Higher Learning Commission
Self-Study Questionnaire/Report for Academic Departments

Academic Department: ART DEPARTMENT

Individual(s) Completing the Questionnaire/Report: Department Chair, Robert Mertens for the Department Audit & Review Committee

BACKGROUND INFORMATION
1. Please list the majors (including emphasis areas), minors, and/or certificates offered by your department.

Majors (and emphases):
BFA – Fine Art*
  Ceramics Emphasis
  Sculpture Emphasis
  Printmaking Emphasis
  Graphic Design Emphasis
  Painting Emphasis
  Photography Emphasis
  Art Metals Emphasis
  Drawing Emphasis
BA – Fine Art*
BA – Graphic Design Emphasis
BA – Art History
BA – Multimedia Design
BS – Multimedia Design (Currently in process of removal)
BSE – Art Education

*K-12 Licensure available

Minors:
General Studio Art
Studio Art with Emphasis
Art History
Multimedia Design

Certificates: N/A
2. Fill in the data requested below relevant to enrollments and the number of graduates. Also, please estimate the percentage of student credit hours (SCH) your department’s curriculum serves relevant by both: 1) student level (e.g., freshmen, sophomores); and 2) majors, minors, interdisciplinary programs, and general education requirements.

(Skip to Question #3. This information will be secured and filled in by the Campus Self-Study Coordinator)

Enrollment (Headcount)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Majors</th>
<th># of Minors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1996</td>
<td></td>
<td></td>
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<tr>
<td>Spring 1997</td>
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<tr>
<td>Fall 1997</td>
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<td>Spring 1998</td>
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<td>Fall 1998</td>
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<td>Spring 1999</td>
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<td>Fall 2000</td>
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<td>Spring 2001</td>
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<td>Fall 2001</td>
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<td>Spring 2002</td>
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<td>Fall 2002</td>
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<td>Spring 2003</td>
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<td>Fall 2003</td>
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<td>Spring 2004</td>
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<tr>
<td>Fall 2004</td>
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<td></td>
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<tr>
<td>Spring 2005</td>
<td></td>
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</tbody>
</table>

Graduates (Majors & Minors)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Majors</th>
<th># of Minors</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 96-97</td>
<td></td>
<td></td>
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<tr>
<td>AY 97-98</td>
<td></td>
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<tr>
<td>AY 98-99</td>
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<td>AY 99-00</td>
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<td>AY 00-01</td>
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<td>AY 01-02</td>
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<td>AY 02-03</td>
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<td>AY 03-04</td>
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<tr>
<td>AY 04-05</td>
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</tbody>
</table>

SCH Distribution

<table>
<thead>
<tr>
<th>Student Level</th>
<th>% of Student SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td></td>
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<tr>
<td>Junior</td>
<td></td>
</tr>
<tr>
<td>Seniors</td>
<td></td>
</tr>
<tr>
<td>Total=</td>
<td>100%</td>
</tr>
</tbody>
</table>

SCH Distribution

<table>
<thead>
<tr>
<th>Programmatic Purpose</th>
<th>% of Student SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental Majors</td>
<td></td>
</tr>
<tr>
<td>Departmental Minors</td>
<td></td>
</tr>
<tr>
<td>Other Department Majors</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Programs</td>
<td></td>
</tr>
<tr>
<td>General Education</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Total=</td>
<td>100%</td>
</tr>
</tbody>
</table>

3. Overview and evaluate the adequacy of the human, physical, and fiscal resources your department deploys to serve students and meet other programmatic needs by addressing the questions below:

**Human Resources**

Evaluate the general adequacy of the human resources (i.e., the # of faculty and instructional staff and their skills) relative to the department’s ability to serve its student populations and achieve other programmatic goals. Do this by assigning a number between “1” (completely inadequate) to “9” (completely satisfies needs).

