SOURCEBOOK
FOR
FUTURES PLANNING
SUPPLEMENT II

NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN
# Contents

**Introduction** ............................................................... iv

**I. Values Analysis: Education-In-Art/Design** ................................ 1

- Continuums for Assessing Values Orientations .............................. 4
  - Active/Passive Continuum .................................................. 5
  - Doing/Doing-About Continuum ............................................. 6
  - Art-As-Center/Art-As-Means Continuum ................................ 7
  - Art-As-Process/Art-As-Product Continuum .............................. 9

- Characterizations for Assessing Values and Projected Results .......... 10
  - The Four E’s Characterizations ......................................... 11
  - Shallow-Deep Characterizations ........................................ 12

- Immediate/Cumulative Results and Values .................................. 13
- Immediate/Cumulative Analysis ............................................ 14
- Summary of Basic Analytical Approaches .................................. 15

- Composite Analyses and Assessments ...................................... 16
  - Values Profile Analysis I ................................................ 18
  - Values Profile Analysis II .............................................. 19
  - Values Assessment of Educational Proposals I ......................... 20
  - Values Assessment of Educational Proposals II ....................... 21
  - Values Impact and Response Assessment ............................... 22
  - Prospects for Achieving Values Change ................................ 23

**II. Strategic Planning: Faculty Issues** .................................... 25

- Faculty Values Continuums .................................................. 26
- Basic Format for Using the Faculty Values Continuums .................. 27
- Sample Faculty Values Continuums ....................................... 28

- Strategic Analysis and Assessments ....................................... 31
  - Planning a Profile by Values Orientation I ............................ 32
  - Planning a Profile by Values Orientation II ........................... 33
  - Planning for Professional Development ................................ 34
  - Planning Faculty Reward Systems ...................................... 35
  - Planning for Dealing with Salary Inequities ........................... 36
  - Planning for Long-Term Utilization of Faculty Resources .......... 37

**Using Combinations of Materials and Ideas in The Sourcebook, Supplement I, and Supplement II** .................... 39

- Summary of Materials and Ideas Presented in the Sourcebook, Supplement I, and Supplement II ......................... 40

- Examples Regarding:
  - Stability and Impact Assessment: Values, Change Factors, Change Mechanisms .................................. 42
  - Values Influences on Intangible Resources ............................ 43
  - Correlation of Forces Analysis .......................................... 44
  - Values Influences on Basic Operations ................................. 46
  - Values Influences on Teacher Preparation Programs .................. 47

**Notes and Sources** .............................................................. 48

**Acknowledgements** ............................................................. 50
Supplement II of the NASAD Sourcebook for Futures Planning, 1990 Edition, focuses on two additional areas for futures work and provides examples of ways in which elements in the Sourcebook and Supplements I and II may be combined to address specific problems. Users will need a copy of the Sourcebook in order to work effectively with Supplement II.
PART I
VALUES ANALYSIS: EDUCATION-IN-ART/DESIGN

INTRODUCTION
There are many approaches to values analysis concerning art and design and art/design study. Values of students, parents, teaching and presenting institutions of all kinds, and of society as a whole interrelate in various ways. All are worthy of attention: evolutions of various sets of values influence the future context for all art/design activities. The following approaches to values analysis address ideas in the policy arenas associated with art/design education and pedagogy, and with arts education in general. These approaches have two fundamental characteristics. First, they pose opposites or differences which become means for discovering or formulating the mixtures and balances of values indigenous to normal conditions, rather than as means for making ideological or either/or judgments. Second, their terminology is generic rather than specific: evolutions of fads, trends, and labels will not affect validity.

Caution
While it is advisable to consider values as principles or ideas that are considered intrinsically desirable or undesirable, two further considerations are:

- Values expressed as what is perceived or understood about something.
- Values expressed as priorities — the value of a thing in itself and in relation to other things.

Part I of Supplement II presents and discusses four basic approaches to values analysis:

Continuums
Placement of a specific value or set of values on a continuum between opposing values to determine the relative influence of the opposing values.

Characterizations
Placement of specific educative experiences in art/design or sets of such experiences within specific values or sets of values associated with educational results.

Immediate/Cumulative Analysis
Evaluation of activities and their values for the relationship between short-term and long-term effects.

Summary Analyses and Assessments
Questions to be raised as speculations and decisions are being formulated.
These approaches are useful in determining root values, fundamental objectives, and thus, expected results of specific philosophies, curricula, and methods. Once all three of these are determined, there is a basis for projecting results over a variety of time periods, and thus for determining impacts on a specific art/design unit as well as on larger enterprises such as art/design in higher education, the arts in education, and cultural formation in society as a whole.

Remember

These approaches can be used in various ways in various types of futures activities (scenarios, systems analysis, models, etc.). They can be used alone or in various combinations; they can be used in any order. Combinations are at the discretion of the user.

Take Note

This set of analytical tools relates more to the art/design education of the general public than to work with students who are artistically and intellectually committed to the visual arts. However, with a slight change of perspective, many ideas and procedures are applicable to both educational activities.

Remember

The analytical tools that follow are samples only. They may or may not fit a particular situation that concerns you. Alter the samples and create your own methods to find the answers you need.

Take Note

One of the most critical overarching decisions influencing work with educational values is the extent to which an individual or group believes its responsibility is centered in shaping culture or in being shaped by culture. For example, to what extent is it teachers' responsibility to focus on the arts content students already know and appreciate?

Of course, goals for shaping culture are subject to values analyses in and of themselves.
Caution

- Images crafted for public relations purposes can both reflect and disguise values. Image-making technique is particularly adept at disguising values profiles.

- Values and ability/knowledge/skills, though often related, are not substitutes for each other.

- When taking action based on values analyses, distinguish between what can be done and what should be done.

Keep Going

Values issues, discussions, and debates are often difficult and unwinnable in a final sense. Nevertheless, so many decisions are based more on values than on perceptions or facts that attention to values is imperative for futures planners. Values are usually the overriding intangible resource to be considered in all decision-making situations.
Values Analysis: Education-in-Art/Design

CONTINUUMS FOR ASSESSING VALUES ORIENTATIONS

The following tables facilitate placement of values expressed as a philosophy, curriculum, program, activity, method, etc., on a continuum between opposites. The result of each placement provides a sense of orientation on one continuum. The continuums are:

**Active/Passive Continuum**
Determines the extent to which an approach to education in art/design requires intellectual and physical engagement.

**Doing/Doing-About Continuum**
Determines the extent to which an approach to education in art/design mixes work in and work with the art form.

**Art-as-Center/Art-as-Means Continuum**
Determines the extent to which an approach to education is centered in art/design goals and objectives.

**Art-as-Process/Art-as-Product Continuum**
Determines the extent to which an approach to education in art/design focuses on work completed or work under way.

---

**Remember**

- Analysis can be undertaken at any depth and in any time frame. The choice belongs to the user.
- Few formal teaching situations represent pure examples of any extreme.

**Caution**

Do not confuse “values” with “value.” Being at either extreme or at any point on the continuum has value in specific circumstances. The question here is the values inherent in or developed by a given approach. For example, driving a car, while of value, does not necessarily produce values concerning issues in automotive engineering.

**More Ideas**

- Use results from the application of one continuum to several philosophies, programs, activities, methods, etc., operating in the same context to develop a values profile of that context.
- Use results from the application of several continuums to a single philosophy, program, activity, method, etc., to develop a values profile of that philosophy, program, etc.
- Use results from the application of several continuums to several philosophies, programs, activities, methods, etc., operating in the same context to develop a multiple values profile of that context.
Values Analysis: Education-in-Art/Design

ACTIVE/PASSIVE CONTINUUM

Determines the extent to which an approach to education in art/design requires engagement.

Philosophy, curriculum, program, activity, method, etc.

PROCEDURE

Consider:

1. Elements and attributes of philosophy, curriculum, program, activity, method, etc.

Determine:

2. What analyses of the elements indicate about placement on the following continuum.

Examine:

3. The result against immediate or long-term goals or objectives.
Values Analysis: Education-in-Art/Design

DOING/DOING-ABOUT CONTINUUM

Determines the extent to which an approach to education in art/design mixes work in and work with the art form.

