

# COLLEGE OF THE ARTS STRATEGIC PLAN

## **PREFACE**

The College of the Arts is committed to the practice, teaching, understanding, interpretation, and advancement of art and design. The College thrives on the synergy between research, creativity, and the mentoring of students who aspire to professional careers in the arts (visual, environmental, and performing). The College has gained an admirable reputation for providing students with a quality education, and for its dedication to the preservation of a global artistic heritage, excellence in research, and creativity in the production of artistic and design expression. In serving the larger OSU student body, the College plays a key role in teaching visual literacy. We recognize that in contemporary society, few disciplines are tied exclusively to text-based culture, and we must teach and investigate literacy skills appropriate to the visual culture in which we live today. Our concern with visual literacy is based on the premise that communication skills in the twenty-first century are not only about the written word, they include a command of narrative, persuasion, visualization, analysis, computation, and appreciation. As the College embraces new goals for the future, it will continue to emphasize its traditional commitment to the mastery of classic artistic forms, experiential learning as well as the value of imagination, humanistic research, and critical reflection.

## **SUMMARY OF PRIORITIES FOR STRATEGIC INVESTMENT FY 09-10**

This plan envisions a five year span for achieving the majority of the goals identified in it. However, in anticipation of the completion of the reorganization of Arts and Sciences and the merger of the Colleges of Arts and Sciences, this summary emphasizes both common goals in the two plans and those that will receive the greatest amount of attention during the next two years with the context of the merger.

1. Raise GA fellowship and teaching stipends to more competitive levels nationally (in response to doctoral review).
2. Raise starting and continuing faculty salaries to 1) enhance faculty recruitment and retention, and 2) to narrow the gap with benchmarks.
3. Increase the diversity and interdisciplinary research profile of the faculty by reinvesting savings realized through retirements.
4. Invest strategically to maintain facilities while working with the University on the North Academic Core building concept to realize enhanced facilities for the arts.
5. Complete implementation of the Music Industry TIE by developing a minor program in the School of Music.
6. Establish an interdisciplinary graduate minor in Theory and Practice.
7. Establish an interdisciplinary undergraduate minor in Arts Entrepreneurship.

## **OVERVIEW**

The College of the Arts teaches 1,400 undergraduate majors, 700 graduate students and more than 13,000 non-majors. Rankings by US News & World Report,

NRC, and national surveys by professional and industry publications, rank 6 of our 8 academic units in the top 10 among entire units, undergraduate or graduate programs, and/or areas of specialization.

### **The Disciplines**

- Advanced Computing Center for the Arts and Design (ACCAD) known world wide for pioneering work in computer animation and visualization.
- Department of Art ranked #6 for ceramics and #9 among public institutions for its MFA program by U.S. News and World Report.
- Department of Art Education graduate program ranked #1 by Studies in Art Education.
- Department of Dance is consistently ranked as one of the top programs in the country, including #1MFA and #2 BFA by Dance Teacher magazine.
- Department of Industrial, Interior Space, and Visual Communication Design undergraduate and graduate industrial design programs ranked #3 and #10 respectively by Design Intelligence magazine. Design's graduate program in industrial design ranked #5 by U.S. News and World Report, with interior design undergraduate and graduate programs ranked #3 and #7, respectively by Design Intelligence magazine.
- Department of History of Art is home to 6 recipients of 2 major university awards: Distinguished Teaching, and Distinguished Scholar and is ranked 14th among public institutions by the NRC
- The School of Music is ranked #11 among public institutions by U.S. News and World Report.
- Department of Theatre is a national leader in creating performer-generated new work and merging cutting-edge technologies in new work. Theatre will be included in NRC rankings for the first time in 2008.

### **OUR CORE VALUES**

The College celebrates and learns from diversity and values individual differences. We believe in the studio experience, small classes, and that arts exposure, participation, and training result in graduates who are informed human beings and contributors to society. Through creativity and innovation, the arts are central to moving civilization forward. We support transforming experiences for our students that expand world views, offer hands-on practical and professional involvement in the arts, and develop new career skills to reflect the entrepreneurial culture we value.

