

FY2011 DEPARTMENTAL ANNUAL REPORT OF CONTINUOUS IMPROVEMENT

Department of Art and Design Fort Hays State University

I. DEPARTMENTAL OVERVIEW

The Department of Art and Design offers programs for baccalaureate degrees, both BA and BFA, in the studio fine arts disciplines, art education, art history, and in the design areas of graphics and interior design. In addition, the department offers the Master of Fine Arts degree in studio disciplines and graphic design. The department supports the FHSU general education program with three courses, one each in art appreciation, aesthetics, and art history. As custodian of the art collection of the university, the department carries out an active program of gallery exhibitions.

A. Departmental Mission and Vision Statements

The Department of Art and Design is dedicated to preparing the students at Fort Hays State University with a foundation of aesthetic understanding and creativity. Art majors experience a high degree of faculty interaction and rigorous periodic review in preparation for employment in the design profession, public education, or entry into graduate school.

Research activity and artistic production by the faculty enhance the learning experience for students. Partnerships, through practicum and intern placement, strengthen the department's position as leader in design, fine arts, and teacher training in Kansas and the High Plains region.

Exhibitions in the Moss-Thorns Gallery of Art serve to connect the university and regional communities with diverse and expanded artistic expressions.

B. Departmental Goals, Objectives, and Strategic Priorities

Goal To prepare students for a broad role in the practice of their professions.

Students who have had a varied and extensive background in many media of the visual arts are more confident and better prepared to make the decisions necessary to solve the problems inherent in producing artwork and functioning effectively in the design field.

Goal To educate the student to the role of the aesthetic process in different civilizations.

The rich and varied history of our own and other cultures are represented in the art each has produced. Exposure to and analysis of this past art will strengthen the student's grasp of the process of interpreting thoughts and ideas visually.

Goal To prepare students to be problem solvers and risk-takers who are flexible, adaptable, and open-minded.

The artist, teacher, designer, and individual who is responsible, thoughtful, reflective, energetic, and visionary, will be a contributor to a better society of the future.

Goal The students will be motivated to continue to work and create throughout a lifetime.

Through the examples of producing faculty and exposure to successful artists committing to a lifetime of creativity, students will become inspired to continue this tradition.

Strategic Priorities

In 2008, an economic recession brought with it a severe reduction in state funding, resulting in significant future budget reductions. This development has forced the department to adopt a very frugal approach to administrative budget expenditures, and to increase our quest for private funding possibilities through the FHSU Foundation. These constraints and actions must all be undertaken with no negative effect on our student learning outcomes, and with minimal reductions on our growth and expansion aspirations.

The department returned in the fall of 2010 to its traditional average of attaining at least 50 new freshmen, with a commitment to the goal of setting a new record for the following year. Our high priority was the strengthening and growing of our MFA Program, both in terms of numbers, to meet and exceed the Regents minima, and also in terms of quality of candidates and program facilities.

We are committed to growing our programs, and will find additional venues through which to market our offerings. The employment marketplace for our graduates remains stable, and in select degree programs, quite strong. We will continue to put an emphasis on entry level recruiting, as has been a departmental tradition. For the fall semester of 2011, we are anticipating to equal our record of 60 new freshman art and design majors, or, to attain a new incoming student benchmark record. That, in these times, the department can achieve such a recruiting response is likely due to our productive relationship with the FHSU Admissions Office, public recognition of the quality and career promise of our programs, and not the least to the department's commitment to growth.

C. Department Productivity and Distinctive Accomplishments

The department's goal of growing our graduate program was realized to the level of attaining a count of 20 MFA candidates, which meets the Regent's minima for graduate programs.

Consequently, our graduate credit hour production reached a five year high. In addition, the department's undergraduate major retention also reflects a five year record percentage.

Notable among the accomplishments of individual faculty are the national educational organization involvements of Linda Ganstrom. Her exhibition committee leadership in NCECA, and her including student involvement in the organization's national conference, stands as a model of faculty leadership in studio art mentoring and instruction.

Meritorious exhibition activity was achieved by Gordon Sherman, with eight national exhibitions, one international exhibition, and eight state and local exhibitions. Mr. Sherman is active in the Southern Graphics International Print Consortium, this year in the Portfolio Exchange.

Tobias Flores participated in the Mathew Barney performance/installation extravaganza in Detroit, Michigan, where he also included his students, and continues in a leadership role in the Western Iron Conference, an international organization of sculptors. He has secured the 2012 conference site for FHSU and Hays.

Amy Schmierbach participated with an installation at MELT in Santa Fe, NM, and also exhibited at the Society of Northern Alberta Printmakers in Edmonton, Alberta, also including her students in both experiences.

One of the most evident qualities that speaks to the commitment of FHSU Art and Design faculty to mentor and inspire their students are the above examples of including one's students in exhibition and conference activities and experiences in larger venues away from campus and the local area.

