

APPENDIX A: TASK FORCE MEMBERSHIP ROSTER

Eric Beatty, M.F.A., Director, Homewood Arts Programs, Homewood Student Affairs

Doreen Bolger, Ph.D., Director, The Baltimore Museum of Art

Pamela Buell, Executive Director of Development for Leadership and Principal Gifts, Development & Alumni Affairs

Connie Caplan, Chairman, The Time Group, Trustee, Johns Hopkins University

Thomas Crain, Director, Odyssey Program, Director, B.S. in Interdisciplinary Studies, School of Professional Studies in Business and Education

Pamela Cranston, Ph.D. (staff), Associate Provost for Academic Affairs, Office of the Provost

Linda DeLibero, Ph.D., Associate Director, Film & Media Studies Program, Krieger School of Arts and Sciences

Doug Fambrough, Ph.D., Professor, Department of Biology, Krieger School of Arts and Sciences

Arielle Goren, Senior in International Studies (also Business Manager of the *Mental Notes*), Krieger School of Arts and Sciences

Sel Kardan, Executive Director, Shriver Hall Concert Series

Christopher Kovalchik, Junior in Mechanical Engineering and Violin Performance (dual degree), Whiting School of Engineering and Peabody Conservatory

James Miller, Senior Director, Design and Construction, Office of Facilities Management

Leah Miller, Senior in Writing Seminars and Psychology (double major) (also President of *Barnstormers*), Krieger School of Arts and Sciences

Andrea Prosperetti, Ph.D., Charles A. Miller Professor of Mechanical Engineering, Whiting School of Engineering

Robert Saarnio, Director of Historic Houses, Curator of University Collections

Eileen Soskin, Ph.D., Associate Dean for Academic Affairs, Peabody Conservatory

Jamie Spangler, Junior in Biomedical Engineering (also Performing Arts Liaison to the Student Activities Commission), Whiting School of Engineering

Winston Tabb (Chair), Dean of University Libraries

APPENDIX B: KEY QUESTIONS TO BE ADDRESSED

1. What role should the arts play at Johns Hopkins, and in particular on our Homewood Campus? How might the arts at Hopkins be strengthened to enrich further the cultural and intellectual life of the University?
2. What are our current strengths and weaknesses in this area?
3. How should Homewood Arts Programs interact with the surrounding community and the region? Who are the intended audiences of Homewood Arts Programs?
4. How might our relationships to Baltimore City arts organizations be strengthened? How well do we work with those institutions to provide opportunities for students to optimize their education experience?
5. How does the campus art environment affect student and faculty recruitment and retention? What changes should be made, if any, to maintain competitiveness with our peer institutions?
6. What is the optimal way to provide management oversight and coordination for arts programs, artifacts, and facilities?
7. How should support for the arts at Homewood be funded?
8. To what extent have we taken advantage of the possible synergies among Homewood arts organizations, including the Peabody Institute?
9. What modifications to the curriculum, if any, should be made to provide students with adequate opportunities to study and/or practice the arts? How can we optimize fully Homewood's teaching and learning potential in the arts?
10. How well is the study of the arts integrated with other humanities disciplines at Homewood? How should we facilitate interaction and collaboration across the humanities disciplines?
11. How well does Homewood's infrastructure support our arts programs?
12. How can we better foster a sense of community around the arts?

APPENDIX C: TASK FORCE GUESTS

1. Mr. Ray Allen, Vice President for Academic Affairs and Academic Dean, MICA
2. Mr. John Astin, Director of the KSAS Theater Program
3. Mr. Eric Beatty, Director of the Homewood Arts Programs
4. Dr. Doreen Bolger, Director of The Baltimore Museum of Art
5. Dr. Susan Boswell, Dean of Homewood Student Affairs
6. Ms. Pamela Buell, Executive Director of Development for Leadership and Principal Gifts
7. Dr. Paula Burger, Vice Dean for Undergraduate Education and Vice Provost
8. Mr. Tom Crain, Director of the Odyssey Program within SPSBE
9. Dr. Linda DeLibero, Associate Director of the KSAS Program in Film & Media Studies
10. Mr. Loren Dunn, Lecturer in the KSAS Theater Program
11. Dr. Adam Falk, KSAS Interim Dean and Dean of Faculty
12. Ms. Joan Freedman, Director of Digital Media Center
13. Dr. Michael Fried, Director of KSAS Humanities Center
14. Dr. Jed Gaylin, Music Director of Hopkins Symphony Orchestra
15. Ms. Arielle Goren (student), Business Manager for *The Mental Notes*
16. Mr. Jeffery Groden-Thomas, Director of Student Involvement, Homewood Student Affairs
17. Mr. Craig Hankin, Director of the Homewood Art Workshops
18. Ms. Nancy Haragan, Executive Director of the Greater Baltimore Cultural Alliance
19. Dr. Nicholas P. Jones, Dean of the Whiting School of Engineering
20. Mr. Sel Kardan, Executive Director of the Shriver Hall Concert Series
21. Dr. John Latting, Director of Undergraduate Admissions for the Krieger and Whiting Schools
22. Dr. Eunice Dauterman Maguire, Archaeological Collection Director and Director of Museum Studies, History of Art Department
23. Dr. Henry Maguire, Professor and Chair of the History of Art Department
24. Ms. Jean McGarry, Professor of Writing Seminars
25. Mr. Jim Miller, Senior Director of Design and Construction for the Office of Facilities Management
26. Ms. Leah Miller (student), President of *Barnstormers*
27. Dr. Elizabeth Rodini, Museum Liaison, JHU-BMA-WAM, and Instructor, History of Art
28. Mr. Dennis O'Shea, Executive Director of Communications and Public Affairs
29. Ms. Suzanne Pratt, Director of Theatre Hopkins
30. Mr. Salem Reiner, Director of Community Affairs
31. Mr. Robert Saarnio, Curator of University Collections and Director of Historic Houses
32. Dr. Eileen Soskin, Associate Dean for Academic Affairs of the Peabody Conservatory
33. Ms. Edie Stern, General Manager of the Hopkins Symphony Orchestra
34. Dr. Gary Vikan, Director of The Walters Art Museum
35. Dr. Daniel Weiss, James B. Knapp Dean of the Krieger School of Arts and Sciences
36. Ms. Robin Wray, Director of JHU Annual Fund

APPENDIX D: ON-LINE SURVEY OF HOMEWOOD STUDENTS (FEBRUARY 2005)

Two hundred seventy six (276) out of 3928 full-time undergraduates in the Krieger School of Arts and Sciences and the Whiting School of Engineering responded to an e-mail invitation to participate in the on-line survey about the arts at Johns Hopkins. This is approximately a seven per cent (7%) response rate so caution must be used when interpreting the results.

Profile of the Respondents

- The breakdown of responses by class is:

100 (35%) freshmen

76 (27%) sophomores

59 (21%) juniors

41 (14%) seniors

- The breakdown of responses by major is:

33 different Arts & Sciences majors were represented among the respondents. Double digit responses were received from the following eight majors:

35	International Studies
25	Writing Seminars
23	Biology
22	Public Health Studies
21	Neuroscience
21	Psychology
12	Physics
11	History

10 different Engineering majors were represented among the respondents. Double digit responses were received from the following two majors:

14	Biomedical engineering
10	Chemical engineering

Participation in the Arts

- Only a third of the respondents (102 or 36%) reported that they are members of one or more student arts groups ranging from Pep Band and J Stream to Vocal Chords and Egyptian Sun Bellydance to Barnstormers and Zeniada Literary Magazine.

- The majority of the respondents (236 or 84%) *attended* one or more arts exhibits or performances at Homewood during the past year. 62% of those who attended an exhibit or performance attended 1–5 events; 17% attended 6–10 events.
- The majority of the respondents (174 or 62%) *did not participate* in any arts exhibits or performances at Homewood during the past year. 30% of those who did participate in an exhibit or performance participated in 1–5 events; 2% participated in 6–10 events.
- 23% of the respondents (67) attended a musical event at The Peabody Institute; the majority (206 or 73%) did not.
- The majority of the respondents (202 or 72%) visited a museum, attended a play or concert, or participated in some kind of arts events in the Baltimore area (not counting Homewood or Peabody) during the past year.

Communication about the Arts

- Respondents reported that their most important source of information about arts events are:

<u>Most important</u>	<u>Middle importance</u>	<u>Least Important</u>
207 friends	48 The NEWS-LETTER	7 The Baltimore Sun
174 e-mail	45 Other websites	14 The Gazette
120 campus banners	39 The Daily Jolt	31 The JHU website
116 paper flyers	34 The City Paper	32 Other

- 123 respondents (43%) agreed or strongly agreed with the statement: I am sufficiently informed about opportunities to attend or participate in various arts-related activities. 97 (34%) disagreed or strongly disagreed with the statement.

