

# Arts Asset Mapping

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**M** | ARTS INITIATIVE

**a<sup>2</sup>ru** ALLIANCE  
FOR THE ARTS  
IN RESEARCH  
UNIVERSITIES

# AGENDA

- I. Summary & Goals
- II. Planning & Reporting
- III. Selected Insights
  - A. Enrollment
  - B. Spaces
- IV. Where Students/Faculty/Staff Practice Art
- V. Investments In The Arts
- VI. Conclusion & Questions



# Goals for this session

- Outline the **Arts Asset Mapping Project** at U of M
- Share **initial findings**
- Discuss how the project can be **scalable/replicable** (to other contexts)
- Outline implications for the project for the arts in **higher education & cross-sector**

The background features a vibrant, abstract design with overlapping organic shapes in shades of teal, purple, pink, and orange. Scattered throughout are clusters of small white dots, some forming triangular patterns.

# I. SUMMARY & GOALS

## II. Summary

The Arts Initiative has partnered with the Alliance for the Arts in Research Universities (a2ru) on a project **to map the considerable arts assets at the university**. In gathering the data necessary to understand and demonstrate the depth and breadth of the arts at the university, **we hope to help university leadership and the community visualize and understand the landscape of the arts available to the community, identify gaps, and be inspired with ideas to strengthen these assets**. Working with a seasoned advisory team of arts researchers and evaluators as well as U-M staff and students, the project seeks to gather all formal and informal arts experiences on campus.

## II. Summary (cont...)

**We will collect data on a series of indicators**, such as gallery and performance spaces, degrees attained, funding for arts faculty, course offerings, partnerships with arts organizations, student groups devoted to the arts—**anything we can find to quantify the arts on campus**. This pilot will result in a model instrument and protocol to quantify the arts landscape across higher education to enable deeper arts impacts research. The goals of the project are to make clear the value of the arts, as well as the unique set of skills students who engage with the arts acquire, and how those skills benefit their lives, careers, and communities.

## Some Framing Questions for our work

### For Faculty:

- What federal arts funding have units/faculty been awarded?
- What arts awards/honors/achievements have faculty been awarded?

### For Students:

- What informal/formal art experiences do students have access to?
- What spaces are they using for arts activities?
- What art classes are they taking? Required to take?
- What performances are they attending?
- What are students doing in the co-curricular realm to participate in the arts (free time, student groups, with community)

## II. Goals of the Pilot Project

1. Provide U-M leadership and working group the information to make informed decisions on where to spend energy and other resources
2. Quantify arts assets in various reporting formats (visualization, data that can be applied to different questions)
3. Determine what are arts experiences
4. We need to define and use the categories unique to the arts



## II. Planning & Reporting

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# III. Personnel

Advisory group member highlights (advising on project design and application)



**Jennifer Novak-Leonard**

[PhD/Researcher]

- University of Illinois Urbana Champaign
- SNAPP Board Member
- Led the planning study and pilot test for the 2017 Survey of Public Participation in the Arts



**David B. Pankratz**

[PhD/Researcher/Policy Director]

- Carnegie Mellon University
- 25-year career in the arts, education as a researcher, administrator, evaluator, policy analyst, teacher, and writer



**Jason Owen-Smith**

[Executive Director, Research Analysis & Data Integration Office]

- Executive Director of the Institute for Research on Innovation and Science (IRIS), which collects, curates, and shares data to help understand, explain, and eventually improve the public value of investments in academic research.



**Robert Townsend**

[Director of the Humanities Indicators & Director of Washington Office]

- Oversees the Washington office of the American Academy of Arts and Sciences and day-to-day work on the Humanities Indicators.

# III. Personnel (cont...)

## Consulting -

### **Matthew Carruthers**

[Metadata Engagement Librarian]

- Making recommendations on **metadata strategies** based on project requirements
- Recommending **workflows, standards, and tools for metadata creation and capture.**
- Assisting in the **development of data models that support discovery, interoperability, and reuse.**
- Assisting in the development of transformation strategies for existing metadata.

## Data Analysis & Visualization -

### **Akshata Karnik**

[Graduate student MS candidate, SEAS]

- University of Michigan
- Researcher Bombay Natural History Society
- Project Fellow, Wildlife Institute of India

# III. Methodology

Using a **mixed-methods** approach we coded assets for analysis. We will use an inductive approach beginning by collecting data that is relevant to the arts in higher education. Once we collected a substantial amount project leaders and advisors are applying a bird's eye view, identifying patterns in the data and developing theories to explain the patterns.

Quantity/Size

Demographics

Economic  
Indicators

By Major

By School/  
College

Undergrad/  
Grad

Geolocation  
(coordinates)

# Data Sets Collected

**Student Arts Organizations**

**Public Art**

**Studio Spaces & Use**  
(Duderstadt)

**Performance Spaces**

Arts faculty/  
artists-in-residence

**Rehearsal Spaces** (SMTD)

**Rehearsal Spaces**  
(Theatre & Dance)

**Arts Events** (UM Arts &  
Culture site back-end data)

**Galleries**

**Courses in the arts**

**Degree Programs**

**Staff**

**Enrollment in art courses**  
(LARC)

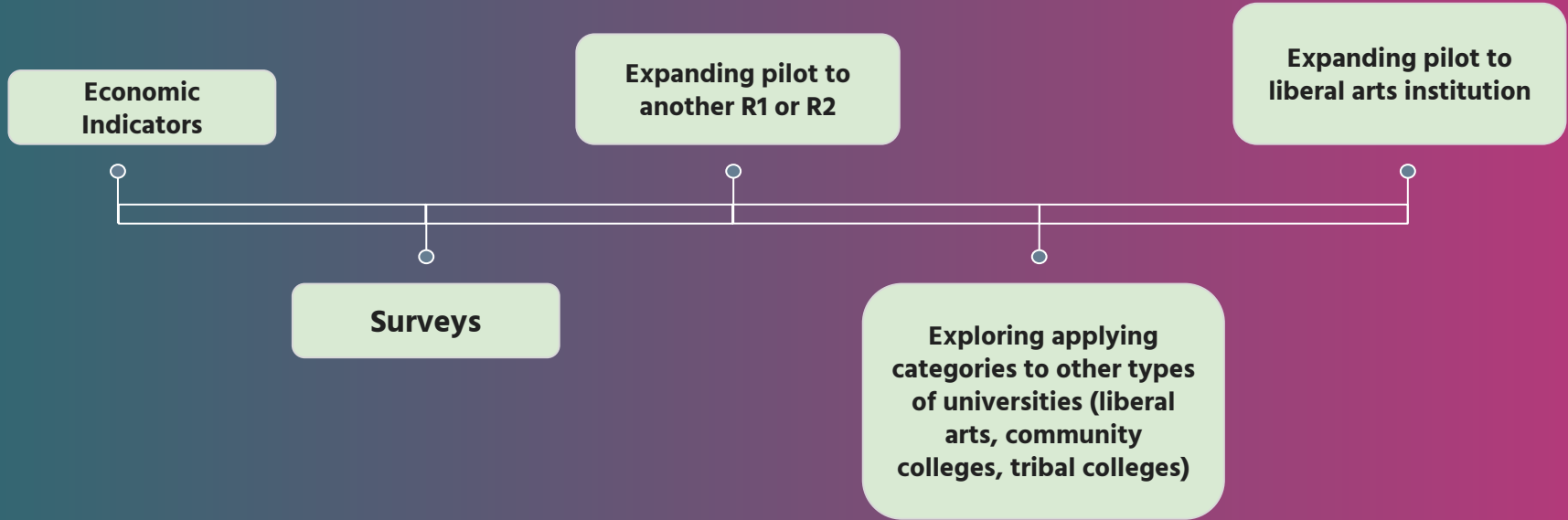
# Selected Summary Appendix of Major Known Categories

- **Co-Curricular Programs in the arts**
- **Cross-Institutional Cooperation including the Arts**
- **Arts in the Curricula** (Required courses in the arts, creative placemaking, etc.)
- **Arts Degree Programs** (BFAs, MFAs, Transdisciplinary)
- **Attainment and Attrition in Arts Degrees**
- **Double Majors including the Arts**
  
- **Arts Assets Ephemeral** (Exhibitions, Arts Festivals, Speaker Series, Journals, Artist in Residence Programs, etc.)
- **Arts Assets Bricks & Mortar** (Performing Arts Centers, Museums, Galleries, Presenting Arts Centers)
- **Engaged Arts Assets in Surrounding Communities**
- **Internships**
- **Research**
- **Internal Arts Funding** (Competitions, Awards, etc.)
- **External Arts Funding** (Sponsored Research)
- **Arts Experiences** (residential life, student clubs, etc.)

## IV. Categories

<b>People</b>	Staff, Students
<b>Organizations/ Centers/Groups</b>	Student Orgs., Other (i.e. Duderstadt Center), Theatre Groups, Alumni Groups, Transdisciplinary Clusters, Scholarly Networks, Research Centers, Committees
<b>Programs/Courses/ Education</b>	Undergraduate Programs, Certificate Courses, Co-curricular, Pedagogy, Projects, Internships, International Programs
<b>Spaces</b>	Galleries, Museums, Libraries, Auditoriums,
<b>Production</b>	Musical, Theatres
<b>Experiences</b>	Music, Plays, Arts Festivals, Art Exhibits, Art Competitions, Internships, Events, Rehearsal, Dress rehearsal, Recording Session, Performance
<b>Art Form</b>	Dance, Instrumental, Vocal, Recitals, Creative Writing/Literary arts, Comedy, Calligraphy, Photography, Digital Media (Film), Pedagogy, Arch...etc
<b>Monetary</b>	Fellowships, Funding Programs
<b>Journal/Peer Review/Magazines</b>	Publications, Articles

# Later Phases





The background features a vibrant, abstract design with overlapping organic shapes in shades of purple, teal, olive green, and coral. Scattered throughout are clusters of small white dots, some forming triangular patterns.

