

# NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

## Visitors' Report

### University of Kansas

Department of Design  
School of Architecture, Design and Planning

Lois E. Greene, Interim Chair, Design and Associate Dean

Department of Visual Art, School of The Arts  
College of Liberal Arts and Sciences

Mary Anne Jordan, Chair, Department of Visual Arts

Department of Art History  
College of Liberal Arts and Sciences

Linda Stone-Ferrier, Chair, Department of Art History

April 8-11, 2012

Susan King Roth, Team Chair, Virginia Commonwealth University  
Nan Goggin, Team Member, University of Illinois  
Brockett Horne, Team Member, Maryland Institute College of Art

#### **Programs or degrees for which renewal of Final Approval for Listing is sought:**

Bachelor of Arts – 4 years: Art History  
Bachelor of Art Education – 4 years: Visual Art Education  
Bachelor of Fine Arts – 4 years: Art History; Industrial Design; Ceramics; Metalsmithing/Jewelry;  
Textiles/Fibers; Visual Communication/Graphic Design  
Master of Arts – 1–2 years: Art History  
Master of Arts – 2–7 years: Visual Art Education  
Master of Fine Arts – 2–3 years: Visual Art  
Doctorate of Philosophy – 10 years: Art History

#### **Programs or degrees for which Plan Approval and Final Approval for Listing are sought**

Bachelor of Fine Arts – 4 years: Design (Photo Media)  
Bachelor of Fine Arts – 4 years: Design (Environmental Design, Illustration and Animation); Visual  
Art (General)  
Master of Arts – 1-2 years: Interaction Design; Design Management

#### **Programs or degrees for which Final Approval for Listing is sought:**

Bachelor of Arts – 4 years: Visual Art  
Bachelor of General Studies – 4 years: Art History

## DISCLAIMER

The following report and any statements therein regarding compliance with NASAD accreditation Standards represent only the considered opinion of the visitors at the time of the visit. Definitive evaluation of compliance and the accreditation decision will be made by the appropriate Commission following a complete review of the application, including the Self-Study, the Visitors' Report, and any Optional Response to the Visitors' Report submitted by the institution.

## ACKNOWLEDGMENTS

The visitors wish to acknowledge gracious hosts at the University of Kansas including Provost Jeff Vitter, Senior Vice Provost Sara Rosen, Dean John Gaunt (School of Architecture, Design and Planning), Dean Danny Anderson (College of Liberal Arts and Sciences), Dean Thomas Heilke (Graduate Studies), Associate Dean Liz Kowalchuk (School of the Arts), Chair of History of Art Linda Stone-Ferrier, Chair of Visual Art Mary Ann Jordan, Assistant Chair of Visual Art Yoonmi Nam, Interim Chair of Design and Associate Dean Lois Greene (School of Architecture, Design and Planning). The visitors also appreciate the time and effort contributed to providing an overview of the excellent museum and library resources by Susan Craig, Head of Murphy Art & Architecture Library; and Saralyn Hardy, Director; Susan Earle, Curator of Painting, Sculpture and Decorative Arts; and Steve Goddard, Curator of Prints and Drawings — all from the Spencer Museum of Art on the picturesque campus of the University of Kansas.

We also wish to thank Greg Thomas, Director of the Center for Design Research for providing an overview of programs and design projects conducted with corporate partners and others at the impressive and sustainable facility designed by architecture students in the School of Architecture, Design and Planning.

Many others assisted with our visit to review visual art and design programs located in the School of the Arts, College of Liberal Arts and Sciences, and the School of Architecture, Design and Planning. We express our gratitude for all those who provided information and helped to ensure that the NASAD visiting team was able to conduct a comprehensive site review at the University of Kansas.

## Introduction

The University of Kansas (KU) is a comprehensive research and teaching university that was founded in 1866. As of 2012 the Lawrence campus is composed of seven professional schools surrounding the College of Liberal Arts and Sciences. Serving almost 28,000 graduate and undergraduate students, KU holds membership in the Association of American Universities.

The Self-Study points out that the Lawrence campus was described by *National Geographic* as one of the nation's most attractive, with four buildings on the National Register of Historic Places. The Spencer Museum of Art and the Murphy Art and Architecture Library as well as the Center for Design Research on the Chamney Farm are impressive resources that serve faculty and students in the visual arts, design, and art history as well as others.

The University of Kansas also has campuses in other locations: Edwards Campus in Overland Park, KU Medical School and Hospital in Kansas City, Kansas and smaller medical campuses in Wichita and Salina.

During the time of the last NASAD visit in 1999 the School of Fine Arts was one of seven professional schools at KU and was composed of three departments: Art, Design, and Music and Dance. Art and Design shared the foundation year; students selected a major in the second semester of the foundation year.

In 2009 two new schools were formed: the School of Music and the School of the Arts, housed within the College of Liberal Arts and Sciences (CLAS). The Department of Art History is located within the Humanities division of the college. The administrative structure of the Department of Design is now located within the School of Architecture, Design and Planning. The Department of Visual Art is now one of four departments within the School of the Arts, which is headed by an Associate Dean. The Department of Design is one of three departments under the Dean of Architecture, Design and Planning.

Based on discussions with faculty and administration at KU the reorganization that began in 2009 continues to be implemented and the transition is ongoing. At the department level curricula continue to be revised, requests have been submitted to increase faculty numbers in design as needed to achieve the appropriate student to faculty ratio following loss of faculty to the Visual Arts in the School of the Arts during restructuring. Institutional support has been allocated for needs arising from the separation of programs including additional labs and technology support.

The Department of Art History at the University of Kansas is the only art history program in the state and as a department within the College of Liberal Arts and Sciences it serves students in many departments and disciplines on campus in addition to students enrolled in the Visual Arts and Design. The Department of Art History offers undergraduate and graduate degrees including the only PhD in the visual arts. Interdisciplinary in nature, faculty members offer cross-listed courses and served in joint or adjunct courtesy departments in related disciplines as well as the Spencer Museum of Art.

Based on the new organizational structure the visiting team conducted a comprehensive review of the three departments represented by three separate Self-Study documents: the Department of Visual Arts in the School of the Arts within the College of Liberal Arts and Sciences (CLAS); the Department of Art History also located within CLAS; and the Design Department now located within the School of Architecture, Design and Planning.

[Note: The Department of Design is located within the School of Architecture, Design and Planning. The visitors were pleased to meet with the Dean of Architecture, Design and Planning on site based on his administrative leadership of the school and its three programs.]

## **A. Purposes**

As stated in its Mission Statement, the university appears committed to offering the highest quality undergraduate, professional and graduate programs. As the AAU research University of the State, the University of Kansas offers a broad array of advanced graduate study programs and fulfills its mission through faculty, academic and research programs of international distinction and outstanding libraries, teaching museums and information technology. These resources enrich the undergraduate experience and are essential for graduate-level education and for research.

The university attains high levels of research productivity and seems to recognize that faculty are part of a network of scholars and academicians that shape a discipline as well as teach it. Research and teaching, as practiced at the University of Kansas, are mutually reinforcing with scholarly inquiry

underlying and informing the educational experience at undergraduate, professional, and graduate levels.

The university provides service to the State of Kansas through its state- and federally funded research centers. KU's academic programs, arts facilities and public programs provide cultural enrichment opportunities for the larger community. Educational, research and service programs are offered throughout the state, including the main campus in Lawrence, the KU health-related degree programs and services in Kansas City and Wichita, as well as the Edwards Campus in Overland Park and other sites in the Kansas City metropolitan area, Topeka and Parsons.

The university appears dedicated to preparing students for lives of learning and for the challenges educated citizens will encounter in an increasingly complex and diverse global community. Over 100 programs of international study and cooperative research are available for KU students and faculty at sites throughout the world. The university offers teaching and research that draw upon and contribute to the most advanced developments throughout the United States and the rest of the world. At the same time, KU's extensive international ties support economic development in Kansas.