Enrollment in Arts Courses

- The majority of the respondents (230 or 83%) reported that it is “very important” or “somewhat important” to have the opportunity to take courses in the arts
- 44% or 124 respondents reported that they had enrolled in or attempted to enroll in a theater, fine arts, creative writing, film production, or other “applied arts” courses in the Krieger School. There were three primary reasons provided for attempting to, but not actually enrolling in applied arts in the Krieger School: scheduling conflict (92), no time (92), and course was closed (48).
- 50% or 141 respondents reported that they had enrolled in or attempted to enroll in a music, museum studies, history or arts, dramatic literature, film & media studies, or other arts-

related courses in the Krieger School. There were three primary reasons provided for attempting to, but not actually enrolling in arts courses in the Krieger School: scheduling conflict (74), no time (74), or course was closed (35).

- 18% or 53 respondents reported that they had enrolled in or attempted to enroll in a course at the Peabody Institute. There were three primary reasons provided for attempting to, but not actually enrolling in music in the Peabody Institute: scheduling conflict (47), no time (47), or transportation problem (40).
- 7% or 21 respondents reported that they had enrolled or attempted to enroll in a course at an area college or university. The three primary reasons provided for attempting to, but not actually enrolling in arts courses at sister institutions: transportation problem (49), scheduling conflict (36), and no time (36).

The Curriculum and the Co-curriculum

- 217 respondents (76%) strongly agree or agree that developing an appreciation of the arts is an important goal for their undergraduate education. 18 (6%) disagreed or strongly disagreed with the statement.
- 57 respondents (19%) strongly agree or agree that there are currently sufficient, formal curricular opportunities for student to pursue their interests in the arts. 164 (57%) disagreed or strongly disagreed with the statement.
- 105 respondents (36%) strongly agree or agree that there are currently sufficient informal, non-credit, extra-curricular opportunities for student to pursue their interests in the arts. 116 (41%) disagreed or strongly disagreed with the statement.
- 82 respondents (28%) agreed or strongly agreed with the statement: One of the most important reasons why I decided to attend this university was because I thought Hopkins would afford me sufficient opportunities to pursue my interests in the arts. 147 (51%) disagreed or strongly disagreed with the statement.
- 75 respondents (26%) agreed or strongly agreed with the statement: Since coming to this campus, I have found that Hopkins really does provide me with sufficient opportunities to pursue my interests in the arts. 131 (46%) disagreed or strongly disagreed with the statement.

Facilities

- 69 respondents (23%) agreed or strongly agreed with the statement: The number of Homewood Campus venues for the performing arts is adequate. 135 (48%) disagreed or strongly disagreed with the statement.
- 51 respondents (17%) agreed or strongly agreed with the statement: The existing Homewood Campus venues for the performing arts are state of the art. 131 (46%) disagreed or strongly disagreed with the statement.
- 63 respondents (22%) agreed or strongly agreed with the statement: The Homewood Campus has enough practice space (e.g., studios, music practice rooms, etc.) for students to practice their art. 116 (41%) disagreed or strongly disagreed with the statement.

Suggestions for credit art courses (a sampling of responses)

- More film production courses
- A mixture of engineering and the arts, like machining or design classes
- More fine arts, more painting and drawing
- Music (instrumental) on campus (not at Peabody)
- Because Hopkins is such a rigorous university, and major and distribution requirements are numerous, there is not much incentive for students to get involved in the arts, with so many other academic responsibilities at the forefront of their minds and schedules....More traditional fine arts courses for a grade and for a humanities credit...also more music courses [for a grade] at Homewood, such as choral class, musical theater, band or orchestra
- Additional theater and playwriting classes; on-campus music classes
- More of what is already offered; ethnic-related art courses
- Stained glass making, jewelry making, metal-work, ceramics, voice lessons, acting classes, ballet, jazz, modern, tap
- More music theory courses; they're always full
- Fine arts (drawing, painting, sculpturing)
- Hopkins should not market itself as an art school, but it should provide adequate opportunities for students to pursue these areas without feeling pressured by academic requirements
- The courses are sufficient, they just need to be offered more frequently in the week, and offered at times when evening engineering students don't have conflicts
- More writing classes
- I realize that I didn't come here for the arts, but I think it is an important component of one's life, and there should be better facilities and resources for the development of the fine arts
- More photography courses
- If we found a way to academically encourage music...relevant academic credit, a part of the distribution credits..., the arts at Hopkins would grow by leaps and bounds
- Interdisciplinary courses to combine drawing and art with more scientific offerings like physics (to show how various things relate)
- There should be more music courses taught at Homewood by Peabody faculty. Two intro, survey courses and some musicianship courses aren't enough
- There should be many more music classes that satisfy H, S, or W credits. Currently, music theory is a non-distribution class, which discourages most majors from taking it
- There are many students at Hopkins who want to take a course in the arts, but simply cannot afford the time in their schedules, or they are afraid that their previous inexperience will put them at a disadvantage in the class
- An extended performing arts curriculum would not only enrich the lives of current students; it would allow Hopkins to draw students who wouldn't look twice at Hopkins now. That current state is sad, and I really do believe that having more arts-oriented students would do wonders for the Homewood campus

Suggestions for non-credit, co-curricular art courses (a sampling of responses)

- The problem with non-credit arts at Hopkins is not their number, but the endangerment of the many groups already in existence at Hopkins

- Learning how to play instruments
- My extracurricular needs are fulfilled
- Perhaps a more diverse selection, including off-the-beaten track genres, like Irish step dancing
- I think there are plenty of opportunities that Hopkins offers—however, the way in which it advertises for those opportunities is terrible. No one knows what’s out there—Student Council e-mails, the Daily Jolt, and flyers around campus are (I believe) the best way to advertise. I was a member of the Concert Band, and I was appalled at the VERY FEW people who came out to our concert that we worked so hard for.
- Photography club
- Work more in conjunction with MICA for form extra-curricular arts activities
- More painting/drawing classes
- It would help if there were arts studios that were available (or may already be available, but not advertised) for students to paint, sketch, or draw on their own time
- The art community is simply not visible on this campus, and has few opportunities to get involved. I myself had to go in search of the art program. I suggest making the art community more visible and accessible to the Hopkins community
- Ceramics
- Voice lessons, dance, photography
- There are plenty, offer them for credit!
- There should be more extra-curricular arts opportunities that are not student-run. I might join a group that was associated with a Hopkins faculty member.
- Hopkins should absolutely strengthen ties and transportation with Peabody.
- Extracurricularly, Hopkins is doing better
- There should be a shuttle that runs occasionally on weekends and takes students to area museums
- The arts fare better when it comes to extracurricular activities here at Hopkins.
- Maybe some organized visits with Hopkins vans to see arts events in Baltimore, like concerts, theater performances and museum exhibits

Suggestions for strengthening the arts at Homewood

- The arts definitely need more SPACE and easier ways to get funding and space to exist
- I know we are not an art school, but if we are looking to attract students who are interested in and passionate about the arts, we really need to expand. Instead of just receiving an arts certificate at graduation, a program to which they must, apply, students should be able to choose that they want to do something in the arts as a minor, concentration, and evening even a major
- If there could be student councils for arts groups of similar nature (a student council on the dance groups, for drama, for any musical groups), then I believe that these groups could work together for collectively increasing student involvement.
- Get an auditorium that fit the student body, and more large rehearsal rooms
- More art on campus
- More performance spaces. Improve Arellano! It’s falling apart.

