

To: Christopher Markwood, Provost/Vice Chancellor/Dean of Faculty
Martha Einerson, Chair of the Faculty

From: Program Review and Planning Council
Chair, Deb Nordgren

Cc: Timothy Cleary, Chair, Visual Arts Department
Peggy Marciniac, PRPC
George Wright, PRPC
Mary Pulford, PRPC
Jay Wolterstorff, PRPC
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Laura Jacobs, University Archivist

Date:

Re: Report on the Review of the Visual Arts Program

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Introduction

In spring of 2008, the members of the PRPC began their examination of the self-study submitted by the faculty of the Visual Arts program. Members of the Council, which is chaired by Deb Nordgren, volunteered to write a review of particular sections of the materials.

Review sections were written by the following members of the Council:

- Deb Nordgren reviewed Question One, on purposes of the program

- Peggy Marciniac reviewed Question Two, on the means it employs to accomplish its goals;
- Jay Wolterstorff reviewed Question Three, on goal achievement by the program;
- Deb Nordgren reviewed Question Four, on the program's ability to continue to accomplish its goals, and
- Mary Pulford reviewed Question Five, on the program's plans for the next five years, and Question Six, on how the program will continue to improve in quality.
- The editor for the review was Deb Nordgren.

The Council met with Timothy Cleary on March 10, 2008.

The review was approved by the PRPC on .

1. What are the program's purposes?

The Visual Arts program has aligned itself with the System and Campus mission. The Department mission is clearly articulated and actively works to advance the campus liberal arts educational mission. Its unique purposes are to advance the creative functioning and problem solving of students while promoting their development as expressive individuals. The Department also seeks attract and retain art students. The Department contributes to campus and region by providing visual arts educational and enrichment activities.

2. By what means does the program accomplish its goals?

A. Description of Curriculum

Courses in the General Education Curriculum

Visual arts provides coursework that satisfies the non-western category of general education coursework as well as the Fine and Applied Arts knowledge category including:

Art 101 Introduction to Art (3 credits)

Art 221 Art History Survey: The Ancient World to the Renaissance (4 credits)

Art 222 Art History Survey: Renaissance to Modern Art (4 credits)

Art 224 Visual Arts in Non-Western Societies (3 credits)

Art 331 Black Art (3 credits)

Visual Arts works with the UW Superior's distance learning program to offer coursework in general education, art history and art education. These include Art 101: Introduction to Art, Art 224: Visual Art in Non-Western Societies, and Art 335: Elementary Art Methods.

Offerings for Other Programs

Students in Teacher Education take Art 335: Elementary Art Methods.

Curriculum Design in General Education Curriculum

Visual Arts curriculum planning and evaluation is the result of ongoing self- and external analysis. Topics including concerns and strategies are shared and discussed at departmental meetings. The decisions are always “in harmony” with the university mission, the guidelines established by the College Art Association, the Wisconsin Department of Public Instruction, and the American Art Therapy Association.

In 1996 the program underwent an external assessment at the request of the Vice Chancellor for Academic Affairs. The consultant, Dr. Martin Kaul of Bemidji State University suggested the addition of staff and also coursework in art therapy, suggesting also a Eurocentric art history program. This deficiency has been accomplished in 2007 in new course offerings and in current course revision.

Curriculum Design for Visual Arts Majors and Minors

The Visual Arts program at UW Superior offers baccalaureate and masters degrees in visual arts. Statements of standard expectations for these degrees come from the College Art Association’s guidelines for degree granting programs. Study in depth of a number of studio and art historical disciplines.

Career preparation is not a primary objective in programs leading to the B.A.

Over 50% of a student’s education is in areas outside of art including humanities, social sciences, and physical sciences.

The primary objective of the B.F.A. is to provide professional education in art and design at the undergraduate level to enable students to enter fields such as design, painting, and sculpture. These students need to have accomplished technical competence, aesthetic judgment, and a strong commitment to artistic quality with sound instruction beyond the high school level in fundamental academic disciplines.

Visual Arts Major (Bachelor of Arts/Bachelor of Science)

- Arts Administration Concentration

- Art Education Concentration

- Art History Concentration

- Art Therapy Concentration

- Studio Art Concentration

Visual Arts Major (Bachelor of Fine Arts)

- Studio Art

 - Ceramics Focus

 - Expressive Ecopsychology Focus

 - Fibers Focus

 - Painting Focus

 - Photography Focus

 - Printmaking Focus

 - Sculpture Focus

The Visual Arts Program offers minors in visual arts and photography.

Art 491: Visual Arts Capstone is required for all graduating arts majors. It is a zero credit course which allows the faculty to evaluate the expectation of scholarly activity of the Visual Arts program graduates.

The M.F.A. carries an implied guarantee of high level of professional competence in the visual arts. It is the terminal degree in visual arts education (as is the Ph.D. or Ed.D in other fields).

The Masters of Arts degrees offered are in the following concentrations

- Arts Administration
- Art Education
- Art History
- Art Therapy
- Studio Arts
 - Ceramics Focus
 - Expressive Ecopsychology Focus
 - Fibers Focus
 - Painting Focus
 - Photography Focus
 - Printmaking Focus
 - Sculpture Focus

The capstone experience for Art Administration and Art Education is the compilation of a portfolio presented to faculty. Art History students are required to present an advanced research paper. Studio Art and Art Therapy majors are required to submit advanced artwork in a department-approved venue.