II. DEPARTMENTAL PERFORMANCE METRICS

A. Department Performance Indicators

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
Freshmen [20 TH DAY FALL SEMESTER, HEADCOUNT]	43	42	60	35	50
Art (BA,101-1002/BFA,101-1001)	41	39	58	33	48
Art Education (BA,101-0831)	2	3	2	2	2
Transfer Students [20 TH DAY FALL SEMESTER, HEADCOUNT]	27	20	27	23	25
Art (BA,101-1002/BFA,101-1001)	25	18	23	19	21
Art Education (BA,101-0831)	2	2	4	4	4
Undergraduate (first majors/second majors) [20 TH DAY FALL SEMESTER, HEADCOUNT OF FIRST MAJORS, HEADCOUNT OF SECOND MAJORS]	249/7	244/5	273/7	254/5	252/3
Art (BA,101-1002/BFA,101-1001)	235/7	226/5	251/7	226/5	226/3
Art Education (BA,101-0831)	14/0	18/0	22/0	28/0	26/0
Graduate Majors [20 TH DAY FALL SEMESTER, HEADCOUNT]	8	12	14	19	20
Art (BA,101-1002/BFA,101-1001)	8	12	14	19	20
Art Education (BA,101-0831)	0	0	0	0	0
Major Retention [20 TH DAY FALL SEMESTER, PERCENT OF MAJORS RETURNING]	66.15%	63.00%	69.16%	68.77%	70.28%
Art (BA,101-1002/BFA,101-1001)	66.26%	63.36%	69.50%	67.87%	68.88%
Art Education (BA,101-0831)	64.71%	57.14%	64.71%	80.00%	83.33%
Undergraduate Student Credit Hours [TOTAL UNDERGRAD SCH]	6027	5926	7037	6555	5795
Graduate Student Credit Hours [TOTAL GRAD SCH]	251	329	340	340	396
Tenured or Tenure-track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	11	11	11	11	11
Non Tenure-Track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	1	1	1	1	2
Other Faculty (Headcount/Sections Taught) [OTHER FACULTY AT 4 SECTIONS = 1 FTE FORMULA; INCLUDE NUMBER OF FTE AND SECTIONS TAUGHT]			3.25 FTE 510 HC	3.75 FTE 427 HC	3.5 FTE 578
Undergraduate Degrees [UNDERGRAD DEGREES AWARDED]	48	43	44	39	24
Art (BA,101-1002/BFA,101-1001)	46	40	43	38	21
Art Education (BA,101-0831)	2	3	1	1	3
Graduate Degrees	7	3	3	4	3

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
[GRAD DEGREES AWARDED, NOT MLS]					
Briefly note 2-3 improvements over the last year prompted from the above enrollment indicators. 1. 5 year high in undergraduate retention. 2. Record number of MFA students.					
Number of books, book chapters, and refereed articles published [TOTAL NUMBER PUBLISHED]	2	7	5	6	10
Percent of faculty publishing refereed books, chapters, or articles [PERCENT OF FACULTY PUBLISHING FOR FY2011 (FACULTY PUBLISHING/TOTAL FACULTY)]	10	20	25	25	25
Number of non-refereed articles and presentations [TOTAL NUMBER COMPLETED]	N/A	N/A	N/A	N/A	N/A
Percent of faculty publishing non-refereed articles or presentations [PERCENT OF FACULTY COMPLETING (FACULTY PUBLISHING/TOTAL FACULTY)]	N/A	N/A	N/A	N/A	N/A
Number of scholarly performances and other creative activities [TOTAL NUMBER OF CREATIVE PERFORMANCES]	70	64	73	119	70
Percent of faculty in scholarly performances or other creative activities [PERCENT OF FACULTY IN CREATIVE SCHOLARSHIP (FACULTY PERFORMING CREATIVE ACTIVITY/ TOTAL FACULTY)]	100	100	100	100	100
Total number of external grant applications submitted/percent of faculty submitting [TOTAL NUMBER OF EXTERNAL GRANT APPLICATIONS/PERCENT FUNDED]	5/20	5/30	5/30	3/20	3/20
Total number of funded external grants/percent of faculty funded [DOLLAR AMOUNT OF EXTERNAL GRANT APPLICATIONS, PERCENT OF FACULTY FUNDED]	5/100	5/100	2/50	2/60	2/60
Briefly note 2-3 improvements over the last year prompted from the above scholarly/creative activities indicators. 1. 10 publications					
[NOTE: Each department MUST report at least two direct measures of student learning outcomes and two indirect measures. Examples of direct measures include: first-time pass rate or average scores on standard exit exam, number of students successfully completing reviewed portfolios. Indirect measures would include student satisfaction, alumni and employer data, or any other perception based data.]					
Direct Outcome 1 Learning Outcome: To Prepare Students for a broad role in the practice of their professions. Indicator: Student acceptance into the juried Annual Student Honors Exhibition. This academic year: 229 works submitted, 86 accepted.					
Direct Outcome 2					

