

Context

Reports of arts being taught over five years has been steadily declining (from 66% to 54% by 2011).

All divisions, except sciences have been affected by a decline in regular faculty hires over the last 10 years. We are speculating that the decline in regular faculty hires might have influenced the decline of art.

Exploring the prevalence of introductory level arts in the curriculum and the apparent lack of intermediate/advanced learning in the curriculum

A comparison of data on advanced curriculum available through programs in natural/physical sciences and arts (see [Trends in Level of Instruction 2006-11](#)) showed a higher incidence of advanced work opportunities for science within programs compared to art. We hypothesize that advanced opportunities in art are lower in programs, because that need is met through independent studies.

Independent Learning Contracts (ILC)

ILCs have been designed in the Expressive Arts as a primary way of getting at “Intermediate” and “Advanced” learning. They are considered upper-division curriculum by EA faculty – Senior Thesis is a competitive award students apply to, and are glorified ILCs – they don’t show up on the End-of- Program Review surveys.

“Art” contracts can be and are sponsored by non-art faculty, yet report covering art. These contracts may be conducted in response to a perceived lack of programs by the student, and supported by faculty who feel confident to evaluate artistic work.

Advanced natural/physical science programs match student demand for upper division science credits with programming that provides those credits, explaining why advanced programs in the sciences appear more prominently in the data. Conversely, no advanced arts credits are required for degrees. Student enrollment in SOS has been low in part due to the lack of preparation demonstrated by students.

Two of the first three areas of study in which ILCs are most numerous are visual arts and film/media studies (the first of the three is psychology/counseling)

EA ILCs 2010-11 / Credit hours: total 4016 art ILCs (sciences: 1808 ILCs)

Visual Arts	423	510	618
Film/Media	388	392	446
Music	172	195	215
Perform. Arts	136	125	255
Dance	32	64	52
*Architecture	16	24	33
*Art History	76	96	120

EA ILCs 2011-12 / Credit hours:

Visual Arts	388	492	710
Film/Media	126	396	502
Music	116	286	305
Perform. Arts	73	173	120
Dance	16	32	42
*Architecture	36	61	43
*Art History	0	68	60

**Faculty with expertise in these areas affiliate with ES and CS as well*

Intro Level Arts in Programs

The college *appears* to do a good job including intro level arts. However, many faculty include films. These programs likely do not instruct in film analysis or film production.

Programs with single division programs by EA faculty included art extensively: 31

Programs with single division programs by CTL faculty included art extensively: 12

Programs with 2-3 divisions, but no EA faculty including art **extensively**: 3

Programs with 2-3 divisions, but no EA faculty including art **moderately**: 18

The Nature of Intro-Only Art

Intro-only art in programs ranges from 49 – 61 percent over the five-year period. EA and CTL are the two planning units reporting nearly all intro level Arts. EA understandably focuses on the arts, but determining how art appears in programs (extensively and moderately) offered only by CTL faculty begs the question of the nature of that teaching/learning:

<u>Extent of Art in program</u>	<u>CTL intro-only art reported</u>
Extensively / 12 programs	8 list <i>film</i> first or second, 4 list <i>art history, theory, aesthetics</i>
Moderately / 25 programs	21 list <i>film</i> first or second, 3 list <i>art history, theory, aesthetics</i>

Programs from SPBC also tended to report similarly to CTL examples– catalog copies might refer to using films as texts, but not to film theory or analysis.

The question is how film is being used: as an art form exploring a thematic concept linked to the program inquiry? As an intentional, creative, artistic expression in response to an inquiry? Visual analysis? Authorship? or a conduit for information – such as a book that contains information about literary theory, where one does not interrogate the physical form in which the literary theory is presented, but as a necessary/invisible reality. Is *Film* being discussed and analyzed? Or are the *ideas* in the film being discussed as a text?

Also, some question about the use of drawing and other art techniques or media in psychology or therapies. These may not be ‘art’ in the sense of creative intention, but as a diagnostic or therapeutic protocol. At the introductory level, it may be fine. At the intermediate level, we may see a fundamental departure from the spirit of “the arts” as a division.

Survey/Prompts and Misinterpretations / Suggestions

Should include not only the medium, but also visual analysis, visual literacy.

The Survey includes the following two prompts, which faculty may uncouple – they may use films as texts, but are all those CTL programs also awarding credits in “film”?

“Extensively (*A primary area of study, credits awarded in, substantial ongoing emphasis.*)”
and

“Please list the areas or fields of Art studied in your program. (e.g. Ceramics, Photography, Dance, *Film*)”

Faculty may forget the “art” context for film as described in the survey, and consider art more generally as a textual form in responding to this question.