- I believe that if campus life were more centralized (i.e., students not living so far from campus) more students would participate in the arts at Hopkins...We totally need to ease up on academic requirements so that students can pursue extracurricular interests!
- Another auditorium besides Shriver
- We should be able to register for classes at Peabody ONLINE (www.jhu.edu/~registrar).
- There should be more places to display student art on campus!
- In the last couple of years, I have seen a large increase in the interest of line music on and off campus. There is only ONE drum room at the Mattin Center, and bands rarely play on campus (usually in cramped disgusting basements). I would suggest another practice room that has a drum set AND a piano.
- Offer courses that are more open (can add AFTER the first day of class/make attendance to first class NOT necessary), offer more variety (not just drawing/photography), make the classes less of a time commitment (not 3 hours once a week) or more classes so students can work around scheduling difficulties, offer classes for some kind of credit—not just uncategorized credit (so it counts as a humanities credit or something like that).
- I have taken four years of International Baccalaureate photography classes, but I am still not able to get into anything above an entry-level course. There are a number of students like me. That completely discourages students from artistic exploration and growth at Hopkins, so we have to go elsewhere or simply stop the learning process altogether.
- Many of the difficulties we face now can be directly related to the fact that the SAC and the University do not accommodate the sort of funding and resources that we require. Students are having to put up hundreds of dollars of our own money to finance shows, only to get reimbursed months later.
- More faculty and staff support.
- Music classes should have a (N, S, Q, E, or H) distinction. They should count towards the distribution requirements.
- I think that the art community is severely lacking in comparison to Towson, Goucher, and obviously MICA. I appreciate the opportunity to attend these schools, however, it is simply out of the way of most students. There should be more opportunities to go to museums, galleries, and shows. For instance, the most amazing 2 week masterpiece was just installed in New York City, and I had to arrange transportation to take in this wonderful event, when the intellectual environment that is Hopkins should have arranged a bus to take students to NYC. Hopkins students need an opportunity to experience other things besides cellular biology and differential equations.
- I feel that cross-registration opportunities, and HOW to cross register, is not advertised at all. There's the general sense that you CAN cross-register, but no one is telling you how to do it, where to find the MICA course listings or the Goucher classes.
- The music classes that I have, I've had to DIG and FIGHT to be able to take them....As for practice space in Mattin, the rooms are good, but the "practice rooms" in AMRII are PATHETIC and should not even be advertised as practice rooms.
- There is a severe shortage of practice rooms, particularly one with pianos in them.
- This semester I was able to take lessons through the Peabody Conservatory, but last semester, when I attempted to enroll, it became apparent that most people at Peabody don't know about the deal for lessons between the two schools, and I ended up paying a lot to take lessons through the Preparatory.

- Arts are just as important as getting a degree in Engineering. Students should not have to go off campus to satisfy all their scholastic goals at other schools...We ought to have the opportunity to take classes at our campus in fields that meeting our academic interests. Bring teachers here from other schools to teach courses.
- Offer and promote more arts-related events, and maybe offer an “arts week” where students could get a taste of various arts opportunities and be encouraged to pursue these in greater depth.
- The handful of humanities cross-listed courses are movement in the right direction.
- Include everything in the Stu Co events announcements.

APPENDIX E: SURVEY OF GREATER HOMEWOOD NEIGHBORHOOD ASSOCIATIONS

In cooperation with Mr. Salem Reiner, Hopkins' Director of Community Affairs, the task force surveyed the leaders of Homewood area neighborhood associations. Mr. Reiner created and distributed an "informal, unscientific" survey about the arts at Homewood to 40 community members and representatives of civic organizations near the Homewood campus. The recipients were asked to distribute the survey to their neighbors. Mr. Reiner believed the 40 responses are biased towards those who support the arts and utilize the opportunities presented at the Homewood Campus.

A summary of the results follows:

- Level of participation in the arts at Homewood: 4 (never), 7 (1-2x/yr), 6 (3-5x/yr), and 3 (>5x/yr).
- Most popular programs: Sculpture Garden, Shriver Hall concerts, Spring Fair, Theatre Hopkins, Homewood House, lectures, and BMA.
- Importance of University arts programs to the neighborhood: 0 (not important), 5 (somewhat important), 14 (very important)
- Barriers to participation in the arts at Homewood: lack of information and publicity, lack of time
- Perceived shortcomings: lack of information and publicity, lack of parking
- Advice to JHU: more promotion to the public, free events, dance events, conduct survey of community interests.

Mr. Reiner identified seven themes seemed to emerge from the survey results:

1. There is significant unmet demand within the Greater Homewood community for arts and cultural events at Homewood.
2. The community lacks information about opportunities to engage with the arts at Homewood.
3. Community members do not feel welcome on campus. They—especially minorities, the less well educated, and younger adults—are intimidated by Hopkins.
4. Community members value the arts at Homewood whether they participate or not.
5. Those who attend arts events at Homewood tend to attend the same ones over and over again.
6. Community members visit/participate in a wide range of Homewood campus arts events.
7. The profile of a community member who participates in Homewood arts events is: white, 50+ years of age, well-educated, and has some affiliation with JHU. Many are women.

In order to bring more neighborhood residents to Homewood for arts events, Mr. Reiner suggested: target invitations to area residents; attending civic association meetings; and place ads in local, grass roots publications. In sum, the University needed to conduct more outreach efforts to the neighborhoods, making certain they feel welcome.

APPENDIX F: COURSE WAITLIST DATA

Note that “-----“ indicates that the course was not offered during that semester.

Department	Course Number	Course Title	Spring 2003-2004	Fall 2004-2005
010 History of Art				
	101	Intro: Hist Euro Art I	-----	0
	102	Intro: Hist Euro Art II	0	-----
	121	19th C. European Art	-----	0
	125	Early Renaiss:Giotto/Leo	-----	14
	170	American Art	-----	0
	222	Stained Glass Medieval	-----	0
	305	Architec in Amer/Britain	-----	0
	334	Ancient American Art	0	-----
	363	Italian Baroque Art	0	-----
	365	Ancient Andean Art	-----	0
	373	Early Modern Printmaking	0	-----
	377	Building Romanesque	-----	0
	385	Byzantine Art	1	-----
	390	Museum Policy & Practice	-----	0
	392	Creating a Museum Exhib	0	-----
	410	Early Renaissance City	0	-----
		Total	1	14
061 Film & Media Studies				
	142	Intro Film Theory	3	-----
	143	Reading Film	5	-----
	144	Why Film Matters	-----	35
	145	Intro to Visual Language	-----	4
	240	Intro to Film Production	2	0
	301	Advanced Film Production	5	-----
	303	Intermedia Studio	0	-----
	304	Intermed Film Production	-----	0
	305	Intro Digital Animation	2	-----
	312	Writing the Screenplay	5	-----
	335	Monster Films	16	-----
	336	American Landscapes Film	-----	0
	363	The Short Film	-----	2
	365	The Film Generation	7	-----
	410	Feature Screenplay I	-----	0
	411	Feature Screenplay II	0	-----
	412	Kubrick & His Critics	-----	1
		Total	45	42
220 Writing Seminars				
	105	Fiction/ Poetry Writing I	13	2
	106	Fiction/ Poetry Writing II	1	3
	139	Intro Playwriting	-----	8
	141	Intro Poetry Workshop	-----	4
	142	Intro Poetry Workshop	3	-----

220 Writing	145	Intro to Nonfiction	-----	15
Seminars (con't)	146	Undergrad Science Writing	8	-----
	191	Rudiments of Fiction	-----	12
	192	Rudiments of Fiction	3	-----
	300	Workshop: Acting/Directing	0	-----
	301	Acting/Directing I	-----	1
	302	Acting/Directing II	0	-----
	303	Advanced Playwriting	0	-----
	305	Psch. Misadventures	-----	12
	311	Adv Reporting Methods	-----	0
	316	Opinion Writing	19	18
	317	Acting/Directing IV	0	-----
	319	Nonfiction & Nonfact	-----	0
	325	Story & Plot	-----	6
	329	Forming the Short Story	-----	9
	332	Short Story in 20th Century	10	-----
	333	Post War American Poetry	-----	0
	334	Writing Profiles	0	-----
	336	Art of the Screenplay	-----	13
	337	Acv Screenwriting Seminar	0	-----
	339	Science Stories	-----	0
	343	Contemp Asian Amer Fict	1	-----
	344	Voice, Movement, Stage I	2	-----
	345	Hist Mod Theater & Drama	0	-----
	346	Voice, Movement, Stage II	-----	0
	350	The Long Work I	-----	7
	356	Writing of Fiction	15	-----
	370	The Long Work Continued	0	-----
	373	The Art of the Novel	6	-----
	377	Poetic Forms I	-----	0
	378	Poetic Forms II	0	-----
	379	Eliot, Crane & Stevens	-----	4
	384	I, Me, Mine: An Autobio	0	-----
	388	Science & Poetry	1	-----
	390	Modernist Poetry	0	-----
	391	Fantastic in Fiction & Film	-----	11
	393	Comedy Writing	4	-----
	394	Faulk, Fitzgerald,	-----	12
		Hemingway		
	394	Hemingway & Fitzgerald	15	-----
	396	Advanced Poetry Workshop	0	-----
		Total	101	-----
				137
371 Art				
	131	Studio Drawing I	17	24
	133	Painting Workshop I	1	0
	134	Painting Workshop II	1	-----
	140	Cartooning	26	-----
	142	Principles of 3-D Design	0	-----
	145	Introductory Photography	35	10
	146	Basic Black/White Photo	10	5
	147	Art of Architecture	-----	11
	148	Interm Black & White	0	-----
	149	Visual Reality	-----	9
	150	Life Drawing	8	-----
		Total	98	-----
				59

