

College of Fine and Applied Arts
University of Illinois at Urbana-Champaign

2014-16 STRATEGY

15 February 2014

From the Dean

This document lays out a strategy to guide the work of the College of Fine and Applied Arts over the next three years. It was developed with the widespread engagement of the FAA community over the summer and fall of 2013 through three retreats, two online surveys, several focus groups, and individually submitted comments. Members of the FAA Strategy Task Force devoted considerable time and energy to structuring and coordinating the initiative, and to distilling the objectives and actions from the many ideas gathered from faculty and staff.

The draft of the strategy, released in a college-wide meeting in early December, was revised by the Task Force to incorporate feedback submitted by faculty and staff in December and January. The Task Force also worked with my office to prepare a working implementation plan, which appears in this document as revised Table 4. The work of the task force is now complete. A new steering committee will help guide our implementation efforts over the next three years.

I am grateful for the leadership of the Strategy Task Force, for the work of those who organized the many specific events and meetings associated with this initiative, and for the efforts of the faculty, staff, and students who participated in charting the ideas and actions laid out here.

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2014-16 Strategy

Table of Contents

OUR COLLEGE 4
OUR CONTEXT..... 5
OUR STRATEGY 6
OUR PROCESS 7
OUR OBJECTIVES AND ACTIONS..... 8
OUR PROGRESS 13

2014-16 Strategy

OUR COLLEGE

The College of Fine and Applied Arts (FAA) at Illinois is unique in the United States in combining the visual and design, performing, and environmental arts and design disciplines under a single academic umbrella, alongside a first-rate museum and leading university-based performing arts center. As part of a comprehensive public research university campus, FAA's chief focus is innovation in the arts, via humanities and social science scholarship, original design and design methods research, and creative artistry in its studios, classrooms, laboratories, and performance and exhibition spaces. It is an intellectual home to visual and performing artists, humanists, architects, designers, landscape architects, city planners, social scientists, and engineers, and its instructional models and pedagogy range from the traditional lecture or seminar form, to studio teaching and project-based learning.

Three unifying features form a distinctive competitive position for the college: its extraordinary capacity to conduct research and deliver instruction in design thinking, practice, and critique across a wide range of disciplines (graphic and industrial design, building and landscape design, site and city design, and performing arts production design); the critical roles the Krannert Art Museum (KAM), the Krannert Center for the Performing Arts (KCPA), and Japan House play as instructional and research assets in addition to their contributions as centers of culture, performance, exhibition, and public engagement; and its potential to focus discovery and instruction on the intersection of space, place, and arts and culture. The college is well-positioned to contribute to university initiatives in all areas identified in the recent Visioning Future Excellence exercise and associated campus strategic plan, while contributing special expertise in the categories of Social Equality and Cultural Understanding and Energy and Environment.

Research is the lifeblood of FAA, as it is in all colleges on the University of Illinois at Urbana-Champaign campus. Research in FAA is of two broad forms: humanistic and social scientific scholarship that builds on accumulated bodies of knowledge and deep streams of inquiry; and imaginative acts in a particular time, place, and context—a dance, a musical composition, a play, a sculpture, a plan, a musical performance, a product, a building, an image, a landscape—sometimes addressing the prerogatives of a commission or client and often building on accumulated traditions, but occasionally emerging principally from the mind of the artist, designer, architect, or planner, a form of invention and discovery that is particularly raw and unencumbered. FAA's multiple modes of discovery create a rich environment that blends the practice and critical study of the arts to yield outputs that are especially

VISION

The College of Fine and Applied Arts at Illinois is distinctive in joining the environmental design, visual art and design, and performing arts disciplines in one intellectual home guided by a single vision: to push the frontiers of creative design and artistic practice through a combination of unsurpassed disciplinary expertise and transformative, cross-disciplinary ingenuity.

We produce graduates who are collaborators and boundary spanners, leaders and entrepreneurs, communicators and technologists; we are a leader in the innovative integration of the arts with the sciences, engineering, and the humanities; and we view the artistic creative process as a unique and essential contributor to solving society's most pressing challenges.

powerful for understanding the human condition, exposing and interrogating norms and values, and elevating the functioning and appeal of products and places.