### **Mission of the College of Liberal Arts & Sciences (CLAS)**

Our Mission: "In the College of Liberal Arts and Sciences at the University of Kansas, we learn without boundaries. Through innovative research and teaching, we emphasize interdisciplinary education, global awareness and experiential learning that ensures our graduates are engaged, socially responsible citizens, empowered to build their futures in Kansas and the world.

#### **Our Core Values**

- Academic excellence
- International awareness
- Multidisciplinary scholarship
- Engagement with the community

Our Vision: We aspire for excellence in research and teaching that gives insights into the past, creates answers for the present, and builds bridges to other cultures, communities and our futures."

### **The School of the Arts**

Housed within the College of Liberal Arts and Sciences, the School of the Arts was created from a reorganization of KU's fine arts programs. The School of the Arts is home to four departments; Dance, Film & Media Studies, Theatre, and Visual art. As part of the largest academic unit on campus, the School of the Arts has the opportunity to inspire and increase participation in the arts among the Lawrence and KU community. This partnership also offers fresh possibilities for collaboration between the arts and the broad disciplines of the college, paving the way for unique innovations and ideas. As a new participant in the arts in Lawrence, the School of the Arts seems eager to use its resources to help promote the arts across the community and KU.

#### **Visual Art**

Visual art is divided into the areas of Ceramics, Drawing & Painting, Expanded Media, Metalsmithing/Jewelry, Printmaking, Sculpture, Textiles and Visual Art Education. The department offers Bachelor of Fine Arts, Bachelor of Arts, Bachelor of Art Education, and a 60 credit-hour Master of Fine Arts degree. The undergraduate program includes a Professional Activities Seminar

that helps prepare seniors for gallery representation, graduate school application and alternative career opportunities.

### **Mission Statement of the Department of Art History, CLAS**

The College of Liberal Arts and Sciences fosters and advances excellent teaching, important and significant research, and public service within the state of Kansas and beyond. The liberal arts and sciences include a wide range of disciplines in the humanities, the social sciences, and the natural and mathematical sciences. The college strives to provide an educational experience that addresses the many ways in which these disciplines help people understand the world. At the core of a liberal arts education are research and informed engagement with global issues, multiculturalism, and diverse experiences; these goals represent a great hope for a better understanding of differences in the human condition and the potential for enhanced tolerance. Given that multiple perspectives lie at the core of a liberal arts education, the college strives to attract a community of students, faculty, and staff from diverse cultures and backgrounds,. [http://www2.ku.edu/~kuarthis/about/mission\\_statement.shtml](http://www2.ku.edu/~kuarthis/about/mission_statement.shtml)

### **Mission of the School of Architecture, Design and Planning**

“Think. Plan. Design. Build. These words form the bedrock foundation of the school's educational mission. Graduates are expected to be able to think critically, to plan intelligently, to design creatively, and to build efficiently - in the various combinations appropriate for our professional disciplines. The satisfaction of those who teach and provide student services lies in the knowledge that, based on this foundation, graduates will have the appropriate preparation for professional careers.” (<http://www.sadp.ku.edu/school/deans-message>).

The mission of the Department of Design is to seek to engage its students in the practice of design thinking and visualization to create, innovative, and responsible solutions (products, spaces, systems, messages and services) that respond to human needs and enhance the quality of everyday life. (*Self-Study*, Department of Design, I., A. p1)

## **B. Size and Scope**

As a result of restructuring the departments of visual art, design and art history are located within different administrative units. The Department of Visual Art is located within the School of the Arts which is part of the College of Liberal Arts and Sciences. Design is located within the School of Architecture, Design and Planning. Art History is a department located within the College of Liberal Arts and Sciences. Enrollment in Visual Arts programs has reportedly dropped while enrollment and demand for design programs continues to grow. Professional baccalaureate programs such as the BFA and MFA in visual art and design are characterized by studio-based curricula and a pedagogical approach that involves individual and group critiques, seminars, and creative production leading to the development of skills, abilities, and competencies required to prepare for professional practice or advanced study in the arts and design. Practice-based learning requires smaller class size as well as space for creative production and research.

The student to faculty ratio differs from the norm in programs within the Department of Design. Visual Communication Design reportedly has 148 majors with 3 FTE, although five sections are taught by adjuncts or visiting professors (37:1). The ratio in Photo Media is approximately 27:1 and the department is under pressure to open courses to students in Visual Art, Architecture, and Journalism. The Industrial Design program has a ratio of 28:1. Most noticeable is Illustration & Animation, formerly a concentration under Visual Communication Design but now a free-standing

program with growing enrollment. In fall of 2009 there were 39 majors but currently 80 majors are enrolled, supported by 2 FTE (40:1).

As the Department of Design and the School of Architecture, Design and Planning continue to plan for the near term, addressing instructional resources supporting students currently enrolled in design and/or managing future enrollment appears to be a priority. (*Department of Design Self Study*, pp 20–21)

Note: Two design programs are being discontinued: The Master of Fine Arts in Design: 2–3 years, and the Bachelor of Arts in Design (Photo Media) – 4 years. Students are no longer being accepted into these programs and students who remain will continue studies to completion of the degree. (*Department of Design Self Study*, p 13).

## C. Finances

It appears to the visiting team that finances are sufficient to sustain degree programs at the institution for the period of accreditation.

Each department seems to have clear revenue streams with some differences following restructuring. The Department of Visual Art has five different sources for funds that make up the annual budget set by the Kansas Legislature and based on student tuition and fees, state appropriated funds, and grants and research: 1) funds from the Academic Administration to support faculty salaries, support staff, and GTAs; 2) private or Endowed Funds; 3) scholarship funds for annual distribution; 3) funds from the College for upgrade of technology; 4) faculty Start-up Funds; 5) Differential Tuition that prioritizes money spent on technology or technical services that directly benefit students or enhance classes and labs taken by students. As a result of the restructuring, some studio area budgets were raised and others were reduced, perceived as inequities. (*Department of Visual Art Self Study* pp. 22–23.)

The Department of Design within the School of Architecture, Design and Planning has four different sources of funds for the annual budget: 1) discussions with upper administration determine the state-supported allocation to the department for faculty salaries, staff, and GTAs; 2) fundraising and Endowed Gifts, as well as other individual gifts for student needs and the Center for Design Research; 3) Differential Tuition prioritizes money spent on technology or technical services that directly benefit the students; 4) scholarships, and access to university four-year returning scholarships. The visitors' discussions with various groups in Design indicated the desire for more clearly defined procedures or communication about the allocation of tuition differential to the department's needs, as a new unit within the School of Architecture, Design and Planning.

## D. Governance and Administration

### 1. Overall Effectiveness

Restructuring initiated in 2009 is nearing completion but some details appear to be in process including revising curriculum, size and scope, resolving space issues and adding resources as needed to minimize impact on students enrolled during the transition.

The Department of Visual Art chair reports to an Associate Dean in the School of the Arts who reports to the Dean of the College of Liberal Arts and Sciences. The chair of the Department of Art History reports to another Associate Dean in the College. The chair of the Department of

Design reports to the Dean of the School of Architecture, Design and Planning. Currently, one person serves as both Interim Chair of Design and Associate Dean in the School of Architecture Design and Planning; though it appears that the Associate Dean position will be eliminated effective fall 2012. While there is overall satisfaction with governance and administration following reorganization there appears to be an opportunity to assess outcomes to date and seek to address any gaps or issues that require resolution across all three departments.

Visual Art as well as Design faculty continue to engage in the revision of their respective bylaws. Curriculum revision and title changes as well as degree versus concentration status are other areas that resulted from restructuring. In some cases this is perceived as positive change based on the ability to review all programs strategically based on university, college, school, and departmental goals and objectives.

