

UNIVERSITY OF WINDSOR
UNIVERSITY PROGRAM REVIEW (UPR)
FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN: SCHOOL OF CREATIVE ARTS
UNDERGRADUATE AND GRADUATE PROGRAMS
January 2022

Executive Summary of Cyclical Program Review of the School of Creative Arts (SoCA) Programs

In accordance with the University's Institutional Quality Assurance Process (IQAP), the School of Creative Arts 2016-2017 Self-Study, submitted to the Office of Quality Assurance on January 25, 2021, included: 1) descriptions and an analysis of the programs, their learning outcomes, curriculum structure, and student experience; 2) information on enrolments as well as financial, physical and human resources; and 3) the program data including the standard data package provided by the Office of Quality Assurance. Appended to the Self-Study were faculty member CVs, the Leddy Library report, course descriptions and syllabi, handbooks for the various programs, and prior cyclical program review reports for Visual Arts and Music.

The School of Creative Arts programs were reviewed by Dr. Susan Shantz, Department of Art and Art History, University of Saskatchewan; Dr. T. Patrick Carrabr , School of Music, University of British Columbia; and Dr. Terry Sefton, Faculty of Education, University of Windsor. In addition to reviewing the Self-Study, the Review Team conducted a two-day virtual site visit on May 3-4, 2021, which in addition to a virtual walk-through tour of the facilities and website, included meetings with faculty and students from all programs; support staff; the Acting Director of SoCA; the Undergraduate and Graduate Program Chairs; the Dean of the Faculty of Arts, Humanities, and Social Sciences; and the Dean of Graduate Studies and Office of Quality Assurance.

The Review Team began their report (June 2021) with a disclaimer that the period under review was 2011-2017, providing context that the delay was due to a number of factors, including the move to the new downtown facilities (2017-2018), continuous leadership changes and most recently, the onset of the pandemic. Focusing on the programs as at 2017, the Review Team noted that the graduate and undergraduate programs are consistent with the University of Windsor's mission statement, and that for the most part, they have clearly outlined and appropriate program learning outcomes. The reviewers did note that some programs had the same learning outcomes and that learning outcomes were not provided for all programs; they confirmed that the School needs to provide distinct learning outcomes for each stand-alone, combined or concurrent program. Admission and program requirements, as well as teaching and assessment methods for the visual arts, film and music programs, were deemed appropriate and effective in meeting the stated program-level learning outcomes. Nevertheless, the School is encouraged to reconsider a portfolio requirement for admission to the undergraduate BFA program, as well as to review undergraduate curricula with a view to adding greater interdisciplinarity and increasing course flexibility within and across the undergraduate programs. The latter would apply particularly in the BMus programs, and would serve (i) to ensure that the curricula continue to reflect the current state of the discipline and (ii) to enhance student recruitment and retention.

The Review Team was impressed with the graduate programs and the Visual Arts and the Built Environment (VABE) program with the University of Detroit Mercy, noting that these herald good, strong opportunities for growth if appropriately supported. The School is comprised of dedicated faculty members engaged in serious scholarly and creative activities, and benefits from committed and efficient support staff. The Review Team noted the varied opportunities for undergraduate and graduate students to exhibit or present their work, and to collaborate with faculty members or community organizations. Overall, the Review Team found that undergraduate and graduate programs met the evaluation criteria in the IQAP.

The Acting Director of SoCA and Dean of the Faculty of Arts, Humanities, and Social Sciences submitted their responses to the External Reviewers' Report (November 2021), addressing the recommendations, identifying follow-up actions, and providing clarification or corrections, as appropriate. The Senate Program Development Committee (PDC) Final Assessment Report and Implementation Plan (January 2022) considered all the above documentation. The Executive Summary and Implementation Plan, along with any response from the area on the final recommendations, were submitted to Senate in February 2022.

Final Recommendations and Implementation Plan (in priority order)

Final recommendations were arrived at by the Program Development Committee, following a review and assessment of the External Reviewers report, the response from the School of Creative Arts, and the Dean's response.

Recommendation 1: That the School:

- a) create a combined Mission Statement for SoCA that includes Film (there are currently separate Mission Statements for Visual Art and Music only), consistent with the new institutional strategic plan; and
- b) discuss and determine whether the Standards for Tenure and Promotion document sufficiently addresses expectations for faculty in VABE and Film in the combined SoCA unit (emphasis seems to be on VA and Music).