# III. SELECTED INSIGHTS

## (ENROLLMENT & SPACES)

# A. ENROLLMENT

The background features a vibrant, abstract design with overlapping organic shapes in shades of teal, purple, pink, and orange. Scattered throughout are clusters of small white dots, some forming triangular patterns.

# U-M's 19 Schools and Colleges

Architecture  
& Urban  
Planning

Art &  
Design

Business

Dentistry

Education

Engineering

Environment &  
Sustainability

Information

Kinesiology

Law

Literature,  
Science, and  
the Arts

Medicine

Music,  
Theatre &  
Dance

Nursing

Pharmacy

Public  
Health

Public Policy

Rackham  
School of  
Graduate  
Studies

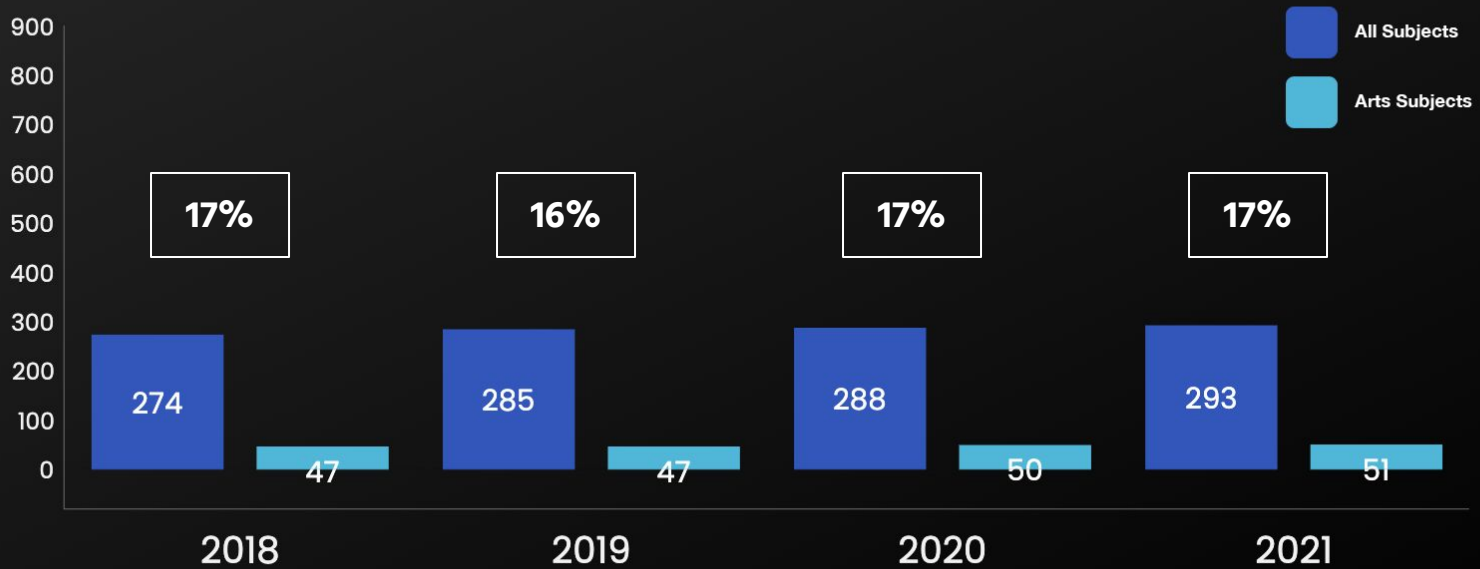
Social Work

# Enrollment

Name of the excel sheet – all\_enrollment\_data

Name of Worksheet	Description of Data in the worksheet	Question the data could possibly answer
all_subjects	Gives a list of all the subjects that were offered by the UoM between the years 2018 - 2021	What is the control group (all courses offered at U-M)?
all_courses	A list of all the courses offered by all the subjects available at the UoM. (*Sort this data in descending order, use the top 10 subjects to see who offers the greatest number of courses)	What is the control group (all courses offered at U-M)?
all_courses_year	A list of all the courses offered by all the subjects available at the UoM between the years 2018 - 2021. (*Sort this data in descending order, use the top 10 subjects to see who offers the greatest number of courses)	What is the control group (all courses offered at U-M)?
arts_subjects	A list with the number of arts subjects offered at the U-M between 2018-2021	Of this group what are the arts courses offered at U-M?

## How many arts courses are there versus overall courses offered?





## Enrollment in Arts Courses by Academic Group

**Insight:** Of the 19 schools and colleges, Literature, Science & the Arts (LSA), LSA residential college, and College of Engineering were the **only non-arts schools** enrolled in arts offerings at the university in any significant numbers.

## No requirement for arts training in non-arts curriculums

None of the schools and colleges outside of the arts colleges require arts courses but many provide the option for students to **enroll in arts courses**. For example, Ross undergraduate students may take 8 credits from across the university but eligibility is limited for certain arts courses and it can be hard to get in. Advisors say that business students that are interested in the arts will pursue a minor in the arts. From this we can tell there are **limited options** (only 8 credits and only if they can get in) for those that don't want to take on a minor.

**Sample recommendation:** Ensure there are **open** and **accessible arts courses** for every school and college.

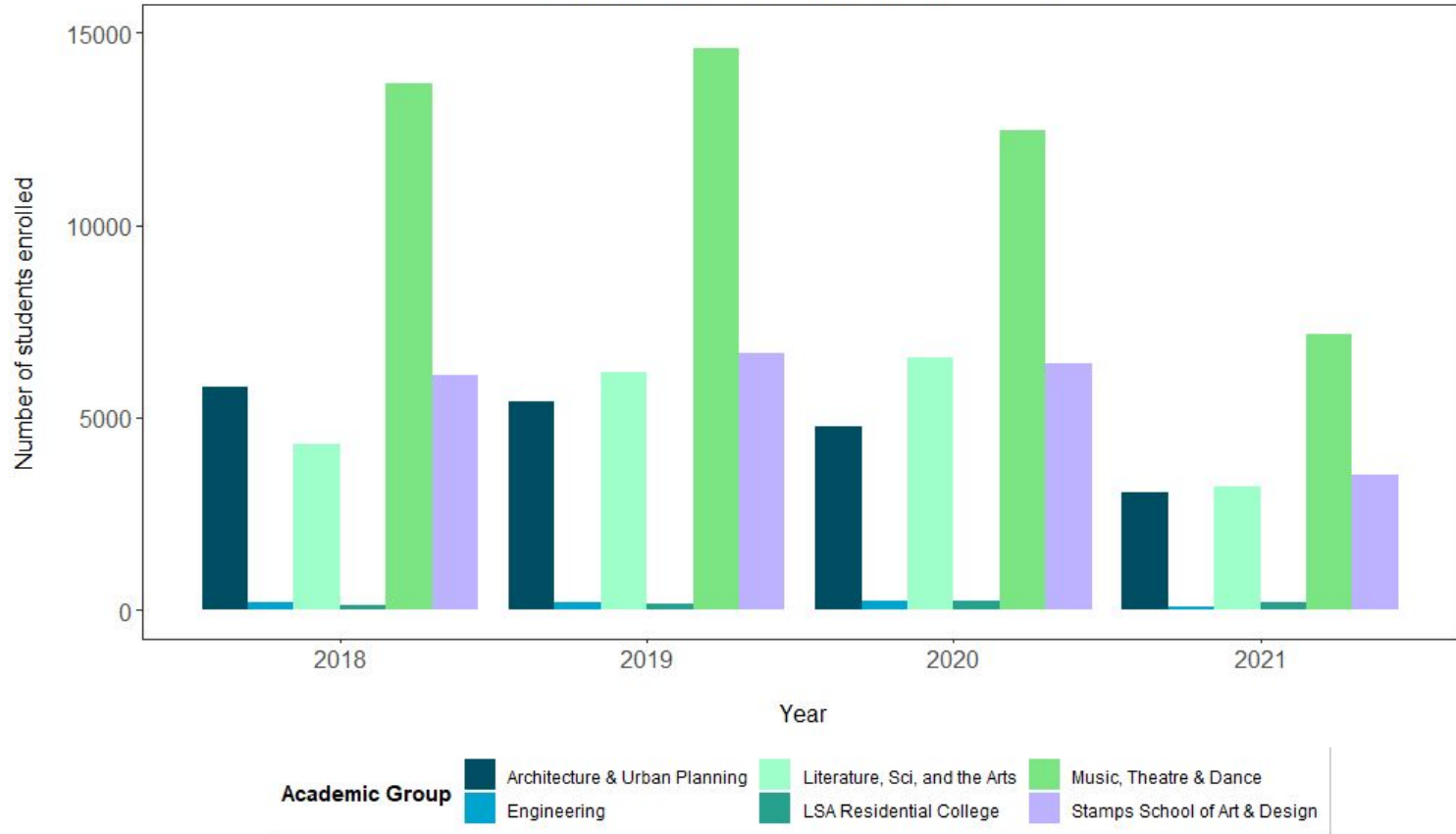
## What art courses are LSA students taking as part of the “Creative Expression” Distribution Requirements?

LSA are not required to take arts courses but have 8 distribution credits they *could* devote to arts training if they chose to. In addition to the core requirements, LSA Students must also complete three additional credits in three of the following five areas: **(NS)**, **(SS)**, **(HU)**, **Mathematical and Symbolic Analysis (MSA)**, and **Creative Expression (CE)**, for a total of nine credits.

