




Date: March 9, 2020

To: Cathy Sandeen, Chancellor

From: John Stalvey, Interim Provost 

Cc: John Petraitis, Interim Dean, College of Arts and Sciences
Garry Meador, Associate Professor; Chair, Department of Art
Herminia Din, Professor
Steve Godfrey, Professor
Susan Kalina, Vice Provost for Academic Affairs
Claudia Lampman, Vice Provost for Student Success

Re: **AY20 Expedited Program Review Findings – Art BFA**

I have reviewed the dean's findings, the program's response to the dean's findings, and the completed Expedited Program Review Template for the Art BFA.

Recommendations

My recommendation is to accept the decision and recommendations of the dean with the additional commentary that the program should limit the number of tracks after conducting an analysis of which tracks attract the most students to UAA and which retain the most students within them. The revision should be completed in AY21 for implementation in fall 2021. An interim progress report on all recommendations is due to the dean by March 1, 2021. The dean will submit a review along with the program's interim progress report to the provost by April 1, 2021. Unless otherwise noted at that time, a follow-up Program Review will be conducted in AY24.

Decision

Recommend Revision

AY20 Expedited Program Review – Optional Program Response to the Dean’s Findings Form

Date: 2/28/2020

To: John Stalvey, Interim Provost

From: Garry Mealor, Associate Professor

Cc: John Petraitis, Interim Dean, CAS
Garry Mealor, Chair & Associate Professor, ANC
Herminia Din, Professor, ANC
Steve Godfrey, Professor, ANC

Re: AY20 Expedited Program Review: Optional Program Response to Dean’s Recommendation

Program/s in this review: Art BFA

Program response to dean’s findings:

The Art Department wishes to thank the members of the EPR committee for their work in reviewing BFA. We are looking forward to submitting our progress report in Spring 2021. We humbly request that despite the dire budget situation, efforts be made to support the highest quality of education we can offer our students.

In addition to providing general education instruction, we fulfill all five of UAA’s Core themes and embody 9 of 11 high impact teaching practices established by the Liberal Education and America’s Promise (LEAP) sponsored by the Association of American Colleges and Universities.

As stated in the review, BFA has stringent admission requirements to ensure a standard of excellence. It should be noted that most Pre-BFA students who are not selected pursue a BA and are still part of the department.

As stated in the review, incoming students declare Art as their major behind only Biology and Psychology as the majors most in demand by high school students. We feel one of the reasons for this demand is our National Association of Schools of Art and Design (NASAD) accreditation, which seeks optimum learning conditions for art students and develops the strength and quality of art and design in higher education. Institutional Membership in NASAD is a strategic choice to join work in fulfilling these important responsibilities for the fields of art and design and to gain local support from a community of peers dedicated to service. NASAD represents higher education institutions that teach art and design in the most broadly accepted evaluation procedure in higher education as a whole. Its work in accreditation and beyond is a reference point for others in the field, and is especially valuable for decision makers without an art and/or design background.

CAS’s lack of support for NASAD accreditation because it is optional has created widespread resentment in our department. NASAD’s stringent review of curriculum, facilities, faculty qualifications, and student research required a significant amount of faculty time and effort. Our motivation, like the other 363 Art Departments with accreditation is to ensure legitimacy. UAA should be invested in a department that strives for the highest standards. We have had accreditation for over twenty years. It would be a mistake to move this department backwards.

Yes, NASAD accreditation is a point of pride for the Art Department and we believed CAS and UAA felt the same way. When students graduate from UAA with a degree in Art, they know their work and achievements are valued nationally. Students and faculty are proud of this aspect of our department.