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
Learning Outcome: To prepare students to develop creative approaches to problem solving.					
Indirect Indicator 1 Success rate in graphic design competitions. Art Director's Club of Denver Graphic Design Competition: Of 400 entrants from six art schools, 57 accepted into exhibition. Of these, 25 were FHSU students, including "BEST OF SHOW."					
Indirect Indicator 2 Number of majors participating in regional and national iron pours: 65 Number of majors exhibiting in juried exhibitions: 122					
Dept senior students' Level of Academic Challenge [FHSU LAC SCORE, DEPT LAC SCORE]	54.15 54.05	53.87 50.21	54.65 56.31	55.9 50.55	56.4 54.28
Dept senior students' Active and Collaborative Learning [FHSU ACL SCORE, DEPT ACL SCORE]	44.61 48.81	45.85 51.47	45.34 59.07	46.1 56.97	43.9 60.71
Dept senior students' Student-Faculty Interaction [FHSU SFI SCORE, DEPT SFI SCORE, N, %]	44.19 52.08	44.73 47.30	45.34 56.11	41.0 43.73	38.5 48.89
Dept senior students' Enriching Educational Experiences [FHSU EEE SCORE, DEPT EEE SCORE, N, %]	33.44 33.76	34.09 30.02	34.72 39.17	34.0 33.47	32.9 38.27
Dept senior students' Supportive Campus Environment [FHSU SCE SCORE, DEPT SCE SCORE, N, %]	59.06 62.59	57.30 61.39	59.57 64.81	60.3 61.57	60.8 68.08
Number of NSSE participants [NUMBER OF DEPT SR STUDENTS, PERCENT]	17 19%	21 25%	13 15%	32 41%	20 28.9%
Briefly note 2-3 improvements over the last year prompted from the above student learning/engagement indicators. <ul style="list-style-type: none"> 1. Active and Collaborative Learning has shown multi-year improvement. 2. Students noting Supportive Campus Environment had a significant increase over FY 2010. 					
[NOTE: Departments may pick up to three key performance indicators they currently measure but are not captured above. These measures could be used to track departmental results on specific yearly goals. Examples might include: number of SRPs attended, number of new freshmen contacted. (These will vary by department based on goals.)]					
Outcome/Indicator 1 Number of SRP's attended.	12	10	11	11	11
Outcome/Indicator 2 Prospective new freshmen contacted	100	87	91	95	110
Outcome/Indicator 3 [SPECIFIC PERFORMANCE MEASURE 3]					
Briefly note 2-3 improvements over the last year prompted from the above indicators. Department's expected new freshmen for fall, 2011, is in near record territory, possibly due to number of contacts.					

B. Department Quality Initiatives and Results

FY2011 Quality Initiatives	Results
Upgrade graphic design computer lab; new computers and latest software.	Department Action Plan funded; equipment on order, to be operational for fall semester, 2011.
Upgrade photography program with new digital equipment.	Action plan funded. New digital printer and Macintosh computers in use.

FY2012 Quality Initiatives	Responsible Party, Resources, and Plan
Upgrade painting and drawing programs; facilities improvements.	Submit Action Plan; Department Chair and 2D Faculty responsible.

C. Institutional Quality Results

FY2011 University Initiatives	Department Activities/Results
Increase access and retention for Hispanic students	Department alumni on faculties at Dodge City and Garden City Community Colleges. Hispanic enrollments increasing.
Increase the quantity and quality of K-12 teachers educated	Increased offerings of ART 300, virtually. Enrollments up to 98 in all sections offered.
Improve undergraduate students' foundational skills	ART 260, Ceramics being offered as writing intensive course. 25% increase in number of successful writing assignments.
Enhance physical wellness of students, faculty, and staff	Provide stress-free office environment. Staff took 1 sick day this year.
Internationalize the campus and curriculum	Utilization of competitive travel fellowship resulted in 2 students traveling to Europe to further their studio and design study.

III. FY2011 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

A. Departmental Reflection of Strengths, Needs, Opportunities, and Threats

Current Strengths	Current Needs
<p>The department is positioned well in terms of strength of program, reputation, and relationship to external constituencies. Our graphic design program continues to dominate the interest of entering students. Graduates in design and art education are being hired. Those applying for graduate study are being accepted in a variety of graduate programs around the country. Our faculty continue to work with faculty of other schools and also are involved with discipline related organizations at the state and national level.</p>	<p>Our obvious need is for more space and additional instructional positions, so as to handle the number of majors we now have. In addition, we must regularly upgrade and renew our computer labs in graphic design, photography and interior design.</p>
Future Opportunities	Future Threats
<p>The department needs to achieve a stronger online presence, both in general education courses and interior design, where we also need to develop a certificate program.</p>	<p>Changing interest in careers, loss of employment opportunities, or the department getting out of touch with our network of feeder programs in public education, would each have a deleterious effect.</p>

B. Opportunities for Improvement

[DISCUSSION OF IDENTIFIED OPPORTUNITIES FOR IMPROVEMENT, WHICH MAY REQUIRE RESOURCES. THESE IDENTIFIED OPPORTUNITIES SHOULD ALIGN WITH ACTION PLAN REQUESTS GENERATED FOR UNIVERSITY STRATEGIC PLANNING.]

