SNAAP News Fall 2019

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FALL 2019

Message from the Guest Editor

As dean of an arts and media college at a public, urban research university, I meet people from all walks of life and varied occupations and backgrounds. There are daily opportunities to introduce the concept of training in the creative industries and to draw on and quote SNAAP data. In writing this on a Sunday morning, I'm able to reflect on a previous night's pre-performance dinner for Opera Colorado's production of Rossini's *The Barber of Seville*. As a member of the Board of Directors of Opera Colorado, I wear about four hats—dean, former orchestra/opera performer, an advocate of the creative industries, and carrier of SNAAP data.

At our dinner table was a cross-section of people from the engineering, legal, governmental, and higher education fields. One couple, computer science professors at a university from out of state, shared that they have two children who are elite-level string students at leading US institutions. One is majoring in violin, and the other is a cellist. The mother was worried about the violinist's chances of landing a job in a major symphony and fretting about the cellist trying to straddle music and one of the sciences.

This was a perfect opportunity to introduce the 10-person table to SNAAP and share useful information about multidisciplinary artistic careers. I'm going to send the concerned mom a copy of Frenette, Martin, and Tepper's recent article *Oscillate wildly: the under-acknowledged prevalence*. 
predictors, and outcomes of multidisciplinary art practice (2018) as well as this recent SNAAP DataBrief. The subject also will be more fully disclosed in an upcoming SNAAP special report, to be published in early 2020. As always, those of us in the arts in higher education are grateful to the rich data provided through the SNAAP surveys.

Laurence Kaptain is a member of the Board of Directors of the Strategic National Arts Alumni Project, and Dean of the College of Arts & Media at the University of Colorado Denver.

SNAAP Research Fellowships Awarded

Congratulations to the recipients of the first-ever SNAAP Research Fellowships.

Jihee Hwang and Junghwan Kim, University of Oklahoma
The Effects of High-Impact Educational Practices on Community Engagement of Arts Alumni

Amy Whitaker, New York University and Gregory Wolniak, University of Georgia
Parental Educational Attainment and Graduate Degrees

The purpose of the fellowships is to expand existing knowledge about the lives and careers of arts graduates, utilizing the rich SNAAP database. Each team will receive $5,000. SNAAP President Douglas Dempster notes, “On behalf of the SNAAP Board of Directors, we are grateful to these leading scholars and look forward to the results of their work that will enrich what we know about the lives and careers of arts graduates.”

Hwang and Kim Project Description

“Some of the greater challenges in creating socially engaged artworks can be successfully addressed by relying on the field of education, which historically has navigated similar territories” (Helguera, 2011, p. xi)

In the study entitled “The Effects of High-Impact Educational Practices on Community Engagement of Arts Alumni,” Hwang and Kim will explore factors associated with a critical post-collegiate outcome—nurturing community-engaged professionals. As prior literature highlights, the arts make a significant contribution to growing and diversifying both the local community and the larger society (Behrens, 1999; Borén & Young, 2017; Reiss & Pringle, 2003). Nurturing socially engaged artists through higher education is an essential agenda for ensuring the accountability of higher education institutions.

In particular, Hwang and Kim will examine how the experience of community-based, high-impact educational practices (HIPs) during college, in conjunction with the surrounding communities’ arts infrastructure, influences art alumni’s community-engaged activities throughout their careers and lives after graduation. Hwang and Kim will use two data sources—SNAAP data and the Local Arts Index (LAI)—in exploring how varying levels of resources across geographic regions shape the opportunity for art students to participate in community-based HIPs during their careers. Hwang and Kim hope that the findings from this study will serve as a significant addition to interdisciplinary
scholarship across arts and education and will have implications for the design of high-impact arts curricula in higher education institutions.

**Whitaker and Wolniak Project Description**

Having collaborated previously on STEM to STEAM—the inclusion of “Art” in the Science, Technology, Engineering, and Math curricular initiatives, Whitaker and Wolniak will be looking at inclusion and educational attainment in the arts.

As part of their project “Parental Educational Attainment and Graduate Degrees,” they will use SNAAP data to look at the connection between diversity and inclusion and parental education attainment in the arts. According to SNAAP summary data, 84% of arts graduates are white. Students in the arts have an enormous likelihood of high parental educational attainment: for college-level students, 30% of parents have a BA, 24% have an MA, and 13% have a doctoral degree.

