus have limited opportunities to expand their skills and techniques once obtaining the outcomes in course offerings.

Recommendations

- In light of our current budget constraints, research and review feasibility of Extended Learning offerings. Consider opportunities to provide community interest courses through the Non-Credit Program. Evaluate art course offerings based on appropriate campus studio space.
- Verde Campus has amended registration policy to provide degree-seeking and transfer students priority during registration process.
- Create advanced projects courses in the various disciplines in order to provide enrichment/retirement students with opportunities for continuous learning and expansion and development of skills.

SUPPORT OF AAS IN GRAPHIC DESIGN

Strengths

- Yavapai College art classes offer experienced and professional instruction to all members of Yavapai County interested in fine arts education. The program provides quality art equipment and a safe and professional environment on the two main campus sites.
- The curriculum introduces courses unified by the foundation of a common visual vocabulary and reinforced in the instruction of the design principles, formal elements and the historical development of the Fine Arts.

“Anyone who keeps the ability to see beauty never grows old.” Franz Kafka

CURRICULUM ANALYSIS: Transfer Program/Articulation

- Intergenerational communities learn from one another.
- Experienced full-time and adjunct faculty teach art foundations courses required for the Graphic Design Degree.
- The addition of a full-time faculty member in photography fortified the program in its support of the commercial and digital photography components of the Graphic Design industry. The college recently purchased equipment required to process color materials.

Concerns

- Commercial and digital photography emphasis crosses the disciplines of Graphic Design and Digital Media Arts Programs. Curriculum development has occurred independently.

Recommendations

- Digital Media Arts, Graphic Design and Fine Arts faculty must work in unison to develop district-wide offerings in the photography disciplines.

TRANSFER PROGRAM/ARTICULATION

Strengths

- Yavapai College art classes offer experienced and professional instruction to all residents of Yavapai County interested in fine arts education. The program provides quality art equipment and a safe and professional environment on the two main campus sites.
- The curriculum introduces courses unified by the foundation of a common visual vocabulary and reinforced by the instruction of the design principles, formal elements and the historical development of the fine arts.
- Experienced full-time and adjunct faculty teach art history courses accepted as a humanities option for AGECE Degree.
- Intergenerational communities learn from one another.
- Full-time faculty members attend yearly articulation task force meeting to determine changes in university fine arts programs that affect the transferability of YC general education and fine arts courses. The faculty works with the college counseling and advising office to determine what adjustments must be made in the art program to accommodate transfer students.

Concerns

- Yavapai College Art Department does not offer a degree in the Fine Arts. Students attending YC for two years in the Fine Arts may not feel the sense of direction, community, or completion.

Recommendations

- Establish an Associate of Fine Arts Degree (AFA) at Yavapai College for students interested in pursuing either a terminal degree in the Visual Arts or a BFA at a four year institution.
- Continue to communicate with area high schools to encourage interested students.
- Continue to communicate with the three state universities and nation-wide art institutions to maintain the smooth transition.
- Explore ways to maximize students' experiences at Yavapai College to fully prepare them for upper-division courses.
- Explore methods to incorporate entrepreneurial skills and ideas for independent economic development as components of AFA degree.

PROGRAM PROPOSAL

PROPOSED ASSOCIATE OF FINE ARTS DEGREE

Locations Offered: Prescott and Verde Campuses

Total Credits: 70 credit hours

General Education: Arizona General Education Curriculum (AGEC-A): 35

Core Requirements: 23

	Course		Credit hours
	ART 110	Drawing I	3
	ART 111	Drawing II	3
or	ART 210	Life Drawing I	
	ART 112	Two-Dimensional Design	3
	ART 113	Three-Dimensional Design	3
	ART 114	Color	3
	ART 200	Art History I	3
	ART 201	Art History II	3
	ART 232	Portfolio Development	2
		subtotal	23

Support Courses: 12

Complete twelve credits at the 100 level or higher from any of the following categories:

Drawing and Painting

	ART 115	Color Pencil/Pastel	3
	ART 116	Contemporary Color	3
	ART 190	Oil/Acrylic Painting I	3
	ART 191	Oil/Acrylic Painting II	3
	ART 194	Watercolor I	3
	ART 195	Watercolor II	3
	ART 196	Portraiture I	3
	ART 197	Portraiture II	3
	ART 211	Life Drawing II	3
	ART 212	Life Painting	3
	ART 290	Oil/Acrylic Painting III	3
	ART 291	Oil/Acrylic Painting IV	3
	ART 294	Watercolor III	3
	ART 295	Watercolor IV	3

Ceramics

	ART 120	Ceramics I	3
	ART 121	Ceramics II	3
	ART 123	Ceramic Textural Tiles	3
	ART 220	Ceramics III	3
	ART 221	Ceramics IV	3
	ART 223	Ceramic Sculpture	3
	ART 224	Clay & Glaze Chemistry for the Ceramic Artist	2

3D

	ART 140	Jewelry I	3
	ART 141	Jewelry II	3
	ART 142	Introduction to Lapidary Arts	2
	ART 144	Wood I	3
	ART 145	Wood II	3
	ART 170	Weaving I	3
	ART 171	Weaving II	3
	ART 180	Sculpture I	3
	ART 181	Sculpture II	3
	ART 182	Sculpture-Welded Metal I	3
	ART 183	Sculpture-Welded Metal II	3
	ART 245	Advanced Projects Jewelry	3

PROGRAM PROPOSAL

(3D continued)

ART	246	Wood Lathe Turning I	3
ART	247	Turning and Sculpting Wood	3

Photography

ART	137	Adobe Photoshop	2
ART	150	Photography I	3
ART	151	Photography II	3
ART	237	Intermediate Photoshop	2
ART	252	Photography III	3
ART	253	Photography IV	3
ART	256	Digital Imaging	2
ART	259	Advanced Projects Photography	3
ART		<i>proposed History of Photography</i>	3

Printmaking

ART	160	Printmaking I	3
ART	162	Monoprint I	3
ART	262	Monoprint II	3

subtotal **12**



Weaving by Caryl Marcusen

CURRICULUM ANALYSIS: Instructional Delivery

INSTRUCTIONAL DELIVERY:

	STRENGTHS	CONCERNS/RECOMMENDATIONS
Student/learning centered instruction	are the key to outcomes acquisition in the fine arts. Although other methods are performed, the majority of instructional delivery is provided by constant and continuous facilitation of students' active participation in the studio.	Excellent
Lectures	are given to present design principles, define project assignments, introduce historical information and context, and demonstrate material usage.	Excellent
In-class discussions	are a strong element in instructional delivery. Students participate in many types of group discussions to develop their visual vocabulary and communication skills, brainstorm, ask questions and find answers. There are sessions to review assignments and perform group critiques.	Excellent
Small groups	provide students with the opportunity to work cooperatively on assignments. Critiques are also held in small groups.	Excellent
Telecourses/Television	are not offered at the current time. Most of our courses have a strong studio component that might not translate well in the telecourse format.	Adequate at this time. Continue to research possibilities.
On-line courses	Art 114 color is presently offered on-line. Students have been generally satisfied with this course and we plan to continue offering it.	Additional online courses are being considered for basic digital imaging courses.

CURRICULUM ANALYSIS: Instructional Delivery

	STRENGTHS	CONCERNS/RECOMMENDATIONS
Field trips	Students take field trips to museums in Phoenix and Scottsdale to see current shows and visit permanent collections, bronze foundries and art material suppliers. Occasionally classes are invited into the artists' studios for technique demonstrations and an introduction to studio management.	Adequate
Art Gallery	Prescott Campus Art Gallery provides Prescott Campus students and the community with a rich variety of contemporary work being created nation wide. The Art Gallery has successfully partnered with both the FRIENDS and the Non-Credit program to develop short term workshops or guest lectures which are presented by the respective artists of the scheduled shows.	The Prescott Campus Art Gallery provides excellent opportunities for students of the Tri-City area. The Verde Campus does not have an appropriate facility in which to provide the same opportunities to the Verde Valley community and students.
Demonstrations	Continuous demonstration is a fundamental component of the studio courses.	Excellent
Labs	Art courses are studio specific. Lectures, demonstrations, and experiential learning activities are dependant upon the particular environment, materials, equipment and tools for the media.	This issue will be focused upon in the facilities evaluation by campus to follow.
Guest Lecturers	Lectures by specialists bring the real world of art onto campus and into the learners field of vision.	Adequate
<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p><i>"We cannot create observers by saying 'observe,' but by giving them the power and means for this observation and these means are procured through education of the senses."</i></p> <p style="text-align: center;"><i>Maria Montessori.</i></p> </div>		

CURRICULUM ANALYSIS: Instructor Evaluation

INSTRUCTOR EVALUATION: PROCESS

Each semester student evaluations are conducted for all instructors within the Visual and Performing Arts Division. Copies of the students' evaluations and candid responses are sent to the Division Assistant Dean and the instructors themselves. The Division Assistant Dean reviews these evaluations for positive responses and instructional concerns. If there are issues which continue to be noted on the evaluations, the Division Assistant Dean, after discussion with the lead faculty member, and the instructor meet to discuss potential strategies to address the concern. Additionally, each semester the Division Assistant Dean and/or faculty member observe classes and provide a critique of the particular instructional activity. The Division Assistant Dean is always engaging students in conversation to glean their assessment of the instructors, materials and facilities. Finally, direct verbal student feedback and commentary is never scarce in our program or division.

Instructor Strengths

- Prior to the retirement of the original art faculty on the Prescott Campus, the art department reorganized itself by discipline area, defined new faculty requirements and advertised and hired instructors to meet the new criteria.
- The greatest strength on the Prescott Campus is the leadership and support provided by the lead faculty members from 2D Fine Arts, Graphic Design, 3D Fine Arts, Ceramics, Photography and Art History. The Verde Campus art program continues on under the leadership of a single faculty member.
- Both campuses benefit from the experienced, dedicated support of the adjunct faculty.

Instructor Concerns


- Our primary concern is the need for a second full-time faculty member for the Verde Campus.
- Adjunct faculty members have few opportunities to interact and learn from each other. We hope to develop opportunities and staff development activities in the future to address this concern.



Oil/Acrylic Painting class

CURRICULUM ANALYSIS: Assessment

IN-CLASS ASSESSMENTS

	STRENGTHS	CONCERNS/RECOMMENDATIONS
Portfolios	have been the assessment measure for artists since the establishment of the Academies. Students produce portfolio-quality projects in their courses.	Participation in the capstone course, ART 232/Portfolio Development, would require students to develop résumés, professional notebook portfolios, and a computer portfolio of their best work. Students would benefit from more opportunity to photograph their artwork with the assistance of photography students. This would be essential for students building fine art portfolios for scholarships and entrance into four-year programs and art schools.
In-class presentations	occur in an informal manner. Students present work in progress, and obtain feedback from instructors and classmates.	Include presentation assignments in advanced classes to prepare students for real life situations where the need to articulate their philosophies and methods will be required.
Critiques	are the primary assessment measure in the fine arts.	Exploration of new critique methods would be helpful in all classes. To meet the growing interest in assessment measures and NCA requirements, the art department has developed a district-wide critique format to assist and unify critique methods for all instructors, adjunct and full-time.
Quizzes	are utilized in art courses to assess vocabulary, methods, processes, principles, and elements acquisition.	Adequate  <i>Sculpture</i>

CURRICULUM ANALYSIS: Assessment

IN-CLASS ASSESSMENTS: continued

	STRENGTHS	CONCERNS/RECOMMENDATIONS
Class participation	is essential in studio courses. Students participate in discussions, view demonstrations, compare work in progress with that of other students. As class time is actually studio time, attendance and participation are paramount to skills acquisition and development.	Adequate
Pre-and post-tests	utilized in courses to establish vocabulary, methods, processes, principles, and elements acquisition.	Adequate
Attendance/ active participation	it is essential in studio courses to participate in discussions, view demonstrations, and compare work in progress with that of other students. As class time is actually studio time, attendance and participation is paramount to skills acquisition and development.	Adequate instructor expectations in classes
Journals/ Sketchbook	are required in the major studio courses. Continuing to draw, paint, and contemplate outside the studio is essential to maintaining a visual vocabulary.	Adequate
Projects	are the foundation of the art program.	Need to coordinate projects throughout the department to avoid duplication but reinforce concepts.



