

# Department of Visual Arts Program Review

Completed February 16, 2010

## **II. Description of the Review Process**

This self-study is snapshot of a larger self-study that took place during 2009. That study follows a template from the National Association of Schools of Art and Design. Two NASAD reviewers visited the department for three days in mid-October: John DeMao, acting chair of design at Virginia Commonwealth University; and Kristi Nelson, Senior Associate Provost at the University of Cincinnati. In mid-December DOVA received their report. The three main concerns were: insufficient financial support; a need for increased planning, including financial planning; and health and safety issues involved in the use of Annex 8 for studio spaces. Our response to their report will be filed on March 1<sup>st</sup>. The accreditation decision will be made by a NASAD review board in April.

## **III. Program Description**

### **A. Program Mission Statement**

#### **MISSION**

*The Department of Visual Arts is committed to developing art and design professionals through educational experiences based on history, theory, and practice. We strive to help our students become creative problem solvers, visually literate, and culturally and aesthetically sensitive. As a provider of general education and through our outreach we help people understand the power of communication through visual media and the rich variety of ideas and cultural heritages that are represented in visual art and architecture.*

### **B. Curriculum**

The DOVA curriculum is designed to offer students specialized majors in a wide variety of emphases though not without first equipping them with a solid foundation in art history and aesthetics. The Department is devoted to preparing students to meet the demands of a challenging, diverse and rapidly changing world by offering art history courses with a global perspective as well as extensive and state-of-the-art instruction in digital media and photography. To address the diverse needs of students, Weber State University confers three degrees in the visual arts: B.A., B.S., B.F.A., and offers over seventy different courses. These courses include areas such as: art teaching, ceramics, digital media, drawing, metals/jewelry, painting, photography, printmaking, sculpture, visual communications. The department offers courses to non-art majors as well. As part of the students general education they are required to take at least one course in the creative arts. All students benefit from studio activity and analysis that sharpens critical faculties, fosters creativity and encourages independent thinking. Art is the universal language through which we express our common aspirations and experiences. As such, it has always been a channel for appreciating and understanding the diversity of humankind.

#### **EXTENDED CURRICULUM**

In support of this curriculum, the Department offers a variety of programs. WSU's Art Gallery, for example, is conceived as a space set aside for the exhibition of works of art

which exemplify those ideas and values that are taught as part of the University's curriculum in art. In this way the Gallery serves as a classroom and assumes a vital role in the curriculum.

The highly regarded DOVA Visiting Artist Lecture Series, now in its seventeenth consecutive year, also complements the curriculum as well as the Gallery program. As with the Gallery, the intention of this program is not only to enrich our own curriculum in the visual arts but also to contribute to a wider variety of programming within the Utah art community. Such programming is important for Utah artists as well as the many Utahns who cannot afford to travel to major cities. This project benefits the community at large by providing opportunities for Utahns to see and hear first hand nationally and internationally recognized artists.

### **CURRICULAR PLANNING**

DOVA routinely examines the curriculum and modifies based on the needs of the students. The BFA program is modeled after NASAD standards. Below are a few examples of curricular planning in the department.

#### **Digital Photography:**

Because of the rapid changes in photography, and the loss of a photography professor, DOVA formed a committee to review it again in 2006. The five faculty members of the committee each consulted with directors of photography programs at other universities in the US and alumni. The results of our research ended up shaping the search for the new faculty member, changing the curriculum for the photography program, and remodeling the facility to house a second computer lab.

#### **BA/BS Programs:**

In 2006, based on an analysis of student work it was determined that the BA/BS degree programs in 2D, 3D, Photography, and Visual Communication were a weak redundancy of the BFA programs. Consequently all four of these BA/BS programs were eliminated.

#### **Interaction Design**

The department has been planning to expand its coverage of digital media in the visual communications curriculum. As a faculty we discussed the role the faculty member would take and what curriculum they would develop and teach. We began the search two years ago but it was canceled due to budget cuts.

#### **Computer Science collaborations**

To address the demand for a basic competency in design and visual problem solving for computer science majors who will work in the fields of web design or game design DOVA developed a Design for Digital Media minor. While primarily designed for CS majors who will work in a team environment with visual design professionals, it also will prepare the CS major to work independently on smaller design projects. Goals for both DOVA and CS include increased collaboration.

#### **BIS**

The faculty in DOVA experienced a number of BIS students who were struggling to complete a good capstone project. Because of this the department has rewritten its

BIS requirements. Before being allowed to start a BIS program with an art component, students must now explain to the department chair how they plan to synthesize the three areas. Two semesters before starting their capstone project they must write an abstract explaining their project and have it approved by capstone advisor in the department.

#### **RESOURCES FOR TEACHING**

DOVA is an anomaly within the College of Arts and Humanities. It has the lowest number of full-time faculty to majors. It has the fourth lowest number of full-time faculty to graduates. It is the only department in the College that teaches more classes with adjuncts than full-time faculty. This is not because the department is teaching a high number of non-major classes. DOVA has the next to the highest ratio of graduates to contract faculty. In fact, if one considers that the average art major completes a 72 hour program to graduate, a much longer program than Communication, then DOVA has lowest number of contract faculty per hours per major of its graduates relative to any department in the College.

#### **Ratios of Graduates to Contract Faculty by Department**

|                    | COMM | DOVA | FL  | ENG | DPA |
|--------------------|------|------|-----|-----|-----|
| 08-09              |      |      |     |     |     |
| Graduates/Contract | 3.8  | 3.2  | 2.5 | 1.7 | 1.2 |

The majority of classes in DOVA, both major and non-major, are taught by adjuncts. In spring 2010 adjuncts are teaching 29 out of the 49 sections (59%) of face-to face major classes. They are also teaching 17 of the 18 sections (94%) of face-to-face non-major classes. These numbers exclude online courses all of which are non-major and all are taught by adjuncts.

#### **Face-to-Face Sections as Taught by Adjunct or Contract Faculty**

|                | Majors | Non-majors | Total |
|----------------|--------|------------|-------|
| Adjunct        | 29     | 17         | 46    |
| Contract       | 20     | 1          | 21    |
| Total Sections | 49     | 18         | 67    |

Spring 2010. See Table 1 in the appendix for a breakout.

The majority of instruction that takes place in DOVA, both major and non-major is led by adjuncts. Of DOVA's 15 sections of foundation classes taught in spring 2010, 14 (93%) were taught by adjuncts.

Over the past twenty years there has been an upward trend for both majors and graduates in DOVA. The average number of graduates per year for the six-year period from 1992-1998 was 18 with an average of 180 majors. The average for the past six years was 31 graduates and 328 majors. In 1989 DOVA had 13 graduates. In 2009 there were 34.

#### **Average Number of Graduates**

|           |    |
|-----------|----|
| 1992-1998 | 18 |
| 2003-2009 | 31 |

Despite the growth most of the funding to pay for adjuncts has come from Continuing Education.