Philosophy, curriculum, program, activity, method, etc.

| Current | Projective | Speculative |

PROCEDURE

Consider:

1. Elements and attributes of philosophy, curriculum, program, activity, method, etc.

Determine:

2. What analyses of the elements and attributes indicate about placement on the following continuum.

Examine:

3. The result against immediate or long-term goals or objectives.
Values Analysis: Education-in-Art/Design

ART-AS-CENTER/ART-AS-MEANS CONTINUUM

Determines the extent to which an approach to education in art/design is centered in art/design goals and objectives.

Philosophy, curriculum, program, activity, method, etc.

| | Current | | Projective | | Speculative |

PROCEDURE

Consider:

1. Elements and attributes of philosophy, curriculum, program, activity, method, etc.

Determine:

2. What analyses of the elements and attributes indicate about placement on the following continuum.

<table>
<thead>
<tr>
<th>ART-AS-CENTER</th>
<th>ART-AS-MEANS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art/design -- as a discipline and as a set of values -- is the fundamental reason, the starting point, and the governing mechanism. Art/design has an independent rationale.</td>
<td>Art/design's presence supports another purpose, discipline, or set of values that constitutes the fundamental reason, the starting point, and the governing mechanism. Art/design has no independent rationale.</td>
</tr>
</tbody>
</table>

Examples:

- Studies in basic art/design techniques
- Studio work
- Study of art/design history and criticism

Interrelationship in specific educational settings

Examples:

- Studies in the humanities, sociology, science, mathematics, etc., with art/design content
- Art/design supporting advertising, politics, religion, etc.
- Art/design to develop self-discipline, self-esteem, reputation, public support
- Art/design to create moods

Caution

Do not confuse art-as-center with art for art's sake. Art-as-center is a broader context that recognizes and enhances connections between art and other things, but does so from a basis of intellectual and operational parity.
Examine:

3. The result against immediate or long-term goals or objectives.

Remember

The analysis is intended to locate the relative weight of art-as-center and art-as-means in a philosophy, curriculum, program, activity, method, etc., not to make an either/or judgment. Determining the appropriate balance for a particular situation is a matter of setting and meeting goals and objectives.
Values Analysis: Education-in-Art/Design

ART-AS-PROCESS/ART-AS-PRODUCT CONTINUUM

Determines the extent to which an approach to education in art/design focuses on work completed or work under way.

Philosophy, curriculum, program, activity, method, etc.

| | Current | | Projective | | Speculative |

PROCEDURE

Consider:

1. Elements and attributes of philosophy, curriculum, program, activity, method, etc.

Determine:

2. What analyses of the elements and attributes indicate about placement on the following continuum.

Examine:

3. The result against immediate or long-term goals or objectives.

Take Note

Choices about place on this continuum have tremendous impact on the values about art/design developed by art/design students. Once again, the issue is not presence, but emphasis.
Values Analysis: Education-in-Art/Design

CHARACTERIZATIONS FOR ASSESSING VALUES AND PROJECTED RESULTS

The following tables facilitate placement of educative experiences in art/design expressed as a philosophy, curriculum, program, activity, method, etc., within different values and sets of values derived from observable goals, objectives, and conditions. These characterizations can be used separately, or in conjunction with the continuums, to develop profiles for analytical and planning purposes. They are particularly useful when reviewing proposals for new art/design or arts education initiatives.

The Four E's Characterization
Places any approach to education in art/design in categories defined by their closeness to or distance from individual study.

Shallow-Deep Characterization
Places any approach to education in art/design in categories defined by engagement and content.

Caution

In every specific situation, keep working to maintain distinctions between (a) the presence of values and (b) priorities among values present. This is particularly important when using the following sets of characterizations in public.

Keep Going

Sustain work in the nonmathematical world of values. Develop confidence in clarifications provided by insight, and keep questioning yourself and others about what you find. Do not become discouraged when others attack your characterizations, particularly on semantic grounds. Word games can vitiate debate and negotiation. If necessary, find other words and means to express thoughts and values.
Values Analysis: Education-in-Art/Design

THE FOUR E'S CHARACTERIZATION

Places any approach to education in art/design in categories defined by their closeness to or distance from individual study.

Philosophy, curriculum, program, activity, method, etc.

| Current | Projective | Speculative |

PROCEDURE

Consider:

1. Elements and attributes of philosophy, curriculum, program, activity, method, etc.

Determine:

2. What analyses of the elements and attributes indicate about the applicability or relative weight of one or more of the following:
   - Entertainment
     casual engagement with any art/design already known
   - Exposure
     engagement structured to produce new experience with art/design
   - Enrichment
     engagement or experience crafted to support an educational activity
   - Education
     engagement with the discipline as a body of knowledge and skills to be apprehended and owned at some level

Examine:

3. The result against immediate or long-term goals or objectives.

See: Notes and Sources
Values Analysis: Education-in-Art/Design

SHALLOW-DEEP CHARACTERIZATION

Places any approach to education in art/design in categories defined by engagement and content.

Philosophy, curriculum, program, activity, method, etc. [ ] Current
[ ] Projective
[ ] Speculative

PROCEDURE

Consider:

1. Elements and attributes of philosophy, curriculum, program, activity, method, etc.

Determine:

2. What analyses of the elements and attributes indicate about the applicability or relative weight of one or more of the following:
   - Shallow engagement with shallow content. Example: casual viewing of elementally simple art/design (i.e., line, composition, color, etc.).
   - Shallow engagement with deep content. Example: casual viewing of elementally complex art/design.
   - Deep engagement with shallow content. Example: execution/study of elementally simple works of art/design.
   - Deep engagement with deep content. Example: execution/study of elementally complex works of art/design.

Examine:

3. The result against immediate or long-term goals or objectives.

See: Notes and Sources

Caution

Do not let shallow and deep carry pejorative connotations. Let value judgments come from comparisons against objectives. For example: historical survey courses, as important as they are, normally represent shallow engagement with deep content. The nature of an engagement may be a function of time or coverage.

Take Note

Shallow and deep are best considered as endpoints on a continuum. Users must define these terms to fit specific circumstances.

Any work in any arts discipline can be shallow from one perspective and deep from another. Elementally simple art (shallow in an artistic sense) can have significant cultural impact (deep in a sociological sense).

What is shallow and deep for a second-grader and for a college senior may not always be the same. It is important to decide in each instance whether shallow and deep will be used as fixed or moveable concepts.

Remember

Although the long-term objective of most formal education is to enable individuals to have deep engagement with deep content, such an objective is not possible or even desirable at various stages of development.

More Ideas

Placement of a particular philosophy, curriculum, or method can lead to a projective question: to what extent does the approach facilitate mobility from shallow to deep engagement, or from shallow to deep content?
Values Analysis: Education-in-Art/Design

IMMEDIATE/CUMULATIVE RESULTS AND VALUES

Every educative experience produces immediate results and values. Over time, these accumulate to generate cumulative results and values. Often, and especially with the general public, these cumulative results and values become predominant influences on decisions. There can be important distinctions between:

- knowledge and skills in or about art/design
- values about art/design.

Comprehensive futures analysis requires the ability to make these distinctions and to consider their impacts in various circumstances.

Some examples:

1. A certain type of emphasis on technical studies fails to produce art/design independence. While the immediate result is good technique and perhaps public approbation, the cumulative result is the idea that the creative process and decision-making do not belong to the student. Art/design is not something the student can own independently.

2. Teaching approaches overweighted toward passive experiences, exposure, and art-as-means connections, for all their immediate benefits, can teach the cumulative lesson that art/design has no parity with other basic subjects.

3. A certain type of emphasis on study as preparation for commercial exhibition can produce the cumulative result that art/design is capable of little or nothing beyond entertainment.

4. A certain type of concentration on art/design of the moment (whether seen or studied) can produce lack of openness to a variety of art either within or across cultures.

