

About this map

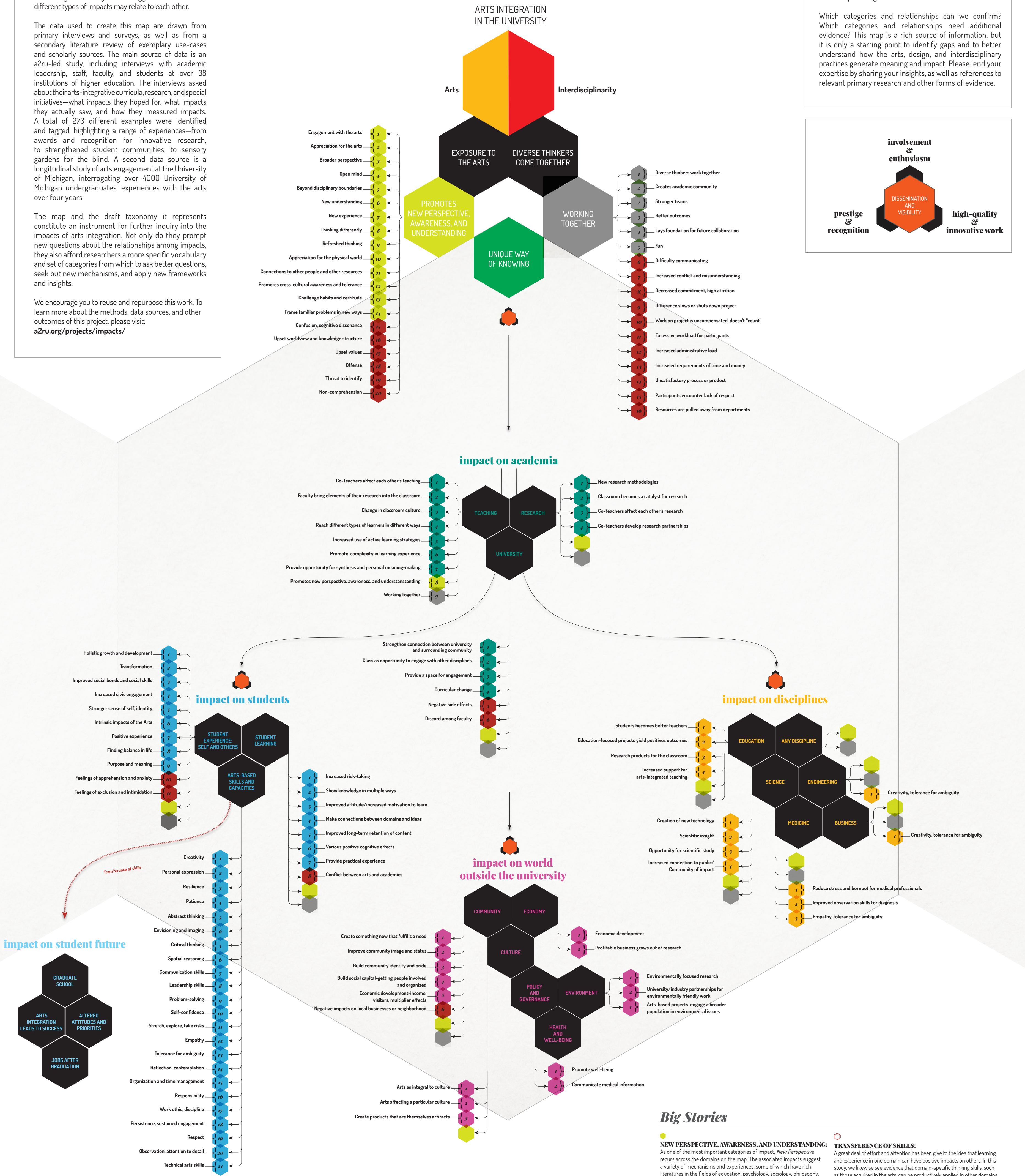
This map highlights different categories of impact that the arts and interdisciplinary practices have on the work of higher education in five key areas: academic activities (teaching, research, and engagement), student experience, student futures, the world outside the university, and disciplines other than the arts. The map's draft categories and layout also suggest a model for how different types of impacts may relate to each other.

The data used to create this map are drawn from primary interviews and surveys, as well as from a secondary literature review of exemplary use-cases and scholarly sources. The main source of data is an a2ru-led study, including interviews with academic leadership, staff, faculty, and students at over 38 institutions of higher education. The interviews asked about their arts-integrative curricula, research, and special initiatives—what impacts they hoped for, what impacts they actually saw, and how they measured impacts. A total of 273 different examples were identified and tagged, highlighting a range of experiences—from awards and recognition for innovative research, to strengthened student communities, to sensory gardens for the blind. A second data source is a longitudinal study of arts engagement at the University of Michigan, interrogating over 4000 University of Michigan undergraduates' experiences with the arts over four years.

The map and the draft taxonomy it represents constitute an instrument for further inquiry into the impacts of arts integration. Not only do they prompt new questions about the relationships among impacts, they also afford researchers a more specific vocabulary and set of categories from which to ask better questions, seek out new mechanisms, and apply new frameworks and insights.

