NASAD VISITORS' REPORT

Emporia State University

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Renewal of final approval is sought for the following degrees:

Bachelor of Arts—4 years:
Studio Art

Bachelor of Fine Arts—4 years: Concentrations in Ceramics, Glass, Graphic Design, Painting, Photography, Printmaking, Sculpture.

Bachelor of Arts in Education—4 years: Art
The NASAD visiting team conducted its on-site review of Emporia State University Department of Art in response to the university’s request for review of its application for membership. The department provided the team with the Self-Study documents and supporting information well in advance of the visit and within ample time for the team to review the documents. Team members Joseph M. Ruffo and Lowell Baker are appreciative of the thoughtful planning by the faculty and the administration and the warm reception accorded the visitors during the review process. The Visiting Team was particularly grateful to the hospitality offered by the department faculty, students and staff for their efforts to make the team's visit efficient and productive. A special thanks to department chair, Elaine Henry for providing the leadership, effective organizational management and planning for the visit—thus insuring the team's needs were fulfilled.
"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 Commission on Accreditation 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."

A. Mission, Goals, and Objectives

The mission statement of the Department of Art is in keeping with the umbrella mission of the Emporia State University.

(NASAD Handbook 2003-2004, Page 54, item A.) "Each art unit must have clear statements of missions, goals and objectives." The missions of the institution and the College of Liberal Arts seem to be well articulated and published in a manner that is accessible to any interested party. The mission of the department is well articulated within the context of the institutional mission and seems to be a directing factor to the faculty and staff of the department.

The Visitors noted the faculty in the department seems to be meeting the high standards they have set for themselves in most areas in spite of apparent deficiencies in facilities, budgets and space.

B. Size and Scope

Emporia State University is a comprehensive Regents university primarily serving the residents of Kansas. The department resides in the College of Liberal Arts and Sciences. The department typically has about 160 undergraduate majors with sizeable increases in the past several years. There are nine full-time, tenured or tenure-track faculty and two full-time non-tenure-track faculty, and four part-time instructors. The department offers no art history degree programs nor is there a graduate program.

It appears that the department is sufficiently enrolled to support the programs, curriculum and degrees offered which are appropriate to the mission of the University and the department. The department appears to have a sufficient number of students enrolled to provide curricular offerings that meet NASAD threshold standards. Coursework appears to be adequate in most areas of the curriculum. However, the faculty expressed a concern, and the Team agrees that the department has significant difficulty offering sufficient art history courses to provide students viable choices in this area. There is but one art history faculty member and it seems this person will soon be departing from the university. There is concern that there does not seem to be a plan to replace this faculty member or to make provisions for an additional position.
The Self-Study states on page 5 some concern about the potential instability with respect to the glass and three-dimensional design faculty positions.

C. Finances

NASAD Handbook, 2003-2004, page 55, section C. Finances, paragraph 1
“Evidence of past and potential financial stability and long-range financial planning must be demonstrated.”

The Visitors found the financial data provided in the attached HEADS Report somewhat confusing. The lack of a common institutional accounting system seems clear to personnel managing the internal bookkeeping but it did cause the Visitors to request clarification to determine funding sources for specific line items. (Self-Study, page 11, item 2.paragraph 3.) There is mention of a $125 classroom account provided to each full time faculty. An additional classroom income item that does not seem to be listed in the HEADS Report or in the Self-Study is the Student Supply Fee. This fee provides each studio area with a viable and seemingly appropriate budget. The amount of this fee is set by the specific studio area and is collected by population.

The Visitors found that combined sources of financing and expenditures seemed to support the existing programs of the department. The Visitors believe that uncertainty in revenue sources from year to year prevents the department from exercising appropriate long term fiscal planning. Examples of this lack of stability can be found in the Self-Study (Page 8, item 1., a. OOE. Allocations. Page 9, item b. VAB and Page 9, item e.). Finally the Visitors believe that the lack of a specific and funded line item for computer technologies places the future of the departmental computer lab in some jeopardy.