Opportunity for Improvement	Resources Required	Expected Result and Completion Date
<p>A few years ago, the department created a dream; an expansion doubling the size of two spaces for the graphic design program. Both Rarick 120, the graphic design computer lab, and Rarick 121, the graphic design studio, would double in size. When the department entered Rarick Hall in 1980, with 130 majors, there was no graphic design program. Now, with double that student population, and 150 graphic design majors, the program is severely squeezed, in terms of the instruction space.</p>	<p>Funds from private sources in an amount nearing one million dollars. That amount obviously changes upward continually; however, utilization of campus design and construction labor could lower the resource requirement.</p>	<p>The department will search for a private source for funding this needed expansion of instructional space for our flagship program.</p>
<p>As custodian of the university's art collection, the department needs to add a position; gallery director/curator, to properly manage and grow the collection.</p>	<p>Addition of one tenure track position.</p>	<p>In anticipation of a future art gallery/museum on campus, the stature of the university would be markedly increased.</p>

IV. SUPPORTING MATERIALS

A. Department Degree Program Affinity Diagram(s)

<u>B.A. Degree Program</u> Characteristics of Artists	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods
<p><u>Knowledgeable</u> They have a strong understanding of the history of art, the terminology, theory, and philosophy of art that enables them to interpret results.</p> <p><u>Analytical</u> They develop skills in organization, research, and experimentation. They are problem solvers.</p> <p><u>Flexible/Adaptive</u> They are flexible, adaptive, and open- minded. They have the ability to see and understand relationships of areas and media.</p> <p><u>Articulate</u> They express themselves effectively in oral and written discourse.</p> <p><u>Creative/Resourceful</u> They research for creative expression, focus on exploration and discovery, and are inventive.</p> <p><u>Collegial</u> They are assertive and competitive, yet cooperative and supportive of their colleagues. They are disciplined, dedicated and patient.</p>	<p><u>Goal</u> To prepare students for a broad role in the practice of their professions. Objective #1: The students will develop visual literacy, conceptual understanding, and acquire the ability to make valid assessments of quality in art and design. Objective #2: The students will develop capabilities to integrate art and design knowledge and skills, combined with continued practice in creating, interpreting, and analyzing their own work.</p> <p><u>Goal</u> To educate the students to the role of the aesthetic process in different civilizations. Objective #1: The students will become familiar with the major achievements in art and design history, past and present.</p> <p><u>Goal</u> To prepare students to develop creative approaches to problem solving. Objective #1: The students will learn to respect the discipline of fundamentals involved in the literacy and fluency in artistic expressions. Objective #2: To assist the students in their communication skills regarding the nature and the critical review of art forms.</p> <p><u>Goal</u> To inspire and motivate the student to continue to grow and learn through a lifetime of creative pursuit. Objective #1: The student will develop a productive work ethic with resulting worthy exhibition portfolio.</p>	<p>Core Curriculum Develops Knowledge, Breadth and Skills:</p> <p>3-D Design/Crafts 205 3 Drawing I 210 3 Drawing II 215 3 Basic Design 240 3 Figure Drawing 310 3 Survey of Art History 380 3 Two (2) 400 level Art History courses 6</p> <p>Studio courses outside of specialty will compliment and broaden aesthetic problem solving ability and enhance creativity. Related Courses:</p> <p>Three (3) studio courses other than major or minor 9</p> <p style="text-align: right;">TOTAL 33</p> <p>Courses to Develop Technical Expertise. Studio Courses In:</p> <p>Drawing Painting Sculpture Design –Photography Printmaking Ceramics</p> <p>Studio Major 10 Studio Minor 6</p> <p style="text-align: right;">TOTAL 16</p> <p>Studio Major..... TOTAL 49</p> <p>OPTIONS:</p> <p>Art History Major TOTAL 63 Art Education Major TOTAL 55</p>	<p><u>Portfolios:</u> Freshman entry portfolios are required. Nearly all of our students are recruited through their portfolios.</p> <p>Course Assessment: 1) Portfolio Evaluation, 2) Written Exams, 3) Research Papers. Studio courses are structured to include the completion of projects that reflect creativity, inventiveness, diversity, technique, and skill. Emphasis is placed on the professional presentation of the work.</p> <p>Additional Program Assessment: Portfolios are required and reviewed continually with emphasis on four occasions: 1) Freshman Entry, 2) Sophomore Review, 3) Senior Review, 4) Student work is juried for inclusion in the Annual Student “Honors” Exhibition at the completion of each studio course. Graduates are surveyed. Faculty are evaluated. Class critiques.</p> <p>Capstone Requirement: Portfolio review by major professor.</p> <p style="text-align: right;">(Revised 11/05/08)</p>