Monprint by Eleanor Bostwick

CURRICULUM ANALYSIS: Assessment

ACADEMIC PROGRAM ASSESSMENT PLAN

MISSION:

The mission of the Yavapai College Art Department is to provide instruction in the established foundations of the Fine Arts and a supportive safe environment for developing student skills and values. These foundations are intrinsic to the development of any artist, designer or technician regardless of chosen media or personal artistic philosophy.

PROGRAM OUTCOMES:

- Articulate the creative process and influence of project development.
- Utilize safe practices with appropriate equipment, tools and materials.
- Exercise and exhibit quality craftsmanship.
- Utilize, analyze and synthesize the principles and elements of design.
- Identify historical and contemporary examples of the Fine Arts and Crafts.



ASSESSMENT 1

The Oral Critique

Within a sampling of courses across the disciplines, students and instructors will perform oral critiques using an instrument developed for the particular discipline. After the critique, the faculty member will reflect upon the student-centered activity and write a summation. Samples of student critiques and faculty assessment will be archived.

ASSESSMENT 2

The Written Critique

Within a sampling of courses across the disciplines students and instructors will perform written critiques using an instrument developed for each particular discipline. Samples of student critiques and faculty assessment will be archived.

ASSESSMENT 3

The Portfolio Project

A sampling of those projects critiqued will be photographed and indexed with the relative written critiques and documentation.

VERDE CAMPUS: Faculty

PROCESS OF SELECTION, ORIENTATION, SUPERVISION, AND EVALUATION OF FACULTY:

SELECTION:

Full-time: meet North Central Accreditation criteria/philosophical emphasis on life-long learning:

- Masters Degree in discipline or Bachelor of Fine Arts with extensive teaching experience and commitment to higher education.
- Community college teaching experience in field of study, three years minimum.
- Strong professional portfolio.
- Proficient in discipline-specific equipment and materials.
- Application of skills outside the traditional classroom.
- College or community service.
- Ability to appreciate diversity and different learning styles.
- Willingness to work in student-friendly and flexible formats.

Preferred qualifications include:

- Philosophical emphasis on life-long learning.

Adjunct Faculty: meet North Central Accreditation criteria/philosophical emphasis on life-long learning:

- MA or BA in related field of study.
- At least three years of experience.

ORIENTATION:

Full-time faculty participate in YC new faculty orientation activities. Tom Schumacher meets independently to determine responsibilities, classroom space needs, and other instruction-related concerns. Periodic review of concerns, successes, and new directions provide opportunities for individual expression in curriculum building, while supporting collaborative and team-building activities to ensure an excellent learning experience for students in the program.

Adjunct faculty participate in YC new adjunct faculty orientation activities. They meet with the lead full-time faculty member for the Art Department to determine responsibilities, classroom space needs, and other instruction-related concerns. Full-time lead faculty member assists as necessary in providing support for new faculty. Periodic review of concerns, successes and new directions provides opportunities for individual expression in curriculum building, while supporting collaborative and team-building activities to ensure an excellent learning experience for students in the program.

Strengths

- In general, orientation activities do an adequate job assisting new faculty. The lead full-time faculty member for the Art Department works in a cooperative and collaborative mode. There is a strong sense of support for the different areas of the department, and experienced faculty are very willing to help new instructors feel welcome and valued.
- Division and department meetings are required of adjunct faculty, thus providing a way for instructors to become familiar with the goals of the whole department as well as becoming a part of the team of instructors.

VERDE CAMPUS: Faculty and Personnel

Concerns

- Participation in these activities is difficult for some adjunct faculty because of work schedules and other commitments.

SUPERVISION:

Full-time faculty reports to the Division II Assistant Dean and communicates with the Visual and Performing Arts Division Assistant Dean for the Prescott Campus to address needs, concerns, student complaints, and participation in college-wide professional activities.

Adjunct faculty communicate with the full-time instructor to address needs, concerns, student complaints, and participation in division professional activities. Full-time faculty provides support and assistance with course curriculum, lab support, instructional guidelines, and conflict resolution as needed. However, all faculty report to the Division II Assistant Dean.

Strengths

- Performance review meetings, division/department meetings, and individual conferences provide effective supervision of full-time faculty. In general, the full-time faculty struggles to address adjunct faculty needs to their satisfaction. In-person meetings are arranged with adjunct faculty to address issues when possible.

Concerns

- It is difficult to arrange meeting times because of class load for full-time faculty and professional work commitments for adjuncts. E-mail and telephone voice messaging provide effective avenues of communication.

EVALUATION:

Full-time faculty develops performance goals with Division II Assistant Dean; meets with the Assistant Dean to review progress; conducts and reviews the results of student evaluations; periodically reviews the effectiveness of the curriculum; discusses issues or concerns with Assistant Dean; and determines needs and areas of growth.

Adjunct faculty conduct and review the results of student evaluations; periodically review the effectiveness of the curriculum; meet with the full-time instructor to address issues and resolve concerns and to determine if changes need to be made in course syllabi or methods of delivering instruction. Participate in periodic in-class evaluation with the full-time instructor.

Recommendations

- Schedule a meeting once a semester when possible to discuss ideas for strengthening the program, as well as addressing general concerns. Adjunct faculty input is essential to the success of the program. They are experienced and respected artists who can infuse fresh ideas into the curriculum.

ADMINISTRATIVE AND SUPPORT PERSONNEL

Brenda Stokes, Instructional Division Administrative Assistant, full-time OSA contract. She is responsible for the operations management of the division and hence the Art Department. Her responsibilities include, but are not limited to, purchasing and budget supervision, purchasing support of all equipment, supervising the placement of all facilities requests, scheduling of courses, supporting all adjunct faculty, student and part-time employees, verifying and processing all payroll information, assisting students with registration issues, supervising textbook management, and supervising all Art Department needs.

VERDE CAMPUS: Faculty and Personnel

SUPPORT PERSONNEL: LAB ASSISTANTS

Studio lab assistants are part-time, hourly, and are allowed to work up to a maximum of 19½ hours per week. They have an extensive knowledge of the processes used and experience in working with the tools. They run the open labs and often assist the instructors during class. Lab assistants are responsible for assisting students, checking out tools, inventorying supplies, performing maintenance of equipment, and keeping the studios organized. Student lab assistants are occasionally used when they have demonstrated sufficient knowledge and expertise.

Concerns

- Competent lab assistants are intrinsic to the successful acquisition of student outcomes. Acquiring and retaining responsible and experienced lab assistants is hindered by the college's part-time salary schedule, which was established without consideration for the needs of the fine arts studios.

Recommendations

- The Art Department has created a new job description and will request its approval from the Office of Instruction.



Student: Nicole Esquerra

VERDE CAMPUS: Support and Facilities

SUPPORT FROM OTHER YAVAPAI COLLEGE AREAS

Admissions/Registration:	Adequate service from this area.
Business Office:	Excellent support in all aspects of fiscal management.
Campus Safety:	Provides excellent security for both human and physical resources.
Counseling/Advising:	Program is well served.
Design Services/Advancement:	Developed attractive brochure featuring the Art Department.
Facilities Management:	Adequate
FRIENDS of Yavapai College Art:	Foundation provides scholarships and support for gallery openings.
Information Technology Services:	Adequate.
Institutional Research:	Supports the program with student evaluations and data as requested.
Library:	Excellent support through purchase of requested books, videos, and serials.
Non-Credit:	Flexible partnership for alternative learning opportunities.

FACILITIES: STRENGTHS, CONCERNS, RECOMMENDATIONS

2D FINE ARTS: PHOTOGRAPHY, DRAWING, PAINTING, WATERCOLOR, BATIK

PHOTOGRAPHY:

Strengths

- Program is run by full-time and adjunct faculty. Student interest in photography is excellent. Four sections of photography are successfully offered each semester. With current facility limitations, this is the maximum registration available.
- The Photography program is located in a collection of small labs dedicated to the discipline. These labs are in an isolated area of Building F. Film processing and print processing are performed in these three adjoining labs. The dark rooms are well equipped, but accommodate no more than 15 students at a time.

Concerns

- Current space and configuration of these facilities is no longer sufficient or efficient. Film processing must occur in a breezeway between labs. There are not appropriate entrances or exits in the darkroom. Ventilation in the entire lab is not adequate.

Recommendations

- Remodel Building F to centralize Art Department and better utilize inefficient space. The creation of additional classroom space on the Verde Campus will/could allow for the alteration of two traditional classrooms in Building F into functioning art studios. Create a separate room for film processing and loading. Add additional rear exits to darkrooms. Reconfigure existing ventilations systems for more CFM.

VERDE CAMPUS: Facilities

DRAWING, PAINTING, WATERCOLOR, BATIK:

Strengths

- Excellent student interest. Program taught by experienced, dedicated adjunct faculty.

Concerns

- There is no dedicated studio space for the 2D Fine Arts Program on the Verde Campus. Courses must be taught from multipurpose classrooms that are not appropriate or adequate for fine arts courses. There is no running water in the classrooms dedicated to these programs. There is insufficient ventilation, lighting, space and storage.
- The lack of appropriate studio space forces the Verde Campus Art Department to rent space from the local high schools. With no support or administration available during evening hours at these facilities, minor problems escalate into next day disasters. College has no control over safety or sufficiency in these environments. Instructors must often spend class time tracking down custodial staff when issues arise. Getting doors unlocked for college classes, cleaning the facilities from the daytime high school activities, addressing inhalation problems from inappropriate toxic waste storage and disposal are a few examples of problems faced by adjunct faculty in rented facilities.

Recommendations

- Remodel Building F to centralize art department and better utilize inefficient space. The creation of additional classroom space on the Verde Campus will/could allow for the alteration of two traditional classrooms in Building F into functioning art studios. Create two large multipurpose studios to serve the needs of the 2D Fine Arts Program. Consider and include appropriate plumbing, lighting, ventilation, and storage

CERAMICS:

Strengths

- Experienced full-time faculty member runs program. Student interest and registration is excellent. Five sections of ceramics classes are offered each semester. Classes are scheduled for morning, afternoon, evening and weekend opportunities. This schedule allows for the additional, and necessary, open and supported lab hours. Layout, support, and operation of the studio provide students with opportunities to experience and learn all aspects of the Ceramic Arts.
- The Ceramics Program is located in Building F on the Verde Campus. This studio provides the necessary areas for glazing, hand building, and wheel forming activities. There are areas for electric kilns, wet clay storage, dry material storage, material mixing, and outdoor gas kiln facilities. The arrangement of the area helps to minimize potential health problems associated with clay dust. There is adequate ventilation. The equipment is either new or in good condition due to recent upgrading. Lockers provide students with personal storage. Kiln yard is home to six gas-fired kilns. The studio was built as a ceramics lab with sinks at several locations and floors that can be hosed down for efficient dust cleaning. Studio maintenance is excellent.

