

HERRON SCHOOL OF ART + DESIGN AT IUPUI

STRATEGIC PLAN ANNUAL REPORT FOR ACADEMIC YEAR 2020-21

Part 1: Accomplishments

GOAL 1: PROMOTE UNDERGRADUATE STUDENT LEARNING AND SUCCESS.

- In February 2021, IUPUI's Department of Undergraduate Education and Campus Advising Council recognized Herron as a leading school for appointments during the first four weeks of the proactive advising model, having already met with 31.7 percent of the student population, a dramatic increase as the school utilized the flexibility of virtual appointments. Adam Siurek was named one of the top 15 academic advisors using the campaigning system, and the school had the single best rate of meeting with students who were least engaged (30.7%). Data is collected through Advising Records (AdRx), which is a complete data hub and action center for faculty and staff related to their work to support student success.
- Multiple workshops on effective teaching in each modality offered in AY 2020-21 were led by Deans and Chairs. These sessions included skill sharing and the formation of a learning community among faculty.
- By the conclusion of the Bicentennial Campaign, Herron established 30 new endowed scholarships and revised an existing scholarship to include preference for historically marginalized students.
- The Valerie Eickmeier Professional Development Fund for Students provided honoraria to 14 alumni and community members who spoke to students about career development.
- In its 2021 "Look/See" event, Herron introduced more formalized undergraduate student celebrations, providing a valuable exhibition opportunity and meaningful culminating event. Exhibiting undergraduate capstone projects alongside graduate thesis works fosters a more cohesive community while encouraging sophomores, juniors, and incoming first-year students to strive for excellence. This approach also strengthens the relationship with the school's newest alumni.

GOAL 2: INCREASE CAPACITY FOR GRADUATE EDUCATION.

- The Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredited the Master of Arts (M.A.) program in art therapy, making Herron the second school in Indiana to hold this credential. Graduates of the program in May 2021 will hold this distinction, increasing competition for the M.A. program and providing graduates with more career opportunities in the future.
- Graduate support has been increased through fellowships and scholarships, with total aid equaling 65 percent of tuition.
- Faculty and graduate students from Herron's art therapy program implemented the "Healthcare Initiatives Clinical Education Program for Eating Disorders," which was funded by a \$25,000 grant from Healthcare Initiatives, Inc.

GOAL 4: OPTIMIZE OUR ENROLLMENT MANAGEMENT.

- During the pandemic, Herron used a more personal touch and new communication strategies in recruitment to increase yield and retention. Among the efforts were personal outreach and handwritten notes from department chairs and members of the Dean's Advisory Board. A GroupMe account was created to communicate important information to matriculating undergraduates, but it quickly evolved into a community-building tool as students began sharing information about their backgrounds and desired majors, as well as arranging virtual hangouts and developing bonds based on commonalities. A current graduate fellow managed a new Facebook group for graduate students, which offered networking opportunities with incoming and current student cohorts.
- Herron's admissions yield event, Discovery Day, was renamed and re-packaged as Admitted Student Days to provide a more immersive experience both virtually and physically, with a more targeted and individualized strategy. This contributed to the school's ability to maintain enrollments for AY 2021-22.
- Scholarship processes were revised to prioritize financial need and specific populations such as first-generation students and students from historically underrepresented backgrounds. Students of color received a total of \$76,350, with 65 percent of those students being Pell-Eligible and having medium to high financial need.

- Herron was one of the first IUPUI schools to partner with EAB YouVisit to launch a virtual tour of the school's facilities in Eskenazi Hall and Eskenazi Fine Arts Center. This product was especially important during the pandemic, when students wanted to conduct their own research on a school's unique experience but were unable to visit campus in person.
- Herron Advising adopted a hybrid model, offering virtual advising options both during and outside of normal business hours. Advisors held 1,351 online appointments, a 40 percent increase over the previous year's in-person appointments. Campaigning and mass emails were also used more frequently, with slightly more than 1,200 students responding in some way to these touchpoints. Herron advisors had a total of 6,286 touchpoints with students, including both virtual and physical efforts. This data is collected through Advising Records (AdRx).
- Herron Admission Counselor Jessica Gendron attended the National Association of College Admissions Counseling's (NACAC) Anti-Racist Education Institute and formed a partnership with the Latinx recruiter in the Office of Undergraduate Admissions.

GOAL 6: ACCELERATE INNOVATION, DISCOVERY, AND CREATIVE ACTIVITY.

