Academic Program Review  
School of Art  
Final Report - 1998

Review Process

The School of Art prepared a Self Study following the program review guidelines. An External Review Committee visited the campus, reviewed the Self Study documents, and interviewed School of Art faculty, staff, students and University administrators. The External Report and the Self Study were reviewed by the Program Review Committee. This document reflects the Program Review Committee (PRC) findings and recommendations.

Highlights Of The Self Study

The School of Art and Its Mission
The School of Art is an academic unit within the College of Arts and Sciences. "The primary mission of the School of Art is the effective training of students planning careers as artists, designers, art educators, art therapists, or art historians." It contributes to the University's vision "to be the premier learning community in Ohio, and one of the best in the nation," by helping the student "develop a personal aesthetic or mode of visual communication. Other academic programs may develop a student's intellectual, cognitive, and/or analytical skills, but only disciplines in the fine and performing arts can deliver the kind of instruction that promotes a student's affective development--something our educational system too often neglects."

The Program
The School of Art offers majors leading to the B.F.A. in Studio Arts or Design Studies; the B.F.A. with Teacher Preparation; the B.A. in Art or Art History; the B.S. in Art Education (offered through the College of Education and Human Development) or in Art Therapy (offered through the College of Health and Human Services); the M.A. in Studio Arts or Art History; and the M.F.A. in Studio Arts. A dual degree through the College of Arts and Sciences and the College of Education and Human Development is also offered in Art Education. The School of Art is accredited by the National Association of Schools of Art and Design (NASAD).

The unit is comprised of five divisions: Two-Dimensional Studies (Painting, Drawing, Printmaking, Photography and Computer Art); Three-Dimensional Studies (Sculpture, Ceramics, Glass, Fibers and Jewelry/Metalsmithing); Graphic Design; Art Education and Art Therapy; and Art History. (The addition of a 6th division, Computer Art and Animation, is pending charter ratification.) Students majoring in Studio Arts choose one of ten areas of specialization in either Two-Dimensional or Three-Dimensional Studies.

The Fine Arts Center Exhibition Program, although not an academic unit, is housed in the School of Art and supports the educational mission of the School. It provides exhibitions and cultural events for art students and members of the larger university, local and regional communities. It is run by an Exhibition Program Administrator, who reports to the Director of the School. There are presently three gallery spaces in the School of Art--Dorothy Uber Bryan, Hiroko Nakamoto and Willard Wankelman.

The Children's Saturday Art Program for community children (ages 3 through 16) serves both the instructional and service missions of the school. It is administered through the Office of Continuing Education and supervised by the School of Art. The instructors for the program are undergraduate Art Education majors enrolled in ARTE 407 (Visual Arts Teaching Practicum).
The School of Art offers various study abroad programs for undergraduate and graduate students at the Studio Art Centers International (SACI) in Florence. BGSU is the host institution for this program, for which University credit can be earned.

Young Artists at Work Program, sponsored by the Arts Commission of Greater Toledo, is a one-week summer program for young people ages 14 to 20 who are considered to be "at risk." Students live on the BGSU campus and work with a faculty member in a specific medium.

The Students
According to recent data, there were 760 students enrolled as art majors in Fall 1997. This number breaks down accordingly: 689 full-time and 71 part-time students; 582 art majors in the College of Arts and Sciences and 178 Art Education and Art Therapy majors in the College of Education and Human Development and the College of Health and Human Services; 735 undergraduates and 25 graduates; 690 Ohio residents, 65 out-of-state and 5 international; 59% female and 41% male; 91% white and 9% other.

Freshman art majors enroll in the Foundations Program, a group of courses consisting of ART 102 (Two-Dimensional Foundations); ART 103 (Drawing Foundations); and ART 112 (Three-Dimensional Foundations). All but one section of these classes are taught by graduate assistants and part-time faculty. The program has no coordinator at present. A "Freshman Forum" is offered for no credit each Friday during the Fall semester. It is an opportunity for new students to hear faculty presentations, talk about advising matters and discuss philosophical issues.

Enrollment
In reviewing enrollment data the following observations can be made:

1. There is an increase in enrollment (e.g., 371 art majors in the College of Arts and Sciences in 1992 and 582 in 1997; 679 total (includes part-time and other Colleges) enrolled in 1994 and 760 in 1997.

2. The number of full-time faculty and the student to faculty ratio compare as follows: CAS majors--23 in 1992 (16.1:1) and 27 in 1997 (21.5:1); full-time majors--22 in 1994 (30.9:1) and 27 in 1997 (28.1:1).