The Visitors found the operational budget, collected from various sources, to be generally appropriate for the mission and scope of the department. The lack of stability of these income lines seems to prevent significant planning.

D. Governance and Administration

1. Overall Effectiveness.

The university governance structure is typical for universities of the size and scope of Emporia State University. The governance structure of the department seems to be well defined—in accordance with the goals, mission and objectives of the university. The governance relationship of each organizational component of the institution, including the process by which they function and interrelate, is stated clearly in writing and publicly available. Administrators, faculty, and staff understand their duties and responsibilities and know the individuals to whom they are responsible. Administrators appear to be effective and hard working—pursuing
goals that are within the role and scope of the units. The department has reasonable and sufficient autonomy commensurate with its mission, goals, and objectives. At the university level, there is strong leadership with sincere support for the department.

The faculty has an appropriate role in the development of academic programs and in evaluating and influencing the standards and conditions that pertain directly to instruction, creative work and research. The relationships between administration, faculty, staff are excellent and the students reveal an understanding of the importance for the support of the teaching and learning process and the institutions responsibility to provide optimum circumstances for faculty and students to carry out their mission.


Policymaking appears to work efficiently and smoothly. The Faculty is appropriately involved with curriculum development. Faculty meet as needed to review the curriculum and make changes as where necessary.

3. Art/Design Executive's Load and Responsibilities.

The department chairperson is a capable, energetic administrator who has a high degree of respect from all areas of the department and university. The department chair’s responsibilities are clearly delineated and the authority given to the chair is commensurate with the responsibilities. The chair exercises leadership in program evaluation and planning, encourages faculty development, and promotes, among all faculty and staff, a spirit of responsibility, understanding, and cooperation. The chair maintains an admirable and vigorous record of creative activities.

The university has recognized the importance of the chair’s administrative responsibilities by providing an appropriate reduced teaching load.


Communication appears to work effectively at all levels of the institution.

E. Faculty and Staff

(Self-Study page 16. item 1, paragraph 1,) "Faculty in the department is very well qualified, given the mission and objectives of the unit." The Self-Study lists nine tenured and tenure track faculty and two full-time instructors. Ten of the eleven full-time faculty members hold terminal degrees. The HEADS Report lists six part-time instructors of which four hold terminal degrees. However one faculty member, who holds an MFA in Printmaking and an MA in Art History, teaches exclusively in the area of Art History. (NASAD Handbook 2003-2004, page 57 paragraph 4)
"Academic degrees are a pertinent indicator of the teacher's qualifications for instructing in theoretical, historical, and pedagogical subjects. In general the Ph.D. and comparable doctorates are the appropriate terminal degrees in the fields." The Visitors believe the current faculty in the area of art history does not seem to meet NASAD Standards for the appropriate teaching degree.

The Visitors found that the quality of student work, in most areas, supported the credentials of the faculty. The most significant exception is in the area of Art History where (as previously noted) there are no faculty holding a terminal degree in the discipline. (Self-Study, page 16, item E.1. paragraph 3.) The Visitors also noted an apparent deficiency in the area of sculpture and 3-d design because of a lack of a full-time faculty in those areas. (Self-Study page 16, item E.1. paragraph 3.)

The Visitors found the number of full-time and part-time faculty appropriate to the size and scope of the department but the distribution of those faculty members throughout studio art teaching areas may need reevaluation with respect to meeting the mission of the department. The need for a full-time faculty with a terminal degree in art history is very apparent.

All published material concerning appointment, evaluation and advancement of faculty and staff seemed to be appropriate and readily available to employees of the institution.

The department of Art has one full-time secretarial support staff. Although the secretarial staff seems to be fully occupied with departmental responsibilities, she seems to serve the department well. There is no support or technical staff in the studio areas and the department does not possess a formal slide collection. Each faculty member is responsible for slides in his/her teaching area.

The Visitors believe there is real need for additional staffing in the department, particularly in the computer lab and in areas where health and safety concerns are significant.