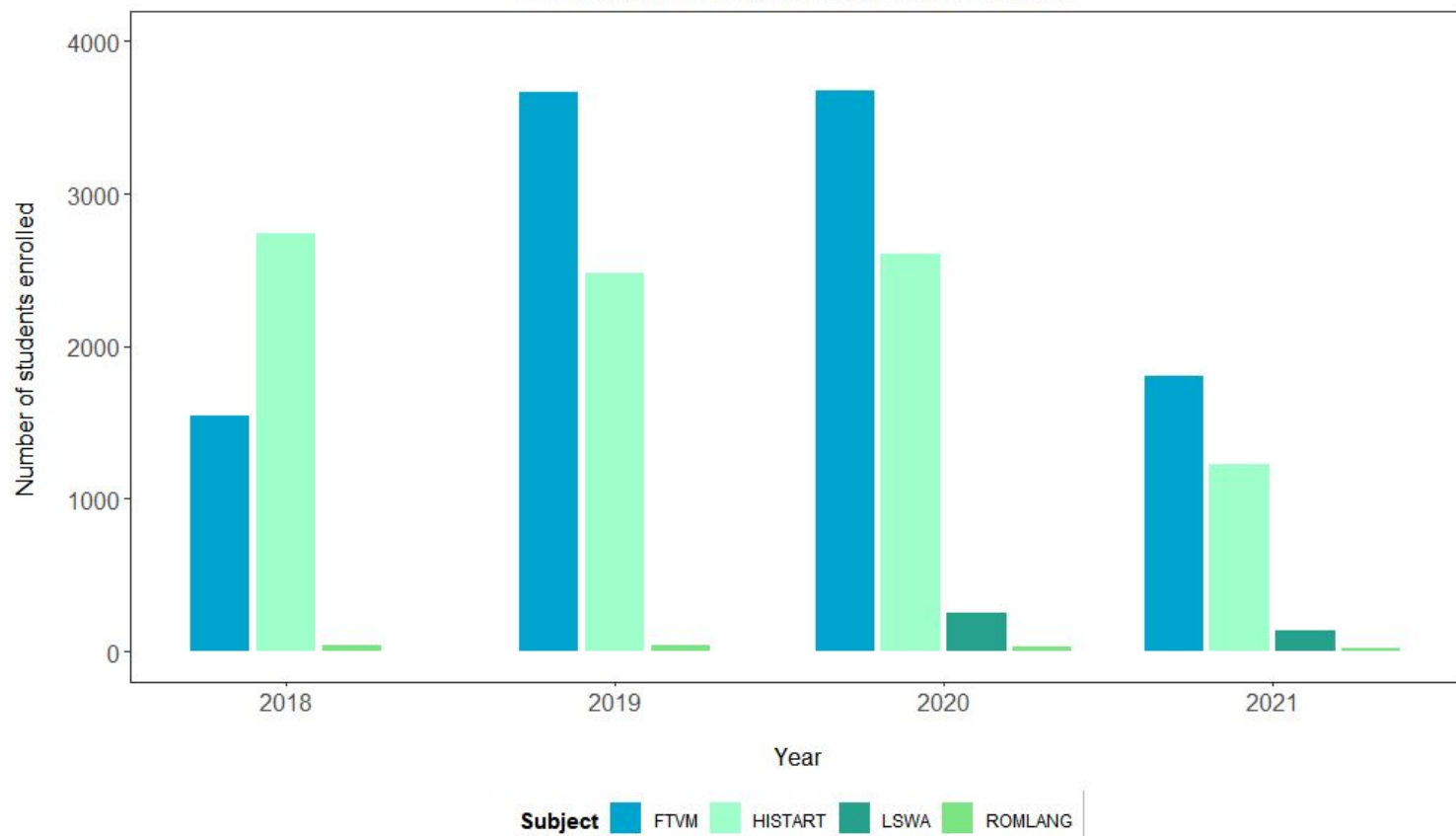
Credits in courses designated **Interdisciplinary (ID)** may be used to satisfy up to nine credits of this part of the requirement.



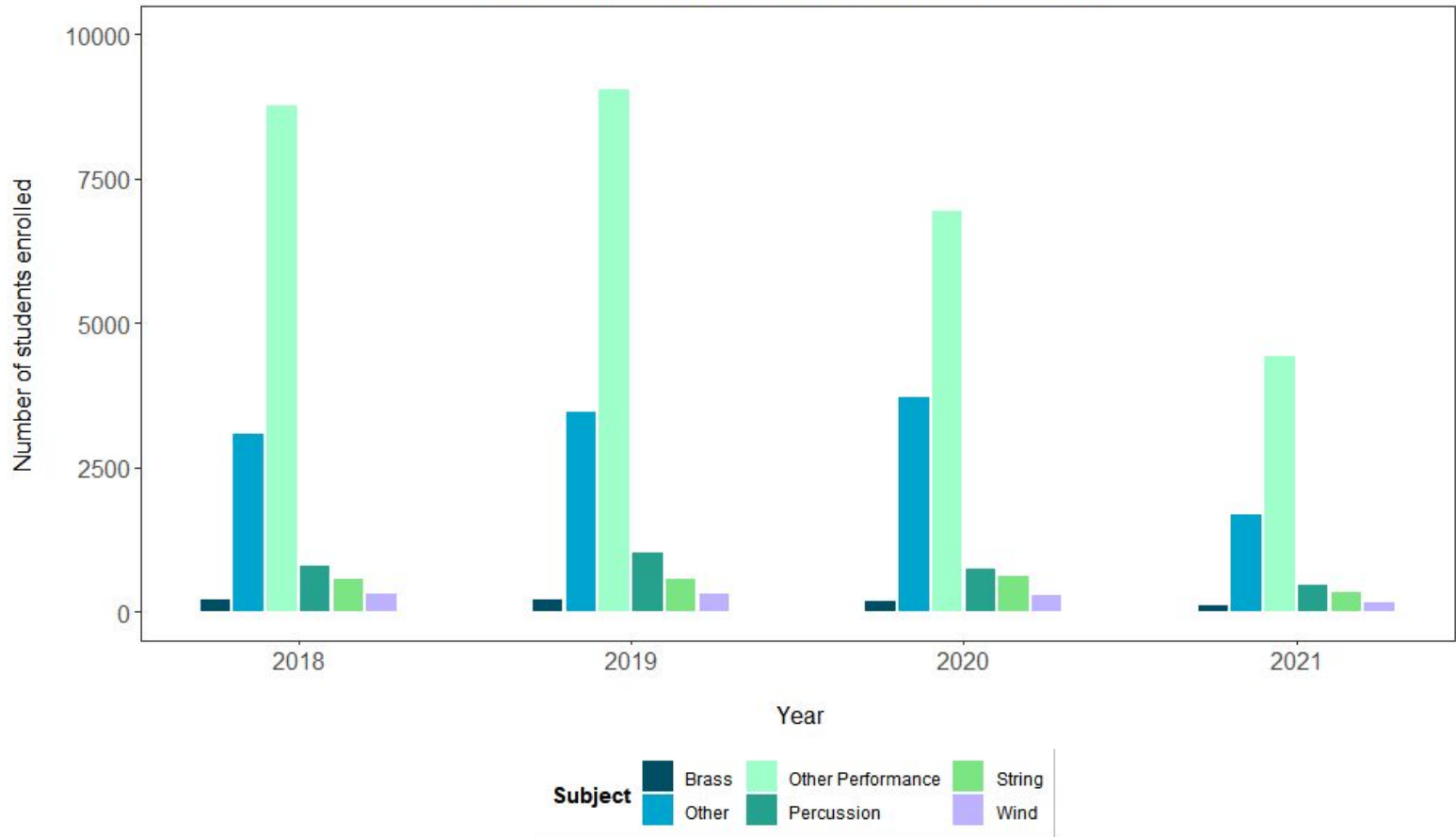
## Enrollment in academic groups in arts



### Enrollment in Literature, Sci and the Arts

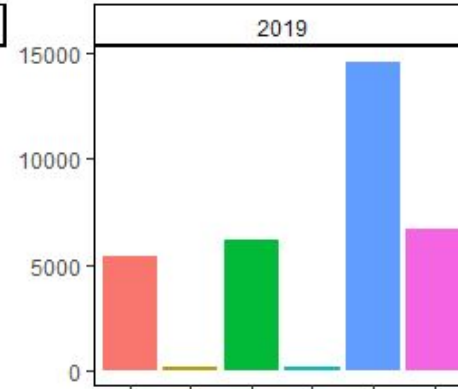
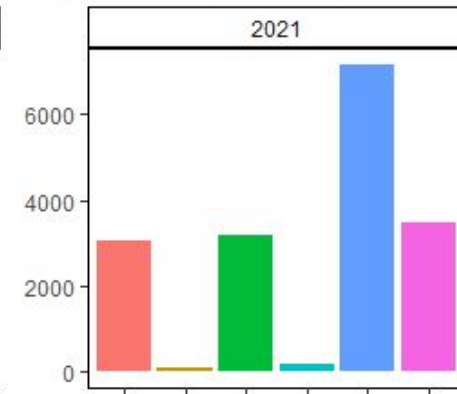
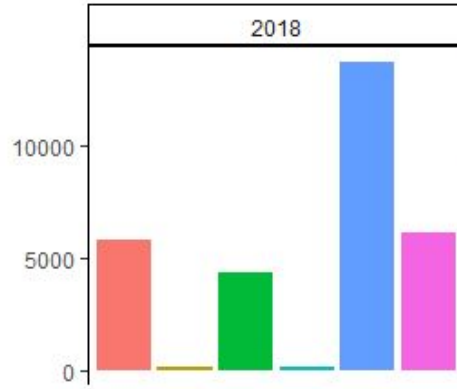
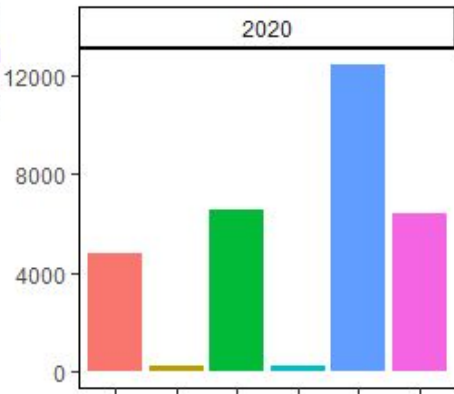