B.A. Art Education Degree Program Characteristics of Artists	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods
<p>Knowledgeable They have a strong understanding of the history of art, the terminology, theory, and philosophy of art that enables them to interpret results.</p> <p>Analytical They develop skills in organization, research, and experimentation. They are problem solvers.</p> <p>Flexible/Adaptive They are flexible, adaptive, and open-minded. They have the ability to see and understand relationships of areas and media.</p> <p>Articulate They express themselves effectively in oral and written discourse.</p> <p>Creative/Resourceful They research for creative expression, focus on exploration and discovery, and are inventive.</p> <p>Collegial They are assertive and competitive, yet cooperative and supportive of their colleagues. They are disciplined, dedicated and patient.</p>	<p>Goal To prepare students for a broad role in the practice of their professions. Objective #1: The students will develop visual literacy, conceptual understanding, and acquire the ability to make valid assessments of quality in art and design. Objective #2: The students will develop capabilities to integrate art and design knowledge and skills, combined with continued practice in creating, interpreting, and analyzing their own work.</p> <p>Goal To educate the students to the role of the aesthetic process in different civilizations. Objective #1: The students will become familiar with the major achievements in art and design history, past and present.</p> <p>Goal To prepare students to develop creative approaches to problem solving. Objective #1: The students will learn to respect the discipline of fundamentals involved in the literacy and fluency in artistic expressions. Objective #2: To assist the students in their communication skills regarding the nature and the critical review of art forms.</p> <p>Goal To inspire and motivate the student to continue to grow and learn through a lifetime of creative pursuit. Objective #1: The student will develop a productive work ethic with resulting worthy exhibition portfolio.</p>	<p>Core Curriculum Develops Knowledge, Breadth and Skills:</p> <p>3-D Design/Crafts 205 3 Drawing I 210 3 Drawing II 215 3 Basic Design 240 3 Figure Drawing 310 3 Survey of Art History 380 3 Two (2) 400 level Art History courses 6</p> <p>Studio courses outside of specialty will compliment and broaden aesthetic problem solving ability and enhance creativity. Related Courses:</p> <p>Four (4) studio courses other than major 12</p> <p style="text-align: right;">TOTAL 36</p> <p>Courses to Develop Technical Expertise. Studio Courses In:</p> <p>Drawing Painting Sculpture Design –Photography Printmaking Ceramics</p> <p>Studio Major 10 Studio Minor 3</p> <p style="text-align: right;">TOTAL 13</p> <p>Methodology Requirements: Early Field Experience: Art Ed. 277 1 Elementary Art Methods 300 2 Secondary School Art 400 3</p> <p style="text-align: right;">TOTAL 6</p> <p>Art Education Major.... TOTAL 55</p>	<p>Portfolios: Freshman entry portfolios are required. Nearly all of our students are recruited through their portfolios.</p> <p>Course Assessment: 1) Portfolio Evaluation, 2) Written Exams, 3) Research Papers. Studio courses are structured to include the completion of projects that reflect creativity, inventiveness, diversity, technique, and skill. Emphasis is placed on the professional presentation of the work.</p> <p>Additional Program Assessment: Portfolios are required and reviewed continually with emphasis on four occasions: 1) Freshman Entry, 2) Sophomore Review, 3) Senior Review, 4) Student work is juried for inclusion in the Annual Student “Honors” Exhibition at the completion of each studio course. Graduates are surveyed. Faculty are evaluated. Class critiques.</p> <p>Capstone Requirement: Portfolio review by major professor.</p> <p>(Revised 11/05/08)</p>

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TOTAL	31																																		

<u>M.F.A. Degree Program</u> Characteristics of Artists	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods										
<p><u>Knowledgeable</u> They have a strong understanding of the history of art, the terminology, theory, and philosophy of art that enables them to interpret results.</p> <p><u>Analytical</u> They develop skills in organization, research, and experimentation. They are problem solvers.</p> <p><u>Flexible/Adaptive</u> They are flexible, adaptive, and open minded. They have the ability to see and understand relationships of areas and media.</p> <p><u>Articulate</u> They express themselves effectively in oral and written discourse.</p> <p><u>Creative/Resourceful</u> They research for creative expression, focus on exploration and discovery, and are inventive.</p> <p><u>Collegial</u> They are assertive and competitive, yet cooperative and supportive of their colleagues. They are disciplined, dedicated and patient.</p>	<p><u>Goal</u> To prepare students for a leadership position in the professional world of a Fine Arts career. Objective #1: The students will have an advanced understanding of relationships among and shared by disciplines in the visual arts. Objective #2: The students will demonstrate a level of professional understanding of the methodology and technology involved in each discipline.</p> <p><u>Goal</u> To educate to an advanced level each graduate's understanding of the role of the aesthetic process in civilizations. Objective #1: The students will acquire a professional level of knowledge and understanding of art history.</p> <p><u>Goal</u> To prepare graduates with advanced and creative problem solving abilities.. Objective #1: The students will develop a professional mastery in the literacy and fluency of artistic expression. Objective #2: The students will demonstrate an advanced level of skill in articulating the critical review of art forms.</p> <p><u>Goal</u> To inspire and motivate the student to continue to grow and learn through a lifetime of creative pursuit. Objective #1: The student will develop a productive work ethic with resulting exhibition worthy portfolio.</p>	<p>Core Curriculum Develops Knowledge, Breadth and Skills:</p> <table border="0"> <tr> <td>Studio Art Area Major</td> <td>18</td> </tr> <tr> <td>Studio Art Area Minor</td> <td>10</td> </tr> <tr> <td>Art History and Aesthetics</td> <td>16</td> </tr> <tr> <td>Terminal Thesis Project</td> <td>16</td> </tr> <tr> <td>TOTAL</td> <td>60</td> </tr> </table> <p>AREAS OF STUDIO CONCENTRATION:</p> <p>Drawing Painting Sculpture Design – Photography or Graphic Design Printmaking Ceramics</p>	Studio Art Area Major	18	Studio Art Area Minor	10	Art History and Aesthetics	16	Terminal Thesis Project	16	TOTAL	60	<p>Comprehensive Exam: A comprehensive, written exam over selected topics is required and administered in conjunction with the Concepts of Art course. The candidate must demonstrate analytical and effective writing skills. Graduate papers written in the Concepts of Art course must demonstrate the student's understanding of research and critical writing.</p> <p>Oral Exam: An oral examination and defense of the student's Graduate Thesis Exhibition is conducted by the Graduate Committee at the time of the exhibit.</p> <p>Graduate Thesis Exhibition: Each student is required to have a Graduate Thesis Exhibition and, in addition, must write and publish a corresponding catalog. Emphasis is placed on the professional presentation of the work and exhibit.</p>
Studio Art Area Major	18												
Studio Art Area Minor	10												
Art History and Aesthetics	16												
Terminal Thesis Project	16												
TOTAL	60												