3. The number of SCHs per year has increased (13,891 in 1994-95 and 15,270 in 1997-98). (N.B., this number is based on calculations made by the authors of the Self Study.)

4. The main reasons for growth have been job availability and the interest in disciplines involving new technologies, especially Computer Art and Design.

The Faculty and Its Organization
During the 1997-98 academic year the School of Art faculty consisted of 27 tenured, probationary and temporary faculty and a full-time support staff of seven. An additional 30-40 part-time faculty were hired each semester to teach required courses. The School is administered by a Director and an Associate Director. The five Divisions are administered by Division Heads elected by the faculty in the respective Divisions. These Division Heads serve on the Advisory Council. The Director and Advisory Council deal with the day-to-day business of the School and propose policy issues to the larger faculty as needed and appropriate.

Data on full-time faculty (Fall 1997) break down as follows: 37% female and 63% male; 100% white; 34% age 50 and over; 63% tenured and 37% non-tenured; 30% with doctoral and 70% with
master's degrees. (The M.F.A. is considered the appropriate terminal degree for faculty in the studio arts.)

Several standing committees attend to specific issues and tasks: the PST Committee, which deals with review of faculty personnel for the purpose of contract renewal, tenure and/or promotion, and merit pay; the Curriculum Committee which reviews and/or initiates proposals for curriculum changes.

The faculty carry a three-course-per-semester teaching load with reductions for administrative responsibilities. All studio courses, while generating three credit-hours, amount to six contact hours per week (eighteen hours total). Faculty in respective disciplines must repair equipment, maintain a budget, order supplies and advise students. They are also expected to contribute their service through committee work and to pursue their own creative and professional activities.

**Facilities**

The School of Art is composed of two instructional facilities: one is the fifty-year-old Fine Arts Building; the other is the 1992 Fine Arts Addition. Together these structures constitute the Fine Arts Center. The studio facilities for Jewelry/Metalsmithing, Fiber Art, and Foundations Drawing, the lecture hall for Art History, the School's Art Resource Center, a woodshop, studios for graduate students, some faculty offices and the Willard Wankelman Gallery are housed in the older Fine Arts Building. "The newer Fine Arts Addition encompasses some of the best art facilities in the country" and "is one of the most compelling physical environments at BGSU." Studios for the programs in Glass, Ceramics, Sculpture, Painting, Drawing, Photography, Printmaking, Graphic Design, and Computer Art; classrooms for Art Education and Art Therapy; the Dorothy Uber Bryan and Hiroko Nakamoto Galleries; the School's administrative offices; and faculty offices are located in this addition.

**Scholarly Productivity**

The School of Art faculty is of a very high caliber. This claim is based on measurable data regarding educational background, teaching experience, and research and creative productivity. They boast an impressive array of publications, articles, catalogs and conference proceedings and have been seen in nearly 300 exhibitions. Six studio faculty are represented by commercial galleries in Toledo, Cincinnati, Columbus, Birmingham, Milwaukee, Louisville, New Orleans and Omaha.

**Assessment of Student Learning Outcomes**

Assessment can be viewed over a period of time in both philosophical and quantitative ways. Because the School of Art supports the NASAD guidelines for studies in Art and Design, it aspires to prepare students according to the most recent NASAD Handbook guidelines: “Every artist or designer must be, to some extent, a viewer, creator, analyst, communicator, problem solver, theorist, and historian.” In essence a student should be able to absorb, develop responses, seek and solve problems, develop technical competencies, understand and evaluate, and make valid assessments on quality and effectiveness.

Since many of these qualities are difficult to test or quantify, assessment can be problematic. More quantifiable measures of effectiveness might include: student success in entering graduate programs; student success in finding employment in art or art-related fields; and student success in competitive exhibitions. To date the School of Art has no systematic or on-going measures for any type of assessment.

A survey developed by the School of Art in 1997 in conjunction with the University Office of Institutional Research has dealt with some concerns on student satisfaction. Three hundred fifty majors were polled (sophomores, juniors and seniors) regarding degree progress, advising and
course availability. Survey results displayed two glaring weaknesses: 1) inability to provide students with enough studio courses; and 2) inability to promise students that they can complete their degree in four years.

**Resources and Resource Needs**

“Perhaps the central issue of our program review is embedded in this question: Do we have adequate faculty resources to provide a stable learning environment for our students and fulfill our mission? Under current circumstances we do not.” Given the rapid growth of the undergraduate art major and the non-growth of faculty positions, the situation has “dramatically challenged the School’s ability to deliver a quality education. We clearly need to increase the size of the full-time faculty or to reduce the size of our student body.”