Date: February 21, 2020

To: John Stalvey, Interim Provost

From: John Petraitis, Interim Dean, College of Arts and Sciences

Cc: Garry Meador, Associate Professor; Chair, Department of Art
Herminia Din, Professor
Steve Godfrey, Professor

Re: AY20 Expedited Program Review Findings

Program/s in this review: Art BFA

Specialized accrediting agency (if applicable): National Association of Schools of Art & Design (NASAD)

Campuses where the program is delivered: Anchorage

Members of the program review committee:

Garry Meador, Associate Professor and Department Chair
Herminia Din, Professor
Steve Godfrey, Professor

Centrality of Program Mission and Supporting Role

UAA's mission is to discover and disseminate knowledge through teaching, research, engagement and creative expression. UAA is committed to serving the higher education needs of the state, its communities and its diverse peoples. It is also committed to instruction at multiple academic levels, success of all students regardless of their higher education goals, and service to the diverse peoples and communities of the state. UAA's core themes are (1) Teaching and Learning, (2) Research, Scholarship and Creative Activity, (3) Student Success, (4) UAA Community, and (5) Public Square. UAA values international and intercultural education, diversity of experiences and perspectives, and the diversity of our unique location in Southcentral Alaska that comes from the Alaska Native peoples of this area.

The College of Arts and Sciences contributes to UAA's mission with a suite of programs that provide, among other things,

1. general education courses for undergraduates in CAS and other Colleges,

2. opportunities for undergraduates to pursue majors in the humanities, social sciences, natural sciences, and the arts, and
3. opportunities for faculty and students to pursue research and creative activities in CAS's academic disciplines,
4. graduate programs for advanced studies.

Given decreased enrollments across UAA and significant budget cuts to CAS, the challenge is to serve UAA's and CAS's missions with only 75% of the funds it had in 2018-2019. CAS's shrinking budget is especially challenging for programs that rely on state financial appropriations through CAS because the programs have a gap between (a) the total costs of everything the program does and needs, and (b) the tuition CAS receives to cover those costs. This describes most programs in CAS: most rely on state appropriates and CAS has 30% less than it had two years ago.

CAS's Department of Art BFA contributes to CAS's and UAA's mission by providing general education instruction with courses in art appreciation and art history, allowing Art majors to select specializations in two of seven studio-based concentrations (including Ceramics, Drawing, Illustration, Painting, Photography, Printmaking and Sculpture), requiring students to produce a thesis, and giving program faculty the opportunity to pursue their own research and creativities as professional artists. When compared to the BA in Art, the BFA program has stringent admissions requirements, and is more intensive and selective, and requires – among other things -- more studio-based instruction. Both the BFA and BA are accredited by the National Association of Schools of Art and Design (NASAD), an optional accreditation that is not required for training or employment in art.

Program Demand (including service to other programs), Efficiency, and Productivity

ART courses are in high demand, producing 50% more student credit hours than the average in CAS, with 55% of the student credits hours coming from non-Art majors (a number just below the CAS average). During the years under review, 22-23 incoming students on average declare Art as their major, putting it behind only Biology and Psychology as the majors most in demand by high-school students. A select few of those students end up in the BFA. Although demand for ART courses is strong, program efficiency is a challenge. Certainly, the Department's general education courses can accommodate 40-75 students per section, but its studio-based classes must be small because of limits on the studio size and safety considerations. As a result, for every year under review, the instructional costs to deliver all ART courses (including general education courses, and courses for Art majors) exceeded the revenue that CAS received to cover the courses. This is more challenging for the BFA than the BA in Art because the BFA requires more studio courses. Furthermore, when the costs of everything faculty and department-specific staff do (including, teaching, research, service, and safety-related tasks), the Department as a whole ran a steep deficit in 2019, exceeded by only 4 of CAS's other 18 undergraduate programs. Finally, the BFA program also has challenges in its productivity. Because the BFA program is highly selective, requiring students to first establish their capabilities as Pre-BFA students, not all incoming Art majors become Art BFA majors, and fewer graduate with the BFA. Since 2013, on average only 5 students per year graduated with the BFA, while the BA produced 20 graduates per year.

