

Weber State University
OGDEN, UT 84408

OPTIONAL RESPONSE TO NASAD VISIT AND VISITORS' REPORT
VISIT 27 FEBRUARY- 1 MARCH, 2017

DR. CHARLES A. WIGHT, PRESIDENT

MATTHEW CHOBERKA, CHAIR, DEPARTMENT OF VISUAL ART & DESIGN

Dear Commission,

We in the Department of Visual Art & Design at Weber State University thank NASAD and the Visiting Team for their efforts, and appreciate this opportunity to respond to their thoughtful and thorough report.

This optional response will identify relevant passages in the NASAD Visitors' Report by sections headings and page numbers, with replies immediately following each citation. Additional responses to the summary Sections O., P., and Q. of the visitors' report are included, which in some cases reiterate earlier aspects of the responses and refer back to them.

Finally, included as an appendix is our draft of a new "advising sheet" that is intended to describe some of the options available to our students when choosing BA and BFA degrees (a topic of some discussion during our site visit and prominent in the Visitors' Report).

Response begins on next page.

ACKNOWLEDGMENTS

(page 1)

REPLY:

In the interest in a full and complete record of the review process, a few titles and name spellings are here clarified from the list of acknowledgements on the report's first page:

Prof. Naseem Banerji
Prof. Dianna Huxhold
Ms. Lydia Gravis, Director, Shaw Gallery
Prof. Angelika Pagel

B. Size and Scope

(page 3)

“However, the Self-Study does point out that growth on the instructional side has come, with a single exception, in the form of adjunct/part-time hires. This pattern has impacted the unit by reducing the number of full-time faculty available for advising, committee work, and other non-teaching roles essential to the life of the DOVAD and the institution. This pattern also locks full-time faculty members into their particular disciplinary teaching assignments and limits the possibility of their participating in the foundations program required of all DOVAD majors, which increasingly has become the province of part-time teachers who are not prepared nor expected to advise and mentor students in the way that the newly redesigned curriculum would expect.”

REPLY:

As the new foundations courses come online, the department is working to encourage full-time faculty to contribute to foundations instruction, and to balance adjunct and full-time teaching assignments accordingly. To that end, five full-time tenure track faculty are assigned to teaching in the foundations curriculum for fall 2017. For example, the workshop structure for the new ART 1130 Approaches to Surface, Shape, and Form, will afford three full-time faculty members the chance to be involved in the new curriculum. Rotation into foundations teaching will be encouraged going forward.

“Much of the DOVAD budget for instructional wages (IW), which pay for part-time faculty members, comes from the Division of Continuing Education (CE-<https://continue.weber.edu/ce/about.aspx>); courses underwritten by CE are scheduled after 4:00 PM, on weekends, and in the summer, and for the DOVAD they comprise about 90% of its contingent/part-time wages (Institutional Self-Study, p. 8). This is a cause for some concern, since the DOVAD depends so heavily on another unit for an important part of its instructional

budget. The structural relationship of the DOVAD to CE is unclear, as is the extent to which CE will be a reliable source over time or what would happen if it withdrew its support (see also C below).”

REPLY:

A memorandum of understanding has been used to maintain the relationship of funding and support between Continuing Education and DOVAD, an arrangement that has been mutually beneficial to both parties. But this memorandum was drafted in the aftermath of NASAD’s 2009-2010 visit and review, and needs to be reaffirmed and updated. All in all, the arrangement seems to be working well, but it should be acknowledged that it does leave the department’s fate out of its own hands, to some extent. A discussion of the situation between provost, dean, DOVAD, and CE is in order.

C. Finances

(page 4)

“While the visitors received anecdotal information and perspectives regarding the departmental budget within the College of Arts and Humanities, the Self-Study (pp. 8-10) did not include any detailed information for university strategic planning such as a “Fact Book,” budget information indicating appropriated funds among colleges and schools, or examples of unit financial action plans. It is difficult to determine a basis of comparison of state support for the unit or an historical understanding of state support on an annual basis. The Self-Study notes that there is no formal procedure for developing the E&G budgets from year to year.”