B. Department Staffing Plan

College of Arts and Sciences
 Department Staffing Plan and Assignments (Current)
 Department of Art and Design – May 2011

E

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Current Department Needs	Faculty Member	Current Faculty Expertise	Birthdate	Assigned Instructional FTE's	Rank Current Date	Degree Completed	Track	Current Salary In Line	Nat'l Average For Discipline/ Rank	% Above(Below) Nat'l Average	Peer Average For Discipline/ Rank	% Above(Below) Peer Average
Dept. Chair, Interior Design	L. Powers	Administration, Drawing, Painting, Printmaking, Interior Design	7/46	.5 .5 (admin.)	Associate Professor 1999	M.F.A.	Tenured	78,095				
Ceramics, Art Education	L. Ganstrom	Ceramics, Design, Art Education	2/58	1.0	Professor 2004	M.F.A.	Tenured	61,075				
Drawing, Printmaking, Aesthetics, Dept. Recruiter	G. Sherman	Drawing, 2-D Design, Printmaking	9/51	1.0	Professor 2007	M.F.A.	Tenured	58,722				
Sculpture, Jewelry Design, Crafts	T. Flores	Sculpture, Bronze Casting, Iron Casting, Crafts		1.0	Assistant Professor 2006	M.F.A.	Tenure-Track	44,117				
Art History	M. Holmes	Art History, Foreign Lang.	2/42	1.0	Assistant Professor 1980	M.A.	Tenured	60,706				
Art Education	J. Jilg	Elem. Art Meth., Design	8/47	0.0	Instructor 2006	M.A.	Temporary	12,329	Budgeted: Seasonal Seasonal Monies			
Painting, Drawing, Design	M. Jilg	Drawing, Design, Painting	6/47	1.0	Professor 1992	M.F.A.	Tenured	61,809				
Drawing, Aesthetics	A. Schmierbach	Drawing, Painting, Aesthetics, Printmaking	8/72	1.0	Associate Professor -- 2007	M.F.A.	Tenured	49,572				
Interior Design	C. Arthur	Interior Design	2/68	1.0	Instructor 2004	M.L.S.	Temporary	42,928				
Aesthetics, Art Education, Design	A. Craven	Art Education, Aesthetics, Design	7/52	1.0	Associate Professor 2004	M.F.A.	Tenured	49,119				
Photography, Art History	Z. Stevanov	Photography, Art History, Sculpture	6/45	1.0	Professor 2000	Ph.D.	Tenured	67,098				
Graphic Design	C. Thumsujarit	Graphic Design	3/56	1.0	Professor 2002	M.F.A.	Tenured	68,481				
Graphic Design	K. Simpson Voth	Graphic Design	9/72	1.0	Associate Professor 2004	M.F.A.	Tenured	58,529				
Basic Design,	T. Hagley	Basic Design, Drawing, Painting, Art Education		0.0	Instructor	M.F.A.	Temporary	4,000				

College of Arts and Sciences
 Department Staffing Plan and Assignments (Projected)
 Department of Art and Design – 2012