Despite the fact that DOVA must rely heavily on adjuncts, DOVA's annual IW budget [until recently was \\$15,363.](#)

## **MAJOR PROGRAMS**

### **BFA IN TWO-DIMENSIONAL MEDIA**

Majors in this program may specialize in painting, drawing, or printmaking. They may also diversify their area of study to include all three, or to hybridize their practice amongst these disciplines. While students are encouraged to develop their own personal vision and independent voice, the curriculum is designed to provide undergraduates with a comprehensive knowledge base involving technical, formal, and conceptual approaches to work in two-dimensional media.

This program of study culminates in a B.F.A. Thesis, in which Two-Dimensional majors present a fully developed body of work in a professional-level public exhibition. An awareness of contemporary issues in the Visual Arts is stressed, equipping students with both the skills and theoretical understanding necessary to sustain independent investigation and creativity, as they continue on into graduate-level study and/or the professional world. While graduates may find employment as exhibiting painters, illustrators, portrait artists, or printmakers, as visually literate and innovative thinkers, their background prepares them to address the contemporary demands of many fields.

### **BFA IN THREE-DIMENSIONAL MEDIA**

The WSU, 3-D Media program provides a solid learning environment which help students develop thoughtful, sensitive and aesthetically successful solutions to a variety of creative challenges. Students in the program become familiar with a range of materials, learning constructive, subtractive and diverse techniques. Through working in actual media, students learn traditional, non-traditional and innovative forms and hone their skills in fabrication. Projects are designed to enhance and develop student self-esteem in the creative process, and give them life-long learning skills they can draw upon in any professional field they choose to pursue. Creative problem solving abilities prepare students to enter fields as diverse as architecture, industrial design, landscape design, sculpture, ceramics, engineering, business and more.

Students begin the study of 3-D Media and other three-dimensional arts by enrolling in the foundation course, Art 1130. This course involves the study of fundamental design principles and techniques including a working knowledge of various design methods and materials and their relationship to the concept, utilization, development and completion of design projects. In other words, it involves thinking and working with real materials, in real space, solving real problems.

### **BFA IN VISUAL COMMUNICATION**

The VisCom (graphic design) program provides a well-rounded professional education balancing critical inquiry and conceptual development with formal aesthetics. Contemporary visual communication is studied in the context of design

history and its influence on human culture over time. Studio projects include a stimulating mix of the practical and experimental, leading students towards professional self-discipline and strong problem-solving abilities.

Employment options for graduates include design for web/interactive media, exhibitions, brand management, packaging, publishing, advertising, and other forms of graphic communication. The program is designed for students interested in preparation for these professional endeavors. The department does not officially monitor employment success but there are indicators that graduates are doing well. All graphic designers employed by WSU Communication are VisCom BFAs. Of the 30-plus graphic designers employed by the LDS Church, five hold BFAs in Visual Communication from Weber State. There were 93 applicants for a recent job opening at the U.S. Geological Survey in Salt Lake. When the candidate pool was reduced to seven, five were WSU BFAs and one of those was eventually hired.

Most BFAs are interested in professional work following graduation but a few choose graduate studies. Those have been successful as well. One of the faculty coordinators in graphic design at Utah State University was a WSU VisCom undergrad. Another recently received an MFA from The Academy of Art University in San Francisco. A third completed MFA work at Virginia Commonwealth University in the spring of 2009 and has since taken a faculty position at SUNY, Fredonia.

#### BFA IN PHOTOGRAPHY

DOVA's photography program is intended for persons interested in gaining a sound knowledge surrounding the issues and techniques of photography. Our expansive approach to the discipline engages students in contemporary practices, as well as in the historical traditions from which those practices evolved.

DOVA's curriculum provides technical expertise in both analog and digital imaging and introduces the critical skills and theoretical insights necessary for students to articulate their ideas into visual forms. Students graduate with the skills necessary to pursue active careers as exhibiting artists and to work in photography-related professions.

#### BFA IN ART EDUCATION

Designed to meet and exceed both National and State standards, The Art Education program is based in DBAE Discipline Based Art Education pedagogy. At WSU we coined the term "Smart Art" for this curricular approach. Teaching candidates research and develop discipline based learning curriculum and strategies for their future classrooms.

This form of curriculum emphasizes the development and practice of art production, art history, art criticism and evaluation, and visual aesthetics and literacy. The development of enriched learning and critical thinking skills are equal goals to the development of formal skills.

DOVA's art education program teams with the College of Education for final certification of the visual arts Teaching Candidate. Typically the candidate first completes the visual arts portion of their degree, either a BA/BS or a BFA, and

subsequently takes a fifth year for their final pedagogical education training in the Moyes' College of Education, inclusive of a semester of student teaching.

At DOVA, the teaching candidate designs lessons and materials for all learners. The focus is to direct and engage three types of students simultaneously; possible future artists or students with particular interest and/or abilities in the visual arts; students more likely to be at risk (academically and other;) and all learners in the literacy of the visual image, further development of critical thinking skills and appreciation for visual learning.

Recently the Art Ed curriculum has been expanded in the area of the Art Methods and Resources training. Candidates are required to take six credit hours, up from three, in this area as part of their teaching degree requirement. The WSU art education program has demonstrated above average placement of our graduated candidates, a positive reflection of the competency and rigor of the program.

#### **BA/BS ART EDUCATION COMPOSITE**

The National Association of Schools of Art and Design prefer that prospective art teachers seek the BFA degree since it provides significantly more depth than the BA or BS. DOVA does offer the BA and BS for prospective teachers who feel that they might be teaching in a school system where a breadth of knowledge areas is more important than depth. All teaching majors lead to secondary licensure making graduates eligible to teach in grades 6-12.

#### **BA/BS GENERAL ART**

Students can pursue the General Art Major in the form of a Bachelor of Arts or Bachelor of Science degree. Unlike the Bachelor of Fine Arts degree, which is recommended for students interested in pursuing graduate school and/or careers in art, the General Art Major allows for more breadth. It has the same foundation and distribution requirements as the BFA degrees; however, it requires 12 hours of elective classes as opposed to the BFA's 26-27 area concentration classes. The General Art Major does not require the 3-6 hours of capstone courses. It requires 12 hours of art history instead of the 16 required for the BFA. In lieu of the additional hours in art the General Art Major requires a minor. The minor may not be in art, art teaching, or photography.

