

**Appendix: Agnes Scott College
Professional Activities Report (PAR)
Faculty Annual Review**

**for the period of
June 1, 2007 – May 31, 2008**

Deadline for completion of PAR: June 1, 2008

The vice president for academic affairs/dean of the college annually requests that each full-time faculty member complete a professional activities report to document the faculty member's activities and accomplishments in teaching, scholarship, and service. The PAR should be submitted with an up-dated *curriculum vita*.

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Name: Nell Ruby

Rank: Associate

Department ART

Department Chair? (click in box if "Yes") Dates of Service:

Program Director Dana Design
for:

Dates of Service: 6/07 through 6/08

I. Teaching and Advising

A. 2007-2008 Teaching: include independent study, special study, internships, etc.

Fall 2007	Course Name	Credit hours	Course number and section	No. of students per course/section who received a grade
	Advanced Studio	4	Art 421 A	8
	Special Topics: digital imaging	4	Art 250	5
	Special Study (dana design)	4	Art 460 A	3

Spring 2008	Course Name	Credit hours	Course number and section	No. of students per course/section who received a grade
	Visual Thinking	4	Art 160 A	18
	Sculpture/Advanced Sculpture	4	Art 243	10
	Buildings and Bodies	4	FYS 190 C	16

Special Study (dana design)	4	Art 460	4

B. Summer 2007 Teaching at ASC or elsewhere: include independent study, special study, internships, etc.

Summer 2007 Course Name	Credit hours	Course number and section	No. of students per course/section who received a grade
Special study (liberal learning video)			3

C. List curriculum and instructional development (development of new course(s), significant course revisions, major new instructional initiatives, material development, team teaching, interdisciplinary teaching, global connections/awareness trips (courses included above), significant pedagogical innovation, development of new experiments/demonstrations, lab manuals, new technology used in teaching). Note extra course load.

New course development:
 Art 250, special topics: Digital drawing (for Summer 1 session, June 2008): a course to act as a studio laboratory for enhancing/augmenting a means for combining digital technologies and direct hand work.

Significant course revision:
 FYS 190H Buildings and Bodies (with Katherine Smith, spring 2008): a change in flow and technique in this course to better and more relevantly explore the topic. New initiatives include more extensive and specific steps in writing (and rewriting), reflective writing, modes of writing, a better integrated studio project and a rubric for every assignment.

New Instructional Initiative:
 Implementation of a facebook group for every class. In this initiative I am connecting with students through photographs and images in a way that adds life to both the class and to the facebook pages. Students (who want to participate) become a member of the group and "tag" photos of themselves working and/or images of their projects and presentations which I post as we create them. I have found that although it took a leap of faith (in this venue one is so much more exposed than I am used to or comfortable with), the class is more lively and engaged. To assess this: students DO tag their photos, add responses and comments to the images and on the "wall", direct their friends to the site, and increase discussion in class and out about the projects. The public viewing of the work ramps up the importance and visibility of each student's "global" profile. Of course this parallels part of an artists work, which is to exhibit. I am encouraging the insertion of intellectual activity in this social space, by considering the conceptual nature of their projects and using facebook as another form of reflection about their work and their modes for making. I believe this enlivens and adds flavor to facebook. The other added consequence is that other faculty I am "friends" with on facebook, as well as former students (and plain old friends) are looking at and commenting on the images and projects. This feels like a great way to show off what we are doing.

Significant development:
 Developed and instituted a course assessment plan in capstone courses: "capstone conversations", (with Anne Beidler) which consists of seniors creating a presentation for their peers on the chronology and content of the courses in the department of art and art history, pinpointing turning points and specific areas of significance. From these conversations we are developing a curriculum map where we can look at where the students are strong (and capitalize on that) and look at and address weaknesses holistically.

Field trip with four students and Calvin Burgamy to Georgia Public Broadcasting studios to investigate the possibility of internships and to show students how a professional studio is compiled.

Capstone community development: lead a group of students in cultivating a relationship with collector Jim Philips--field trip to his home to view his collection in situ, and to hear about the art of collecting art.

D. List on-campus guest lectures

Fall 2007 Dean's Colloquium dinner: See What I Mean! Making Thinking Visible

Art Tour: alumna tour of fine art collection

Presentation to board of trustees: The Agnes Advantage— an integrated sequence of curricular and co-curricular learning opportunities. (Integrate with Capstone Courses and Digital Portfolios)

E. General and major advising

Number of students for whom you are the MAJOR academic advisor	Number of students for whom you are the MINOR academic advisor	Number of SELF-DESIGNED MAJORS for whom you are the academic advisor	Number of UNDECLARED MAJORS for whom you are the academic advisor
10	1		

F. List other on-campus advising roles

Unitarian Universalist Spritual Group Advisor

Collage Colloquium Art Advisor ("Collage" is a student initiated art / art history undergraduate exhibition and art history presentation conference)

Advised two students (Emily Hauck and Oliva White-Lopez) in a workshop through Public Broadcasting Atlanta: Digital Design Jam, summer 2008

G. Professional development related to teaching: Center for Teaching and Learning workshops or activities; ITS workshops, teaching conferences or seminars, etc.