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

The majority of department's classrooms are located in a facility that also houses Theatre and Communications and two department gallery areas. There is an additional facility (the Art Annex) located four blocks away that houses glass and sculpture. The department's spaces in the building appear to be just barely sufficient to meet NASA threshold standards. Almost all studio classrooms are small and congested. Some studio spaces may not be used as efficiently as they might be—specifically fibers and metals. The Art Annex is in need of major improvement—especially in the sculpture area. The Team noted the sculpture facility with several work areas that are small and difficult in which to work. Students have very little space to move and work around major pieces of
equipment. It is difficult to maneuver their artworks around the facility and to safely navigate throughout the sculpture area.

The glass area has had recent improvements and is in much better condition, however the Team did observe two students working without protection apparel and devises.

Health and safety issues in almost every area are a concern. They are:

1. Lack of ventilation in sculpture and safety devises on much of the equipment.

2. The plaster mixing/general work area between glass and sculpture does not have adequate ventilation and protective masks were not evident.

3. The 3D-design room power saw is located in a poor relationship to classroom operations and without dust collection devise.

4. Although the jewelry and metals studio has newer equipment and workbenches there is inadequate ventilation at the metals workbenches.

5. There is poor ventilation in the photography area.

6. There seems to be no ventilation in the glaze mixing area in Ceramics although there is good direct venting of the electric kiln.

7. In printmaking there is no ventilation over the hot plate. The Team noted a very old carbon arc lamp devise with no apparent venting or available eye protection devises. (this kind of equipment is generally considered dangerous and most schools have removed them from use). There is no ventilation over an area that contains several cans of asphaltum.

8. The painting studio has no ventilation in the painting drying rack area. There is an oddly constructed window mounted exhaust fan arrangement that does not seem to be effective at all.

9. The Team noted a fireproof cabinet that was not being used properly and full of various paper materials.

It is not clear that all faculty members are aware of current national or university standards.

Maintenance, repair and replacement of equipment and technology equipment are not well provided for nor does good planning seem to be apparent.

G. Library
(Self-Study page 23, item G.) "William Allen White Library serves as the primary resource for library collections: the art collection is part of the university's general library."

The Visitors found the library holdings to be appropriate to the size and scope of the department and its curricular offerings. The library was well organized and spacious. The library staff in charge of art acquisitions was well informed in departmental needs and seemed to keep acquisitions appropriate and up to date either through requested titles submitted by individual faculty members and students, or through purchased from recommended discipline lists. Interaction between the art/design faculty and the Library staff seemed collegial and effective.

This library is organized on the Dewey Decimal System and is readily accessible through electronic filing. The holdings seemed readily available and easily accessible to students and faculty.

The annual appropriations for art/design holdings seemed adequate for the size and scope of the art/design curricular offerings. Holdings seemed to be in good condition. The use of specific titles varied greatly as would be expected from such a collection. The Visitors observed a substantial collection of videotapes on art/design related topics.

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

1. Recruitment, Admission, Retention.

The recruitment, admission, and retention plans appear to be appropriate to goals and objectives of curricular programs of a university the size and scope of Emporia. They are clearly defined, well publicized for students and faculty and applied appropriately. The department works closely with the university office of admissions. The Faculty is active in the recruitment process wherever they can be. The department processes mailing on a regular basis, has scholarship funds available, hosts campus visits and organizes faculty and guest lectures as a means of encouraging students to attend the university.

2. Record-Keeping.

The quality of record keeping in the institution and the department appears in general to be adequate and well administered.

3. Advisement.

The department advising system appears to be effective and done in a timely manner. There were no student complaints about inadequate advising.
J. Published Materials

All published material provided to the Visitors in the Self-Study and on site seemed to be accurate, and informative. Catalogues clearly articulated the parameters of the specific degree programs offered by the department. Published material seemed to meet every contingency and provide accurate information for any situation that a student or visitor to the department might encounter.