Agents: Director of SoCA, School Council, Dean of the Faculty

Completion by: Fall 2023

Recommendation 2: That the School undertake a curriculum review and mapping exercise of its programs, including:

- a) clarifying learning outcomes, for each undergraduate degree program, that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate". (NOTE that some of these have been completed in the Self-Study document but a few overlap and could be clarified ie. MACS Honours lists the same learning outcomes as the BA General) [*Learning outcomes for the MFA in Visual Arts have been submitted and are appended.*]
- b) determining the need for each degree program or stream and whether some might be eliminated, clarified or combined to emphasize the unique interdisciplinary opportunities of SoCA, provide more pathways to completion (flexible requirements), and address low enrolments in certain degrees (e.g., MACS, Music)
- c) considering the establishment of a required first-year interdisciplinary course that would be required of all SoCA students, and which would introduce the incoming cohort to the varied disciplines in SoCA as well as to writing and research skills unique to the SoCA disciplines.
- d) considering the introduction of courses or workshops to enhance undergraduate skills in writing (possibly in collaboration with Leddy Library staff)
- e) creating a capstone course, available to all SoCA students, that would encourage interdisciplinary projects.
- f) reporting on the impact of initiatives to increase retention rates between first-year and second-year in the Visual Arts programs.
- g) considering whether the re-introduction of a portfolio review for entry or progression through the BFA degree program would be useful.
- h) reconsidering the core Music curriculum, by reducing the music theory and history sequence to two semesters each and allowing students more opportunity to develop higher-level skills through thematic electives (moving away from period- and genre-based courses, embracing content beyond the western classical tradition).
- i) providing an update on the successful maintenance of the changes relating to the BFA Film Production.

Agents: Director of SoCA, Dean of the Faculty, School Council, Centre for Teaching and Learning

Completion by: Fall 2025 (or next Self-Study report, whichever comes first)

Recommendation 3: That SoCA submit a request to the Dean to resource technical staff positions in a) Printmaking (so this facility can become operative in the new building) and b) IT support (so this position can fully support SoCA and not be split with an unreasonable workload to serve other downtown campus units).

Agents: Director of SoCA, Dean of the Faculty

Completion by: Fall 2025 (or next Self-Study report, whichever comes first)

Recommendation 4: That there be ongoing dialogue between SoCA faculty and Director to ensure that a) teaching, research and services responsibilities/roles are clear, especially with respect to teaching and the differential contact hours in some studio and individual music lesson courses (in doing so, MUSCAN-applied teaching loads should be reviewed and considered) and b) that the SoCA administrative flow chart adequately reflect current and future practices to best support workflow and the administrative needs of SoCA.

Agents: Director of SoCA, Dean of the Faculty

Completion by: Fall 2023

Recommendation 5: That the Director of SoCA, working with faculty members and the University of Windsor, plan a celebratory Open House/official opening of the downtown facility.

Agents: Director of SoCA, School Council, Dean of the Faculty

Completion by: Fall 2023 (or once pandemic has ended)

Recommendation 6: That the Director of the School serve as the representative of the University of Windsor at meetings of the Canadian Association of Fine Arts Deans, in place of the Dean of FAHSS, as well as at meetings of the Canadian University Music Society, thus providing an opportunity to discuss issues of common interest to Fine and Performing Arts programs such as decolonization and curriculum development, best hiring practices, and discipline specific software licensing.

Agents: Director of SoCA, Dean of the Faculty

Completion by: Winter 2022

Appendix – New: Learning Outcomes for MFA in Visual Arts

MFA in Visual Arts

Program Learning Outcomes:

Program Learning Outcomes (Degree Level Expectations) <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
<p>Understand the role of research, technique and concept and be able to organize and articulate conclusions to their studio art projects; Recognize contemporary concepts and issues in art and be able to articulate them; Gain a clear understanding of the art historical and social dimensions of art practice (contemporary and historic); understand that our view of the past is shaped by the present.</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge</p>
<p>Demonstrate the ability to research technical and conceptual concerns in creative activity and produce studio work that incorporates these concerns. Demonstrate analytical problem solving, critical thinking and proficiency in the practical aspects of skillful studio art production.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge</p>
<p>Understand that the creative process is mobilized through a synthesis of the intuitive and the analytical. Identify and produce a coherent body of studio work. Understand that cultural history is embedded within a complex mix of social, political and technological histories.</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge</p>
<p>Utilize written and verbal skills that demonstrate the ability to describe and evaluate visual experience. Produce skillfully constructed art projects that incorporate structural components (sculpture/painting).</p>	<p>D. literacy and numeracy skills</p>	<p>4.Communication Skills 5. Awareness of Limits of Knowledge</p>
<p>Understand creative practice as a method of research and learning that integrates ethical issues, integrity and personal responsibility.</p>	<p>E. responsible behaviour to self, others and society</p>	<p>5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity</p>
<p>Ability to realize a coherent body of studio work in more than one studio area. Understand that a coherent body of work has the ability to communicate to an audience. Recognize the relationship between their own voice and the voice of others in relation to studio art practice and/or art historical visual culture.</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>Research and be able to demonstrate that in written assignments and class presentations understand and demonstrate the contexts of their particular art practice.</p>		
<p>Understand the role of artists in contemporary culture. Capacity for flexibility, versatility, risk taking and experimentation. Understand their personal artistic direction work collaboratively on research projects and in the production of studio art projects.</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>Demonstrate competence in producing a coherent body of work in more than one studio art area. Understand and apply how visual communication and studio art practice is culturally, politically, historically and economically bound.</p>	<p>H. creativity and aesthetic appreciation</p>	<p>2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity</p>
<p>Value the importance of continuing ongoing research in critical and conceptual thought that is required to keep art practice relevant.</p>	<p>I. the ability and desire for continuous learning</p>	<p>6. Autonomy and Professional Capacity</p>