

DAN KISTLER

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Dow, Illinois 62022
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dkistler2@mac.com
www.dankistlerstudios.com

EDUCATION

- | | |
|-------------------|---|
| 7.2001 - 6.2004 | Webster University , Webster Groves, MO
Master of Arts |
| 09.1984 - 06.1986 | Center For Creative Studies , Detroit, MI,
Post Graduate studies
- Studies in the areas of illustration, design, graphic design, typography, figure drawing
Two years, full time. |
| 09.1975 - 06.1979 | Principia College , Elsah, IL
Four year Bachelor of Arts degree, Major: Fine Arts |

WORK

- | | |
|-------------------|---|
| 07.1995 - present | Associate Professor / Department Chair (2006-2012)
Department of Art and Art History, Principia College, Elsah, IL 62028 |
| 06.1994 - 06.1995 | Graphics Department Manager/Designer
Weaver Ladd Harries McGowan Marketing Communications Agency
189 E. Big Beaver, Troy, MI 48083
Immediate Supervisor: Mike Ladd
Job outline: Designer / Production Manager
• Supervise / oversee production artists
• Maintain computer network
• Recommend equipment/software for workstations |
| 04.1986 - 06.1994 | Staff Illustrator
Art Staff, Inc., Commercial Art Studio
1000 John R, Troy, MI 48084 810-583-6070
Immediate Supervisor: Sandy Nelson Jaroslaw
Job description: Commercial Illustrator
• Daily completion of creative illustrations for a wide variety of clients
• Full range of illustration projects: storyboards, line art, full color realistic
• Maintain working relationships with account representatives

Clients:
Chevrolet, Mercedes, Jeep, Falcon Jets, Simplicity Tractors, McDonald's,
Big Boy, Country Crock, Oxychem, Detroit Edison, Walsh College |

COMPUTER

Adobe Creative Cloud – Illustrator, Photoshop, InDesign, After Effects, Premiere Pro, Acrobat Pro, XD, Bridge, Muse, Lightroom, Fontographer 5.1, Final Cut, Sketch, Word Press

PROFESSIONAL

AIGA - American Institute of Graphic Arts
CAA - College Art Association

Personal Passions

Film photography, Woodworking, Cycling, Motorcycling, Backpacking, Literature

Professional Work

College Committees and college duties

- Served as member of the CASL - Committee for Assessment of Student Learning - over 7 years
- Served as The Department of Art and Art History Chair from 2005-2011,
- Served on Curriculum Committee for 7 years - during transition to semesters - oversaw revamping of all college curriculum
- Served as ColComp representative for Creative Arts and Communication Unit
- Advisor for Sheaf, the college yearbook

Classes taught at Principia College since 1995

ARTS 150 Drawing I

ARTS 170 Graphic Design I

ARTS 175 Print Design

ARTS 256 Exhibition Project Management

ARTS 270 Graphic Design II

ARTS 277 Fine Art Photography

ARTS 280 Printmaking

ARTS 285 Illustration

ARTS 290 Web Design

ARTS 299 Experimental New Media Seminar

ARTS 370 Graphic Design III

ARTS 370 Advanced Design Practices

ARTS 390 Advanced Web Design

ARTS 401 Creative Research Project

MCOM 244 Graphics Production

MCOM Yearbook Production Workshop

MCOM 283 Yearbook Photography

MCOM 284 Yearbook Editing

MCOM 286 On-Location Digital Media Production

Bus Ad 325 Advertising

SPST Country Studies: Greece

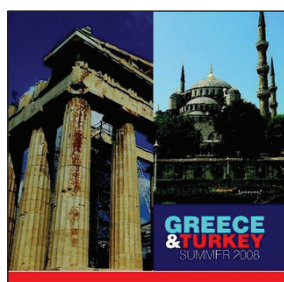
Principia College Abroad Programs and IFE (International Field Experience) Programs

- Co-directed and led 2.5 week portion of the Fall 2005 Art Abroad to Montana and Western states. The US portion of the program traveled by van following the route of Lewis and Clark, visiting historical sites, overnight stays with Native American tribes (Yankton Lakota Sioux, Nez Pierce, Crow), extensive stay in Yellowstone National Park and The Badlands.
- Co-directed and led Spring 2009 Greece/Turkey abroad. This program began in Istanbul and ended in Athens with travel through parts of Western Turkey, many Greek islands and parts of mainland Greece. The program focused on the development of creative and drawing skills by “digging below the surface” of both countries in learning about their cultures. Program culminated with a visual presentation to the community.
- Co-directed and led Fall 2011 Turkey/Greece abroad. This program was similar to the Spring 2009 program and also began in Istanbul and ended in Athens with travel through parts of Western Turkey, many Greek islands and parts of mainland Greece. The program focused on the development of design skills through “digging below the surface” of both countries in learning about their cultures. Program culminated with a visual presentation to the community.
- Director of the Fall 2013 Turkey/Greece abroad - Team taught on this program with Kristin (Martin) Serafini
- Director of the Fall 2016 Greece/Italy abroad - Team taught on this program with Chris Young (PHIL 222), Turkey dropped with Italy added at last minute due to security concerns about travel in Turkey
- Director of Spring Break 2018 IFE Program to Greece - 9 day trip with 10 students from ARTS 170 and ART 270
- Director of Fall 2018 Greece/Turkey/Italy abroad - Chris Young - drop-in faculty for PHIL 222