## Enrollment in School of Music, Theatre & Dance



## Arts Enrollment by academic group

total\_enrollment



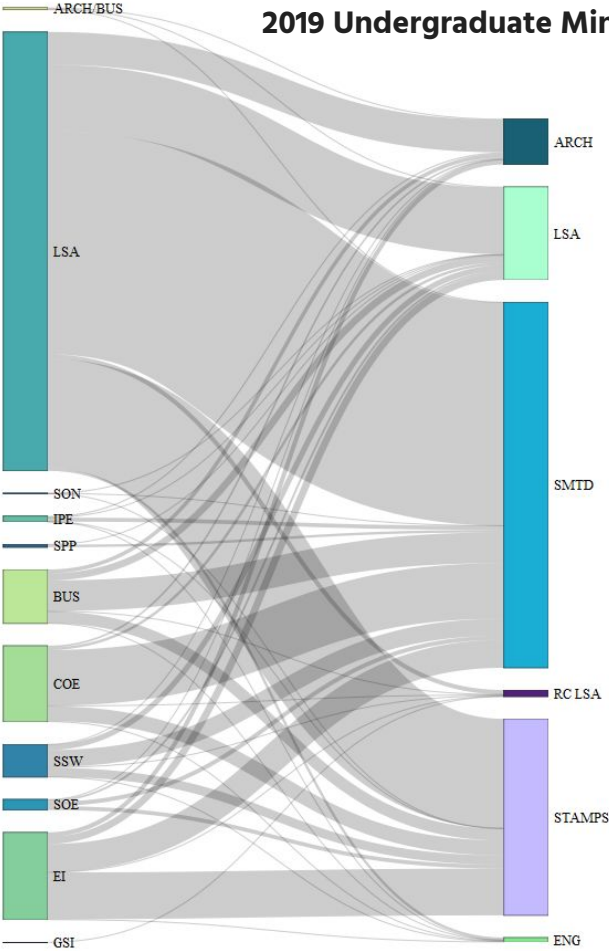
acad\_des

- Architecture & Urban Planning
- Engineering
- Literature, Sci, and the Arts
- LSA Residential College
- Music, Theatre & Dance
- Stamps School of Art & Design

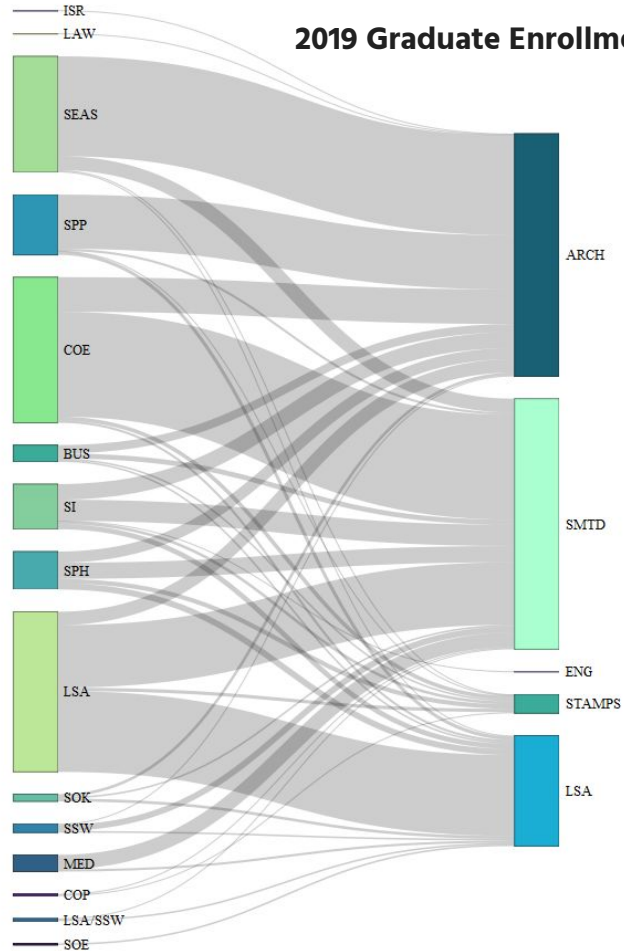
## List of non arts majors with highest enrollments in arts courses

- Mechanical Engineering **BSE**
- Aerospace Engineering **BSE**
- Computer Engineering **BSE**
- Industrial & Oper Eng **BSE**
- Chemical Engineering **BSE**
- Sport Management **BA**
- Movement Science **BS**
- Biomedical Engineering **BSE**
- Information **BS**
- Civil Engineering **BSE**
- Nursing BS Fresh
- Environmental Engineering **BSE**
- Materials Science & Engin **BSE**