The Department of Design *Self Study* comments on the process of rewriting bylaws within departments and across schools: “The document represents a historical approach to shared governance and a transparency of communication within the department. Administration of the department rests with a chair, area coordinators and an active committee structure...the future strength in governance appears to be possible with a shared governance approach across all departments and the Dean’s Office. The cultural shifts caused by the move of design to the school have shown the possibilities and needs for such a governance structure.” (*Design Self-Study, I. D, pp. 13-15.*)

## **2. Policy-Making**

The Department of Visual Art located within the School of the Arts, College of Liberal Arts and Sciences notes that the process of writing new bylaws continues with some in draft stage, and other parts that have been written and voted upon in the Department of Visual Arts. Promotion and Tenure guidelines have been passed by department faculty and are in the process of approval in the Dean’s Office in CLAS. (*Visual Art Self-Study, p. 33.*)

The Department of Design expressed the need to review the process of distribution of funds generated by tuition differential with reference to the faculty bylaws. (*Design Department Self-Study, p 11-12.*)

## **3. Art/Design Executive’s Load and Responsibilities**

Department Chairs receive release time to manage the affairs of their units. The primary advocate and administrator for the departments is the Chair; he/she negotiates workload with the Dean or Associate Dean (in the case of the Design) or with the relevant Associate Dean. In Art History the time and effort allocation for the chair is 40% research; 20% teaching and 40% service. In Design and Visual Art the chairs normally are assigned a reduced load of 2–3 courses annually based on increased administrative service expectations.

## **4. Communication**

Communication within Visual Art appears to be good based on information provided during the site visit. The Dean has expressed support for the integration of design and architecture and the potential for collaborative projects. It is likely that this will be an ongoing discussion as the integration of Design into the School progresses under new departmental leadership in the future.

There appears to be some indication that Art History, now located in the College of Arts and Sciences might benefit from more coordination with the School of the Arts in terms of advising, and there appears to be a need for more graduate funding. However, it appears that Art History is the best privately endowed department in the Humanities including research travel funding, lecture funding, etc.

## **E. Faculty and Staff**

It appears that faculty members in Visual Art and Design have significant service responsibilities to establish new curriculum and provide committee support for institutional change (rewriting bylaws, establishing new scholarship juries, adjusting admissions policies, etc) resulting from restructuring. Faculty in Visual Art benefit from new policies related to the allocation of time off for pre-tenure faculty for a research-intensive semester before a review, as well as travel support for tenure-track and tenured faculty from the university.

Discussions with faculty in the Department of Design indicated some disparity between course loads for faculty in Design in the School of Architecture, Design and Planning compared to teaching loads in Visual Art. It was reported that most design faculty have 3/2 teaching loads compared to 2/3 or 2/2 per year in visual art. It is not clear how faculty in Design have time to satisfy expectations for research and professional development or have parity with faculty in Visual Art.

Staffing is reported to be adequate in support of most programs but continues to be adjusted as a result of restructuring. The visiting team met with staff supporting administration, production (technical and studio-based shops and labs), and advising. Due to the complexities of advising under the new structure and reliance on faculty who may be similarly challenged to sort and recombine course requirements after changes the institution might consider ways to coordinate and enhance academic advising across and within programs to the benefit of faculty and students preventing enrollment in unnecessary courses or failure to complete prerequisite or required courses thus increasing cost and time to degree.

## **F. Facilities, Equipment, Health, and Safety**

Overall, the university appears to have provided effective facilities to support the program mission. Campus-wide, the facilities are impressive, with large studio facilities, spaces for exhibiting student work, graduate and undergraduate student studios, upgrades to many studios and classrooms, input and access to the Murphy Art and Architecture Library, a new art supply store and snack bar, the new Center for Design Research, the Chamney House and the Barn as well as the Spencer Museum of Art.

Faculty, students, and staff appear to demonstrate best practices as they pertain to health and safety for artists and designers. There appears to be attention to training or instructional materials related to the use of shops, labs and studios where hazardous materials and heavy equipment is in use.

Nonetheless, it seems some steps could be taken to better protect the health of those working in the facilities. It appears that the ceramic and wood shops (in both sculpture and the common shop) lacked proper ventilation. Faculty mentioned problems with an inadequate ventilation system in the ceramic area; though new ventilation was replaced recently, it has been reported repeatedly as inadequate. Visual Art documents note that the sculpture and ceramics studios are the biggest health concern for the department. There also appears to be a lack of ventilation in the metals welding area, and no provision for ventilation of hazardous fumes other than the spray booth in common shop, which seems inconvenient and impossible to use for larger work.



The visiting team observed large amounts of dust surrounding both wood shops. It seems possible that the building could benefit from sanding tables or stronger collection systems connected to machines or other considerations to improve environmental conditions. An audit of ventilation and dust collection is encouraged as well as facilities that would benefit by new equipment such as a stop saw and Global Kill Switch could provide the basis for identification of priorities for funding. In some cases there appears to be the need for additional support to monitor the environment, equipment and student use (or misuse). Additional support could help to ensure that all precautions have been taken to support health and safety of students. (NASAD *Handbook 2011–12*, II.F.1.h-g; Department of Visual Art Self Study, p 58–59, 176.)

There did not appear to be adequate classroom/workshop space in the Common Shop to support the industrial design degree program. While a majority of design students study industrial design, there does not appear to be adequate work space in terms of 3D computer modeling and physical model-making specifically for industrial design as for other areas such as: jewelry, sculpture, painting, printmaking, digital arts, photography, art education, and ceramics. Access to scanners, 3-d printers, and other peripherals as well as adequate shop facilities is critical for Industrial Design students to prepare for professional work with business and industry upon graduation. The Department of Design Self-Study notes “...students are finding increasing challenges in access to the woodworking, metal working and plastics laboratories. This is due to limited hours of operation, a disorganized work space, movement of equipment to inconvenient locations, an loss of equipment that was invaluable to support student success in this area.” (*Self-Study, Department of Design*, p 60.)

Faculty teaching foundation classes appear to need access to the common shop, discussions with the visiting team indicated that space is inadequate for the size of these classes. Since restructuring, visual art has not had access to previous foundation rooms and are reportedly holding courses in the shop.

There seems to be some frustration in terms of space use among Visual Art and Design. Though these two departments did not physically move when separated, location of budgetary control reportedly determines allocation of spaces. The need to share space and access to classes has grown (the Commons, computer labs, photo media courses, the gallery, Room 491).

The jewelry and metals facility appears to be small in size, limiting student abilities to make larger work and making it difficult to navigate for those who use the space.

Technology services appear to be different for visual art and design following restructuring and the funds currently available for each department. Design has a dedicated IT staff person while Visual Art benefits by centralized IT support through the College of Liberal Arts and Sciences. (*Self-Study*, pp. 12, 141–154.)

Therefore it is not clear how the institution meets standards regarding adequate space (NASAD *Handbook 2011–12*, II.F.1.b.).

### Chamney Farm

The Center for Design Research, a short drive from the main campus, is an impressive new center for the development of integrated innovation of product and services working with graduate students, community and industry on research projects to foster new technologies and business models. This is a wonderful resource and a beacon for the School of Architecture and university.

This site also provides several large wood fired kilns giving students an expanded hands-on

experience for those working with clay. The setting offers unique opportunities that supplement courses conducted in traditional studio classrooms.

### Spencer Museum of Art

The Spencer Museum located on Lawrence campus is an exceptional asset for students and faculty in visual art, design and art history programs as well as those in other educational programs. Faculty and students partner with the Museum on several initiatives that benefit departments: student exhibitions, internship programs, and a teaching collection that faculty utilize as class content. The visiting team observed an in-process exhibition demonstrating collaboration with a prominent artists and students, and a comprehensive, innovative gallery redesign that presents artworks effectively for student learning. The Director and staff were impressive and visionary about their collections in their display, organization for easy access and accessibility to students, community and faculty.

