

Board of Regents Advisory Committee for the Fine and Applied Arts

Minutes for the meeting of 31 March 06

The Regents' Advisory Committee on the Fine and Applied Arts met on Friday, March 31, 2006. Those signing the attendance roster were:

Lee Barrow, North Georgia College & State University;
Peggy Blood, Savannah State University (2006 chair-elect);
Bobby Dickey, Fort Valley State University; John C. Gaston,
Valdosta State University; John DiMino, Darton College;
Richard Greene, Georgia College & State University (2006 chair);
Thom Harrison, Macon State College; Donna Hatcher, ABAC;
Kevin Hibbard, State University of West Georgia;
Jeff Lemieux, Coastal Georgia Community College;
Laurie Robinson, Georgia Southwestern State University;
Lori Seward, South Georgia College; and
Clay Shotwell, Augusta State University.

Guest: Dr. Bettie Horne, Interim Associate Vice Chancellor for Faculty Affairs

Chairman Greene called the meeting to order at 10:00 a. m. Members were introduced from each institution. The minutes of the previous year's meeting were distributed and approved. Motion to approve minutes was made by Tom Harrison.

Dr. Bettie Horne, Interim Associate Vice Chancellor for Faculty Affairs, reported from the office of the Regents on: the availability of the BOR office to help institutions with their goals; the appointment of new Chancellor Erroll B. Davis Jr., stating that his vision for the system has not been stated since he is waiting to ascertain goals of the individual institutions; Chancellor Davis is in the process of visiting system's institutions to meet faculty and staff and to learn about each institution's challenges and strengths. Dr. Horne indicated that he has recommended people read one of his favorite books, *Managing by Six Sigma* by Forrest W. Breyfogle, to better understand his managing philosophy.

Discussions on Learning Outcomes for the Arts in the Core and means of assessing them:

It was found that the committee had developed the requested list of outcomes for the Core arts appreciation courses at the March 11, 2003 meeting. Copies of the minutes to that meeting were distributed by Thom Harrison, who presided over that meeting.

Dr. Greene said that he anticipates the next charge will include creating guidelines for assessment of the core classes.

Discussion on Advanced Placement scores:

- Members elaborated on advanced placement credits at USG institutions stating the inconsistencies among the system. Some members expressed concern that a score of 3 is being considered as adequate, debates followed regarding APA measure. Lee Barrows stated that the set of learning outcomes makes a difference whether an APA score of 3 or 4 is acceptable. Richard Greene asked if members were associated with APA. Peggy Blood stated she was a frequent reader for APA and would obtain a copy of their outcomes for Art History, Art Studio, and Music Theory.
- Richard Greene asked Dr. Horne: What happens to recommendations sent forward? Dr Horne stated that actions taken officially are presented to Academic Vice Presidents' advisory committee and acted upon.
- Concerns were expressed by Chairman Greene to Dr Horne that three motions were passed in the - 2005 meeting, and there needed to be some type of statement from the Chancellors' Office on the approved motions. Those motions were as follows:

Move that the following resolution be sent out to the full committee for vote in time to submit to the Board of Regents by their deadline: The committee suggests that a score of 3 or higher on the AP test for Art History is appropriate to satisfy credit in an Art Appreciation course.

Moved: Jeff LeMieux; seconded: John Gaston; passé unanimously.

It was noted that this motion does not preclude an institution using a higher score to satisfy credit in an Art History course.

Move that the following resolution be sent out to the full committee for vote in time to submit to the Board of Regents by their deadline: The committee suggests that a score of 3 or higher on the AP test for Art/Studio (Drawing or General Portfolio) is appropriate for one 3 credit hour foundations level course.

Moved by Clay Shotwell; seconded by Donna Hatcher; passed unanimously.

Move that the following resolution be sent out to the full committee for vote in time to submit to the Board of Regents by their deadline: The committee suggests that a score of 3 or higher on the AP test for Music Theory is appropriate to satisfy the entry level course in Music Theory, subject to

placement in the core music theory sequence as determined by the institution's placement testing.

Old Business:

Articulation of top 4 issues facing Fine and Applied Arts disciplines, and continued discussion of Learning Outcomes:

Top Four Issues facing Fine and Applied Arts

1) Budget concerns

It appears that funding formulas currently in place do not reflect the specific situation in the arts. This includes the need for specially designed, dedicated lab space and other appropriate spaces; special equipment; necessarily low student / faculty ratios and necessarily high contact hour / credit hour ratios. Until funding formulas, capital projects decisions, and other budget decisions factor in the special circumstances in the arts, we cannot provide the high quality education of which our faculty are capable, and which our students expect and deserve.