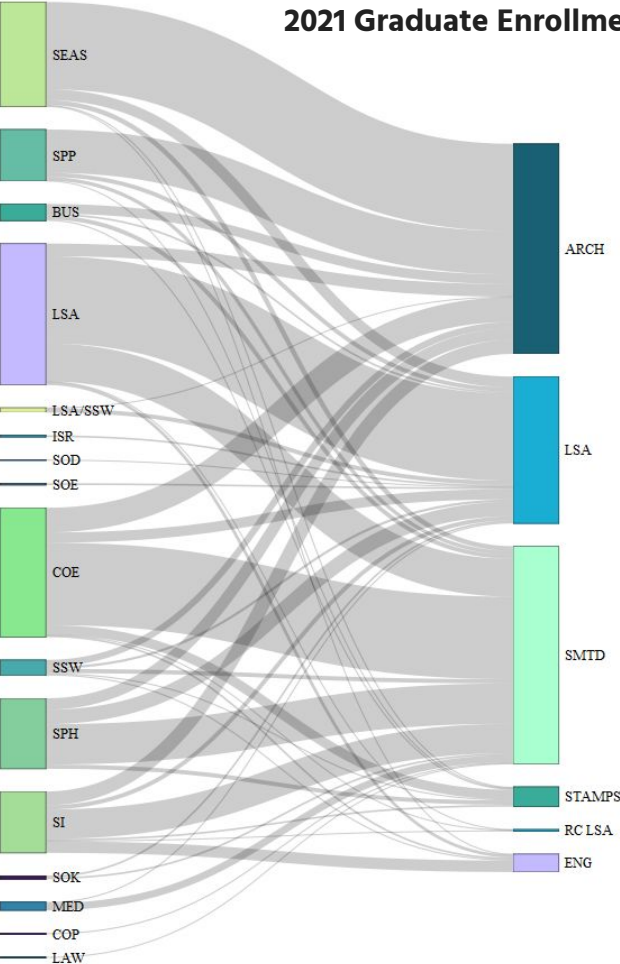
# 2019 Undergraduate Minors in the Arts



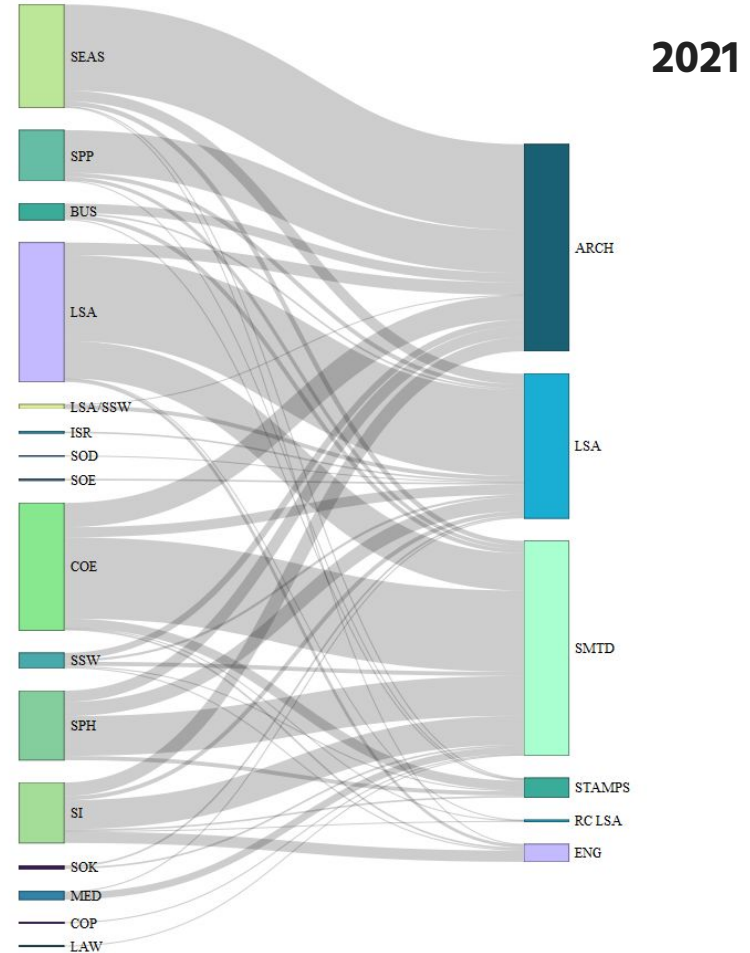
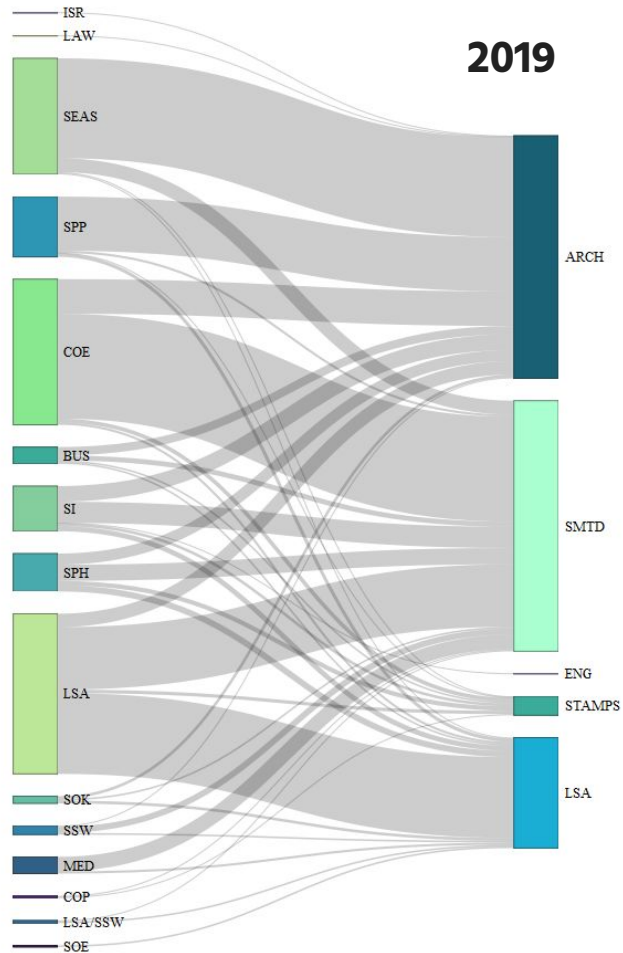
# 2019 Graduate Enrollment in the Arts



# 2021 Graduate Enrollment in the Arts







## What are the most popular arts courses for non-majors?

<b>DANCE 100</b>	Introduction to Dance
<b>ENS 348</b>	Marching Band
<b>ENS 346</b>	Campus Band
<b>ARTDES 160</b>	Stamps Lecture Series
<b>ARCH 357</b>	Architecture, Sustainability, and the City
<b>MUSICOL 346</b>	History of Music

<b>ENS 344</b>	Univ. Campus Orchestra
<b>ARTDES 100</b>	Drawing Observation
<b>JAZZ 450</b>	Contemplative Practice Seminar
<b>ARTDES 176</b>	Graphic Design for non-majors
<b>PAT 200</b>	Introduction to Electronic Music

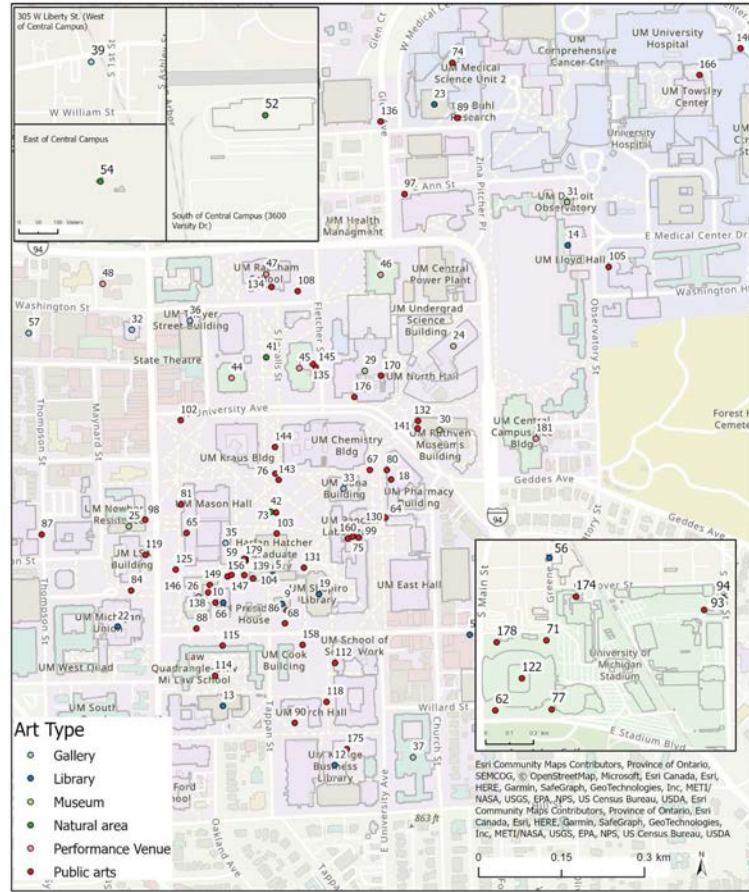
## What art courses have the highest waiting list #s (2020 & on only)

<b>Term</b>	<b>Term Descr</b>	<b>Subject</b>	<b>Catalog Nbr.</b>	<b>Class section</b>	<b>1st Day Wait List Total</b>	<b>3rd Week Wait List Total</b>
2370	Winter 2022	ARTDES	181 (Clay for non-majors)	001	30	15
2370	Winter 2022	ARTDES	172 (Painting for non-majors)	002	23	8
2370	Winter 2022	THREMUS	251 (Lab in theatre production)	001	23	11
2370	Winter 2022	THREMUS	101 (Intro to acting)	001	20	4
2320	Winter 2022	ARTDES	173 (Digital Photography)	001	19	11
2370	Winter 2022	ARTDES	174 (Watercolor)	001	19	6
2370	Winter 2022	DANCE	100 (Intro to dance-hip hop)	008	19	3
2310	Fall 2020	PAT	200 (Intro to electronic music - non PAT majors only)	003	18	8
2320	Winter 2021	PAT	332 (Sound Recording and Production II)	001	18	0
2360	Fall 2021	THEORY	137	001	18	3
2370	Winter 2022	ARTDES	100	002	18	4
2370	Winter 2022	ARTSADMN	472	001	18	7

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# B. SPACES

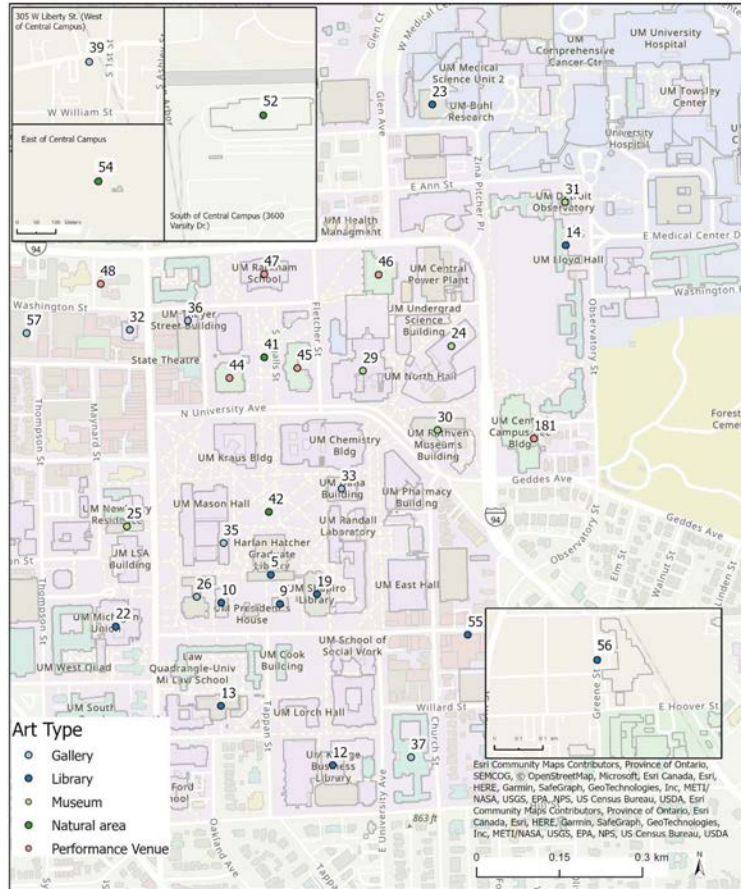
# Art Assets on University of Michigan Central Campus, Ann Arbor



