Provost’s Learning Innovations Grant for Faculty
Request for Full Proposal
2000-2001

Eileen Feeney Bushnell
Foundations
475-4996
CIAS

Bruce Ian Meader
Graphic Design
475-2664
CIAS
| 1 Title | CIAS Vocabulary Guide:  
Visual and Technical Vocabulary Across Disciplines in CIAS  
Summary | This vocabulary guide will be produced as a Web resource, consisting of a Web page that may be accessed directly or serve as an attachment to preexisting Web sites within our College. This resource will be interactive, editable and provide a multitude of visual examples. The Guide will also be capable of being downloaded into printed form through Word programs.  
2 Targeted Learners | a reference for students, faculty and staff from all CIAS programs:  
• incoming students at the Freshman level, and all undergraduate students  
• transfer students  
• graduate students  
• full-time faculty and staff  
• part-time and adjunct faculty and visiting guests  
3 Anticipated Impact | Currently there is fundamental terminology and vocabulary that is common to all visual art and imaging disciplines, yet these terms and common language are often delivered and exchanged throughout CIAS with varying definitions and slightly (or sometimes not slightly) different shades of meaning.  
The anticipated impact of a concise collection of vocabulary common to all CIAS programs is a more cohesive understanding and a more common language spoken between and across disciplines. A reference guide of our common terms will help people improve communication and understanding across the disciplines, more fully understand the commonalities across programs and stimulate a more unified and comfortable exchange of information and ideas. A major goal that all CIAS programs strive for is to foster improved communication among people. A common vocabulary guide will contribute significantly to this goal.  
4 Measuring Impact | It is difficult to measure the impact of a reference guide that aims to provide a common vocabulary and terms for a range of visual programs. Possibly a survey assessment could be attached directly to the Web document and/or a simple survey could be conducted throughout the College to canvas faculty and students about their assessment of the guide. Perhaps the college canvas can be coordinated through the Program Chairs of each discipline. Periodic assessments can reveal changes in how people use common language to discuss issues within and across disciplines. |
5 Rationale

a. It is not part of regular college business to collect terminology across disciplines and provide everyone with a common reference, yet we all use common terms and language to discuss many of the very same fundamental principles and issues.

b. There are common terms and vocabulary that people from across CIAS programs use regularly. Context and convention sometimes result in terminology being defined and delivered in different forms, often with very different meanings. A source that can identify and define common terms and use, while also explaining different shades of meaning a single term can have in different contexts, will be extremely helpful in clarifying language, improving comprehension in cross-disciplinary interaction, foster a more comfortable and confident exchange of ideas and information, and will eliminate unnecessary confusion that occurs when common terms are not understood across the disciplines.

c. Access to the guide as an on-line resource that could be downloaded as a printed resource should be immediately perceived as a useful reference and aid to improve teaching and communication.

d. Eileen Feeney Bushnell: foundation educator, Two-dimensional Design Coordinator; expertise in basic principles; interdisciplinary experience
Bruce Ian Meader: graphic designer, information designer; Program Chair, Graphic Design; technical writing background and experience; interdisciplinary experience

6 Timetable

- Spring 1999: Information gathering; discussion with key people across CIAS programs
- Summer 1999: Establish categories of vocabulary terms
- Fall 2000: 1st draft, determining visual examples
- Winter 2000/2001: review draft by CIAS representatives; final draft
- Spring 2003: testing guide
- Summer 2004: preparation for final submittal in Fall 2001