In the Fall of 1997, 38 sections of Art Foundations courses were offered and only one section was taught by a full-time faculty member. More than half of the 137 course sections scheduled for Fall 1998 will be taught by adjunct faculty or GTAs. (All fulfill degree or licensure requirements; none are offered for General Studies.) All but one of the graduate studio and art history courses scheduled for Fall 1998 will be offered concurrently with upper level undergraduate courses.

The School of Art currently has seven full-time support staff: two technicians, the Exhibitions Program Administrator, an Account Clerk, a Library Associate, and two secretaries. The care and maintenance of an art facility is very demanding and often calls for very specific expertise. There is an obvious need for help in all areas; however, the technical and secretarial areas often reach crisis proportions.

In terms of facilities and equipment, the School lacks a systematic plan for maintenance and replacement. The old Fine Arts Center Building must be renovated, because its physical condition is hazardous to those working there.

**Unit Planning**

During the academic year 1997-98, the School of Art developed a Unit Plan. This document, as well as most aspects of the Self Study, was informed by on-going faculty discussions in the Advisory Council, Divisions and full faculty meetings, and at a special meeting in November 1997 with an outside facilitator. Given a reasonable level of support during the next five to seven years, it should be possible for the School of Art to realize its goal of achieving a national presence and being one of the top forty schools in the nation. Goals and Strategies were articulated in the context of Administrative Structure, Programs, Quality and Demand, Personnel, and Community Partnerships and placed (for the most part) on a realistic timetable.

**Administrative Structure.** Beginning with fiscal year 1998-99, a new operational/administrative structure will be in place consisting of a Director, an Associate Director, a Graduate Coordinator, Special Assistants (GTA Advisor, SACI Coordinator, Foundations Coordinator), and Division Chairs. This structure will improve student services, better facilitate student outcomes assessment, establish a clearly-defined distribution of administrative responsibilities and create leadership opportunities for faculty.

**Programs.** The first stage of curricular re-design will be in print by Spring 1999 and will be operational by Fall 1999. This progressive curriculum will focus on student learning outcomes, recognize the strength of diversity and encourage collaboration and cross-disciplinary study. The goal is to offer an integrated arts environment that embraces the study of fine art and design in the context of emerging technology.
Quality and Demand. An enrollment management system including portfolio review will be in place as soon as possible during the Fall Semester, 1998. This is essential so that the following can take place: 1) stabilize the learning environment; 2) provide reasonable levels of full-time instruction for the Art Foundations students, declared art majors, non-art majors, and graduate art students; 3) achieve an 18:1 student to faculty ratio with 630 majors and 35 faculty; 4) make the promise of a four-year undergraduate degree a reality; 5) guarantee a reasonable percentage of free-standing graduate courses for art majors.

Personnel. It is imperative that the personnel needs of this unit be addressed as soon as possible. A four-year plan outlines the strategy for reallocation, replacement and new positions, so that the goal of 35 faculty serving 630 majors at an 18:1 ratio can be achieved. The plan also outlines strategies for increasing/reallocating staff and graduate assistants.

Community Partnerships and Fundraising. The School of Art will build on its successes with Silicon Graphics and Media 100 to develop new initiatives. The SACI program will expand to include Computer Art and Art History. The unit values the ongoing commitment of numerous individuals in the University and community who have given their generous support.

Results of Previous Reviews

The School of Art is accredited by the National Association of Schools of Art and Design (NASAD) and must go through critical evaluation processes to obtain this accreditation. The initial review (1984) called for a revision of the B.F.A. curriculum so that at least 65% of the course credits for the degree were art courses. This was accomplished. The 1990 evaluation asked for an increase of the number of courses required in the B.A. major in Art History. The review team also noted that there were too few non-western art history courses. This was corrected by hiring an additional art historian whose specialization is African Art and who also can teach courses in South Asian and East Asian Art. The School will undergo its next NASAD review in 2000.

External Review Findings

The External Review Team noted that the Self Study was well-prepared, clearly outlined the School's major issues and concerns and provided a good basis for assessing the unit. The Team stated that they “would like to have seen greater elaboration of chronological steps that the faculty will take to achieve their goals”, and cited the section on developing a progressive curriculum that focuses on student learning outcomes as an example. The readers needed to have a clearer view of what the School specifically intends to do, especially in light of the need to be in print by Spring 1999. Conversely, the External Review Team felt that the plan did not “globalize” sufficiently—"where does the faculty want to go over the next seven years?"