376 Music

111	Rudiments - Music Theory	18	15
211	Theory & Musicianship I	0	3
212	Theory & Musicianship II	----	0
212	Music Theory II	0	----
231	Intro Western Classical	----	0
242	Intro to Popular Music	2	----
	Total	<hr/> 20	<hr/> 18

APPENDIX G: ROOM AUDIT

BUILDING	ROOM	# OF SEATS	WHO RESERVES OR SCHEDULES?	HOW IS ROOM USED?	NOTES
Interfaith Center	Nave	350	University Chaplain	Religious services, a cappella concerts, choir concerts, chamber concerts	
Hodson Hall	Auditorium 104	~500	Registrar's Office	One a cappella concert, general classroom/lecture use	Bad acoustics so probably not again
Maryland Hall	Taylor Auditorium Room 110	135	A&S Registrar's Office	Lectures, assemblies, other	
Bloomberg Hall	Schafler Auditorium	324	Physics Dept.	Classes, lectures, a cappella concerts	
Gilman Hall	Donovan Room	70	Film & Media Studies	Film Screenings	
Gilman Hall	Classrooms	Up to 30 per	Registrar's Office	Classes—day and evening, auditions, other?	
Levering Hall	Arellano Theatre	150	Student Development & Programming and Homewood Arts Programs	Lectures, seminars, admissions events, various theater productions, improv, sketch comedy, art certificate shows, general assemblies	
Levering Hall	Sherwood Room	30–80	Student Development & Programming	A cappella rehearsals, general assemblies, auditions, conferences	
Levering Hall	Great Hall	100–150, 75 Standing	Student Development & Programming	Meetings, a cappella concerts, auditions, off-campus group concerts, theater workshops, lectures, luncheons, other?	
Levering Hall	Conference Rm A	25	Student Development & Programming	Conferences, dressing room	
Levering Hall	Glass Pavilion	250–450, 500 Standing	Student Development & Programming	Banquets, dances, concerts, a cappella rehearsals, a cappella concerts, lectures, king of hearts, general assemblies, debates, blood drives, job/housing fairs, etc.	
Shriver Hall	Auditorium	1100 seats	Student Development & Programming	Concerts, lectures, dance performances, Vagina Monologues, assemblies, other	Costs money due to electrician

BUILDING	ROOM	# OF SEATS	WHO RESERVES OR SCHEDULES?	HOW IS ROOM USED?	NOTES
Shriver Hall	Clipper Room	100–150 seats, 175 standing	Student Development & Programming	Pre-concert lectures, meetings (only when concert hall not in use)	
Mattin Center	Swirnow Theater	125–160	Homewood Arts Programs	Theater productions, dance productions, summer series	
Mattin Center	Swirnow Scene Shop		Homewood Arts Programs	Scene production for Swirnow shows, banner painting for Spring Fair	
Mattin Center	Practice Rooms	1–2 people per room	Homewood Arts Programs	Piano, drum, vocal, other personal practice space, Peabody professors' office space	
Mattin Center	SDS Room	160 capacity	Homewood Arts Programs and Student Development & Programming	Classes, rehearsal space for various groups, personal rehearsal space, band rehearsals, performances, lectures, parties, other	
Mattin Center	Dance Studio	25 dancers	Homewood Arts Programs	Rehearsal space for dance groups, other	
Mattin Center	Room 105	20 seats	Homewood Arts Programs	Classroom, rehearsal for a cappella, theater, other groups	
Mattin Center	Conference Rooms	20–40 people	Student Development & Programming	Conferences, general assemblies	
Rec Center	Gym		Rec Center	Athletics, large concerts	
Merrick Barn	Theater	106	Johns Hopkins University Theater	Classes, theater performances, other	Storage Barnstormers/Witness Theater, minimal prop storage

APPENDIX H: HOMEWOOD ARTS PROGRAMS

A Cappella Groups

Adoremus: co-ed, Christian based
AllNighters: all male
Ketzev: co-ed, Jewish based
Kranti: co-ed, Hindi based
Mental Notes: coed
Octopodes: co-ed
Sirens: all female
Vocal Chords: co-ed

Choral Groups

Choral Society
Ecco: smaller a cappella group of Choral Society members
Gospel Choir

Symphony Orchestra

Hopkins Symphony Orchestra: Approximately 100 member symphony of students, faculty, staff, and community members.

Bands

JHU Bands: Wind Ensemble, Jazz Ensemble, Jazz Band, Flute Choir, and Pep Band

Dance

Egyptian Sun Bellydance Troupe
Indian Cultural Dance Club
JOSH: Indian fusion of classical and hip-hop
Ladybirds Dance Team
Modern Dance Company
S.L.A.M.: hip-hop & step

Theater

Barnstormers: plays & musicals
Buttered Niblets: comedy improv
Dunbar Baldwin Hughes Theater Company: African American based, plays & reviews
Entertainers Club: variety performers
Throat Culture: sketch comedy about JHU
Witness Theater: original student written plays

Fine Arts Classes

Arts Affiliation: student drawing sessions
Homewood Art Workshops: academic classes in the fine arts

**APPENDIX I: ATTENDANCE DATA FOR THE OFFICE OF SPECIAL EVENTS
(2003—2004)**

Guest Artist Series

<i>DATE</i>	<i>LECTURER/ PERFORMER</i>	<i># OF ATTENDEES</i>	<i>ESTIMATION OF UNDERGRADUATE PARTICIPATION AND/OR PLANNING</i>	<i>ESTIMATION OF FACULTY PARTICIPATION AND/OR PLANNING</i>
10/31/03	Fantastic, Featuring Even Stephen: 'A Tribute to Elton John'	502	-	-
4/11/04	J Street Jumpers	75	-	-

The Endowed Lectures

<i>DATE</i>	<i>LECTURER/ PERFORMER</i>	<i># OF ATTENDEES</i>	<i>ESTIMATION OF UNDERGRADUATE PARTICIPATION AND/OR PLANNING</i>	<i>ESTIMATION OF FACULTY PARTICIPATION AND/OR PLANNING</i>
10/23/03	Robert A. Caro	810	-	2
11/6/03	E. L. Doctorow	848	-	2

The Schweitzer Gold Medal

<i>DATE</i>	<i>LECTURER/ PERFORMER</i>	<i># OF ATTENDEES</i>	<i>ESTIMATION OF UNDERGRADUATE PARTICIPATION AND/OR PLANNING</i>	<i>ESTIMATION OF FACULTY PARTICIPATION AND/OR PLANNING</i>
9/23/03	Teresa Heinz Kerry	540	-	-

**APPENDIX J: JOHNS HOPKINS UNIVERSITY-BALTIMORE MUSEUM OF ART
COLLABORATIONS (2000–2005)**

Date	Type Collaboration	Description	BMA Participants	JHU Participants	Comments
Ongoing	Teaching & Research	Discussions about consolidating library resources	J. Fisher, L. Tompkins-Baldwin	W. Tabb	Discussions about consolidating library resources of both the BMA and Walters with JHU's Sheridan Libraries continue today.
Ongoing	Teaching & Research	Drawing classes, Homewood Art Workshops	J. Flemming	C. Hankin	Drawing classes regularly come to see works in Kress Study Center; will continue for spring 2005 portrait class.
Ongoing	Teaching & Research	Photography classes, Homewood Art Workshops	J. Flemming	P. Berger	Photography classes regularly study works in Kress Study Center; students photograph in sculpture gardens; spring 2005 course plans to contemporary galleries as a "laboratory" for student work.
Ongoing	Teaching & Research	Joint appointment	D. Bolger	D. Weiss	Dr. Lisa DeLeonardis jointly appointed as 50% Associate Curator of Ancient American Art and 50% Lecturer in the Krieger School; incorporates study of BMA collections into her instruction.
Ongoing	Teaching & Research	Curatorial Teaching and Lecturing in History of Art, Odyssey	Various	Various	History of Art teaching: J. Fisher offered grad seminar on 19 th c. prints (no enrollment/cancelled) and participated in courses with M. Fried; F. Lamp, African Art; History of Art lecturing: S. Dackerman; Odyssey: J. Flemming, "Artist in the Studio," 2004.
Ongoing	Teaching & Research	BAROC consortium	L. Tompkins-Baldwin	D. Juedes	BMA, JHU part of consortium, w/ Walters, MICA, Maryland Historical Society, Division of Library Development and Services; www.marylandartsources.org
Ongoing	Fellowship/ Internship, Work-study, Cont. Ed.	Student interns	L. Andre Various	Various	2004: A. Yamada-Hanff, Registration, images for database (R. Morgan); 2003: A. Moskowitz, Marketing/Creative Services, Poe text (L. Pupa); P. Price, Conservation, small object treatments (A. Boulton); 2002: E. Shaw and 2001: A. Avramidou, Curatorial/Education, wall text for permanent collection (S. Johnston, L. Andre); 2000: J. Baer, Education, "Which Ism Is It?" teacher packet (L. Andre); and others