The Department of Art History reportedly enjoys formal, collaborative relationships with the curatorial and conservation staff of the Nelson-Atkins Museum of Art in Kansas City, MO.

## **G. Library and Learning Resources**

The Murphy Art & Architecture Library is an exceptional facility located on the first level of the Spencer Museum of Art. It is part of the University of Kansas Libraries system, a member of the Association of Research Libraries with a collection of over 4.3 million volumes, 72000 serials, a \$9.5M annual materials budget and a total of 291 staff.

Within Murphy collections include traditional books and journals, DVDs, CDs, videos, etc. The head librarian is knowledgeable and staff provide support to students in visual art, design and art history programs. It is adding to resources for the new MA programs in Design Management and Interaction Design, and has recently started using ArtStor, a visual database. Aside from licensed databases for articles, e-Journals, full-text databases, citation indexes, LibGuides such as Resources for Visual Arts Students, Oxford Art Oline, DesignInform, etc. it offers suggestions for accessing free web based sites including the MoMA Collection of Architecture & Design, Cooper Hewitt National Design Museum Collection, and Design Museum (London) Podcasts, among others.

Students enrolled in Industrial Design benefit by access to Spahr Engineering Library holdings and staff support.

## **H. Recruitment, Admission-Retention, Record Keeping, and Advisement**

### **1. Recruitment, Admission, Retention**

Recruitment appears to be an area that Visual Art faculty members believe needs to be enhanced through additional staff or participation in recruitment activities. Enrollment has declined in Visual Art located in the School of the Arts, whereas enrollment has increased in some programs in Design in the School of Architecture, Design and Planning. The Self-Study reports that enrollment in SADP almost doubled with the addition of Design students as a result of restructuring.

Visual Art and Design no longer share a Foundations program and Visual Art faculty expressed the opinion that students entering from high school now seek programs such as those offered in Design that appear to offer a sustainable career path upon graduation.

The Department of Design engages in recruitment activities that include National Portfolio Days, visits to area high schools, on campus visits by perspective students, events hosted by KU's Admissions Office, as well as the services of two staff members engaged in recruitment.

Students selected for admission to professional visual art and design programs must complete a one-year foundations sequence prior to entering professional programs. A portfolio review is required and student work is reviewed by area faculty before students are admitted and enrolled in department courses. The website will undergo further development in the future to enhance the visibility of Design programs and promote recruitment. Retention in Design is high, reportedly 80-90% after the first year. (*Department of Design Self-Study*, pp 32-33).

At the graduate level students admitted to two new Master of Arts degrees initiated in 2008 is based on academic credentials, statement of intent, GRE scores (for Design Management only) and portfolio review. Due to the fact that most applicants are older and may be working in the region, recruitment targets local or regional students.

The Department of Art History reports the need for more graduate funding to be competitive when recruiting top applicants for that program nationally.

## **2. Record Keeping**

University wide student academic records are maintained electronically. The Enroll & Pay system includes an Academic Requirement Tracking System, an unofficial report offering student access at any time. Paper files are kept in department offices for advising and record keeping purposes.

## **3. Advisement**

As might be expected following separation and recombination of art and design programs over the past three years, curricular changes have resulted and some are still being sorted out. Reports of challenges involved with advising students as codes and course requirements changed — in some cases with implications for time to degree, cost and student satisfaction — were included in the Self-Study and reinforced by discussions with faculty and advisors, as well as some students.

When last visited, the Visual Art homepage within the School of the Arts provides direction about the change in requirements for the BA, BFA and BAE degrees as of fall 2011 when the minimum number of credits was reduced from 124 to 120 credits. Students entering prior to fall 2011 still must meet the requirement for a minimum of 124 credits to graduate. Course substitution forms and checksheets for each degree before and after 2011 are provided for reference. At the graduate level students in Visual Art benefit by the services of a Graduate Director for Visual Art who acts as the primary academic advisor for all Visual Art M.F.A candidates. Graduate advising and communication with all students in Visual Art and Visual Art Education is reported to be excellent (*Department of Visual Art Self Study*, p 78).

The BFA in Art History is listed on the Visual Art departmental website as well as the Department of Art History website. In both cases the curricular structure includes less than recommended percentages of studio course credits. Unlike the BFA in Studio, the BFA in Art History is defined by NASAD as a “professional combination degree in studio and art history.” (*NASAD Handbook 2011-12*, X.A-B. 1–2.; *Visitors' Report*, I. N., p 14; <http://art.ku.edu/undergrad-info/index.shtml>).

The NASAD team reviewed a sample of recent transcripts and found a number of changes to course code levels, offerings or titles during the course of study from year of entry or

identification of major and year of graduation. Some students in industrial design reported receiving conflicting information from faculty advisors and advising coordinators, which may be due to changing BFA in Industrial Design from a five year degree to four year degree increasing the complexity of advising for these students. Graphic Design students within the Department of Design reported being satisfied with advising. It may be beneficial to standardize information and advising among staff and faculty who advise to ensure that all design students have the benefit of accurate and timely advising.

The Department of Art History is in the process of putting into place advising and tracking procedures intended to decrease time to degree for the PhD in Art History, currently listed as a ten year degree.

Within the Department of Design advising of all first-year students is managed by the Coordinator for Admissions and Student Services. Freshmen then meet with a faculty member in spring and continue with faculty advising to graduation, with additional support from the Coordinator as needed. One of the challenges listed in the Design Self-Study is development of an efficient, seamless advisement process for graduate programs (*Department of Design Self-Study*, p 36).

## **I. Published Materials and Web Sites**

The institution appears to meet NASAD standards and guidelines for published materials and web.

Information on the Department of Visual Arts and the Department of Design appears accurate, easy to navigate and clear as to the requirements of both departments for programs and degrees. There seems to be consistent presentation of the School's mission and programs.

The reorganization of the visual arts and design resulted in separation of the two departments, with Design becoming one of three programs in the School of Architecture, Design and Planning which reportedly has resulted in the loss of some visibility for the Department of Design, formerly associated with visual arts programs. At the time of the reorganization, the architecture school was renamed to include the word "Design." The university's listing of schools and programs lists the Department of Design under Architecture and Visual Arts under the School of the Arts. For those who do access the Department of Design through the link to the School of Architecture, Design and Planning there is a link on the right navigation panel that includes the 2008 announcement of reorganization of the School of the Arts (<http://www.sadp.ku.edu/design/more.shtml#>).

During the visit the Department of Design mentioned a limited number of printed materials. The institution might wish to consider providing support for additional print materials for graduate recruitment purposes as well as communication with alumni or other audiences to reinforce the new location of this program.

The reorganization of Design under the School of Architecture might also be considered an advantage providing synergy and collaborative opportunities for the future. The Center for Design Research, for example is an exceptional building, an asset. Currently it appears to be difficult to find out how the Center for Design Research is connected to the Department of Design except through the Department of Architecture website.

## **J. Branch Campuses, External Programs, Use of the Institution’s Name for Educational Activities Operated Apart from the Main Campus or the Primary Educational Program (not applicable)**

## **K. Community Involvement; Articulation With Other Schools**

In the area of General Education Courses the College of Liberal Arts and Sciences participates in articulation agreements with community colleges in Kansas, advising students to seek out information on courses that transfer for those who have undertaken courses in Community Colleges or completed associate degrees. The Department of Design also mentioned plans to develop an agreement with Johnson County Community College.

## **L. Non-Degree-Granting Programs for the Community (not applicable)**

## **M. Review of Specific Operational Standards for (1) All Institutions of Higher Education for which NASAD is the Designated Institutional Accreditor and/or (2) Proprietary Institutions (not applicable)**

## **N. Programs, Degrees, and Curricula**

Visual art and design programs appear to be clearly articulated in the Self Study and supporting documentation.