The following books were self-published as documentation of the programs. All are available at www.lulu.com or blurb.com



Fall 2005



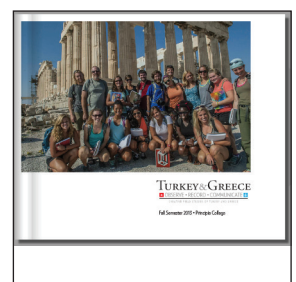
Spring 2009



Spring 2009



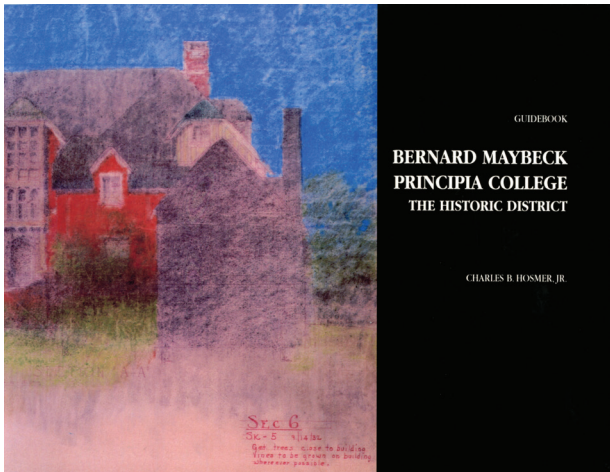
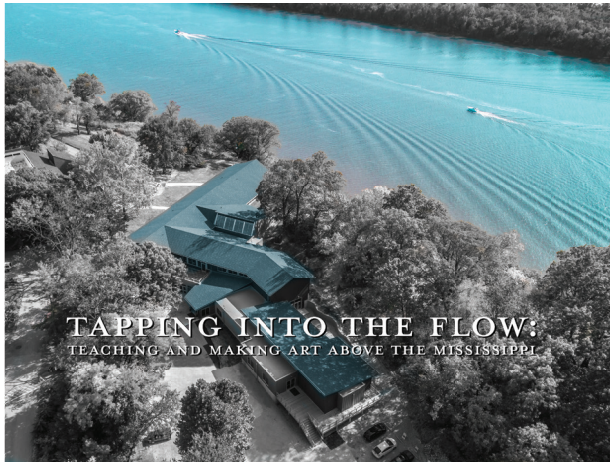
Fall 2011



Fall 2013

Recent Design work for Principia College

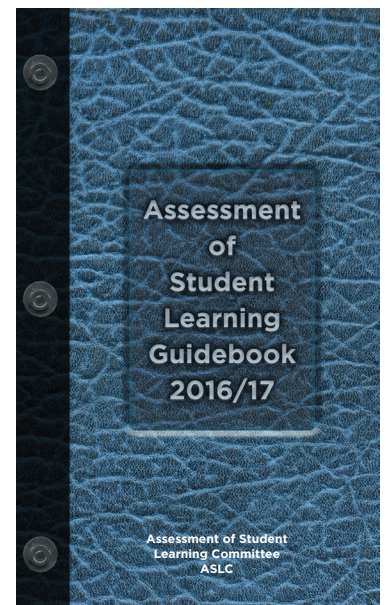
- Layout and design of the book for the Tapping Into the Flow: Teaching and Making Art Above the Mississippi, 2018
- Layout and design of the book The Voney Project - fine art portraits of all the individuals who had a part in the design and building of the Voney Art Center, 2018
- Design and layout and production of:
Bernard Maybeck Principia College The Historic District by Charles Hosmer, published by Principia College, 1998.