#### **MINOR PROGRAMS**

DOVA offers minors in Art, Art Education, Art History, Design for Digital Media, and Photography

#### **SCHEDULE OF COURSES**

With the exception of a few art history courses, all visual arts courses are offered at last once a year. Many are offered every semester. The art history courses that are offered every other year, instead of every year, are electives for the major

#### **VISUAL ARTS IN GENERAL EDUCATION**

As part of every student's education at WSU they are required to complete 9 credit hours in the Creative Arts and Humanities (with at least 3 credit hours from Humanities and at least 3 credit hours from Creative Arts) and earn a passing grade to fulfill this General Education requirement. Following is the College of Arts and Humanities General Education Mission Statement

*Well-educated persons can think creatively and critically. They enrich and refine themselves, their thinking, and the world around them. They communicate effectively in oral, written, graphic, and artistic modes for an increasingly multilingual and multicultural society. They learn to think creatively, make ethical decisions, and apply principles of the arts and humanities to their personal and professional lives.*

DOVA offers four courses with the CA attribute. Art CA 1030 Studio Art for the Non-Major, Art CA1010 Introduction to Visual Art, ARTH CA1090. Art and Architecture of the World: Paleolithic-AD 1000, and ARTH CA1100. Art and Architecture of the World: AD 1000-Present

### **C. Student Learning Outcomes and Assessment**

#### **BFA PROGRAM ASSESMENT**

As DOVA developed curriculum and programs, it has been guided by the learning outcomes the faculty believe are necessary for the successful art graduate. These are the following student learning outcomes for we expect from all art majors.

1. Possess a basic knowledge of visual culture from prehistoric to contemporary times.
2. Have an awareness of the richness of cultural diversity through the study of creative work from many cultures.
3. Demonstrate advanced abilities in generating innovative solutions to traditional and non-traditional problems in 2D and 3D visual media (including color theory).
4. Be able to demonstrate basic competencies in drawing and digital visual media and also possess the knowledge and skills to be successful in their area of emphasis.
5. Possess skills in oral and written communication as they pertain to the visual arts.
6. Be able to effectively do research using contemporary and traditional methods.
7. Be able to think critically. Students should be able not only to analyze a work of art using traditional methods, but should also be able to develop thoughtful new interpretations.
8. Be able to express their personal thoughts, ideas, or emotions through visual media.

To support these outcome goals, all art majors, both BFA and BA/BS, must complete the same foundation and distribution requirements. The DOVA foundation consists of a primary tier of 5 courses, these are: Art 1040 Orientation to Visual Studies, Art 1110 Drawing I, Art 1120 Design:2D, Art 1130 Design:3D, Art 1140 Color Theory. Orientation to Visual studies helps students get a better understanding of the programs, faculty, and curriculum in the Department but more importantly it introduces the students to the idea of visual language. The course examines how we perceive and interpret visual messages, the impact of the visual on human relations, political exploitation of visual language, and aesthetic issues. Successful students in this course will understand the breadth of impact visual language has on contemporary life and realize the importance of critical analysis in both interpreting and creating visual images.



In addition all majors must take three four-credit-hour art history courses. BFA majors must take four four-credit-hour courses. Successful BFA graduates will possess a base knowledge of art history, theory, and criticism that encompasses a wide ranging global and historical perspective. In addition they will have additional focus in two or more areas of art history.

All BFA graduates must take two capstone courses: the BFA Seminar and Thesis. Successful BFA graduates present a thesis exhibition which is reviewed and evaluated by the faculty using the same criteria used to review the students for admission to the BFA program. These four criteria are: formal design skills which involves the understanding of basic design principles, color theory; conceptual skills, which refers to the idea that the student will be able to thoughtfully develop an idea and understand its context within contemporary and historical art theory and criticism; presentation and technical skills, students will understand how to effectively manipulate and present the media in which they choose to work; writing skills, students will be able to communicate their thoughts about their work effectively through writing. In addition, in the capstone courses the Design Seminar, the BFA Seminar, and the BFA Thesis, successful BFA students draw from and synthesize the knowledge and skill they've gained in their other courses.

DOVA also developed an assessment plan to determine if the students were achieving the outcomes above. Assessment occurs in courses and since a number of the department's desired outcomes are reviewed in the BFA portfolio review the BFA portfolio review, at time of admittance, end of Seminar, and end of Thesis, was seen as an ideal vehicle for collecting assessment data. Another advantage of the BFA reviews as assessment tool is that the faculty ends up having a group discussion regarding the strengths and the weaknesses of individual students. The BFA reviews take place at least three times during a student's tenure in the BFA program. The initial review occurs at the time of admittance. The BFA program is the only program in the Department of Visual Arts with selective admittance. The BFA portfolio review determines which students will be admitted into the program. The portfolios submitted for review contain 6–12 works plus a writing assignment.

Since the review takes place after students have completed a minimum of 15 hours in the Visual Arts this review not only will provide the department with data on the strengths and weaknesses of its educational programs, the faculty will also be able to provide recommendations to specific students so they can remedy weaknesses before they graduate.

The table below indicates where and how assessment takes place in DOVA both in the BFA reviews and in courses. The links in the first table below indicate the assessment procedure that will be used during the BFA review. By clicking on the link "BFA review criteria #" you will go to a second table which explains the assessment procedures.

## **STUDENT LEARNING OUTCOMES IN VISUAL ARTS**

| Student Learning Outcome  | Assessment Procedure   | When Assessed  |
|---|--|--|
| 1. Possess a basic knowledge of visual culture from prehistoric to contemporary times.  | Written exams, papers and oral reports specifically in ART CA 1090, ART CA 1100, ART 2040  | Specifically when students take those courses.   |
| 2. Have an awareness of the richness of cultural diversity through the study of creative work from many cultures.   | Written exams, papers and oral reports specifically in ART CA 1090, ART CA 1100, ART HU 1150, ART 2040, ART 3030, ART 3040, ART 3050, ART 3060, ART 3070, ART 3080 | Specifically when students take those courses.   |
| 3. Demonstrate advanced abilities in generating innovative solutions to traditional and nontraditional problems in 2D and 3D visual media.  | <a href="#">B.F.A review criteria* 1,2,3</a><br><br>Also in all intermediate and advanced studio courses, via critiques.   | During the B.F.A. reviews (Entrance, Seminar, and Thesis) held twice a year<br><br>Ongoing |
| 4. Be able to demonstrate basic competencies in drawing and color theory and possess the knowledge and skills to be successful in their area of emphasis.                               | <a href="#">B.F.A review criteria* 1,2,3</a><br><br>In all studio courses where appropriate, via critiques   | During the B.F.A. reviews (Entrance, Seminar, and Thesis) held twice a year<br><br>Ongoing |
| 5. Possess skills in oral and written communication as they pertain to the visual arts.   | <a href="#">B.F.A review criteria* 4</a><br><br>In nearly all studio and art history courses, via critiques, written and oral reports.                             | During the B.F.A. reviews (Entrance, Seminar, and Thesis) held twice a year<br><br>Ongoing |
| 6. Be able to effectively do research using contemporary and traditional methods.   | In nearly all studio and art history courses, via critiques, written and oral reports.   | Ongoing  |
| 7. Be able to think critically. Students should be able not only to analyze a work of art using traditional methods, but should also be able to develop thoughtful new interpretations. | <a href="#">B.F.A review criteria* 4</a><br><br>In nearly all studio and art history courses, via critiques, written and oral reports.                             | During the B.F.A. reviews (Entrance, Seminar, and Thesis) held twice a year<br><br>Ongoing |
| 8. Be able to express their personal thoughts, ideas, or emotions through visual media.   | <a href="#">B.F.A review criteria* 2</a><br><br>In all studio courses where appropriate, via critiques   | During the B.F.A. reviews (Entrance, Seminar, and Thesis) held twice a year<br><br>Ongoing |