5. Overemphasis on connecting art/design with economic position and lifestyle can result in art/design's being considered as a matter of private image rather than a matter of common culture or of cultural development.
Values Analysis: Education-in-Art/Design

IMMEDIATE/CUMULATIVE ANALYSIS

Considers any approach to education in art/design according to the relationship between short-term and long-term knowledge, skills, and values development.

Experience or set of experiences (e.g., studio work in art/design, public school art/design, television and film, faculty art shows)

PROCEDURE

Consider:

1. Aspirations, both long- and short-term, for education in art/design evident in the experience or set of experiences.

2. Specific content and means associated with these aspirations evident in the experience or set of experiences.

Determine:

3. Knowledge, skills, and values produced by short- and long-term experience with the aspirations.

4. Knowledge, skills, and values produced by short- and long-term experience with content and means used to fulfill the aspirations.

Examine:

5. The extent to which knowledge, skills, and values produced by aspirations, content, and means reinforce one another.

6. The cumulative profile of knowledge, skills, and values developed over given time periods, their impact on the context in which the visual arts work, and their agreement with personal or organizational goals and objectives for art/design.

Explanatory Notes:

In answering all six points, review:

- Continuums
  - Active/Passive
  - Doing/Doing-About
  - Art-as-Center/Art-as-Means
  - Art-as-Process/Art-as-Product

- Characterizations
  - Entertainment-Exposure-Enrichment-Education
  - Shallow-Deep

- Issues Such As
  - Creativity
  - Personal development
  - Experiencing professional artistry
  - Competition
  - Technology
  - Technique
  - Humanities connections
  - Science connections
  - Cultural diversity
  - Political action
  - Art/design’s relationship to other arts
  - Testing and evaluation

- Change Factors

- Change Mechanisms

More Ideas

Use current and projective studies with this procedure to develop pictures of trends and their potential impact.
Values Analysis: Education-in-Art/Design

SUMMARY OF BASIC ANALYTICAL APPROACHES

To make basic use of this summary:

(a) Take a single philosophy, curriculum, program, activity, method, etc., and review it against each continuum, each set of characterizations, and your analysis of immediate and cumulative results.

(b) Take the set of philosophies, curricula, courses, etc., operating in a specific set of circumstances (e.g., a K-12 curriculum, the artistic influences on a particular group of students, etc.), and look at each component using all these analytical approaches as a means of developing a comprehensive profile of values development.

• Continuums

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing Art/Design</td>
<td>Doing Something About Art/Design</td>
</tr>
<tr>
<td>Art-as-Center</td>
<td>Art-as-Means</td>
</tr>
<tr>
<td>Art-as-Product</td>
<td>Art-as-Process</td>
</tr>
</tbody>
</table>

• Characterizations

Set One: Four E's
- Entertainment
- Exposure
- Enrichment
- Education

Set Two: Shallow-Deep
- Shallow engagement with shallow content
- Shallow engagement with deep content
- Deep engagement with shallow content
- Deep engagement with deep content

• Immediate/Cumulative Results and Values

- Knowledge and skills in or about art/design
- Values about art/design
Values Analysis: Education-in-Art/Design

COMPOSITE ANALYSES AND ASSESSMENTS

The summary analyses and assessments that follow provide a quick means of organizing questions to ask when addressing specific philosophies, curriculums, programs, activities, methods, etc. They are particularly useful when dealing with prospective conditions. The analyses and assessments may be applied almost as quickly as it takes to read the list of questions. Or, more research and thought may be given. Scope, depth, intensity, and time are up to the user.

Values Profile Analysis I
To help you determine the relative weight of various values in one or more specific approaches to education in art/design.

Values Profile Analysis II
To help you create approaches to education in art/design where specific values choices are considered for consistency with resources and large short-term or long-term goals and objectives.

Values Assessment of Educational Proposals I
To help you determine the impact of proposed approaches to education in art/design on the short-term and long-term development of students’ knowledge, skills, and values.

Values Assessment of Educational Proposals II
To help you determine the impact of a proposed approach to education in art/design on teacher preparation programs.

Values Impact and Response Assessment
To help you determine the nature, influence, and future specific values or sets of values inherent in a particular approach to education in art/design.

Prospects for Achieving Values Change
To help you determine the philosophical and operational potential for moving values positions from one place to another.
Remember

These analyses and assessments are structured more to develop usable overviews than to produce definitive or final answers. The answers appropriate on one occasion may not be appropriate the next time if conditions have changed. It is advisable to continue to apply the analyses and assessments as the situation evolves.

The analyses and assessments presented may be used with current or projected conditions. They may also be used to speculate about possible conditions. They are worded to address values concerning education in art/design, although they can be altered and used with other sets of values such as artistic development. The analyses and assessments themselves and the questions comprising them are samples only. Art/design units should create their own analyses, assessments, and questions to cover education in art/design or other objectives.

Take Note

In most cases, use continuums, characterizations, and analyses of immediate and cumulative results and profiles to develop a current picture, and analyses and assessments to determine the impact on values.
Values Analysis: Education-in-Art/Design

VALUES PROFILE ANALYSIS I

To help you determine the relative weight of various values in one or more specific approaches to education in art/design.

Philosophy, curriculum, program, activity, method, etc.

PROCEDURE

For each approach —

Consider:

1. The elements of the approach.

2. Relationships among the elements.

Determine:

3. The place of each element in values continuums or in a set of values characterizations.

4. The place of the approach as a whole in values continuums and sets of characterizations.

Explanatory Notes:

For example: content, specific experiences, time allocations, funding patterns, expertise needed, etc.

For example: how much of what content; how much of what experiences; connections among time, funding, and expertise.

See:
Active/Passive Continuum
Doing/Doing-About Continuum
Art-as-Center/Art-as-Means Continuum
Art-as-Process/Art-as-Product Continuum
Four E’s Characterization
Shallow-Deep Characterization

Examine:

5. Consistency of results from elements/whole analysis using the perspective of present goals and/or circumstances.

6. Consistency of results from elements/whole analysis using the perspective of future goals and/or projections.

See: Immediate/Cumulative Results and Values
Values Analysis: Education-in-Art/Design

VALUES PROFILE ANALYSIS II

To help you create approaches to education in art/design where specific values choices are considered for consistency with resources and large short-term or long-term goals and objectives.

Approach

|   | Current | Projective | Speculative |

PROCEDURE

Consider:

1. The content, operational parameters, attributes, and implications of your long-range strategic approach for developing artistic understanding.

2. The student population to be served and the time, modes, levels, and settings that affect the delivery of instruction.

Determine:

3. Where elements of the approach and the approach as a whole should be in various values continuums and in sets of values characterizations.

4. Resources necessary to achieve results consistent with the profile developed in 3. above.

Explanatory Notes:

A strategic approach includes goals, action plans, product, and evaluation.

The basic question here is what do you want the population in question to know, to be able to do, and to value in and about art/design.

See: Active/Passive Continuum
     Doing/Doing-About Continuum
     Art-as-Center/Art-as-Means Continuum
     Art-as-Process/Art-as-Product Continuum
     Four E’s Characterization
     Shallow-Deep Characterization

Examine:

5. Consistency of findings in 4. above with present content, attributes, and resources available (e.g., teachers, student aptitudes, time, physical plant) and with your long-range strategic approach for developing artistic understanding.

6. The extent to which findings about consistency indicate adjustments either to activities in the present or to long-range strategic goals and plans.

See: Change Factors
     Change Mechanisms
     Constituency Analysis

See: Trends
     Trend/Issues Analysis
     Trends/Issues Impact Analysis
     Projective Trends/Issues Impact Analysis
     Turning Point Analysis
Values Analysis: Education-in-Art/Design

VALUES ASSESSMENT OF EDUCATIONAL PROPOSALS

To help you determine the impact of proposed approaches to education in art/design on the short-term and long-term development of students' knowledge, skills, and values.

Philosophy, curriculum, program, activity, method, etc.

| Current |
| Projective |
| Speculative |

PROCEDURE

Consider:

1. The underlying philosophy, basic content, and methodology of the proposed program.

2. The student population to be served and the nature of the educational setting (time, space, etc.) that affects the delivery of instruction.