REPLY:

The department has been actively participating in the development of a strategic plan at the level of the College of Arts & Humanities, which is being used to prioritize curricular development and develop budget priorities on that basis. The department will continue discussion with college and university this year to assure that strategic planning routinely involves budgetary planning.

It should also be noted that for more than six years any requests for faculty search authorizations, for both new and replacement hires, have as a matter of policy required an analysis by the department on the necessity of the hire from the standpoint of finances and programmatic need. This means that inherent in the discussions of the merits of a proposed search is an analysis of budget capacity and impact.

DOVAD Chair Matthew Choberka and Arts & Humanities Dean Scott Sprenger are also currently participating in an Academic Affairs strategic planning task force, convened by Provost Madonne Miner. This body is looking at all aspects of Academic Affairs and will be drafting an actionable strategic master-plan during the 2017-2018 school year.

All that being said, DOVAD will use this NASAD report to initiate further discussions about access to information in budgetary processes.

D. Governance and Administration

2. Policy-Making

(page 6)

“It was reported to the visiting team that, while annual faculty activity reports are filed as required, post-tenure faculty members do not typically receive feedback on them unless they are awarded a salary increment.”

REPLY:

In consultation with new Dean Scott Sprenger, the departments of the College of Arts & Humanities this past spring of 2017 formalized the process by which each faculty member receives a written chair’s response to the annual faculty report. This written response follows the evaluative format with categories on Teaching, Research, and Service so as to relate this feedback as closely as possible with other levels of formal review for tenure and promotion.

F. Facilities, Equipment, Technology, Health, and Safety

(page 9)

“Because the entire Interior Design curriculum (Bachelor of Science – 4 years: Interior Design – Professional Sales) is delivered only on the Davis Campus in Layton, Utah and was recently reviewed by CIDA, the visiting team was not offered the opportunity to review ID facilities in Davis. Therefore, the institution is asked to provide current and detailed information in its Optional Response, which addresses operational standards (NASAD *Handbook 2016-17*, II.) pertaining to activities in Davis, including and specifically with regard to facilities (NASAD *Handbook 2016-17*, II.F.1.)”

REPLY:

The Interior Design program is housed in the D3 building on the Davis campus, which was completed in 2013. The following link provides maps of the D3 building. Clicking on the third floor map of the building will illustrate where ID is housed in the facility.

<http://weber.edu/WSUDavis/room-map.html>

Full information about the Davis Campus:

<http://weber.edu/WSUDavis/about.html>

The program's suite features two studio labs equipped with desktop computers and dual monitors which provide the following software: Adobe Creative Suite, AutoCAD, Revit Architecture, 3DS Max, Navisworks, Microsoft Office, and 20/20. Each lab has 24 computers and one instructor station.

Students also have access to a scanner and printer. One lab also features drafting tables which provide additional space for sketching, drawing and/or drafting.

The department also has two lecture spaces --- one that encourages collaborative learning in the adaptive furnishings, the other is a traditional lecture space. Lecture spaces can hold up to 40 students in the traditional lecture space; 25 in the collaborative space.

All spaces feature current audio/visual equipment and large screens/monitors.

Lastly, the suite has a full materials lab that is set up as a materials showroom. The department works with several textile manufacturers that provide current fabric collections for student reference. The lab also features various materials ---- wood, stone, paint, etc.

In addition, there is a large reception area, four faculty offices, a kitchen, a large conference room and a storage room for archiving student work.

Outside the suite is a large space in the main corridor that features gallery-style space for display of student work and a small alcove for student study.

2-D areas

“The third floor of the Kimball Art Center includes 5 large studios for foundations design, drawing, and painting. The rooms are spacious and have excellent lighting and contain a sufficient number of easels and other equipment to meet the needs of the students. Studio areas are designed for instruction for lower level and some upper level work. Within the area, there appears to be a lack of dedicated space for advanced student studio work requiring anything that exceeds smaller-scale, traditional projects. It is important to note that this lack of dedicated student studio workspace for upper division studio students was observed in all production areas and was noted in the Self-Study (p. 18), so this statement will not be repeated in each descriptive section here.”