Program Quality, Improvement and Student Success

The program's quality is strong and students benefit from two-years of small studio-based classes with professionally accomplished faculty. Although studio-based classes cannot be offered through distance, the Department faculty do offer their general education classes online.

Program Duplication / Distinctiveness

Like UAA, UAF offers a BA and BFA in Art. Given that studio-based art instruction must be delivered face-to-face, concern about direct competition is minimal. If one of the BFA programs were deleted,

students from either Anchorage or Fairbanks would have to relocate and the studio facilities might not be big enough for the combined group of students.

Commendations and Recommendations

The faculty in the program are commended for the intense work and long hours in the studios that routinely stack/combine 300-level courses with 400-level courses to improve efficiency. The faculty should also be commended for the hard work they put into their expedited program review submission.

Decision

Revision.

Budget cuts are forcing CAS to evolve quickly, doing less of some things it did in the past, especially in programs and departments where the various revenues do not cover the program's or department's costs for all the faculty and program-specific staff. Unfortunately, with its modest state appropriations, CAS likely cannot sustain the BFA in its current form. To be sustainable in the long-run with less state appropriations, the faculty in the Art Department must revise this program. UAA's program review process gives the following examples of areas for revision:

- *faculty or staff workloads and assignments,*
- *curriculum,*
- *program delivery,*
- *student success initiatives,*
- *outreach and/or partnerships with the community or industry, program promotion and*
- *marketing, and facilities.*

All of these options could be on the table, however, four are most pressing. First, in terms of curriculum, the number of concentration areas should be reduced. With seven concentrations (Ceramics, Drawing, Illustration, Painting, Photography, Printmaking and Sculpture), there might be more concentrations than sustainable for the number of students we serve. Second, the number of studio sections offered each semester should be reduced where possible. Given that studio-based courses must be limited in size, the tuition from the small number of students rarely covers the instructional costs, meaning that most studio courses lose money. The only place this might work is with Ceramics where we offer multiple sections of some classes each semester and each year, and where instructional costs are higher than some other concentrations. Third, given UAA's budget problems, the Art Department must assume that CAS will have no funds to operate the Kimura Gallery. As such, the Department must develop a plan for that gallery that does not involve state appropriations through CAS. Finally, given UAA's budget problems, the program must conduct an objective cost-benefit analysis of having accreditation with the National Association of Schools of Art and Design (NASAD). Although NASAD accreditation is a point of pride, it is not required. As such, faculty should fairly address the following questions:

1. What are the various costs and obligations that come from NASAD accreditation?
 - a. How does that accreditation impact what the Art Department must do in terms of courses, faculty hiring, facilities, equipment, etc.?
 - b. How does it impact the duties faculty and staff must do to apply and retain accreditation?
2. What are the various benefits of having NASAD accreditation?
 - a. Among UAA's peer institutions with NASAD accreditation, what benefits do those institutions and its graduates gain?
 - b. In what ways are non-accredited institutions no different than NASAD-accredited ones?

The program should report on its progress by Spring 2021.

Submission date: 2/10/2020

Program/s in this review: Art BFA

Specialized accrediting agency (if applicable): National Association of Schools of Art and Design (NASAD)

Campuses where the program is delivered: Anchorage

Members of the program review committee:

- Garry Meador, Chair & Associate Professor, ANC
- Herminia Din, Professor, ANC
- Steve Godfrey, Professor, ANC

1. Centrality of Program Mission and Supporting Role (700 words or less)

According to NASAD, BFA is a professional degree that focuses on intensive work in the visual arts supported by a program of general studies. Our BFA program encourages students to concentrate their efforts in the studio arts. Admission is required and selective. BFA students are expected to devote a large measure of time to studio work as they plan for a professional life in art. Many of our BFA students were accepted and graduated from prestigious MFA programs nationally and internationally.

A major IBM survey of more than 1,500 Chief Executive Officers from 60 countries and 33 industries worldwide, chief executives believe that—more than rigor, management discipline, integrity or even vision—successfully navigating an increasing complex world will require creativity (IBM Newsroom 2010-05-18).