Determine:

3. The values inherent in the objectives of the proposed program and in its techniques and activities.

4. The needs of the students to be served.

Examine:

5. The consistency of the inherent values of the proposed program with the needs of the students.

6. The long-term effect, as well as the immediate educational results, of the proposed program.

Explanatory Notes:

See: Active/Passive Continuum

Doing/Doing-About Continuum

Art-as-Center/Art-as-Means Continuum

Art-as-Process/Art-as-Product Continuum

Four E's Characterization

Shallow-Deep Characterization

This is the pivotal point of the analysis for it provides the basis for assessing the proposal. The assessment hinges on your concept of what the students in question need to know, to be able to do, and to value.

See: Immediate/Cumulative Results and Values
VALUES ASSESSMENT OF EDUCATIONAL PROPOSALS II

To help you determine the impact of a proposed approach to education in art/design on teacher preparation programs.

Philosophy, curriculum, program, activity, method, etc.

PROCEDURE

Consider:

1. Elements of the current teacher education program and the program as a whole as expressed through (a) goals, (b) objectives, (c) various values continuums, and (d) sets of values characterizations.

2. Elements of the new approach as expressed through (a) goals, (b) objectives, (c) various values continuums, and (d) sets of values characterizations.

Determine:

3. The consistency between the two approaches and the extent to which accommodation seems possible.

4. The staying power of the new approach over both the short-term and the long-term.

Examine:

5. The meanings, possibilities, and necessity of various types and levels of accommodation.

6. Strategies and tactics for dealing with the new approach and the impact of this approach on values and content.

Explanatory Notes:

For both 1 and 2:

Work in terms of what students are expected to know, to be able to do, to value.

See: Risk Test
Opportunity Prospect Test

See: Turning Point Analysis

See: Priorities Test
Strategic Orientation Test

See: Strategies Analysis
Strategies Profiles
Analytical Path Method to Make Futures Decisions
VALUES IMPACT AND RESPONSE ASSESSMENT

To help you determine the nature, influence, and future specific values or sets of values inherent in a particular approach to education in art/design.

Philosophy, curriculum, program, activity, method, etc.

| | Current |
|---|---|---|---|
| | Projective |
| | Speculative |

PROCEDURE

Consider:

1. The preeminent values or sets of values in the approach.
2. The operational implications of these values and sets of values.

Determine:

3. What would happen in the short-term and/or in the long-term if the approach, its values, and the operational implications of these values were the prevailing influence on decisions about education in art/design?

4. Who are the position's proponents and what is their relative power (e.g., their ability to persuade other people to follow them)?

Examine:

5. The possible counter-arguments and/or counter-strategies.
6. Changes or conditions — political, technical, technological, intellectual, etc. — that could either enhance or diminish the influence of this position.

Explanatory Notes:

Use continuums, characterizations, and similar values delineators.

For example: the nature of content, time, leadership, expertise, facilities and equipment, etc.

For example, to:

- the content of art/design instruction
- availability of sequential art/design study
- choice of settings for art/design study
- promotion of art/design study
- economic conditions in the art/design teaching community

See: Risk Test Trends/Programs/Action Plans Analysis

Note: There are often distinctions between the power to generate publicity and the power to make change.


Note: It is important to discover these whether or not you agree with the approach.

See: Change Factors Change Mechanisms Constituency Analysis Turning Point Analysis
Values Analysis: Education-in-Art/Design

PROSPECTS FOR ACHIEVING VALUES CHANGE

To help you determine the philosophical and operational potential for moving values positions from one place to another.

Philosophy, curriculum, program, activity, method, etc. [ ] Current [ ] Projective [ ] Speculative

PROCEDURE

Consider:

1. The values profile of the approach or position you wish to change.

2. The values profile of the approach or position you wish to establish.

Determine:

3. The extent, nature, and seriousness of commonalities and differences in the values underlying both positions.

4. The attributes of both positions with respect to acceptance among various constituencies, and status as tradition, trend, or fad.

Examine:

5. The tangible and intangible resources needed to affect sufficient change to accomplish your objectives now and in the future.

6. Possible strategies and tactics given the nature of the program and the state of your resources.

Explanatory Notes:

See: Profiles Continuums for Assessing Values Orientations Characterizations for Assessing Values and Projected Results Immediate/Cumulative Results and Values

See: Trends Trends/Issues Impact Analysis Constituency Analysis Turning Point Analysis

See: Ability to Influence Test Resolve Test

See: Strategic Orientation Test
PART II

STRATEGIC PLANNING: FACULTY ISSUES

Part II of *Supplement II* presents and discusses two basic approaches to strategic analysis and planning of faculty issues:

**Continuums**

Means of analyzing basic values that influence the contributions of faculty both individually and collectively.

**Strategic Analyses and Assessments**

Means for considering specific strategic planning issues.

**Remember**

These approaches can be used in various ways in various types of futures activities (scenarios, systems analysis, models, etc.). They can be used alone or in various combinations; they can be used in any order. Combinations are at the discretion of the user.
Strategic Planning: Faculty Issues

FACULTY VALUES CONTINUUMS

By nature and by education and training, faculty members and other academic personnel exhibit a wide variety of values about art/design and about various elements of artistic activity. The following section presents a number of continuums useful when developing assessments of where individual faculty members, and all or part of the faculty as a group, stand. Having accurate profiles are useful in strategic planning about:

- The composite values picture
- The balance of values being experienced by students
- Values in relation to goals and objectives
- Characteristics for consideration in hiring new faculty, assignment of faculty responsibilities, and faculty development

More Ideas

Values analysis can reveal underlying causes of agreement or conflict, and can be useful in formulating approaches and language to develop and discuss decisions, especially decisions that create fundamental change.

Take Note

The positions expressed as the ends of the following continuums can all be held with honor. All can be the basis for productivity and growth. Each can be important for students to experience. To use any point on any continuum pejoratively is inappropriate. Assessment and valuation of values positions or set of positions should proceed in light of defined goals and objectives for curricula, programs, student achievement, and the work of the art/design unit as a whole.
Caution

* The world of values is a minefield of conflict, partially because of assumptions that the “appropriate” values are held by all right-thinking people. As was the case with Strategies in the Sourcebook, caution is advised whenever working publicly with the concept of values continuums.

* Any strategy can be used to promote any value or set of values. Be guided more by content than by labels.

Remember

* If labels and descriptions do not fit your needs, create others.
* Many people and organizations do not think consciously about values. Correct reading of the extent to which there is conscious attention to values is important in creating a viable analysis.

Basic Format for Using the Faculty Values Continuums

Consider:

1. The goals and objectives of your study.
2. The faculty (or administrators) as individuals or as a group.

Determine:

3. The continuums that help you reach your analytical goals and objectives.
4. Where on one or more continuums each individual or group is most accurately placed.