6 1-9

In a paragraph or two, discuss the human resources evaluation score you provided. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

The art department has a strong reputation for high quality fine arts and design undergraduate education. We have experienced administrative support and consequently positive growth in the graphic design and
multimedia design areas that are popular program choices for students. There are nonetheless several factors limiting program areas' ability to serve students and develop. The single most problematic factor is an environment of restrictive hiring practices. Despite high demand for classes, growth in student numbers and strong course demand, the program has experienced a steady loss of full-time faculty positions (primarily through retirements) particularly in the fine arts area. Of the 15-ranked Art and Art Education faculty serving the program at the beginning of the review period, 10 of those faculty members have retired from active service during this period. These areas serve all majors and minors including our popular graphic design and multimedia programs yet continue to encounter restricted approval for searches. Faculty line replacement of retiring personnel decisions made by the administration have resulted in reduced course section offerings and have contributed to the stagnation of fine arts program growth and program instructional continuity. Time-to-degree problems for students have occurred due to inadequate section offerings semester to semester. This negatively affects enrollments in advanced sections where student maturity in areas of specialization is developed. Departmental staffing plans include positions currently unsupported by the administration such as: 2D foundations/photography - Art History - Ceramics - Art Metals. Each of these area positions once held by now retired faculty are at this time encountering an erosion of program growth, stability and quality.

**Physical Resources**
Evaluate the adequacy of the physical resources available to support the department’s ability to serve its student population and achieve programmatic goals by assigning a number between “1” (completely inadequate) to “9” (completely satisfies needs). Consider such issues as classroom space, office space, supporting technology, lab space to support research and/or instruction, etc.

7 1-9

In a paragraph or two, discuss the physical resource evaluation score you provided. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

In general our physical facilities are adequate, safe and serve our students well although dedicated studio space for advanced student work and research varies by discipline and is limited. Recent completion of a comprehensive laboratory ventilation project has vastly improved safety in studios. Lab and classroom modernization programs have helped some areas more than others. Recent support and completion of improvements in the ceramics studios and in the computing laboratories are well received by students and faculty alike. Less extensive classroom needs especially for lighting improvements (i.e. Lab Modernization submission 2/18/00) and studio furniture updates have not been funded despite proposals for improvements. The department often relies on campus surplus to replace furniture but these solutions to budget limitations are not always best for student needs.

**Fiscal Resources**
While recognizing that every academic department would benefit from a larger budget, evaluate the adequacy of fiscal resources allocated to the department to serve its student populations and achieve other programmatic goals by assigning a number between “1” (completely inadequate) to “9” (completely satisfies needs).

6 1-9

In a paragraph or two, discuss the fiscal resources evaluation score you provided. Include, in particular, a discussion of key expenses, and key needs not being met or opportunities not being explored because of fiscal limitations.
The most limiting factor is stagnant and inadequate departmental service, supply and equipment maintenance budgets. These funds which should support general area course operations, necessary demonstration and course delivery supplies and equipment replacement and repair services have been stagnant or eroded through budget recisions for over 20 years. The program has been required to reduce budgets and services for students despite significant program growth and service needs over the same period. The above assessment number has only been maintained during this period by increasing cost shifting to student user fees.

The second most limiting factor is stagnant and inadequate departmental recruitment funding levels. When search approvals are granted we are unable to search as widely as needed to guarantee a broad enough pool of candidates to serve diversity and quality of candidate selection needs.

The third most limiting factor is related to the ability to track program graduates progress in post graduation careers. Fiscal and personnel time restraints inhibit the opportunity to pursue this area of assessment.

4. In a paragraph or two, overview significant changes made in your department or its curriculum since 1996 (i.e., the last North Central Association Accreditation Visit).

Since the last North Central Association Accreditation visit there have been many changes made to our departments curriculum as evident in the new courses that have been developed:

- ARTSTUDIO 222 - Design Foundations for the Web,
- ARTSTUDIO 390 - Digital Photography and Electronic Imaging
- ARTSTUDIO 490 - Art Educator's Institute
- ARTSTUDIO 490 - Photographic Printmaking
- ARTHIST 491 – Travel Study: ITALY: A History in Art
- ARTHIST 496 - Special Studies: Graphic Design History
- ARTHIST 320 - Graphic Design History
- ARTHIST 496 - Special Studies: Africa, Asia, Americas
- ARTSTUDIO 496 - Arts of China
- ARTMULTI 389 - Multimedia Design I: Web Site Design
- ARTMULTI 391 - Multimedia Design II: Time Based HD Design
- ARTMULTI 392 - Interactive Multimedia Design
- ACIND 151 - Multimedia Aesthetics

We are reviewing our program at this time in an effort to eventually achieve NASAD accreditation for our programs.

In another paragraph or two, describe why these changes occurred.

