Overview
The Sophomore Review is based upon the student’s educational experience in the freshman and sophomore years. Continuation in the program is based upon successful completion of the Sophomore Review. Sophomore Review committees consist of at least 3 faculty members and a period of one hour is scheduled for each review. During the first twenty minutes, students present a well-planned summary of their work to date in the program along with their plans and ambitions for the final two years of study. The second twenty minutes of the review is devoted to discussion between the student and the review committee. During the final twenty minutes, the committee privately discusses and evaluates the student’s work without the student present. Transfer students should consult with their advisors about when the Sophomore Review should take place.

Purpose
Reviews are intended to provide an opportunity for:
• In-depth reflection by the student on achievements, challenges, and risks taken within the program.
• Defining ideas, interests and future plans with the opportunity to receive faculty feedback and advice.
• Faculty assessment of the student’s work and progress to date

The Review
BFA students must have a minimum of 30 studio credits to be eligible for review. MDDP, BA and transfer students should consult with an advisor on the appropriate timing for their reviews.

Students should structure their presentation in two 10-minute parts.

Part 1: An overview of all coursework to date and critical reflection on methods, skills, craft, challenges and growth. Students must show:
• A minimum of 10 images/pieces presented (via projection)
• At least one piece/image from each studio course taken to date (except for 2nd Year Studio)
• In addition to the minimum 10, students may bring up to 3 actual pieces and must show at least 1 actual piece.

Part 2: A presentation of the development of the student’s own interests, themes and ideas explored through physical and/or digital form throughout 2nd Year Studio. Students must show and discuss:
• The evolution of the 2nd Year Studio work presented via projection, showing work from both halves of the semester and the final work.
• Integration of additional pieces/images from other courses in support of these interests.
• Articulation of the student’s interests and planned trajectory (future projects, courses, etc.)
• Students must bring finished work from 2nd Year Studio along with 3-5 sketches, prototypes, or other process artifacts that led to the final piece.

Evaluation
Faculty committees evaluate student presentations on the following criteria:

• **Evidence of visual skills:** Does the student demonstrate an understanding of and ability to creatively apply art & design principles of visual organization? Are the things the student is making visually compelling and well composed?
• **Evidence of making skills:** Is the student’s work well crafted? Has the student been successful in realizing concepts in physical or digital form? Have sufficient skills been acquired for the intended creative trajectory?
• **Evidence of creative and design process strategies:** Does the student demonstrate effective use of creative process and/or design strategies? Do they ask good questions and iteratively develop imaginative solutions to creative problems? Have original, distinctive works been created?
• **Evidence of critical reflection about strengths and areas for improvement:** Does the student demonstrate a realistic understanding of both successes and challenges? Does the student show evidence of using critical feedback to further work?
• **Evidence of work ethic and commitment:** Does the student have a strong work ethic evidenced by their productivity? Does the student utilize productive methods of working through obstacles and transitional periods? How enthusiastic and committed is the student regarding creative work? Has the
student attempted conceptual or material feats that challenged their pre-conceptions and boundaries as a student artist/designer?

- **Understanding of how work fits into context:** Does the student augment knowledge and interests with independent research or knowledge gained in academic courses? Does the student reference relevant artists, designers, and ideas and use them to inform their work?

- **Articulation of future goals for creative work and professional development:** Does the student articulate plans for the last two years of undergraduate education and beyond? Are their personal creative objectives supported by work accomplished during the first two years? What are the plans for study abroad?

- **Presentation:** Is the presentation well organized? Is the student articulate? Are works documented well?

**Pre-Review**

Approximately Three Weeks prior to the Review (by Thursday March 31, 2016)

Students are required to meet with their individual Stamps Advisor, to review the student’s resume and statement, and to discuss future plans. Please schedule via stamps.genbook.com

Two weeks prior to the Review (by Monday April 4, 2016)

Students submit to John Luther via email (jonel@umich.edu) a single PDF file that includes the following:

- **One-page** outline of the planned presentation. The structure of the two-part presentation focuses on work that has been accomplished and the student’s development as an artist/designer/individual. With a link to the student’s online portfolio.

- **One-page** summary of ALL courses completed to date with instructors and grades. List by semester in chronological order and include both studio and academic courses. Transfer students may list a block of all transfer courses including grades, but without instructor names.

- **Final draft of the two-part Reflective Statement** (no more than 500 words; double spaced paragraphs).
  - Part 1: Reflection on the first two years of undergraduate education. What experiences were most formative? What challenges were accepted, and how were problems worked through?
  - Part II: What interests and themes are most significant to the student? Considering these interests, what is the planned focus for the next two years? Identify creative, academic and personal interests, including plans for courses and study abroad.

**BA and MDDP** students by definition may have less creative work to show and should therefore be prepared to devote more time presenting information related to their academic work.

**Interarts Performance** students should devote part of their presentation to demonstrate or address their creative work in regard to performance, theatre, theatrical design, etc. Actual performance is encouraged.

**Faculty Feedback and Discussion**

The second 20 minutes of the review is devoted to a faculty/student discussion. This session is an opportunity for a conversation between faculty committee members and the student to discuss themes and focus found in both creative work and educational experience. Students have an opportunity to ask questions and seek advice.

**Post-Review Procedure**

The faculty committee assesses the presentation and discussion and makes a recommendation to the Dean and Associate Dean, who are responsible for notifying the student of the recommendation and for carrying out necessary administrative steps. The recommendation will typically be one of the following courses of action:

- Continue in the program
- Re-review in September
- Withdraw temporarily from the program, with re-entry conditions specified.
- Withdraw permanently from the program.

The committee may recommend a qualified version of any of the above actions, or may recommend an alternate course of action including completing a BA rather than a BFA, a BFA rather than BA, etc.

The recommendation, a copy of which is provided to the student, becomes part of the student’s record. Your copy will be emailed to your umich address. A student may appeal a review recommendation to the Stamps Appeals Manager.