REPLY:

The lack of dedicated studio space for advanced students and BFA 2D candidates in particular is an ongoing issue that the department has looked to address. While longer-term solutions may involve “college-town” initiatives in Ogden City or new construction/remodeling on campus,

DOVAD is taking immediate steps in Fall 2017 to begin to address this issue. Room 308, which has traditionally functioned as the studio classroom for intermediate and advanced painting classes, will be re-purposed starting this fall to include BFA studio space for 2D BFA students. While sculptors, photographers, and even printmakers have large dedicated studios that can accommodate independent study, painters have no such space in which to maintain continuity of practice or to experiment with new media, scales, etc. The new BFA studio space will at least allow us to designate an environment where sustained advanced 2D work can be explored for a limited number of students. This arrangement will prevent the kinds of provisional solutions NASAD visitors note in this report.

Health and Safety

(page 11)

“The Self-Study notes that students are instructed with necessary safety instruction for shop areas and studios. Examples of safety exams are provided in the MDP for the wood and metal shops, (MDP IV.F.6, pp. 311-316), but no information is provided for other studios or foundations courses. Studios appear to have safety storage cabinets, first aid kits, and eye wash stations in most areas. The Self-Study did not include details for annual review of safety procedures or institutional protocols for safety inspections or first aid kit maintenance.

“The visitors noted that a makeshift workspace had been erected for ceramic shell work in one part of the sculpture studios. This setup appeared to block access to one of the area safety showers and to eye-wash areas.”

REPLY:

Regarding the eyewash unit in proximity to the ceramic shell work area, sculpture faculty member Jason Manley has already been working with campus safety personnel regarding this eyewash station. In sum, the issue is the eyewash is located under a very high voltage electrical box that powers the mixer. Their discussions have determined that it is not the plastic room that is the safety issue but the position of the eye wash so near the electrical box, which is a design flaw in studio. The eye wash has therefore been wrapped with plastic and caution tape until Facilities Management (FM) staff are able to relocate it to a safer spot. This re-positioning of the eyewash will also allow us to install an emergency shower at the same time.

The WSU Fire Marshall makes annual full inspections of the Kimball Visual Arts Center, and submits a detailed report to the dean and department chair. This report is then shared with all department faculty and staff through the routine departmental meeting schedule. Any necessary remedies are then instituted by various studio-area faculty, and any longer-term work to be done in regard to safety and health is referred to the DOVAD Space Use Committee for more detailed work. The company Cintas currently has the contract with WSU to maintain first aid kits and re-supply them on a periodic basis.

Numerous references are made in the NASAD visitors' report to the notable lack of a dedicated staff member who manages the Kimball Visual Arts Center as a facility. While we re-initiate discussions of this situation with FM, dean, and provost, DOVAD will also task the departmental Space Use Committee to institute a more formal system of reporting for addressing building-related issues.

I. Published Materials and Websites

(pages 15-16)

"The visitors did note some difficulties or inconsistencies with web materials, as follows.

Information on several unit degree programs available on university, college, and departmental websites and internal publications (particularly advising sheets) is inaccurate, inconsistent, or difficult to locate. For example, the institution website "Majors, Minors, Certificates & Degrees" (<http://www.weber.edu/majors/> accessed 28 Feb., 2017) lists a major in art history, no longer offered; it also breaks out its list into categories which would not be meaningful to students, for example, removing the Art Education degree to a separate "Teaching Degrees" subcategory, where it would not readily be found."

REPLY:

The WSU webmasters have been notified about the incorrect listing for an Art History major, which will be fixed in the very near term. The WSU decision to list "Teaching Majors" as a separate menu from other (in our case) Bachelor of Arts degrees is currently being taken up. According to WSU's Academic Affairs office, that design decision was made at the recommendation of the software vendor/designer Acalog. That being said, DOVAD is currently raising the review team's feedback in this regard with the Office of the Registrar and other constituencies, to see if redesign can help address this apparent lack of clarity.