Examine:

5. Single results or profiles.
6. The relationship of results and profiles to the goals and objectives of your study.
Strategic Planning: Faculty Issues

SAMPLE FACULTY VALUES CONTINUUMS

<table>
<thead>
<tr>
<th>Technique</th>
<th>Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>...believes fundamentals are most essential goals. Expression will follow naturally if technique affords freedom to express.</td>
<td>...believes expressivity is essential to artistry. Technique will develop if expressivity demands it.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analytical</th>
<th>Intuitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>...believes that artistic learning and artistic expression are dependent upon thorough understanding that comes from analysis. &quot;Mind over heart.&quot;</td>
<td>...believes that artistic expression is stilted by &quot;theorizing.&quot; &quot;Heart over mind.&quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Historical</th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td>...believes that emphasis should be placed on masterpieces of the past and on historical styles. &quot;Time is the most qualified judge of artistic merit.&quot;</td>
<td>...believes that artistic expression is most relevant in its own time. &quot;Artistic learning today is for artistic practice of the future, not the past.&quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Product</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>...believes that art/design study should seek to produce superior works of art/design.</td>
<td>...believes that art/design is a process that involves the mind as it progresses. Engagement is more important than outcome.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information</th>
<th>Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>...believes that the fundamental purpose of formal education is to develop a storehouse of facts and information as a foundation for dealing with new information.</td>
<td>...believes that the fundamental purpose of formal education is to develop understanding of overarching concepts and principles as the basis for dealing with issues and events.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unicultural</th>
<th>Multicultural</th>
</tr>
</thead>
<tbody>
<tr>
<td>...believes that the visual arts of his/her own culture should be the focus of all study. &quot;Other systems may be valid for someone but have little to do with advancement of my own civilization.&quot;</td>
<td>...believes it wrong for anyone to develop or hold a single cultural perspective. &quot;Ideally, every educated person should be well-versed in all the world's cultures.&quot;</td>
</tr>
<tr>
<td>Comprehensiveness</td>
<td>Intensiveness</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>...believes that the educated artist or designer has a broad understanding of the field, its history, styles, media, etc., and that specialization will follow.</td>
<td>...believes that artistic enlightenment begins with intense interest in and understanding of one element and that comprehensive understanding will follow.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Experimentation</th>
<th>Tradition</th>
</tr>
</thead>
<tbody>
<tr>
<td>...believes that there always &quot;must be a better way&quot; and that much is gained by trying new ways.</td>
<td>...believes there is value in learning from the past. &quot;Why abandon tried and true methods to flirt with the unknown?&quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>New Means</th>
<th>Established Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>...believes it exciting to be &quot;on the cutting edge.&quot; &quot;Little is lost by abandoning old ways that seemed not to work too well anyway.&quot;</td>
<td>...believes that most new methods are probably passing fads. &quot;When they're of proven value, I'll try them.&quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocational Training</th>
<th>Liberal Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>...believes that the primary function of higher education is to prepare professional practitioners (artists, designers, scholars, teachers, etc.) who &quot;have the tools to succeed&quot; in specific present or projected circumstances.</td>
<td>...believes that the primary function of higher education is to prepare critical thinkers who have the breadth of perspective to be problem-solvers able to manage and shape the future.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Single Focus</th>
<th>Multiple Aspirations</th>
</tr>
</thead>
<tbody>
<tr>
<td>...believes that the best artistic preparation for all is obtained by striving for the highest possible prestige. &quot;All of my students are preparing to exhibit professionally and that will serve them well even if their goal isn't attained.&quot;</td>
<td>...believes that the future is too unpredictable for training to be narrow. &quot;My students are prepared for a variety of visual arts roles in order to take advantage of various opportunities in life.&quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Immediate Efficacy</th>
<th>Sustained Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>...believes that every decision must be weighed first against the prospect of immediate advantage -- &quot;if something looks good, strike while the iron is hot; the future will take care of itself.&quot; The goal is to follow and take advantage of fads and trends.</td>
<td>...believes that every decision must be weighed first against long-term goals, objectives, and operating principles -- &quot;things that look good at any given moment can have adverse, often unforeseen consequences.&quot; The goal is to transcend fads and trends.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority: Teaching</th>
<th>Priority: Creation, Exhibition, Scholarship, Research...</th>
</tr>
</thead>
<tbody>
<tr>
<td>...believes that the central personal mission is teaching.</td>
<td>...believes that the central personal mission is professional activity associated with the discipline or teaching assignment.</td>
</tr>
</tbody>
</table>
More Ideas

You may wish to review individual and group positions on these continuums by considering:

- The stability of the position, what change factors and change mechanisms can alter the position.
- Relative importance of the position to the goal, objective, or program under consideration.
- The strategy or the profile of strategies being used to hold or advance the position.

Remember

Many of the entities considered in the course of futures work do not think consciously about values or strategy; their approach evolves from a combination of natural proclivities and actions/reactions based on events rather than from pursuit of consciously developed principles or strategic plans. For this and other reasons, users should be cautious in working with values and strategies analysis. Correct reading of the extent to which entities are crafting their position is important to producing a useful analysis.
Strategic Planning: Faculty Issues

STRATEGIC ANALYSIS AND ASSESSMENTS

The strategic analysis and assessments that follow provide a quick means of organizing questions to ask when addressing specific faculty issues. The analyses and assessments may be applied almost as quickly as it takes to read the list of questions. Or, more research and thought may be given. Scope, depth, intensity, and time are up to the user.

Planning A Faculty Profile By Values Orientation I
To help you in achieving a balance of values orientation among the faculty when making new faculty appointments — analytical focus is faculty resources.

Planning A Faculty Profile By Values Orientation II
To help you in achieving a balance of values orientation among the faculty when making new faculty appointments — analytical focus is curriculum.

Planning for Professional Development
To help you plan for faculty professional development activities tailored to fit both the needs of the individual and the needs and resources of the institution.

Planning Faculty Reward Systems
To help you plan a system for rewarding or recognizing excellence of achievement by faculty members.

Planning for Dealing with Salary Inequities
To help you devise a system for addressing inequities of salary among faculty.

Planning for Long-Term Utilization of Faculty Resources
To help you assist faculty members in realizing new or changing professional aspirations and in capitalizing on such aspirations to benefit the art/design unit.
Strategic Planning: Faculty Issues

PLANNING A FACULTY PROFILE BY VALUES ORIENTATION I

To help you in achieving a balance of values orientation among the faculty when making new faculty appointments — analytical focus is faculty resources.

Faculty Position

| | Current
| | Projective
| | Speculative

PROCEDURE

Consider:

1. The values orientation profile of the total art/design faculty.
2. The values orientation profile of the specific curricular or programmatic area where new or replacement faculty appointments are to be made.

Determine:

3. The balance of values orientations desirable for the faculty as a whole.
4. The balance of values orientations desirable in the specific area where new faculty appointments are to be made.

Examine:

5. The consistency between 3 and 4, and the options for compromise if serious inconsistency is present.
6. The opportunities and risks provided by the options and possibility of appointments that will provide the desirable balance.

Explanatory Notes:

See: Profiles
Faculty Values Continuums

Take Note

These are necessarily subjective judgments. To avoid making such judgments because they are subjective is to leave them to chance. Whatever the choice between analytically-based action and chance, values balances are produced that influence everything the unit does.

Caution

Values analysis is best treated as one of many factors in developing personnel decisions. It is particularly prudent to watch for potential false signals produced by the relationship of personal and professional images to values.
SKETCHING A FACULTY PROFILE BY VALUES ORIENTATION II

To help you in achieving a balance of values orientation among the faculty when making new faculty appointments — analytical focus is curriculum.

Faculty Position

<table>
<thead>
<tr>
<th></th>
<th>Current</th>
<th>Projective</th>
<th>Speculative</th>
</tr>
</thead>
</table>

PROCEDURE

Consider:

1. The values orientation profile of the art/design faculty (or faculty of the specific area in which a new or replacement appointment is to be made).

2. The nature of the curricular goals of the art/design unit, and the tangible and intangible resources associated with maintaining achievement of these curricular goals.

Determine:

3. The extent to which change or stability in the curricular goals of the art/design unit is desirable.

4. What values orientation is most appropriate to achieve the desired faculty profile.

Examine:

5. Consistencies among:
   a. current faculty values orientation profile, and
   b. current curricular goals
   c. future curricular goals
   d. future faculty values orientation profile

6. The results of 4, and 5, as related to the specific appointment(s) in question.

More Ideas

* Other elements of the art/design unit's work can be substituted for curriculum (see, for example, Basic Goals of Art and Design Units).
* Relationships between individual expertise in specific subject matters and individual values profiles are worth exploring in each set of circumstances. There are few standard correlations. For example, an art historian may be at any place on any of the values spectrums. The values profile has profound impact on the individual's work with the subject matter and his or her delivery of that subject matter to students.
Strategic Planning: Faculty Issues

PLANNING FOR PROFESSIONAL DEVELOPMENT

To help you plan for faculty professional development activities tailored to fit both the needs of the individual and the needs and resources of the institution.

