Unit Response

The School of Art wishes to thank the program review committee for its care and consideration in preparing its findings and recommendations, and for its support for the School’s excellence implied in its thorough study. The committee’s report overall was close to complete and accurate and its few omissions and errors were largely derived from a few key shortcomings in the School of Art’s original program review self study.

1. Assessment

Finding. Faculty in the School of Art have articulated four primary learning outcomes: (a) technical abilities within the studio and design areas; (b) engagement in and applications of creative ability in visual, written, and oral contexts; (c) the ability to apply art history, art criticism, and art theory to the making of art; and (d) professional practices, or the ability to market oneself as a practicing artist (self-study, p. 33).

Assessment methods for undergraduate students include external evaluations of BFA exhibitions (optional for BFA students) and an exit survey for graduating seniors. The MFA exhibition is required for all MFA students.

Recommendation. The BFA exhibition represents the ultimate demonstration of program learning outcomes in art. We recommend that the electronic portfolio could be used as a cost-effective, virtual BFA exhibition. Students should be required to display visual, written, and oral artifacts in their electronic portfolios. Each division should assess the artifacts created in classes using rubrics developed by the faculty in the division. A representative sample of portfolios can be assessed each year at graduation as a vehicle for program level assessment. The results of the school’s assessment of student learning outcomes should be used to inform discussions about curriculum at undergraduate and graduate levels. Such assessments should be implemented during the 2005-06 academic year, at least on a pilot scale. Progress on assessment should be reported in the annual SAAC report.

Unit response. A mandatory virtual BFA exhibition incorporating individual students’ electronic portfolio in addition to existing selective BFA exhibition

This is an interesting idea that requires further faculty debate. The School has discussed the recommendations for a digital portfolio and other options in place of a BFA show for all graduating BFA students at its August 2005 retreat and the follow up meeting. Discussions included not only the digital portfolio in relation to the BFA show but also the need for a capstone experience for all graduating students.
The School feels that assessment should be appropriate to disciplines and at the same time recognize the importance of the broad liberal arts context of the University. It also feels that implications of this recommendation have resource implications as follows:

a) each student would have to be proficient in creating web-based or PowerPoint-based materials as the current BGSU e-portfolio software does not easily support visual imagery, and particularly time based visual imagery. It is also not graphically compelling enough and appropriate to act as the students’ professional portfolio.

b) Additional instruction would be needed within first and senior year in supporting software – a student tech center employee dedicated to/trained in art needs would be needed to handle the volume of students to be trained.

c) Access to digital equipment would have to exist for all freshmen and seniors – this would require a University laptop lease or purchase program

d) Additional server space may be needed, with attendant maintenance issues

e) Revisions to professional practices courses would be necessary and additional faculty time and training may be needed to oversee and guide digital portfolio contents.

The school will adopt a pilot scheme for a digital portfolio in the 2-D Professional Practices class in Fall 2005. The School will report to the Dean of the College of Arts and Sciences following the completion of the pilot scheme in January 2006.

2. Curriculum for BFA/MFA

Finding. The School of Art set the “balance of breadth and depth of curricular offerings” as one of its six goals. However, without a formal assessment plan, any revisions to BFA/MFA curricula are premature. Decisions about curriculum should be based on data about student learning.

Recommendation. Any revisions to the BFA or MFA curricula should be based on the results of student learning achievement assessment.

Unit response. Refinement of the School of Art assessment process and relation to curriculum process.

It is likely that a consistent pattern will take several more years to emerge from the assessment process. It is therefore likely that the School would move forward with comprehensive curriculum revisions, if needed, in 2007/08 at the earliest. However, in the meantime there are several undergraduate curricular modifications (BFA Digital Art and Graphic Design, BA Art History) that will need to be enacted in the coming year.
3. Advising

Finding. All full-time faculty, including instructors on 2- and 3-year contracts, advise approximately 30 art students. Faculty in art education have higher advising loads. Beginning in 2005, advising will be mandatory for all BFA students. College of Arts & Sciences advisors have agreed to advise all freshmen in the BA in Art program starting fall 2005 (self-study, p. 16), in order to make advising loads more reasonable for art faculty. Advisors in the College of Arts & Sciences can better advise the BA in Art student, who takes many classes outside the School of Art and who might be guided to programs in other units (self-study, p. 30).