The institution appears to adhere to NASAD standards and guidelines, with the exception of the BFA in Art History. Curricular structure for this degree falls outside NASAD recommendations. The *NASAD Handbook* defines the title BFA in Art History as a “professional combination degree in studio and art history.” Guidelines for such degrees indicate that: “...studies in studio art and/or design comprise at least 50% of the total program; studies in art history, at least 25%; and general studies, at least 25%.” Programs with at least 25% of coursework in art history but less than 50% in studio should use the title Bachelor of Arts when total requirements in art are at least 30%. (*NASAD Handbook 2011-12*, X.A-B.1-2.; <http://art.ku.edu/undergrad-info/index.shtml>).

The Bachelor of Arts in Art History and the Bachelor of General Studies in Art History are Liberal Arts degrees and recommended percentages and distributions of credit appear to be as expected.

The BFA in Industrial Design recently moved from a five- to four-year curricular structure. The Department of Design appears to be in the process of addressing the need to ensure that all students are provided with accurate advising during the transition.

Two new Design graduate degrees were initiated in 2008: the MA in Interaction Design and the MA in Design Management. The institution appears to be in compliance with NASAD standards and guidelines for initial graduate degrees. A check of transcripts indicates some slight differences from published degree plans. The two degrees share a common faculty and students tend to be mature, some working full or part time in the region. Program brochures indicate that some courses are also available on the Kansas City campus for students who are working while pursuing the MA degree. The institution is asked to submit two properly coded transcripts for each of these degrees with its Optional Response.

Student work related to MA programs was reviewed during the site visit. There was some indication that these programs could benefit by stronger emphasis on developing “a considerable depth of knowledge and achievement demonstrated by a significant body of work.” However, students expressed satisfaction with MA programs and support from faculty.

## **1. Credit Hours**

The following information has been instituted as a requirement for each institution undergoing the accreditation process. The institution is asked to submit documentation regarding the following, or references in the Self-Study where this information can be found, with its Optional Response.

### Credit and Time Requirements

The information provided in items 1. through 6. below needs to document how the institution’s policies and practices are in compliance with the NASAD *Handbook 2011-2012*, III.A.

1. The institution’s definition of a semester- or quarter-hour of credit, including calculations for determining credit hours in lecture, studio, ensemble, independent study, and other types of courses.
2. The institution’s policies concerning granting course credit to transfer students at undergraduate and graduate levels.
3. The procedures the institution uses to make credit hour assignments for courses, programs, and other requirements consistent with its credit hour policies applicable to its offerings.
4. The means employed by the institution to ensure accurate and reliable application of its credit hour policies and procedures.
5. If the art/design unit uses new or experimental or atypical formats or methods for delivering instruction and awarding credit, information demonstrating that they are logical, fair, and consistent in applying fundamental principles that base credit awarded on verifiable relationships among instructional and study time, achievement, and lengths of courses and programs.
6. Documentation that credit-hour and transfer policies are published.

## **2. Specific Curricula**

### **a. General Content and Competency Standards**

All programs under review for renewal of Final Approval for Listing appear to meet content and competency standards.

### **b. Individual Curricula**

#### Baccalaureate Programs

##### **Bachelor of Arts — 4 years: Art History**

The BA in Art History is submitted for renewal of Final Approval for Listing. The institution appears to meet NASAD standards and guidelines for liberal arts degrees in Art History.

Note: the degree title is variously listed as Art History in the *Self-Study* and History of Art and Art History on KU and college websites.

Evaluation methods include faculty scholarly productivity, tracking student learning outcomes, satisfaction surveys, student evaluations of teaching, decreasing time to degree and

periodically sampling and assessing student work linking outcomes to departmental expectations for course content and goals (*Art History Self-Study*, page 45)

While no student work was reviewed as none was presented by the institution, evidence of student achievement is impressive in the Art History program. Alumni reflect the competitive nature of the program as they enroll in graduate school, are accepted for museum and art gallery internships, and find employment in the field. The institution is encouraged to submit examples of student work for the art history program with its Optional Response.

#### **Bachelor of General Studies — 4 years: Art History**

The BGS in Art History is submitted for Final Approval for Listing. The institution appears to meet NASAD standards and guidelines for liberal arts degrees in Art History. The curriculum is similar to that for the BA in Art History but requires completion of an Approved Minor or Second Major (18–30 credits).

Evaluation methods include faculty scholarly productivity, tracking student learning outcomes, satisfaction surveys, student evaluations of teaching, decreasing time to degree and periodically sampling and assessing student work linking outcomes to departmental expectations for course content and goals (*Art History Self-Study*, page 45)

While no student work was reviewed as none was presented by the institution evidence of student achievement is impressive in the Art History program. Alumni reflect the competitive nature of the program as they enroll in graduate school, are accepted for museum and art gallery internships, and find employment in the field. The institution is encouraged to submit examples of student work for the art history program with its Optional Response.

#### **Bachelor of Fine Arts – 4 Years: Art History**

The BFA in Art History is submitted for renewal of Final Approval for Listing. As stated on above in the Visitors' Report curricular structure appears to include less than the recommended percentages of credits in studio courses. (<http://art.ku.edu/undergrad-info/index.shtml>).

While no student work was reviewed as none was presented by the institution, evidence of student achievement is impressive in the Art History program. Alumni reflect the competitive nature of the program as they enroll in graduate school, are accepted for museum and art gallery internships, and find employment in the field. The institution is encouraged to submit examples of student work for the art history program with its Optional Response.

#### **Bachelor of Art Education – 4 years: Visual Art Education**

The BAE in Visual Art Education is submitted for renewal of Final Approval for Listing.

The institution appears to meet NASAD standards and guidelines for the baccalaureate degree in Art Education. Students have options for a thesis, project or exam, and qualified students who seek to be art teachers in public schools K–12 may continue courses and obtain licensure as part of the Master's degree.

Student work from those following this program was observed within the context of the required foundation studio courses. Most Visual Arts Education students go on to apply to

graduate school and enter the fifth year to fulfill licensure requirements. (*Department of Visual Art Self Study* p.11)

#### **Bachelor of Fine Arts – 4 years: Design (Environmental Design)**

The BFA in Design: Environmental Design is submitted for Plan Approval and Final Approval for Listing. The curriculum has recently been revised and enhanced and appears to meet NASAD standards and guidelines.

This program was previously listed as Interior Design and was changed to Environmental Design but the online Catalog for 2011–12 lists this program as Interior Design within the Department of Design. New ideas for connecting to other programs in design and architecture have been added made possible by reorganization of the Department of Design within SADP.

Student Work produced in Environmental Design appears to meet expectations for a professional baccalaureate program demonstrating required competencies for entering professional practice. The visiting team observed many hand-drawn concept boards and proposals/diagrams for residential and nonresidential spaces from three preceding semesters. The works demonstrated wide-ranging skills and appeared to demonstrate comprehension of professional standards. Strong emphasis was placed on technical issues for programming (over conceptual approaches) and consideration for aesthetic properties of surface, space and scale. The program might benefit by additional faculty resources that could offer more breadth to the newly formed Environmental Design curriculum.

The institution is encouraged to submit three properly coded transcripts of students that have graduated with its Optional Response.

#### **Bachelor of Fine Arts – 4 years: Industrial Design**

The BFA in Industrial Design is submitted for renewal of Final Approval for Listing. The institution appears to meet NASAD standards and guidelines.

Student work produced in Industrial Design demonstrates knowledge and mastery of skills, abilities and competencies in preparation for entering professional practice. The program might benefit from regular access to improved facilities for the creative production of prototypes and models that are an integral part of the iterative design process. Evaluation of effectiveness is achieved by faculty and expert review of student work, group and individual critique, and the review of final projects and written reports. Student work demonstrated approaches to 2D visualizations (drawing, computer rendering, etc) and low-fi prototyping techniques such as foam, paper or simple wooden models. Student projects approached human factors through the design of hand-held, human-scale, and digital objects such as lawn mowers, clocks, lamps, tape dispensers, drills, water guns.