(page 16)

"More problematic, on the university's majors webpage, on the DOVAD webpage, and in related publications elsewhere (the NASAD on-line inventory of accredited institutions, for example), the two baccalaureate degrees in Art Education are inconsistently titled (the Bachelor of Arts is sometimes described with the word "Composite" at the end, a term of art apparently used by the WSU College of Education). Additionally, while the Bachelor of Fine Arts at 146 credits is labeled a 5-year program for NASAD, the Bachelor of Arts degree at 144 credits is labeled a 4-year program (the visiting team notes that the Self-Study does in fact describe this as a 5-year degree (p. 68). On WSU materials, the length of time to degree is not usually provided, nor is, even on advising sheets, the total number of credits needed for program completion (It was pointed out that the DOVAD advising sheets do spell out total credits required for the art portion of each degree; however, students would need at least three separate advising sheets – one for

art, one for education, and a third for general studies – and then need to do their own addition to ascertain total number of credits required for the art education programs. This is apparently the norm for the institution; logical but not entirely student-friendly). (It should be noted that, with respect to the degree programs in art education, only in the Self-Study could the visiting team find an accurate total of required credit hours for each degree).”

REPLY:

DOVAD is always working to make published materials as accurate and useful to all parties as possible, and very much appreciates the review team’s careful critique of current materials.

Regarding the department’s own advising sheets, we will task the DOVAD Curriculum Committee with a re-evaluation and redesign this fall, with an eye to making sure that departmental, university, and College of Education requirements are succinctly addressed.

DOVAD agrees with the review team that clarification of the use of the term “composite” in the titling and description of the Art Education BA degree is inconsistent, and is in any case not being used correctly in the context of this degree. The term is used in Utah to distinguish a degree that usually foregoes requiring declaration a minor, in favor of a required sequence or array of supporting courses in lieu of a minor. For example, various science teaching “composite” degrees require no minor and instead list a series of supporting mathematics and other scientific courses from which to choose. Given DOVAD’s own goals of making a clearer distinction between our BA and BFA offerings (another point of discussion and agreement between the department and the NASAD review team during the site visit) centering around the diversity and breadth a minor affords for BA candidates as distinct from the more focused studio-centered curriculum of the BFA program, it will be a priority of the DOVAD Curriculum Committee in Fall 2017 to remove this “composite” designation completely from the Art Education BA. Indeed, the topic has already been broached with stakeholders in the College of Education, and with the A&H advising staff, and all seem to be in agreement on this point.

Similarly, we also agree that the DOVAD self-study’s characterizations of the Art Education degrees (BA and BFA) as **five-year** programs is accurate, and we will work with both WSU and NASAD offices to assure that this characterization is consistent in all published materials, including on the NASAD program’s inventory. The review team’s observation that in general our advising sheets and published materials do not always address the number of years required for programs will be addressed in the advising –sheet redesign efforts mentioned above.

K. Community Involvement; Articulation with Other Institutions

(page 17)

“The Self-Study (p. 29) claims “not applicable” in the section on community involvement, but this appears to be a momentary oversight, because, in fact, the mission statement (p. 5) of the

Department of Visual Art and Design refers to, and its website lists, a number of programs that appear to be highly successful. These include Arts in the Parks, Fabulous Fridays, My (Art) Space, and Snow Days in Shaw Gallery, which are managed by the DOVAD Outreach Coordinator and in which the DOVAD and cooperating entities within the institution serve as cultural resources to the wider community.”

REPLY:

This omission was indeed an oversight on our part, and a bit more explanation is perhaps needed. Weber State University, through its Center for Community Engaged Learning, works very hard to foster active curricular and co-curricular partnerships where student learning and community service are intertwined.

<http://www.weber.edu/ccel/about.html>

When such relationships are formalized, particular courses can receive a “community-engaged-learning” formal designation from CCEL. While a number of our courses have incorporated content and activities in such a way as to be designated in this way in the recent past, no current courses are so-designated, hence the omission in the report. This category on the self-study was read with that formal designation in mind.