E

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Projected Department Needs	Faculty Member	Projected Faculty Expertise	Birthdate	Assigned Instructional FTE's	Rank Current Date	Degree Completed	Track	Projected Salary In Line	Nat'l Average For Discipline/ Rank	% Above(Below) Nat'l Average	Peer Average For Discipline/ Rank	% Above(Below) Peer Average
Dept. Chair, Interior Design	L. Powers	Administration, Drawing, Painting, Printmaking, Interior Design	7/46	.5 .5 (admin.)	Associate Professor 1999	M.F.A.	Tenured	83,000				
Ceramics, Art Education	L. Ganstrom	Ceramics, Design, Art Education	2/58	1.0	Professor 2004	M.F.A.	Tenured	61,741				
Drawing, Printmaking, Aesthetics, Dept. Recruiter	G. Sherman	Drawing, 2-D Design, Printmaking	9/51	1.0	Professor 2007	M.F.A.	Tenured	59,382				
Sculpture, Crafts, Design	T. Flores	Sculpture, Bronze Casting, Iron Casting, Crafts, Design		1.0	Assistant Prof. 2006	M.F.A.	Tenure-Track	44,763				
Art History	M. Holmes	Art History, Foreign Lang.	2/42	1.0	Assistant Professor 1980	M.A.	Tenured	61,306				
Art Education	J. Jilg	Elem. Art Meth., Design	8/47	0.0	Instructor 2006	M.A.	Temporary	12,449	Budgeted: Seasonal Seasonal Monies			
Painting, Drawing, Design	Faculty	Drawing, Design, Painting		1.0		M.F.A.	Tenure Track	45,000				
Drawing, Aesthetics	A. Schmierbach	Drawing, Painting, Aesthetics, Printmaking	8/72	1.0	Associate Professor -- 2007	M.F.A.	Tenured	50,067				
Interior Design	C. Arthur	Interior Design	2/68	1.0	Instructor 2004	M.L.S.	Temporary	43,357				
Aesthetics, Art Education, Design	A. Craven	Art Education, Aesthetics, Design	7/52	1.0	Associate Professor 2004	M.F.A.	Tenured	49,610				
Photography, Art History	Z. Stevanov	Photography, Art History, Sculpture	6/45	1.0	Professor 2000	Ph.D.	Tenured	67,448				
Graphic Design				1.0				40,000				
Graphic Design	C. Thumsujarit	Graphic Design	3/56	1.0	Professor 2002	M.F.A.	Tenured	69,165				
Graphic Design	K. Simpson Voth	Graphic Design	9/72	1.0	Associate Professor 2004	M.F.A.	Tenured	59,114				
Basic Design	T. Hagley	Basic Design, Drawing, Painting, Art Education		0.0	Instructor	M.F.A.	Temporary	4,000				

C. Bibliography of Departmental Scholarly Activity**ALLEN CRAVEN**Exhibitions - 2

FHSU Faculty Exhibition, Moss-Thorns Gallery of Art, FHSU, Hays, KS.
 Work Exhibited at Bethany College.
 Member, College Art Association.

MICK JILG

The Print Consortium.
Boston Printmakers.
Emprise Collection (Artist Self Portraits).
Kansas Masters Exhibition - Manhattan - Topeka - Wichita.
42nd Annual Smoky Hill Art Exhibition, Hays Arts Council, Hays, KS.
Hand Arts Gallery, Truchas, NM.
Annual Faculty Art Exhibition, Moss-Thorns Gallery of Art, FHSU, Hays, KS.
FHSU Art Faculty, McPherson Arts Council.

TOBIAS FLORESArticles/Reviews/Publications - 4

2010 *The Hill City Times*, Aluminum Casting Workshop Article, October 20, 2010 (front page).
 2011 “KHU & The Gang, Matthew Barney & Jonathan Bepler”, Interview, Performance review, Dec/Jan 2011.
Rino Crow: News & Events, River North Art District, Visiting Artist Lecture Announcement, <http://www.rivernorthart.com/crow/>, March 2011 (online).
 “Sculpture Club Creates Iron Art”, *Network: Faculty and Staff Resources*, Visiting Artist Iron Pour Article, March 14, 2011.

Exhibitions - 7

2010 *University of Kentucky 18th Annual Iron Art Exhibition*, U.K. Barnhart Art Gallery, National Juried Exhibition, Lexington, KY.
 2011 *Taste/See*, National Ornamental Metal Museum, National Invitational, Memphis, TN.
Experience and Enthusiasm: FHSU Faculty and Graduate Students, Mercer Gallery, Garden City Community College, Garden City, KS.
Iron Tribe, Burris Hall Gallery, International Invitational, New Mexico Highlands University, Las Vegas, NM.
Fort Hays State Art Faculty Exhibition at VAAM, Visual Arts Alliance of McPherson, McPherson, KS.
Lies & Short Stories from the Prairie, Mark A. Chapman Gallery, Solo Exhibition, Kansas State University, Department of Art, Manhattan, KS.
FHSU Faculty Art Exhibition, Moss-Thorns Gallery of Art, FHSU, Hays, KS.

LINDA GANSTROMOther - 3

Kansas State University Commission of “Deeply Rooted Cooperation” in the Leadership Studies

Building. Attended dedication on April 16, 2010.
 Earth Matters presentation at Sustainability Symposium, FHSU.
 Wrote for the 2011 NCECA Biennial Catalog.

Articles/Reviews - 3

NCECA Journal, "Earth Matters", Curatorial Statement
 Review in Philadelphia Paper.
 "Earth Matters" Catalog, Curatorial Statement. All levels of directing and organizing content,
 Overseeing design work.

Exhibitions - 8

FHSU Faculty Exhibition, Moss-Thorns Gallery of Art, FHSU, Hays, KS.
Experience and Enthusiasm: FHSU Faculty and Graduate Students, Mercer Gallery, Garden
 City Community College, Garden City, KS.
Baker 12th International Juried Exhibition, Baker Arts Center, Liberal, KS.
Beyond Protected Beauty: Ceramic Impressions of the Wetlands, Kansas Wetlands Educational
 Center, Great Bend, KS.
Containment Within: FHSU Ceramics, Salon 1007, Spring Gallery Walk, Hays, KS.
42nd Annual Smoky Hill Art Exhibition, Hays Arts Council, Hays, KS.
Cerma-A-Rama, ASU Ceramics Research Center, Tempe, AZ.
Sole Purpose, Denver, CO.