The visiting team witnessed strong student work from “Think and Make,” the revised design foundation course shared by all first-year design students. Projects such as chair designs, lamps, drawing, brainstorming exercises, photographic visualizations, scale studies, etc. seemed appropriate in building strong foundational skills for all design majors and for exploring materials for testing ideas. In two short years, this new course appears to have strong outcomes.

#### **Bachelor of Fine Arts – 4 years: Design (Illustration & Animation)**

The BFA in Design (Illustration & Animation) is submitted for Plan Approval and Final Approval for Listing. The institution appears to meet NASAD standards and guidelines for a professional baccalaureate degree.



Illustration was formerly a focus area within Visual Communication Design. After reorganization Illustration & Animation became a separate degree program within the Department of Design. Some listings using the previous title and designation appear on university websites and electronic documents.

Student work demonstrated familiarity with aspects of illustration and communication but appeared to lack strength in drawing. Little animation work or digital drawing was observed, but character development appeared to be a major focus of the curriculum. This confirms an assessment provided in Design's Self Study that more drawing courses or skill development opportunities appear to be needed in the foundation year. (NASAD *Handbook 2011–2012*, VIII.B.1.).

The institution is encouraged to submit three properly coded transcripts of students that have graduated with its Optional Response.

### **Bachelor of Fine Arts – 4 years: Visual Communication Design/ Graphic Design**

The BFA in Visual Communication Design/Graphic Design is submitted for renewal of Final Approval for Listing.

The institution appears to meet NASAD standards and guidelines for a professional baccalaureate degree. There appears to be a need to ensure consistency in the way the title is presented in various media. The website describes Graphic Design as an area of study within Visual Communication (BFA in Visual Communication: Graphic Design). Brochures available for printing from the website and provided in the Self Study describe it as a Graphic Design program. A KU website search for “Graphic Design” provides a link to the School of Architecture, Design and Planning, then Design: Visual Communication – Graphic Design; with a similar listing for ... Visual Communication – Illustration and Animation. (NASAD *Handbook 2011–12*, II.I.1.a.).

Student work is of high quality demonstrating understanding of concepts and issues related to communication and design including familiarity with the history of graphic design, current approaches to style and typography and the effective presentation of information.

Student work demonstrated requisite mastery of skills, abilities and competencies necessary for preparation for professional practice upon graduation. Student works demonstrated comprehension of real-world client problem solving through collaborations with local agencies and non-profits. Typography instruction appeared to be especially strong at all levels. More consideration could be given to design for screen-based information environments such as web design, interactivity, broadcast, navigation, motion graphics, or branding for media.

### **Bachelor of Fine Arts – 4 years: Design (Photo Media)**

The BFA in Design (Photo Media) is submitted for Plan Approval and Final Approval for Listing

The Self-Study states that this is a new program added after the last NASAD visit in 1999, although the Department of Design has offered a photography service area for 35 years. Due to strong student interest and other factors it was decided to add Photo Media as a new program. Two curricular tables were provided, the current curriculum appears to be light in the area of major studios and supportive studios (49%) but the revised curriculum effective fall 2012 increased this area to 56%. Transcripts of recent graduates were reviewed and appear to conform to program requirements. The institution is asked to submit three properly coded transcripts for this degree with its Optional Response. Essential competencies,

experiences and opportunities appear to be the focus of recent revisions and the department is engaged in adjustments that lead to optimum experiences and preparation for professional practice in photo media/photography.

The evaluation of overall effectiveness in visual art and design programs is based on assessment of the quality of work produced, student evaluations of teaching, faculty and student accomplishments and awards, and student satisfaction surveys. Student work in Photo Media was strong in technique and concept. The visitors witnessed strong conceptual approaches and a definition of photography as a broad media including video, sound, film, conceptual art, documentary process, etc. Thoughtful subject matter and strong lighting techniques were evident in the student work.

#### **Bachelor of Fine Arts – 4 years: Visual Art (General)**

The BFA in Visual Art is submitted for Plan Approval and Final Approval for Listing.

The institution appears to meet NASAD standards and guidelines for a professional baccalaureate degree in art with options for interdisciplinary art studies (general) or focus in areas of concentration.

The Visual Art website lists programs by focus area or medium and does not list a “Visual Art” degree, but curriculum checklists posted as pdf files on the website list the degree as “Visual Art General” with options for combining studies across individual focus areas such as “Ceramics” or Metalsmithing/Jewelry.” There appears to be a need for clarification of degree titles to ensure consistency across publications online and in print.

The evaluation of overall effectiveness in visual art and design programs is based on expert assessment of the quality of work produced, student evaluations of teaching, faculty and student accomplishments and awards, and student satisfaction surveys. Student work in the Visual Arts appears to be strong and varied, with emphasis paid to develop the skills and notions of the individual artist. Student work from the foundation courses demonstrated extensive drawing from life and observation, in a variety of wet and dry media.

The institution is encouraged to submit three properly coded transcripts of students that have graduated with its Optional Response.

#### **Bachelor of Fine Arts – 4 years: Ceramics**

The BFA in Ceramics is submitted for renewal of Final Approval for Listing.

The institution appears to meet NASAD standards and guidelines for a professional baccalaureate degree in visual art. Student work in this program reflects mastery of skills and abilities and competencies related to the production of art in preparation for professional practice. Various approaches to working in Ceramics are provided in studio supplemented by outdoor firing kilns on Chamley Farm.

The evaluation of overall effectiveness in visual art and design programs is based on assessment of the quality of work produced, student evaluations of teaching, faculty and student accomplishments and awards, and student satisfaction surveys. In addition to viewing a range of objects, forms, vessels, sculptures and ceramic tiles, the visiting team was able to observe a kiln-building class near the Chamney Farm. All demonstrated conceptual approaches to ceramics and a curriculum tailored to meet the individual needs of students.

### **Bachelor of Fine Arts – 4 years: Metalsmithing/Jewelry**

The BFA in Metalsmithing/Jewelry is submitted for renewal of Final Approval for Listing.

The institution appears to meet NASAD standards and guidelines for the professional baccalaureate degree in visual art. Student work reflects mastery of skills, abilities and competencies related to the production of art in preparation for professional practice.

The evaluation of overall effectiveness in visual art and design programs is based on assessment of the quality of work produced, student evaluations of teaching, faculty and student accomplishments and awards, and student satisfaction surveys. Student work observed by the visiting team demonstrated attention to detail, fine craftsmanship, and a range of metalsmithing practices, primarily in jewelry. The program is supported by smaller working spaces and expensive materials that appear reflected in the scale of the work.

### **Bachelor of Fine Arts – 4 years: Textiles/Fibers**

The BFA in Textiles/Fibers is submitted for renewal of Final Approval for Listing.

The institution appears to meet NASAD standards and guidelines for a professional baccalaureate degree in visual art.

Student work in this program appeared to be exceptional and reflected mastery of skills, abilities and competencies essential to the production of art in this medium in preparation for professional practice. The program is supported by the availability of large studios and workspaces and equipment for printing, dyeing, loom weaving, etc.

The evaluation of overall effectiveness in visual art and design programs is based on assessment of the quality of work produced, student evaluations of teaching, faculty and student accomplishments and awards, and student satisfaction surveys.

### **Bachelor of Arts – 4 years: Visual Art**

The BA in Visual Art is submitted for Final Approval for Listing.

The institution appears to meet NASAD standards and guidelines for a liberal arts degree with an emphasis in art. Students are expected to combine studio courses with general education and elective courses with a percentage that is approximately 65% general education courses and electives and 35% studio art courses. NASAD has listed a Bachelor of Arts in Art (Painting, Printmaking, Sculpture). The institution is asked to confirm the status of the areas of emphasis in the Bachelor of Arts in Visual Arts. The institution is encouraged to submit three properly coded transcripts of students that have graduated with its Optional Response.