Date	Type Collaboration	Description	BMA Participants	JHU Participants	Comments
Ongoing	Fellowship/ Internship, Work-study, Cont. Ed.	Student employment	Various	Various	Positions have been offered in curatorial (annually in PDP; J. Flemming), publications (gathering photos and image rights for African Art and Robinson catalogues; M. Boardman), photographing and creating database for Lucas painting palettes (M. Sebrera), exhibition graphics (V. Kaak), others
Ongoing	Fellowship/ Internship, Work-study, Cont. Ed.	BMA staff at JHU via tuition program	Various	Various	Program partially reimburses staff for successful participation in college courses, programs including JHU (e.g. C. Meisner, 1995, MLS in History of Ideas)
Ongoing	Other	Free admission to museum for JHU students	Ongoing by tradition		
Ongoing	Other	Extended hours for Levi Sculpture Garden	A. Dirican	S. Campbell (from Facilities)	To encourage JHU use. JHU installed new entrance near Mattin Center to encourage JHU use as well.
Ongoing	Facilities Planning	Charles and Howard Street Planning	D. Bolger A. Dirican A. Barry	L. Kilduff J. Miller M. Demshak	BMA & JHU joined with other community groups to review reconfiguration of North Charles and Howard/Art Museum/ Wyman Park Streets and for master planning of the Wyman Park Dell.
Ongoing	Facilities Planning	JHU South Quad Project	D. Bolger A. Dirican A. Barry	L. Kilduff J. Miller T. Nelson	BMA is participating in discussions of JHU South Quad/ Visitor Center project; including discussion of options for BMA parking at JHU. In part, these discussions proceeded from the JHU Campus Master Planning process that ended in 2001. Adjustments, such a burying underground utilities deeper at JHU expense, were made.
Ongoing	Facilities Planning	Land around BMA	D. Bolger A. Dirican	L. Kilduff	Much of the land around the BMA actually belongs to JHU. The University welcomes BMA's interest in and improvements to that land, such as the Levi Sculpture Garden.
Ongoing	Facilities Planning	Charles Commons Project	D. Bolger A. Dirican	L. Kilduff P. Burger	JHU has included BMA occasionally in talks regarding these two projects. Likewise, as BMA has considered its own possible building improvements, BMA has included JHU in its discussions.

Date	Type Collaboration	Description	BMA Participants	JHU Participants	Comments
Ongoing	Facilities Services	Chilled Water	A. Dirican	L. Kilduff	JHU used to provide chilled water for BMA, but because it was not able to do so year-round, BMA built own chilled water facility. Nonetheless, JHU's connection is still there and could resume service at any time, as needed.
Ongoing	Facilities Services	Steam Heat	A. Dirican	L. Kilduff	JHU provides steam to the BMA. (This is a paid service.)
Ongoing	Facilities Usage	JHU CTY program promotion	K. Moore	L. Ybarra	BMA auditorium made available for public presentations to promote CTY programs; also poetry readings.
Various	Other	Gertrude's discounts for JHU faculty, students, and staff	John Shields, Gertrude's	None	Occasional discounts offered by Gertrude's restaurant at the BMA for JHU faculty, students, and staff.
Various	Other	Special Tours	Various	Various	On occasion, BMA staff have graciously provided special tours for JHU VIPS.
Various	Facilities Usage	Luncheon for Administrative Leadership Conference	Special Events	J. McGill	Annual conference at Homewood for JHU/JHH senior management each June.
Various	Facilities Usage	Receptions for students and alumni		SPSBE	Various student and alumni events at the BMA
Fall 2006	Exhibitions & Programs	"Wine" exhibition and programs	C. Thomas	C. Rogers Arthur	To be paired with show at Homewood, with joint programming; other collaborative possibilities with faculty and students in History are being discussed.
2005–(proposed)	Teaching & Research	Tours in French as part of French language courses	K. Meisten	C. Guillemard	Proposal to incorporate study of collection (esp. Gaugin) ant tours in French into French language classes (in development).
Fall 2005	Teaching & Research	Interdisciplinary undergraduate course on "The City"	E. Rodini BMA PDP K. Rothkopf	B. Kargon M. Crenson M. Reese E. Rodini	Posting BMA prints of Baltimore and Paris on course website; Rodini to lecture on "Cities Real and Ideal" to class at BMA, Rothkopf to lead tour of "Monet's London" (in development).
Fall 2005–(proposed)	Exhibitions & Programs	Peabody musicians at Free First Thursdays	K. Meisten	D. Fetter	Student musicians are being invited to perform, connecting music with the permanent collection or special exhibition.

Date	Type Collaboration	Description	BMA Participants	JHU Participants	Comments
Spring 2005 (& ongoing)	Teaching & Research	Class visits to museum tied into curriculum	E. Rodini	F. Hayes I. Armstrong N. Forgione	Part of Rodini's outreach to JHU faculty: ongoing each semester; over the years, classes often visit (e.g. M. Fried, "Faces of Impressionism" exhibition).
Fall 2004 (& ongoing)	Teaching & Research	Joint appointment	D. Bolger	D. Weiss	Dr. Elizabeth Rodini jointly appointed as 50% Krieger School/ 25% BMA/25% Walters liaison.
2004-2005	Other	JHU "Homewood Arts Task Force"	D. Bolger	W. Tabb P. Cranston Group of JHU faculty, students, staff, and trustees	Dr. Bolger is a member of a task force, established by the JHU Provost, to review the status of the arts at the Homewood campus of Johns Hopkins University. Report is due in spring 2005 and will include recommendations for strengthening the arts at Homewood.
Fall 2004	Teaching & Research	Graduate student seminar "Early Modern Italian Prints at the BMA"	E. Rodini	E. Rodini	Met in Kress Study Center; used collection in class discussion and for mid- and final-term "exhibition proposal" projects; met with conservators, visited lab and galleries; hope to develop several student projects into small rotations in permanent galleries; 4 art history student + 1 auditor.
Fall 2004	Teaching & Research	Undergrad course, "Inspiring Wonder: The Technology of Museums"	E. Rodini K. Schenck and conservation staff	A. Marsh, Dean's Teaching Fellow	Students studied and wrote papers about Cone interactive screen (papers given to BMA Education staff); toured conservation labs; met with Rodini to discuss interest in museums among students; 18 students.
Spring 2004	Teaching & Research	Undergrad course, "Print Culture in Early Modern Europe"	J. Flemming	W. Melion	Class met weekly in Kress Study Center to examine works from collection. For an earlier course taught by Melion, prints were installed; other faculty who have met with classes in the Study Center include B. Doherty, M. Fried (J. Fisher).
Winter 2004	Facilities Usage	JHU Alumni Reception	Gertrude's	200 attendees	Held at Gertrude's Restaurant
Fall 2004	Facilities Usage	New student orientation event	K. Meisten	D. Sheppard	Evening activities included link via sculpture garden from Mattin Center, tours, art activity, reception, music by Peabody student performers; approx. 650 attendees, students/families

Date	Type Collaboration	Description	BMA Participants	JHU Participants	Comments
2004– (Ongoing, projected 2007???)	Exhibitions & Programs	“Bridges” exhibition and programs	D. Bolger J. Fisher A. Perkins E. Rodini	B. Kargon S. Arwade M. Low B. Leslie M. Reese R. Saarnio	Under discussion: interdisciplinary project on bridges, involving collection-based exhibition, JHU course(s), extensive programming with multidisciplinary focus (bridge design competition, tours of local bridges, film series, etc.).
Fall 2004	Exhibitions & Programs	Etching tools lent to Mattin Rembrandt exhibit	K. Schenk	C. Hankin	
Fall 2004	Exhibitions & Programs	“Petrarch and the Arts” symposium	K. Moore E. Rodini	S. Campbell P.M. Forni S. Weiss	Opening day lecture, keynote lecture, and reception for “Petrarch and the Arts” symposium held in auditorium/lobby; Rodini moderated session on second day.
2004	Exhibitions & Programs	“SlideShow” exhibition	D. Alexander	M. Warnoch	Warnoch, JHU grad student, worked on upcoming exhibition; contributed brief essay to accompanying publication
Spring 2004	Exhibitions & Programs	Toulouse-Lautrec Teacher Workshop	L. Andre	M. Milhollin	Milhollin consulted on French language and with students served as “roving French tutors” advising on pronunciation.
2004	Teaching & Research	Course on book arts	J. Flemming		Visited Kress Study Center.
2004–1998-2004	Fellowship/ Internship, Workstudy, Cont. Ed.	BMA-JHU Graduate Student Fellowship	A. Perkins K. Meisten E. Rodini	H. Maguire	Originated as lecturing position, offered annually to 3 grad students in History of Art. Restructured in fall 2004 as curatorial fellowship, pairing 1 fellow with a curatorial mentor; first fellow to begin 2/05; a second fellowship is in development with a recent donor and former JHU grad student. Funding provided by JHU trustee.
Fall 2003	Teaching & Research	“Our Town” production	A. Mannix	J. Astin	John Astin’s Hopkins Studio Players collaborated with BMA.
Spring 2003	Teaching & Research	Undergrad course and exhibition, “Haunting Visions of Poe”	D. Bolger	(DB replacing E.D. Maguire)	Class met in Kress Study Center, with Bolger and a range of BMA staff, developing and organizing show. Two students went on to internships and jobs at the BMA. Presented student work in exhibition.