According to data published by the Bureau of Economic Analysis and the National Endowment for the Arts, Alaska's gross state product has contracted for the past two years, while the economic impact of the state's creative industries has increased. The arts and culture contribute \$1.4 billion to the state's bottom line." – National Assembly of States Arts Agencies, July 12, 2019.

Our recent re-accreditation by National Association of Schools of Arts & Design (NASAD) makes us the only nationally accredited art program in the state of Alaska. NASAD's stringent review of curriculum, facilities, faculty qualifications, and student research has also accredited similar prestigious programs at Rhode Island School of Design, Parsons School of Design, California Institute of the Arts, Syracuse University, and the Pratt Institute. Students who obtain a degree from a NASAD accredited institution are well positioned for future professional employment in any creative-thinking field (visual art, design, tourism, marketing, business, tech-development, administration, etc.).

The Department of Art plays an important role in the UAA Mission & Core themes of Research, Scholarship and Creative Activity. Our students are consistent finalists in UAA Student Showcase with nine presenters last Spring. In addition, a total of 27 art students were awarded UAA Undergraduate Research Grants and our students have received this grant every year during the period under review (2014-2019). Art courses are in demand across UAA with lower division classes populated by 63% non-art majors and our total course offerings populated by 56% non-art majors.

To enhance our teaching resources, the Department of Art has established a number of connections to external assets that have contributed to the success of our students including internships at the Anchorage Museum at Rasmuson Center, service teaching and learning at the Boys and Girls Club of Alaska, YWCA, Cook Inlet Housing Authority, and the Anchorage School District; visits to the collections at the Alaska Heritage Museum at Wells-Fargo, Alaska Native Medical Center, Anchorage Museum; and exhibition opportunities at the International Gallery of Contemporary Art, Anchorage re:Made, and many other local galleries, and art revenues.

Outside of Alaska, the Department of Art has collaborated with the Arctic Sustainable Arts and Design Thematic Network (ASAD) administered by the University of the Arctic based in Finland. In 2015, ASAD held its yearly

conference/symposium at UAA which included exhibitions, panel discussions and presentations. National arts organizations such as Anderson Ranch Center for the Arts, Peters Valley Center for the Crafts and Red Lodge Clay Center have provided internship and workshop opportunities for our students.

The Department of Art is supported by tuition and class fees with a tuition vs. instructor pay of \$1,787,009 and administers 13 student scholarships from endowed and donor funds each year.

UAA alumni from the Fine Arts BA and BFA programs have recently gained employment in the following areas: Curator for the Anchorage 1% for Art program, Art Director for Yuit Communications, Graphic Designer at Southcentral Foundation, Program Officers and Fellows at the Rasmuson Foundation, Direct Support Professional at Sparc, and owners of small business related to art. Our graduates continue to populate the artistic landscape throughout Alaska and beyond with regular professional exhibitions, publications, and artist residencies. Many of our graduates have also gone on to further their academic careers through post-baccalaureate, graduate, and internship placements nationally and internationally. Examples of student success can be found on the Department Website.

2. Program Demand (including service to other programs), Efficiency, and Productivity (7 year trend; 1400 words or less)

Data in Question #2 is specific for BFA in Degree Awards, Cost per Degree(CPD) and Majors. The remaining tables do not differentiate between courses for the BA vs. BFA.