Strengths

The External Review Team cited the following strengths:

1. Dedicated, well-qualified full-time, part-time and adjunct faculty interested in teaching, supportive of quality programs, and energetic in maintaining studios and labs for working environment.

2. High-quality and impressive creative and research endeavors; many faculty are involved in professional activities both regionally and nationally.

3. Impressive display of student work in exhibit areas, hallways, and classrooms; 3-D, Design and Computer Art seem especially strong.
4. Widespread unit support for the BGSU Vision Statement.

5. Appropriate placement of the School of Art in the College of Arts and Sciences; seems suitable at this time given the CAS mission to provide liberal education; future discussions should consider new curricular initiatives.

6. Impressive facility, which should help to attract high-quality students.

7. Recent addition of two lab-studio technicians to enhance efficiency.

8. Reasonable number of scholarships to undergraduates as an incentive for quality production, involvement in the visual arts and student morale; University support of GTAs shows positive commitment to the M.F.A. program.

9. Involvement with SACI, which offers an opportunity for international study; efforts to expand program to include Computer Art and the M.A. in Art History are very good.

**Weaknesses**
The External Review Team cited the following as weaknesses:

1. Lack of designated/assigned faculty in the Art Foundations courses.

2. Ratio of adjunct/part-time to full-time faculty (Fall 1998 = 30/40 to 23).

3. Excessively large student enrollment relative to faculty and capability of delivery systems; faculty feel overworked, have low morale, show reluctance to take on administrative assignments.

4. Lack of control of student enrollment and its effect on quality teaching and scheduling of required courses.

5. No increase in operating budget for the last 10 years; has not addressed inflation relative to an equipment-intensive program; students must pay higher lab fees.

6. Faculty's perception of administration's lack of interest and support; distrust of the Program Review process.

7. Long-term delay in renovations and upgrading of Fine Arts Center Building.

8. Administrative location of Fine Arts Center Exhibitions Program--perhaps better housed in the Provost's Office.

9. Teaching assignments for graduate assistants during their first year; violates the requirements of professional organizations which recommend a minimum of 18 credit hours at the graduate level before teaching/instructional responsibilities are assigned.

10. Difficulty of scheduling and advising for Art Education majors, because two Colleges share the responsibility.

11. Requirements of 140 hours for B.S. in Art Therapy.

12. Inadequate resources in contemporary art history and critical theory.
**Recommendations**

The reviewers identified several areas which offer positive opportunities for addressing issues and gave the following specific suggestions:

**Programs, Degrees, Curricula**

1. Review required hours for B.F.A.--consider more flexibility in curricula in light of lack of faculty and course availability (liberal vs. conservative interpretation). NASAD normally requires that 65% of the curriculum be art courses; BGSU is currently at 72.5%.

2. Review requirements for B.F.A. with Teacher Preparation. NASAD recommends 15-20% in professional education, which includes student teaching; BGSU requires 35-38%.

3. Review requirements for B.S. in Art Education; BGSU requirements are above NASAD standards.

4. Consider a B.S. or B.A. in Studio Arts.

5. Strengthen Art Foundations Program, so as to address student retention, advisement, and structure and organization in the first-year experience; clarify course content.

6. Consider welfare of young and retiring faculty and effect of retirements on quality of instruction.

7. Consider restructuring administrative assignment of Exhibitions Program to the Office of the Provost and give director a 12-month contract.

**Assessment**

1. Seriously consider an alumni tracking system.

2. Develop better assessment tools throughout the degree program.

**Policy-Making**

1. Clarify concerns about the constituency and dynamics of the College Promotion and Tenure Committee.

2. Continue discussion on allocation of effort, expectations, evaluative criteria, and performance criteria; consider developing criteria for each area.

3. Clarify policies outlining review of probationary faculty.

**Areas of Specialization**

1. Consider offering a single umbrella B.F.A. with an assortment of possible concentrations rather than different specific majors in several areas to provide greater flexibility and ease in accommodating individual student interests.

**Art and Design/General Studies**

1. Consider initiating additional courses for non-majors when economically feasible. (The Team noted that the School seems to be adequately serving those needs at this time.)
Planning and Projections
1. Consider a more specific focus on desired characteristics and strengths of the School to provide a better sense of direction and to focus priorities; put mission statement and program philosophy in recruitment materials and University catalogue.

2. Address how to prioritize needs for faculty; when, if and how new curricula is implemented; how to strengthen teaching, research and service through assessment; how to balance enrollment; how to use Self Study and Program Review as a planning tool.