**NOTE:** The institution's NASAD listing includes the following undergraduate degrees: Bachelor of Fine Arts – 4 years: Visual Art (Painting, Printmaking, Sculpture), Bachelor of Fine Arts – 4 years: Theatre Design, Bachelor of Fine Arts – 4 years: Design Theory, and Bachelor of Arts – 4 years: Design (Ceramics, Design Theory, Metals and Jewelry, Textile Design). The institution is asked to confirm the status of these degrees in its Optional Response. If these degrees are still being offered the institution is asked to submit complete information regarding how it meets NASAD standards regarding these degrees.

The visitors also note that the institution no longer offers the following undergraduate degrees: Bachelor of Fine Arts – 4 years: Interior Design; Bachelor of Fine Arts – 4 years: Visual Communication/Illustration.

## Graduate Programs

### **Master of Arts – 1–2 years: Interaction Design**

The MA in Interaction Design is submitted for Plan and Final Approval for Listing

The institution appears to meet NASAD standards and guidelines for an initial master's degree in interaction design or programs with similar titles.

This is a new program and in some cases student work was strong, in others there appeared to be the need to focus on research in depth to build skills, abilities and competencies related to the production of new knowledge and product development. Students reported satisfaction with the program and the level of faculty engagement as well as facilities and support services. Students tend to be mature and from diverse backgrounds in terms of experience and interest.

The institution is encouraged to submit two properly coded transcripts of students that have graduated with its Optional Response.

### **Master of Arts – 1–2 years: Design Management**

The MA in Design (Design Management) is submitted for Plan and Final Approval for Listing

The institution appears to meet NASAD standards and guidelines for an initial master's degree in design management, combining design skills and competencies with business skills. The program is for prospective students who already hold design-related baccalaureate degrees and are seeking specialized study in management. Applicants should have at least 2 years of full-time professional work experience in design or a design-related field.

Students reported satisfaction with the program and the level of faculty engagement as well as facilities and support services. Students tend to be mature and from diverse backgrounds in terms of experience and interest. Student work includes projects exploring relevant topics in design management, and contributing knowledge to the field. A range of writing styles and project scopes were observed.

The institution is encouraged to submit two properly coded transcripts of students that have graduated with its Optional Response.

### **Master of Arts – 1–2 years: Art History**

The MA in Art History is submitted for renewal of Final Approval for Listing.

The institution appears to meet NASAD standards and guidelines for initial master's degrees in art history. In Addition to curricular structure MA students must demonstrate proficiency in a major European language, Chinese, or Japanese.

After passing the M.A. examination, students who wish to seek admission to the doctoral art history program must submit a petition for continuation of graduate studies and receive departmental approval.

Evaluation methods include faculty scholarly productivity, tracking student learning outcomes, student evaluations of teaching, decreasing time to degree and periodically sampling and assessing student work linking outcomes to departmental expectations for course content and goals (*Art History Self-Study*, page 45) Effectiveness of graduate programs can be assessed by Graduate Student Satisfaction Measures and by tracking placement of graduates in faculty positions in academic institutions and museum positions. (*Art History Self Study*, p 64). While no student work was reviewed as none was presented by the institution, evidence of student achievement is impressive in the Art History program. Alumni meet high demands in a competitive program that is regarded as among the best in the region. The institution is encouraged to submit examples of student work for the art history program with its Optional Response.

### **Master of Arts – 2–7 years: Visual Art Education**

The MA: Visual Art Education is submitted for renewal for Final Approval for Listing

The institution appears to meet NASAD standards and guidelines for initial master's degrees in Visual Art Education. The program includes advanced professional and scholarly study for art educators and an initial certification program for those with baccalaureate degrees in other fields who wish to enter art education (initial certification work typically also requires collateral undergraduate study) and advanced study for individuals in related disciplines. The time to degree listed reflects the fact that students engage in part-time studies. While no student work was reviewed, evidence of student achievement is impressive in job placement.

In addition to periodic NASAD review, the Kansas State Department of Education and the National Council for Accreditation of Teacher Education (NCATE) review undergraduate and graduate programs for accreditation every five years.

### **Master of Fine Arts – 2–3 years: Visual Art**

The MFA: Visual Art is submitted for renewal of Final Approval for Listing

The institution appears to meet NASAD standards and guidelines for MFA degrees in Visual Visual Art. The program includes seven areas of study: ceramics, expanded media, painting, printmaking, sculpture, metalsmithing/jewelry and textiles/fibers; (the last two are nationally-ranked). Students pursuing this degree act as an interdisciplinary community and are afforded high-quality studio spaces for their work. The program is highly regarded as a rigorous program in the region. Student work was strong, and visitors noticed the leadership roles that graduate students play in maintaining the studios and preparing for the site visit.

### **Doctor of Philosophy – 10 years: Art History**

The PhD : Art History is submitted for renewal of Final Approval for Listing

The institution appears to meet NASAD standards and guidelines for doctoral degrees in Art History.

Essential competencies and experiences seem supported by the degree program. Effectiveness of graduate programs are assessed by Graduate Student Satisfaction Measures, tracking placement of graduates in faculty positions in academic institutions and in museum positions, rankings and external reviews. (*Art History Self Study*, p 64). While no student work was

reviewed as none was presented by the institution, evidence of student achievement is impressive in the Art History program as evidenced by the caliber and rigor of dissertation research. The institution is encouraged to submit examples of student work for the art history program with its Optional Response.

The program underwent external review in 2011 resulting in an evaluation that recognized the faculty, ties to museums, NRC listing as the best History of Art program in the Plains (six state region). (*Self Study*, pp 143–147)

**NOTE:** The visitors note the following degrees are no longer being offered: Master of Fine Arts – 2 to 3 years: Design (Ceramics, Design Theory, Industrial Design, Interior Design, Metalsmithing/Jewelry, Scenography, Textile Design, Visual Communications).

### **3. Study of the Transcripts of Recent Graduates and Comparison with Catalog Statements**

#### Baccalaureate Programs

Baccalaureate program transcripts were reviewed and found to support curricular requirements. Where revisions have taken place, for example reducing total credits required for Visual Art programs from 124 to 120 and reducing the Industrial Design program from five to four years, transcripts varied based on graduation date.

#### Graduate Programs

Transcripts appeared to support Catalog Statements. The MFA in Design is still listed under Department of Design in the online Catalog; this program is being discontinued and the Self Study indicated no new students are being accepted into the program. The two new MA programs in design being submitted for Plan Approval and Final Approval for listing are also included in the Catalog. Transcripts appear to support curricular structure and requirements listed in the Catalog.

As noted above, the institution is asked to submit properly coded transcripts for all degrees submitted for Plan Approval and Final Approval for Listing and for all programs submitted for Plan Approval with its Optional Response

### **4. Exhibition**

The Department of Visual Art and the Department of Design share many exhibition spaces. The Art + Design Gallery which is primarily a teaching/learning space is a large and centrally located space. They also share and have equal access to the glass exhibition walls and display cases. Room 315 is a presentation/critique space that is also shared by both departments. However Room 421, a multi-purpose room for presentations, multi-media work, etc. is dedicated to the Department of Visual Arts. This constitutes an important area that the Department of Design would also need.

There are also ample exhibition and gallery spaces on campus where students can display work such as the SUA Gallery in the Union, The Market Gallery in the Union, The Underground Gallery in Wescoe Hall, and The Studio Gallery in Hashinger Hall.