Data Point	
Seven year degree and/or certificate awards trend	BFA is highly selective with a stringent application process. Except for 2013 and 2016, BFA has been consistent with 6-7 awards per year.
Credits Per Degree (Average Credits Earned)	The CPD for BA and BFA are within one percentage point of each other. Conditions that affect BA are the same for BFA.
Seven year majors or program enrollment trend	BFA Majors include Pre-BFA and are consistently in the 60's with an average of 65. 10% of these students will eventually be accepted into BFA.
Course pass rates	Pass rates increased 6.4% overall compare to 4.2% for CAS. Pass rates increased 5.3% in the lower levels compared to 4.8% for CAS. The biggest difference in pass rates between Art and CAS occurred in the upper levels. Art had an increase of 10.5% from 82.8% to 91.5% compared to 4.2% increase for CAS. The increase for Art includes BFA, which has a 100% pass rate and the upper levels include a majority of studio courses that require multiple prerequisites and extensive experience with equipment. The D, F, and Withdrawal rates also reflect this with 2.8% in 2019 compared to 8.3% for CAS.
Internal demand	Overall, 56% of art enrollments are out of major with 63% out of major in the lower levels. The upper levels are 68% in major compared to 69.8% in major for CAS. The out of major demand for Art can be attributed to the Art's visibility on campus. Student work can be seen in the Hugh McPeck Gallery at the Student Union, Arc Gallery next to the library and the Kimura Gallery BFA exhibitions. Many students outside the Art Department attend these shows. All art studio classes display student work in the hallways of the Art Department and it is not uncommon to see students leaving lecture classes stopping to view and talk about the hallway art.

Seven year Student Credit Hour (SCH) production trend	SCH production decreased 21% for Art BA compared to a 33% drop for CAS. Again, part of the decrease in SCH can be attributed to a decrease in Alaska's population. The primary reason for the decrease in SCH is the cancelling of classes due to budget restraints. Each area of the Art Department had to cancel one of their courses. In 2014 we had 16 adjuncts teaching 30 classes. The Fall 2019 schedule had two adjuncts teaching 2 classes. Adjuncts are an integral part of our program especially in Foundations, Drawing, Graphic Design/Illustration and Art Appreciation/Art History. Most of those classes taught by adjuncts were consistently full. The downward trend for SCH is not a result of student apathy but a consequence of conditions beyond the control of the Art Department.
SCH/FTEF	Art SCH/FTEF increased 9.3% compared to a decrease of 4.2% for CAS. SCH/FTEF for studio courses are consistent due to class size discussed later. The increase can be attributed to A160 Art Appreciation, which increased capacity from 50 to 70 students and A261 & A262 History of Western Art, which increased from 50 to 60 students.
Enrollment/Full Time Equivalent Faculty (FTEF)	Art FTEF/Enrollment increased 10.4% compared to decrease of 1.4% for CAS. The primary reason for the increase is the reduction of adjunct faculty. Second would be the increase in caps mentioned above.
FTES/FTEF	Art FTES/FTEF increased 10.2% compared to a decrease of 2.3% for CAS. See above.
Class Size (Average Class Size)	Class size for Art increased 12.8% compared to a decrease of 2.1% for CAS. Class size for Art in 2019 was 15.9 and 23.2 for CAS. Most Art classes are in studios with capacities determined by fire code and NASAD. The CAS class size in 2019 would be over capacity for all Art studios. The increase can be attributed to the increase in caps for A160, A261 & A262.
Cost/SCH	Cost/SCH for Art increased 4.3% compared to 14.7% for CAS. The Art Department has experienced a turnover in faculty with non-tenure faculty teaching in Painting, Sculpture and Art History. Another contributing factor is the reliance on adjunct faculty discussed above in SCH Production Trend.
Tuition Revenue/SCH	The percentage increase for both CAS and Art is also almost exactly the same. The Tuition/SCH for Art in 2019 was 221.8 compared to 221.9 for CAS.
External demand	<p>The UA System <i>Career Coach</i> list a variety of art professions including Art Director, Post Secondary Art Teachers, Curators, Commercial Designers, Graphic Designers, Museum Tech's and Set/Exhibit Designers. Art students are employed in all of these positions. For details see Question #3 under Student Success and Student Accomplishments.</p> <p>Between 2013 and 2017, 63 students had a 2nd enroll out of 117 students (54%). In 2017, 21 out of 22 students had a 2nd enroll. Between 2013 and 2016, 25% of the 2nd enroll earned a post award. It should be pointed out that art students graduating from UAA are prepared to begin a career as practicing artists, which does not require a post graduate degree.</p>

The Department of Art is supported by tuition and class fees with a tuition vs. instructor pay of \$1,787,009.