K. 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.

L. Community Involvement and Articulation with Other Schools

The department has been active in community involvement most directly through the various art exhibitions it presents throughout the academic year. The department faculty members also present lectures that are open to the community. Guest artist/scholars are also invited to the campus on a regular basis and these events are open to the public as well.

Emporia and the department participate in several articulation agreements with the various educational institutions across the state of Kansas. These seem to be effective and well managed.

M. Non-Degree-Granting Programs for the Community

The Department of Art offers non-degree courses in Jewelry, Photography and Ceramics to members of the community. These are "for credit" courses; however there does not appear to be a formal program of study in this area.

N. Standards for (A) Independent Post secondary Art/Design Units Without Regional or Other Institutional Accreditation and/or (B) Proprietary Institutions.

Not applicable

O. Programs, Degrees, and Curricula

The Visitors found the curricular offerings to be generally effective based on the composite quality of student work represented during the visit. Areas of notable weakness included the previously mentioned areas of 3-d media and sculpture. The visitors noted a lack of large-scale work in all areas. Specific areas of competency included figure drawing and graphic design.
The Visitors found instances of "stacked classes" from beginning to advanced levels in certain areas, as well as the heavy dependence on seminar and independent study courses at advanced levels. This stacking of classes may contribute to less than expected student competencies. Additionally broad offerings in independent studies/Projects within curricular areas seemed to be excessive. (NASAD Handbook 2003-2004, page 80, paragraph 2, VII General Standards and Guidelines for All Undergraduate Professional Degree programs in the Visual Arts and Design "Student work should begin at the freshman level and extend with progressively greater intensity throughout the degree program, with opportunities for independent study at the advanced level."

1. Specific Curricula.

Bachelor of Arts—4 years: Studio Art

This degree, as listed in University materials and in the Self-Study's Curricular Tables, appear to meet NASAD standards for curricular components in Studio and Related Areas, Art History, General Studies, and Electives as stated in the NASAD Handbook. The degree program appears to be effective in relation to its stated goals and objectives.

Bachelor of Fine Arts—4 years:
Concentrations in Ceramics, Glass, Graphic Design, Painting, Photography, Printmaking, Sculpture.

This degree, as listed in University materials and in the Self-Study's Curricular Tables, may not meet all NASAD standards for curricular components in Studio and Related Areas, Art History, General Studies, and Electives as stated in the NASAD Handbook.

The lack of appropriately degreed and full-time faculty in the 3-d areas and particularly the lack of depth in art history seems to call into question the viability of the Bachelor of Fine Arts Degree. (NASAD Handbook 2003-2004, page 80, section B. paragraph 1,) "Through comprehensive courses in the history of art/design, students must learn to analyze works of art/design perceptively and to evaluate them critically." "Normally, studies in art and design history and analysis occupy at least 10% of the total curriculum."

Bachelor of Arts in Education—4 years: Art

This degree, as listed in University materials and in the Self-Study's Curricular Tables, appear to meet NASAD standards for curricular components in Studio and Related Areas, Art History, General Studies, and Electives as stated in the NASAD Handbook. The degree program appears to be effective in relation to its stated goals and objectives.
2. Study of the Transcripts of Recent Graduates and Comparison with Catalogue Statements.

Transcripts studied by the Visitors were found to be consistent with the information included in the Self-Study and in the undergraduate catalog of the University. However, there were noted discrepancies in more than one BFA transcript where the institutional registrar apparently allowed credit to art majors for general education course work that was listed with an art prefix. Degree program titles seemed generally appropriate to degree content.


Student work presented either formally or informally in the department art environs gave the Visiting Team an overview of the quality of student work produced within the various programs. Student work was also available for viewing in the classrooms and hallways. In general, student artwork appeared to demonstrate adequate proficiency at their level of study and consistent with degree objectives and parameters. There were many examples of the work in drawing that demonstrated technical virtuosity that is worth noting as somewhat more accomplished than the norm. Student work appears to be competent in a range of good - outstanding with the areas of printmaking, basic design and figurative drawing excelling significantly beyond others. The Visitors noted a particular weakness in the areas of 3-d media and sculpture. Once again this may be due to a significant lack of full-time faculty in those areas.