Some of the most significant curriculum changes have occurred as a result of the creation and implementation of the new Multimedia Major (previously only a Minor was offered) as both a BA and BFA degree track. The Multimedia Major was developed to meet the interests of students and the increasing demands placed upon our students once they enter the professional world for cutting-edge computer-based technology skills. Also, our BFA degree track saw an increased credit total to 78 credits from 75, to meet the requirements for NASAD accreditation.
MISSION & PLANNING

5. In a paragraph or two, describing any significant projects/initiatives that your department is planning or currently has underway, but has not yet completed.

The department is initiating a system of block scheduling for the studio foundations courses, with the goal of insuring that all students will be able to complete all the necessary foundational courses early in their careers, decreasing time to degree and improving the quality of students in the upper-division courses. Related to this is our Learning Communities initiative, in which a number of Foundations cohorts will participate. A new Post-Foundations Portfolio Review to be initiated in the fall of 2005 with full implementation in spring 2006 will serve to screen out students who do not demonstrate the necessary skills to succeed in the program. This review will also serve to raise the overall level of student outcomes in our program.

The department is also seeking to create a permanent, annual travel abroad program. The first phase of this initiative will be a Travel Study program in art history and studio art to Italy in the Spring of 2005. Ultimately, the department seeks to develop a six to nine week, three-course program including art history, studio art and language, to be offered during the summer.

6. Below are five “core values” the University identifies as central to its purposes. Please evaluate the importance of each core value in terms of how each aligns with the purposes of your department (i.e., take a hypothetical 100 points and distribute them among the five values, with those values that align more closely to the purposes of your department receiving more points).

<table>
<thead>
<tr>
<th>Core Value</th>
<th>Importance (100 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to the pursuit of knowledge and understanding</td>
<td>20</td>
</tr>
<tr>
<td>Development of the individual</td>
<td>20</td>
</tr>
<tr>
<td>Personal and professional integrity</td>
<td>20</td>
</tr>
<tr>
<td>Commitment to serve</td>
<td>20</td>
</tr>
<tr>
<td>Commitment to develop a sense of community, respect for diversity, and global perspectives</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total=</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

7. Every academic department engages in planning. Review the list of variables below and evaluate the extent to which each of the following influences decision-making behind the planning process for your department as it relates to your curriculum (i.e., take a hypothetical 100 points and distribute them among the planning variables, with those variables playing a larger role in your planning process receiving more points).

<table>
<thead>
<tr>
<th>Planning Variables</th>
<th>Importance (100 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mission of the University, college, and/or department</td>
<td>12</td>
</tr>
<tr>
<td>Academic assessment data/information relevant to student performance against learning outcomes</td>
<td>8</td>
</tr>
<tr>
<td>Other data/information gathered relevant to performance (e.g., Audit &amp; Review feedback)</td>
<td>8</td>
</tr>
<tr>
<td>Societal/Cultural trends (e.g., changes in demographics, lifestyles, professions)</td>
<td>9</td>
</tr>
<tr>
<td>Campus trends (e.g., changes in university-initiated needs and demands)</td>
<td>5</td>
</tr>
<tr>
<td>Technology trends (e.g., technology developments that affect delivery of service)</td>
<td>14</td>
</tr>
<tr>
<td>Professional trends (e.g., changes evident at other universities/colleges)</td>
<td>14</td>
</tr>
<tr>
<td>Available human resources (e.g., # of employees, talents, etc.) within the unit</td>
<td>10</td>
</tr>
</tbody>
</table>
Available fiscal resources (e.g., budget, available and accessible $) 10
Available physical resources (e.g., space, existing technology, etc.) 10
Other:

Total= 100 points

8. Does your department have a mission statement? Yes X No

If you answered “yes,” please list the mission statement here. Also, if your mission statement can be accessed on the web, please list the URL here.

The mission of the Art Department, coordinated with the University and College of Arts and Communication, is:

- To prepare students for professional careers with programs leading to the fulfillment of the following degrees: BA with emphasis in Fine Arts, Graphic Design, Art History and Art Licensure; BFA in Fine Arts and Fine Arts Licensure; and BSE in Art Education.
- To provide art minors in Fine Arts, Graphic Design, Art History, and Arts Management.
- To challenge students to a high level of creative achievement through a mandated process of evaluation in BFA entry level review, and Junior and Senior Shows.
- To encourage students to be active in professionally oriented activities such as entering art shows, preparing graphic design publicity for the University and College, and seeking instruction in computer and graphics technology.
- To provide appropriate classroom space and facilities to meet educational needs in arts/design.
- To provide faculty holding appropriate degrees in their respective areas, as well as professional attainment in shows, research and publications.
- To coordinate with the College of Arts and Communications departments of Music and Theatre/Dance in offering the large multidisciplinary, multicultural General Studies course: "World of the Arts."
- To encourage faculty to extend their professional and pedagogical expertise through the acquisition of grants and other extramural funding, and to attend conferences and participate in gallery shows.
- To foster an appreciation of art values, history, and aesthetics through required lecture courses in art history, theory, independent research, and travel to museums and galleries.
- To encourage faculty to promote educational use of advanced technologies in computer, classroom multimedia facilities, and Internet interaction with professional colleagues and library resources.
- To staff and maintain an exhibition gallery in the Center of the Arts to service students and public of the southeastern area of Wisconsin.

(By facilitating the exhibition of distinctive works of art, the gallery offers students, faculty and visitors an opportunity to enjoy and study a variety of art expressions in a free, accessible and open environment. The gallery also serves as an extension of the educational mission of the university by enabling students to exhibit their own work and conduct research into the objects presented throughout the year in the exhibition series. The exhibits and related programming provide a forum to investigate technique and thematic issues in the visual arts, explore new technology, and display new and established talent.)

http://academics.uww.edu/CAC/art/uww-art%20dept/web2/site/department.html

If you answered “yes,” please describe how, if at all, this mission statement plays a role in your department's planning and/or decision-making, particularly as it relates to the curriculum.

All aspects of curriculum are planned and affected by issues noted in our mission statement. Faculty semi-annually review program objectives, annually report on objective outcomes, and regularly review course objectives, make adjustments and present timely and relevant instruction.
STUDENT LEARNING & ASSESSMENT

9. List all the student learning outcomes for each of the majors (and emphases, if relevant), minors, and certificate programs that you identified in question #1.

Please refer to Student Learning Outcomes on our Audit and Review website

(http://academics.uww.edu/CAC/art/uww-art%20dept/web2/audit/audit.html)

10. Complete the grid below by listing the majors, minors, and certificate programs from question #1 across the top row (and indicated by the example). Then, under each major, minor, and certificate program, place an “X” indicating which data collection methods are used to assess the extent to which the student learning outcomes are achieved (evidence that students know and can perform against the objectives). Mark, where relevant, both “direct assessment methods” (efforts that directly evaluate student performance) and “indirect assessment methods” (efforts that evaluate student performance based on perception of student, alumni, etc.).

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>(Example)</th>
<th>Crafts (Major)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum-Embedded Exams/Tests</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Curriculum-Embedded Essays</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum-Embedded Projects</td>
<td></td>
<td></td>
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<tr>
<td>Capstone Project Review</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Portfolio Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reviews by External Evaluators (e.g., intern supervisors)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Placement Test Scores</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance on Post-Bac. Exams (e.g., GRE, GMAT, CPA)</td>
<td></td>
<td></td>
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<tr>
<td>Other (describe: )</td>
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<tr>
<td>Indirect Assessment</td>
<td></td>
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<tr>
<td>Exit Interview/Questionnaire</td>
<td></td>
<td>X</td>
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<tr>
<td>Advisory Board</td>
<td></td>
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<tr>
<td>Alumni Survey</td>
<td></td>
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<tr>
<td>Other (describe: refer to attached excel self study grid)</td>
<td></td>
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</tr>
</tbody>
</table>

Please list specific data/information sets relevant to the department’s academic assessment efforts that the UW-W Self-Study Committees, and/or the Higher Learning Commission’s Visiting Accreditation Team can access to review/consult.

- Art and Art Education Audit and Review Self-Study - (submitted October 2003)
- Area Assessments - (within the above report)
- Audit and Review website
  (http://academics.uww.edu/CAC/art/uww-art%20dept/web2/audit/audit.html)
- Department Annual Reports
11. Indicate specific changes to the department’s operation or planning, if any, that have resulted from the collection and use of the data/information identified in the preceding question. Place a check in the appropriate box in the far right hand column for any of the following changes that have occurred.