FAA is rightly understood by many in the Illinois and Champaign-Urbana communities as supplying a highly valued amenity: ready access to traditional and leading edge artistry. However, together our departments, schools, museum, cultural house, and performing arts center constitute an academic, research-intensive entity. Our excellence and success as a college in this great university will be judged fundamentally by our achievements in pushing the boundaries of accomplishment, understanding, and practice in the arts, and by our capacity to truly infuse that discovery mission into our teaching of arts and non-arts students and engagement with campus and community.

OUR CONTEXT

Our distinguished and dedicated faculty, staff, and student community of scholars, practitioners, educators, and advocates have made extraordinary contributions over the course of our 82-year history, and our future holds even greater disciplinary and cross-disciplinary potential to fulfill our mission. That future, however, is being shaped by a convergence of factors that demand our keenest attention and strongest strategic thinking.

On one hand are opportunities: the increasing significance of arts, culture, and design as economic engines in advanced economies; the rapid advance and proliferation of digital technology and its potential to enrich artistic and design innovation and practice; the centrality of the built environment to addressing climate change, energy scarcity, and sustainability concerns; and the special power of the visual and performing arts for exposing alternative viewpoints and suggesting paths forward in a diverse, politically charged society.

On the other hand are threats. The most fundamental core assumptions about the value of higher education are under scrutiny. Public universities face continued declines in state funding, with little prospect of reversing the trajectory. Arts instruction at the K-12 levels, critical for exposing students to our disciplines, is faring little better. Students, parents, and legislators are rightly focused on escalating tuition. Less expensive online alternatives to the traditional residential campus model are proliferating and gaining traction. New technologies are not only influencing

MISSION

The College of Fine and Applied Arts is dedicated to the advancement, practice, and understanding of the arts. The central focus of the college is the synergy between research and the preparation of students for professional careers in the creation and interpretation of the applied arts, the visual arts, and the performing arts. Deeply related to that focus is the commitment to elevate and sustain the study of the arts as both a necessary mode of understanding and a vibrant expression of human experience within local, national, and international communities.

The mission is carried out through:

- a commitment to quality education and teaching excellence;
- the creation of visual art objects, music compositions and performances, theatrical productions, dance choreography and repertory, and cross-disciplinary performances;
- the design of sustainable architecture, landscapes, and plans that nurture communities and adhere to the highest professional standards;
- the pursuit and dissemination of knowledge through scholarship, research, application, and service; and
- the determination to balance the preservation of our artistic legacies with the desire for innovation within our artistic practices.

The college envisions itself as an international leader for research and practice in the arts with an emphasis on professional excellence, diversity, innovation, and preservation.

the educational model, but our research, creative work, and engagement as well, and we struggle to secure the resources to keep pace. Our students are increasingly diverse and international in their composition, requiring new approaches in recruitment, retention, and instruction. And the rising focus on immediate earnings potential as a metric of degree value over other barometers, including long-term career development and job satisfaction, is a significant challenge to achieving robust enrollments in the arts nationally.

The Chancellor's Visioning Future Excellence initiative and the resultant campus strategic plan make clear the intentions of campus leadership to aggressively advance the stature and standing of Illinois as *the preeminent public research university with a land-grant mission*. FAA is positioned well to play a major role in addressing the grand societal and global challenges around which this plan is designed, and to benefit from campus investments in recognition of that role. However, we also have a responsibility to develop a strategy for our college that helps advance the campus plan by properly positioning, strengthening, and stewarding the arts.

OUR STRATEGY

The College of Fine and Applied Arts last produced a strategic plan in 2006. Shortly after it was released, the college and campus faced significant financial pressure as a result of a slowing economy. Over the next several years, a hiring freeze and the need to address accumulating deficits across many FAA units limited the capacity of the college to replace key faculty and staff and to undertake new initiatives. FAA's departments and schools struggled to deliver existing academic programs to appropriate standards. The time and resources necessary to innovate in curricula and engagement were scarce. Administrative staffing in much of the college, both at the unit and central levels, was reduced to a minimum.

Nevertheless, much was accomplished in the college following the worst of the 2008-09 budget crisis, a testimony to our resiliency as an institution and the creativity of our faculty, staff, and leadership. Many of FAA's schools and departments, as well as the Krannert Art Museum and Krannert Center for the Performing Arts, implemented significant efforts to restructure and slow rising costs; the college implemented a central information technology services model, the first major effort in shared services in its history; and units began an effort to collaborate in student recruitment. By the end of 2011-12, the majority of deficits in the college had been eliminated and most departments, schools, and the college as a whole were accumulating modest reserve funds that can support new investment and serve as a financial cushion in down times. Our capacity today to hire, establish new programs, and invest in our infrastructure is very much a function of careful stewardship over the last few years.