Concerns

- Facility currently serves the maximum number of students. Each semester generates a student waitlist for ceramics classes. However, there is no physical room for growth. This studio must be utilized for other courses outside the ceramics discipline, therefore eliminating the potential for additional ceramics course offerings.
- Instruction is shared between the single full-time faculty member and various adjunct faculty. Finding qualified adjunct instructors is difficult.
- Student and part-time lab assistance in the ceramics lab is unpredictable and transitory.

VERDE CAMPUS: Facilities

Recommendations

- Remodel Building F to centralize Art Department and better utilize inefficient space. The creation of additional classroom space on the Verde Campus will/could allow for the alteration of two traditional classrooms in Building F into functioning art studios.
- Consider the addition of a second full-time art faculty position for the Verde Campus.
- Create a permanent three-quarter time lab assistant for the Verde Campus.

JEWELRY:

Strengths

- Student interest and registration is excellent. Classes are taught by a dedicated group of adjunct faculty members who unselfishly tote instructional materials on a regular basis to and from their own studios.
- The Jewelry Program is located in Building F on the Verde Campus. This studio includes areas for both instructing and finishing. Although small, the studio is well equipped with a sink, lockable storage, and an excellent ventilation system. There is a secure gated and covered area outside the building where the larger lapidary equipment is housed.
- The studio is well maintained and provides the necessary open lab hours each week.

Concerns

- Adjunct faculty primarily serve the program.
- The studio was designed for jewelry and lapidary functions. It must occasionally be used for sections of stained glass or photography.
- Each semester generates a student waitlist for jewelry classes. Enrollment is limited as facility is hazardous for more than thirteen students. However, there is no physical room for growth. This studio must be utilized for other courses outside the discipline, therefore eliminating the potential for additional course offerings.
- The studio is not easily accessible for supply and equipment delivery.

Recommendations

- Remodel Building F to centralize art department and better utilize inefficient space. The creation of additional classroom space on the Verde Campus will/could allow for the alteration of two traditional classrooms in Building F into functioning art studios. Realign sidewalks to building F for easier access to the studios.
- Consider the addition of a second full-time art faculty position for the Verde Campus.

COMPUTER ASSISTED FINE ARTS PROGRAM AND FACILITIES:

Strengths

- Building G on the Verde Campus houses a new computer commons. Here students have access to hardware and software programs that support both the general computer classes and the digital portion of the art curricula. This lab is open more than sixty hours a week and is supported by experienced, knowledgeable full and part-time personnel.

Concerns

- Staff are experienced and primarily trained for programs within the BUCS division. Art students are often encouraged to travel to the Sedona Center for support with art or graphic related programs.

VERDE CAMPUS: Facilities

Recommendations

- Provide support for Graphic Design, Fine Arts or Digital Media Art students in the Verde Campus computer commons.

OFF CAMPUS FACILITIES

Strengths

- Mingus Union High School provides space in the evening to teach watercolor classes.
- Camp Verde High School provides woodshop in the evening for woodworking classes.

Concerns

- Without a studio designated for 2D Fine Arts courses, the college must accommodate interest by offering courses off campus. High school venues do not provide support in the evening hours, where minor problems often escalate into disasters because of next day response times.
- College has no control or support for the learning environment. Instructors must often track down custodial staff, causing interruptions or delays in instruction provided.
- Instructors must arrive 45 minutes early to prepare classroom environment.

Recommendation

- Create a dedicated 2D Fine Arts studio on Verde Campus.



PRESCOTT CAMPUS: Faculty

PROCESS OF SELECTION, ORIENTATION, SUPERVISION, AND EVALUATION OF FACULTY:

SELECTION:

Full-time: meet North Central Accreditation criteria/philosophical emphasis on life-long learning:

- Masters Degree in discipline or Bachelor of Fine Arts with extensive teaching experience and commitment to higher education.
- Community college teaching experience in field of study, three years minimum.
- Strong professional portfolio.
- Proficient in discipline-specific equipment and materials.
- Application of skills outside the traditional classroom.
- College or community service.
- Ability to appreciate diversity and different learning styles.
- Willingness to work in flexible student-friendly formats.

Preferred qualifications include:

- Philosophical emphasis on life-long learning.

Adjunct Faculty: meet North Central Accreditation criteria/philosophical emphasis on life-long learning:

- MA or BA in related field of study.
- At least three years of experience.

ORIENTATION:

Full-time faculty participate in YC new-faculty orientation activities. They meet with the Visual and Performing Arts Division Assistant Dean and other faculty in the program area to determine responsibilities, classroom space needs, and other instruction-related concerns. Division faculty assist as necessary in providing support for new faculty. Periodic review of concerns, successes, and new directions provides opportunities for individual expression in curriculum-building, while supporting collaborative and team-building activities to ensure an excellent learning experience for students in the program.

Adjunct faculty participate in orientation activities for new adjunct faculty. They meet with Division Assistant Dean, the full-time faculty, and other faculty in program area (as needed) to determine responsibilities, classroom space needs, and other instruction-related concerns. Program faculty assist as necessary in providing support for new faculty. Periodic review of concerns, successes, and new directions provides opportunities for individual expression in curriculum-building, while supporting collaborative and team-building activities to ensure an excellent learning experience for students in the program.

Strengths

- In general, orientation activities do an adequate job assisting new faculty. The Art Department works in a cooperative and collaborative mode. There is a strong sense of support for the different areas of the department, and experienced faculty are very willing to help new instructors feel welcome and valued.
- Division and department meetings are required of adjunct faculty, thus providing a way for instructors to become familiar with the goals of the whole department as well as becoming a part of the team of instructors.

Concerns

- Participation in these activities is difficult for some adjunct faculty because of work schedules and other commitments.

PRESCOTT CAMPUS: Faculty and Personnel

SUPERVISION:

Full-time faculty report to the Visual and Performing Arts Division Assistant Dean to address needs, concerns, student complaints, and participation in college-wide professional activities. Adjunct faculty communicate with the full-time instructors to address needs, concerns, student complaints, and participation in division professional activities. Full-time faculty provide support and assistance with course curriculum, lab support, instructional guidelines, and conflict resolution as needed. However, all faculty report to the Visual and Performing Arts Division Assistant Dean.

Strengths

- Performance review meetings, division/department meetings, and individual conferences provide effective supervision of full-time faculty. The Division Assistant Dean fully supports the Art Department and values the expertise and input from the faculty.

Concerns

- In general, full-time faculty are able to address adjunct faculty needs to their satisfaction, but it is difficult to arrange meeting times because of class load for full-time faculty and professional work commitments for adjuncts. E-mail and telephone voice messaging provide effective avenues of communication. In-person meetings are arranged with adjunct faculty to address issues as needed.

EVALUATION:

Full-time faculty develop performance goals with the Visual and Performing Arts Division Assistant Dean; meet with the Division Assistant Dean to review progress; conduct and review the results of student evaluations; periodically review the effectiveness of the curriculum; discuss issues or concerns with the Division Assistant Dean; and determine needs and areas of growth. Adjunct faculty conduct and review the results of student evaluations; periodically review the effectiveness of the curriculum; meet with full-time instructors to address issues and resolve concerns, and to determine if changes need to be made in course syllabi or methods of delivering instruction. They participate in periodic in-class evaluation with full-time instructors.

Recommendations

- Schedule a meeting once a semester following the division meeting to discuss ideas for strengthening the program, as well as addressing general concerns. Adjunct faculty input is essential to the success of the program. They are experienced and respected artists who can infuse fresh ideas into the curriculum.

ADMINISTRATIVE AND SUPPORT PERSONNEL

Demoree Anderson, Instructional Division Administrative Assistant, full-time OSA contract. Demoree holds an AAS degree in Graphic Design. She is responsible for the operations management of the division and hence the art department. Her responsibilities include, but are not limited to, purchasing and budget supervision, purchasing support of all equipment, supervising the placement of all facilities requests, scheduling of courses, supporting all adjunct faculty, student and part-time employees, verifying and processing all payroll information, assisting students with registration issues, managing scholarship programs, supervising textbook management, providing technical support for all adjuncts, supervising all art department needs, and putting out fires when necessary.

Marilyn Bergeron-Huard, Part-time Instructional Division Office Assistant, part-time, hourly contract, 29 hours per week. One year with Yavapai College in this role. She has extensive experience in office procedures. She handles all receptionist duties, phone calls, office organization/filing, contacts with Student Employment and Distance Learning, and any other necessary activities as they occur.

PRESCOTT CAMPUS: Faculty and Personnel

SUPPORT PERSONNEL: LAB ASSISTANTS

Studio lab assistants are part-time, hourly, and are allowed to work up to a maximum of 19½ hours per week. They have an extensive knowledge of the processes used and experience in working with the tools. They run the open labs and often assist the instructors during class. Lab assistants are responsible for assisting students, checking out tools, writing receipts for items sold through the 02 accounts, inventorying supplies, performing maintenance of equipment, and keeping the studios organized. Students are occasionally hired as lab assistants if they have demonstrated sufficient knowledge and expertise.

Concerns

- Competent lab assistants are intrinsic to the successful acquisition of student outcomes. Acquiring and retaining responsible and experienced lab assistants is hindered by the college's part-time salary schedule, which was established without consideration for the needs of the fine arts studios.

Recommendations

- The Art Department has created a new job description and will request its approval from the Office of Instruction.

CONTRIBUTIONS TO COLLEGE/COMMUNITY: FULL-TIME INSTRUCTORS

Laura Bloomenstein, Three-Dimensional Fine Arts: Manages ceramics studio and weaving studio; currently serving on NCA committee, Art Department Program Review Committee, Art Gallery Committee; participating on the Design Committee for the new 3D Fine Arts building. Coordinated the 3D Student Art Exhibit, *Shape, Space and Mass*, with Cindy DeCecco. Provided space, wheels, firing, and glaze to *Empty Bowls* event, which donates proceeds to local food-distribution centers. Provided centerpieces for the FRIENDS of Yavapai College Art annual meeting. Created artwork chair for FRIENDS of Yavapai College Art's *Chair Affair*. Sponsored public workshops/slide shows by local visiting artists in collaboration with Yavapai College Campus Life. Artist in Residence with the Arizona Commission on the Arts.

Cindy DeCecco, Three-Dimensional Studio Arts: Manages 3D Fine Arts studios; serving on NCA Committee, Safety Committee, Art Department Scholarship Review Committee, participating on the Design Committee for the new 3D Fine Arts building, and Art Department Program Review Committee; created and donated the "Queen's Chair" for the FRIENDS of Yavapai College Art's fund-raiser, *Chair Affair*; supervising the Chino Valley Campus grape arbor design and fabrication by the ART 182-183 Sculpture-Welded Metal class; guest lecturer for the *Art-à-la-Carté* series; coordinated the Three-Dimensional Student Art Exhibit, *Shape, Space and Mass*, with Laura Bloomenstein; hiring committee member for the 2D Fine Arts instructor and Photography instructor positions; sponsored the Arizona Designer Craftsmen Studio Tours on the Yavapai Campus; provided centerpieces for the FRIENDS of Yavapai College Art annual meeting. Exhibits student work in the display cases in Building 15.