ID	Name	ID	Name
5	Special Collections Library	85	Class of 1966 Block 'M's
9	Clements Library	86	Clements Library Facade Bas Reliefs
10	Fine Arts Library	87	Convergence
12	Kresge Business Administration Library	88	Daedalus
13	Law Library	89	Dance Cylinder
14	Museums Library	90	Doric Entry Portal
18	1100 North University Building Facade Bas Reliefs	93	Ferry Field Flagpole and Memorial Plaques
19	Shapiro Science Library	94	Ferry Field Gate
22	Spectrum/Jim Toy Library	97	Flame of Wisdom
23	Taubman Health Sciences Library	98	Fox Memorial Window by Tiffany
24	U-M Museum of Natural History	99	G-2 (gee-minus-two)
25	Kelsey Museum of Archaeology	102	Hamilton Fountain
26	U-M Museum of Art	103	Hatcher Library Facade Medallions
29	Sindecuse Museum of Dentistry	104	Haven Elm Marker (Class of 1867 Memorial)
30	Planetarium	105	Henry Vaughan Building (SPH I) Bas Reliefs
31	Detroit Observatory	108	Holocaust Memorial
32	Lane Hall Gallery	112	Kindred
33	Art & Environment Gallery	114	Law Quad Flagpole and Marker
35	GalleryDAAS	115	Law School Architectural Figures (Corbels)
36	Institute for the Humanities Gallery	118	Lorch Hall Bas Reliefs and Decorative Details
37	RC Gallery	119	LSA Building Facade Bas Reliefs
39	Taubman Architecture Liberty Annex	122	Michigan Stadium
41	Ingalls Mall	125	Orion
42	The Diag	130	Positron
44	Hill Auditorium	131	Professors' Monument
45	Lydia Mendelssohn Theatre	132	Pumas
46	Power Center	134	Rackham Building Facade Bas Reliefs
47	Rackham Auditorium	135	Rampant Unicorn
48	Michigan Theater	136	Regeneration of Time
52	Herbarium	138	Requiem
54	Nichols Arboretum	139	Robert Brackett Memorial
55	Mark Chesler Library	140	Rotations
56	Buhr Remote Shelving Facility	141	Ruthven Museums Facade Bas Reliefs
57	Stamps Gallery	143	Scabbard and Blade Marker
59	Acacia Bench	144	Science Benches
60	Alpha Delta Pi Commemorative Bench	145	Sea Nymph
62	American Eagle	146	Shang
64	Anchors	147	Spanish Mortar
65	Angell Hall Facade Bas Reliefs	149	Stiff Box No. 12
66	Angry Neptune, Salacia, and Strider	155	Tappan Oak and Marker (Class of 1858 Memorial)
67	Arriving Home	156	Ternary Marker
68	Beal Books	158	The Lady of the Garden
71	Block M	160	The Short, Rich Life of Positronium
73	Block M	166	Two Brothers and Their Dog
74	Bust of Hippocrates	170	Untitled (Tooth Fairy)
75	Carnegie Library and Frieze Building Artifacts	174	Wave Maker
76	Central Campus Flagpole	175	Whalen Memorial Bench
77	Circle of Champions (Varsity Colonnade)	176	Willoughby D. Miller Memorial
80	Class of 1862 Boulder	178	Wolverine
81	Class of 1869 Memorial Rock	179	Xi Psi Phi Dental Fraternity Bench
84	Class of 1956 Fountain	181	Betty Pease Studio Theatre

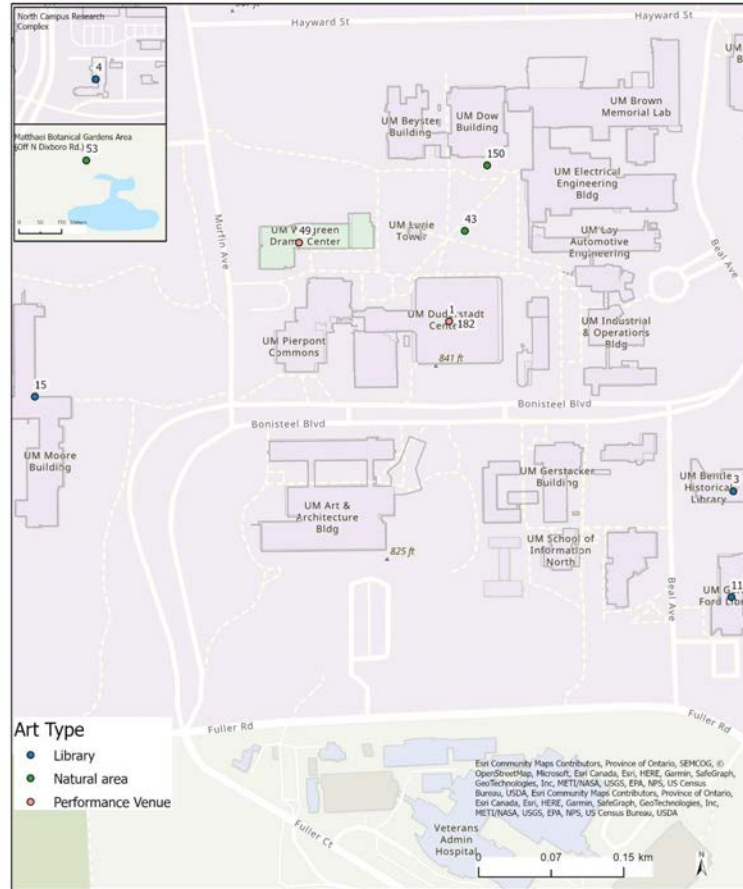


# Art Venues on University of Michigan Central Campus, Ann Arbor





# Art Venues on University of Michigan North Campus, Ann Arbor



**ID**

1

3

4

11

15

43

49

53

150

182

**Name**

Art, Architecture &amp; Engineering Library

Bentley Historical Library

UMTRI Library

Gerald R. Ford Library

Music Library

The Grove

Stamps Auditorium

Matthaei Botanical Gardens

Wolverine

Duderstadt Center Video Studio

# Summary of Arts Assets by Campus

## Arts Assets on **Central Campus** Including:

Galleries **8**

Libraries **11**

Museums **5**

Natural Areas **4**

Performance Venues **6**

Public Arts **68**

## Arts Assets on **North Campus** Including:

Libraries **5**

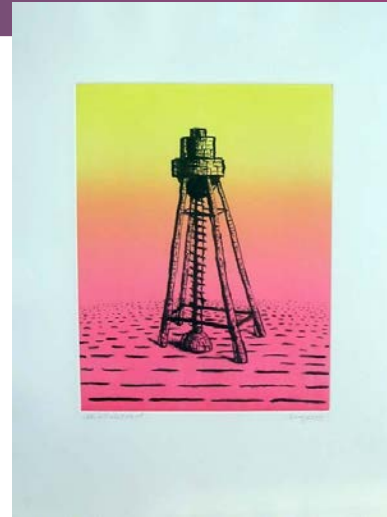
Natural Area **3**

Performance Venues **2**

Public Arts **36**

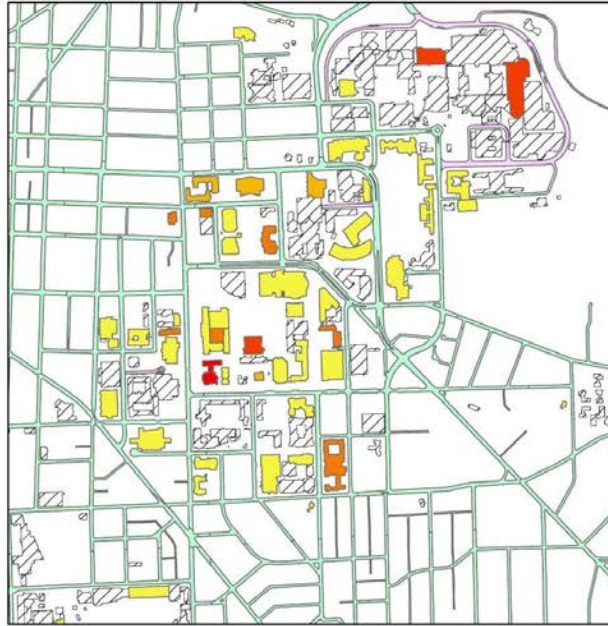
# Almost every school & college has a gallery space

- **Stephen M. Ross School of Business**
  - Ross Art Collection
- **School of Public Health**
  - Project S.N.A.P. mural and online art gallery
  - Weekly creative arts community workshop
- **School of Dentistry**
  - Sindecuse Museum of Dentistry
- **College of Literature, Science, & the Arts**
  - LSA institute for the Humanities gallery
- **School for Environment and Sustainability**
  - Art & Environment Gallery
- **School of Social Work**
  - Social Justice Collection
- **Medical School**
  - Employee Art Exhibit
  - Gifts of Art

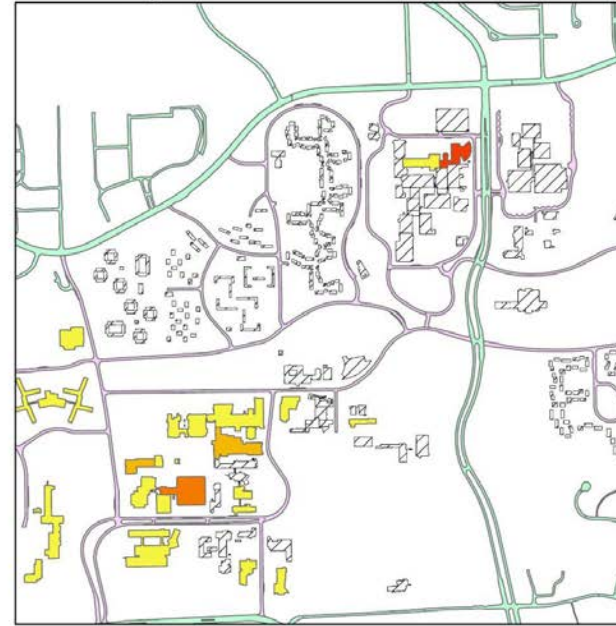


# Art events (2019) across University of Michigan, Ann Arbor

Central Campus

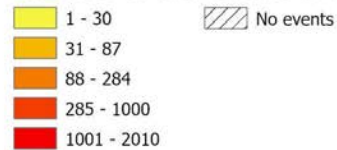


North Campus



0 0.25 0.5 km

Number of arts events in 2019

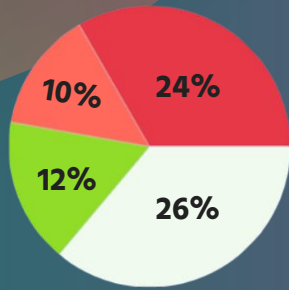




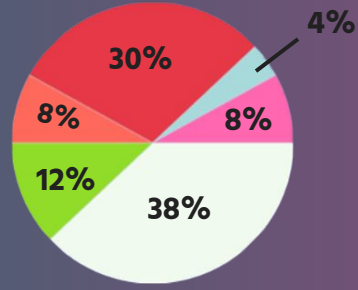
**IV. WHERE STUDENTS/FACULTY/STAFF  
PRACTICE ART**

# Duderstadt Studios

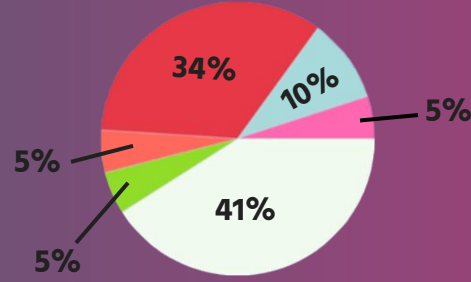
What percentage of user?