3 Program Quality, Improvement and Student Success (1500 words or less)

- Specialized accreditation process and status (BA and BFA)

The Department of Art is an accredited member of the National Association of Schools of Art and Design. In March of 2017, the Department of Art submitted a Self Study to NASAD as a part of the process of renewing our accreditation. In November of 2017, the Commission gave us a one year extension of our accreditation as we addressed curricular and facility issues. During that time, the faculty revised curriculum and our website in order to insure consistency. CAS and the Department of Art worked to rectify the safety issues that were pointed out by the commission. In November of 2018, the commission reaccredited our institution with our next review to occur in 2027. Currently, we are the only accredited Art Department in the state of Alaska.

- **Currency of Curriculum (BA and BFA)**

As of the fall of 2019, the faculty have almost completed an update of all curriculum currently being used. Updates reflect relevant trends in our respective fields, faculty research and the needs of current students.

- **Innovative Program Design (BFA)**

- BFA majors receive two years of intensive mentorship by all faculty. Further guidance by the chair of the BFA Committee insures student success. . This program has been pioneering high impact teaching practices for at least 20 years in the areas of Teaching Communities, Collaborative Projects and focused mentorship
- The Introduction to Art Education (A203) class encourages outreach to the community and service learning.
- Senior Seminar (A491) class teaches professional practices such as grant writing, documentation of personal work, website development, community outreach projects, etc.
- BFA majors write a thesis and create work for a thesis exhibition which involves exhibition planning, poster and invitation layout and design, and collaboration with colleagues.
- Student work is consistently on display in the Hugh McPeck Gallery, Fine Arts hallways, and the gallery outside the sculpture studio.

- **Innovative Program Design (BA)**

- The Introduction to Art Education (A203) class encourages outreach to the community and service learning.
- Senior Seminar (A491) class teaches professional practices such as grant writing, documentation of personal work, website development, community outreach projects, etc.

- **Availability and Indications of Quality of Distance Offerings**

- Currently, the Department offers the following classes as distance education.
 - A160 Art Appreciation
 - A261History of Western Art I
 - A262History of Western Art II
- Full time Department of Art faculty develop the curriculum and monitor quality of delivery through outcome assessment and IDEA teaching evaluations.

- **Program Student Learning Outcome Assessment: Describe your key findings, actions taken to improve student learning, and evidence that these actions are working.**

The Department of Art has adapted its Academic Assessment Plan in August of 2018 (v1.5) to assess all three programs: Bachelor of Arts, Art (BA), Bachelor of Fine Arts, Art (BFA), and GER (Tier 2, Tier 3). We assessed **all 4 Measures** during academic year and **6 courses** (3 per semester) were assessed to each Measure during the academic year of 2018-2019.

Measure 1A: Produce reflective assignments/ response papers relating a knowledge and understanding of the historical and cultural contexts and the ability to interpret different systems of aesthetic representation.

- ART A160 Art Appreciation (Fall 2018)
- ART A261 History of Western Art I (Fall 2018)
- ART A262 History of Western Art II (Spring 2019)

Measure 1B: Produce a professional art portfolio that demonstrates (1) effective application of techniques, composition, and materials to express ideas through a variety of media, and (2) ability to integrate knowledge and employ professional skills needed to be a practicing artist.

- ART A491 Senior Seminar (Fall 2018)

Measure 2: Produce a research project illustrating the skills necessary to produce a competently research project demonstrates (1) an understanding of the multiple ways in which creative thinking may be applied to a variety of intellectual, social, and professional circumstances, and (2) critical thinking, writing, and research skills in the discovery of original approaches to creative problem solving.