Steve Mason, Two-Dimensional Fine Arts: Manages 2D Fine Arts studios; serving on Professional Growth Committee; organized life drawing program for local artists; painted and donated chair to the *Chair Affair* benefiting the FRIENDS of Yavapai College Art; guest lecturer for the *Art-à-la-Carté* series: bioptic art, showing results of research; contributed to the Art Department Program Review Committee; donated portrait commissions to Hospice fund-raiser *Fantasy in Chocolate*. Exhibits student work in the display cases in Building 15.

Bonny Stauffer, Graphic Design Program Coordinator: Manages graphic design studios and coordinates Graphic Design Program. Production manager and lead instructor for design and production of *Threshold Creative Arts Magazine*; participant in yearly Arizona TechPrep Workday; represented Yavapai College Art Department at Art Articulation Task Force meetings; member of hiring committees for YC Design Services Coordinator position; chair, Graphic Design Program Review Committee; member of Art Department faculty hiring

PRESCOTT CAMPUS: Faculty and Personnel

committees; Standards Committee; wrote grant and coordinated the *Graphic Design Careers Workshop*, Yavapai College, February 2001, for three local high school art departments; represented Visual and Performing Arts Division as panel member for Prescott Area Leadership session; developed internships with Distributed Learning and the student newspaper; presented a Show-N-Tell Curriculum Workshop session, *Get Real*; participated in day-long meeting with Barry Maid, ASU Technical Writing Program Coordinator to explore articulation possibilities with Graphic Design Program, English Department, and ASU East; exhibition participant, Yavapai College Art Faculty Showcase exhibit. Created artwork chair for FRIENDS of Yavapai College Art's *Chair Affair*.

Amy Stein, Art History, Instructional Division Assistant Dean: Curriculum Committee; Assessment Committee; NCA Criteria Committee; Chair, Art Acquisitions Committee; FRIENDS of Yavapai College Art Sculpture Acquisitions Committee; Chair, Art Gallery Selection Committee; Chair, Art Scholarship Review Committee; Chair, Art Department Program Review Committee; seven hiring committees in last three years; Honors Program Advisory Board; Gen Ed Curriculum Writing Committee; Publications Board; FRIENDS Advisory Board; NAU Graduate Cooperative proposal; FRIENDS *Chair Affair* participant and auctioneer; *Art-à-la-Carté* guest lecturer.

Roy Traver, Digital Photography and Commercial Graphics Instructor: Manages photography studio. Member of Art Department Program Review Committee; working with the Yavapai College Foundation and community members to establish an annual scholarship for photography students; participated in *The Chair Affair*, a fund raising project for the FRIENDS of Yavapai College Art.

CONTRIBUTION TO COLLEGE/COMMUNITY: ADJUNCT FACULTY

In addition to providing instruction and service beyond the scope of the adjunct faculty job description, many of the adjunct faculty members in the Art Department participate in a variety of endeavors that benefit the students and college programs. For example, Pat Jackson was selected to participate as an adjunct faculty representative for the current NCA self study. Berni Swecz and Steve Hoover volunteered to rewrite the photography curriculum. Diane Gilbert maintains the looms and equipment in the weaving studio. Constance Crissman volunteered hours of service to enhance and support the papermaking workshops. Paul Abbott offers painting workshops for other adjuncts in the department. Mary Ellen Kirkedahl and Pat Jackson assumed the responsibility of cleaning and reorganizing the drawing studio after Ed Branson's departure. Chuck Rhoads administered the summer Arizona Wood Turning Association activities. Keith Horst refurbished several pieces of equipment for the new lapidary class being offered in the jewelry classroom. Several adjuncts created art chairs for the FRIENDS of Yavapai College Art *Chair Affair* auction.

The
Chair
Affair



PRESCOTT CAMPUS: Support

SUPPORT FROM OTHER YAVAPAI COLLEGE AREAS

Admissions/registration:	Adequate service from this area.
Business Office:	Excellent support in all aspects of fiscal management.
Campus Safety:	Provides excellent security for both human and physical resources.
Counseling/Advising:	Program is well served by two excellent advisors, Virginia Van Tuyl and Fred Kester.
Design Services/Advancement:	Developed attractive brochure featuring the Art Department. Provides public service announcements of gallery openings, <i>Art-à-la-Carté</i> lectures, and non-credit courses sponsored by the Art Department. Produces consistently high-quality postcards for each YC Art Gallery exhibition.
Facilities Management:	Service and support above and beyond our expectations.
FRIENDS of Yavapai College Art	Foundation provides support for travel, scholarships, gallery, hallway displays, and publicity.
Information Technology Services:	Excellent proactive support of our program.
Institutional Research:	Supports the program with student evaluations and data as requested.
Library:	Excellent support through purchase of requested books, videos, and serials.
Non-Credit:	Flexible partnership for alternative learning opportunities.



*Photo
by
Christine Zimmer*

PRESCOTT CAMPUS: Partnerships

FOUNDATION/FRIENDS OF YAVAPAI COLLEGE ART:

The FRIENDS of Yavapai College Art provide scholarships for art students, support the Yavapai College Art Gallery and student-art display cases. The Art Department provided centerpieces for the annual Foundation meeting, assembled all of the wooden chairs for the *Chair Affair* auction, and full-time faculty, adjunct faculty, and staff members participated in decorating chairs for the auction. Several full-time faculty members provided guest lectures for the *Art-à-la-Carté* series.

OTHER PARTNERSHIPS:

- The Ceramics Department has provided space, wheels, firing and glaze for the *Empty Bowls* event, which donates proceeds to local food distribution centers. The Ceramics Program sponsors public workshops/slide shows by visiting local artists in collaboration with Yavapai College Campus Life. The ceramics department hosts programs and facilities tours for local high school students.
- The ART 182-183 Sculpture-Welded Metal class is designing and fabricating a grape arbor for the Chino Valley Campus.
- The Arizona Designer Craftsmen bring their annual workshop and silent auction to the woodturning facilities on campus due to the efforts of the late Chuck Rhoads, former adjunct faculty member.
- Cindy DeCecco participated in the annual Arizona Designer Craftsmen Studio Tours by opening the woodshop and sculpture facilities to the public.
- The Mountain Artists Guild Art Scholarship Program.
- Work with local artists to provide lectures, demonstrations and workshops.



Painting by Christine Zimmer

PRESCOTT CAMPUS: Facilities

2D FINE ARTS

Painting Studio

Strengths

- Student interest in painting courses is substantial. As many courses as can be scheduled into our single painting studio fill each semester. Both full-time and adjunct faculty teach courses.
- The painting studio is located in building 15 on the Prescott Campus. There are easels and equipment for eighteen students. Day classes enjoy natural lighting. The studio has a platform for portrait, figure drawing, and figure painting activities. The studio has an established safety and critique policy.

Concerns

- Actual space and ventilation is inadequate for eighteen students. Lighting is neither sufficient nor flexible enough for evening classes. Single painting studio is fully utilized, thereby limiting the possibility of growth in painting offerings. There are no open lab hours for students.

Recommendations

- Improve lighting and ventilation. Reorganize or limit schedule to provide open lab hours.

Printmaking Studio

Strengths

- Student interest in printmaking courses is growing. Full-time and adjunct faculty teach courses. The studio is located in building 15 on the Prescott Campus.
- There are twelve workstations available for students. The studio has an established safety policy, critique policy, and lab assistant job description. Lab assistants have a working knowledge of all equipment in studio. Presses are of good quality. Ventilation and lighting are adequate.

Concerns

- Storage, workstation, and current computer technology are inadequate.

Recommendations

- Work with Facilities Management to reorganize and refurbish print studio. Incorporate new computer technologies into the studio.

Drawing and Watercolor Studio

Strengths

- Student interest in drawing and watercolor courses is staggering. Students queue up early in the morning of the first day of registration to secure a seat in these popular courses. Full-time and adjunct faculty teach courses. The studio has excellent natural lighting and workstations for twenty-two students. The studio is located in building 15 on the Prescott Campus.

Concerns

- Single painting studio is fully utilized, thereby limiting the possibility of growth in these offerings. Space is not adequate for twenty-two workstations and students. There is not sufficient lighting for evening classes.

Recommendations

- Work with Facilities Management to improve lighting for evening classes.

PRESCOTT CAMPUS: Facilities

Photography Studio

Strengths

- Program is now run by a full-time faculty member and supported by experienced adjuncts. This year new resources were allocated to fund a full-time commercial and digital photography instructor. The studio is located in building 15 on the Prescott Campus.
- Approximately one hundred new students enroll in the beginning photography courses each year. Many of these students continue on to the advanced courses.
- The photography facilities on the Prescott Campus are in use eighty-four hours a week with courses and/or open labs each day of the week. They can and do accommodate ninety students each semester. The facilities are adequate for the curriculum, as it now exists.
- This fall, a thorough review of the photography facilities was conducted by Facilities Management, ADA, and Environmental Health and Safety Departments. All recommendations to bring the facilities to existing standards have been addressed and the facility is now a safe and accessible environment that can accommodate all students wishing to participate in the program.

Concerns

- The challenge to the Photography Program is to maintain the fine arts aspects of the program which most of our life-long/community students are seeking, while incorporating the new technology and commercial aspects of the medium required to support the Graphic Design Program. A studio-quality digital camera and computer hardware, software, and peripherals are required in order to incorporate digital technology into the program. The third need is space for a lighting studio. Commercial photography revolves around the lighting studio. At least 500 square feet with a high ceiling would be required to meet this need. The Photography Program has the lighting equipment that is needed.

Recommendations

- Research the possibilities for a minimal investment in equipment and space that will allow the Photography Program to grow with the demands of the life-long/community students, enhance the support of the Graphic Design Program, and become an asset to an Associate of Fine Arts Degree Program.

3D FINE ARTS

Fiber Studio

Strengths

- The location of the weaving room within the main visual arts complex building is advantageous for drawing from other art disciplines and for taking part in displaying artwork to the general art population.
- The current facility offers students access to a weaving classroom/lab during classes and open lab time. The weaving room is equipped with floor looms and hand looms for student use. A computer is available for designing or working on the Dobby Loom.
- The lighting is ample in the critique area of the weaving room for viewing finished art work.
- One part-time lab assistant aids in the operation and maintenance of the weaving room and assists students during classes and open labs.

Concerns

- Although the current fibers program has a strong weaving community and classes are

PRESCOTT CAMPUS: Facilities

full, the entire program of surface design, fabric dyeing, felting, and basketry is housed in one small room. This makes it a challenge to offer more of these courses.

- The current weaving classroom floor space is inadequate for the equipment and numbers of students enrolling for classes. Handicap access to the room is difficult, as is moving equipment in and out of the classroom.
- Poor lighting over work areas, lack of running water and windows create an uncomfortable and sometimes hazardous work area.
- Though air filters are installed in the room, lack of ventilation still contributes to some students' breathing difficulties due to fibers in the air.

Recommendations

- Research possibilities of housing the weaving area in another space. Research possibility of adding additional lighting.
- Add another computer to the classroom to ease the work load of the one computer in the classroom, which is currently being used for both designing and working on the Dobby Loom.
- The printmaking lab has been utilized for some workshops, so sharing space within the arts complex offers possibilities in expansion.

Ceramics Studio

Strengths

- Student interest in ceramics courses is overwhelming. As many courses as can be scheduled into our single ceramics studio fill each semester. Full-time and adjunct faculty teach courses. We currently offer five sections of ceramics I, II, III and IV and can boast long waiting lists. The studio is located in Building 5 on the Prescott Campus.
- Students have access to an equipped ceramics studio during classes and regularly scheduled open lab times. The lab is equipped with nineteen wheels, a slab roller, clay extruder, and spray booth. A glaze-mixing/storage room and a clay-mixing/storage room adjoining the main lab area are available for advanced student use.
- The studio has an established safety policy, critique policy and lab assistant job description. Lab assistants have a working knowledge of all equipment in the studio. Part-time lab technicians assist with the operation and maintenance of the studio areas and equipment, as well as clay mixer and pug mill, ball mill, four gas kilns, and two new electric kilns. Lab assistants are always present during open lab times and are either current or past ceramic students able to offer assistance to other students to complete their assignments.