B. Human Resources

The department currently employs 5 tenured faculty, 3 or tenure-track faculty member and 2 ad hoc instructors. All have terminal degrees in the field of Visual Arts.

C. Fiscal Resources

Internal Funding

The department uses S & E funds to purchase supplies and equipment.

Faculty Development

Newer faculty have experienced minimal staff development opportunities.

3. Is the program accomplishing its goals?

- A. One of the key goals is to provide a liberal education in the area of Visual arts to the general student body; namely three categories of the general education curriculum: non-western, fine and applied arts arenas. This area is very well accomplished as is documented in the generation of credits portion of the write-up. This appears to be a major strength of this program.
- B. Another goal is to educate students, majors and minors to become employable in the community and this has been accomplished although in small numbers, i.e. Visual Arts consistently graduate a small number of students, 16, 10 and 19 in the last three years.

There has been an increase in the number of Art Therapy majors and Art therapy graduates in recent years.

- C. A third goal is to provide exposure to the public of visual arts and this has been done through exhibitions at the Holden Fine Arts building, Kruk Gallery, and other places. Both student and faculty exhibits go on regularly plus other noted artists works.
- D. The area of Diversity is another key goal of the program and this is illustrated in a number of ways: There is an articulation agreement between the University Visual arts program and the Fond du Lac Tribal and Community College, Through providing diversity courses in African Art, African American Art, Woman in Art and non-western art, Every spring for nearly a decade, visual arts have hosted an exhibition of art from regional Native American artists and art students. The composition of the faculty which is made up of 3 women and 2 African faculty of the 8 total faculty members with additional adhoc as needed.
- E. An important matter is the attraction and retention of students: this is accomplished in a number of ways: the UW-S/PBS-8 Youth Art Exhibition brings hundreds of high school students and their families to campus every spring. Exhibition of art works, formal and informal discussions with students and word of mouth. The articulation agreement with the Fond du Lac Tribal and Community College is another means. The entire area of students enrolled as majors in visual arts has increased by 25% over the last 7 years, the number now reaching 146 in the major. There were 19 graduates in the fall, spring and summer of 2007 with 18 being B.S. and 1 B.A. The Masters of Arts program graduated 6 in the 06-07 year. Recruitment is adequate but the area of retention is questionable.
- F. The Department has 8 tenure track faculty which is adequate for the 146 majors and they have been relatively stable over the past 7 years. The use of 'stacked' courses makes effective use of faculty and teaching staff for the graduate program. There appears to be few graduates of the Department, at the undergraduate and graduate level, and retention seems to be an issue.
- G. Community Service by both students and faculty appears to be adequate.

4. Can the program continue to accomplish its goals?

The curriculum is well established but the Department faces significant challenges in funding its labs, equipment maintenance and replacement, and supplies. The major equipment in the building has not been replaced since the building was built. Lab modernization funds and university technology funds have been very minimal to address the needs. The renovated Kruk Gallery has been a significant improvement for the campus and community.

5. What innovations or changes does the program think it is likely to address in the next 5 years?

The Visual Arts Department has several defined changes listed to pursue. These changes range from:

- 1 Revising degree requirements
- 2 Engaging the students in community
- 3 Bringing outside artist to campus
- 4 Modification of several areas of its curriculum
- 5 Expanding its curriculum

6. How will the Department continue to improve in quality?

The Visual Arts Department has committed itself, as a means to insure quality programs, to the continued attention in the following areas:

1. Course evaluations
2. Library resources
3. Evaluation of lab deficiencies
4. Faculty participation in professional development
5. Recognition of the uniqueness of the individual

Recognition

- The Visual Arts Department makes significant contributions to the general education program.
- The Department has developed a strong connection with the Native American community including an articulation agreement between the University Visual Arts Department and the Fond du Lac Tribal and Community College and every spring for nearly a decade, visual arts have hosted an exhibition of art from regional Native American artists and art students.
- The Department offers several courses in diversity and art and has a diverse faculty and teaching staff.
- The Department offers innovative emerging programs such as the expressive ecopsychology studio focus: expressive ecopsychology recognizes that sources of creativity can arise from our awareness of human and environmental forces and may use any art medium to foster a synergistic and sustainable relationship between humans and the earth. Ecopsychology is an emerging interdisciplinary field that includes inquiry into environmental science, ecology, and psychology.
- The galleries offer many local, regional and national shows.
- Based on student course evaluations, students benefit from their experiences in the Department.

Recommendations

- While the Department does well with diversity in course work and faculty and staff there is little information regarding the diversity of the students majoring in Art.
- The University needs to provide additional S & E funding for equipment that is lacking, for needed functional and safe working spaces and equipment that needs refurbishing and replacing, to support faculty travel and updated technology.
- The Visual Arts Department should monitor its curriculum changes to stay with the campus limit of credit hours for a major.
- Departments have been asked what they will give up in their curriculum when adding a new area of focus. The Visual Arts Department needs to be very clear about this process.
- The Visual Arts department should talk with both the History Program and Library Science, as these folks have expressed an interest in offering Museum Studies as well.
- Based on campus policy, separate syllabi should be prepared for graduate students in slash (or stacked) courses so the criteria and requirements for graduate and undergraduate students in these courses are clearly defined.
- The Visual Arts Department should articulate strategic plans for how they will insure their goals for continuous improvement, including student retention, and add expenditure lines for needed equipment.