At present, we are undertaking deliberate and strategic hiring to replenish our faculty. We are tapping our reserves and significant campus support to improve our facilities and plan systematically for more significant building improvements in the future. At the college level, we have hired key staff in recruitment, communications, human resources, and educational services, additions necessary to provide a baseline of services for all units. The college staff's effort is focused heavily on one of our most pressing problems: continued low undergraduate enrollment across nearly all units and programs. With increasing campus dependence on tuition, and diminishing state general revenue support, robust enrollments of both arts and non-arts majors in FAA programs are essential if we are to thrive. However, addressing the enrollment challenge will require a multi-faceted approach, as strong teaching programs are built on firm research and engagement foundations.

This document outlines the strategy the college will follow over the period 2014 through 2016. It is premised on the belief that the long-term future of FAA will be shaped significantly by the priorities we set and the actions we take over the next few years. It lays out a deliberate effort to build upon our unique collective strengths, to squarely address several critical and persistent challenges, and to embrace key opportunities to move FAA onto a path of increased relevance, impact, financial stability, and competitive standing. The pressing issues we face and concerns we seek to address are frankly stated, the objectives are focused, and the actions are specific and tangible.

Two clarifications are important. First, the document does not lay out a *strategic plan* as commonly understood. It does not attempt to summarize or capture our entire portfolio of activities. Elements of our mission and related priorities or initiatives are not mentioned here unless they have been prioritized for a significant shift in current policy, resources, or implementation. Second, the strategy seeks to inform the activities of “the college” as an institution collectively held by seven academic units, a museum, a performing arts center, and a cultural house. The role of the college as an academic unit is to provide the framework conditions for the disciplines and organizations within it to thrive, recognizing the growing co-dependence of our schools, departments, KCPA, KAM, and Japan House, and the need for a powerful, coherent, and unified voice for the arts on the Illinois campus. Therefore, the strategy does not call out specific disciplines or substantive topics for special focus. Instead, it seeks to set the conditions for the very best ideas and programs to emerge and succeed, whether within individual disciplines or among them.

OUR PROCESS

The College of Fine and Applied Arts embraces the four goals outlined in the *University of Illinois at Urbana-Champaign 2013-16 Strategic Plan*:

- To foster scholarship, discovery, and innovation;
- To provide transformative learning experiences;
- To make a significant and visible societal impact;
- To steward current resources and generate additional resources for strategic investment.

The strategy outlines specific actions—to be taken over the next three years—that will significantly improve the college’s capacity to achieve those goals. To identify the actions, the Office of the Dean, together with a Strategy Task Force comprising faculty and staff, led a discovery phase to gather, organize, and synthesize information about the college’s current challenges, opportunities, and options. The effort included two retreats for faculty and instructors, a faculty survey on research, a staff survey on the work environment, and meetings with the Administrative Council (directors and department heads), Admissions and Recruitment staff, Information Technology staff, and the FAA Advancement staff. Notes and reports from the information assembled are available on the FAA Strategy Website at <https://strategy.faa.illinois.edu/>.

The task force then outlined objectives and associated actions that capture the most pressing concerns, ideas, and recommendations gathered from the FAA community. The objectives are not mapped directly to the four goals, as many objectives address more than one goal.

Tables 1-3 summarize the goals, objectives, and actions; Table 4 is a working implementation plan; and Table 5 is an initial list of metrics to track the college’s progress on the four goals.

OUR OBJECTIVES AND ACTIONS

The following outlines **21** new actions—organized under **10** objectives—that we will undertake over the next three years in pursuit of those goals. Also identified are initiatives already underway for each objective.