CTL presentation: "Issues in Collaborative Methods of Approaching Art and Art History" (with Alembik, Beidler, Sadler and Smith)

Writing Center: Faculty Tell all about their Writing Secrets!

Educational Technology: Lunch and Learn: teaching with technology: February 20th "eportfolios in action"

AHA! Lunch series: a very successful series of lunchtime presentations by art students on summer programs, internships, and study abroad. These informative sessions help create understanding in the faculty about available programs and inspire other students to apply. We see expanding these well attended and successful events to include other disciplines in the fall of 08.

H. Grants received and requested, awards and honors related to teaching and advising.

1. Grants received or requested:

Source and status	Title, purpose	Date begin/end	Amount
Sims	Summer REsearch on collaborative project for 6/09 completion, travel to New York to meet with collaborators and research new genre gallery work	Summer 08	\$600
Frye Institute, NOT AWARDED	iMap: a means for developing eportfolios and technology leadership	Summer 08	

2. Awards, honors, and recognition (from college, city, state, national or international professional organizations including fellowships, memberships, tenure, promotion).

Award or honor	Source	Date

II. Scholarship

A. Scholarly publications (broadly defined), performances, and exhibitions: published, performed, or exhibited between June 1, 2007 and May 31, 2008. Attach a copy of publication (title page only for books and the equivalent for software). List below using complete citation. Following each work, indicate in parentheses the type of review process that resulted in publication, e.g. blind refereed review, editorial board review, invited, selected conference proceedings, etc.

1. Print publications such as articles, books, chapters in books, creative writing, edited text, editorials, monographs, reviews, etc.

Following each work, indicate in parentheses the type of review process that resulted in acceptance.

2. Conference/meeting papers or posters. List date, meeting, conference or association name, location, title of presentation.

Following each work, indicate in parentheses the type of review process that resulted in acceptance.

2008 Hawaii International Conference on Arts and Humanities, (with Alembik, Beidler, Sadler and Smith): Teaching and Learning, Theory and Practice: Issus in Collaborative Teaching and Learning, Hololulu, HI, 1/11/08 (peer review from abstract)

Learning Spaces & Technology: The Council of Independent Colleges & the National Insittute for Technolgy and Liberal Education in collaboraiton with Project Kaleidoscope, presentation of: The Agnes Scott Story, with Rosemary Levy-Zumwalt, LaNeta Counts and Emily Gwynn (invited to participate)

3. Performances, exhibitions, productions, recitals, etc. List title, date, location, and attach a program if available.

Following each work, indicate in parentheses the type of review process that resulted in acceptance.

Complex Mammal, Fall 07 (Gaines Auditorium)

"I did not ask her name or her history", essay on an image featured in "looking/longing" exhibition, Dalton Gallery

4. Nonprint publications such as software, film, video, or slide package.

Following each work, indicate in parentheses the type of review process that resulted in acceptance.

Installation art (video of "Sheets to the Wind" exhibition), edited and compiled by Calvin Burgamy available on itunes u (no review process)

5. Other types or categories of publication, not listed above.

B. Publications, performances, or other works accepted for publication, performance, exhibition, etc. between June 1, 2007 and May 31 2008.



C. Collaborative research with students

Complex Mammal

A Collaborative performance with dance, visual art and music. In this performance Juan Chattah, Bridget Roosa and I teamed up with the dance troupe and Maja Tokic (fifth year art/art history) to create a multi-media performance based on a passage from a novel that centered around memory and regret. We worked together to form the initial concept, worked separately on our individual portions (dancers choreographed, Chattah created the sound [with a senior voice student] and Maja and I created two video pieces), and then came together for several combined rehearsals to work out cues and timing. In the final piece two projectors create a moving video on the white screens of the dancers bodies which scale in and out of the video. The sound which featured a clock ticking and mysterious melancholy vocal qualities and was created in surround sounds so that the audience felt the time circumvent them worked to encapsulate the theater and create an engaging (and sort of "get-into-your-mom's-lap" scary) perceptual experience.