## CRITERIA USED TO EVALUATE BFA PORTFOLIOS

1. **Form-** *Visual organization in support of aesthetic objectives, including color, space, proportion, etc.*
2. **Concept-** *Idea development, originality, clarity, relevance to contemporary issues*
3. **Execution and Presentation-** *effective material processes, appropriate presentation of work, etc.*
4. **Writing-** *organization of ideas, articulate and persuasive arguments, appropriately sophisticated and relevant thoughts, grammar and punctuation.*

The BFA Seminar and Thesis Reviews are valuable for students and faculty. Students look forward to these reviews where they can get the opinions, sometimes conflicting, of the faculty regarding their artwork. The faculty also use the reviews to reflect on the BFA process. When DOVA first started the BFA Entrance review we noticed that a number of students had trouble writing well. Since that time we introduced more writing assignments into the curriculum. Over the years the students writing skills have improved.

Initially DOVA had only one capstone course for the BFA program. After assessing student exhibitions we determined that students needed more time to prepare for their capstone exhibit. Consequently we introduced the BFA Seminar course. For the first few years we insisted that students could not take the Seminar and Thesis consecutively. We felt that a semester in between these two courses would allow for further development. After listening to students' concerns that this requirement had created an obstacle for timely graduation we eliminated the requirement. We will monitor the quality of the BFA exhibitions to see if this will have an effect on quality.

The BFA Entrance Review provides a good measure to determine whether or not students will be successful in the BFA programs. Although some students fail the BFA Seminar or Thesis courses, these numbers are quite small, approximately four students over the past ten years. Students who have graduated from the BFA programs have been accepted to numerous graduate schools including, RISD, Pennsylvania Academy of Fine Arts, The University of Utah, Utah State University, Kansas State University, Virginia Commonwealth University, American University, Brigham Young University, and Columbia College Chicago.

DOVA Visual Communication graduates are employed by firms such as Browning Arms, The Church of Latter Day Saints, Weber State University, Skull Candy, among others who own their own design business. At least three DOVA graduates are professors in universities in the US.

DOVA has a placement rate of approximately 80% for our teachers.

All in all we believe that the current program structures are serving are students well.

## GENERAL EDUCATION ASSESMENT

Students satisfying the humanities and creative arts general education requirement in Art CA 1030 Studio Art for the Non-Major, Art CA1010 Introduction to Visual Art, ARTH CA1090. Art and Architecture of the World: Paleolithic-AD 1000, and ARTH CA1100. Art and Architecture of the World: AD 1000-Present will gain skills, abilities, and/or increase understanding in the three areas listed below.

Area 1: Students will demonstrate improvement in at least two of the following skills:

- A. Oral, written, or graphic communication.

E. Critical thinking, cognitive learning, and problem solving (both individually and in groups).

Area 2: Students will demonstrate improved knowledge and understanding in at least two of the following content areas:

G. Gain knowledge and understanding of key terminology in a particular discipline in the arts or humanities.

H. The history, underlying theory(ies), and applicable ethical standards in a particular discipline in the arts or humanities.

Area 3: Students will demonstrate improved ability to do at least two of the following:

J. Identify broad themes and issues in the arts or humanities.

M. Demonstrate an understanding of how the arts and humanities disciplines express and solve problems.

#### **D. Academic Advising**

Currently DOVA uses a multifaceted approach to advising. Lydia Gravis focuses on outreach, and advising. Ideally Lydia initiates contact with potential students through outreach. She is their first advisor as they enter the department. Once students pass the BFA review they choose an advisor from their program areas. These advisors are able to provide students with detailed discipline specific information regarding careers and graduate schools. Together with the student they help select the students elective studio courses.

Debra Murphy is the College of Arts and Humanities advisor. As such, she advises students on all of their University Core and General Education requirements. Debbi is involved with orientation students for incoming students and also helps students resolve graduation problems.

Orientation sessions are held every two weeks during the summer. At these sessions students learn about the variety of degree requirements and services available. The chairs of the departments advise the incoming students and aides help the students register for classes.

Students are provided with a variety of information to help them make intelligent decisions about their area of study. Course and program information is available through the catalog, the University website, the Departmental website, [the DOVA student handbook](#), and individual program sheets available in the main office.

#### **E. Faculty**

##### **QUALIFICATIONS**

All of the full-time faculty in DOVA have a terminal degree. We have 9 studio faculty with MFAs and 2 art history faculty with PhDs. The majority of the adjuncts teaching for DOVA also possess the MFA degree.

Of the 25 adjuncts who taught for DOVA during the 2008-2009 year, 17 have a Master's Degree. Of those 14 have MFAs. 4 have BFAs and 2 have BAs. The remaining have BFAs and generally teach non-major or lower-division courses.

##### **NUMBER AND DISTRIBUTION**

Overlapping of areas occurs. In Drawing, Painting, Printmaking, Design: 2D, and Color

Theory we have 4 fulltime faculty and 6 adjuncts. All have their MFAs except for one adjuncts who teaches Color Theory. They have a BFA.

In Ceramics, Sculpture, and Design:3D we have 2 fulltime faculty and 4 adjuncts. 4 have their MFAs, one has a BFA and one has a BA.

In Visual Communications, including digital media: we have 2 fulltime faculty and 3 adjuncts. 3 have their MFAs. Two have their BFAs.

In Photography we have one fulltime faculty member and 3 adjuncts. 3 have their MFAs and one has a BFA.

In Art History we have two fulltime faculty with PhDs

During 2008-2009 in the non-major general education courses we had one fulltime faculty member teaching and 15 adjuncts. One had their PhD, 9 had their MFAs. Three had MAs, and two had BAs.

#### **ADJUNCTS**

We strive to insure that all of our faculty, including adjuncts, have a terminal degree in the area that they teach. This is not always possible.

The majority of instruction that takes place in DOVA, both major and non-major is led by adjuncts. Of DOVA's 15 sections of foundation classes taught in spring 2010, 14 (93%) were taught by adjuncts. Because there is such a large number of adjuncts to contract faculty it is difficult to mentor the adjuncts as much as we believe is necessary.