4. Exhibition.

The department operates two galleries that are located across a common hallway from each other. These galleries seem to have a busy and appropriate exhibition schedule of local and regional work. As well, the department presents work in spaces throughout the building. The Art Department Gallery presents exhibitions and special events by students and faculty, and display cases serve as informal exhibition and installation space for student work. These gallery spaces offer many opportunities for students to present their work or to observe current activity.


As previously noted the department offers several evening courses in art to members of the community. These serve as the department's main contribution to and connection with the general public with respect to visual education. The galleries of the department of also serve as a meeting place between the community and the department.

P. Art/Design Unit Evaluation, Planning, and Projections
The Department of Art at Emporia State University seems to be meeting those goals and objectives set forth in the Self-Study, in most curricular areas. The exceptions seem to be in staffing teaching lines in art history and sculpture and the resulting apparent lack of sufficient instructional depth in those areas. This was indicated to the Visitors by an apparent overall lower level of student achievement in all 3-d areas. Most work seemed to be technical proficient, but seemed to lack scale and the reinterpretation of cutting edge ideas.

Student achievement in the area of art history is more difficult for the Visitors to evaluate examples of student materials was not available.

Planning activities in the department seems to be based on reactions to situations beyond the control of the members of the faculty. The lack of a stable budget, lack of assurances of faculty lines and uncertainty of physical housing or improvement of facilities seem to prevent the department form moving toward active planning. Members of the faculty seem to have fallen into a mindset of maintaining rather than planning and actively pursuing those plans and goals. An apparent result of the faculty’s passivity toward planning is evidenced by the fact the department seems to have found itself in a position where historical areas of teaching such as Jewelry and Fiber Arts have taken up faculty lines and limited resources that may be better used elsewhere.

Q. Standards Summary

The Department of Art at Emporia State University appears to have generally met the minimal standards of NASAD with the exception of previously mentioned errors in counting general education courses toward specific fine arts credits. Faculty credentials in the area of art history do not seem to comply with NASAD standards (NASAD handbook, 2003-2004, page 57, section E. paragraph 4.) "In general the Ph.D. and comparable doctorates are the appropriate terminal degrees in these fields."

The department appears to comply with threshold standards with the exception of: Facilities, Equipment and Safety (Visitors’ Report page 6 -7) and the BFA with respect to art history faculty and time on task with faculty in regularly scheduled studio classes.

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

After careful consideration of the institution's mission, goals, and objectives, and of the local context, the following is an overall analysis of:

Strengths:

1. The faculty who are active practicing artists who are dedicated and collegial
2. A knowledgeable Chair who is able to work closely with the faculty.

3. The department’s long history of producing good students.

4. The students who are praiseworthy in their support of the department faculty staff and University. Most of the students the Team encountered were extremely positive about the school and displayed a sense of pride in their programs.

**Recommendations for short-term Improvement:**

1. Start a plan for the long and short term—specifically to be used to study curricular offerings that stress the current use of faculty and facility resources that do not contribute to the basic degree requirements. Appropriate reallocation of these resources would seemingly provide more flexibility for a healthier department. Develop a procedure for ongoing planning.

2. Secure a full-time art history faculty position with the appropriate advanced degree.

3. Reassess the place of Art Forum and AR 300 (travel course) in the curriculum.

4. Develop of a slide collection that is centrally housed.

5. Secure a full-time faculty position in 3-d media and sculpture.

6. Address health and safety issues throughout the department.

7. Develop a study of space needs and utilization to solve some of the facilities issues.

**Primary Future Issues**

The Self-Study contained no information with respect to "futures issues". The Team suggests that the department start with vigorous planning directed toward developing strategies for future issues that will be important to the growth and development of the department.
PART II

The visiting evaluators note that all issues have been addressed in Part I.