That being said, we much appreciate the visitor team’s clear recognition of the very active community involvement in which DOVAD is engaged. DOVAD describes these under the name Outreach Programs, and the departmental website lists and describes the programs listed above in the visitors’ report here:

http://weber.edu/artanddesign/Outreach_Programs.html

It should also be noted that the Shaw Gallery’s integration into the department means that our robust roster of visiting artists and scholars each year, as well as film screenings, panel discussions, and other events are open to the public and provide other important avenues of community engagement.

N. Programs, Degrees, and Curricula

Bachelor of Arts - 4 years: Art (General)

(page 22)

“(6) **Overall Effectiveness:** While significantly fewer students complete the Bachelor of Arts degree than the Bachelor of Fine Arts, faculty members point to recent graduates who have followed curatorial paths or careers in the visual arts other than art-making. Faculty members express some concern to articulate the independent value of the Bachelor of Arts degree in order to counter the perception that it represents the degree only for those unsuccessful in applying to the Bachelor of Fine Arts. This re-evaluation would benefit from review of data on

the accomplishments of Bachelor of Arts in Art alumni and from highlighting the wide range of career options to which this liberal arts degree can lead (see Q.3.a below).”

REPLY:

The recent revisions to Studio Foundations and to the BFA admission process have provided DOVAD with the chance to make clearer to students, faculty, and other stakeholders the merits of the various major offerings in the department. As part of this effort, a new informational sheet has been drafted and (included as an appendix to this report) that seeks to help students determine the correct course of major study for their interests and goals.

Bachelor of Arts - 4 years: Art Education Composite

(2) Curriculum:

(page 23)

“It has been noted that the credits required for this degree far exceed what can be reasonably completed in four years, even as it is described as a four-year program; in fact, its length differs from that the labeled 5-year Bachelor of Fine Arts degree program by only 6 (fewer) credits (See Section P. below). This problem has become clear in the course of the institutional Self-Study and is now being addressed by the department, led by the new full-time faculty member hired to coordinate art education offerings. The visiting team notes that, at present, the listing for this degree suggests a shorter time period than would typically be required for completion.”

REPLY:

As has been mentioned previously in this response, DOVAD is working (and will continue to do so) to make sure that advising sheet, website, and all other published materials make clear the time commitment in years to be typically expected of our degrees, and is working to correct the errors with regard to the Art Education BA degree to make sure that the 5-year timeframe, as correctly stated in the self-study, is consistently described.

Title/Content Consistency

(page 23)

“The term “composite” is a term of art in the College of Education on the WSU campus, used to denote a teaching degree with a secondary area of teaching competence; the Bachelor of Arts in Art Education Composite is aimed at those who anticipate needing greater breadth in knowledge areas than depth, as would be appropriate to a liberal arts degree.”

REPLY:

As mentioned previously, this review process has been helpful to DOVAD to identify a number of issues with regard to our Art Education programs, and this titling inconsistency will be resolved as part of our work in this area. The “composite” terminology is likely to be removed, for reasons described above in this response.

NOTE: As the Visitors’ Report makes a number of substantive criticisms of the **Development of Competencies** and **Overall Effectiveness** of both BA and BFA Art Education degree programs in DOVAD, additional information is provided below, organized in relationship to **Section P**.

P. Standards Summary

(page 37)

“The visiting team found the following issues of apparent non-compliance with standards:

1. With respect to facilities, equipment, health, and safety, the main concern has to do with lack of dedicated space for B.F.A. students to create work required for their senior exhibition. This appears to be both a facilities (NASAD *Handbook 2016-17*, II.F.1.a.) and a degree program (NASAD *Handbook 2016-17*, VIII.A.4.b.; B.4.; C.1.) compliance issue and is reported in Sections F and N above.

NASAD standards for this professional degree program repeatedly stress that advanced Bachelor of Fine Arts students must be afforded opportunities for independent and self-directed work (NASAD *Handbook 2016-17*, VIII.B.2.; C.1.2.). Presently, there is no standing provision for studio spaces in which independent work can be created, contemplated, and securely stored. This leads to situations in which students seek ad hoc solutions, some of which put them in conflict with facilities policies and most of which also put the work and the personal tools, supplies, and equipment used to create it at risk.”