❖ **We will strengthen our commitment to the production of transformative, breakthrough research and creative work.**

Multiple years of difficult financial conditions have limited the college's capacity to deliver its academic programs while also supporting outstanding discovery and innovation. Contact hours, course loads, and time spent advising and on service vary widely from unit to unit, often appropriately reflecting the diverse disciplinary approaches within FAA. However, a significant number of FAA faculty cite heavy teaching and service loads—the strain to meet daily academic program demands—as obstacles to pursuing quality research, raising new funding, or discovering new opportunities for collaboration across campus. Financial concerns have, in turn, created a “culture of austerity” that discourages the bold thinking necessary for Illinois to truly achieve preeminence in arts scholarship. Some units in the college lack a mission-appropriate balance in research, teaching, and service. Moreover, we are doing too little to encourage the pursuit of new ideas and foster experimentation. A weakening of our research and creative mission undercuts our teaching and engagement missions.

CURRENT ACTIONS

- *We are selectively hiring to replenish our faculty in areas of greatest need and opportunity.*
- *We are developing a faculty leave policy that balances valued recognition of teaching-release and research abroad with the unique contributions of presence on campus through residential classroom instruction and service.*

NEW ACTIONS

- *We will review department and school promotion and tenure procedures and policies for clarity, consistency, and effective communication of expectations, and revise as necessary.*
- *Our academic units will survey faculty time devoted to course preparation, contact hours, advising, research and creative work, engagement, and service, and recommend target distributions based on internal and external precedent to guide workload assignments, inform annual reviews, and plan for hiring.*
- *We will evaluate the Creative Research Awards program for its effectiveness in seeding transformative research and creative work.*

❖ **We will revise our curricula to be more responsive to shifting student interest and learning modes and to emerging professional demands placed on our graduates.**

Revisiting and revising our curricula is challenging, time consuming, and often controversial. However, a variety of new external and internal factors require that our faculty revisit whom their curricula serve and how. Students expect breadth in some cases and depth in others, with rising tuition, a dynamic workplace, and a growing expectation of technology integration all shaping those expectations. Rigidity of curriculum requirements across the college is often cited by faculty, students, and advisors as diminishing our ability to recruit the best students and to graduate influential, flexible leaders and thinkers. Some curricula may need to de-

specialize to better serve students, while others may need to offer new, demand-driven specializations. Several areas of core competency—such as writing, visual literacy, presentation skills, and entrepreneurship—are also in demand across the college, yet have received little focused attention. Finally, we are hampered by barriers to non-arts students accessing arts instruction, research, and engagement experiences as well as external obstacles to our own students pursuing non-arts options.

CURRENT ACTIONS

- *A smaller and more nimble FAA Curriculum Committee is operating under a new charge that directs it to focus greater attention on enabling innovative, cross-unit curricular initiatives proposed by departments and schools.*

NEW ACTIONS

- *Our departments and schools will work independently or with other units to establish bachelor's degree programs aimed at students seeking a less specialized or professionally oriented education or will offer a compelling reason not to establish such degrees.*
- *We will establish new cross-college extra-curricular, co-curricular, or curricular options in key professional skills areas such as writing, arts leadership, digital literacy, entrepreneurship, and professional communications.*
- *We will suspend scheduled classes two days each year to facilitate a cross-college interdisciplinary enrichment program of seminars and workshops open to both FAA and non-FAA majors.*
- *We will establish and support faculty liaisons to work with FAA Educational Services staff and the Center for Innovation in Teaching and Learning to create customized, discipline-specific learning technology skills workshops for faculty.*

❖ We will demonstrate through our scholarly practice the centrality of the arts in the university's focus on society's grand challenges.

Current research, creative work, and public engagement in the college address every major area of focus within the campus strategic plan. Our college is a constellation of rich and diverse expertise in creativity and innovation, social equality and cultural understanding, design thinking and problem solving, and sustainability technologies and practices, areas of knowledge that are integral to the intellectual promise and fiscal health of the university. Yet a perception among some FAA faculty and staff is one of separation from the rest of campus and a sense that we are not effective advocates for university-level resources and support. We can do more to forge new campus-wide partnerships and aggressively assert the arts as essential elements in the discovery mission of the university and in the educational experience for all Illinois students. While we have good partnerships across the campus in both the humanities and sciences/engineering, we are able to collaborate with the former more readily than the latter, given our current faculty mix.