Design of identity systems for abroad programs

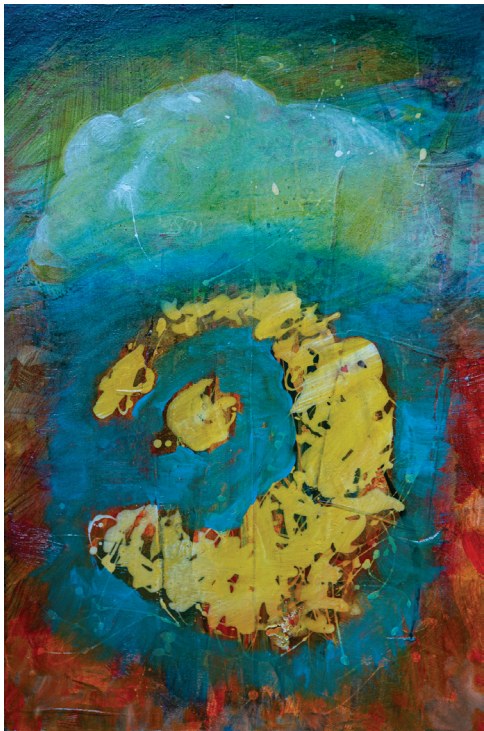


Design of system of stamps for field research journals for abroad programs



Recent fine art work - painting and photography

Recent photographic work documenting the landscapes and corners of Calhoun County



Recent paintings - Maps and Memories - based on 10 years of travel to Greece



Materials I have created for the department to “tell our story” and communicate our learning outcomes.

Program level Student Learning Outcomes for Studio Art

ASSIMILATE: Develop a disciplined artistic practice

- Engage in a discipline-specific creative process - artistic process.
- Demonstrate intellectual agility through imaginative problem-solving.
- Demonstrate informed use of visual media.
- Create work that demonstrates awareness of historical and contemporary cultural context.
- Showing evidence of mastery and individuality

EXPRESS: Organize visual elements to construct meaning

- Construct complex systems of form.
- Apply compositional theory (e.g. space, volume, color).
- Solve visual problems.
- Articulate the connection between form and content.

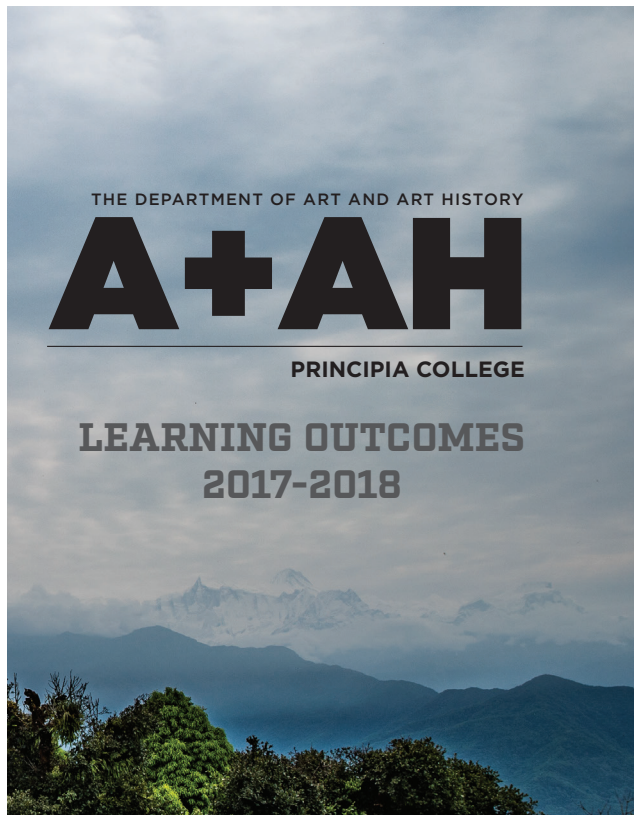
INTREPRET: The critique of visual work

- Effectively interpret and evaluate various source materials.
- Learn how to assess visual compositions and articulate the relationship of subject, form, and content.
- Develop an informed individual point of view.
- Be able to defend claims with evidence.
- Address collective meanings of art by questioning the history language, and contemporary trends.

Program level Student Learning Outcomes for Art History

A student fulfilling Art History course requirements will have developed:

- Insight into the creative process
- An expansive knowledge of the history of works of art, world-wide, and the vocabulary to discuss them
- Skill in analyzing works of visual culture
- The capacity to recognize, research, and write about art in its social context.



THE DEPARTMENT OF ART AND ART HISTORY

A+AH

PRINCIPIA COLLEGE

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Assimilation

Develop a disciplined artistic practice showing evidence of mastery and individuality

- Engage in a discipline-specific creative process - artistic process.
- Demonstrate intellectual agility through imaginative problem-solving.
- Demonstrate informed use of visual media.
- Create work that demonstrates awareness of historical and contemporary cultural context.