<table>
<thead>
<tr>
<th>Programmatic Changes</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Learning Outcomes (e.g., changes in what students should learn in the program)</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum (e.g., revisions to sub-major, change in pre-requisites, addition of new courses, deletion or combining of coursework, changes in existing course content, etc.)</td>
<td>X</td>
</tr>
<tr>
<td>Scheduling (e.g., when courses are offered, etc.)</td>
<td>X</td>
</tr>
<tr>
<td>Departmental Procedure (e.g., changes in advising)</td>
<td>X</td>
</tr>
<tr>
<td>Instructional Methods (e.g., shift to hybrid courses)</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Delivery Methods (e.g., online programming)</td>
<td>X</td>
</tr>
<tr>
<td>Changes in Assessment Procedures (e.g., addition of specific assessments, creation of Advisory Board)</td>
<td>X</td>
</tr>
<tr>
<td>Other:</td>
<td>X</td>
</tr>
</tbody>
</table>

In a paragraph, discuss your department’s use of academic assessment data/information as chronicled in the table above. Discuss, in particular, how these changes have improved or stand to improve student learning.

The creation of the new Multimedia Design Major and Minor address shifts in the employment environment and in the interests of our students. The addition of a “non-western” course requirement in the art history major brings this program in line with other institutions and addresses a student-expressed weakness in the program.

In response to student concerns concerning course availability and time to degree, we have initiated a system of block scheduling for the foundations courses, allowing students to successfully complete a sizeable number of foundational courses in their first year, which in turn allows them to enter upper-division courses earlier, increasing flexibility and decreasing time to degree.

The Department also has initiated and maintains an extensive internal advising and course registration protocol to monitor and facilitate time to degree.

A hybrid classroom-online version of the World of the Arts course is currently being offered by one member of the art faculty.

Based on external assessment information the graphic design and multimedia design programs are implementing changes that improve learning outcomes. Changes in teaching approach and information conveyed are increasingly more clearly targeted to professional arts and industry expectations.

Finally, in response to the Audit and Review process, a standing Audit and Review Committee has been formed to monitor learning objectives, outcomes and assessments on a continuing basis.

12. In the box below, indicate the extent to which you think your department has fully implemented its academic assessment program, with 100% representing a fully-implemented program. Consider the extent to which the department has developed clearly stated learning outcomes, systematically collects data/information that informs the extent to which the outcomes are achieved, uses the data to make changes to the curriculum, etc.

90% to which academic assessment program is fully implemented
If you've indicated a percentage other than 100%, please list actions that remain to be completed before implementation of the assessment process is complete. Articulation of program degree tracks with learning objectives and outcomes.

If you've indicated a percentage less than 100%, what are the biggest obstacles to your department fully implementing its assessment program? Consider such items as: faculty and instructional staff involvement, time, budget, understanding of academic assessment and the process, etc.

Systematic tracking of postgraduate alumni is needed and we are restricted by personnel availability and budget restraints that inhibit progress in this area of assessment.

13. Describe any initiatives on behalf of your department (and its faculty) that have specifically promoted enhanced student understanding of issues related to diversity and inclusion.

Although not a formal initiative, faculty have developed projects within studio classes that address issues of inclusion and diversity. A change to the Art History Major now requires that students take a course in non-western art. Future courses developed to satisfy this requirement would seek to satisfy campus diversity requirements. Faculty have also pursued and successfully acquired a Curriculum Diversity Infusion Training and Development Grant as well as developed innovative workshops for the Authentic Voices of America Camp.

EXTERNAL CONSTITUENCIES

14. Describe in a paragraph or two your department’s relationships with constituencies external to the university (alums, employers or potential employers, advisory boards). What role, if any, have these groups played in (re)directing curriculum development specifically, and departmental planning generally?

Our department (faculty and students) continues to maintain relationships and actively fosters new opportunities to engage with and/or collaborate with external constituencies. These relationships take place in a variety of forms (teaching, research and service): student internships, Visiting Artists lectures and demonstrations (open to public), workshops, research dissemination, affiliations with regional, national and international professional organizations, etc.

The external constituency group that has played a role in assisting in the re-direction of our curriculum development have been our Visiting Professional External Program Reviewers. Our most recent reviews within our program include Mary Frisbee Johnson (Studio Foundations), Robert Vogele (Graphic Design/Multimedia Design), and Malcomb Smith (Ceramics). The department utilizes these assessments to evaluate and address program goals and objectives.

Within our assessment plan for 2005-2006, it is anticipated that our Art History area will be the next to be reviewed.