We encourage you to reuse and repurpose this work. To learn more about the methods, data sources, and other outcomes of this project, please visit: a2ru.org/projects/impacts/

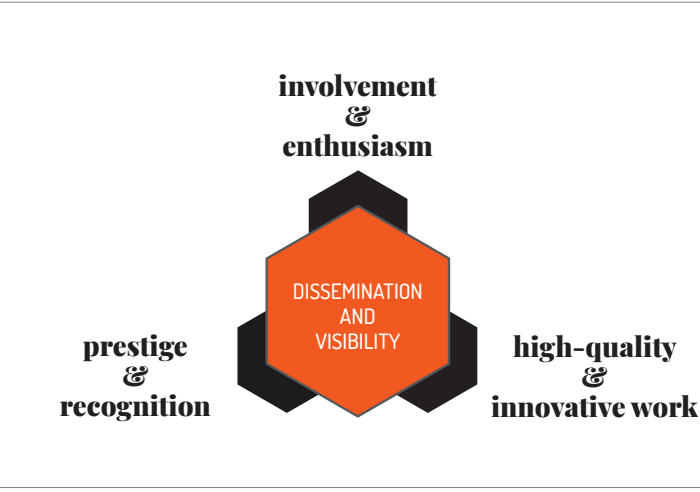
THE ARTS AND DESIGN IN RESEARCH UNIVERSITIES:
INTERDISCIPLINARY IMPACTS AND PRACTICES



How to use this map

The map is organized to ignite discussion, support clear communication, and inform practice. Browse the map for the types of impact that interest you; you can locate broad and recurring impacts in the top section of the map, and specific, targeted impacts in the bottom section. Explore some of the BIG STORIES that emerge from looking at all of the impacts together.

Which categories and relationships can we confirm? Which categories and relationships need additional evidence? This map is a rich source of information, but it is only a starting point to identify gaps and to better understand how the arts, design, and interdisciplinary practices generate meaning and impact. Please lend your expertise by sharing your insights, as well as references to relevant primary research and other forms of evidence.



Big Stories

NEW PERSPECTIVE, AWARENESS, AND UNDERSTANDING: As one of the most important categories of impact, *New Perspective* recurs across the domains on the map. The associated impacts suggest a variety of mechanisms and experiences, some of which have rich literatures in the fields of education, psychology, sociology, philosophy, and anthropology.

WORKING TOGETHER: Like *New Perspective*, *Working Together* is a high-level family of impacts that co-occurs with other impacts on the map. Together, these two families underscore basic human capacities and have powerful transformative potential. *New Perspective* and *Working Together* can also lead to negative outcomes, but awareness of these trade-offs can in fact generate opportunities for deeper understanding.

SKILLS FOR THE FUTURE: Socio-Cognitive skills predominate the arts-based skills and learning outcomes listed under *Impact on Students*. Arts-driven skills and capacities—such as those associated with creative intelligence, social intelligence, and perception and manipulation—are some of the least susceptible to task automation and computerization. These uniquely human skills tend to be associated with higher wages, especially when they are cultivated with other, distinctly diverse and complementary skills. Thus with the rise of a data-analytic and computation-driven economy, skills such as the ability to make connections between domains and ideas, the ability to show knowledge in multiple ways, and leadership will create the capacity for impactful work, problem-solving, earnings potential, and other important aspects of well-being.

TRANSFERENCE OF SKILLS: A great deal of effort and attention has been given to the idea that learning and experience in one domain can have positive impacts on others. In this study, we likewise see evidence that domain-specific thinking skills, such as those acquired in the arts, can be productively applied in other domains. Transfer is most likely when instruction is tailored to support it.

DISCIPLINES IN DIALOGUE: When people from disparate fields work together, they advance knowledge and practice. And when today's students become tomorrow's teachers, researchers, and professionals, the total effect is that a given field—be it engineering or music or gaming or medicine—matures and transforms as new perspectives are taken into account.

A DYNAMO FOR ARTS INTEGRATION: On this map, the dynamo makes appearances in multiple areas and may point to how arts integration is not only disseminated but actually perpetuated across different domains. The broad impacts that comprise the dynamo—*involvement and enthusiasm*, *prestige and recognition*, *high-quality and innovative work*, *dissemination and visibility*—reinforce positive engagement and outcomes through the arts. They also suggest social, psychological, and material mechanisms of change. Taken together, these impacts hint at a formal model or theory of change that can drive arts integration.

Impacts Worksheet: Build Your Case

Briefly describe your arts integrative work (e.g., project, class, research, program).

2

What groups or areas does your work affect (e.g., students, the community, your teaching style, a discipline)?

3

Locate those groups or areas from step #2 in the large hexagons on the Impacts map, and review the associated impacts (small hexagons trailing off the black ones). Which of these associated impacts does your work have? Are there additional impacts (not shown on the map) that your work has? List all of your work's impacts here:

4

Narrow your case. On which groups or areas is the impact of your work the greatest (no more than two)? Which of the impacts you claim are strongest? Go back to step #1 and circle those choices. These will be the focus of your case today.

5

Gather evidence. How do you know your work has the impact you claim? What evidence do you have? Brainstorm the ways in which you have seen impact (e.g., quality of student work, attitude of colleagues, community reaction, attendance numbers, mention in the press, perceived change in priorities of your discipline).

6

List the evidence here. Make notes on how you could present that evidence (e.g. pictures, video, storytelling, charts or graphs, Impacts map).

7

Sketch out your case. It should include a description of your project, its impact and evidence of impact. Note where you might use a visual aid such as the Impacts map or other materials.

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ALLIANCE FOR THE ARTS
IN RESEARCH UNIVERSITIES

(The Alliance for the Arts in Research Universities (a2ru) advances the full range of arts-integrative research, curricula, programs, and creative practice to acknowledge, articulate, and expand the vital role of higher education in our global society.

22ru envisions a world in which universities – students, faculty, and leaders – acknowledge, deeply embed, and seamlessly

everyday practice.

As an organization, we value the arts as core to higher education, deep disciplinary knowledge and applied research. In the arts, interdisciplinary knowledge and collaboration, diverse community, and the research university as a driver to create a better world.

a2ru.org/projects/impacts/