In closing, the External Review Team re-emphasized the need for the School of Art to continue working with administrators and "friends" to address ways to gain additional support for positions, resources, and curricula. They stressed the need to work diligently with the University’s new planning process and cautioned against the quest for fluency to the detriment of a broader artistic competence and its converse--"breadth without depth.” They challenged the School to develop a curriculum that enables students to deal with rapid change and supports interrelationships among various visual arts; to develop courses that help integrate knowledge, especially in terms of problem-solving; to experiment with new juxtapositions of supervised and independent work; and to include more opportunities for work that is truly collaborative. They urged the faculty to think about the extent to which they view themselves as “an integrated unit with interlocking responsibilities that transcend specializations.”

Program Review Committee Determinations

The PRC congratulates the School of Art on its fine preparation of the Self Study materials and commends it for its ongoing contributions to the University and the northwest Ohio community. The unit plays an important role in the cultural life of the campus and the entire geographical area. In light of its current strengths and positive enrollment projections, we believe that, given the proper direction and support, this unit has the potential to achieve its desired goal--"to gain a national presence and to become one of the top forty schools in the nation.”

With this in mind we ask that the upper administration of the University enthusiastically support the programmatic efforts of the School of Art, thus making BGSU a cultural leader in the state of Ohio. It is a well-known fact that some of the major universities in the nation (University of Michigan, Indiana University, Northwestern University) have at the base of their operations outstanding programs in the arts. We have the unique opportunity at this time to join the ranks of institutions such as these in making a public declaration of our support.

Strengths
The PRC affirms the strengths cited by the External Reviewers, and reiterates that the School of Art is important in both undergraduate and graduate education at BGSU. The unit enrollment is thriving and the faculty are some of the finest in the nation--especially in the areas of art history, ceramics, computer art, design, glass and metals. The students have won major prizes and have had their work exhibited nationally. The present facilities, especially in computer art and glass, are excellent. A loyal group of citizens from the northwest Ohio region give their financial support to the program.

Concerns
Despite these strengths, the Program Review Committee notes the following areas of concern:

Enrollment Management
The most critical area of concern is enrollment management. Statistics show that in the College of Arts and Sciences the number of art majors has grown from 371 full-time majors and 23 full-time faculty (16:1 student to faculty ratio) in 1992 to 582 majors and 27 full-time faculty( 22:1 student to
faculty ratio) in 1997. (N.B., if one were to include part-time students and majors in the College of Education and Human Development and the College of Health and Human Services the latter number would grow to 760, for a 28:1 student to faculty ratio.) Moreover, at least 30-40 part-time faculty and 23 graduate assistants teach courses required for graduation. Enrollment was probably the most pressing issue in every document (Dean Cranny 3/11/98 Memorandum, Self Study and External Review).

A more realistic target, and one that has been suggested by the School of Art, is 630 majors and 35 full-time faculty (18:1 student to faculty ratio). The strategic direction of this issue will have the greatest impact on whatever other recommendations are made.

Curriculum
The curriculum in its present state raises several areas of concern. Given the number of art majors, it has been nearly impossible to offer the classes required for graduation. Is the maintenance of an “integrated arts environment” (i.e., combination of traditionalist and new technologies) and ten areas of specialization possible? Should resources be combined, so that the result will be a strengthening in selective areas rather than in the over-all program? Are the degree requirements too specific? Should the areas of Art Education and Art Therapy be critically evaluated? Should the School re-examine its intellectual focus?

The School of Art already has an excellent roster of programs (especially in Computer Art and Design) and could possibly attain leadership in the state. It has collaborative ventures with the College of Technology and the College of Musical Arts and has gained national recognition through its Media 100 program and the Annual New Music & Art Festival. It is critical, however, that the curriculum be re-evaluated in terms of enrollment management and revised programmatic emphasis.

Position within the College of Arts and Sciences
The PRC agrees with the External Team in seeing Arts & Sciences as an appropriate organizational home for the School of Art, if for no other reason than the cost of establishing Art as a separate unit.

Faculty
Generally speaking, the School of Art is a unit that works together well, supports individual efforts and creates an atmosphere conducive to student learning and productivity. This is an excellent faculty, some of whom have outstanding credentials and growing national reputations. It has been the strategy during the last few years to hire individuals who have already earned or are on their way to achieving high visibility within their disciplines. The unsettling state of affairs within the unit (demands of high enrollment, retirements, resignations, low salaries, lack of support personnel) has brought about low morale. Furthermore, convincing faculty members to assume administrative assignments when the rewards are almost non-existent has become nearly impossible.