Expression

Organize visual elements to construct meaning

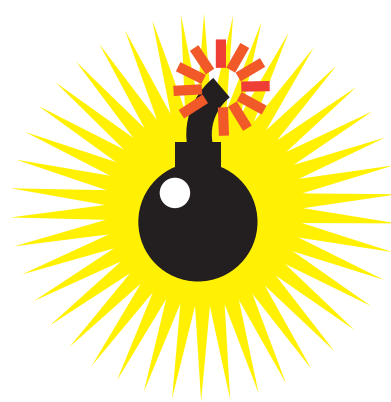
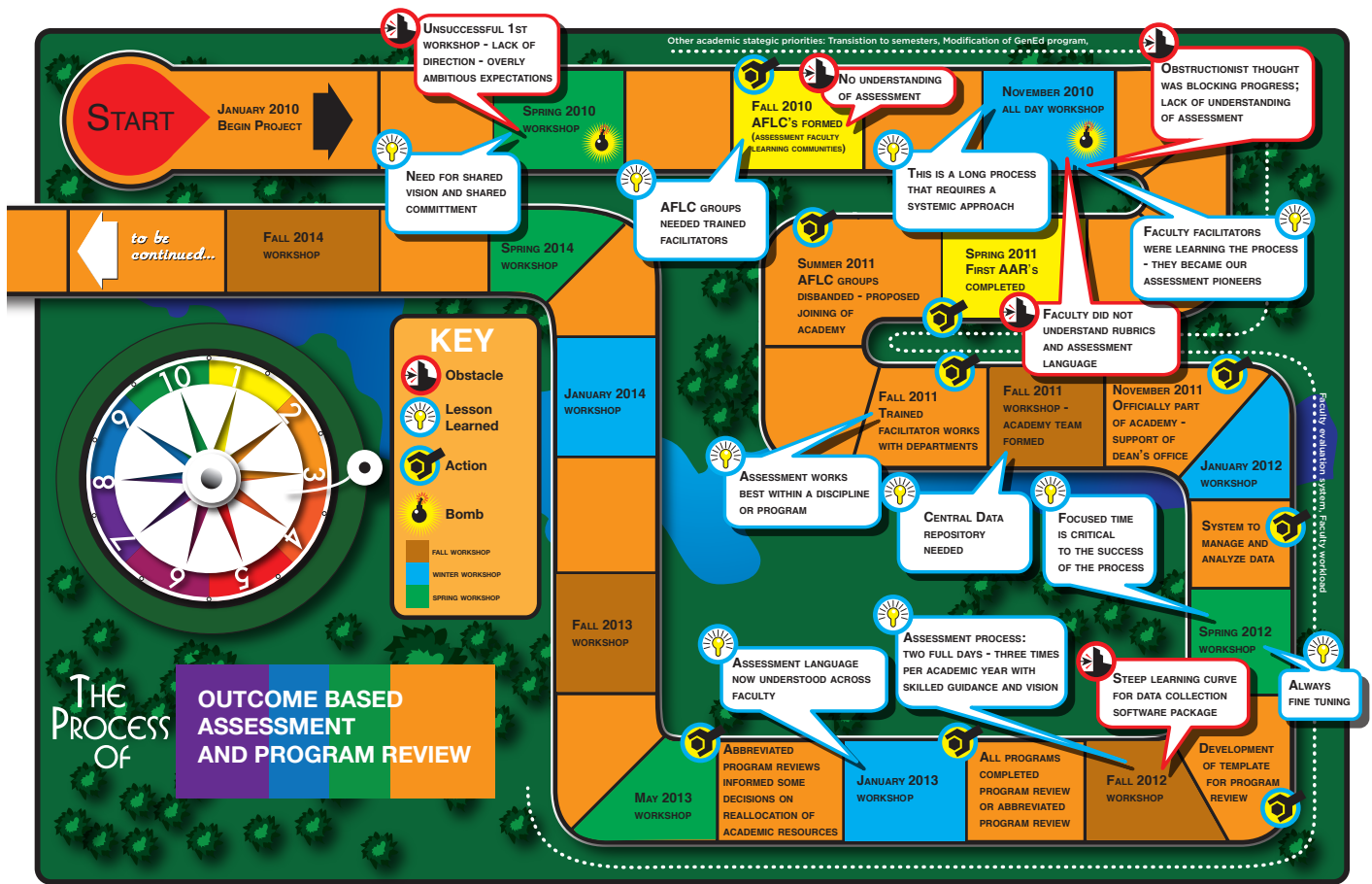
- Construct complex systems of form.
- Apply compositional theory (e.g. space, volume, color).
- Solve visual problems.
- Articulate the connection between form and content.

Interpretation

Critique visual work orally and in writing

- Effectively interpret and evaluate various source materials.
- Learn how to assess visual compositions and articulate the relationship of subject, form, and content.
- Develop an informed individual point of view.
- Be able to defend claims with evidence.
- Address collective meanings of art by questioning the history language, and contemporary trends.