AMY SCHMIERBACH

Articles/Reviews - 3

Pappas, Jennifer, "TIME: Installations Made for the Environment", Planet, September 22, 2010.
 Jervis, Carolyn, "Order and Chaos", VUEWeekly, March 23, 2001.
 TIME, Catalog for Time New Mexico Arts Public Arts Program, 2010.

Exhibitions - 9

2010 *Melt*, TIME: Temporary Installation Made for the Environment, Santa Fe, NM.
Aqua Art Fair, Satellite Fair of Miami Basel, Miami, FL - Red Dot Art Fair Miami, Represented
 by Eileen Braziel Gallery, Miami, FL.
National Invitation Postcard Exhibit, Woodbury Art Museum - Utah Valley University, Orem,
 UT.
FHSU Faculty Exhibit, Garden City Community College, Garden City, KS.
 2011 *...the spaces between...*, SNAP: Society of Northern Alberta Printmakers -Edmonton, Alberta,
 Canada.
FHSU Faculty Exhibition, Moss-Thorns Gallery of Art, FHSU, Hays, KS.
42nd Annual Smoky Hill Art Exhibition, Hays Arts Council, Hays, KS.
Fort Hays State Art Faculty Exhibition at VAAM, Visual Arts Alliance of McPherson,
 McPherson, KS.
Drawing Exhibit, 547 Art Center, Greensburg, KS.

GORDON SHERMAN

Exhibitions - 16

2010 *FHSU Alumni Print Exhibit-Portfolio Exchange*.
Wichita Arts Council Exhibit, City Arts Gallery, **Best of Show**.
The Printed Image, Sabatini Gallery, Topeka, KS
45th Juried Artists Exhibition, St. Tammany Art Association, Covington, LA.
Harnett Biennial of American Prints, University of Richmond Museums, Richmond, VA.

- 2011 *Art at the X National Juried Exhibition*, Xavier University Art Gallery, Cincinnati, OH.
The Printed Image 3, Sabatini Gallery, Topeka, KS.
42nd Annual Smoky Hill Art Exhibition, Hays Arts Council, Hays, KS.
FHSU Faculty Exhibition, Moss-Thorns Gallery of Art, FHSU, Hays, KS.
Baker Arts Center 13th National Juried Exhibition, Baker Arts Center, Liberal, KS.
Visual Territory, Pittsburg State University Gallery, Pittsburg, KS.
Kansas Masters Invitational, Strecker-Nelson Gallery, Manhattan, KS.
Creede National Small Print Show, Creede, CO.
Prints Arts Northwest International All Member Show, River Gallery, Independence, OR -
Walters Cultural Arts Center, Hillsboro, OR - Atelier 6000, Bend, OR - North Bank Artists
Gallery, Vancouver, WA.
Print Arts Northwest International Print Project, Wharepuke Print Studios, Kerikeri, NZ.
Southern Graphics International Print Conference, St. Louis, MO, Open-Portfolio, Dirty
Printmakers of America Portfolio, Portfolio Exchange.

KARRIE SIMPSON VOTH

Exhibitions - 1

FHSU Faculty Exhibition, Moss-Thorns Gallery of Art, FHSU, Hays, KS.

ZORAN STEVANOV

FHSU Faculty Exhibition, Moss-Thorns Gallery of Art, FHSU, Hays, KS.

LELAND POWERS

FHSU Faculty Exhibition, Moss-Thorns Gallery of Art, Hays, KS
Flowers: Real and Imagined, Hays Art Center, Hays, KS
FHSU Faculty at Visual Arts Alliance Gallery, McPherson, KS
Art and Design Sabbatical Exhibition, Moss-Thorns Gallery of Art, Hays, KS
Experience and Enthusiasm Exhibition, Mercer Gallery, Garden City, KS

D. Department Program Assessment Results

B.F.A. Review – FY2011

Applications	27
Accepted	25
Declined	02

E. Other Departmental Information

Two students attended and one participated in the FATE Conference in St. Louis, MO.
One student attended the Print Conference in Edmonton, Alberta, Canada.
Four undergraduate students received research grants for projects in drawing.

Fifteen students exhibited in the Drawing Exhibition, Greensburg, KS

Twenty-one service learning projects at six events.

Five Service Learning Projects for Special Needs Project.

Three undergraduate and two graduate students were accepted into the Juried Collegiate Exhibition, Lindsborg, KS.

One student internship at the Greensburg Art Center, Greensburg, KS.

Two undergraduate and two graduate students participated in the Melt Conference, Santa Fe, NM.

Thirteen students participated in Downtown Installation at 1010 Gallery, Hays, KS.

Fourteen Art & Design majors in 42nd Smoky Hill Juried Exhibition, Hays Arts Center, Hays, KS.

Three graphic design students interned with Leo Burnett Agency, Chicago, IL.

One graphic design student interned in New York.

One graphic design student interned with Civic Plus, Topeka, KS.

“The Review” graphic design competition, Denver, CO. FHSU students won “Best Senior” and “Best Junior” portfolio.