Date	Type Collaboration	Description	BMA Participants	JHU Participants	Comments
Spring 2003 & Spring 2005	Teaching & Research	Undergrad course on "Africa and The Museum"	F. Lamp (2003) K. Milbourne (2005)	J. Guyer	Course taught out of the collection with visits to galleries and behind the scenes to study objects for papers; to be repeated this spring with help of new curator Milbourne. Possibly future dialogues/collaborations/course surrounding reinstallation of African collection.

**APPENDIX K: JOHNS HOPKINS UNIVERSITY-WALTERS ART MUSEUM
COLLABORATIONS (2000–2005)**

Date	Type Collaboration	Description	WAM Participants	JHU Participants	Comments
Ongoing	Teaching & Research	Discussions about consolidating library resources	N. Patterson W. Noel G. Vikan	W. Tabb	Discussions about consolidating library resources of both the Walters [and BMA*] with JHU's Sheridan Libraries continues today.
Ongoing	Teaching & Research	BAROC consortium	N. Patterson	D. Juedes	WAM, JHU part of consortium, w/ BMA, MICA, Maryland Historical Society, Division of Library Development and Services; www.marylandartsourcesource.org
Ongoing	Teaching & Research	Borrowing privileges at JHU Library for full-time, perm. WAM staff	N. Patterson	A. Flannery-Denner	Expands access to essential scholarly resources.
Ongoing	Teaching & Research	Archimedes Pamimpsest	W. Noel	W.A. Christens Barry	Christens Barry from Material Sciences/Engineering is assisting with technical work.
Ongoing	Teaching & Research	Digitizing of WAM <i>Roman de la Rose</i>	W. Noel S. Tobin	S. Nichols JHU Sheridan Libraries' Digital Knowledge Center	May extend into further conversations about sharing imagery with JHU History of Art Department.
Ongoing	Teaching & Research	Catalogue of WAM Greek highlights	S. Albersmeier	A. Shapiro	Shapiro will contribute to catalogue and will be assisted by two graduate students in Classics, one a former Hall Fellow.
Ongoing	Teaching & Research	Loans from JHU antiquities collection	Curators, Conservation	E.D. Maguire	Coffin: WAM conservators have examined it, will do work if JHU raises money, JHU will then lend coffin to WAM; Menorah: requested as long-term loan for ancient galleries.
Ongoing	Teaching & Research	Article on WAM kouros	S. Albersmeier	A. Avramidou	Avramidou is researching kouros for article; research will help with preparation for Trustees trip to Greece in 2005.
Ongoing	Teaching & Research	Class visits to museum tied into curriculum	Various	Various	Projects have included studies of Roman collection including presentations by conservators (S. Albersmeier, T. Weisser/A. Shapiro, E. Bartman), and various others.

Date	Type Collaboration	Description	WAM Participants	JHU Participants	Comments
Ongoing	Teaching & Research	Interactive digital Map of Florence	M.S. Hansen M. Bagnoli G. Mann	S. Campbell M. Hall	JHU teaching tool that will include WAM works originally from Florence; NEH funding is being sought, with emphasis on collaboration and on possible extension to other cities/sites.
Ongoing	Teaching & Research	Chamber of Wonders	J. Spicer	L. Principe E.D. Maguire	Principe advised Spicer in development of this installation; Maguire's 2003 course worked on related information kiosk, involving significant work at WAM with objects, Spicer.
Ongoing	Teaching & Research	Curatorial Teaching and Lecturing in History of Art, Odyssey, MLA	W. Noel R. Schulz G. Vikan M. Bagnoli N. Zinn	Various	Noel, Zinn, and Schulz, Adjunct Professors; Vikan, Adjunct Professor, teaches in MLA program, some evening presentations at WAM with objects; Bagnoli and Noel giving History of Book course for MLA, spring 2005; E. Rodini planning Walters-related courses for 2006 and 2007.
Ongoing	Teaching & Research	Storage visits for faculty and students	G. Chang	Various	Visits in conjunction with courses and individual research projects, as well as faculty consulting requested by WAM.
Ongoing	Exhibitions & Programs	Annual Distinguished Lecture in Ancient American Art	M. Evasius	L. DeLeonardis	Privately funded, co-sponsored by JHU and WAM, annual since spring 2004. Free public lecture, plus private lecture for scholars and meeting between speaker and JHU students.
Ongoing	Fellowship/ Internship, Work study, Cont. Ed.	Hall Fellowship	G. Mann E. Rodini	H. Maguire D. Weiss	Four fellowships a year allow undergraduate and graduate students in History of Art to work in the curatorial division; projects have covered many fields and museum tasks.
Ongoing	Fellowship /Internship, Work study, Cont. Ed.	Zanvyl-Krieger Fellowship	W. Noel M. Bagnoli	H. Maguire D. Weiss	3-year endowed fellowship for grad. student to work in manuscript collection while finishing dissertation.
Ongoing	Fellowship/ Internship, Work study, Cont. Ed.	Student interns and volunteers	J. Shields G. Mann Others	Various	Currently Hopkins undergrads are volunteering in MSS room (w/ volunteers from MLA program) on database of Italian MSS; other curatorial volunteers working on Chamber of Wonders, in image rights, on provenance and exhibitions.
Ongoing	Fellowship/ Internship, Work Study, Cont. Ed.	Student employment	B. Jackson E. Rodini	E. Ostendorf	WAM currently investigating possibility of hiring work study students from JHU.

Date	Type Collaboration	Description	WAM Participants	JHU Participants	Comments
Ongoing	Service	JHU affiliates serving on WAM Board of Trustees		D. Weiss, Mrs. W. Brody	Brody since 1997; Weiss completing first year.
Ongoing	Social	Receptions and private after-hours tours	Director's Office	Various	Recent guests have included faculty and staff from Wilmer Eye Institute, and from Hospitals' International Patient Relations department.
Proposed 2007	Exhibitions & Programs	Joint exhibition on human figure in antiquity	R. Schulz S. Albersmeier	E.D. Maguire	In connection with E.D. Maguire's teaching, this small exhibition would draw on objects both at WAM and in the JHU Archaeological Collection.
In prep, for 2007	Exhibitions & Programs	"Repeating Image": technology consultation and conference	E. Kahng P. Millett	J. Freedman E. Rodini	Freedman and Digital Media Center advising, possibly developing technology for installation; organization of joint conference on "Spectatorship and the Museum."
Fall 2006	Teaching & Research	Lectures for interdisciplinary "Cities" course	J. Spicer	R. Kargon	Spicer will give outside lecture on WAM's "Ideal City" for students [also BMA*].
Spring 2005	Teaching & Research	Graduate seminar on "Repeating Image"	E. Kahng	H. Maguire M. Fried	Seminar will be taught in connection with 2007 exhibition, using it to generate ideas and discussion on key themes.
Spring 2005	Exhibitions & Programs	NEH sponsored conference, Pedagogy of Early Modern Music	W. Noel	S. Weiss E. Rodini	Noel, Rodini will serve on panels for this conference organized by Weiss.
Summer 2004 & ongoing	Teaching & Research	Course on medieval manuscripts as part of summer institute	M. Bagnoli W. Noel L. Ransom	J. Buchtel	Plans are being made to continue and expand this program: summer 2005 program will be run in conjunction with University of Virginia Rare Book School and JHU Libraries.
Summer 2004	Exhibitions & Programs	Petrarch conference at JHU	M. Bagnoli W. Noel G. Mann	S. Campbell P.M. Forni S. Weiss	Bagnoli gave presentation at fundraising event; Noel showed WAM MS. 755 and other books to conference attendees; G. Mann chaired conference session.
Fall 2004 & ongoing	Teaching & Research	Joint appointments	G. Vikan	D. Weiss	Dr. Elizabeth Rodini jointly appointed as 50% Krieger School/ 25% BMA/25% Walters liaison [also BMA*]