- Despite the pandemic's challenges and constraints, Herron faculty and students continued to advance research and creative activities through publications, exhibitions, and internal and external funding. These activities include:
 - Award-winning community work being done by Associate Professor Pamela Napier, a 2020 recipient of the Charles R. Bantz Chancellor's Community Fellowship.
 - Exhibitions, workshops, and activism organized by Associate Professor Laura Holzman as part of the "Creativity vs. COVID" exhibition, which were a direct response to the global crisis.
 - Ongoing national and international research by faculty, such as Associate Professor Danielle Riede's exhibition in Perpignan, France.
 - An interactive cell phone app called Blindspot that provides DEI resources and training for educators, created by visual communication design graduate student Amrita Datta.
- A total of \$253,500 was raised for the expansion of Herron's Innovation Hub, the intersection of the Basile Center and the school's digital labs, which provide technology critical to maintaining the contemporary relevance of the school's degree programs as well as the skills and experiences of students and faculty. These additions included high-end printers and scanners for the new Print Lab, 10 additional Cintiq digital drawing tablets, and 20 new Oculus Quest 2 VR headsets for creating digital spaces, objects, and imagery in studio courses and for immersive learning experiences in art history courses.
- As part of the UITS Research Technologies IU3D Initiative, Herron partnered with the Advanced Visualization Lab to create immersive, self-guided virtual tours of the school's gallery exhibitions that garnered more than 8,000 impressions, 5,000 visits and 3,000 unique visitors. The virtual tours were also used to facilitate interaction between featured artists, their work, and gallery audiences including students, faculty, staff, IU colleagues, and the general public during virtual receptions.

GOAL 7: DEEPEN THE CAMPUS COMMITMENT TO COMMUNITY ENGAGEMENT.

- Youngbok Hong, a professor of visual communication design, was awarded the Thomas Ehrlich Civically Engaged Faculty Award for advancing students' learning by integrating community and public service into her teaching.
- A total of \$40,000 was raised for community engagement programs such as Herron's Community Learning Programs (CLP) and the Herron Galleries.
- CLP expanded its partnerships with schools and community organizations by providing free virtual content created by Herron art education students and by creating art kits for the Boys and Girls Clubs at Liberty Park Elementary and Raymond Park Middle School, no art support was previously available.

GOAL 9: PROMOTE AN INCLUSIVE CAMPUS CLIMATE.

- Development of Herron's Diversity Strategic Plan was a primary focus of school leadership in AY 2020-21. The [final document](#) is available online and includes information about related efforts undertaken throughout the year, such as listening sessions, training initiatives, and a faculty/staff climate survey.
- Colonial historiography was increasingly foregrounded in Herron's required art history courses, critiquing the canon for its colonial heritage.
- Herron Galleries made a concerted effort to promote work dealing with social issues, such as the [exhibitions](#) "The Sum of Unity" (racial justice), "Donna Ferrato–Holy" (feminism), "Jana Harper–Moving

- with the Land, Listening to the Ancestors" (indigenous histories), and "Repercussions II: Recent Work by Alicia Henry" (gender and race).
- Herron Galleries also prioritized cross-campus collaborations focused on exhibition content, such as a partnership with the Africana Studies program.
- A Land Acknowledgement statement was created and made available for use in classes and at events.

Part 2: Plans and Priorities

GOAL 1: PROMOTE UNDERGRADUATE STUDENT LEARNING AND SUCCESS.

Proactive advising. Herron will prioritize student support through its proven efforts in proactive advising and the use of resources such as the Student Engagement Roster (SER), the Bepko Learning Center, the Mathematics Assistance Center, and the University Writing Center.

Curriculum expansion for First-Year Seminar. Herron will expand on its First-Year Seminar, Foundation Resources Workshop (HER-X 101). Additional courses will be added sequentially throughout the students' four-year journey, beginning with HER-X 201 in AY 2021-22. Implementing this curriculum in the school's undergraduate degree programs helps students stay on track to graduate while also providing guided learning pathways for counseling and retention efforts. The curriculum promotes a continuous progression of knowledge appropriate to each year of study at Herron through skill stacking, career planning, and professional development.

Enhanced student engagement. Initiatives to improve engagement and retention will include campus and community art projects, research mentorship opportunities, and the expansion of Herron's student organizations, such as the re-establishment of SPECTRUM, a student-led, multicultural organization dedicated to supporting students from historically marginalized communities in their academic and professional paths. Herron leadership will continue to host listening sessions with students as a part of this process to more effectively identify and address challenges and needs.