15. Does your department generally, or faculty or student groups specifically, offer special programming (e.g., non-credit workshops) or provide services (e.g., consulting services, project support) for constituencies external to the university?

Yes X No

If “yes,” please provide a list of these initiatives and the constituencies they serve.
• Authentic Voices of America
• W.R.A.P.
• W.C.A.A.
• Spinners & Weavers
• C.A.S.T. - Sculpture Foundry
• Fairhaven Retirement Community Lecture and Workshop Series
• Visual Arts Classic-regional area high-schools workshop and adjudicated exhibition
• Arts Immersion Day-regional area middle-school workshops
• Studio 45 - Advanced design students working with professional businesses and /or organizations

• Art Department Student Internship Program - Serving the following constituencies as educational partners - Students serve on site and these partners write reviews of student preparedness and performance as interns

  • Mignone Comm., Huntington, IN
  • Hoards Dairyman, Fort Atkinson, WI
  • Standard Process, Palmyra, WI
  • Citizen Printing, Beaver Dam, WI
  • Derse, Inc., Milwaukee, WI
  • Janesville Printing Co., Janesville, WI
  • Pepsi Cola of Madison, Madison, WI
  • Akuba Studios, Madison, WI
  • Children’s Hospital, Milwaukee, WI
  • Victorian House, Janesville, WI
  • Johnson Hill Press, Fort Atkinson, WI
  • Kohl’s Department Store, Menomonee Falls, WI
  • Math Skudlaich, Cambridge, WI
  • Kruger Graphics, Janesville, WI
  • Quality Quick Print, Janesville, WI
  • Cygnus Business Media, Fort Atkinson, WI
  • Nasco, Fort Atkinson, WI
  • Standard Process, Palmyra, WI
David McLimans, Freelance, Madison, WI

Walworth County Week, Delavan, WI

Discolor Color, McFarland, WI

Reiman Publications, Milwaukee, WI

Mortgage Guaranty Ins. Co.,

Walt Disney World, Florida

Good Morning Advertiser, Whitewater, WI

Glasgow Photo, Beaver Dam, WI

MRA – Management Assoc., Waukesha, WI

Panda Communications, Milwaukee, WI

Adventures in Advertising, West Allis, WI

Marketing Images, Waukesha, WI

Zizzo Group Advertising Inc., Milwaukee, WI

Spacesaver Corp., Fort Atkinson, WI

Bri Motorsports, Milwaukee, WI

On the Move, Brookfield, WI

Sheboygan Gallery, Sheboygan, WI

Faculty as presenters or coordinators for external conferences or constituencies

Workshops/Lectures Presented:

AIGA Portfolio Review Conference

Wisconsin Newspaper Association

Women's Caucus for the Arts, CAA

At the Threshold of the Millennium, UNESCO Conference, Peru

Story Telling in the Visual Arts, Second China – U.S. Conference on Women's Issues,

Beijing, China

Visiting Artist, Auburn University


Mid-America College Art Association
Faculty participation as external Advisory/Committee Members:

- Multimedia Program Development, MATC, Madison, WI
- Walker's Point Center for the Arts Board, Milwaukee, WI
- Alumni Governing Board, University of Cincinnati, OH
- Editorial Board of Metalsmith Magazine
- Review Board, Lauer/Pentak, Design Basics, Wadsworth Publishing
- Art Consultant, Ministry of Education of the United Arab Emirates
- Advisory Board, Authentic Voices of America
- Art Advisor, Crohn's and Colitis Foundation of America, Milwaukee, WI
- External Review Committee for Georgia Southwestern State University
- Membership Committee, Society of North American Goldsmiths
- Board of Trustees, American Crafts Council
- Board of Directors, Center for Photography, Madison, WI
- Board of Association Villard de Honnecourt for the Interdisciplinary Study of Technology and Art

Faculty as external reviewers - Juror/Curator:

- City of Madison Art Fair on the Square
- Milwaukee Lakefront Festival of the Arts
- Retro Ranch, Society of Women in Philosophy
- Smithsonian Craft Show, Smithsonian Institute of Washington, D.C.
- First National Drawing Exhibition of the Southeast Missouri Arts Council

16. Related to the preceding question, does the unit regularly collect data/information to evaluate how effectively it serves its constituency(ies)? (This might include surveys of constituencies.)
   Yes          No  X

   If “yes,” please list specific data/information sets that the UW-W Self-Study Committees, and/or the Higher Learning Commission’s Visiting Accreditation Team can access to review/consult.
17. Does your department offer any service-learning courses, or do any of your faculty use service-learning as a teaching method?