Dana Design

A Collaborative design group. This project involved six students over the 07-08 year. Projects involve the process of design as a tool for learning for the students and the "client", the client is a member of the Agnes Scott community who is interested in a finished design product. This year's projects include: Poster, Program and invitation/mailler for the Bella Musica concert for women composers (with Cal Johnson as the client in the dept. of music alongside representatives from the Georgia Committee of the National Museum of Women in the Arts) [Design by Shannon Yarbrough, '09]; An 80 page book that is The Writers' Festival Magazine (with Amber Dermont, Creative Writing) [Design by Emily Hauck, '08]; posters for the Grace Chao Lecture Series (with Su-chin Wu, political science) [Design by Emily Hauck, '08]; Agnes Scott Orchestra poster and program (with John Winzenberg, music) [design by Shannon Yarbrough, '09]; Initial discussion about ideas for an identity for the Agnes Scott sustainability efforts (with Susan Kidd, director of sustainability) [designers: Emily Hauck, '08; Katy Gray, '08, Hadley Olson, '09]; A brochure for the wellness center (with Carol Holcomb, director of the wellness center) [designer: Timinika Rucker, '08]; The program cover for the Spring Annual Research Conference (using images from an astronomy students research). A detailed and illustrated report on the Dana Design program over the last two years will follow this PAR.

Liberal Learning Video

A collaboration with the office of advising, the committee on the first year experience, dana design students, and Calvin Burgamy (made possible with funds from the department of art, the office of the DOC, and the department of information technology). In this extraordinary and innovative design process summer funds (and housing!) were made possible for the creation of a video about liberal learning to explain to first years the fundamental tenants of a liberal arts college in a general and specific way. The students involved (designers: Emily Hauck, '08, Olivia White-Lopez, '09, and Shannon Yarbrough, '09) researched, interviewed, scripted, acted, shot, edited and produced this 33 minute video. It is now available on itunes u, being sent out with first year promotional materials on a CD, being published in a reflective essay in a book by Dr. John Zubizarreta Professor of English at Columbia College (a connection made by Jim Dietrich) on reflective learning, to be published spring 09.

D. Professional development related to scholarship

1. **Sabbaticals or pretenure leave. Describe (1) sabbatical or leave awarded with synopsis of intention or (2) as completed with synopsis of accomplishment.**

Sabbatical granted for spring 09 to complete collaborative story/visual art/dance and sound piece to be created and performed April 25, 2009, Durst Family Humanities Theater, Purchase College, SUNY New York

2. Professional meetings attended [no presentation], special study, travel, etc. related to your discipline or to interdisciplinary work.

Breather, Atlanta, GA
 ePortfolios for Learning and Assessment web conference, (webinar)

E. Grants received and requested, awards, honors related to scholarship.

1. Grants received or requested:

Source and status	Title, purpose	Date begin/end	Amount

2. Awards, honors, and recognition (from college, city, state, national or international professional organizations including fellowships, memberships, tenure, promotion).

Award or honor	Source	Date

III. Service to the Department, College, Students, Profession, Community

A. Faculty and college committee assignments, departmental service (chair, hiring committees, etc.), activities related to admission (help with recruitment and admission), student-related activities such as FYI groups, and other committee work. Define role if necessary.

Co-Chair (with Emily Gwynn): Electronic Portfolio Study Group
 Co-convener (with John Winzenberg): Creative Arts Conference
 Chair, Committee on Committees
 Participated Katherine Smith's midterm review
 Judge: Photo Voices
 Participant in May 16 "deep dive", a communications effort to investigate advertising and design practices for the college
 Trip with Katherine Neiner and Susan Constantine to the studios of Georgia Public Broadcasting to develop a relationship and possible intern/externship options
 Development of "woof woof wifi" graphic for IT

Interview with: Bill Johnson of Halstead Communications, the college's agency for national public relations.

Trustee dinner and introduction of senior art students for gallery talks

Directed and managed three student workers in department duties

B. Professional activities for non-college audiences or organizations (judging, juries, consulting, organizing events, etc.)

Organizer of the first "Breather" conference, an initiative designed to encourage interdisciplinary design discourse within the creative community. See: <http://www.breather.org/organizers.htm>

C. Service to the profession, e.g. committee work for or offices held in professional associations, committee work for

June, 2007--Advanced Placement Studio evaluator

D. List conferences attended, panels chaired or participated in, etc.

Hawaii conference

E. Community service

Chair, Reflections Art Committee, Hawthorne Elementary School

F. Professional development related to service: workshops or seminars, etc.

Summer 2007: Sims grant for learning the software for Macromedia FLash (animation software)

G. Grants received and requested, awards, honors related to service.

1.Grants received or requested:

Source and status	Title, purpose	Date begin/end	Amount
Professional Development Award	Summer Research for preliminary development of "negative space" collaborative sabbatical project.	Summer 2008	\$880

2. Awards, honors, and recognition (from college, city, state, national or international professional organizations including fellowships, memberships, tenure, promotion).

Award or honor	Source	Date
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