We believe in practice, criticism, theoretical, and historical studies in the arts. Also valued are interdisciplinary collaborations; international and culture-broadening initiatives; community, school, and business partnerships; and research and teaching that provide opportunities for students and faculty beyond the classroom.

With commitment to our land-grant mission, the college reaches millions of Ohioans annually through outreach and engagement activity by faculty, staff, and students with local and statewide communities; through public events, public art, K-12 education, community service, and business projects.

## **OUR MISSION**

Our mission is to support a world-class education and educators through an atmosphere of learning that deepens understanding and nurtures creativity in the visual and performing arts.

## **OUR VISION**

Our vision for the 21st century is to assure students the innovative education and practical experiences they will need in order to excel in and lead the rapidly changing professional and private worlds that are their future. By creating an entrepreneurial culture throughout the college, we expand opportunities for our students, contributing significantly to the national creative economy.

## **STRATEGIC GOALS**

### **GOAL #1 SUPPORT 21ST CENTURY ARTISTS, SCHOLARS, AND EDUCATORS**

Our goal is to create an inclusive community of scholars that will allow us to achieve the rich and vibrant mix of ideas and expressions that results when individuals from a range of intellectual and cultural backgrounds come together. In so doing, we will increase the diversity of the faculty; expand the range of artistic traditions and practices that we embrace; and better reflect the global significance of the arts. We view these opportunities as crucial to our aim of academic excellence.

#### **Strategy 1**

#### **Recruit and Retain World Class Faculty**

In the next five years over half of our current faculty will be eligible for retirement. As we seek to maintain a diverse body of highly skilled and collaborative practitioners and scholars, the exodus of these “baby-boomers” from the work force in relatively large numbers and in a relatively short period of time presents us with both opportunities and challenges. We will have additional resources in our salary pool to add new faculty whose addition will energize our programs and create new opportunities for students. At the same time, the situation that we face in regards to pending retirements is not unusual across the country. As a result, we will encounter stiff competition for the top artists and scholars as we seek to (re)build our faculty numbers and sustain the quality of our academic programs. Therefore we must begin now to secure our competitive advantage by developing an environment in the College that will ensure our success in attracting and retaining top faculty.

#### **Action Steps:**

- 1.1.1 The dean and department chairs will work together to hire and retain the most talented faculty from diverse backgrounds

- 1.1.2 The College will make starting salaries and start-up packages more competitive to enhance recruitment of top candidates for faculty positions
- 1.1.3 The College will prioritize increasing faculty salaries to bring them to competitive levels and to improve faculty retention by significantly closing the 7.1% gap between OSU salaries and those of our benchmarks over the next four years

**Metrics:**

- 1.1.1 Faculty quality and productivity as evidenced by peer evaluation (program review, accreditation, professional rankings); increase in number of faculty from underrepresented groups
- 1.1.2 Number of top candidates recruited to the faculty
- 1.1.3 Reduction in the size of the gap between benchmark salaries and OSU faculty salaries at all ranks over the next four years

**Resources:**

- 1.1.1 We have the potential, in the next four years, to have funds returned to the college to allocate for new hires and increased salaries of current faculty simply by reallocating the margin left between retirements and replacements to highest quality programs.

**Strategy 2**

**Increase number of faculty with interdisciplinary focus**

Just as the solution to few if any of our most urgent societal problems fit neatly within a single academic discipline, the study and practice of the visual and performing arts are equally difficult to contain within disciplinary boundaries. In recognition of this reality, teaching and research in the arts have become very interdisciplinary over the last several decades, and this integrated approach will continue to grow. Interdisciplinary in the arts holds the potential for the kind of innovation and breakthroughs that will propel the College to the forefront as is indicated by the success of ACCAD, a program that exists as a perfect example of the kind of innovative unit that will position us as leaders in the world of arts and design. It is imperative, however, that we hire faculty who will bring an interdisciplinary expertise that will lead to the kind of trans-institutional research and teaching agenda that we value.