## **O. Art/Design Unit Evaluation, Planning, and Projections**

### **1. Evaluation, Planning, and Projections Development**

The Department of Visual Art evaluates programs, organizes planning and projections through departmental standing committees, ad hoc committees and engagement with faculty members. Faculty meet monthly to discuss and establish department policy and support strategic plans by majority vote. Ongoing goals and challenges include revising curriculum and course numbers and adding new 100-level courses for non-majors. The Foundations program has been completely redeveloped. Work on creating new by-laws reflecting recent administrative and structural change continues. The size of the Visual Art area doubled with restructuring from 4 to 8 programs and an Associate Chair position was added. The Department has benefited by an increase in travel and faculty research funds from the college and improved procedures for budgetary requests.

The Chair works directly with the School of the Arts Associate Dean who then represents the Department to the Dean of the College of Liberal Arts and Sciences. The School plays an important role on standing committees in the College and Department of Visual Art faculty members serve on these committees and facilitate integration within the new structure as well as enhance recognition for the department among colleagues.

As with all units within the university the department aligns goals and objectives with Bold Aspirations, the strategic plan for the University of Kansas. The plan includes the creation of a new general education curriculum and promoting faculty research.

The Department of Design recently completed a mandated ten-year Regent's Program Review in 2010. The outcome indicated the need to improve advisement of graduate students, moving management of the graduate programs to the Associate Dean for Graduate Studies in the School of Architecture, Design and Planning. Other recommendations resulted in review of design programs considered in need of adjustment and revising curriculum to reflect the position of design within its new organizational structure that includes architecture and planning. The process was iterated for a second cycle and approved for new students entering in fall 2012.

Evaluation procedures include external and internal program reviews, evaluations of instruction by students, evaluation of learning objectives and the critique and evaluation of student work by faculty as well as visiting experts in the field of practice.

Projections include the review of degree titles and program content, production of a hiring plan for the next 3–5 years, consideration of collaborative study abroad options with visual art and architecture, and possibly developing a BS in Graphic Design for offering at Edwards campus and other options.

The Department aligns goals and objectives with those of the School and the university strategic plan "Bold Aspirations." The plan includes four areas of strategic importance to the university: Sustaining the Planet, Powering the World; Promoting Well-being, Finding Cures; Building Communities, Expanding Opportunities; Harnessing Information, Multiplying Knowledge.

The Department of Art History evaluates, plans, and makes projections on the basis of the requirements of degree programs, future goals to diversity and increase globalization of the curriculum. Both capabilities and funding limitations form the basis for evaluating, planning and making projections.

## 2. Completeness and Effectiveness of Self-Study

The Self Study was unusually extensive and comprehensive consisting of multiple volumes representing the three departments under review located in different schools and college structures. Reorganization that was extensive and far-reaching began in 2009 and continues to the present although major changes have already been implemented. The amount of time and effort devoted to the Self Study while moving forward with change is significant. Combining these documents into a single Visitors' Report has been challenging since each department responded separately to all aspects of the format with somewhat different information.

Documentation submitted by the Department of Visual Art was especially comprehensive, and the thorough analysis and self-evaluation provided by the Design Department Self Study astutely reflects observations of the Visiting Team.

## P. Standards Summary

1. It is not clear how the institution meets standards stating: Space, equipment, and technology allotted to any art/design unit function must be adequate for the effective conduct of that function. (NASAD *Handbook 2011–12*, II.F.1.b.).
2. It is not clear how the institution meets standards stating: ventilation and safety treatments appropriate to art/design facilities shall be provided. (NASAD *Handbook 2011–12*, II.F.1.g.).
3. It is not clear how the institution meets the standards stating: all instructional facilities shall be accessible, safe, and secure, and shall meet the standards of local fire and health codes. (NASAD *Handbook 2011–12*, II.F.1.h.).
4. Regarding the BFA in Art History, it is not clear how the institution meets standards regarding the studio competencies of a degree with this title (NASAD *Handbook 2011–12*, X.).
5. It is not clear how the institution meets standards regarding clear published materials. (NASAD *Handbook 2011–12*, II.I.1.a.).
6. It is not clear how the institution meets standards regarding faculty to student ratios. (NASAD *Handbook 2011–12*, II.E.5.)

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

### 1. Strengths

Students interviewed appear to be bright and engaged and the quality of student work is high overall. Students express satisfaction with KU as a comprehensive research institution with programs in the visual arts and design as well as the presence of dedicated full-time faculty, location of classes in the art and design building, and support services and activities on campus. They note opportunities to work with visiting artists and take courses across majors and areas of concentration.

Studios for all graduate students and many faculty are provided.



Large and diverse visual arts and design offerings with dedicated faculty and in most cases above average studio space for students. Faculty members also have some access to studios. There is an ongoing effort on the part of faculty and administrators in the School of the Arts and other units to ensure that students are not negatively impacted by extensive restructuring put in place by previous university leadership. Some additional resources have been provided to support technology and labs where facilities were separated under new administrative structures.

The Visual Arts Department appears to have benefited financially and operationally by reorganization under an Associate Dean in the School of the Arts within the College of Liberal Arts & Sciences. Faculty and students express satisfaction with department leadership, advising, dedicated studios for production of creative work and other program assets.

The Design Department also has the ability to benefit by relocation within the School of Architecture, Design and Planning through the exploration of areas of common interest shared with architecture and planning as well as participation in research projects supported by the Design Research Center. Enrollment and demand for design programs has increased and a few new faculty have been hired to meet needs of students and faculty.

Students and faculty have access to an exceptional fine art museum, art & architecture library, and sustainable Design Research Center facility initiated, designed and realized by the School of Architecture to support interdisciplinary research and development in partnership with external partners.

Students, faculty and administration benefit from an attractive, well maintained campus in Lawrence as well as proximity to an excellent museum and other opportunities in nearby Kansas City as well as opportunities for international study and exchange through the university.

## **2. Recommendations for Short-term Improvement**

The separation of the Department of Design and the Department of Visual Art resulted in the loss of design faculty who elected to move to Visual Art or teach in the Foundations program. From the Self-Study and conversations on site the institution appears to be considering increasing the number of faculty or FTE to serve students enrolled in Design programs.

In Photo Media the ratio is 27:1 however the department seem to be receiving pressure to open courses to students from other departments and schools including Visual Art, Architecture, and Journalism. The Industrial Design program has a ratio of approximately 28:1 but if plans to move one FTE to graduate level teaching for the two new MA programs proceed the ratio would increase to 50:1. Most challenged in terms of student to faculty ratio is the BFA in Illustration & Animation, formerly a focus area within Visual Communication but now a free-standing program within the Department of Design. Enrollment grew from 39 in fall of 2009 to 80 students supported by 2 FTE (40:1). The department is requesting a position to bring the ratio closer to the norm for studio art and design programs.

Due to the separation of programs into different administrative units for the visual arts and design, advising might benefit by coordination within and among units.

Advising of PhD students is undergoing review and implementation of advising “contracts” to encourage more rapid progress to time to degree, currently listed as a ten-year program.

Visual Art appears to demonstrate “best practices” in terms of advising with dedicated staff positions for both undergraduate and graduate advising, and standardization and coordination of information provided on the website and individually as needed.

### **3. Suggestions for Long-term Development**

Continue to discuss needs, plans and goals within and among the departments of Design, Visual Art and Art History to ensure that communications, faculty and facilities resources are in place and all programs continue to provide educational experiences that develop skills, abilities and competencies related to professional practice or advanced studies in an area of emphasis.

Because visual art and design programs are separated in terms of administration and operations it has been suggested to visitors that some mechanism for regularly bringing together Visual Art, Design and Art History administrators and faculty to share common issues and goals might be beneficial for everyone involved as departments, schools and colleges continue to move forward under the universities strategic plan.

Institutions of higher education may benefit by anticipating how changes in technology, global forces, interdisciplinary education, and the economic environment will impact curriculum development, educational delivery, enrollment and the ability to respond to new challenges and opportunities.