Professional development needs — activity, goal, etc.

| | Current | | Projective | | Speculative |

PROCEDURE

Consider:

1. The productivity, values, aspirations, and needs of individual faculty members.

2. The resources and opportunities available to stimulate professional development activities or projects.

Determine:

3. Areas of “match” between resources (item 2) and faculty needs (item 1).

4. Faculty willingness and eagerness to engage in possible activities (item 3).

Examine:

5. Possible results of suggested professional development activities in individual, group, and art/design unit terms.

6. The potential impact of these results on aspirations, goals, objectives, and action plans in various areas of the art/design unit’s work.

Explanatory Notes:

See: Elements of the Field Profiles
     Strategies Profiles
     Faculty Values Continuums

See: Elements of the Field
     Change Factors
     Change Mechanisms

See: Resolve Test

See: Ability to Influence Test

See: Basic Goals of Art/Design Units Overview Analysis
Strategic Planning: Faculty Issues

PLANNING FACULTY REWARD SYSTEMS

To help you plan a system for rewarding or recognizing excellence of achievement by faculty members.

Reward imperative program, activity, goal, etc.

<table>
<thead>
<tr>
<th></th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Projective</td>
</tr>
<tr>
<td></td>
<td>Speculative</td>
</tr>
</tbody>
</table>

PROCEDURE

Consider:

1. Achievements (real or in the abstract) of faculty members that should be rewarded or recognized.

2. The resources or opportunities available to reward or recognize.

Determine:

3. Techniques by which faculty achievement may be fairly evaluated.

4. System for rewards that ensures equal treatment to all of equal merit or achievement.

Explanatory Notes:

See: Institutional and art/design unit determination of achievement

Opportunity Prospect Test

Normally, a specific set of techniques must be formulated for each art/design unit.

See: Six Phase Planning Process

Examine:

5. The effect of items 3 and 4 on the attitude/productivity of individual faculty members, and on the faculty as a whole.

6. The long-term effect of the reward (recognition) system on the art/design unit (e.g., retention of most productive personnel; the orientations and balances of knowledge, skills, values, and attitudes necessary to achieve the goals and objectives of the art/design unit; and perceptions of the art/design unit held by various constituencies).
Strategic Planning: Faculty Issues

PLANNING FOR DEALING WITH SALARY INEQUITIES

To help you devise a system for addressing inequities of salary among faculty.

Salary Issue

| | Current |
| | Projective |
| | Speculative |

PROCEDURE

Consider:

1. Individual faculty salaries in comparison with others of similar experience and achievement.

2. The resources available to address any inequities that may be observed.

Explanatory Notes:

See: Trend/Issues Impact Analysis, especially in consideration of the prospects for resources.

Determine:

3. A system for analyzing salary comparisons that is fair to all.

Normally, a specific system must be formulated for each art/design unit.

See: Goals/Objectives and Action Plans Correlation Test

4. The extent to which inequities exist and an order of priority for addressing individual inequities.

See: Priorities Test

Examine:

5. The extent to which resources used to address salary inequities make a difference that is significant enough to be appreciated.

6. The effect on overall faculty morale from using the system to make analyses and to distribute resource to address salary inequities.

See: Risk Test
Strategic Planning: Faculty Issues

PLANNING FOR LONG-TERM UTILIZATION OF FACULTY RESOURCES

To help you assist faculty members in realizing new or changing professional aspirations and in capitalizing on such aspirations to benefit the art/design unit.

Faculty member, program, curriculum, etc. (Use more than one if necessary.)

| Current | | Projective | | Speculative |

PROCEDURE

Consider:

1. New or changing professional interests/aspirations of individual faculty members.

2. Perceived future needs (teaching, research specializations, administrative, etc.) of the art/design unit due to retirements, anticipated resignations, or program shifts.

Determine:

3. Resources, opportunities for professional development that will afford a change of assignment for given individuals.

4. Opportunities for reassignment of faculty according to changing professional interests/aspirations.

Examine:

5. The effect of reassignment on the individual faculty member's professional growth/productivity.

6. The prospective profile of overall faculty capabilities (teaching, research, service) if changes in assignment are made, and the impact of the new profile on the goals and objectives of the art/design unit.

Explanatory Notes:

See: Elements of the Field

See: Basic Goals of Art/Design Units
    Priority Test
    Strategic Orientation Test
    Overview Analysis — Status/Time Assessment

See: Change Factors
    Change Mechanisms

See: Overview Analysis — Options Review

See: Goals/Objectives and Action Plans
    Correlation Test
    Overview Analysis —
    Mission Assessment
    Goal Assessment
    Objective Assessment
    Action Plan Assessment
USING COMBINATIONS OF MATERIALS AND IDEAS IN
THE SOURCEBOOK, SUPPLEMENT I, AND SUPPLEMENT II

The ideas and techniques presented in the Sourcebook, Supplement I, and Supplement II may be combined in an infinite variety of ways. This section includes a summary of the Sourcebook and Supplements I and II followed by five examples showing combinations of techniques.

Remember

When developing your own combinations of ideas and materials, do not make your analysis more complicated than necessary to the task.

More Ideas

A good framework for keeping complex situations in order is to use five basic questions as planning guidelines:

- What is now?
- What will be?
- What do you want to do?
- What can you do?
- How do you do it?

Take Note

The following examples deal with values in various contexts and settings. The results produced by these procedures are useful in other procedures in the Sourcebook and Supplements I and II where values analyses are requested.
SUMMARY OF MATERIALS AND IDEAS PRESENTED IN THE SOURCEBOOK AND SUPPLEMENTS I AND II

The following overview is provided to assist creative use of Sourcebook, Supplement I, and Supplement II materials.

- Values
- Scope, Depth, Intensity of Analysis and Planning
- "What Changes/What Does Not" Distinctions
- "Change Before/After the Fact" Distinctions
- Common and Specific Futures Distinctions
- Time Frame
- Current, Prospective, or Speculative Conditions
- Basic Goals of Art/Design Units
  Curricula
  Competencies
  Opportunities
  Community Service
  Resource Management
- Elements of the Field
  Studio Art
  Design
  Education/Pedagogy
  Research
  Scholarship
  Criticism
  Policy Studies
  Interdisciplinary/Interdisciplinary
  Popular Culture
  Art/Design Industry
  Support Systems
- Change Factors
  Ideas/Values
  Information
  Knowledge
  Economic Conditions
  Technology
  Demographics
  Political Climate
  Religious Climate
  Cultural Climate
  Governance Patterns in Education and Culture
  Presence, Will, and Commitment of Visionaries

Don't forget "wild cards."

- Change Mechanisms
  Funding Patterns
  Reward Systems
  Legislation/Regulation
  Governance/Administrative Systems
  Standards-Setting Mechanisms
  Policy Analysis/Development Mechanisms
  Consultant/Advisory Systems
  Industry Decisions
  Technological Applications
  Advertising
  Publications/Studies/Research Reports
  Content of Formal Education
  Pathbreaking Conceptual Work in the Field
- Constituency Analysis
- Profiles
- Strategies
  Preservationist
  Conservationist
  Reactionist
  Pragmatic
  Experimental
  Policy Advancement
  Speculative
- Trends
- Trend/Issues Analysis
- Trends/Issues Impact Analysis
- Turning Point Analysis
- Values Test I
  Assesses the impact of current or prospective ideas, information, proposals, events, trends, issues, or problems on the values, priorities, and interests of the art/design unit.
- Values Test II
  Measures artistic, educational and other values as these apply to current or prospective curricula, programs, and activities.
- Priorities Test
  Examines the impact on current priorities of a proposed change in policies, programs, or activities.
• Program Mix Test
  Measures the influence of a particular current or prospective curricular program or related activity on the total curricular offerings of the art/design unit.

• Goals/Objectives and Action Plans Correlation Test
  Estimates the extent to which a given operating policy or action plan actually supports the achievement of the art/design unit's goals and objectives.

• Resolve Test
  Measures the will and determination of involved personnel with regard to a program or activity under consideration.

• Risk Test
  Defines and assesses potential loss or disadvantage to the art/design unit as a consequence of change.