Recommendation. The PRC recommends that advisors in the College of Arts & Sciences office advise all BA in Art students, given that BA students take many classes outside the School of Art and that advisors in the College of Arts & Sciences possess the expertise to help students find the best disciplinary match to the students’ strengths.

Unit response. BA in Art advising to be carried out by College of Arts and Sciences staff.

There is one error of fact in this recommendation. Beginning in 2005, advising will be mandatory for all BFA freshmen, not all BFA students.

The College of Arts and Sciences began advising BA in Art students Fall 2005. Students who do not pass portfolio review and do not pass the newly established GPA requirements for the BA will be advised into other university programs.

4. Enrollment Management

Finding. The BA degree has no enrollment management (self-study, p. 34). BA students who were not admitted to the BFA program have had “a negative impact on studio teaching. . . . [Because] the BA cohort is not dedicated to becoming a professional artist, its lower skill and commitment level has a negative impact in shared classes, which is particularly noticeable at the 300-level” (self-study, p. 30).

Recommendation. Program requirements for the BA in Art ought to be restructured to reduce the demand for studio classes and art courses at the 300-level. The School should consider implementing a requirement for a minimum GPA to remain in the BA in Art. The faculty should submit appropriate curriculum revisions by December, 2005.

Unit response. Enrollment management for BA in Art.

This was approved in late Fall 2004 and has been introduced for 2005/05 BA freshmen enrollees.
5. Focus of Program Areas

Finding. The School currently supports a large number of different program areas, not all of them equally strong. Particularly in this time of scarce resources, the School faces some difficult choices among these many areas. It is difficult to justify continuing support for a wide range of studios when some of them serve only a small number of students. Similarly, the MA in Art has been used to enroll students who cannot pursue the MFA degree. As a result, enrollments are very low. The MA in Art History enrolls two to three students per year and has a low retention rate (self-study, p. 31).

Recommendation. The Director of the School, in consultation with the Dean of Arts & Sciences and the Graduate Dean, should consider discontinuation of the MA in Art and MA in Art History. Furthermore, in order to promote excellence in its strongest areas, the School should consider discontinuation of undergraduate programs that serve only a small number of students. Discussions about program focus should be undertaken immediately; the Director and the Dean should come to agreement about these considerations early in the 2005-06 academic year.

Unit response. Discontinuation of degrees and programs with low enrollments.

This recommendation will need to receive full and extensive discussion by School of Art faculty in Fall 2005, with a full response unlikely to be completed before January 2006. In particular the elimination of the Art History MA may be untimely given recent changes in the art history division and needs of the MFA program in strengthened theory teaching. Data in the program review regarding art history does not accurately reflect enrollment and graduation rates of the program. Corrected data is attached with this response as Attachment 1.

The School established criteria for evaluating the success of degrees, programs and areas as a shared platform for decision-making at the August 2005 retreat. It also agreed to eliminate the MA in Art degree.

6. Numbers of Tenured and Tenure-Track Faculty

Finding. With a 35% increase in the personnel budget, the number of full-time faculty has been increased in order to achieve the 1:18 teacher-to-student ratio set as a goal in 1998. More than half the full-time faculty are tenured or tenure-track. Enrollment management is intended to reduce the number of majors.

Recommendation. The PRC is reluctant to make any specific recommendations, particularly given our present difficult fiscal environment. However, the PRC supports the principle of maintaining an appropriate balance of tenure-track/temporary faculty. One of the recommended strategies for accomplishing this goal is for the Director of the School to work with the Dean of Arts & Sciences to identify donors for endowed faculty positions and artists in residence. Also, to reduce the negative impacts of high turnover of
instructors, the School and Dean should explore the possibility of increasing the proportion of instructors awarded three-year contracts.

**Response. Stability and growth of permanent positions.**
The School of Art will prioritize areas and identify donors for endowed faculty positions and artists in residence by January 2006. The process began at the August retreat and will conclude at a Fall faculty meeting. The School will work with the Dean to increase proportion of instructors awarded three-year contracts following completion of discussions regarding the focus of programs and areas.

7. Faculty Workload

**Finding.** There are myriad demands beyond teaching formal classes placed on faculty in the School. The College has recognized this by reducing teaching loads to 3/2. However, there are still issues around time-intensive administrative and service obligations such as practicum loads, portfolio reviews, BFA/MFA reviews, critiques, exhibition preparation, governance, internal and external service, and facility responsibilities.