CURRENT ACTIONS

- *We are increasing our offerings within the General Education curriculum, particularly through the funding of new online courses.*

- *We are actively partnering with the Alliance for the Arts in Research Universities (a2ru), a consortium of institutions seeking to integrate the arts and arts practices across the disciplines.*

NEW ACTIONS

- *In each of the college's next three annual hiring plans, we will prioritize at least one research-intensive faculty position that will collaborate extensively with scholars in the sciences and engineering.*
- *We will seek resources to support a new postdoctoral (or post-terminal degree) research position that emphasizes a practice-based, creative approach and supports at least one key campus thrust in the sciences and engineering.*

❖ We will more fully embrace difference as an essential component of excellence in research, creative work, teaching, and engagement.

With enrollments on the rise among underrepresented groups, it is critical that our faculty, staff, and leadership reflect the backgrounds of the students we serve. Our college commitment to creativity depends on not only the presence of diverse voices, but on a culture of celebrating difference. In recent years, however, the college's progress on increasing the diversity of our faculty and staff in terms of gender, ethnicity, and race has slowed. Many faculty members from underrepresented groups have left their positions or not earned tenure. There is rising concern among some faculty and staff that our collective embrace of diverse ideas and approaches is in doubt. Our lack of a clear, comprehensive strategy for building a diverse college threatens our ambition of being a preeminent center of innovation, scholarship, instruction, and engagement in the arts.

CURRENT ACTIONS

- *We are building strong connections to high schools with arts strengths and significant numbers of underrepresented students as a core element in our recruitment effort.*

NEW ACTIONS

- *We will appoint a task force to design a process for identifying at least one target-of-opportunity hire per year as part of the college hiring plan, and to review and revise development and retention practices for faculty from underrepresented groups.*
- *We will identify space and staff to support recruitment, acculturation and outreach for international students and students from underrepresented groups, working with housing and campus cultural centers and area and ethnic studies programs to promote the role of the arts in a diverse campus.*
- *We will build on growing interest in the arts among area and ethnic studies programs outside of FAA by exploring ways to partner in curriculum and student recruitment efforts.*

❖ We will equip our faculty and staff to pursue and secure external research support.

As state general revenue support to the campus has decreased in recent years and tuition increases have leveled off, external funding has become increasingly essential to our creative work. The burden for procuring grants and contracts is appropriately on individual faculty members within their home departments and schools, but many units lack the expertise or

resources to successfully support faculty efforts to apply for and secure external funding. The college has not built an environment conducive to the procurement of external funding, either by providing direct support or by offering regular, proactive communication about the most promising funding opportunities.

CURRENT ACTIONS

- *We are creating a shared research organizational umbrella, a standard indirect cost recovery distribution policy, and proposal and grants management staff support to assist faculty in all units.*
- *We are renovating the former Building Research Council building to better support externally funded design-related research projects across the college and serve as a venue for research team collaborations and seminars.*

NEW ACTIONS

- *We will work with the Office of the Vice Chancellor for Research to cultivate regular applicants to cyclical and periodic grants and opportunities, and to help our faculty improve their writing and framing of creative work for research contexts.*

❖ We will facilitate faculty collaboration in teaching.

Collaborative teaching can be difficult to achieve in FAA, yet it is important in developing experimental, relevant courses for students within and beyond the arts. Such collaborations in the classroom are also often the seed of new collaborative research. Many of our faculty wish to develop more meaningful interdisciplinary teaching collaborations but are hindered by administrative or curricular barriers among programs. This separation is amplified by dispersed FAA facilities, tightly scheduled degree programs that preclude experimentation by students, concerns about the budgetary implications of shared courses, and varying course scheduling practices across units.

NEW ACTIONS

- *We will develop a revenue model that ensures units receive earnings distributions for team-taught, cross-unit courses, as well as for jointly offered degree programs.*
- *We will revise our course scheduling so that our class meeting times align with the schedules followed by the rest of campus.*

❖ We will leverage our external relationships with professionals, industries, and institutional peers to ensure that we are training students to be agile, effective, and engaged citizens and leaders.

The professions and industries, and especially our alumni working in them, are an extraordinary resource that are not being systematically included in our planning, promotion, and self-study. The college has too few external partnerships that align closely with our academic units and provide continuous feedback to help us educate students for a changing world and uncertain job market. We have neither fully tapped into the expertise of our current partners, nor have we been strategic enough in forging new collaborations with professional, civic, cultural, and educational institutions and organizations.

NEW ACTIONS

- *We will explore the formation of external curricular advisory boards that can provide guidance on the relevancy and effectiveness of our programs.*

❖ We will increase the internal and external awareness and visibility of the college's research, teaching, and engagement efforts.