REPLY:

See information on pages 5-8 above in this response document.

While room KA 308 will be converted into a dedicated BFA space this fall, eventual growth in the BFA program will mean that more ambitious solutions will likely be called for. Possible solutions for expanded space could also coincide with effort to engage in more community-engaged learning and professionalizing experiences (internships and fellowships).

(page 37)

“Information on several unit degree programs which is available on university, college, and departmental websites and internal publications (particularly advising sheets) appears to be inaccurate, inconsistent, or difficult to locate.”

REPLY:

See information in pages 8-9 above in this response document.

(page 38)

“Evidence for development of teaching competencies in the two degree programs in art education was not provided, so it is unclear how the institution meets standards as follows:

Teaching Competencies

The artist-teacher must be able to connect an understanding of educational processes and structures with an understanding of relationships among the arts, sciences, and humanities, in order to apply art competencies in teaching situations and to integrate art/design instruction into the total process of education (NASAD *Handbook 2016-17*, XII.C.3.).

Recognizing that the faculty member dedicated to the art education components of these degree programs is new, the visiting team nonetheless does not find demonstration of continuing practices that would enable it to assess compliance here. Capstone projects, such as portfolios, typically contain evidence of development of competencies. Additionally, inconsistencies and inaccuracies in information available on the two art education degree programs raise compliance issues dealt with more fully in P.2 above.)”

REPLY:

The visitors are correct to identify these problems and to note that the recent arrival of faculty member Dianna Huxhold is providing the impetus for DOVAD to address them.

Short-term improvements include:

- Engaging pre-service teachers in literature about critical thinking, metacognition, and reflective practice as a way to explicitly explore these concepts as both students and future teachers as well as consider how they are useful in reflecting on our experiences of learning and teaching.
- Requiring each pre-service teacher to create a teaching portfolio complete with teaching philosophy, classroom management statement, unit and lesson plans, CV, field experience artifacts, research journal, etc. to show evidence of development of competencies.
- Immersing the pre-service teachers in literature about the concept of artist-teacher-researcher as well as providing a number of venues for them to engage in qualitative and arts based research (e.g., field observations, instruction and reflection, visual depictions of what it means to be a pre-service art educator, etc.)
- Arranging for each pre-service teacher to engage in multiple practicums (ranging from observations to instruction) in a variety of environments in which art education takes place with the goals being to 1) connect class discussions of theory and methods to teaching practice as it happens in the field and 2) provide professionalizing experiences to the pre-service teachers' CVs.
- Resolving inconsistencies and inaccuracies in information available on the two art education degree programs (see replies in section K).

Long-term improvements include:

- Developing a methods course dedicated to elementary art education as a way to round out the pre-service teachers' professionalizing experiences by preparing them to deliver high-quality art instruction at the elementary as well as secondary levels.

Q. Overview, Summary Assessment, and Recommendations for the Program

(page 39)

2. Recommendations for Short-Term Improvement

"The team recommends that the process for facility safety oversight and facility audits be better explained in the Optional Response.

This would include identification of the university units and/or outside party responsible for maintaining first aid kits, eyewash stations, fire extinguishers, signage, and other health and safety matters in the department (*NASAD Handbook 2016-17*, II.F.1.d.i.). The explanation can specifically identify the university unit schedule for conducting safety audits and how this information is shared with the department. The team noted some instances of outdated first aid kits in studios beside what appeared to be the first aid kits maintained by an outside unit. There were also some locations where the emergency eye wash stations were blocked, or not clearly accessible within the regular working areas of the studios."

REPLY:

As discussed above in this response, DOVAD's annual safety inspections are conducted in cooperation with the Fire Marshall and various departments of Facilities Management. The first aid kits are maintained by the company Cintas, with expired and depleted materials resupplied as needed.