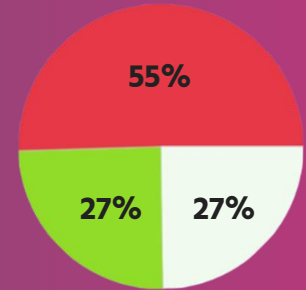
2018



2019



2020



2021



# SMTD Space Usage 201-2021

(Tracked by SMTD, **does not include** other spaces on campus such as Duderstadt studios or other performance venues)

	Sessions Scheduled
2018-19	3,418
2019-20	4,190
2020-21	6,222

These spaces were used for dress rehearsals, performances, student recitals, and recording sessions. The activity that was **most often scheduled was rehearsals**



# Duderstadt Studios -

*From What School & College*

For 2018, 2019, and 2021

**Insight example 1:**

FY 21 the studios were in use by SMTD and Stamps. No other schools and colleges were able to use the studios.

**Insight example 2:**

FY 19 there were only two bookings for CoE, one was for recording the Dean's state of the college address and one was for a project, "Fluid Dynamics algorithms translated into dance choreography. Workshop setting for Mechanical Engineering class of 60 students."

## Duderstadt Studios (cont...)

The faculty percentages are high because faculty are **reserving for teaching purposes**, such as “Voice Over Acting class of approximately 15 actors” or “UM-Flint Faculty - Jazz Quartet” or in the one usage by the Kinesiology college that year, “Kinesiology movement studies class using Video Studio for motion capture.” In the rare usage for community, there are projects such as “ArcPrep Green Screen Shoot (18-20 Detroit High School students)”

# Attendance at Largest Arts Orgs.

	2017	2018	2019	2020	2021	2022
UMS	71,301		54,346			
UMMA	236,678	263,993	245,908	169,259**	**	40,078 ***
SMTD	23,370 avg. per annum					

## Additional Notes for Chart:

- **(2017) UMS:** 18/19 (student attendance: 15,656 (22%) Class group attendance: 3,147 + 262
- **(2018) UMA:** 19/20: (abbreviated season, only includes events through March 3) (student attendance: 11,811 (21.7%) Class group: 2,761 + 186 who attended as part of a University student group
- **(2019) UMMA:** \*Closed to the public in March 2020. Data only includes the first  $\frac{3}{4}$  of the year
  - \*\*Closed to the public. No data
  - \*\*\*Reopened in August 2021, data through Dec 31, 2021
- **(2020) SMTD:** Ticketed events, avg. per year 2014-19

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# V. INVESTMENTS IN THE ARTS

# Federal Funding in the arts in recent years to U-M\*

- Is one of the universities a high number of creative writing/literary translation fellowships, and faculty (and at least one alumni) have received many of these competitive fellowships. Creative writing faculty in LSA garnered \$250,000 in awards **since 1998**.
- UMS has received the **most NEA funding**, garnering support nearly each year with \$540,00 earned since 1998\*\*
- U-M has been consistently funded almost every year, awarded \$763,807 since 1998, with UMMA being **one of the largest grantees**.

\*National Endowment for the Arts Stats Only

\*\*Independent component, receives its own NEA grants

# Arts Faculty & Achievement/Awards

Approximately **650** of the 6,200 faculty are arts faculty (10%) (Stamps, Taubman, LSA, SMTD) (There are some artists in other schools and colleges who do not teach art).

# Faculty Achievement: One College

For Taubman College faculty alone they had records of:

1. 120 “in-progress” funded projects
2. 47 submitted for review
3. With award amounts listed
4. The college had similar uniformly categorized lists for service and scholarly work

Data from 2015 to the present

# Staff

- Roughly **38,000 employees** - but difficult to account for which staff are designated arts staff

The arts designation is narrowly defined to the performing arts and arts education roles:

Artistic  
Administration

Arts  
Production

Arts  
Education and  
Outreach

Performance  
Hall  
Operations

This would have to be a survey item: "85% of my effort is arts related y/n"

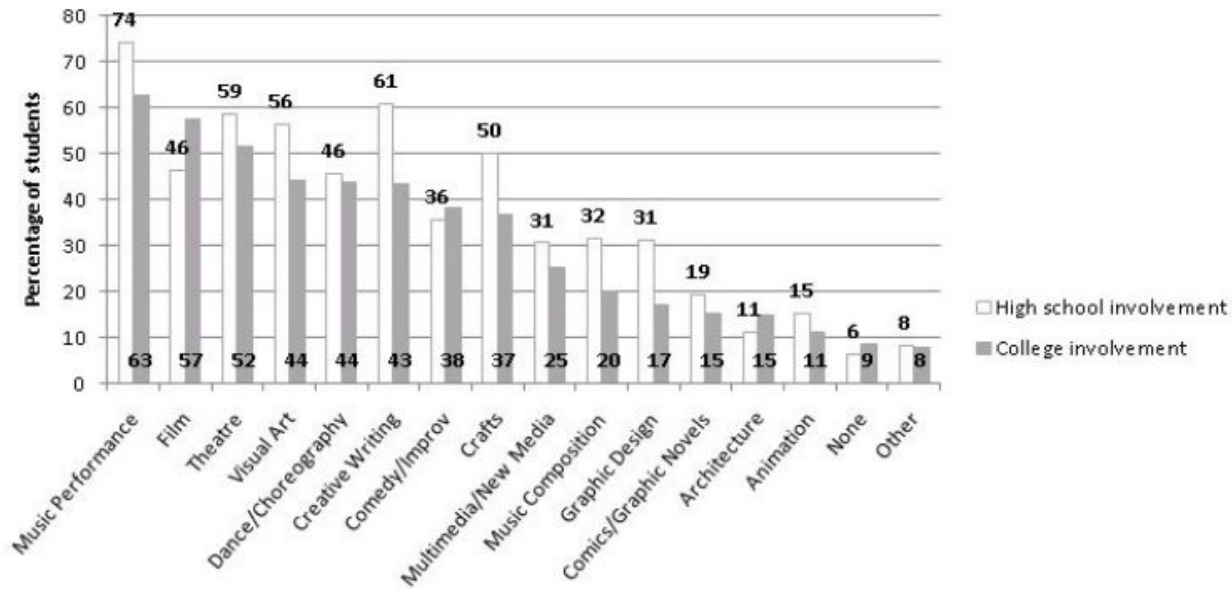


# Extra-Curricular (Student Arts Organizations)

There are **242 student arts organizations 16% of total overall student organizations** (1502). By coding the arts organizations, we have coded them by type of art and other trends. We found that many student arts groups were founded by non-arts majors. The clubs range from professional interests, to purposes for leisure, for culture bearers/heritage preservation, to activism. We have more detailed data on these secondary tags for the arts organizations and the organizations at large.

Other arts	52	
Dance	48	
Music (general)	14	
Creative Writing	13	
Voice	12	
Other theater	7	
Other craft	6	
Arts Education	5	
Theatre	5	
Fashion Design	4	
Musical theater	4	
Animation, Choral, Music Therapy, Other music perf., percussion, television & radio	3	Those with 3 ea.
Jazz studies, music education, other design, performing arts management	2	Those with 2 ea.
Painting, photography, recording arts, playwriting, music business, Music composition and theory, media arts (general), Keyboard, Percussion, Strings, Woodwind, fine & studio arts, Industrial product design, guitar, Game Art/Game Design, Design & Visual Communications, architecture, art therapy, ceramics	1	Those with only 1 ea.