The arts are especially powerful in promoting social understanding, advancing expanded educational access, and shining new light on pressing societal issues. Our major engagement programs—and particularly the national leadership efforts and programming of Krannert Art Museum, Krannert Center for the Performing Arts, and Japan House—help elevate awareness of our creative work and research locally, across Illinois, nationally, and globally. They also provide essential venues for creative collaborative work and staff who are integral contributors to the college's discovery and teaching missions. Yet our visibility to the world remains too limited, and visibility within the college remains a challenge. Many of us are unaware of our own colleagues' research, creative work, or teaching—a problem exacerbated by the dispersion of FAA units among nearly three dozen locations across the campus. Beyond the college, our communications have been sporadic, unorganized, and under-resourced, and thus have failed to leverage our collective identity effectively.

CURRENT ACTIONS

- *We are creating a new FAA website that is a better vehicle for recruiting prospective students and communicating the accomplishments of faculty, staff, and students.*
- *We are developing a college communications plan that provides mechanisms to enhance internal and external college communication and assesses the need for added communications support staff in FAA units.*

NEW ACTIONS

- *We will initiate a regular, periodic event (e.g., lecture series, brownbag seminar, annual celebration, or showcase) for shared intellectual exchange.*
- *We will assess the feasibility of implementing a web-based research profile database and collaboration support-tool for FAA faculty and staff.*

❖ We will bring greater clarity, agility, and integrity to our administrative processes, supported by sustained, engaged faculty governance, and facilitated by well-trained leaders and staff.

A responsive and engaged teaching and research environment requires an agile administrative structure. Some of our bylaws and policies are not well-defined, clearly communicated, and followed consistently. Many FAA faculty and staff believe expectations are not expressed overtly or are overlooked in performance reviews. Not all of our units' faculty promotion and tenure processes offer clearly articulated standards for effectively evaluating research and creative work, and mentorship of junior faculty and emerging leaders is not fully deliberate. Communication among faculty, staff, and leadership is characterized by too little transparency, especially in areas of resource allocation.

CURRENT ACTIONS

- *We are adopting new department/school and college budgeting and hiring planning processes that are linked to unit strategies and increase transparency in the allocation of resources.*
- *We are examining current processes of course revision and addition to facilitate the faster introduction of experimental courses that are easily recognized by students.*

NEW ACTIONS

- *We will review and compare our bylaws and policy documents at the college and unit levels for consistency and compliance with campus precedent and policy, with special focus on hiring practices, and attention to clarifying the roles of lecturers, clinical professors, and academic professionals in governance.*
- *We will appoint a task force, drawing heavily from recently tenured faculty, to assess mentorship practices for teaching, research, leadership, and governance, and to recommend new and improved processes.*

❖ We will make better shared use of our college's infrastructure, including our facilities, technologies, and administrative support.

Our success depends not only on the quality of our academic programs and the strength of our faculty, but also on the infrastructure supporting our efforts. Well-planned spaces, strategic staff hires, and a sound infrastructure are essential to our teaching, research, and creative work. Even as the college must address significant facilities and staffing challenges on a lean budget, concerns over locus of control are discouraging creative leveraging of our collective assets by sharing infrastructure and administrative support.

CURRENT ACTIONS

- *We are developing a facilities master plan that articulates short- and long-term strategies for FAA facilities improvements, renovations, and expansions.*
- *We are establishing shared business services models to assist units in the performing arts and environmental design disciplines.*

NEW ACTIONS

We will assess the feasibility of jointly sharing all college-, school-, and department-controlled spaces within a framework that prioritizes the needs of the controlling units.

OUR PROGRESS

The worth of the actions laid out above will be determined by our progress in strengthening our research, teaching, public engagement, and impact, as captured in the four goals. While mindful of the limitations of quantitative indicators for capturing the value of higher education programs, especially in the arts, we will use selected metrics to monitor our progress in fostering scholarship and innovation, providing a transformative learning environment, making a visible societal impact, and stewarding resources. An initial set of metrics is summarized in Table 5. We will be refining the list in 2014.

Table 1. Goals and objectives

GOALS

- To foster scholarship, discovery, and innovation.
- To provide transformative learning experiences.
- To make a significant and visible societal impact.
- To steward current resources and generate additional resources for strategic investment.