Interestingly enough, many people do not know the School of Art faculty. Given their positive accomplishments and the need to achieve a “campus presence,” the faculty must take steps to make themselves more visible to the broader University and regional community.

Exhibitions Program
The School of Art maintains three galleries within its present physical space. This is done on a small budget and with a director who has a ten-month contract. The University has an excellent opportunity to make a bigger impact on the cultural life of northwest Ohio by raising the visibility of the Exhibitions Program. A proposal prepared over a two-year period by members of the Gallery Advisory Board, in consultation with the Medici Circle Board, has envisioned a Program that would expand the present concept into a campus-wide entity.
Assessment
Given the nature of the educational milieu, it is imperative that better assessment methods are put into place. These should include qualitative, philosophical and quantitative measurements.

Degree Programs
All degree programs within the School of Art need some level of attention and clarification. Duplication of efforts, prolongation of degree programs, changing programmatic needs and emphases should all be taken into account. An Art Education degree, for example, can be obtained in the College of Arts and Sciences or in the College of Education and Human Development. To avoid duplication of efforts, a combination of resources seems logical and practical. The Art Therapy degree, one of the few in the nation, suffers from a lack of resources (one full-time faculty member) and a scattering of the curriculum. Within the Studio Arts degrees, several of the ten areas of specialization have only one faculty member. Meeting graduate and undergraduate courses together and exceeding five years in the program are common phenomena.

SACI
The SACI program offers a unique opportunity for BGSU students to study in the richest of artistic environments, Florence, Italy. While some students have taken advantage of this opportunity, more should be enticed to partake of the experience. The breadth of offerings in the SACI program (Computer Art, Art History and Restoration), could be used to enhance both the graduate program and the undergraduate programs.

Facilities and Maintenance
Given the very specialized nature of the discipline proper facilities are a must. Although the new addition enhanced the program greatly, it is imperative that the old wing be renovated as soon as possible. Furthermore, a routine maintenance plan (both through needed personnel and replacement of equipment) should be made a very high priority.

Interdisciplinary Initiatives
It is important that the School of Art continue to seek opportunities to create partnerships with outside resources and other units on campus. Several ventures are already in place--Media 100 and the Annual New Music & Art Festival. A series of Professional/Corporate Workshops will be offered this summer (National Institute for the Study of Digital Media).

Program Review Committee Recommendations and Timelines
The PRC believes that the School of Art is a unit capable of achieving national prominence and supports its efforts toward an enrollment goal of 630 majors and 35 full-time faculty. The School of Art has developed a plan for achieving this goal and the PRC commends it for its diligent and thoughtful work. However, the PRC is aware of the budgetary constraints within the university and recognizes that full implementation on the suggested timeline may not be possible as outlined in the Unit Plan. The PRC also recognizes that if the School of Art is to improve, it must carefully tend to its main problems: enrollment management, staffing and curriculum revision.

1st Year: Fall 1998 - Spring 1999
In light of current and future staffing needs, the administration should approve no fewer than four tenure track positions for the academic year 1999-2000. The current request is for six tenure track positions--two in Graphic Design (to replace two retirements), two in Art Foundations (reassigned positions vacated by retirements in other areas), one in Computer Art (new) and one in 2-D Studies (retirement replacement ). The School of Art should prioritize its request based on programmatic needs. The PRC noted that the Self Study data show no ethnic diversity in the current faculty. The
School of Art should make every effort to ensure an applicant pool with ethnic diversity in all future hires.

The School of Art, in turn, should immediately begin to remedy its most serious problems—enrollment management, staffing and curriculum revision—as noted in both the Self Study and the External Review, according to the suggestions below:

1. Given the number of art majors (in excess of 700 for Fall 1998) and the current lack of full-time faculty and resources, the School must develop an enrollment management plan as soon as possible. In formulating this plan, the PRC would like the following to be addressed:

   a. Standards for admission to the School of Art

      1) Consider portfolio review as part of the admission procedures for incoming freshmen (Fall 1999) in an effort to contain enrollment and raise quality, or

      2) Accept all interested in the art major, but make admission into the B.F.A. program more selective. Initiate a portfolio review at the end of the freshman year for all specializations. (There is currently one in Graphic Design.) Those who are not admitted into the B.F.A. program have the option to continue in the B.A. program, which has less emphasis on studio art.

   b. Revisions to the curriculum

      1) Carefully examine the B.F.A. Studio Arts curricula with the intention of reducing the number of courses required. The External Reviewers cited the NASAD Handbook requirements (baseline of 120 semester hours with a normal requirement of at least 65% of the course credit in the creation and study of the visual arts). At 72.5% BGSU exceeds the minimum by nine hours or three courses.