High-impact educational practices. Herron will expand the range and number of internship and apprenticeship opportunities to ensure that every student participates in two to three high impact practices as part of their undergraduate experience. In addition, students will be encouraged to participate in faculty-led research projects through a variety of initiatives, including the establishment of a grant program similar to the [MURI project awards](#) that will support students as studio assistants. Internship courses, as well as newly defined community and professional experiences through the Basile Center, will be proposed for IUPUI's [Experiential and Applied Learning Record](#). Internationalization opportunities, such as study abroad, student and faculty exchanges, global networking and collaboration, and international student recruitment, will also be explored and expanded.

GOAL 2: INCREASE CAPACITY FOR GRADUATE EDUCATION.

Cindy Simon Skjodt Chair in Art Therapy. A new faculty hire, expected in AY 2021-22, will boost the impact and relevance of Herron's Master of Arts program in art therapy, as well as efforts to diversify the field of art therapy and broaden the international scope of the curriculum and student experiences. Filling the Cindy Simon Skjodt Chair faculty position will also provide graduate research fellowships.

Master of Design program. Herron has been granted permission by the National Association of Schools of Art and Design, the accrediting organization that standardizes curriculum requirements for art and design colleges, schools, and universities in the United States, to replace the Master of Fine Arts in visual communication design with a Master of Design (MDes). The new MDes program, which is currently being reviewed by the campus and university, will meet the growing needs of industry in a variety of professional fields while also reflecting current design profession trends.

Master of Fine Arts in visual art. A redesign of the curriculum for Herron's Master of Fine Arts (MFA) program in visual art program will bring a renewed and expanded emphasis on social practice, creative placemaking, and community engagement in both urban and rural communities.

Accelerated degree completion. Herron is working with other regional schools including some at IUPUI to develop pathways that allow students to complete multiple degrees in a reduced amount of time. Dual degree

plans were approved with the IU School of Liberal Arts at IUPUI in 2019-2020. These accelerated degree opportunities are attentive to the curriculum requirements when exploring 3+2 and 4+1 strategies.

Graduate recruiting strategies. Herron seeking to increase the diversity of graduate applicants and strategies to increase visibility of the school's graduate programs at regional, national, and international levels. For example, the graduate certificate in design thinking, an entirely online program, will be leveraged to diversify graduate enrollment and recruit students from outside the region and non-traditional students from the business world.

International student success. Improved support systems are being put in place to ensure the success of Herron's international graduate students, including the awarding of scholarships, the expansion of mentorship opportunities, the establishment of a fund to support hourly work, and the strengthening of ties with the Office of International Affairs.

GOAL 7: DEEPEN THE CAMPUS COMMITMENT TO COMMUNITY ENGAGEMENT.

Basile Center projects. The school's Basile Center for Art, Design, and Public Life is actively engaged in collaborating on creative projects across campus, in adjacent neighborhoods, and throughout Indianapolis. New projects include the creation of a micro gallery for [Purpose Park](#) and a shipping container gallery for the Fonseca Theatre Company, as well as collaborations with the 16 Tech Innovation District and neighborhoods along and near Indiana Avenue, such as creative classroom resources for Ignite Achievement Academy at Elder Diggs.

Urban arts partnerships. Herron works with a number of arts organizations and districts throughout the calendar year, including the Garfield Park Arts Center, Big Car Collaborative's Tube Factory Artspace, the Near Eastside's 10 East Arts District, and the Indianapolis Art Center. These partnerships have resulted in a wide range of outcomes, such as neighborhood art interventions as well as academic collaborations.

Rural arts partnerships. The school is exploring collaborative initiatives to support arts-based programming in rural areas of the state. One such partnership being considered is a program in which small galleries and art centers can work with Herron and the Advanced Visualization Lab to obtain training and tools for virtually capturing and sharing exhibitions. Another possible partnership is support for the establishment of a creative arts hub in Cambridge City, Indiana, and the surrounding rural communities where arts programming is limited to nonexistent.

Community arts education. Herron's Community Learning Programs will continue and expand upon its work with local schools such as Edison School of the Arts and Herron High School, as well as community centers such as the Boys and Girls Club of Indianapolis. New partnerships with ArtMix and other organizations committed to advancing access to the arts for individuals with disabilities are also being explored.