The low number of contract faculty also makes it more difficult for the faculty to mentor its majors. This is important and is highly valued by the students. In addition, the work of managing a complex department—ordering materials, reviewing budgets, mentoring adjuncts, and general department service becomes concentrated on a fairly small number of faculty.

#### **FACULTY EVALUATIONS**

Faculty evaluations are critical tools for the department. The chair routinely reads the reviews and speaks with faculty when problems appear.

#### **PEER REVIEW**

Peer reviews take place as part of the Rank and Tenure process. The Peer Review committee primarily evaluates a faculty member's effectiveness at teaching. After observing a faculty member teaching in the classroom, reading their course materials, and reviewing their student evaluations, the Peer Review committee meets with the faculty member and commends them on their effective approaches and suggests ways to improve areas of their teaching that are not as strong. The Peer Review provides valuable information to faculty members being evaluated. Most faculty use the criticism to improve their teaching.

#### **RANK AND TENURE REVIEWS**

The Peer Review report is included as part of the Rank and Tenure review. While the Peer Review is intended to mainly offer suggestions for improvement, the Rank and Tenure review results in a categorized assessment of a faculty member's performance in teaching, scholarship, and service. Over the years several tenure-track faculty in DOVA have failed to make tenure and were dismissed. The R&T process helps insure a vibrant and effective faculty.

### **MERIT REVIEWS**

All faculty undergo annual merit reviews. The department chair and college dean review each faculty members effectiveness and accomplishments in teaching, scholarship, and service. The results of these evaluations directly affect annual merit raises.

### **TRIENNIAL REVIEWS**

All tenured faculty undergo a review of their teaching, scholarship, and service every three years. This review is done by the department chair and the results are sent to the dean. Tenured faculty who are identified as having problems in teaching can attend workshops with the University to improve their effectiveness. A dismissal process can be instituted for faculty who are continually evaluated with significant weaknesses. This has not been a problem in DOVA.

## **F. Support Staff, Administration, Facilities, Equipment and Library**

### **SUPPORT STAFF AND THEIR RESPONSIBILITIES**

#### **DEPARTMENT SECRETARY – CYNTHIA KURIEN**

This is an eleven month Classified Staff position. Cynthia is responsible for the overall management of the department office. Some of her responsibilities include:

- a. Handling and distributing mail.
- b. Registering students for closed classes.
- c. Scheduling classrooms and other spaces for special needs.
- d. Assigning lockers.
- e. Taking and transcribing minutes from departmental meetings
- f. Keeping the departmental records
- g. Proof and enter semester schedules
- h. Ordering textbooks.
- i. Monitoring and tabulating student evaluations of faculty.
- j. Supervising student office employees.
- k. Generating Payroll Action Requests (PARS) as directed by the chair.
- l. Generating Purchase Requests for department purchases.
- m. Reconciling department Purchasing Card credit purchases each month.
- n. Tracking and reconciling all budgets (11) in the department.
- o. Prepare scholarship applications
- p. Prepare scholarship portfolio evaluation for faculty.
- q. Preparing correspondence and other documents
- r. Aide faculty and visitors in travel arrangements
- s. Track Time and Attendance: models, student hourly
- t. Orienting new faculty/adjunct instructors:

#### **OUTREACH COORDINATOR- LYDIA GRAVIS-**

Advising duties include:

- a. Advising students in one-on-one sessions. This includes all majors until they have been admitted into the BFA program.
- b. Lead building tours for prospective students as part of Outreach or just in general for groups.
- c. Answer general walk in questions
- d. Help maintain the student handbook

Outreach duties include:

- a. Coordinating and running Fabulous Fridays lessons. I also help teachers during these sessions.
- b. Scheduling buses to pick up visiting students
- c. Organizing and running Senior Day/Day @ DOVA for HS students
- d. Handle all administrative aspects of the High School exhibit, including getting information to teachers, working with the designers on programs/awards, coordinating other UT university involvement, obtaining donations for prizes, organizing the program.
- e. Obtaining donations for prizes for student show.
- f. Working on grants especially in conjunction with Development and OSP Offices.
- g. Working with and helping coordinate the Art Guild on outreach projects, such as for the Ogden City Arts Festival
- h. Do all related budgeting including requisitions and PARs. Also complete all check request forms for award winners.
- i. Communicating with vendors regarding replacement of parts or repair of projectors in building

COMPUTER LAB: JEREMY STOTT. Responsible for the overall operation of the DOVA Lab, including:

- a. installation and maintenance of software
- b. research and recommend hardware purchases
- c. maintain and troubleshoot hardware
- d. print color projects for students
- e. oversee the B&W printer system
- f. aid students with software questions
- g. order materials necessary for printing and oversee the printing budget
- h. teach 1 class per semester
- i. aide the faculty in hardware and software issues in the building
- j. help maintain the departmental website
- k. oversee student lab aides

PHOTOGRAPHY LAB: TYLER SUPPHA-ATHASSITT. Responsible for the overall operation of the Photography darkrooms and studios, including:

- a. installation and maintenance of software
- b. research and recommend hardware purchases
- c. maintain and troubleshoot hardware
- d. help students print digital output
- e. aid students with software questions
- f. order all materials necessary for the photography labs, including chemistry, paper, inks, etc.
- g. teach 1 class per semester
- h. aid the faculty in hardware and software issues in the building
- i. oversee student lab aides

#### OFFICE AIDE RESPONSIBILITIES

They answer phones, direct students/visitors to where they need to go (2 weeks in the

semester or 2 weeks before the end of semester phones are the busiest).

They help set up BFA and Art Scholarship installations. About 1 week before the installation due date they post memos for students, divide up the wall, make sure every student has sufficient amount of wall space. Then, they (along with Cynthia and Lydia) help them sign up for the spaces, and etc.

They enter faculty evaluations into the computer, print a copy for instructors, send the forms to Budget Analysis dept. After they've returned the results, they file them.

Before new student orientations they create orientation folders.

#### **OTHER LAB SUPPORT**

DOVA uses some current expense funds to cover lab aides in sculpture and ceramics. Because there is insufficient funds to cover the needs faculty in Ceramics, Sculpture, and Printmaking receive reassigned time to compensate for the time faculty spend cleaning and managing the studios.

#### **FACILITIES, EQUIPMENT, HEALTH, AND SAFETY**

When the Kimball Visual Arts Center was being designed in 2000 the faculty reexamined its health and safety standards. Because of this the Kimball has significantly more safety features, in particular ventilation, than the old facility. Processes that produce dust and fumes are well ventilated with hoods and a generally rapid overall air exchange. Faculty also reexamined studio processes and in some areas, such as printmaking, some safer processes were adopted. For example, intaglio plates are now no longer etched in nitric acid. Instead, ferric sulfate is used.

Students are instructed on safety issues and for shop areas in wood and metal they must pass a safety test in order to use the equipment. MSDS notebooks that pertain to chemicals used in the studios are available in those studios.