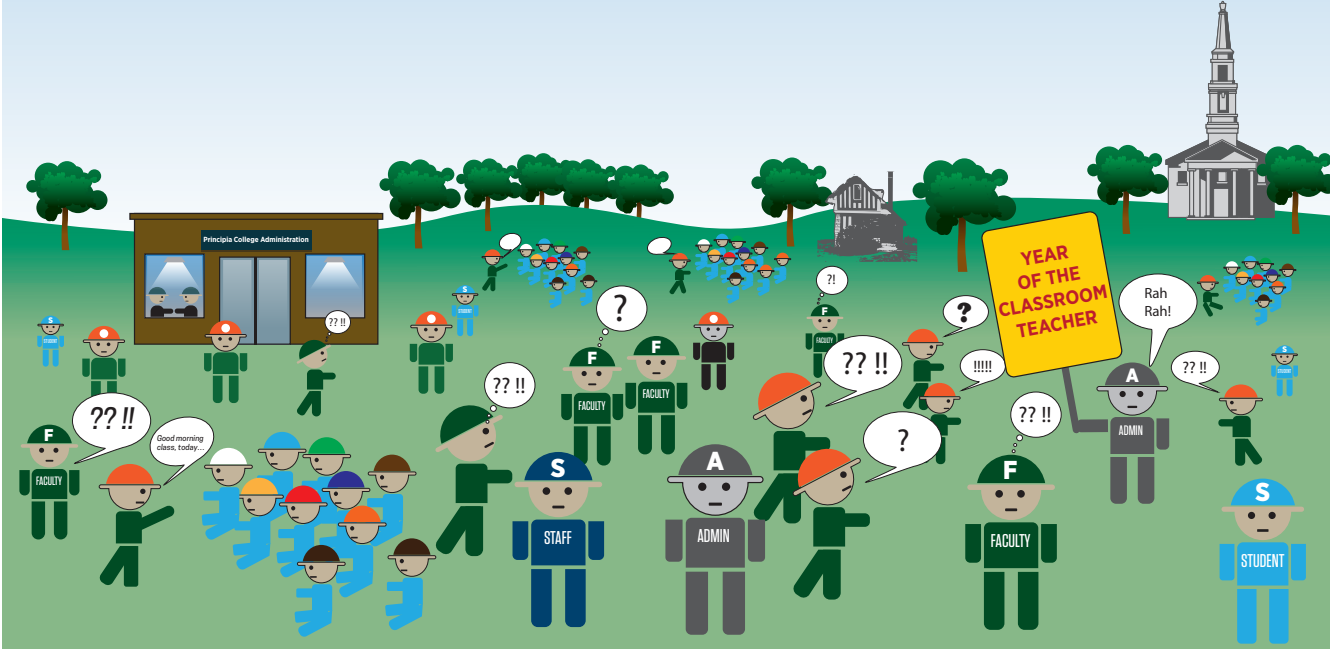
Academy Team design work

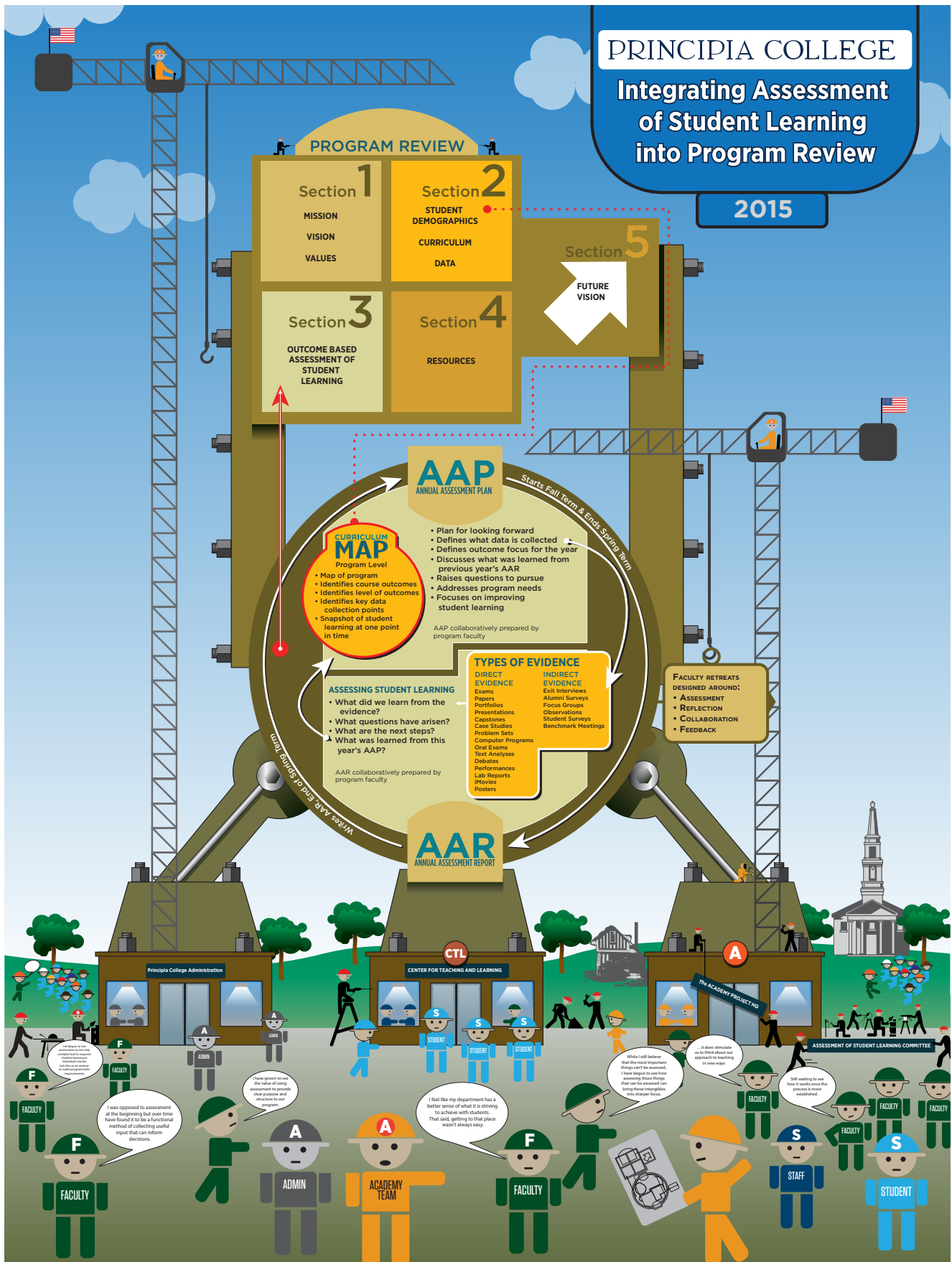


Game Board and icons designed for Academy Team presentation at the Higher Learning Commission Conference - April 2013