Concerns

- The ceramics studio, located across the campus from the main visual arts building, separates 3D Fine Arts students from other art disciplines being offered and creates a sense of isolation.
- The ceramics studio is being used to its fullest capability at this time. Addition of new course offerings and expansion of open lab times for students are severely limited by studio space.

PRESCOTT CAMPUS: Facilities

- Nearly all the gas kilns are old and although they are repaired and running, they all need to be replaced or rebuilt. These kilns are always full and firing. Expansion of the program is limited by current kiln space capacity.
- Glaze and clay-mixing spaces are small, which limits the number of students who receive hands-on learning in these fields.

Jewelry Studio

Strengths

- The Jewelry Program is run by a full-time faculty member. Student interest in jewelry courses is substantial. Additional classes have been added to meet student demand. Full-time and adjunct faculty teach courses.
- The jewelry studio is located in Building 5 on the Prescott Campus. The lighting is adequate, and the casting, wax injection, and volcanic mold equipment are of a high quality. New lapidary equipment has been purchased. The facility uses safe and environmentally friendly cleaning processes.
- There is sufficient lab time and experienced assistance available for students. The studio has an established safety policy, critique policy, and lab assistant job description.
- The studio is located near available parking.

Concerns

- Individual workstations and the configuration of the studio are not adequate by current standards. Electrical power, necessary storage, and acoustic accommodation are inadequate. The number of specific workstations does not meet the current interest and enrollment. Access for deliveries of equipment and supplies is inadequate.

Sculpture and Woodworking Studio

Strengths

- The program is run by a full-time faculty member. Student interest in sculpture and woodworking courses is excellent. Additional classes have been added to meet student demand. Full-time and adjunct faculty teach courses.
- There is sufficient lab time and experienced assistance available for students. The studio has an established safety policy, critique policy, and lab assistant job description.
- The sculpture and woodworking studio is located in Building 5 on the Prescott Campus. The lighting is adequate in most areas. There is sufficient storage and workspace for students. The large stationary equipment is of a high quality. The area includes an outdoor workspace with electrical power.
- The studio is located near available parking.

Concerns

- The current inflexible configuration of the studio is neither adequate nor safe by current standards. Instructional space, lighting, storage, electrical power, ventilation, equipment stations, and noise inhibit instruction and program expansion.



PRESCOTT CAMPUS: Facilities

3D Fine Arts recommendations

- Purchase new equipment as capital funds become available.
- Work with Master Plan architects to plan the most efficient and effective use of space within the new 3D Fine Arts complex. Consider:
 - Instructional space; designated and flexible
 - Equipment and materials storage
 - Accessibility for students and deliveries
 - OSHA standards and requirements
 - Computer/Multi-media instruction
 - Equipment transportation, repair and replacement
 - Lighting
 - Student storage space
 - Electric and gas utilities
 - Air quality and ventilation

DIVISION LECTURE HALL

Strengths

- This room is located in Building 15 on the Prescott Campus. The room is in an excellent location and is used for Music Appreciation, Art History, Theatre, and Software Applications courses. The hall has new furniture, a state of the art projection room, and adequate acoustics.
- Four sections of Art History fill each semester. The Art History Program supports both the Graphic Design and the Associate of Arts Degree Program.

Concerns

- The current media screens need to be replaced.

Recommendation

- Replace the screen.

ART GALLERY

The Yavapai College Art Gallery is an intrinsic component of the art instructional program. It allows YC art students to study the work of professional artists, offers them the possibility of showing their own work in a professional manner, and helps them understand the operations of an art gallery. It also serves as a kind of open classroom that invites the college community and the wider community, which includes prospective students, to explore the insights and experiences found in art. In all these educational endeavors, the gallery's mission is to promote the availability and appreciation of excellence, diversity, and vitality in the visual arts. Instructors have recently been asked by the Division Assistant Dean to bring all classes to each exhibition during the school year. Response from the students has been very favorable. Other departments on campus also use exhibitions occasionally for class assignments. Visitors from outside the college repeatedly express pleasure with the gallery and the quality of its exhibitions. The Art Gallery is overseen by a part-time gallery manager, Carol Rawlings.

Strengths

- Offers a balanced calendar of exhibitions that includes local, regional, and nationally known artists working in a variety of media. Occasionally offers programs related to exhibitions.
- Offers students the experience of entering a juried exhibition and participating in the operations involved.
- Has college-provided insurance policy.
- Is a moderately large, open space that permits substantial and varied exhibitions. Has a relatively flexible system of moveable wall modules that allows varied configurations and has an adequate number and variety of pedestals.

PRESCOTT CAMPUS: Facilities

- Has adequate track lighting.
- Has workable (although not truly adequate) storage/work space.
- Offers access from Performance Hall lobby, permitting off-hours visitation that considerably increases attendance.
- Is a wheelchair-accessible facility with an automatic door opener.

Concerns

- Owing to both cramped space and noise, sharing the gallery office with the Community Events staff makes it difficult for gallery staff to work efficiently and to meet with other college staff, students, or visitors concerning gallery matters. Ticket sales in the gallery space itself pose a severe challenge to gallery visitors who would like a quiet, contemplative art experience. The sales operation generates a lot of noise, activity, and clutter that is very distracting. Ticket sales operations take up space that could otherwise be used, as originally intended, for art display.
- Large east windows are heavily tinted, causing color distortion. They are not UV protective and let in a lot of direct sunlight, which can be a threat to art on display. Storage/work space is cramped and awkward, but workable, especially with cooperation from other campus entities. Electrical circuits are easily overloaded.



*Grape Arbor for Chino Valley Campus
...design...
...and under construction*



EXTENSION PROGRAMS: Faculty and Program

ASHFORK, BLACK CANYON CITY, CHINO VALLEY, KIRKLAND, MAYER, PRESCOTT VALLEY, SELIGMAN, YARNELL

ART DEPARTMENT ADJUNCT FACULTY

Faculty/Discipline	Teaching Experience	Professional Experience	Education
R Brooks Stained Glass, Mosaics	Fifteen years teaching experience; Yavapai College	Owner/operator of stained glass studio	
Nancy Harlin Drawing, Painting	Twenty years teaching experience	Ten years, professional artist	BS, Southwest Missouri State University, Springfield
Joanna Hensley Painting	Twenty-five years teaching experience; Yavapai College		
Carolyn Petty Drawing, Painting	One year teaching experience; Yavapai College	Sixteen years, NSF Grant Consultant: <i>Connecting the Arts with Science</i>	BS, University of Nebraska; 39 hrs. Post-Graduate work in Art
Joyce Smykal	Eighteen years teaching experience; Yavapai College-Ash Fork School District	Workshop facilitator at Career Development Center, VT; curriculum supervisor, VT; piloted two projects: professional artists working with children and college art students helping in art classes	MA, Arizona State University; BA, University of Arizona

Until the Fall of 2002, art courses were offered in a variety of areas in western Yavapai County through the community campus. With the reorganization of the college and a cost analysis of the extended learning offerings, art offerings are now limited to the Prescott Valley and Chino Valley Centers. Scheduling and enrollment management for these offerings is accomplished through a partnership between the Division Assistant Dean for Visual and Performing Arts and the Associate Deans of the two centers.

The offerings at this time are limited by appropriate studio space and community interest. Stained Glass courses are scheduled at a private studio in Prescott Valley. Zero level painting and drawing classes are offered at the two centers. These courses meet the community interest of our enrichment retirement population.



Drawing by James Yarbrough

EXTENSION PROGRAMS: Faculty and Program

FACULTY

New adjunct faculty attend orientation activities scheduled by the Office of Instruction. They meet with the Associate Deans or Division Assistant Dean, if necessary, to discuss instruction-related concerns/issues. All faculty who are teaching credit course must have, or must be able to obtain, an Arizona Community College Teaching Certificate in their discipline.

Given the long tradition of providing art classes in various communities, a number of art instructors who have assisted the program over the years have developed student “fan clubs.” These groups insist that a certain faculty member serve their community. Occasionally, recommendations for art faculty are solicited from the Division Assistant Dean. In the Tri-City area, faculty members are often shared by and between the various sites and the Prescott Campus. In the outlying areas, due to the distances involved, faculty are recruited locally whenever possible, usually from the public school system. It is not uncommon, however, to export faculty to a community from the Prescott area.

PROFESSIONAL DEVELOPMENT/ACHIEVEMENTS: OTHER INSTRUCTORS

Adjunct faculty participate in professional development activities, including college Faculty/Staff Development Days, conferences, seminars, and workshops. However, since most of these people are employed elsewhere, few are able to attend Development Day activities. Adjunct faculty have been encouraged (though not required) to attend department or division meetings in their discipline on the Prescott Campus. Because many of the adjuncts who teach in various communities also teach on the Prescott Campus, these instructors receive the support and benefits of the Division. Carolyn Petty, adjunct faculty, is an artist, writer, and education consultant. She holds several awards for teaching and belongs to numerous national professional organizations. Carolyn has also been involved in international projects in Germany, Russia, England and Canada. She has done education consulting and has taught at various universities for fifteen years. In addition, she has presented numerous national workshops in cities across the United States. Carolyn has authored seven publications and has taught Art, English and History.

INSTRUCTIONAL EVALUATION

Most evaluation comes from the students themselves. Every semester, every instructor, regardless of how many times he or she has taught, is evaluated by the class. Those evaluations are forwarded to the Associate Deans, Division Assistant Dean and to the instructor as well. In addition, classrooms visits are made for first-hand observations. With the recent college-wide organizational changes, wherein the Division Assistant Deans are accountable for course content, responsibility for these observations may change. If there are any concerns or issues, they are discussed and methods for improvement to course content or delivery of instruction are implemented.

ADMINISTRATIVE AND SUPPORT PERSONNEL

John Morgan, Associate Dean, Chino Valley Center.

Doug Wood, Associate Dean, Prescott Valley Center.

Eric Eikenberry, Associate Dean, Extended Learning.

Sandra Calder, Program Office Manager, full-time OSA contract. She is responsible for the operations management of the Chino Valley Education Center. Her responsibilities include, but are not limited to, purchasing and budget supervision, purchasing support of all equipment and supplies, supervising the placement of all facilities requests, scheduling of courses, supporting all adjunct faculty, supervising full time and part time employees,

EXTENSION PROGRAMS: Faculty and Program

verifying and processing all payroll information, registration of students, supervising textbook management, and providing technical support for all adjuncts. She is the skills-assessment site coordinator, responsible for the administration and integrity of COMPASS and ASSET/Nelson-Denny testing. She supervises the test proctors at the center. In addition, her responsibilities include the maintenance and security of the Chino Valley Education Center building and grounds.

Suzie Underwood, Program Office Manager, full-time OSA contract. She is responsible for the operations management of the Prescott Valley Education Center. Her responsibilities include, but are not limited to, purchasing and budget supervision, purchasing support of all equipment and supplies, supervising the placement of all facilities requests, scheduling of courses, supporting all adjunct faculty, supervising full time and part-time employees, verifying and processing all payroll information, registration of students, supervising textbook management, and providing technical support for all adjuncts. In addition, her responsibilities include the maintenance and security of the Prescott Valley Education Center building and grounds.