      2) Review the Art Education degree, which presently has three degree possibilities. The Deans of the College of Arts and Sciences and the College of Education and Human Development should nominate committee members from outside their college. The committee should make a recommendation to the Deans, who will make a recommendation to the Provost, on the consolidation of what are now three degree possibilities. (N.B., the External Reviewers recommended the model which has become popular in the last ten years in many universities: the student receives the degree from the College of A&S and certification through the College of Education.)

      3) Carefully examine the Art Education curricula with the intention of reducing the number of courses required. The External Reviewers cited the NASAD Handbook, which recommends percentages for courses in professional education, art/art history and general studies. The BGSU program requirements are high in all areas. It must be determined, however, if this reflects a liberal university-wide interpretation of baseline requirements or if the courses are mandated by the state of Ohio for licensure. Given the availability of resources, the School and the University must consider the option of requiring fewer courses.

      4) Review the Art Therapy degree in terms of appropriateness and viability. The Deans of the College of A&S and the College of Health and Human Services should nominate committee members from outside their college. The committee should make a recommendation to the Deans, who will make a recommendation to the Provost, on the
viability of continuing the program and, if it is retained, the appropriate college to house and be responsible for it. (N.B., the External Reviewers recommended supplementing the B.F.A. or B.S. degree in order to qualify for post-baccalaureate programs in Art Therapy.)

5) Carefully examine any suggested revisions to the required number of courses in Art Foundations with the intention of curtailing requirements for a program that is already over-extended.

6) Examine the graduate curriculum and evaluate the feasibility of discontinuing the practice of offering graduate and undergraduate level courses together.

7) Try to have any changes in the curricula decided during the Fall semester ready for incorporation into the new undergraduate catalogue (due at the beginning of Spring Semester, 1999).

c. Programmatic emphasis and design

1) Evaluate all one-person disciplines and consider consolidation of resources and cooperative ventures with other departments and institutions (e.g., Toledo Museum of Art) as an alternative to position enhancement. Instead of identifying ten separate specializations, organize the curriculum around the majors already in place (e.g. 2-D Art, 3-D Art, etc.).

2) Decide on programmatic emphasis and base any requests for faculty positions on this decision.

3) Keep an appropriate balance of B.F.A., B.A., Art Education and B.S. majors, so as to serve students in the most effective manner and make completion of a degree in four years a realistic possibility.

4) Based on the allocation of new and replacement faculty positions, re-evaluate the teaching responsibilities of the Graduate Assistants and give beginning GAs technical assistance, rather than teaching assignments.

5) Based on the allocation of new and replacement faculty positions, re-evaluate the use of part-time faculty. Our expectation is that as faculty lines are added, the School will decrease its use of part-time faculty.

d. Position within the College of Arts and Sciences

1) Placement within the College of Arts and Sciences is deemed appropriate.

2) In light of the above the School of Art should

   a) have monthly meetings for at least one year with the Dean of the College of Arts and Sciences with the intention of improving the lines of communication, and

   b) review its commitment to the larger university community and continue to offer courses that serve the non-major.

2. At the end of the 1998-99 academic year, the School of Art should make a report to the Dean on progress regarding enrollment management, staffing, curriculum revision, as well as any new
initiatives, and outline its strategy for continued attention to these matters during the 1999-2000 academic year. If this is viewed favorably, the administration should approve not more than four tenure track positions for the academic year 2000-2001. The current request for one position in Photography (new), one in Art Foundations (new), one in Art History (replacement) and one in 3-D Studies (new/split) should be re-evaluated in light of progress in enrollment management, staffing, and curriculum revision. The School of Art should continue to address the issue of ethnic diversity in the faculty as it works toward its goal of 35 FTE.

**1st - 2nd Years: Fall 1998 - Spring 2000**

The PRC views the next items as very important for continued programmatic enhancement, but not as high a priority as those listed above. The PRC is in agreement with the suggestions that were made and asks that they be considered accordingly:

3. The School of Art should implement the reorganized administrative structure as delineated in the Unit Plan.

4. The School of Art should explore options for increasing the contract of the Administrative Secretary (currently 10 months) to 12 months and report findings to the Dean of the College of Arts and Sciences.

5. Appropriate members of the faculty should review any Promotion/Tenure guidelines, especially with regard to the evaluation of probationary faculty, in an effort address concerns that were raised in the External Review. Any ambiguities that were not already clarified in the Promotion & Tenure Template redesign should be clarified and shared with the entire faculty.