**Action Steps:**

- 1.2.1 The College will prioritize the hiring of faculty with interdisciplinary research and teaching profiles in appropriate current openings (e.g., History of Art, Dance, Theatre, and Music including the TIE hire in music theory and a joint appointment between music and medicine),
- 1.2.2 Each department/school will develop a hiring plan to increase the number of faculty engaged in interdisciplinary teaching and research by Autumn 2009

**Metrics:**

1.2.1 Number of faculty with interdisciplinary teaching and research interests hired in current openings

1.2.2 Completion of departmental hiring plans to increase the number of faculty engaged in interdisciplinary teaching and research by Autumn 2009

**Resources:**

1.2.2 Unit and College of the Arts personnel funds re-allocated to support interdisciplinary hiring

**GOAL #2 DELIVER 21ST CENTURY ARTS-CENTERED EDUCATION**

We will build on our history and tradition in becoming a national model for an integrated arts education. Our goal is to make our students broadly educated, flexible, agile, and creative by using current and eventually renovated spaces and technologies to develop high quality programs to achieve success in recruiting, teaching, research, and life-long learning.

**Strategy 1**

**Strengthen Arts Identity and Programs on Campus through Facilities**

World-class teaching and research in the arts are directly connected to the quality of facilities and many of the facilities in the College of the Arts need serious attention if they are to support the activities of faculty and students. In the past seven years, the college and university have contributed over \$5 million dollars to address facilities-related health and safety issues alone. However, there is a tremendous investment still needed to improve conditions for teaching, research and performances in the arts across campus. The arts buildings are the oldest on campus, each one with significant deferred maintenance issues. The School of Music has been identified by peer reviewers as having the “most egregious” problems of any music facility they have seen. Our visual arts buildings no longer reflect the interdisciplinary nature of our arts programs. Theatre and the Advanced Computing Center for Arts and Design (ACCAD) are not geographically located near the rest of the arts buildings, which hinders fully-realized collaborations, partnerships, and efficiencies. And most of the buildings most closely identified with the arts (Hughes, Haskett, Hopkins and Sullivant) require serious attention to facilitate formal and informal faculty and students collaborations and the sharing of work within and across colleges as well as with the public.

We believe that only through focused attention to the renovation, reconfiguration and new construction of arts facilities will we be able to serve as the most important public face for Ohio State and ensure that our highly reputed programs contribute to Ohio State’s aspirations of becoming a world-class university. We must recognize that the links that the arts provide to our community build on the creative, scholarly, and educational missions that shape the University’s commitment to preserve, promote, and extend the arts and culture. Therefore, we must learn to view arts facilities as more than simply venues to display or perform great works; they provide welcoming, enriching environments in which cultural artifacts, traditional works of art, and experimental pieces

are made accessible and comprehensible. They not only serve as showcases for the creativity of our faculty artists and performers but also as laboratories for practicing artists from around the world, and for traditional masterworks and objects that originated in cultures far removed from our own. The proper use of these sites allow us to make the mysterious comprehensible and bring out the extraordinary in the apparently ordinary thus making them powerful anchors for the cultural life of the University and the community.

**Action Steps:**

- 2.1.1.1. The College will work with the university on the North Academic Core building concept to realize improved facilities for inter-discipline and discipline-specific programs through a renovated Haskett, Hopkins, Hughes, and Sullivant and to create an “Arts Walk” from North campus to the Oval
- 2.1.2 The College will invest funds strategically to maintain facilities to insure that faculty and students have safe environment in which to work and study

**Metrics:**

- 2.1.1. A long-term plan for the renovation of arts building including Haskett, Hughes, Sullivant, and Hopkins
- 2.1.2 Enhanced safety and functionality of facilities resulting from College investment

**Resources:**

- 2.1.1. Capital Funds and basic renovation monies: 28 million previously allotted to Hughes project and the need for 10 million in capital campaign funds for Haskett Hall
- 2.1.2 College cash reserves