Crystal Erickson, Program Office Manager, full-time OSA contract. She is responsible for the operations management of Extended Learning. Her responsibilities include, but are not limited to, purchasing and budget supervision, purchasing support of all equipment and supplies, supervising the placement of all facilities requests, scheduling of courses, supporting all adjunct faculty and community coordinators, supervising full-time and part-time employees, verifying and processing all payroll information, registration of students, supervising textbook management, and providing technical support for all adjuncts. In addition, she receives all construction technology house invoices, prepares check requests to Foundation, tracks budget with Quickbooks, and prepares reports as needed.

Natalie Blidar, Records and Communications Technician, full-time OSA contract. She is responsible for administrative support to the Program Office Manager. In addition, she has direct contact with adjunct faculty, particularly during the evening when she is the only staff person in the building. She provides administrative and clerical support to them and communicates any concerns/issues to the Program Office Manager for resolution. She also deals directly with students, registration, payments, provides financial aid packets, advisor referrals, student complaints, and deals with any issues in the evening hours.

Carrie Blake, Office Coordinator/Mobile Lab Manager, part time, hourly contract, 19¾ hours per week. Carrie provides administrative support for the Yavapai College Mobile Lab, which provides classes for the outlying areas of the county. Carrie is responsible for the maintenance of the Mobile Lab van. She is also responsible for advertising, hiring adjunct faculty, verifying and processing their payroll information, and travel arrangements. In addition, she provides administrative and clerical support to adjunct faculty and communicates any concerns/issues to the Program Office Manager for resolution. She also deals directly with students, registration, payments, provides financial aid packets, advisor referrals, student complaints, and deals with any issues in the morning hours.

EXTENSION PROGRAMS: Support

SUPPORT FROM OTHER YAVAPAI COLLEGE AREAS:

Admissions/registration:	Excellent services from this area.
Institutional Research:	Supports our area with student evaluations and surveys as requested.
Design Services:	Provides excellent support to our area to publish our schedules each semester.
Information Technology Services:	Excellent services from this area.
Business Office:	Excellent services from this area
Purchasing:	Excellent services from this area.
Prescott Campus Art Department:	Excellent service and communication.

FACILITIES

Strengths

- Current classroom is fully utilized.
- In the various smaller communities, most of the buildings are somewhat older; they usually have large windows that provide good light. Heating and cooling in these buildings is adequate. There are some agreements in place with the building's owners or managers to store supplies and easels on the premises.

Concerns

- Art facilities in the outlying areas vary considerably.
- In most locations, the local community center is used. These buildings range from a single, large open space, to a building that houses many different functions such as a cafeteria or visiting physicians space or seniors activities room. In one location, the local high school's art room is used for a night class. These classes can be quiet and focused when the entire space is devoted to the art class, or can be subject to noise and interruptions when the building is multi-purpose in nature.
- In Chino Valley and Prescott Valley Centers, facilities are not appropriate for studio art classes. Carpeting and furniture need to be removed or covered to avoid damage. There is not adequate lighting, equipment, or facilities for studio specific courses in these traditional classrooms.

Recommendations

- Review the appropriateness of offerings in traditional classrooms and/or proximate locations.

CONCLUSIONS

The history of art, and hence art education, illustrates the continuation of two primary themes. One theme demonstrates the necessity to maintain instruction in the established foundations of Fine Arts education. These foundations are the core of our department's mission, curriculum development, and assessment plan. However, the second theme of change or innovation like any other aspect of human existence is also a necessity. The continuation and increased success of the Yavapai College Art Department is dependent on change. This review process afforded us the opportunity to analyze our program and focus on the most fundamental needs for responsible and reasonable adaptation and development. One measure of success is growth and interest. As a studio-dependent program, the Art Department currently utilizes the unique and specific facilities to their capacity. Student interest is established and growth is limited by available facilities. A new measure of success and hence the goal for the art department is to innovate and build anew on the established interest and success of our existing programs. This review provides many suggestions for program improvement, which are detailed in the narrative. These suggestions lead to four major recommendations.

1. DEVELOP ASSOCIATE OF FINE ARTS DEGREE

- This program will provide a sense of community and structure for those students interested in either a terminal degree or transfer to a four-year institution to pursue a Bachelor of Fine Arts. The program will not require the development of additional courses.
- This program will provide a structured course of study for individuals interested in independent entrepreneurial pursuits in the Fine Arts or for the crafts business community.
- This program will support a focus of the NCA Commission on Higher Education which values the degree and certificate programs.
- This program will encourage the recruitment of full-time, degree oriented Fine Arts and Graphic Design students.

2. ADDRESS FACULTY AND FACILITY NEEDS ON THE VERDE CAMPUS

- The Verde Campus is currently and will continue to be limited by the lack of appropriate studio space. Renovation of the current facilities along with the addition of adjacent space is necessary to maintain and develop equitable art offerings district wide.
- The growth of art offerings and the establishment of an AFA program will be hindered by the lack of full-time faculty support on the Verde Campus. A single faculty member must manage the entire art offerings. The addition of a second full-time faculty member is imperative to the growth and development of the Verde Campus Art Program in addition to the need for equitable offerings district wide.

3. MAINTAIN FACILITIES AND EQUIPMENT MANAGEMENT PLAN

- The Art Department maintains an inventory and repair schedule for large equipment maintenance and replacement. The department will continue to review the availability of new equipment and capital resources to provide a safe and cost efficient learning environment.
- The art faculty will research and assess an appropriate lab fee in designated areas to address material and equipment repair and replacement needs.
- The art faculty will provide relevant information to facilities management and the design program manager for creation of new and renovation of existing art studios and classrooms.

CONCLUSIONS

4. SUPPORT THE INTEREST OF ART STUDENTS THROUGHOUT THE DISTRICT

- The Art Department will assist the Non-Credit Program to provide enrichment/retirement offerings where interest exists throughout the district.
- The Division Assistant Deans will assist the Associate Deans and Center Directors to provide art offerings throughout the district.

With the creation of an Associates Degree Program, we believe the Art Department could better meet the needs of both the transfer student and the independent entrepreneur. The Art Department hopes to coordinate with the college economic development programs and BUCS Division to offer business management workshops and courses to our students. By providing such instruction, artists can learn to market and sell their work. Such a program would support the college during continuing accreditation process, enhance the college's support of economic development and provide greater district-wide equity. An Associates of Fine Arts Degree will provide another degree opportunity in the Verde Valley. The creation of such a program will not hinder or exclude the enrichment student, but continue to incorporate their contribution to the fine arts learning community.



photo by Marilyn Howden

Art Department Program Review

Appendix



VERDE CAMPUS: Faculty and Personnel

ART DEPARTMENT FULLTIME FACULTY

Faculty/Discipline	Teaching Experience	Professional Experience	Education
Tom Schumacher, Ceramics, Photography	Lead faculty, Yavapai College; Twenty-five years, Yavapai College; Raku ceramics firing, kiln building workshops AZ, MN, NY, RI, CN, MA, NH, ME, SC, GA, KY, OH; two years, Rhode Island School of Design (RISD); established ceramics studios and taught the summer programs at RISD, Providence, RI and Provencetown, MA	2001, three artist show, Yavapai College, Prescott, AZ; 2000, one man show, The Clay Pigeon Gallery, Sedona, AZ; 1996, 1999 Assistant Dean of Instruction, Special Assistant to the Executive Dean, Yavapai College, Verde Campus; 1995, introduced concept "Center of Digital Technology" in Sedona and wrote first curriculum for new degree in Digital Media Arts (DMA) for program; extensive exhibition record both nationally and internationally for ceramic work over the past twenty-eight years	MFA, Ceramics, Rhode Island School of Design, Providence, RI; BFA, Ceramics, Northern Kentucky University

ART DEPARTMENT ADJUNCT FACULTY

Charlotte Acker, Art History	Eight years; Yavapai College; NAU; Academia Roma	Ten years, International Center for the Restoration and Conservation of Cultural Property. Development of slides depicting monuments, churches, frescoes.	MA, BA, Northern Arizona University; Academia Roma
Jahn Baker, Jewelry	Ten years; Yavapai College	Thirty years, self-employed fine arts jeweler; proprietor, Sedona Jewelers; partner, Firesigns Jewelry, Sedona, AZ; bench jeweler, Aurum Jewelry, Jerome, AZ	Graduate, Kansas City School of Watchmaking
Jill Brugler Ceramics	Eight years; Yavapai College; Spring Ridge Academy, Spring Valley, AZ; Navajo Pottery Guild, Kearns Canyon, AZ; Cedar School District #25, Kearns Canyon, AZ; Mountain View Elementary School, Flagstaff, AZ	1998-2000, Fine Arts Festival Workshop, Orme School, Mayer, AZ; 1998, Primitive and Firing Workshop, Arcosanti, Mayer, AZ; 1995, Handbuilding Ceramics course, Trinidad State Junior College, Trinidad, CO	MA, Ceramics, Northern Arizona University; BFA, Ceramics, Northern Arizona University
Steve Burroughs, Photography	Eight years; Yavapai College; non-credit summer programs	Four years, Art Department lab assistant; fifteen years, freelance photographer; twenty years, co-owner architectural design firm	BA, in progress; AA, Yavapai College; two-year architectural design degree
Byron Dombrowski, Wood, Framing Art	One year; Yavapai College	Thirty-six years, Professional Industrial Technology & Math Instructor, Phoenix Union School District, Phoenix College, Rio Salado College and Yavapai College; Exhibitions in Framing, Custom Furniture & Design and Antique Restoration; recent public exhibitions include awards of 1 st place and Best of Show	BS, Northern Arizona University
Penny McElhaney, Drawing	Twenty-two years; Yavapai College; Yavapai County Elementary Schools; Grand Canyon College, Phoenix, AZ	Professional artist; juried and gallery exhibitions, Arizona and Wisconsin; Printmaking Workshop, Printmaking Atelier, Avignon, France ; member, Colored Pencil Society of America, Guild of Motoring Artists	BFA, Drawing, Arizona State University; graduate work, Arizona State University; Scottsdale Artist's School; Pilgrims Program, Art and Art History, Canterbury, England

VERDE CAMPUS: Faculty and Personnel

Faculty/Discipline	Teaching Experience	Professional Experience	Education
Patricia McMullen-Mikles, Watercolor, Batik	Thirteen years; Yavapai College; Jefferson County Schools, Lakewood, CO	Self-employed artist; gallery and public exhibitions; private collections; Title III grant to enhance public education through integration of arts curriculum with other courses of study; committee chair, representing art teachers, Golden, CO	MA, Education, University of Northern Colorado; BA, Fine Arts, University of Northern Colorado
Jerud Parks, Jewelry	One year; Yavapai College	Four years, silversmith apprenticeship, Nieman Marcus; Four years, gold and platinum fabrication, precious stone and mineral setting and care; owner, The Personal Touch Jeweler; representative, Fred Meyer's Jewelers for World Research Foundation, Sedona	TIFT Certificate; JAA Certified Bench Jeweler
Sherry Ratner, Oil/Acrylic Painting	Five years; Yavapai College; Delaware County Community College, Media, PA; public schools, New York City	Numerous exhibitions, Columbia University, east coast and Arizona; 1997, NAU faculty show; commercial artist	MA, Painting/Printmaking, Columbia University; BFA, University of Hartford, the Art School; AFA, Silvermine College of Art, New Canaan, CT; one year, Parsons School of Design; Three and a half years, NYU; three years, National Academy School of Fine Art; three years, Art Students League
Liz Saunders, Stained Glass, Photoshop	Two years; Yavapai College	Assistant to Marketing Director, Christown Shopping Center; published newsletter, Spirit of Joy Lutheran Church, Cottonwood, AZ; Phoenix Art Museum docent	BA, Art, Arizona State University

PROFESSIONAL DEVELOPMENT/ACHIEVEMENTS: FULL-TIME INSTRUCTOR

Tom Schumacher serves as Lead Faculty/Art Coordinator for the Verde Valley Campus and the entire Verde Valley. Lectures and conducts workshops about ceramics and kiln construction and exhibits ceramic works nationally. Juried major fine art shows and exhibitions in the Verde Valley, Sedona, Flagstaff, and Prescott. Participated, organized, and managed displays of art for the Verde Valley Fair and *Made in Clarkdale* show. Juried the Graphic Design entries of the Governors Award winning "Teen Maze" program for Yavapai County. Opens the ceramics studio for the creating, glazing and firing of bowls for the Loving Bowls of Sedona, Meals-on-Wheels Program annually. Coordinates the Native Clays exhibit held yearly at Verde River Days, Dead Horse Ranch State Park in Cottonwood. Conducts educational/recruitment tours of the Verde Campus Art Department for elementary to high school aged prospective students. Participates in demonstrations of ceramics and photography for local churches, elementary and middle schools.