PRINCIPIA COLLEGE
Before the
Academy Project
2010





PRINCIPIA COLLEGE
ACADEMY PROJECT

2015

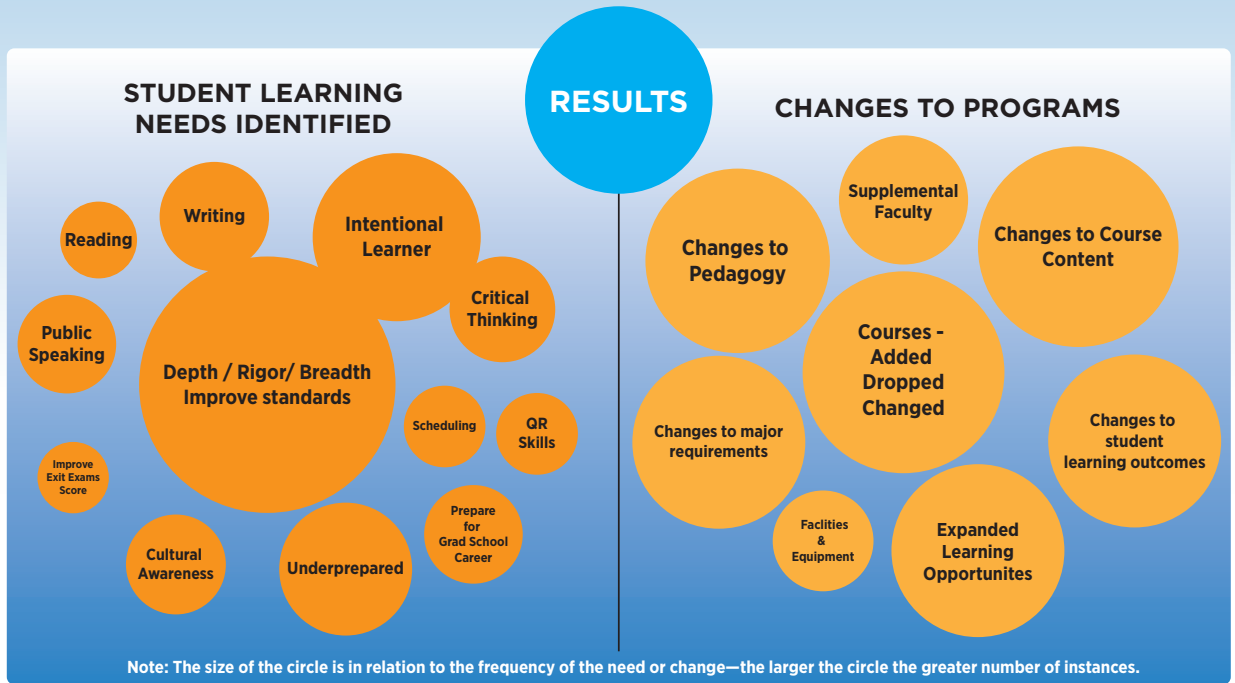
Project Description

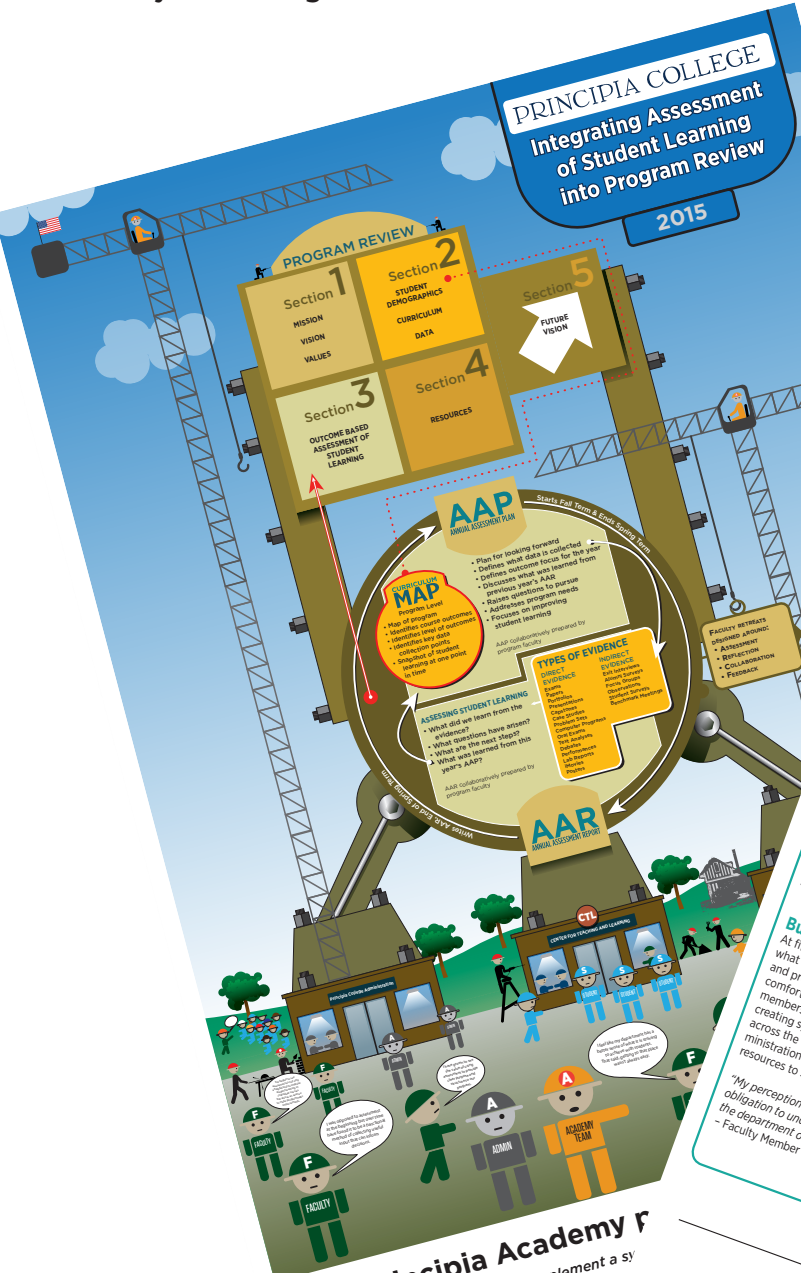
- The Principia Academy project has three components:**
- 1) Create and implement a systematized process for assessing student learning;
 - 2) Create and implement a program review process; and
 - 3) Integrate the two systems together.

These three components are designed to achieve a comprehensive, coherent, integrated, and continuous system for assessing student learning at Principia College and inform program review. Analysis will include existing and collected student performance data to assess student learning and academic program improvement. The focus includes an academic program review process that integrates the collection, analysis, and use of student learning data with other program review inputs.

5 KEY LESSONS LEARNED

1. KEEP FOCUS ON STUDENT LEARNING
2. ONE SIZE DOES NOT FIT ALL
3. BUILDING A CULTURE OF LEARNING
4. FACULTY DEVELOPMENT IS VERY IMPORTANT
5. BUILD A SUSTAINABLE SYSTEM





The Principia Academy for
 • Create and implement a system
 • Create and implement a system

These three components are designed for assessing student learning at Principia College. One Maybeck includes an academic program review with other program review inputs.