Date	Type Collaboration	Description	WAM Participants	JHU Participants	Comments
Fall 2004	Teaching & Research	Graduate student seminar on medieval manuscripts	W. Noel	S. Nichols	Course met in the WAM manuscript room and centered on the collection.
Fall 2004	Teaching & Research	Undergrad course, "Inspiring Wonder: The Technology of Museums"	E. Rodini J. Spicer	A. Marsh, Dean's Teaching Fellow	Students visited installation of Chamber of Wonders with Spicer; met with Rodini to discuss interest in museums among students; 18 students [also BMA*].
Fall 2004	Exhibitions & Programs	Byzantine Studies Conference	G. Mann W. Noel G. Vikan	H. Maguire	Co-organization and co-hosting of conference; selection of objects and books put on view for attendees.
2004-2005	Fellowship/ Internship, Work study, Cont. Ed.	Development of business/ marketing plan for WAM	Exhibitions Division	SPSBE Graduate Division of Business	Goal is to expand WAM's Touring Exhibition Program.
2004	Exhibitions & Programs	Alexandria Library Event for Friends of the Ancient Collection	S. Albersmeier R. Schulz	R. Jasnow D. Yatromanolakis	JHU faculty and WAM curators lectured.
2003	Exhibitions & Programs	"Eternal Egypt": various collaborations	R. Schulz S. Albermeier	E.D. Maguire	JHU Archaeological Collection lent objects to related WAM installation on Egyptian writing; conference attendees given tour JHU Collection; JHU students trained to give VIP tours of "Eternal Egypt."
2002	Exhibitions & Programs	"Book of Kings"	W. Noel	D. Weiss	Touring exhibition and catalogue, curated, and authored by Weiss, organized by WAM.
2001 and ongoing	Exhibitions & Programs	Musical components of Permanent Collection Audio Tour, Manuscript Gallery kiosk	N. Zinn	S. Weiss E.R. Sprenkle	Peabody faculty advised on selection of music, their voices are featured on the Audio Tour. Six Peabody students sang for the Audio Tour and for kiosk (performing music from WAM's 13 th c. Beaupre Antiphony); music also on CD (below).
2001	Exhibitions & Programs	"Fanfare for the Walters" and CD	N. Zinn	R. Sirota	Sirota composed Fanfare for WAM grand reopening; appears on 2002 c.d. "Walters Art Museum: A Musical Journey."
2001	Teaching & Research	Courses on the ancient Americas	Various	L. DeLeonardis	While a visiting professor at JHU, involved students with WAM's collection and forthcoming Americas installation.

Date	Type Collaboration	Description	WAM Participants	JHU Participants	Comments
2000–	Teaching & Research	Various classes regularly visiting WAM, WAM staff lecturing to classes	Various	E.D. Maguire Other History of Art faculty	Museum-based classes make regular use of collections for assignments and projects, WAM staff lecture to classes (including W. Noel, B. Johnston, G. Vikan, L. DeLeonardis, M.S. Hansen, J. Spicer, and others) [also BMA*].
Winter 2000-2001	Exhibitions & Programs	“Book Arts in the Age of Dürer” exhibition and catalogue	W. Noel	B. Miller	Exhibition at BMA featured works from BMA, Walters, JHU Libraries; catalogue was jointly authored. Reception involved trustees and donors from all three institutions [also BMA*].
1999-2000	Teaching & Research	Research and data collection on Egyptian collection	R. Schulz Registrars	B. Bryan	For Centre Street reinstallation, students studied works and prepared data for entry on ARGUS database; visited weekly to see objects; student involvement lasted nearly two years.
2003	Exhibitions & Programs	“Hewitt Collection of African-American Art” exhibition and catalogue	S. Dackerman K. Nielsen V. Kaak	H. Egan L. Roth	Two History of Art grad students did curatorial research, generated label and text panel copy, and worked on exhibition design for this traveling exhibition with catalogue.
2003	Facilities Planning	Joint Master Plan	A. Dirican	L. Kilduff	Completed joint master planning project
2002–	Fellowship/ Internship, Workstudy, Cont. Ed.	JHU Tutorial Program using ART+FUN Packs	J. Lin D. Valakos	A. Forno	Tutors use educational packets in after-school mentoring program, bring children to BMA.
2001	Exhibitions & Programs	Antioch mosaics collaboration	S. Johnston A. Perkins	E.D. Maguire M. Roller A. Shapiro	Antioch mosaic exhibition also resulted in small archaeological exhibition at JHU.
Winter 2000-2001	Exhibitions & Programs	“Book Arts in the Age of Dürer” exhibition and catalogue	S. Dackerman (W. Noel, Walters*)	B. Miller	Exhibition at BMA featured works from BMA, Walters, and JHU Libraries; catalogue was jointly authored. Reception involved trustees and donors from all three institutions.
2000–	Teaching & Research	Various classes regularly visiting BMA	Various	E.D. Maguire	Maguire offers many museum-based classes that frequently visit and make use of collections, staff.

“Years ago”	Teaching & Research	Analysis of BMA works	K. Schenck		Grad students in Material Sciences conducted analysis (x-ray, diffraction, etc.) of several BMA works.
10 years ago	Exhibitions & Programs	Symposium on Goltzius	S. Dackerman J. Fisher	W. Melion	Symposium organized by Melion, co-sponsored by BMA; accompanied by small exhibition curated by Melion.

APPENDIX L: SHRIVER HALL RECOMMENDATIONS FROM ARTS MANAGERS GROUP

These recommendations were prepared by the Homewood Arts Management group in March 2005.

Short-term

- Replace seating
- Remove asbestos tiling from auditorium floor
- Replace carpeting
- Reconfigure movie screen to not block proscenium opening
- Replace acoustical shell
- Upgrade electrical systems including patch board
- ADA upgrades to include stage lift, exterior ramping, accessible seating, exit doors, elevator upgrades/replacement

Mid-term

- Conduct independent architectural study of building to examine viability of structure and possible renovation/additions
- Fund hire of hall manager to oversee scheduling, maintenance, usage
- Fund hire of hall technical manager to provide sound, lighting, stage crew, and production support

Long-term

- Review and implement recommendations of independent architectural study
- Provide adequate annual funding for maintenance and support of building

APPENDIX M: RECOMMENDED RENOVATIONS TO ARELLANO THEATRE

These recommendations were prepared in February 2005 by Mr. Nathaniel Jones, a senior civil engineer and one of the technical directors on the *Barnstormers* board of directors.

Architectural

Dressing Rooms and Shop: Currently, Arellano has no dressing rooms or shop, so we can't build sets or do much in the way of construction. The temporary walls backstage should be torn down, and the backstage area should be divided into a few smaller rooms:

- Men's dressing room, with counter, mirror, sink, and coat rack.
- Women's dressing room, with counter, mirror, sink, and coat rack.
- Shop, with work bench, tool rack, lumber rack, paint rack, sink, and saws.
- Lighting equipment closet, with shelves, file cabinet, bars for hanging stored lights, and dimmer rack (existing).

The Rolling Wall: I don't know if the rolling wall is something we want to get rid of or not. If we do replace it with doors (ideally big ones like the ones in Swirnow), we should put up curtains in front of it.

Stage: Currently, parts of the stage are temporary. It would be nice to rebuild a larger, permanent stage with a mat black finish.

Walls: Paint them black. Get rid of the exit signs over the stage. Who's going to exit onto the stage, anyway? All walls in the house and backstage should have sound-proofing insulation.

House: Currently the house has levels spaced 18" vertically. Put in one or even two intermediate levels to create a vertical spacing of 6" or 9". This gives the seats better views and eliminates the need for the railings that people tend to use as footrests.

Ceiling: The tile ceiling is ugly and too low. This causes shadows on the stage and poor lighting in the house. The ceiling could be replaced with a higher one or simply removed altogether to expose the concrete above. Soundproofing insulation should be applied to the ceiling to dull the sound from the Glass Pavilion.

Spiral Staircase: The spiral staircase should be walled off to prevent sound from the Glass Pavilion from entering through it.

Lighting

House Lights: The current house lights are confusing to use. They should be replaced (especially if the ceiling is to be altered). All house lights should be controlled by the twelve

dimmers, which are devoted to house lights. (Currently, three house light circuits are controlled by the light board instead).