The equipment is maintained on a regular basis by staff and aides. Budgets for repair and replacement of equipment are funded through course fees.

While some equipment such as table saws and welders have a relatively long life span, computers in DOVA are replaced on average every 4 years. The funds for this come from course fees and a technology endowment. Digital projectors are replaced on average every 4 years. These too are funded with course fee monies.

The facility is reviewed annually for safety and fire code violations. The department participates in annual fire drills.

All faculty offices are located within the Kimball. While the majority are on the third floor, some faculty have chosen to locate their offices adjacent to their studio areas.

This past year a keyless entry system was installed on the exterior doors of the Kimball. All art students may now register for after hours access to the building using either WSU ID card.

#### **CLASSROOMS FOR GENERAL EDUCATION STUDENTS**

The new facility provides good venues for the Department's General Education classes.



Art History Classes and Introduction to Visual Arts are taught in either a 65 or 150 seat classroom. These rooms have tiered seating and are equipped with two digital projectors, two slide projectors, VCR and DVD players, two computers, and a sound system.

#### **LIBRARY AND LEARNING RESOURCES**

The Stewart Library's collection of art/design materials includes 14,734 bound volumes, 652 videos, 48 current periodical subscriptions, and provides electronic access to a number of relevant databases and full-text journals including *Art Full Text*, *Grove Art Online*, and *Art Museum Image Galley*. For a complete list of arts and humanities databases, go to <http://library.weber.edu> and click on Article Databases and then on Visual Arts.

Visual Arts faculty are actively involved in developing and managing the library's art/design collection. As a result of their involvement, the collection is increasingly more focused and relevant to their teaching and research needs and the needs of their students.

The Stewart Library and the Davis Campus Library offer a broad range of information resources and services in support of WSU's mission and goals. The Stewart Library is open approximately 100 hours per week during Fall and Spring semesters with shorter hours at the Davis Campus and during Summer Semester and semester breaks. Off-campus access to resources and services is available 24/7 through the library's website. Its collection of information resources includes:

- \* 46,337 electronic resources (databases, e-journals, e-books)
- \* 547,753 bound volumes
- \* 22,558 audio/video titles
- \* 66,250 maps
- \* 605,467 microform units
- \* 225,390 U.S. Government Publications

Library holdings are fully indexed in its online catalog. To assist patrons in finding the information they need, on-site and online reference and research assistance is provided by reference librarians and well-trained staff. Holdings of other Utah libraries and libraries world-wide may be easily accessed via our website and resources from these libraries are readily available electronically or through interlibrary loan. Membership in the Utah Academic Library Consortium provides WSU students circulation privileges at all other Utah academic libraries.

The library also provides information literacy classes to teach students how to effectively find, evaluate, and use information to meet their academic and life-long learning needs. These classes enable students to meet WSU's information literacy requirement and are available both online and in a traditional classroom setting. The face-to-face classes are taught in one of the library's three state-of-the-art multi-media classrooms. One of our courses, *Humanities on the Internet*, is team-taught with faculty from the Visual Arts Department and other departments within the College of Arts & Humanities.

The library receives operating funds from three sources:

- \* E&G monies allocated to WSU, both ongoing and one-time
- \* State monies allocated to the Utah Academic Library Consortium (UALC)
- \* Gifts

Currently, the library's overall budget (E&G, UALC funding, and gifts) is minimally adequate to meet current basic operational needs. Despite repeated E&G budget cuts, the ongoing generosity of donors has enabled the library to sustain the amount of funding available for information resources. We will continue to work closely with our donors and hope, as the economy improves, they will be able to increase the support they provide for the library.

Each year the library makes an allocation to academic departments for the purchase of books and videos. Faculty in the departments select the titles they would like purchased and forward their requests to the librarian responsible for developing and managing collections in his/her assigned subject areas. Annual allocations for library resources in visual arts have been sufficient to purchase all of the requests submitted by the Visual Arts faculty.

Expenditures for visual arts books and videos:

2007/08: \$10,500

2008/09: \$11,333

Budgeted for 2009/10: \$12,000

The expenditure and budgeted amounts listed above do not include the costs for printed journals or electronic databases. The library spends approximately \$5000 annually on journal subscriptions relevant to visual arts. Expenditures for databases, which are often broad and interdisciplinary, are not broken out by specific subject areas.

A staff of 40.35 FTE plus approximately 15 FTE student assistants provides library services to the university community. To ensure that the online and on-site resources added to the collection are relevant to curricular needs, a librarian is assigned to each college. Subject librarians are responsible for consulting regularly with faculty and students in their assigned subject areas to assess instructional and research needs and to collaborate with faculty in developing the collection. The librarian responsible for the Stewart Library's visual arts collection has an undergraduate degree in Art History and a Master of Library & Information Sciences degree.

Policies and procedures for the development and management of the library's information resources are available on the library's website. These policies and procedures are regularly reviewed and updated. To view the Collection Management Policy go to: [http://library.weber.edu/libadmin/lppm/collec\\_manag\\_policy.cfm](http://library.weber.edu/libadmin/lppm/collec_manag_policy.cfm)

The library regularly assesses the need to expand and update its information technology and to coordinate planning for library technology with planning undertaken elsewhere in the university. The acquisition and maintenance of library information technology is addressed in the Library Information Technology Plan, which is available at: [http://library.weber.edu/libadmin/lppm/LibTechPlan2005\\_2008.cfm](http://library.weber.edu/libadmin/lppm/LibTechPlan2005_2008.cfm)

#### **FACULTY COMPUTERS**

The dean has offered to provide departments with 50% of the funds when purchasing faculty computers. Some departments have directed their excess IW funds to R&R

accounts to take advantage of this offer. Since DOVA has insufficient IW funds (none now that we have converted the funds to a tenure line) we are not able to take this approach. Consequently DOVA has no funding to cover the purchase of faculty computers. Faculty have been directed to purchase their own computers.

### **G. Relationships with External Communities**

#### **THE MARY ELIZABETH DEE SHAW GALLERY**

##### **Mission:**

*The mission of the Shaw Gallery and its exhibition program is as follows: The Mary Elizabeth Dee Shaw Gallery presents contemporary art exhibitions and educational programs that provide visitors access to the art of our times. The Shaw gallery aspires to engage a diverse audience, create a sense of community, provide insight into the creative process, and challenge visitors to contemplate, discuss and understand the historical, social, and cultural context of contemporary art.*

*It serves the Department of Visual Art, Weber State University and the community of Northern Utah by presenting the work of local, regional, and nationally recognized artists, including new work, emerging media and original scholarship.*

Basically the Shaw Gallery is one of the few venues in Ogden and Northern Utah where one can experience contemporary arts by artists from outside of the area. As such the exhibitions tend to focus on contemporary artists from other parts of the nation and the world. In addition the Shaw Gallery also provides a venue for students to exhibit their work in the Annual Student Exhibition. The Annual High School Exhibit provides a venue for high school students to receive critical feedback from professionals other than their teachers. It also functions as a recruiting tool for the department by encouraging high school students to visit the Department, explore the facilities and meet the faculty. The gallery is also the annual venue for the graduating BFA students. Biennially the faculty exhibit their work in the gallery.