"_The team recommends that discussions at the college and departmental level review the current proportion of full- and part-time faculty, and how these faculty members are mentored and evaluated, to support all undergraduate programs as well as to permit full-time faculty to take advantage of leaves for creative activity or research as well as leadership and other professional opportunities (*NASAD Handbook 2016-17*, II.B.1.a. b.; II.E.4.a.(1)(2))."

REPLY:

These discussions are ongoing with dean and provost, and DOVAD continues to explore not only timely replacement hires but to make the case for additional tenure-track lines, beginning

with the Graphic Design area, which our self-study makes clear accounts for the largest number of majors in our department.

“_The visitors recommend that the institution explore conditions that strongly suggest that a facilities manager for the Kimball Art Center is needed.

Beyond their important, regular duties, faculty, administrators, and staff all spend significant time attending to facilities problems and procedures that require coordination with other entities on campus. A building manager, or equivalent, with a range of specialized equipment and technology skills, would assure timely repair, regular attention to maintenance, and effective communication with the appropriate campus experts. This would relieve faculty and staff of some immediate problems so that they can deal directly with students, while students will be able to rely, without interruption, on spaces, equipment, and technology to support their learning in the material-dependent disciplines of the visual arts (NASAD *Handbook 2016-17*, II.F.1.d.e. i.). It would also yield faculty members some additional time to engage in their artistic practice, inspiring their students and advancing their professional profile in the region and beyond (NASAD *Handbook 2016-17*, II.E.4.a.(2)).”

REPLY:

DOVAD agrees that a facility of our size would be much better served in terms of safety and efficiency of operation by the appointment of building manager. As that discussion continues with stakeholders on campus, our faculty Space-use Committee is devoting additional attention this year to coordinating building oversight and to fostering communication between faculty, staff, and various support services in Facilities Management. The eye-wash placement situation in the sculpture lab, for example, is already being addressed, with FM working with the department to re-site this fixture in the immediate future.

(page 40)

“_The visitors recommend that the DOVAD develop a functional set of guidelines, specific to its several disciplines, to guide one another and colleagues beyond the department in faculty promotion, tenure, and review deliberations. Guidelines in the NASAD *Handbook* set forth some of the considerations that might be weighed.

Specific criteria appropriate to research and creativity in the visual arts can guide the department chair, the dean, and colleagues across the institution who may be less familiar with such activity in the visual arts but who are called upon to evaluate faculty productivity. In the same way, these criteria could inform wider institutional conversations about criteria for advancement and minimum expectations, as set forth in the institutional PPM and in any faculty handbook(s) in use.”

REPLY:

DOVAD will explore drafting a “tenure document” to specifically address appropriate evaluative criteria specific to visual art and design for tenure and promotion deliberation. While various changes to the college-level document have been made with input from DOVAD, it is likely that a document specifically addressing our disciplines is called for. Dean Scott Sprenger has also initiated a new program by which junior faculty draft development plans for themselves, by which to prioritize goals for their teaching, service, and research and in so doing to explain the character of their research to reviewers for whom the disciplines may be imperfectly understood.

(page 40)

“_The visitors recommend that the DOVAD develop an internal program for training and review for all faculty members with purchasing authority on budget basics, to improve their collaboration with staff on accounting processes and procedures, and that lines of reporting, especially when staff members are involved, be clarified.

Because such a large number of faculty are responsible for purchasing and tracking expenditures in their own studios and programs, they need regular opportunities to be reminded of and updated on policies and procedures, in order to expedite transactions and reporting and to minimize time dedicated to these necessary tasks. This will also affect collaboration with staff members and improve communication and departmental reviews of budget allocation. Such programs may already exist elsewhere in the institution and therefore be readily adapted.”

REPLY:

A full range of trainings is available on campus through Training-Tracker, and DOVAD will encourage additional trainings in these areas.

(page 40)

“_The visitors recommend that the Program in Interior Design consider revision to the historically-based but somewhat uninformative degree titles A.A.S. in Interior Design *Technology* , and B.S. in Interior Design – *Professional Sales*. These do not describe degree contents so much as program location or history and could be confusing to prospective students. The fact that these title extensions have little daily usage indicates that they are vestigial and could well be discarded.”