6. The School of Art should examine its policies for the evaluation of teaching, research, and service with the intention of clarifying and prioritizing performance indicators. The external reviewers indicated that more development is needed in each area, especially with regard to what constitutes national, regional and local recognition.

7. A University-wide committee should be formed to explore options for moving the Exhibitions Program to the Office of the Provost and for increasing the contract of the Exhibitions Program Coordinator to 12 months. The committee should review the proposal developed by the Gallery Advisory Board and make a report to the Dean of Arts and Sciences, who should report to the Provost.

8. The School of Art should solidify and announce the new initiatives of the SACI program, which include possible affiliation with the M.A. in Art History and courses in computer art, and art history and restoration.

9. Given the wealth of human and programmatic resources in the unit, a brochure should be prepared to advertise the School of Art. This should include new program descriptions and information highlighting faculty and student achievements.

10. Overall, the PRC finds that the implementation of assessment plans has not been accomplished in the School of Art. Therefore, it is recommended that each program or major (2-D, 3-D, etc.) review its learning objectives and implement at least one new assessment activity by the end of Spring term, 1999. It is further recommended that the assessment plan be subsequently evaluated and additional assessment activities be undertaken on a yearly basis throughout the review period. Reports should be made yearly to the Dean and to the Vice Provost for Academic Affairs regarding assessment activities.
11. The School should explore opportunities for further interdisciplinary collaborations both on and off campus.

12. The School of Art should prepare its Self Study materials for the purpose of NASAD re-accreditation during the academic year 2000-2001.

13. While it has been suggested that faculty salaries in the School of Art are low relative to the average salary at BGSU and comparable public universities, there seems to be considerable variation with respect to the relative salary level of faculty at different ranks and in different areas. The Committee shares these concerns, particularly regarding the impact of salary on the ability to attract and maintain quality faculty as well as the impact on faculty morale. Therefore, we recommend that an analysis of individual faculty salaries based on individual performance, market conditions and individual career stage be undertaken and that requests for appropriate market adjustments be made to the Dean.

14. At the end of the 1999-00 academic year, the School of Art should make a report to the Dean on progress regarding enrollment management, staffing, curriculum revision, as well as any new initiatives, and outline its strategy for continued attention to these matters during the 2000-01 academic year. If this is viewed favorably, the administration should approve not more than two tenure track positions and one three-year visiting artist for the academic year 2001-2002. The current request for one position in 3-D Studies (new/split), one in Art Education (new) and a visiting artist in 2-D Studies should be re-evaluated in light of progress in enrollment management, staffing, and curriculum revision. The School of Art should continue to address the issue of ethnic diversity in the faculty as it works toward its goal of 35 FTE.

3rd - 4th Years: Fall 2000 - Spring 2002

15. The School of Art should engage in a NASAD review for the purpose of re-accreditation of its degree programs and will implement any suggested revisions as soon as possible.

16. In an effort to address the growing interest in Computer Art and the University’s commitment to cultural growth and interdisciplinary collaboration, a Digital Media Task Force will be formed to examine the possibility of consolidating and expanding the technological resources of arts-related disciplines. One possibility might be a state-of-the-art Media Center (such as that at the University of Michigan) which combines the resources of the School of Art, the College of Technology, the School of Communication Studies and the College of Musical Arts. The committee will report its findings to appropriate Deans and to the Provost at the end of the academic year, 2001-02.

17. The School of Art should form a committee to make recommendations on both the renovation of the old wing and the development of an ongoing plan for routine maintenance of equipment and facilities. Any projections should be based on enrollment management, curriculum modification and revised programmatic emphasis.

18. The School of Art will evaluate its Art Foundations Program with the intention of strengthening the freshman experience, raising student quality and addressing on-going concerns in enrollment management.

19. The School of Art should continue to evaluate the following initiatives on a yearly basis until the Program Review in Fall 2004:
   
a. Enrollment management, curriculum revision, program emphasis and staffing.
b. Teaching and technical assistance responsibilities of Graduate Assistants.

c. Hiring of part-time faculty.

d. Assessment procedures and the adequacy and effectiveness of suggested qualitative, philosophical and quantitative measurements.

5th - 6th Years: Fall 2002 - Spring 2004

20. Based on the report of the Digital Media Task Force, the School of Art will explore opportunities for further interdisciplinary collaborations.

21. The School of Art will begin to prepare its Self Study materials for the purpose of Program Review in Fall, 2004.

*The School of Art should report annually to the Dean of Arts & Sciences, with a copy to the Provost, on the implementation of these recommendations.*

7/8/98