**Recommendation.** The School should propose a workload policy that defines appropriate credit for teaching-related activities. The policy should be presented to the Dean of Arts & Sciences for review and approval.

**Response. Refinement of workload policy with credit for teaching-related activities.**
The process of establishing a workload policy began at the August 2005 retreat and is continuing through researching models in other campus units. The School of Art will work with College of Arts and Sciences to create and agree a workload policy with credit for teaching-related activities by March 2006, in time for annual merit evaluations.

8. Staff Support

**Finding.** There are ongoing needs in the School to maintain equipment and to ensure safe working conditions in studios. Instructors and graduate students have been providing clerical and maintenance support.

**Recommendation.** The Committee recommends that the School develop a procedure for annual review of staffing and training in relation to maintenance of equipment and safe conditions. The School should report the results of their review to the Dean annually.

**Response. Annual review of staffing and training related to maintenance of equipment and safe conditions.**
The program review committee omitted to comment on the low level of the School of Art’s administrative support, still significantly below peer institutions. The Director will work with the School of Art faculty technical staff to report to the Dean in June of each year on annual staffing and training in relation to maintenance of equipment, handling of materials and safe conditions. The Director will also work with the School of Art faculty classified and administrative staff to report to the Dean in June of each year on annual staffing loads and needs.

9. Space

Finding. Additional studio space is needed for advanced undergraduate and graduate students. Internal reallocations of space are possible if the art history slide collection can be digitized and part-time office space reallocated (self-study, p. 31). In addition, granting the School of Art space within the digital wing of the proposed Center could result in further reallocations of space within the School of Art facility.

Recommendation. The Director of the School, working with the Dean of Arts & Sciences, should explore the use of on- and off-campus space for graduate and advanced undergraduate studios. The Director could take the initiative in this by providing an annual report (to the Dean) on space utilization and demand for studio space. This report could provide guidance on efforts to find additional space. Furthermore, it would be helpful if the Dean and Director could give faculty concrete information about the School’s likely role in the planning of the proposed digital wing.

Response. Director to provide annual report to the Dean on use and demand for studio space, and full involvement in the planning of the digital wing.

The Director will work with the School of Art faculty and staff to submit an annual space report in June of each year as part of the annual progress reporting on program review. The first step took place at the August 2005 retreat and follow up meeting, identifying spaces in Bowling Green as follows:
- Former factory on Conneaut across from City Park owned by Myles
- Vacant stores South Main strip malls
- Vacant Stores in Woodville Mall
- Cla-zel Theater
- Closed factories on N. Grove

The Dean has appointed a building planning committee of faculty from the three units involved in the Wolfe Center, including two faculty from the School of Art. The Director is incorporating a planning update from the committee’s School of Art representatives on a regular basis at faculty meetings.

10. Operational Budget

Finding. Although the School of Art received a 15% increase to its operating budget in 2004-2005, the operating budget is insufficient to cover the cost of running
studios. Many costs are for expendable materials and student artwork that could be covered by special fees.

Recommendation. The Director of the School should consult the Provost’s Office to determine the feasibility of an increase in lab fees. The Music Usage fee in the College of Musical Arts might provide a useful model for a fee charged to all art majors.

Response. Introduction of an art usage fee.
The art usage fee has been approved, but not for all majors. The Director will work with divisions and the first year program to approve changes to nomenclature of appropriate areas of programs to allow all major areas to be included in the art usage fee.

11. Technology-Based Artwork

Finding. One fourth of the School of Art tenure track faculty specialize in technology-based artwork. However, the integration of technology into teaching and creative activity will require increased technical support and integrated planning. The curriculum could integrate technological innovations through wireless and portable delivery systems and/or required computer purchases if equipment were available.

Recommendation. The Director, in consultation with the Dean of Arts & Sciences and the CIO, should explore solutions to technological needs, particularly in the areas of graphic design and digital arts. As these conversations appear to be already underway, progress on these issues should be on the agenda for the regular meetings between the Dean and Director.

Response. Increased support and planning for digital technology support
The installation of wireless networking in the building is complete. A laptop provision scheme for graphic design students is at an early stage but appears to be slowing down. The Director is making the issue of digital technology support a regular item in faculty meetings and in Director/Dean meetings.

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

The School shall do so.