- ART A492 History of Craft (equivalent to one 300 Level Art History Course) (Fall 2018)

Measure 3: Develop a thesis proposal and execute it in the BFA Thesis Exhibition that demonstrates mastery of techniques, composition, and the use of materials to express ideas in a cohesive body of work.

- ART A499 BFA Thesis Exhibit (Spring 2019)

Our findings indicate that we have been doing an effective job in teaching all courses in BA, BFA, and GER program to meet student learning outcomes through course delivery. The average mean has been in the A- range consistently and reflects the personal advising and mentoring that students receive from the faculty. This mode of assessing our students has proven to be effective and we will continue to use these criteria for evaluating all our students. The most challenging aspect of the assessment process is time and effort required by collecting data, analyzing data, and drafting an annual report. There was a total of 4 primary art faculty involved in the assessment process.

- **How well the program is doing in Student Success and what the program is doing to facilitate it.**

Student engagement in high impact practices featured by the program such as service learning, research experiences or scholarly collaboration with faculty members, common intellectual experiences, internships, practicum or clinical experiences, field courses, study abroad, capstone experiences, etc.

- Students gain teaching experience conducting workshops at YWCA and the Anchorage Museum.
- The Ceramic Area conducts service-based projects such as making 150 bowls to support the Kids Kupboard fundraising auction, an organization in Wasilla that helps feed at risk youth.
- Several students have been accepted as interns at the Anchorage Museum in which they are trained in object-based teaching, conduct classes and tours for K-12 audiences as well as develop educational and outreach materials and provide overall support to education and outreach programming.
- Students, while matriculating, have secured jobs as graphic designers for UAA Student Activities and the Planetarium, apprenticed with local potters, exhibited work at local galleries such as the International Gallery of Contemporary Art and the Anchorage Museum.
- The Smithsonian Arctic Studies Center, based at the Anchorage Museum at The Rasmuson Center, cares for many thousands of items that represent the cultural heritage of Alaska's diverse Native peoples, including clothing, tools, basketry, carvings and ceremonial art. In addition to exhibitions and field studies, the Alaska Office of the Arctic Studies Center works with the University of Alaska Anchorage Native Arts Area and with Alaskan museums and cultural centers to offer lectures, workshops and courses in cultural studies in which UAA students receive scholarships to attend.
- Clay Club and Photography Club present workshops in which international known artists come to UAA campus to lecture, demonstrate techniques and engage in dialogue with students thus enhancing student learning.
- UAA Clay Club has conducted a study abroad trip to New York City in 2018 and is planning and trip to Europe in 2020.
- Students enrolled in sculpture and ceramics engage in collaborative projects such as iron pours, kiln building and kiln firings.
- The Art History Area has an internship program in which a student assists the Director of the Kimura Gallery in planning and installing exhibitions. The internship concludes with the student curating an exhibition at the Arc Gallery in the library.

- Our academic advisor works closely with the BFA committee chair and faculty to ensure student success and improved graduation rates.
- **Student Accomplishments (Examples)**
 - Accepted into the National Council on the Education for Ceramic Arts “Undergraduate Student Exhibition”.
 - Design Internship at Jenggala Ceramics, Bali, Indonesia.
 - At least 27 Undergraduate Student Research Awards from 2014 - 2019 and consistent finalists in Student Showcase with nine presenters in the spring of 2019.
 - Recipient of multiple Education Internships at the Anchorage Museum.
 - Attended workshop at Anderson Ranch Art Center with internationally known artists. Funded by Anderson Ranch and Student Clay Club.
 - Graduate Student at University of Denver Architecture Program.
 - Graphic Designer for Alaska Native Tribal Health Consortium.
 - Program Fellow, Rasmuson Foundation
 - Art Director, Yuit Communications
 - Graduate Students at multiple Universities such as Ohio University, Alfred University, Rochester Institute of Technology, University of Denver Architecture Program, Tufts, SUNY New Paltz, West Virginia State University, University of Montana, Institute of American Indian Art and Edinburgh College of Art, Scotland.