#### **ARTS AND ARTS EDUCATION POLICY DEVELOPMENT**

DOVA participates in Evening for Educators by periodically hosting lectures and workshops that secondary teachers can attend to help them keep current. One of the longest-running programs of the State Wide Art Partnership (SWAP) is the Evening for Educators series. These events are held on average once a month during the academic year, at locations across the state of Utah. Each Evening for Educators features a keynote speaker and hands-on workshops designed to help teachers integrate the night's theme into their curriculum. A packet of lesson plans is made available for a donation of \$5 with images included. Teachers may receive in-service credit for attending these events.

#### **OUTREACH**

Thanks to generous grants from Autoliv, Weber County RAMP Initiative, Ogden City Arts, and The Alan E. and Jeanne N. Hall Endowment, the Fabulous Fridays program provides a bus, a guided tour of the Shaw Art Gallery and a 1.5-2 hour art lesson taught by a professional artist/educator to elementary school classes. The tour of the gallery will be a launching pad for the creative hours that follow as students work with the artist. Each session will include lessons in art history and studio techniques, along with a hands-on activity related to the artworks on display. This program is available to 25 elementary school classes on a first come, first served basis.

Weber State University began its current visual arts outreach program in 1999 with a gift from Autoliv. This program was housed in the former Collett Art Gallery. During its first three years, the Autoliv “Artreach” program provided activities for two fourth grade classes annually, including a field trip to the gallery, an artist in residence, and a public display/celebration of the completion of their own art project.

In 2002 the program expanded to include “Fabulous Fridays,” a half-day gallery talk and hands-on activity for visiting classes. During the 200-2007 school year, 13 schools and 699 children participated in activities ranging from printmaking to photograms.

In May 2002, the visual arts outreach program moved to its new home in the Shaw Gallery in the Kimball Visual Art Center. This beautiful new center provides more space and an inspiring setting for children to explore their own creativity.

Familiarte/Snow Days@the Shaw is a bilingual program that provides families the opportunity to tour the gallery and participate in hands-on art activities together during the first Saturday of every winter month between November and March. Gallery tours and art activities are geared toward families with children from a wide variety of ages, and are offered in both English and Spanish, providing families with a rich multicultural art experience to share in together.

## **H. Results of Previous Program Reviews and Future Directions**

### **DEPARTMENTAL STRENGTHS**

Both the 2009 NASAD reviewers: John DeMao, acting chair of design at Virginia Commonwealth University; and Kristi Nelson, Senior Associate Provost at the University of Cincinnati; and the chair of the 2004 review team, Professor Leslie Vansen of the University of Wisconsin, Milwaukee noted the following strengths.

#### **PROGRAMS**

DOVA has strong and successful programs.

#### **FACILITIES**

The facilities in the Kimball Visual Arts Center are excellent.

#### **FACULTY**

The faculty are well-qualified and dedicated.

#### **LEADERSHIP**

Departmental leadership has been strong.

#### **OUTREACH**

Outreach programs are well organized and effective.

### **DEPARTMENTAL WEAKNESSES**

#### **INSUFFICIENT NUMBER OF TENURE-TRACK FACULTY**

The 2004 WSU Program Review chaired by Professor Leslie Vansen of the University of Wisconsin, Milwaukee reiterated what reviewer Chris Watts from Washington State University expressed in a 1993 review. Leslie states,

*The 1993 self-study reported a need for new faculty even at that time when the number of majors was not much over half what it is today...DOVA faculty continue to be strong but weak in number. This need was echoed once again by the NASAD evaluators. As of February 16, 2010, DOVA has the same number of full-time faculty it had in 1985.*

#### **FINANCIAL PLANNING**

The reviewers were concerned that DOVA was so dependent on Continuing Education to fund its adjunct faculty. Since so little budget was actually controlled by the department, it is difficult to plan. They state, *There does not appear to be a process in place for budget planning or developing the annual instructional budget, nor was it clear to what extent the department head is involved in the budget development process. There does not appear to be a long-range financial planning process in place; indeed it is noted in the Self-Study that DOVA would welcome such a process. The visitors suggest that DOVA engage in a financial planning process that is correlated with current and evolving purposes and the content of its programs.*

A recent and much appreciated commitment from the provost of \$23,000 and a new annual transfer of \$12,000 from the dean raises DOVA's IW to \$50,363. The provost has also given tentative approval to convert these funds to a tenure-track line. Although this would reduce our IW to \$0 it would not be much below the level of \$15K with which we operated for many years. For the near term we will remain heavily dependent on Continuing Education. To address the concerns of lack of financial control over our operating budget we have established a memo of understanding with Continuing Education. Through the MOU we will be able to depend on continued support for at least the next four years.

#### **HEALTH AND SAFETY**

NASAD evaluators were concerned about the use of Annex 8 as a studio. DOVA has contacted Environmental Health and Safety for an evaluation. If necessary we will abandon this space. It is not critical to our operations.

#### **LONG TERM PLANNING**

In conjunction with the lack of financial support, the NASAD evaluators were concerned about the level of long-term planning that takes place in DOVA. With increased financial support from the Administration we will be able to move forward with our planning efforts.

### **FUTURE DIRECTIONS**

#### **INTERACTION DESIGN**

The faculty in DOVA want to reinitiate the search for a tenure-track visual communication professor with expertise in interaction design. We believe this area

has good potential for growth and collaborations with the Computer Science department.

**3D PROGRAM**

We will be reviewing the 3D program to determine why there are so few majors in this emphasis.

**ASSESSMENT**

We will continue to refine the assessment process for both major programs and general education courses.

**GALLERY**

We need to replace the gallery director as soon as possible. An ongoing source of funds should be secured for funding exhibitions and gallery expenses.

**LONG-TERM PLANNING**

We will be developing a long-term plan for the department. This plan will take into account assessment data, availability of resources, student demand, area demographics, and occupational and graduate school opportunities.