2) Workload

There are several factors that make Art, Music and Theater course delivery different from standard academic courses, including:

- ordering and maintaining equipment and supplies;
- carrying out extraordinary classroom and lab space maintenance;
- scheduling, coordinating and directing non-standard course activities;
- regular, intensive one-on-one mentoring and coaching.

Due to these factors, we recommend that the non-standard teaching load be evaluated according to a discipline-specific model that takes into account actual contact hours, as well as the additional duties such positions require to deliver professional level instruction. While workload formulas are developed by individual institutions, system-wide guidelines would help institutions create supportive and effective policies that fit each particular mission and environment.

3) Evaluation

Yearly evaluation of faculty is rooted in the effort to improve faculty efforts in teaching, academic/professional achievement and service. However, in the arts particularly the lines between these areas of work are blurred; and further, the value of the arts to an individual institution's public relations and advancement efforts can easily overshadow the teaching mission of the arts department. Service, therefore, often occupies a higher percentage of a faculty artist's time and effort; and impacts the education of students to a much higher degree in the arts than in other disciplines. It is possible in the arts to incorporate service work into teaching and professional work; however,

faculty sometimes feel forced to do work outside their strength to address the evaluation process rather than focus on the teaching and professional work they are hired to do. A consistent, system-wide approach to the evaluation of arts faculty, including creative work/performance, which recognizes the particular relationship among teaching, achievement and service, will increase the value of the arts disciplines for the institution, and improve the effectiveness and productivity of the faculty.

4) Restrictions in Degree Program Hours

The current limits on credit hours do not allow specialized programs in the arts, and especially in art education and music education, to provide the full curriculum recommended by arts accrediting agencies, and which is necessary to support our students' preparation for professional careers. In some cases, we are granting fewer credit hours than non-system institutions do for courses that are foundational simply because the number of classroom/contact hours and preparation time for a class far exceed the number of credit hours we can afford to offer within our current limits. In other cases we are forced to combine content from several courses into one course because the current limits won't allow us to require more courses. This puts an extreme burden on students who must work extra hours in these courses, and the result is often a less effective learning experience. In arts education the problem is exacerbated by the state's practice of comprehensive certification, requiring students to become proficient in several areas of expertise and on all levels of education, within a credit hour

General Statements and concerns regarding these four areas:

- Re area 2 (workload): Members expressed concern that Fine Arts faculty course loads extend beyond regular faculty loads. It was recommended that the FAAC make a recommendation to the Chancellor to look into appropriate course loads for Fine Arts faculty.

~~Regarding workload:~~ Pricilla Hollingsworth stated... NASA recommends that three studio courses are a load, and that Augusta State University has adopted this policy...committee needs to study other institutions' policy on this issue.

- Re area 3 (evaluation): John C. Gaston...Valdosta will be looking at expectations of all evaluation areas (Teaching, Scholarship, Service)...considering professional expectations in the field, has become a challenge in the college.

Bobby Dickey... evaluation process for fine arts is a problem... Administration does not seem to understand skill sets under the MFA degree. SACS does not distinguished skill sets only general discipline.

- Members continued to express concerns regarding BOR charges: work we have done and recommendations sent forward over the past few years have not been acknowledged or responded to. For instance: Area “F” has not been replaced with recommendations by the committee.
- Dr Horne said she would work with the Chancellor’s Office to improve communication between them and the committee, and that she would provide regular updates to the committee chair about activities in the Chancellor’s Office.
- Re area 4 (degree program hours): A motion was placed by Lee Barrow and seconded by Bobby Dickey to make a recommendation with the rationale:

Current limits on the number of hours allowed in certain areas impede our efforts to provide our students with the knowledge and tools necessary for success. For example, the 18-hour limit in area “F” (for Visual Arts) makes it virtually impossible for two-year schools to provide the necessary foundation for transfer to upper division. Also, restrictions on the total number of hours allowed for bachelor’s degrees make it extremely difficult to provide majors in highly specialized degrees such as music education and art education, all of the skills and knowledge necessary for success in passing certification tests and - entry – level jobs in our public schools

Regarding next year’s committee work: Dr. Greene said that he anticipates the next charge will be assessments for core classes, and suggested we send to Dr. Blood assessments of each Fine Arts programs - to collate for the next meeting.

Election of Chair-elect: Nominations for chair-elect for 06-07 were solicited from the members present, and Bobby Dickey, Fort Valley State University was nominated and elected.

Next meeting: March 30, 2007

Motion -to adjourn by Donna Hatcher...and seconded by Pricilla Hollingsworth

Meeting adjourned at 2:00pm

Respectfully submitted by Peggy Blood, Savannah State University, chair-elect.