Collaborative gallery programming. The Herron Galleries has begun to investigate collaborative programming with local arts organizations. For example, discussions have begun with the Fonseca Theatre about developing programming to coincide with a forthcoming Herron exhibition titled "Complicated Stories: The Afterlives of Slavery," which is slated to open in fall 2022.

GOAL 9: PROMOTE AN INCLUSIVE CAMPUS CLIMATE.

Diversity, Equity, and Inclusion (DEI) commitment. Herron is committed to increasing inclusion safety for all of our constituents, making everyone feel welcome and valued, and encouraging everyone to participate in determining the school's direction. Leadership, staff and faculty will work together to grow and retain a larger and more diverse community. Hiring and recruiting practices have recently been updated and redefined in order to increase the number of employee and student applicants from historically marginalized communities. Efforts are also being made to support individuals and groups after they have been onboarded or enrolled at Herron.

DEI strategic plan implementation. Building on the work done through the school's climate survey, DEI training sessions, and workshops exploring shared institutional values, Herron will transition from planning to executing its [Diversity Strategic Plan](#). The plan will become a standard part of the school's ongoing operations, while inviting greater inclusion and participation from all school, university, and community stakeholders.

Among the DEI plan strategies that will be implemented in AY 2021-22 are:

- A syllabus review tool that allows faculty to self-assess course content and teaching methods.
- Improved relationships with campus-adjacent and historically marginalized communities.
- Re-evaluated and revised mission and vision statements, which will include DEI goals.

Listening sessions. Listening sessions for students, faculty, and staff will be offered throughout the academic year to ensure that all voices are heard. Spaces, conceived as focus groups and learning communities, will be facilitated by our faculty and staff to advance dialogue on issues raised during the listening sessions.

University-wide DEI collaboration. Cross-campus engagement with students, colleagues, programs, and campus/university units will be expanded to promote more multidisciplinary innovation and to support and benefit from the larger, more diverse cultural and intellectual campus community. To that end, Herron will expand its involvement in campus initiatives such as the IUPUI Arts and Humanities Institute's Environmental Working Group and the Racial Justice Working Group, as well as contribute to the spirit of inquiry through participation in affinity groups, reading groups, and events such as Spirit and Place.

Part 3: Post-pandemic recovery and engagement plans

- **Student support**
 - Continue hybrid advising model, with in-person and virtual options for providing services.
 - Engage students in on-campus activities.
 - Implement new engagement strategies for Herron-based student leadership programs (Herron Student Council, Herron Ambassadors, Graduate and Professional Student Group representative).
 - Connect students working remotely with on-campus students and develop virtual methods for them to engage with and impact the campus.
 - Employ the most effective ideas from pandemic online and in-person teaching, and continue to offer a few highly effective online courses.
 - Encourage faculty to continue using pandemic-era technologies and inclusive teaching methods to support students and make class time as valuable and engaging as possible.
- **Virtual engagement**
 - Continue to use virtual engagement tools that were implemented during the pandemic, such as Matterport for virtual gallery tours, on-site and virtual artist receptions, and virtual events to engage alumni. This technology broadens the school's reach and reduces travel expenses.
- **Employee engagement**
 - Raise the profile of faculty research by encouraging goal-setting at the local, national, and international levels and making funding more accessible.
 - Promote mental health and wellness by validating the variety of pandemic experiences of faculty and staff and providing a supportive work environment.
 - Help staff identify and achieve their professional goals.
 - Partner with existing campus resources (e.g., affinity groups, reading groups, working groups) to provide faculty and staff with diverse and inclusive support systems.
 - Provide enhanced peer mentoring and coaching structures for faculty and staff.
- **Operational growth**
 - Advance long-term strategies that will allow the school to be less reliant on tuition, such as pursuing additional endowed positions.
 - Rebuild Herron's core human resource by advancing staff and faculty hires, with a focus on diversity.
 - Explore visiting faculty roles as opportunities for emerging/junior faculty from historically underrepresented groups.
- **Marketing and communications**
 - With a multifaceted rollout strategy that includes social media promotion and direct email communications with prospective students, Herron's virtual engagement opportunities through EAB YouVisit virtual tour will be expanded.
 - Create a digital marketing campaign in collaboration with IU Brand Studio based on Herron's Differentiating Value Points, with the primary goals of increasing undergraduate recruitment and increasing retention efforts with current students.