## Initial Analysis Comparison of High School and College Involvement

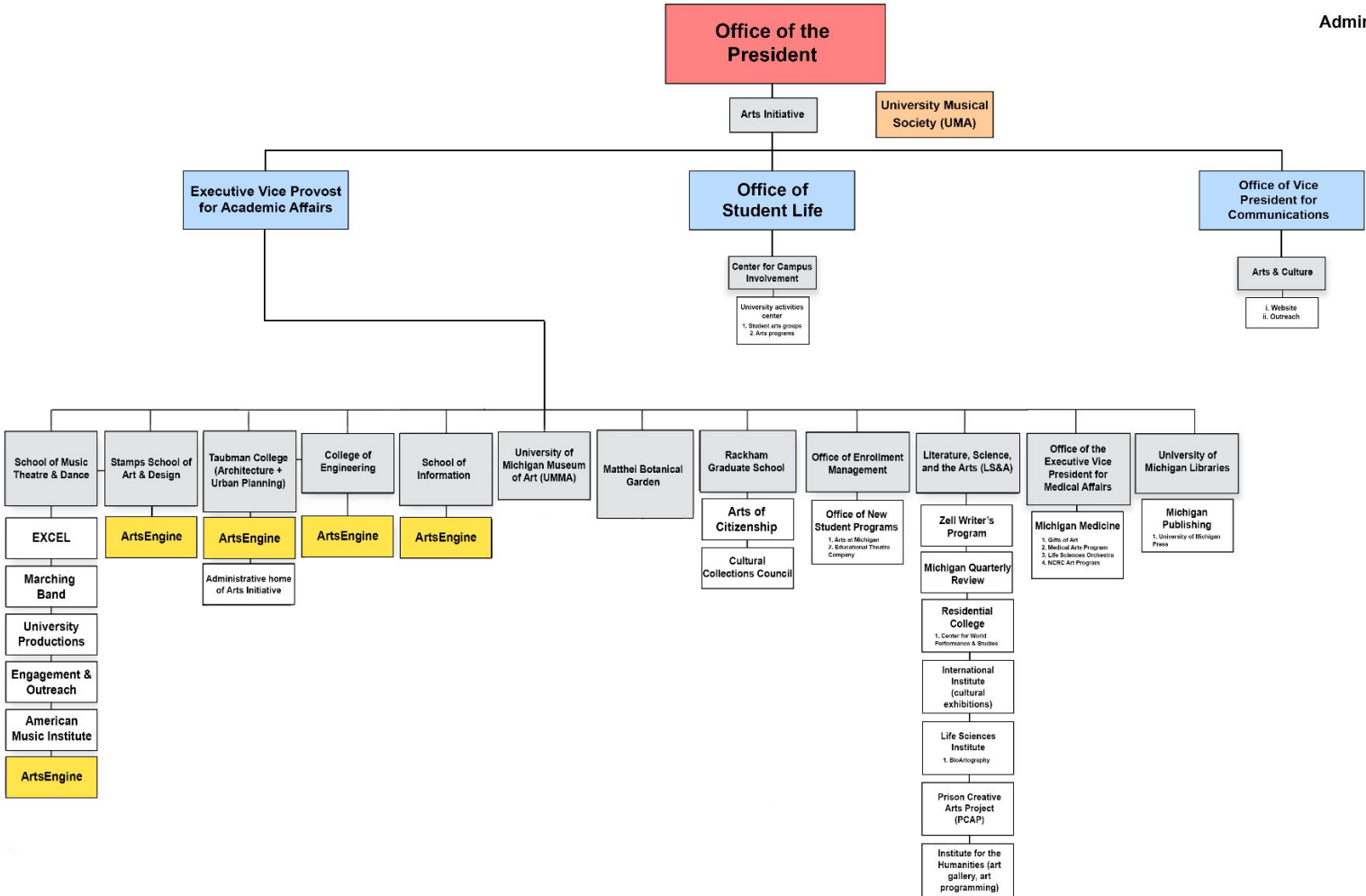


Are there enough opportunities for those who want them ?

# Arts, Administratively

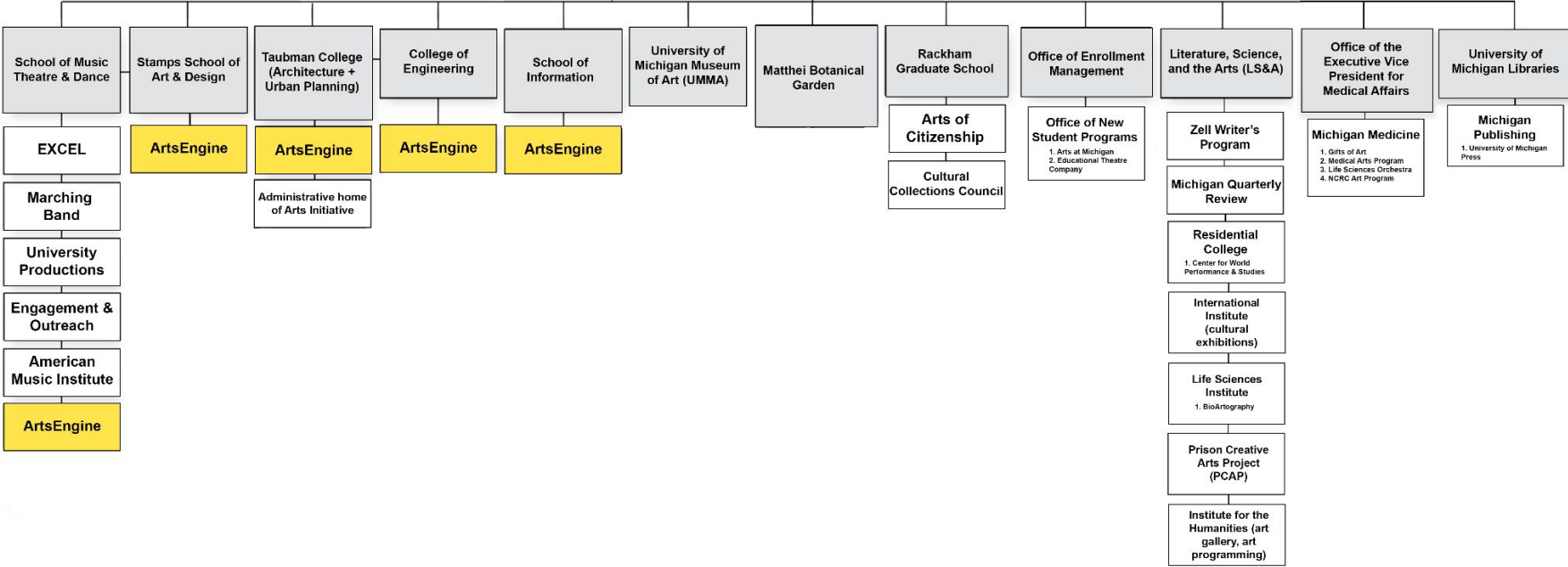


- **5** academic schools & colleges + **1** department
- **25** arts organizations



\* Please note: All departments are from the Arts&Culture Website \* Most of U-M's 19 schools and colleges have galleries that are not represented on this chart; this chart represents a higher level of investment

Executive Vice Provost for Academic Affairs



# Arts at Michigan



Arts at Michigan's mission is to **connect students with the arts, regardless of major**. They also have taken on the work of helping faculty create arts integrated courses. They are also a coordinating force for arts staff on campus to collaborate and share resources.

This photo, titled "Seasons Meet" by **Janet Azar**, a senior engineering student, **took first place** in the most recent **Arts at Michigan photo competition**. Conducted periodically throughout the year, each competition features a different theme — this one was "*Connection*." [View this and other "As I See It" finalists.](#) (from the Record, February 2022)

# Arts at Michigan Data

- Student Mini-Grant Tracking data
- Student Mini-Grant Feedback data (Applicant)
- Student Mini-Grant Feedback data (Participant)
- Course Connections Tracking data
- Course Connections Feedback data (Faculty)
- Course Connections Feedback data (Student)
- Passport to the Arts data 2018-2019
- Passport to the Arts Feedback 2018-2019



# ArtsEngage! Staff Group

In cooperation with UMMA, they also organize staff who work to engage students with the arts at the university, with 39 members in a working group to coordinate activities.

## Active departments include:

**a2ru**

**ArtsEngine**

**Arts at Michigan**

**Center for  
World  
Performance  
Studies**

**Duderstadt Center**

**Lloyd Scholars  
for Writing and  
the Arts**

**LSA Dept. of  
African-American  
Studies**

**LSA History of Art**

**LSA Humanities  
Institute**

**Michigan Union  
Ticket Office  
(MUTO)**

**Prison Creative Arts  
Project (PCAP)**

**Residential College**

**SMTD**

**UMS**

**Stamps Gallery**

**Kelsey Museum**

**University Library**

**UMMA**

**Stamps School of  
Art and Design**

**University Activities  
Center (UAC), U-M  
Educations Theatre  
Company (UMetc)**

The background features a vibrant, abstract design with overlapping organic shapes in shades of purple, teal, olive green, and coral. Interspersed among these shapes are clusters of small white dots, some arranged in triangular patterns. The overall aesthetic is modern and artistic.

# VI. CONCLUSION & QUESTIONS

# Challenges

**Lack** of uniform data:

- Rehearsal & studio spaces (**No centralized reservation system**; pen & paper or calendar entries)
- Faculty achievement & art funding (with the exception of architecture school)
- Arts staff (mixed in with general administrative)

Waiting list data **“wiped”** after one semester

No way to account for demand for rehearsal and studio space – **other than anecdotal**

All these things will have to be surveyed. What are the best practices that can come out of this project for “accounting” for the arts on campus?

No metadata standards for the arts on campus.

## 3 Stages to Project



- **Draft Schema:**

Draft arts asset categories, identify what is already being measured and gaps in coverage, surface available and missing data on these categories, develop schema, and produce a census report on U-M assets and the processes of identifying and measuring them.

- **Revise and Test Schema:**

Convene workshops/focus groups with advisors and thought partners to revise categories of arts assets. Apply and test pilot census with multiple higher education sites.

- **Scale Schema**

Scale up census to a broader range of institutions, while developing hypotheses of relationships between groupings of arts assets and quantifiable impacts of the arts for individuals, universities, and communities.

# Questions to Explore for Replicability

- What enrollment data is available on your campus?
- Does arts and culture performance data exist in a way that is centralized and saved as data (such as an XML file from a website)?
- Will faculty “buy into” reporting their achievements?
- Does the student life office have good records that can be analyzed?
- Is there a campus-wide climate culture survey to leverage for these insights?



# Thank you.

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