**Strategy 2**

**Interdisciplinary Programs**

Traditionally, we have classified the arts by media, the way in which artistic expression is conveyed. More recently, we have come to understand that this process of classification is inadequate if we are to imagine, create, or share the arts of the future. In fact, we have come to understand that sharp distinctions among media in the visual arts have virtually disappeared enabling arts expression that transcends classification by sound or sight, performance or exhibition, digital or material. In the performing arts, classification by media has never had much validity with performing artists since efforts to separate music, dance, and theatre are artificial at best and virtually meaningless in the act of performance itself. In addition, in the arts as is the case in most areas of higher education, a major trend is to challenge the notion of divisions delineated by our traditional departmental structure. The development of programs that transgress traditional classifications as well as disciplinary, departmental, and even college boundaries will be essential if we are to attract world class faculty and create new possibilities and opportunities for our students.

**Action Steps:**

- 2.2.1 The newly hired Director of the Music Industry TIE will complete development of the curriculum and delivery structure of program housed in the School of Music
- 2.2.2 The College will provide continuing support for the college funded Living Cultures Initiative TIE
- 2.2.3 The Associate Dean for Curriculum will work with appropriate departments in the Colleges of Arts and Humanities to establish an Interdisciplinary Graduate Program in Theory and Practice in the Contemporary Arts to include cooperation from the Wexner Center
- 2.2.4 The Associate Dean for Curriculum will work with appropriate programs (CSE, Design, and Art) to create a new joint degree program in Animation in conjunction with the renovation of Haskett Hall

**Metrics:**

- 2.2.1 Full Implementation of the Music Industry TIE in Autumn 2009 with the cooperation and participation of faculty from the Fisher School of Business, the Moritz College of Law, and WOSU.
- 2.2.3 Approval of graduate minor in Theory and Practice in the Contemporary Arts by Autumn 2010.
- 2.2.4 Integration of ACCAD into Haskett and the approval of degree program in Animation by Autumn 2011.

**Resources:**

- 2.2.1 TIE funding for Music Industry and unit funding for The Living Culture Initiative
- 2.2.2 College and unit funding for The Living Culture Initiative TIE
- 2.2.3 Reallocate unit and College of the Arts personnel funds towards cluster hires in Theory and Practice in Contemporary Arts
- 2.2.4 1.5 million already allocated for Haskett from FSC and college funds

**Strategy 3****Entrepreneurial Skills**

The primary goal of arts education is the cultivation, enhancement, and exploration of creativity critically and historically. However, we also have a responsibility to prepare our students to have successful careers in professional environments both in the arts and in field where their particular expertise adds value. For those students interested in careers as artists, we must be prepare them to achieve success in a world where “the arts” are often viewed merely as commodities and artists are treated as producers within a larger market economy. To prepare students for success, we must provide them with opportunities that will enhance their understanding of how to successfully negotiate market forces. In a more general sense, our goal must be to instill

in our students an understanding of the contributions of the arts to the economic well-being of individuals, discreet industries and the general well-being of communities.

**Action Steps:**

2.3.1 The Associate Dean for Curriculum will work with appropriate departments to create an arts entrepreneurship minor as a complement to the TIE in Music Industry program

2.3.2 The College will use existing venues (Hopkins Gallery and Urban Arts Space) to provide opportunity for all of our undergraduate and graduate students in Art and Design to exhibit and sell their art work as well as give gallery talks about their works.

2.3.3 The College will assist departments in their continuing efforts to work effectively with local arts organizations to create additional internship opportunities for arts majors to allow them to gain experience in diverse aspects of arts professions

**Metrics:**

2.3.1 In cooperation with the Fisher School of Business, implement an arts entrepreneurship minor by Autumn quarter 2012.

2.3.2 Number of students exhibiting their art work at the Urban Arts Space, amount of sell receipts, and number of gallery talks.