   Yes         No  X

If “yes,” please list specific courses and faculty.

18. List and prioritize no more than three primary strengths that have emerged in your department’s efforts to meet its mission, goals, or objectives. To identify these strengths, you may wish to consider: What does your department do very well? What good things do people say about your department? How has your department aided the campus in meeting its mission? In what ways has your department “gone beyond the call of duty?”

After identifying each strength, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to departmental performance, trend data from the Office of the Registrar or Institutional Research, special recognition from external agencies, etc.

1. Specific Strength: Quality permanent and professional faculty committed to the review, creation and delivery of undergraduate arts/design/multimedia design education.

   • Supporting Evidence: All of the department faculty have terminal degrees. See departmental annual reports for faculty professional activities.

2. Specific Strength: Provide and share unique art department facilities and experiential learning programming while influencing and encouraging regional and state inter-institutional and public arts involvement and support.

   • Supporting Evidence: Public exposure to the fine arts: Crossman gallery - Unique inter-institution education efforts include: Visual Arts Classic a high school competitive arts program - Arts Immersion day a middle school arts introductory program - Our unique sculpture facility and foundry sponsors regional inter-college and university art production events - The ceramics studio recently has been modernized to meet OSHA recommendations, including technical ceramics, in a highly professional setting - The graphic design and multimedia design studio laboratories are some of the best in the state and include advanced digital studio photography and access to special effects blue screen imaging and sound design creation areas.

3. Specific Strength: Development of program strengthening Wisconsin’s workforce
Concerns

19. List and prioritize no more than three primary concerns that have emerged in your department’s efforts to meet its mission, goals, or objectives. To identify these concerns, you may wish to consider: What could be improved? What is done poorly? What do we, as a department, avoid doing, even though we know it’s important?

After identifying each concern, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to departmental performance, trend data available from the Registrar or Institutional Research, information gathered from accreditation visit, etc.

Finally, identify one or more recommended actions to address the area of concern. This may include actions that your department has already underway, actions being planned, or preliminary thinking about how to address the area of concern.

1. Specific Concern: 1- Replacement of retired faculty and/or 2- retention of highly qualified permanent faculty.

   • Supporting Evidence: 1 - Degree of administrative support for Fine Arts faculty replacement needs including authorization for position searches and adequate levels of funding for searches. 2- Degree of institutional commitment to, and procedures for, addressing salary compression issues for continuing faculty.

   • Recommended Actions: UWS and UW-W Administrations: 1- Release or reallocate and fund positions needed to replace retiring Fine Arts faculty and fully fund searches. 2- Fully address salary compression for continuing faculty to encourage retention.

2. Specific Concern: Recurrent inadequate service, supply and equipment budgets.

   • Supporting Evidence: S&S budgets have been effectively frozen or reduced over the past 20 years despite increased program demand and growth including new degree programs and the external increased cost of operations. Over the most recent five-year period the GPR budget has increased 6.2% compared to the CPI increase of 10.4% over the same period. This is consistent with the fifteen-year budget increase history totaling 18.7% that has had the effect of continuously eroding purchasing power equivalent to a (-31.2%) reduction. This does not reflect a concurrent 74.5% increase in major enrollment over the same period. This is indicative of a longer trend of general support that has not kept pace with operating cost increases and has had the overall effect of redirecting faculty time and effort toward economic support issues as well as increased user fees for students.

   • Recommended Actions: Increase UWS and UW-W institutional department budgets to adequate and appropriate funding levels for experientially based undergraduate instruction.

3. Specific Concern: Trends in part time instructor hiring reduce program growth, operational efficiency and continuity, and student outcomes quality
• Supporting Evidence: Loss of expertise in studio areas (retirements) not filled by permanent faculty affect course availability, consistency of outcomes and flexibility in scheduling. Program effectiveness is diminished and student outcomes are less predictable when part time instructors are neither familiar with nor committed to program objectives. Part time instructors are not required to participate in departmental governance and programming activities shifting increasingly more responsibilities to fewer continuing faculty.

• Recommended Actions: 1 - Regularize part time positions to permanent faculty lines and 2 - Approve all requested faculty searches that result from retirements or approved new program initiatives.