Secondarily, they will look at the SNAAP cohort of art majors who go on to study business and law. Particularly given the tensions and dependencies between art and business, they plan to drill down on this cohort’s learning outcomes and student satisfaction levels while pursuing their art studies.

With Greg’s broad working knowledge of higher education outcomes and Amy’s specialized understanding of the arts, they seek to connect SNAAP’s vital championing of the lives and careers of arts graduates with healthy educational outcomes for all. Ultimately, they hope this work will offer a unique perspective on both the socioeconomic circumstances and the important critical and creative thinking outcomes of study in the arts.

**Jihee Hwang** is the Assistant Director of the Office of Academic Assessment at The University of Oklahoma. She is a highly motivated scholar-practitioner who continues to pursue a research agenda that addresses the postsecondary access and success of underrepresented students. With a critical quantitative approach, her recent research explores how postsecondary education assessment efforts can yield compelling evidence that supports decision making to improve student learning outcomes and help to reduce the postsecondary success gap. She has over 12 publications, including peer-reviewed journal articles, book chapters, and policy reports. Dr. Hwang secured the Dissertation Grant funded by the Association for Institutional Research (AIR) and the National Science Foundation (NSF) as well as a selected fellowship for the National Data Policy Institute funded by AIR, NSF, and the National Center for Education Statistics (NCES). Dr. Hwang has over ten years of professional experience in large-scale data collection and policy analysis at national- and state-level education policy government agencies in international and domestic contexts. She has also worked in diverse positions in higher education, including student affairs research and assessment, business intelligence, institutional research, and academic assessment. She earned her PhD in Higher Education with a minor in Educational Psychology and a graduate certificate of Institutional Research at The Pennsylvania State University.
Junghwan Kim is an assistant professor of Adult and Higher Education at The University of Oklahoma. He earned his PhD in Adult Education with a minor in Workforce Education and Development at The Pennsylvania State University. Dr. Kim has expertise across three fields: adult education, human resource development, and continuing higher education. Based on sociocultural perspectives, his research focuses on informal and non-formal learning, leadership, and community and work engagement in young to older adults in settings including nonprofit and for-profit organizations, higher education institutions, and everyday life. He also researches (inter)national lifelong learning policies and practices. More recently, he finished a research project, funded by the U.S. Department of State, about the lifelong learning of young adults as fostered through civic engagement. He has authored over 33 publications along with 44 refereed (inter)national conference papers. His work has appeared in journals listed in the Social Sciences and Citation Index (SSCI) and Scopus, such as Adult Education Quarterly, the Community Development Journal, European Journal of Training and Development, Human Resource Development Review, the International Review of Education, and the Journal of Adult and Continuing Education. Dr. Kim served as a co-chair of the Steering Committee of the Adult Education Research Conference (AERC) and is currently serving as the president of the Korean American Academy of Lifelong Education (KAALE).

Amy Whitaker is an assistant professor in Visual Arts Administration at New York University. Amy holds an MFA in painting and an MBA, and first went to business school to study the effects of low, entry-level salary on inclusion in the museum workforce. She has worked at the Guggenheim, Museum of Modern Art, and Tate, as well as in investment management and for the artist Jenny Holzer. She taught previously at the Sotheby’s Institute, Williams College, the Rhode Island School of Design, California College of the Arts, and the School of Visual Arts. Amy is the author of two books Museum Legs and Art Thinking, and is at work on Economics of Visual Art, her third book, which includes a section on labor economics. Amy is a longtime teacher, mentor, curriculum designer, and workshop leader teaching business to artists. She also publishes peer-reviewed research on fractional equity, property rights, and novel compensation structures for creative work. Her research has been featured in Artsy, The Art Newspaper, Harpers, and The Atlantic, among other outlets. She served previously as president of the Professional Organization for Women in the Arts and as a mentor for the TED Fellows, the Joan Mitchell Foundation, and the New Museum Incubator.