• Trend Impact Test
  Estimates the impact of national, regional, statewide, or local trends on the programs of the art/design unit.

• Strategic Orientation Test
  Determines whether the art/design unit has the appropriate strategic orientation to accomplish a given change in program, procedure, or policy.

• Ability to Influence Test
  Assesses the extent to which the art/design unit can influence issues, factors, or individuals that may affect its future.

• Opportunity Prospect Test
  Determines the extent to which the art/design unit is prepared to take advantage of a given opportunity that may require change.

• Six Phase Planning Process
  - Assessment of External Environment/Internal Organization
  - Strategic Direction (Mission, Goals, Objectives, etc.)
  - Base and Contingency Plans
  - Implementation of Policy/Strategy Program
  - Results - Performance Evaluation
  - Internal Organization Assessment

• Twelve Point Outline for Action Planning
  Consider:
  1. current mission, goals, objectives, and operational policies;
  2. environment and resources of the institution, including program strengths and weaknesses;
  3. trends and critical issues to be faced by the unit and/or institution;
  4. projected opportunities and obstacles.

• Overview Analysis
  Determine:
  5. priorities for action;
  6. assessment of projected action(s);
  7. planning procedure: questions, time frame, process;
  8. action plans.

  Examine:
  9. consistency among mission, goals, objectives, action plans;
  10. potential conflicts with existing or projected programs or conditions;
  11. resource requirements, availability, and continuity;

  Mission Assessment:
  Compares appropriateness/consistency of mission and environmental and resource factors.

  Goal Assessment:
  Compares a goal with environmental and resource factors, and with mission to reach a summary conclusion about the significance of an environmental or resource factor in achieving the goal. The analysis provides the basis for an overall conclusion.

  Objective Assessment:
  Compares an objective with environmental and resource factors, and with goals and mission to reach a summary conclusion about the significance of an environmental or resource factor in achieving the objective. The analysis provides the basis for an overall conclusion.

  Action Plan Assessment:
  Compares an action plan with environmental and resource factors, and with objectives, goals, and mission to reach a summary conclusion about the significance of an environmental or resource factor in carrying out the action plan. The analysis provides the basis for an overall conclusion.

  Status/Time Assessment:
  Provides quick overview of evidence about environmental and resource factors that have an impact on a specific program, activity, or entity. Improvement, status quo, and deterioration are in terms of the impact of that factor on the program activity or entity.

  Options Review:
  Compares the attributes of a specific option decision against environmental and resource factors present in a given entity. Following the analysis, it is possible to see what changes would be necessary for the option to succeed or fail, then run each of these possibilities through the same analysis.

• Analytical Path Method
  - Determine Current Status
  - Determine Trends
  - Research Options
  - Make Futures Decisions

• Values Analysis: Education-in-Art/Design

• Strategic Planning: Faculty Issues
Example 1

STABILITY AND IMPACT ASSESSMENT: VALUES, CHANGE FACTORS, CHANGE MECHANISMS

To review status and prospects produced by the interrelationships of values, change factors, and change mechanisms to the extent that they have an impact on a program, activity, or entity.

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>or</th>
<th>ACTIVITY</th>
<th>or</th>
<th>ENTITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change Factors</td>
<td>Values</td>
<td>Change Mechanisms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Ideas/Values</td>
<td>* Continuums</td>
<td>* Funding Patterns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Information</td>
<td>* active/passive</td>
<td>* Reward Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Knowledge</td>
<td>* doing/doing-about</td>
<td>* Legislation/Regulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Economic Conditions</td>
<td>* art-as-center/art-as-means</td>
<td>* Governance/Administrative Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Technology</td>
<td>* art-as-process/art-as-product</td>
<td>* Standards Setting Mechanisms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Demographics</td>
<td>* technique/representation</td>
<td>* Policy Analysis/Development Mechanisms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Political Climate</td>
<td>* analytical/intuitive</td>
<td>* Consultant/Advisory Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Religious Climate</td>
<td>* historical/current</td>
<td>* Industry Decisions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Institutional Climate</td>
<td>* information/ideas</td>
<td>* Technological Applications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Cultural Climate</td>
<td>* unicultural/multicultural</td>
<td>* Advertising</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Governance Patterns in Education and Culture</td>
<td>* comprehensiveness/intensiveness</td>
<td>* Publications/Studies/Research Reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Presence, Will, and Commitment of Visionaries</td>
<td>* experimentation/tradition</td>
<td>* Content Presented by Electronic Media</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* new means/established means</td>
<td>* Content of Formal Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* vocational training/liberal education</td>
<td>* Pathbreaking Conceptual Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* single focus/multiple aspirations</td>
<td>in the Field</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* immediate efficacy/sustained ability</td>
<td>* Etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Present Interrelationship

* How change factors, values, and change mechanisms are influencing one another.
* Observable trends.

Immediate Impact

* Ideas behind program, activity, or entity.
* Tangible resources.
* Intangible resources.

Stability

* What changes in values, change factors, and change mechanisms can do to the interrelationship.
* The prospects for change.

Environment Impact

If short- or long-term future involves:
* status quo,
* extrapolated intensification, or
* change in the present interrelationship.

Prospective Interrelationship

* How change factors, values, and change mechanisms may influence one another.

Future Impact

* Ideas behind program, activity, or entity.
* Tangible resources.
* Intangible resources.
VALUES INFLUENCES ON INTANGIBLE RESOURCES

To determine the impact of values on the intangible resources necessary to a program, activity, or entity.

Program(s), activity(ies), or entity(ies)

<table>
<thead>
<tr>
<th></th>
<th>Current</th>
<th>Projective</th>
<th>Speculative</th>
</tr>
</thead>
</table>

PROCEDURE

Consider:

1. Intangible resources necessary to support the issue, condition, project, or operation.
2. Intangible resources presently supporting or available to the issue, condition, project, or operation.

Determine:

3. Values and values profiles necessary to build and maintain necessary intangible resources.
4. Values and values profiles inherent in present condition of intangible resources.

Examine:

5. The interrelationships of values and intangible resources.
6. The meaning of this interrelationship in terms of mission, goals, objectives, action plans; in terms of risk; or in terms of prospects for values change.

Explanatory Notes:

Consider the weight as well as the presence of intangible resources.

Sample —

Intangible Resources:
- Vision/Morale/Resolve
- Collective Self-Awareness
- Leadership
  - Quality
  - Continuity
- Cohesiveness
- Prestige/Standing/Recognition
  - Intra-institutional
  - Local
  - Regional
  - National

See: Overview Analysis

See: Values Profiles

See: Status/Time Assessment

See: Test

Overview Analysis
Analytical Path Method

Continue to consider stability and give particular attention to movements in change factors and change mechanisms.
### Example 3

**CORRELATION OF FORCES ANALYSIS**

To determine the mix and weight of various forces creating a particular issue or condition.

#### Issue or Correlation

<table>
<thead>
<tr>
<th></th>
<th>Current</th>
<th>Projective</th>
<th>Speculative</th>
</tr>
</thead>
</table>

#### PROCEDURE

Consider:

1. The elements of issue(s) or condition(s) you wish to review.
2. The major and minor forces present in the issue(s) or condition(s).