#### IV. Appendices

##### Appendix A

##### Department of Visual Arts

Student and Faculty Statistical Summary  
(data provided by Institutional Research)

|                                    | 2003-04       | 2004-05       | 2005-06       | 2006-07       | 2007-08       | 2008-09       |
|------------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| <b>Student Credit Hours Total</b>  | <b>8,893</b>  | <b>9,080</b>  | <b>10,566</b> | <b>9,950</b>  | <b>9,881</b>  | <b>10,912</b> |
| <b>Student FTE Total</b>           | <b>296.43</b> | <b>302.67</b> | <b>352.20</b> | <b>331.67</b> | <b>329.37</b> | <b>363.73</b> |
| <b>Student Majors</b>              |               |               |               |               |               |               |
| Visual Arts                        | <b>268</b>    | <b>249</b>    | <b>342</b>    | <b>376</b>    | <b>388</b>    | <b>346</b>    |
| <b>Program Graduates</b>           |               |               |               |               |               |               |
| Bachelor Degree                    | <b>32</b>     | <b>34</b>     | <b>31</b>     | <b>26</b>     | <b>27</b>     | <b>34</b>     |
| <b>Student Deomgraphic Profile</b> | <b>268</b>    | <b>249</b>    | <b>342</b>    | <b>376</b>    | <b>388</b>    | <b>346</b>    |
| Female                             | 147           | 127           | 197           | 214           | 217           | 201           |
| Male                               | 121           | 122           | 145           | 162           | 171           | 145           |
| African American                   | 0             | 0             | 0             | 2             | 3             | 6             |
| American Native                    | 2             | 1             | 2             | 0             | 1             | 0             |
| Asian/Pacific Islander             | 13            | 12            | 7             | 5             | 7             | 12            |
| Hispanic                           | 6             | 13            | 13            | 15            | 16            | 16            |
| Non-resident Alien                 | 2             | 5             | 6             | 1             | 2             | 1             |
| White                              | 214           | 161           | 206           | 251           | 246           | 216           |
| Unknown/No response                | 31            | 57            | 108           | 102           | 113           | 95            |
| <b>Faculty</b>                     | <b>21.07</b>  | <b>21.67</b>  | <b>25.04</b>  | <b>25.19</b>  | <b>24.26</b>  | <b>26.48</b>  |
| Adjunct FTE                        | 9.52          | 11.1          | 13.8          | 14.1          | 13.77         | 15.92         |
| Contract FTE                       | 11.55         | 10.57         | 11.24         | 11.09         | 10.49         | 10.56         |
| <b>Student/Faculty Ratio</b>       | <b>14.07</b>  | <b>13.97</b>  | <b>14.07</b>  | <b>13.17</b>  | <b>13.58</b>  | <b>13.74</b>  |

Hi Jim,

Apparently I didn't have the 3019 code in my query so with that the total was 375 majors. I couldn't find any students in 3061 or 3062 codes last year, so are those new major codes since Fall 2008? Actually my number for Fall 2009 was 481 Visual Arts majors, so the difference between last fall and this fall is 28%

Steve

## Appendix C

### DOVA FULL-TIME FACULTY

(data provided by DOVA)

| Name                | Year Hired | Rank      | Tenure Status  | Institution          | Degree | Major                | Minor | Area         | Studios lectures per week |
|---------------------|------------|-----------|----------------|----------------------|--------|----------------------|-------|--------------|---------------------------|
| Banerji, Naseem     | 1993       | Professor | Tenured        | University of Iowa   | PhD    | Art History          |       | Art History  | 6                         |
| Biddle, Mark        | 1981       | Professor | Tenured        | Indiana State Univ.  | MFA    | Visual Communication |       | VisCom       | 6                         |
| Choberka, Matthew   | 2005       | Assistant | 5th year prog. | Ogden                | MFA    | Painting             |       | 2D           | 6                         |
| Clarkson, Larry     | 2007       | Assistant | 2nd year prog. | Salt Lake City       | MFA    | Visual Communication |       | VisCom       | 6                         |
| Cox, David          | 1971       | Professor | Tenured        | Ohio State Univ.     | MFA    | Ceramics             |       | 3D           | 6                         |
| Jacobs, James       | 1985       | Professor | Tenured        | East Carolina Univ.  | MFA    | Painting             |       | 2D           | 2                         |
| Kanatsiz, Suzanne   | 1999       | Professor | Tenured        | San Jose State Univ. | MFA    | Sculpture            |       | 3D           | 6                         |
| Makov, Susan        | 1977       | Professor | Tenured        | Syracuse             | MFA    | Printmaking          |       | 2D           | 6                         |
| Pagel, Angelika     | 1986       | Professor | Tenured        | UC Berkely           | PhD    | Art History          |       | Art History  | 6                         |
| Stevenson, Kathleen | 2001       | Associate | Tenured        | Notre Dame           | MFA    | Printmaking          |       | Art Teaching | 6                         |
| Winegar, Joshua     | 2008       | Assistant | 2nd year prog. | Columbia, Chicago    | MFA    | Photography          |       | Photo        | 6                         |



**DOVA ADJUCNT FACULTY**  
(data provided by DOVA)

| Name                   | Institution            | Degree | Major            | Minor | Area        |
|------------------------|------------------------|--------|------------------|-------|-------------|
| Adams Amy              | Auburn                 | MFA    | Sculpture        |       | Non Major   |
| Bateman James          | Brigham Young          | MFA    | Sculpture        |       | Sculpture   |
| Carrera Tracy          | Utah State University  | MFA    | Painting         |       | Drawing     |
| Crnich Joe             | University of Utah     | BA     | Theatre          |       | Video       |
| Crow Paul              | USC                    | MFA    | Photography      |       | Photography |
| Crum Andrew            | Weber State            | BFA    |                  |       | Non Major   |
| DeWitte Elizabeth      | University of Utah     | MFA    | Painting         |       | Non Major   |
| Emerich William        | University of Utah     | MFA    | Painting         |       | 2D          |
| Dilworth John          | Art Institute of SF    | MFA    | Viscom           |       | VisCom      |
| Dolberg Daniel         | University of Utah     | MFA    | Painting         |       | 2D          |
| Ebberts Tiffany        | University of Utah     | MFA    | Sculptue         |       | Non Major   |
| Gilson Jake            | Texas                  | MFA    | Sculpture        |       | Non Major   |
| Reimschuessel Peggy    | Weber State            | BA     | Two Dimensional  |       | Non Major   |
| Reynolds Gretchen      | University of Utah     | MFA    | Painting         |       | 2D          |
| Ripplinger Kent        | Utah State University  | MFA    | Photography      |       | Photo       |
| Simpson Suzanne        | U. Michigan            | MFA    | Landscape Design |       | Non Major   |
| Slabaugh Michael       | University of Utah     | BA     | Art History      |       | Non Major   |
| Slade Neal             | Brigham Young          | MFA    | Printmaking      |       | Non Major   |
| Stecklein Brain        | Weber State            | MA     | Education        |       | Non Major   |
| Stones Steve           | Utah State University  | MFA    | Painting         |       | Non Major   |
| Stott Jeremy           | Weber State University | BFA    | VisCom           |       | VisCom      |
| Suppha-Atthasitt Tyler | Weber State University | BFA    | Photography      |       | Photo       |