PRESCOTT CAMPUS: Full-Time Faculty

ART DEPARTMENT FULL-TIME FACULTY

Faculty/Discipline	Teaching Experience	Professional Experience	Education
Laura Bloomenstein, Ceramics	Eleven years; ceramics, Yavapai College; Artist in Residence, Arizona Commission on the Arts; Hampshire College, Amherst, MA; Artist in Residence, Skyview School; Artist in Residence, Vermont Council on the Arts	2001 Faculty Show, Yavapai College Art Gallery; National Mixed Media Invitational, Period Gallery, Leavenworth, NE; Environment 2000, Mesa Contemporary Arts, Mesa Art Center; New Hampshire Biennial 1997, New Hampshire Institute of Art, Manchester, NH	MFA, Ceramics, Cranbrook Academy of Art, Bloomfield Hills, MI; Special Student, Ceramics, Kansas City Art Institute; BFA Ceramics, Massachusetts College of Art, Boston, MA
Cindy DeCecco, 3D Fine Arts	Seven years; Yavapai College; Portland Community College; Multnomah Art Center, Portland, OR	Represented by the Attic Gallery since 1982; 2001 Faculty Show Yavapai College; 2000 "Hinge" Alder Brook Park (commission), Brush Prairie, WA; Attic Gallery, Portland OR; 1999 Carrying On, Portland State Alumni, OR ; 1998 Instructor Show, Multnomah Art Center, OR; NW Stone Sculptors	MA, Art, Pittsburg State University, Pittsburg,KS; BA, Portland State University
Stephen Mason, 2D Fine Arts	Twelve years; Yavapai College	Thirty-four years, self-employed artist by commission and through galleries; 2001 Faculty Show, Yavapai College; Slade Gallery, Prescott, AZ; Smith-Krol Gallery, Prescott, AZ; Gay Head Gallery, Gay Head, MA; The Michael Stone Collection, Washington, D.C.; St. Michael's Gallery, Prescott, AZ; Elizabeth Prince Gallery, Prescott	BA, Studio Art, Stanford University, Stanford, CA; masters program in progress
Bonny Stauffer, Graphic Design Instructor and Program Coordinator	Eight years; Yavapai College, Prescott, AZ	Twelve years, Yavapai College Design Services Coordinator; exhibiting fine artist	MEd, Northern Arizona University; BFA, Painting, Arizona State University, Summa Cum Laude
Amy Stein, Art History	Fifteen years; eight years, Yavapai College; Native Americans for Community Action; Coconino Career and Training Center; Arizona Center for Vocational Technological Education; Pima County Adult Education; Staff Development Associate, AZ Department of Education, Division of Adult Education	Eight years; Berta Wright Galleries; Forest City Enterprises; Arizona Studio of Art Conservation and Science; Arizona Historical Society; Arizona State Museum	PhD Candidate, History and Quaternary Science; MA, Social History, Northern Arizona University; BA, Art History, University of Arizona
Roy Traver, Traditional and Digital Photography	Five years; Yavapai College	Six years, Freelance Photographer; Graphic Designer, Prescott, AZ	Masters in Educational Leadership, Northern Arizona University, in progress; BA, Education, University of Arizona; Additional Studies: Photography, Scottsdale Community College; Photography & Computer Graphics, University of Arizona; Computer Graphics, Pima Community College
Carol Rawlings, Art Gallery Manager Book Making, Calligraphy	Seventeen years; Yavapai College; Everett College; University of Washington	Twelve years, manager and installation coordinator, Yavapai College Art Gallery; ten years, Denver Art Museum; exhibitions	MA, Art History, University of Colorado; BA, University of Oregon; Museum Apprenticeship Program, University of Denver

PRESCOTT CAMPUS: Adjunct Faculty

ART DEPARTMENT ADJUNCT FACULTY

Faculty/Discipline	Teaching Experience	Professional Experience	Education
Paul Abbott, Painting	Sixteen years; Yavapai College; National Gallery & Tate Gallery, London, England; Waldorf Centre, Tremadog, North Wales; Jax Martin Betts Studios, London, England; Private Studio, Paris, France; Private Studio, Prescott, AZ	Twenty-three years, self-employed artist: Civic Centre, Plymouth, England; School of Architecture, Plymouth, England; College of Art & Design, Plymouth, England; Plymouth Arts Centre, Plymouth, England; Royal Navy mural commission, England; Gunnersbury Park Museum mural commission, London, England; An Eye for Art, London, England; Jonathan Cooper, Park Walk Gallery, London, England; BP Portrait Awards, National Portrait Gallery, London, England; Royal Society of Portrait Painters, Mall Galleries, London, England; The People's Prize, Warrington Open, Warrington Museum, England; Carmel Chapel, Penrhyndeudraeth, North Wales; Welsh Artist of the Year, St. Davids, Cardiff, Wales; Galerie Francois-Miron, Paris, France; Galerie Jean-Marie Felli, Paris, France; Galerie Jutta Von Engeln, Paris, France; Galerie Guenegaud, Paris, France; Theatre de L'Oeuvre, Paris, France; Galerie de l'Europe, Paris, France; Vanier & Roberts, Scottsdale, AZ	BA, Fine Arts Painting (Honors), West Surrey College of Art and Design
Margo Balaity-Hughbank, Ceramics	Six years; Yavapai College	Four years, ceramics lab assistant, Yavapai College	BS, Temple University, Philadelphia, PA
Jane Belew, Ceramics	Six years; K-8 education in Florida, Mississippi, and Hawaii; Yavapai College	Business owner, Hungerford Creek Pottery, Lusby, MD; Leona Valley Pottery, Leona Valley, CA; Spring Creek Pottery, Derby, KS	Postgraduate Diploma Ceramics (Honors), University of London, Goldsmith's College, England; BA, Education (Honors), University of Michigan; Bridgewater College; Wichita Center for the Arts; Antelope Valley Community College, Lancaster, CA; Corcoran School of Art & Design, Washington, D.C.; St. Mary's College, St. Mary's City, MD; Penland School of Crafts, Penland, NC
Bret Blevins, Drawing and Illustration	Two years; Yavapai College	Twenty-one years, Marvel Comics; D.C. Comics; Disney Animation; Sony Animation; Warner Brothers; Cisco Systems Advertising Illustrators; Carmen San Diego Software; Film Roman	Las Vegas Community College
Phil Brennon, Wood Turning	Fifteen years; Yavapai College; public education, Chino Valley and Prescott; American Association of Woodturners; editor, WOOD Magazine; National AAW Symposiums in Spokane, WA and Minneapolis, MN; Texas National Turning Symposium; Utah Turning Symposium, Brigham Young University, Provo, UT; Tennessee Turning Symposium, Arrowmont, Gatlinburg, TN	Twenty-six years professional woodworker; previous owner/operator of woodworking businesses specializing in one-of-a-kind furniture and vessels sold nationally, Ion-Man Inc, Kansas, City MO; Alpine Designs, Tucson, AZ; Brujo Woodwork, Tucson, AZ; Log Boxes, Prescott, AZ	Hap Sakw Utah Symposium; Brigham Young University, Provo, UT; Southern California Woodworking Conference; Harvey Mudd College, Claremont, CA; Arizona Turning Conference, Arizona State University

PRESCOTT CAMPUS: Adjunct Faculty

ART DEPARTMENT ADJUNCT FACULTY

Faculty/Discipline	Teaching Experience	Professional Experience	Education
Karen Churchill, Art History	Twenty years; Yavapai College; Dallas Museum of Art; Brookhaven College, Dallas, TX; Hiram College, Hiram, OH; Kent State University, Kent, OH; Cuyahoga Community College, Parma OH; Mesa Community College, Mesa, AZ; Arizona State University, Tempe, AZ; Central Arizona College, Coolidge, AZ	Coordinator of Cultural Programs, Southern Methodist University; Gallery Director, Wellington B. Gray Gallery and University Museum, East Carolina University; Curatorial Assistant, Cleveland Museum of Art; Managing Editor, Sharlot Hall Museum Press.	PhD Candidate, Art History, Case Western Reserve University; MA Arts Administration, MBA, Southern Methodist University; MA Art History, Arizona State University
William Ford, Jewelry	Twelve years; Yavapai College	Exhibition, Scottsdale Center for the Arts; work featured in Ornament and American Craft magazines	City Art Institute; New School for Social Research
Diane Gilbert, Weaving	Twenty-two years; Yavapai College; Highline Community College, WA; Weaving Shop, Boulder, CO; Freelance Workshops, Seattle, WA	Six years, Flying Shuttle Gallery, Seattle, WA; Oriental Rug restoration apprentice; multiple hand-woven textiles industries, in-service training, South India	MA Librarianship, University of Denver; BA, University of New Mexico; Regional Intermountain Weavers, Painting with Natural Dye Extracts Workshop, Fort Collins, CO; National Surface Design Association, New Tools, No Limits Workshop, Portland, OR; Tradition & Transition: Fiber Symposium, Chicago, IL; State of the Art: Contemporary Fiber Symposium, Loveland, CO
Robert Gilbert, Graphic Design	Seven years; two years, Graphic Design Instructor, Yavapai College; Communication Design Instructor, Campus of Arts and Sciences, College of Athens, Greece;	Ten years, ABC Entertainment, Air Promotion Graphic Department; Ketchum-Downtown YMCA, in-house Designer; Leousis Advertising Agency, Athens Greece, graphic designer; Helken and Horn Advertising Agency, graphic designer	MFA, Communication Design, California State University, CA; BFA, Communication Design, Otis Art Institute of Parsons School of Design, Los Angeles, CA
Joanna Hensley	Twenty-five years; Yavapai College	Exhibiting fine artist	
Steve Hoover, Photography	Two years; Yavapai College	Four years, Best of Photography Annual Photographer's Forum Magazine; exhibitions	BA, Business, Lakeland College, Sheboygan, WI
Keith Horst, Jewelry	Twenty-seven years; two years, Lapidary Arts, Yavapai College; Private Lapidary Instructor	Owner, A & K Gems & Minerals; owner/manager, The Silver Shop; vice president and founding member, Prescott Gem & Mineral Society, Prescott, AZ; participant in Tucson Gem & Mineral Show; featured articles in Lapidary Journal	Gemological courses, Gemological Institute of America; business classes, Denver Metropolitan State College, Phoenix College, and Mesa College
Barb Kiger, Weaving	Eight years; Yavapai College	Thirty-six years, fiber artist in tapestry weaving, basketry, and surface design; weaving workshops, instructor, lecturer, and juror in Arizona and Michigan; interior designer with Ford & Earl Design Associates, Warren, MI	BS, Design, University of Michigan, Ann Arbor, MI