#### Determine:

3. As many profiles as feasible concerning the elements of the issue(s) or condition(s).

<table>
<thead>
<tr>
<th>Change Factors (for example)</th>
<th>Change Mechanisms (for example)</th>
<th>Constituencies (for example)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas/Values</td>
<td>Funding Patterns</td>
<td>Students</td>
</tr>
<tr>
<td>Information</td>
<td>Reward Systems</td>
<td>* preparing for professional art/design careers</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Legislation/Regulation</td>
<td>* emphasizing art/design with other vocational pursuits</td>
</tr>
<tr>
<td>Economic Conditions</td>
<td>Governance/Administrative Systems</td>
<td>* studying art/design as part of general education</td>
</tr>
<tr>
<td>Technology</td>
<td>Standards Setting Mechanisms</td>
<td>* Education Professionals</td>
</tr>
<tr>
<td>Demographics</td>
<td>Policy Analysis/Development Mechanisms</td>
<td>* elementary/secondary</td>
</tr>
<tr>
<td>Political Climate</td>
<td>Consultant/Advisory Systems</td>
<td>* higher education</td>
</tr>
<tr>
<td>Religious Climate</td>
<td>Industry Decisions</td>
<td>* continuing education</td>
</tr>
<tr>
<td>Institutional Climate</td>
<td>Technological Applications</td>
<td>* Art/Design Profession</td>
</tr>
<tr>
<td>Cultural Climate</td>
<td>Advertising</td>
<td>* artists</td>
</tr>
<tr>
<td>Governance Patterns in Education and Culture</td>
<td>Publications/Studies/Research Reports</td>
<td>* designers</td>
</tr>
<tr>
<td>Presence, Will, and Commitment of Visionaries</td>
<td>Content Presented by Electronic Media</td>
<td>* teachers</td>
</tr>
<tr>
<td></td>
<td>Content of Formal Education</td>
<td>* scholars/researchers</td>
</tr>
<tr>
<td></td>
<td>Pathbreaking Conceptual Work in the Field</td>
<td>* critics</td>
</tr>
<tr>
<td></td>
<td>Etc.</td>
<td>* administrators/managers</td>
</tr>
</tbody>
</table>

#### Strategies (for example)

- Preservation
- Conservation
- Reaction
- Pragmatic
- Experimental
- Policy Advancement
- Speculative

#### Values (for example)

- Continuums
  - active/passive
  - doing/doing-about
  - art-as-center/art-as-means
  - art-as-process/art-as-product
  - technique/expression
  - analytical/intuitive
  - historical/current
  - product/process
  - information/ideas
  - unicultural/multicultural
  - comprehensiveness/intensiveness

#### Values, continued (for example)

- experimentation/tradition
- new means/established means
- vocational training/liberal education
- single focus/multiple aspirations
- immediate efficacy/sustained ability
- priority: teaching/priority: studio, scholarship, research, etc.
4. Interrelationships among these profiles — for example, how are values and strategies influencing choices of change mechanisms?

Examine:

5. The resultant profile of interrelationships or correlation of forces.

6. The meaning of this correlation of forces in terms of mission, goals, objectives, action plans; in terms of the immediate and long-term power of fads and trends; in terms of risk; etc.
Example 4

VALUES INFLUENCES ON BASIC OPERATIONS

To develop a mechanism for continuous analysis, monitoring and adjustment of basic operations with focus on new ideas, information, and influences, with special considerations about values.

Basic Operating Conditions
Format: Six Phase Planning Process

- External Environment Assessment
- Strategies Direction
- Base/Continuity Plans
- Implementation of Program
- Results - Performance Evaluation
- Specific Contingency Plans to be Considered

Contingency Analysis

- Review of Local Conditions
  - Overview Analysis -- Status/Time Assessment
  - Correlation of Forces Analysis
  - Turning Point Analysis
- Search for Possible Options
  - Analytical Path Process
  - Research Options
- Consideration of Possible Options
  - Overview Analysis -- Options Review
- Impact of Possible Options
  - Values Test
  - Priorities Test
  - Strategic Orientation Test

Values Analysis

- Implications for Elements of the Field
  - Analytical Path Method -- Trend Analysis
  - Education-in-Art/Design Continuums
  - Faculty Values Continuums
  - Values Impact and Response Assessment
  - Stability and Impact Assessment: Values, Change Factors, Change Mechanisms
- Implications for Preparation of Students
  - Values Profile Analysis I, II
  - Values Assessment of Educational Proposals I, II

New Ideas, Information, Influences Analysis

- Overall Trend Analysis
  - Analytical Path Method
- Issues Created by General Trends
  - Trend/Issues Analysis
- Overall Impact of Trends/Issues
  - Trends/Issues Impact Analysis
- Impact of Trends/Issues on Environmental and Research Factors
  - Overview Analysis -- Trends/Issues Impact Review
- Impact of Trends/Issues on Specific Programs of the Unit
  - Risk Test
  - Opportunity Prospect Test
  - Ability to Influence Test

Specific Trends/Issues to be Considered

Fundamental Principles Concerning Art/Design and Art/Design Teaching Held by the Unit
Example 5
VALUES INFLUENCES ON TEACHER PREPARATION PROGRAMS

To develop a mechanism for continuous analysis, monitoring and adjustment of basic operations in art/design education and pedagogy with focus on values in relation to ideas, information, and influences.

### Basic Operating Conditions: Teacher Preparation
Format: Six Phase Planning Process

- **External Environment Assessment**
- **Internal Assessment**
- **Strategies Direction**
- **Base/Continuity Plans**
- **Implementation of Program**
- **Results - Performance Evaluation**

### Specific Strategies Directions Pursued
- prospects for achieving values change

### Fundamental Principles Concerning Art/Design and Art/Design Teaching Held by the Art/Design Unit

### Values Analysis
- **Implications for K-12 Content-Methods**
  - Values Continuums
  - Values Characterizations
  - Immediate/Cumulative Analysis
  - Values Assessment of Educational Proposals I
  - Values Impact and Response Assessment

- **Implications for Future Teachers Preparation Content-Methods**
  - Values Profile Analyses I, II
  - Values Assessment of Educational Proposals II

- **Implications for Faculty Values Profiles**
  - Faculty Profile by Values
  - Orientation I, II
  - Planning for Professional Development

- **Implications for Values Relationships with Other Elements in the Art/Design Unit**
  - Prospects for Achieving Values Change
  - Priorities Test
  - Strategic Orientation Test

### Ideas, Information, Influences Analysis

- **Overall Trend Analysis**
  - Analytical Path Method

- **Issues Created by General Trends**
  - Trend/Issues Analysis

- **Overall Impact of Trends/Issues**
  - Trends/Issues Impact Analysis

- **Impact of Trends/Issues on Environmental and Research Factors**
  - Overview Analysis -- Trends/Issues Impact Review

- **Impact of Trends/Issues on Specific Programs of the Dance Unit**
  - Risk Test
  - Opportunity Prospect Test
  - Ability to Influence Test

### Specific Trends/Issues to be Considered
NOTES AND SOURCES

NOTES

A number of NASAD publications have utility in futures planning:

- NASAD Handbook — published every two years.
- NASAD Self-Study Format — published every five years in Procedures for Institutional Membership.
- Assessment documents for graduate and undergraduate programs providing lists of basic questions for reviewing wholes and parts of curricular offerings.
- Executive Summaries on futures issues published periodically.

SOURCES

- The Four E's Characterization that first appears on page 10 was first articulated by Thomas Hatfield of the National Art Education Association January 29, 1991 at a meeting of Washington-based staff officers of arts education organizations.
- The Shallow-Deep Characterization that first appears on page 10 was first articulated by Harold Best of Wheaton College February 8, 1991 at a meeting of art/design executives from Scandinavia and the United States.
The following list concentrates on works devoted to planning. It is not exhaustive. For texts concerned with specific issues such as demographics, technology, etc., see NASAD Executive Summaries on these topics, published 1989-1991.


ACKNOWLEDGEMENTS

This Sourcebook Supplement is part of an association-wide futures effort sponsored by NASAD, the national accrediting association for education and training programs in art and design. An NASAD Futures Committee, which met from 1987-1989, developed the concept of a sourcebook in conjunction with a Futures Committee convened by the National Association of Schools of Music. NASAD Futures Committee members were: Roger Gilmore (Chairman), Arland Christ-Janer, Margaret Gorove, Don Lagerberg, and Paul Nash. Samuel Hope served as Committee staff.

Co-authors of Supplement II of the Sourcebook were Robert Glidden and Samuel Hope. Willa Shaffer designed the text and prepared it for publication. David Bading served as editorial and layout consultant.

Further information about NASAD or its futures effort may be obtained by contacting:

Executive Director
National Association of Schools of Art and Design
11250 Roger Bacon Drive, Suite 21
Reston, Virginia 22090

(703) 437-0700