House Light Controls: Currently, the house lights can only be controlled from the booth and backstage. There should be a control panel by the door to allow people to turn on the house lights. Then it will not be necessary to unlock the booth every time someone uses the theater.

Stage Down-lights: For no apparent reason, the light switches for the stage down-lights are next to the door. These lights should be controlled by the dimmers devoted to the house lights, not by an independent control, which cannot be manipulated from the booth.

Theatrical Lighting Circuits: Currently, the theater does not make good use of lighting circuits 39–48. These circuits should be added to the system, possibly by adding a row of circuits in the back of the theater.

Sound

Intercom: The Telex intercom system should be expanded to reach the dressing rooms if they are built.

Microphone Jacks: If the stage is rebuilt, microphone jacks 2 and 3 should be relocated to the front of the stage.

Policy Issues

Keys: During each theater group's tech week and performances, the producer, director, stage manager, and technical director should each receive the following keys, or a subset thereof:

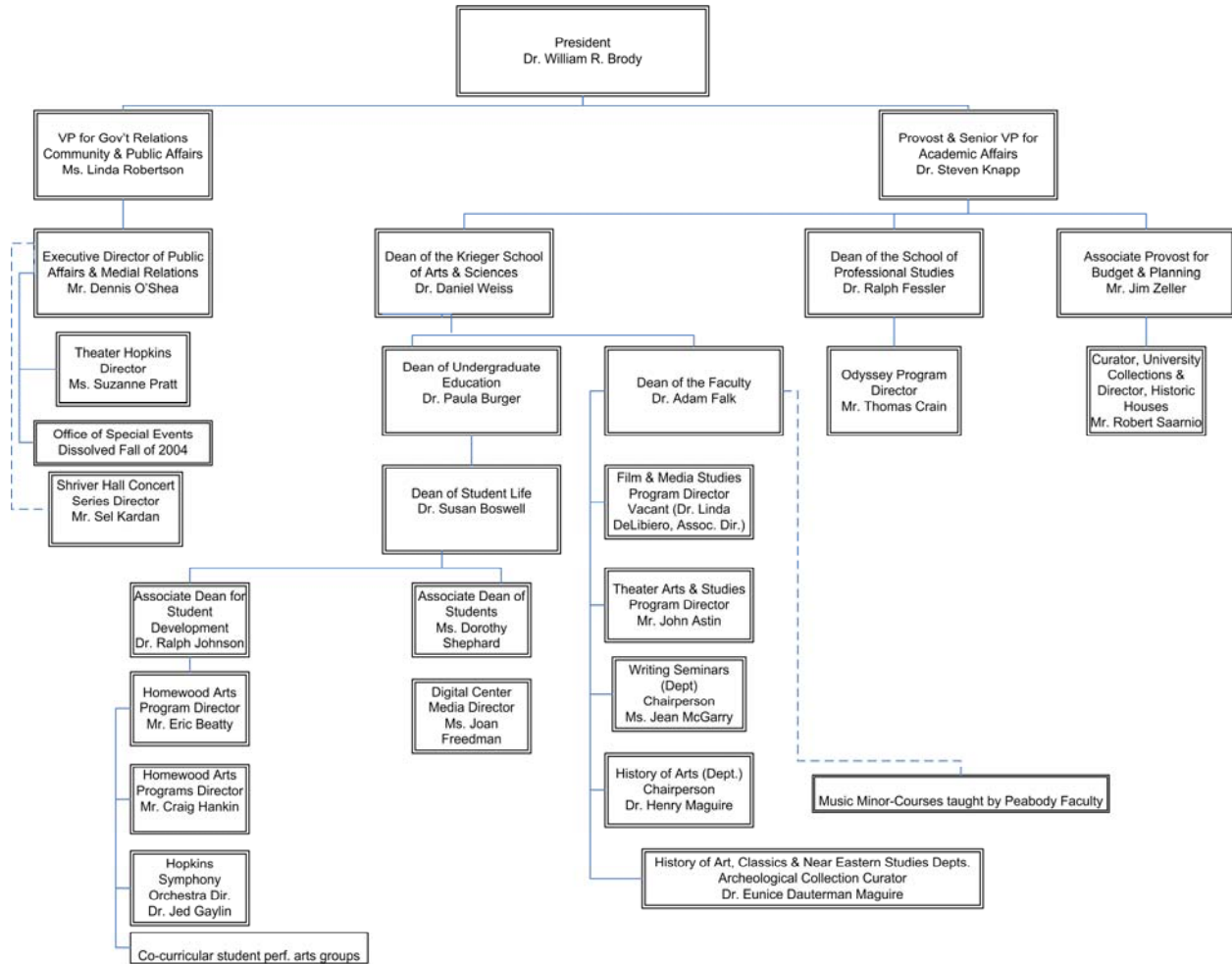
- Front of house
- Stage entrances
- Booth
- Dressing rooms
- Shop
- Lighting closet
- Power tool locks
- Ladder key
- Sound cabinet

To simplify things, many of these rooms could use the same key.

Glass Pavilion Noise: An arrangement needs to be worked out to limit noise in the Glass Pavilion during performances.

Non-Theater Groups: To make Arellano more conducive to use as a theater, non-theater groups such as admissions and other lectures should be encouraged to use other lecture halls on campus.

APPENDIX N: ORGANIZATION AND MANAGEMENT OF THE ARTS AT HOMEWOOD



APPENDIX O: FINDINGS FROM THE 2001-02 COLLEGE STUDENT EXPERIENCES QUESTIONNAIRE (CSEQ)

About the CSEQ

The CSEQ is administered through the Center for Postsecondary Research and Planning at Indiana University. The survey measures student progress and the quality of students' experiences inside and outside the classroom. There are three sections to the CSEQ—*Quality of Effort, College Environment, and the Estimate of Gains*.

Estimate of Gains The activities of students and the characteristics of the environment are meant to complement one another in ways that promote progress toward the objectives of a college education. The Estimate of Gains scales consist of student rating of progress toward important educational goals. There are 23 of these goals, and they are commonly found in writings about higher education and have been used in other national surveys.

College Activities/Quality of Effort The CSEQ assesses the quality of effort students exert in using the resources and opportunities provided by the institution for learning and development. Quality of effort is a key dimension for understanding student satisfaction, persistence, and the effects of attending college. It is measured by how often students engage in the various activities.

College Environment All activities included in the Quality of Efforts scales occur in the College Environment. According to the Center, the college environment is important in attaining the institution's education purposes, in encouraging desired behavior, and in fostering relationships among people that are supportive of those purposes and behavior. The CSEQ contains seven areas of emphasis each on a seven-point scale related to encouraging students to put forth effort in educationally purposeful activities.

Methodology

The CSEQ was administered to all enrolled undergraduate students within Arts and Sciences and Engineering (3,939). It was administered in both paper and web-based formats over a two-month period of (February–March 2002). The overall response rate for full completions was 44% with 236 surveys being returned by paper and 1480 surveys returned online.

Estimate of Gains - Overall

- Hopkins students report their weakest growth in the enjoyment of art, music, drama, acquaintance with literature, understanding history, and knowledge of the world.

Estimate of Gains - By Major

- Engineering students at Hopkins indicate the largest gains in using computers, learning on one's own, and analyzing quantitative problems while they indicated areas of weak growth in acquaintance with literature, understanding history, and the enjoyment of art, music, and drama.

- Not surprisingly, science majors report the greatest personal growth in the categories related to understanding science and using technology and show the least gains in arts and literature.
- Students in the humanities report their greatest personal growth in writing effectively, self-improvement, and in the liberal arts; the least in the categories related to science and technology (e.g., understanding science).
- Social science students at Hopkins report the greatest improvement in learning on one's own, understanding self, and skills for professional career; little gains in the areas of art and literature as well as science and technology.

College Activities - Overall

- The majority of students at both Hopkins and peers report high levels of activity in science and computing activities, course activities, and low levels in arts, music, theater activity, library use, and faculty interactions.

College Activities - Art, Music, Theater

- Students from both Hopkins and peer universities are more likely to talk about music or musicians than to attend a music activity.
- While the same large percent (about 60%) of Hopkins students and students at peer institutions have never themselves participated in a music activity, it is surprising to note, in light of Hopkins having its own music conservatory, that a fifth of Hopkins students have never attended a concert or music event – twice the percentage at other universities.

College Activities - Campus Facilities

- Consistent with students' lack of involvement in music and art events, 34% (vs. 45%) of our students report having “often” or “very often” attended a cultural or social event in the last academic year.