Gregory Wolniak is an associate professor at the University of Georgia’s Institute of Higher Education. He conducts research on the socioeconomic effects of attending college, with a focus on improving understanding of how college students’ socioeconomic trajectories are affected by the combined influences of their backgrounds, experiences in college, and institutional environments. In 2016 Wolniak co-authored one of the seminal books in the field – How College Affects Students: 21st-Century Evidence that Higher Education Works (2016, Wiley/Jossey-Bass) – and his work has been featured in The Atlantic, The Chronicle of Higher Education, The
Conversation, and Inside Higher Education. His research on graduate education outcomes was most recently supported by grants from the Gates Foundation and the AccessLex Institute/Association for Institutional Research, and his interest in liberal arts outcomes stems back 15 years with his co-authoring of the report Liberal arts colleges and liberal arts education: New evidence of impacts (Wiley/Jossey-Bass) and continues to this day though his affiliation with the Higher Education Data Sharing consortium. His most recent research can be found in several leading journals: AERA Open, Journal of Diversity in Higher Education, Research in Higher Education, and Review of Higher Education. Prior to his current appointment, Wolniak was founding director of the Center for Research on Higher Education Outcomes at New York University. He received a PhD in Social Foundations of Education from the University of Iowa.

PROFILES IN LEADERSHIP

Shelton Berg, University of Miami

By Ann Markusen

Dean Shelton Berg presides over the Frost School of Music at the University of Miami. In a recent phone interview, he shared his views on leadership and innovation. I first asked why, when he had achieved extraordinary distinctions in his career as a jazz pianist, arranger, orchestrator, and producer, did he take on the challenging job of leading a university-based music school?

He hadn’t applied for the job but was invited in 2007 to come and talk about the position. He found the challenge intriguing. Engaged in conversations with the school’s faculty search committee of twelve, he began to imagine what they could do together. Berg had already served as the McCoy/Sample Professor of Jazz Studies at University of Southern California’s Thornton School of Music and as past president of the International Association for Jazz Education (IAJE). In 2000, the Los Angeles Times honored him as one of the “Educators for the Millennium.” In 2002, he received the IAJE’s Lawrence Berk Leadership Award. In 2003, the Los Angeles Jazz Society named him Educator of the Year.

Teaming with his faculty, he began to preside over major changes in the curriculum. “I wanted to change how music students learn the basics. The 100-year-old model is pretty flawed, saved only by good teaching. All over the country and world, students are not learning the harmonies going on in an orchestra. And they are not creating music of their own. They are mostly taught in lecture demonstrations – there’s not enough teaching by doing. So we began with groups of five or six freshmen and sophomores working in small groups every day of the week with a teacher. Kind of like a garage band: arranging, composing, improvising, sight-singing, learning their harmonies. This empowers them to perform from a power of knowing. They’re creating more music rather than exclusively playing music that someone else wrote.”

“We’ve also worked hard to break down silos in our school, blurring genres and asking students to develop multiple skills. For instance, a current student is pairing classical double bass with
They require all students to learn digital recording and take a music business class. "We believe they should all understand technology, marketing, grant-writing and be able to teach others. We encourage them to be good at critical and contextual thinking, and also good on the keyboard." The faculty stretches as well. For instance, a musicology professor also incorporates music business.

These innovations help them attract excellent students from all over the world: Europe, Russia, Canada, China and Latin America, as well as Americans from New York to California. Under Dean Berg's leadership, they have also nurtured their Henry Mancini Institute Orchestra. This fall, for instance, 80 Frost School students joined José Feliciano and others in a performance at Miami's Adrienne Arsht Center. The music they performed was written by other students, and the performance was put together in two days.

SNAAP is looking for examples of other innovative leaders in the arts in higher education to profile in future issues. Please send suggestions to us at gaskill@indiana.edu.

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**Next SNAAP Survey: 2021-22**

Keep this date in your back pocket: Spring 2021. The SNAAP Board of Directors is working toward rolling out the next national survey of arts graduates in Spring 2022, with registration information available in the spring of 2021. Any North American institution that gives degrees in the arts and/or design fields will be eligible to participate.

Currently, the board is gathering valuable feedback for the redesign of SNAAP from members across the country that will increase the value to all member institutions. If you're interested in sharing your thoughts on what has worked well, and what could work better to further enable your institution to make data-informed decisions, please reach out to any Board member below, or via snaap@indiana.edu.

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