CLOSING THE LOOP FOR 22 PROGRAMS

LEARNING NEEDS	Add/remove courses		Learning outcomes		Major requirements		Modify pedagogy		Expand classroom		Supplemental faculty	
	16	11	4	7	8	4	8	8	9			
Depth/breadth	1	1	1	1	1	1	1	1	1	1	1	1
Underprepared	5	4	1	4	2	5	1	2	1	1	1	1
Writing	1	1	1	1	1	1	1	1	1	1	1	1
Public speaking	1	3	1	1	1	1	1	1	1	1	1	1
Critical thinking	2	3	1	1	1	1	1	1	1	1	1	1
Cultural awareness	1	2	1	1	1	1	1	1	1	1	1	1
Grad school/career	1	2	1	1	1	1	1	1	1	1	1	1
Math skills	1	2	1	1	1	1	1	1	1	1	1	1
Reading	1	2	1	1	1	1	1	1	1	1	1	1
Scheduling	1	2	1	1	1	1	1	1	1	1	1	1
Total	28	1	28	13	15	18	9	3	1	1	1	1

* Expanded classroom - for example field trips, linked extra-curricular clubs, expanded performance opportunities, bringing in outside experts
 * Supplemental faculty - visiting faculty brought to fill needs identified through program review and assessment of student learning outcomes

Principia College | One Maybeck Place | Elmhurst, IL 60120 | Dr. Libby Scheiern - Assistant Dean of Academics | 618-374-5147 | libby.scheiern@principia.edu

Keep focus on student learning
 The purpose of assessment is to improve student learning. At the beginning, faculty saw assessment as an add-on and was a distraction to teaching. Assessment as a concept seemed abstract and intangible. As we refocused on the process as a means to improve student learning, then faculty saw the value of assessment. This focus on student learning is key to the program review process.

"For instance, we gain ideas of how to improve learning by sharing among our department members and we all feel that incremental improvement is ok—we don't have to change our whole courses—but we do focus on specific goals and improvements and over time have found that to be an effective way to improve the level of learning based on what we find works." - Faculty Member

One size does not fit all
 When we began focusing on assessment of student learning, we did it in a large group with all faculty doing the same thing at the same time. It quickly became clear that this process is more nuanced and faculty needed more individual guidance. This allowed programs to develop assessment methods that were organic and grew out of their own needs. The Academy provided the overall framework for assessment and program review institution-wide but allowed programs to make adjustments as necessary.

"I have ceased to see it as a necessary evil and more as a tool that can be shaped to best fit our department's needs." - Faculty Member

Building a culture of learning
 At first we thought we had to build a "culture of assessment", but we realized what was needed was a culture of learning. The establishment of assessment and program review systems was scaffolded which allowed faculty to become comfortable with one component of the system at a time. The Academy membership included representatives from each division which was key to creating systems that reflected the different ways of thinking and knowing across the curriculum. In addition, the cultural shift was supported by the administration who saw the value of these systems, and consequently provided resources to support the Academy project.

"My perception of assessment has radically changed from one of a required obligation to understanding the benefits to my teaching, student learning, and the department of doing an accurate and consistent assessment process." - Faculty Member

Faculty development is very important
 The Academy team recognized that faculty development needed to take place in a variety of venues and formats. All programs meet with the Director of Center for Teaching and Learning on a bi-weekly basis to discuss student performance and program outcomes. In addition to these meetings, the Academic Deans dedicate pre-fall semester, pre-spring semester, and post-spring semester workshops to write the Annual Assessment Plans (AAP) and Annual Assessment Reports (AAR). Part of the workshop time is devoted to professional development on assessment methods and tools. These designated times ensure faculty have the opportunity to share with their departmental colleagues and colleagues in other departments. This enhances the learning experience for all.

"...we can do what is being asked of us...it isn't quite as mechanistic as I had feared...it's useful for determining if we are actually accomplishing what we set out to do especially in terms of the effectiveness of our programs as a whole." - Faculty Member

Build a sustainable system
 Recognizing that this is an ongoing process, the Academy team wrote an Assessment Handbook documenting the program review process and the annual assessment cycle which is used to orient new faculty. The Academy team became the Assessment of Student Learning Committee. The institution has a database that enables the systematic collection and assessment of student learning artifacts along with reports of assessment results. The Center for Teaching and Learning and the Office of the Academic Deans provide regular support for assessment and program review activities.

PRINCIPIA COLLEGE
 ACADEMY PROJECT
 OUTCOMES
 2015
5
 KEY LESSONS
 LEARNED

Personal design work

- Dan Kistler Studios - maintain personal website @ www.dankistlerstudios.com
- Self-published books of work based on travels to Greece, Turkey, Italy, Nepal