2.3.2 Number of students with internships in local arts organizations.

**Resources:**

2.3.1 Reallocation of faculty time to develop and teach in entrepreneurship minor

2.3.2 Urban Arts Space

**Strategy 4**

**Student Recruitment & Retention**

The quality of our programs is tied directly to the quality and diversity of the students that we recruit, matriculate and eventually graduate. However, in several of our programs, student recruitment requires a level of faculty investment of time not common across campus. Especially in the performing arts, the recruitment of students requires face-to-face interaction between prospective students and faculty trained to evaluate the potential of students for success in programs where talent and creativity are essential ingredients. In general, however, we believe that it is essential that we invest both time and resources in students beginning with the first contact, through matriculation and graduation. In recent years, we have significantly enhanced our recruitment of undergraduate majors by forming a partnership with UA/FYE. This partnership has allowed us to enlist our faculty in the recruitment effort and thereby gain more personal contact with potential students prior to their matriculation. These personal contacts allow us to establish early relationships with students that also increase our ability to retain

them at the university. We will continue these kinds of recruitment efforts as well as focus more energy on the further development of WEB technologies to more efficiently and effectively communicate with potential students at both the graduate and undergraduate level.

At the graduate level, we have traditionally been successful in recruiting high ability students despite the relatively low levels of financial support available to them. However, as the environment for graduate recruitment in all fields have become more competitive, the arts have become especially so with the increase in the number of programs nationally. Within this new environment for graduate student recruitment, we must not only become more focused in our efforts recruit the best candidates for graduate study in the country we must also address our levels of support graduate associates.

**Action Steps:**

2.4.1 The College will continue to work with UA/FYE on the 3rd year of a 5 yr plan to recruit students from diverse backgrounds by having a presence at the NCAC Visual and Performing Arts Fairs across the country.

2.4.2 In response to the doctoral program review report, the College will raise GA stipends to improve recruitment and retention of high caliber graduate students

2.4.3 The College will optimize the use of innovative technologies for undergraduate and graduate recruitment

**Metrics:**

2.4.1 High caliber students at admission (e.g. ACT and GRE scores, graduates of top art institutions, auditions, portfolio reviews); increases in the diversity of students in the entering class as the undergraduate and graduate level

2.4.2 Increases in the number of high caliber graduate students recruited and retained

2.4.3 Improved web presence

**Resources:**

2.4.1 College funds to increase graduate student stipend (see budget)

2.4.2 UA/FYE sponsored memberships at the Visual and Performing Arts Fairs in the NCAC fairs across the country and College funding college representative (Associate Dean or a faculty member from discipline) to attend recruitment event in performing arts

2.4.3 Blending of Arts and Humanities IT/Communications for increased efficiency and help with websites

**GOAL #3 COMMIT TO OUR CREATIVE COMMUNITIES**

As an academic community, we are committed to exploring both creatively and intellectually the global significance of the arts, recognizing that the arts constitute an expressive medium that transcends geographical and cultural boundaries. Historically, the arts have served to both generate and reflect discourses on subjects as varied as culture and politics, economic and the environment, the meaning of the past and the

possibilities of the future. As a College, we are committed to the exploration of creative communities across the globe while remaining anchored in the local, serving and working with central Ohio citizens and institutions and our on-campus community of students and colleagues.

## **Strategy 1**

### **Strengthen Commitment to the Global Community**

Our faculty and students prosper greatly not only from the diversity and cultural richness of the world but also from the reality that ours is an environment in which global diversity is both an essential source of creative and scholarly endeavor and a defining characteristic of artistic communities. Through artistic study and performance, we understand that one may challenge the ideas of different others while affirming the human dignity of all. In our increasingly global culture and economy, we revel in our understanding that the arts draw together artists, designers, critics, art historians, musicians, and cultural theorists and policy makers to address and enlighten on the diverse relations of art, knowledge, and global economics and politics. In the College of the Arts, we are home to artists and scholars who explore the roles and values of the arts as sites of knowledge and engage in projects that interrogate hegemonic assumptions as they work through material, aesthetic, cultural and philosophical lenses. And we will continue to welcome artists and scholars who address questions of art as a mediating process in social and cultural knowledge formations, while engaging practice and theory as well as new media technologies as forms of knowledge mediation and transfer.