4 Program Duplication / Distinctiveness (300 words or less)

Currently, the University of Alaska Fairbanks has an Art Department that offers A BA, BFA and an MFA in art with various areas of concentration. MatSu and Kenai have Art Departments that offer face to face and online classes but do not offer degrees. We believe that the duplication of a program in Fairbanks is necessary as there is large enough community with unique demographics that can support its respective art program. Moving forward, we believe that the communication between departments (especially the community campuses) needs to be improved so that there can be discussions regarding reducing repetitive and under enrolled online offerings and streamlining course offerings within the UA system.

Many years ago, the Department of Art and JPC worked together to develop a Graphic Design Degree which incorporated courses from both programs. A Term Instructor was hired to teach design courses in both departments. This degree was a brilliant idea as

- graphic design is in high demand amongst art students.
- there is a need for well trained designers in Alaska and beyond.

Unfortunately, that teaching position did not work out. In 2014, The Department of Art attempted to hire a professor in communication design which the candidate would teach both graphic design and illustration. This search was cancelled due to the onset of a budget crisis.

Currently, JPC offers the following courses which do share some curricular ideas with the following Department of Art classes:

JPC	Department of Art
JPC A345 Web Design	ART A252 Graphic Design
JPC A213 Digital Imaging	ART A257 Computer Art

We believe that a comprehensive graphic design degree should be considered as it has a high rate of job placement at similar institutions and it would be a beneficial collaboration between two UAA programs.

5 Summary Analysis (500 words or less)

The Department of Art has clearly outlined its success in embodying UAA's Mission & Core Themes. The BFA program offers an experience of intensive mentorship in which students develop problem solving skills and methods to express their diverse perspectives while also preparing to enter the workforce. Since 2014, at least 27 Fine Arts students have received Undergraduate Research Grants while others have placed as finalists in Student Showcase. BFA students complete their degree requirements by writing a thesis and completing a body of work to be exhibited in the Kimura Gallery. For art students, this will be the first time exhibiting in a gallery and a UAA experience they will never forget.

The Fine Arts curriculum, facilities, faculty qualifications, and student research has been thoroughly reviewed by the National Association of Schools of Art & Design (NASAD) and resulted in the renewal of our accreditation for the next 10 years. The UAA Department of Art is the only NASAD accredited program in Alaska.

The Kimura Gallery and Arc Gallery has consistently exhibited the work of local, national, and international artists that presents global and cultural issues such as political injustice, LGBTQ topics, indigenous perspectives, and the realities of armed conflict. This programming is unique to Alaska. It is used as a teaching tool in lecture and studio classes and provides the challenging content needed to diversify the thinking of students enrolled in a professional program.

Moving forward, we are working on improving our relationship with community campuses, especially concerning curriculum. We are also working to offer more courses online, especially lecture and Foundation classes.

A BFA alumni who is working towards his PhD in Computer Science at the School of Engineering at Tufts University recently said this about the UAA Bachelor of Fine Arts program.

"At every conference I go to, I'm asked how I came to study computer science. Invariably I tell people that I received my BFA in drawing from the University of Alaska Anchorage and that my interest in computer science was an extension of my thesis work at UAA. The BFA program at UAA gave me a marked advantage over my peers in graduate school. I am better able to perform the creative problem solving that is necessary to perform research at a Tier I research institution. I am able to tackle research problems which seem difficult or impossible to others. I attribute this to my time at UAA where the BFA program taught us to envision what we wanted to create and then to achieve it. I attribute the majority of my success in graduate school to the skills developed at UAA. I have met many faculty members at MIT, Harvard, Tufts and other institutions. Few of them I felt were as good as the members of the faculty I interacted with at UAA. When people tell me that I'm special or gifted, I tell them 'That's because I have a Fine Arts degree from UAA.'"