PRESCOTT CAMPUS: Adjunct Faculty

ART DEPARTMENT ADJUNCT FACULTY

Faculty/Discipline	Teaching Experience	Professional Experience	Education
Mary Ellen Kirdedahl, Drawing and Painting	Ten years; five years, Yavapai College; Mohave Community College, Kingman, AZ	El Greco Educational Grant, Toledo, Spain	MFA, University of California, Davis; BFA, Central Washington University, Ellensburg, WA; Music & Art Scholarship, Yale University
Cathy Krieger, Painting, Printmaking	Six years; Yavapai College	Four years, owner and operator of Kriegers monoprint, pottery, and sculpture gallery, Prescott, AZ; bronze foundry sculptor; curator and committee member, Prescott Fine Arts Association	BA, University of Kentucky; en plein aire painters workshops, Scottsdale Artists' School
Martha Lee, Graphic Design, part time computer lab manager	Four years; Yavapai College	Two years, computer lab manager, Yavapai College	BFA, Arizona State University; AAS, Graphic Design, Yavapai College
Lauren McCrea, Graphic Design	One year, Yavapai College	Two years, Coordinator of Design Services, Yavapai College; self-employed designer	BA, Visual Arts, Emphasis: Graphic Arts, Northern University of Colorado, Greeley, CO; Internships: Interweave Press Publishers, Leaning Tree Cards and Museum
Steve Parker, Graphic Design	Thirty-five years; three years, Yavapai College; North Idaho College; Gonzaga University; Ottawa University; Phoenix College; Maricopa Technical College; Moon Valley High School	Twenty years, freelance graphic designer and owner of Parker Grafix	MA, Secondary Art Education, Arizona State University
Glen Peterson, Color Theory, Emeritus Professor	Thirty years, Yavapai College; adjunct faculty member, Prescott College, Navajo Community College	Extensive regional and national exhibition record; co-author, <i>Dynamic Symmetry and Wholistic Asymmetry in Navajo and Western Art and Cosmology</i> ; Barbara McClurg Innovation in Teaching Award, 1999; Lecturer, University of Washington, 2001	EDD Art and Anthropology, Illinois State University; MFA Utah State University; BFA Utah State University
Chuck Rhoads, Wood Turning	Ten years, Yavapai College	Arizona Woodturner's Association; Thirty-five years, Military Engineering, US Military Academy	Two associates degrees in Business Management and Manufacturing Materials Processing
Christine Scott, Graphic Design	Ten years; Yavapai College; Bradshaw Mountain High School; Friendly Pines Camp, Prescott, AZ; Children's Art Workshop, Arizona State University; Merced County Arts Council, Inc.	North-Central Accreditation Committee co-chair, peer mentor, Youth Arts Month Exhibit co-chair, Bradshaw Mountain High School; site representative, newsletter editor, Meet-and-Confer site representative, Humboldt Education Association; Conference co-chair, Arizona Art Education Association; Chair, Reflections, Mountain View Elementary School; National Art Education Association; President, Student Art Association, ASU; Arizona Interscholastic Press Association; Columbia Interscholastic Press Association; American Interscholastic Press Association	MEd, Curriculum and Instruction Arizona State University; BFA, Magna Cum Laude, Ceramics, Arizona State University; Commercial Art, Associates Degree, Ferris State University, Big Rapids, MI

PRESCOTT CAMPUS: Adjunct Faculty

ART DEPARTMENT ADJUNCT FACULTY

Faculty/Discipline	Teaching Experience	Professional Experience	Education
Bernelle Stanley, Painting, Watercolor	Nineteen years; Yavapai College; Maryvale High School; South Mountain High School, Phoenix, AZ	Craftsmen's Cooperative Gallery, Owner/Manager, Phoenix, AZ; exhibitions and commissions with Arizona Designer-Craftsmen, C.L.A.Y. (Craftsmen Living Among You), Valley National Bank Center, New Corp. (Corporation Center), Tanner Construction Co., Phoenix, AZ, and in Scottsdale and Sedona	MA, Secondary Art Education, Arizona State University, Tempe, AZ; BA, Fine Arts, Arizona State University; continuing education at Arizona State University
Sheila <i>Savannah</i> Steinborn, Painting	Ten years; two years, Yavapai College	Corporate Collections: Sun Healthcare, Daniel R. Martinez, DDS, Coldwell Banker, Applied Research Associates, Whitney Buchanan Law Office, Albuquerque, NM; Swedish Memorial Hospital, Laboratory of Pathology, Seattle, WA; Wente Bros. Winery, Livermore, CA; over 70 awards in national, regional, and local shows, Arizona Watercolor Association, Chandler, AZ; Ouray Co. Arts Association, Ouray, CO; New Mexico Watercolor Society, New Mexico State Fair, Masterworks, Framing Concepts Gallery, Bardean Gallery, Albuquerque, NM; Frye Museum, Seattle, WA; Oil Painters of America	MLS, Peabody College, Nashville, TN; BS, Education, Valdosta State, Valdosta, GA; Studio Arts, Chabot College, Livermore, CA
Bernadine Szewc, Photography	Three years; Yavapai College		BS, Photography, Northern Arizona University, Magna Cum Laude
Ernie Wallace, Drawing, Painting	Seven years; Yavapai College; Pima College, Guest Faculty, Green Valley, AZ	Workshop instructor, Prescott Valley Art Guild, High Desert Art Guild, Mountain Artists Guild, Prescott/ Prescott Valley, AZ; Arizona Colored Pencil Society, Tucson, AZ, and The Tucson Thirteen, Tucson, AZ; guest lecturer, Prescott Valley Art Guild, Mountain Artists Guild, Southwest Artists Guild, and the Prescott Fine Arts Association, Prescott, AZ; juror and/or curator at Prescott Fine Arts Association, Mountain Artists Guild, Southwest Artists Guild, Prescott Valley Art Guild, and Arizona Colored Pencil Society	BA, Art, University of California, Fullerton, CA; continuing studies and workshops with Manuel De Leon, Linda Levi, Al Porter, Tom Talbot, and Arleta Pech
Harvel Wardwell, Woodworking	Three years; Yavapai College; St. Vincent de Paul Rehabilitation Service, Inc., Portland, OR	Twenty-five years, cabinetmaker & cabinet design/graphics, Boden Store Fixtures, Inc., Portland, OR; graphic arts at Art Barn, Organics, and Jensen Design, Portland, OR	BS in Arts & Letters, Portland State University; Journeyman Cabinetmaker Certificate, Oregon State Apprenticeship & Training Council, Portland, OR

PRESCOTT CAMPUS: Professional Development

PROFESSIONAL DEVELOPMENT/ACHIEVEMENTS: FULL-TIME INSTRUCTORS

Laura Bloomenstein, Ceramics: Selected by jury process to the Arizona Commission on the Arts Artist-in-Residency Roster 1999-2005; created tile murals with ages pre-K through 12; National Exhibition record. Completed the Community College Course, 2001, and received Community College Lifetime Teaching Certificate; attended Yuma Symposium, Yuma, AZ, 2001; 2000-2002 visited Museums and Galleries in New York City, NY, Metropolitan Museum of Art, the Museum of Modern Art, the Brooklyn Museum of Art, the American Museum of Natural History, American Craft Museum, the Whitney Museum of American Art, the Garth Clark Gallery of Contemporary and Historic Ceramics; completed and exhibited Art Work National Mixed Media Invitational, Period Gallery, Leavenworth, NE, 2001; Faculty Show, Yavapai College Art Gallery, Yavapai College, Prescott, AZ and Prescott College Auction, Sam Hill Warehouse, Prescott, AZ; developed new course (Clay and Glaze Chemistry for the Ceramic Artist) for the ceramics program.

Cindy DeCecco, Three-Dimensional Studio Arts: Completed a commissioned sculpture of welded copper titled "Hinge" for Alder Brook Park in Brush Prairie, Washington on January 18, 2002; attended the Art Articulation Task Force in Show Low at the Northland Pioneer College, White Mountain Campus, 2001; participated in the Yavapai College Faculty Art Exhibit in 2001; visited the Phoenix Art Museum, Phippen Museum, Tucson Museum of Art and the Fleicher Museum; attended the Yuma Symposium and the Tucson Gem and Mineral Show in 2001. Member of the Arizona Designer Craftsmen, 2001-2002. Received the Arizona Community College Lifetime Teaching Certificate in 2000.

Steve Mason, Two-Dimensional Fine Arts: Represented the Yavapai College Art Department at the VASA Art Portfolio Review at the West Valley Art Museum, April, 2001; practicing portrait artist accepting commissions – last commission completed January 2002; national exhibition record; three years research into bioptic (3D) art employing digital imaging and photo manipulation to discover ways to draw and paint spontaneously in three dimensions on a two dimensional surface; Faculty Show, Yavapai College Art Gallery, 2001; three years involvement in a studio, drawing regularly from a model two or three times a week; visited art museums and galleries, Phoenix Art Museum, Fleischer Museum, Scottsdale Art Museum, LA County Museum of Art, National Gallery; currently applying for MFA degree in painting and printmaking, projected graduation summer 2004.

Bonny Stauffer, Program Coordinator, Graphic Design: Represented Yavapai College at the National Council on Marketing and Public Relations (NCMPR) National Conference, Chicago, March 1999; participated in collaborative project that culminated in *Sense & Essence, A Four-Person Exhibition*, Yavapai College, Fall 1999; attended College Art Association National Conference, February 2000, New York City; visited Cooper-Hewitt National Design Museum and AIGA Headquarters and Gallery, New York City, Summer 2000; attended curriculum workshops at Show-N-Tell Curriculum Development Conference, Yavapai College, May 2001; donated a work of art to Prescott College art gallery fund raising auction, October 2001; currently obtaining Masters Degree in Educational Leadership, NAU-Yavapai, projected graduation December 2002.

Amy Stein, Art History, Instructional Division Associate Dean: PhD studies in Environmental/Social History and Quaternary Studies. Comparative Focus on Geomorphic and Anthropomorphic alterations to natural landscape as documented and perceived in both literary and visual documentation. ABD 2002. NCA Annual Conference 2002.

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Roy Traver, Digital Photography and Commercial Graphics instructor: Participant in yearly Arizona TechPrep Program, 1999-present; faculty advisor to *Threshold Creative Arts Magazine* 2000-present; participated as an instructor in the Graphic Design Careers Workshop, Yavapai College, February 2001; attended Photo Directions Southwest, a photo educators forum sponsored by ASU West, 1998 and 2000; exhibition participant, Yavapai College Art Faculty Showcase Exhibit, Fall 2001; gave presentations on photographing 2D artwork at monthly meetings of Southwestern Artists and Mountain Artists Guild, 1999. Member of FRIENDS of Yavapai College Art. Visited the Museo Nacional del Prado, Madrid, Spain, Spring 2001. Currently pursuing a Masters Degree in Educational Leadership, NAU-Yavapai, projected completion, Spring 2004.