#### **Action Steps:**

- 3.1.1 College units will increase online teaching, research, and interactions with virtual global communities
- 3.1.2 The College will increase its support for international travel, study abroad, and creative and cultural exchanges by our students
- 3.1.3 The College will work with academic units to deepen curricular program connections with current international partners

#### **Metrics:**

- 3.1.1 Additional online courses, degrees and research activities
- 3.1.2 Increased percentage of student traveling internationally
- 3.1.3 Increased curricular/research connections with current international partners and promote increased use of minors in foreign languages and international studies programs

#### **Resources:**

- 3.1.3 Maintain 30k for international student travel, and match with an additional 10k through allocated College funds and through focused development activity.

## **Strategy 2**

## **Strengthen Ties to Local, State and Regional Community Organizations**

The College of the Arts has traditionally extended itself beyond the Ohio State campus to cultivate the support of local arts patrons; form important collaborative relationships with various arts institutions and performance venues; and establish cooperative arrangements with community arts organizations. The interactions that this network of affiliations has afforded are invaluable to our faculty and students and beneficial to the cultural and performance arts community in the central Ohio region. As we move forward, we will strengthen these ties with community arts and seek new opportunities for dialogue, collaborations and partnerships.

### **Action Steps:**

3.2.1 The College in partnership with academic units will use the Urban Arts Space to create an institutional model for university and city partnership through exhibitions, partnered community programming and public recognition for the college

3.2.2 Academic units within the College will develop and expand partnerships, relationships, and programming consistent with faculty and student research and creative activity such as the current partnerships with Contemporary American Theatre Company (CATCO), Southern Theatre, and Verne Riffe Capital Theatre, all of which are union theatres that work in partnership with our units for reduced prices and allow our students crew experience in a union house.

3.2.3 The College will work with and through academic units to continue current outreach and engagement activities such as the Dept. of Theatre's Port Clinton Theatre Festival, Dept. of Art's Printmaking workshops, Dept. of Dance's participation in Gallery Hop, and embrace new ones such as the projected partnerships with Afro-centric School and Columbus School for Girls and Urban Arts Space.

### **Metrics:**

3.2.1 National recognition of the Urban Arts Space as a model of university and city partnership as evidenced by citations of its exhibitions, programming, and public events and programs

3.2.2 Increase in number of community partnerships and student internships with local arts organizations

3.2.3 Increase number of outreach and engagement activities with and for local arts organizations

### **Resources:**

3.2.1 Reallocation of College funding for Urban Arts Space

3.2.2 Associate Deans will facilitate faculty participation in outreach and engagement funding opportunities

3.2.3 Undergraduate program chairs will facilitate students in obtaining internship opportunities for student credit of 469.

## **Strategy 3**

### **Strengthen Our Ties to Other Units at OSU**

At its core, the study of the arts is an interdisciplinary and humanistic endeavor. However, as our Music Industry TIE exemplifies, the arts can be meaningfully explored from various disciplinary perspectives and, because of the very nature of artistic endeavors, interconnect with areas such as business, economics, law, and engineering. In fact, faculty and students frequently engage in trans-institutional collaborations, such as team teaching, cross-disciplinary research, and performance work. We value these connections and will extend them to provide additional intellectual and research opportunities for our faculty and career options for our students.

#### **Action Steps:**

3.3.1 The College will develop procedures that will allow for the deepening of collaborations to allow additional interdisciplinary teaching and research across campus for our faculty and students

3.3.2 The College will build on current ties with Wexner Center in programming and curricular connections that will expand and enhance our national and international reputation (Living Culture Initiative TIE, “Theory and Practice in the Contemporary Arts” GIS, etc.)

3.3.3 The School of Music will recruit and make successful joint faculty hire with the College of Medicine and its Singing Health Program

#### **Metrics:**

3.3.1 Assessment of programs and student outcomes

3.3.2 Increased current programming ties with the Wexner Center

3.3.3 Success of recruitment of new joint faculty hire between Medicine and the Singing Health Program in the School of Music

#### **Resources:**

3.3.1 Create interdisciplinary teaching fund from reallocated general funds

3.3.2 “Theory and Practice in the Contemporary Arts” TIE has formal ties with Internships of our graduate students working at the Wexner Center for the Arts