REPLY:

DOVAD will share the recommendations with the Interior Design department, located in the College of Engineering, Applied Science, and Technology.

(page 40)

3. Primary Futures Issues

“_The unit will want to engage in a series of internal conversations to clarify the nature and relevance for the liberal arts student of the Bachelor of Arts in Art (General) degree and to distinguish Bachelor of Arts and Bachelor of Fine Arts degree programs in such a way as to value each for the multiple career directions each offers to students.

The widespread, if unspoken, perception in the DOVAD that the Bachelor of Arts is a second-class degree works against students with visual talents and aptitudes who will not become makers but could use the Bachelor of Arts as a springboard to a range of viable career paths in the visual arts. This has perhaps weakened the strength of the Bachelor of Fine Arts in making it the default degree for most art majors rather than a more selective and rigorous program to educate future makers. Clarification of the current perception could perhaps then continue with the departmental advising process. Colleagues are referred to the sections of the NASAD *Handbook* which discuss the natures and differences between the liberal arts and professional degrees (NASAD *Handbook 2016-17*, IV.; V.; VII.; VIII.).

Additionally, a better understanding of the Bachelor of Arts degree will entail a re-examination of the Art Education Composite, along with the Bachelor of Fine Arts in Art Education, degree programs. The former, listed as a 4-year program, presently appears to require a total of at least 139 credits (there is some inconsistency in reporting the total), which would be only 5 credits less than the Bachelor of Fine Arts in Art Education, which is designated a 5-year program. NASAD provides guidelines in the NASAD *Handbook 2016-17*, III.A.1.b.e.; XII.B.1. The new art education faculty member appears to be prepared to address this problem, along with others within the programs, but the visiting team suggests that such a solution needs to occur within the context of a broader consideration of the value of the liberal arts and professional degree programs that the DOVAD offers to its students. It would appear to the visitors that the art education programs are particularly strategically well positioned to fulfill DOVAD and institutional missions and could be vigorously promoted.

The visiting team also recommends, with regard to the degree programs in art education, that DOVAD chair take the lead in improving communication with relevant counterparts in the Moyes College of Education, to assure administrative, curricular, and faculty collaboration that at the program level.”

REPLY:

As outline above in this response dialog, planning, and concrete action has already begun in terms of curricular revisions and cross-campus dialogs to address these issues.

(page 41)

“_Also the unit will want to pursue strategic planning, based on the conversations just outlined, with regard to articulating a plan for future hires in the unit, giving attention to needs addressed

in the Self-Study as well as others that may become apparent in due course. The visiting team notes that additional lines have been identified as needs in the areas of graphic design and new media in order to address growth in enrollment and current and projected student demand. Typically, such conversations simultaneously assess under-enrolled programs and curricula to evaluate continuing viability.”

REPLY:

As discussed above, DOVAD is actively engaged in strategic planning at the college and University (Academic Affairs Task Force) levels.

4. Suggestions for Long-Term Development

“Community outreach activities sponsored and organized by the Department of Visual Arts and Design have been important in connecting Weber State University with the town of Ogden and the region. The institution will want to examine new strategies for the impact of that collaboration to be recognized more broadly and also for it to have a place in the system of reward in considerations of faculty rank and tenure.

There appears to be sentiment among both administration and students that more explicit professional development and experiential learning should be embedded in course and program content throughout the Bachelor of Arts and Bachelor of Fine Arts degree programs. This could be part of the aforementioned conversations about the nature of the liberal arts and professional degrees offered by the department; the team suggests that students be involved in at least the initial stages of those conversations.”

REPLY:

Community engagement and professionalizing experiences are being cultivated, with the establishment this year, in all five departments the College of Arts & Humanities of designated faculty coordinators tasked with identifying and organizing internships and other professionalizing experiences for students. In DOVAD, Graphic Design faculty member Micah Bauer has agreed to take on this responsibility, for which he receives re-assigned time, and is working with college peers and the Career Services office of WSU to formalize these internships.

Appendix (Draft of new BA/BFA Advising Sheet) follows on next page.