OBJECTIVES

- We will strengthen our commitment to the production of transformative, breakthrough research and creative work.
 - We will revise our curricula to be more responsive to shifting student interest and learning modes and to emerging professional demands placed on our graduates.
 - We will demonstrate through our scholarly practice the centrality of the arts in the university's focus on society's grand challenges.
 - We will more fully embrace difference as an essential component of excellence in research, creative work, teaching, and engagement.
 - We will better equip our faculty and staff to pursue and secure external research support.
 - We will facilitate faculty collaboration in teaching.
 - We will leverage our external relationships with professionals, industries, and institutional peers to ensure that we are training students to be agile, effective, and engaged citizens and leaders.
 - We will increase the internal and external awareness and visibility of the college's research, teaching, and engagement efforts.
 - We will bring greater clarity, agility, and integrity to our administrative processes, supported by sustained, engaged faculty governance, and facilitated by well-trained leaders.
 - We will make better shared use of our college's infrastructure, including our facilities, technologies, and administrative support.
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Table 2.
Summary of objectives and current college actions *(does not include related department or school actions)*

OBJECTIVES	CURRENT ACTIONS	
We will strengthen our commitment to the production of transformative, breakthrough research and creative work.	We are selectively hiring to replenish our faculty in areas of greatest need and opportunity.	We are developing a faculty leave policy that balances the value of uninterrupted time to pursue research and creative work with the imperative of maintaining active contact with students inside and outside of the classroom.
We will revise our curricula to be more responsive to shifting student interest and learning modes and to emerging professional demands placed on our graduates.	The FAA Curriculum Committee is operating under a new charge that directs it to focus greater attention on enabling innovative, cross-unit curricular initiatives proposed by departments and schools.	
We will demonstrate through our scholarly practice the centrality of the arts in the university's focus on society's grand challenges.	We are increasing our offerings within the General Education curriculum, particularly through the funding of new online courses.	We are actively partnering with the Alliance for the Arts in Research Universities (a2ru), a consortium of institutions seeking to integrate the arts and arts practices across the disciplines.
We will more fully embrace difference as an essential component of excellence in research, creative work, teaching, and engagement.	We are building strong connections to high schools with arts strengths and significant numbers of underrepresented students as a core element in our recruitment effort.	
We will better equip our faculty and staff to pursue and secure external research support.	We are creating a common research organizational umbrella and associated indirect cost recovery policies to create sufficient critical mass to warrant increasing proposal and grants management staff support to assist faculty in all units.	We are renovating the former Building Research Council building to better support externally funded design-related research projects across the college, and serve as a venue for research team collaborations and seminars.
We will facilitate faculty collaboration in teaching.		
We will leverage our external relationships with professionals, industries, and institutional peers to ensure that we are training students to be agile, effective, and engaged citizens and leaders.		
We will increase the internal and external awareness and visibility of the college's research, teaching, and engagement efforts.	We are creating a new FAA website that is a better vehicle for recruiting prospective students and communicating the accomplishments of faculty, staff, and students.	We are developing a college communications plan that provides mechanisms to enhance internal and external college communication and assesses the need for added communications support staff in FAA units.
We will bring greater clarity, agility, and integrity to our administrative processes, supported by sustained, engaged faculty governance, and facilitated by well-trained leaders.	We are adopting new department/school and college budgeting and hiring planning processes that are linked to unit strategies and increase transparency in the allocation of resources.	
We will make better shared use of our college's infrastructure, including our facilities, technologies, and administrative support.	We are developing a facilities master plan that articulates short- and long-term strategies for FAA facilities improvements, renovations, and expansions.	We are establishing shared business services models to assist units in the performing arts and environmental design disciplines.

Table 3
Summary of objectives and new actions *(does not include related school or department actions)*

OBJECTIVES	NEW ACTIONS		
<p>We will strengthen our commitment to the production of transformative, breakthrough research and creative work.</p>	<p>We will review department and school promotion and tenure procedures and policies for clarity, consistency, and effective communication of expectations, and revise as necessary.</p>	<p>Our academic units will survey faculty time devoted to course preparation, contact hours, advising, research and creative work, engagement, and service, and recommend target distributions to guide workload assignments, inform annual reviews, and plan for hiring.</p>	<p>We will evaluate the Creative Research Awards program for its effectiveness in seeding transformative research and creative work.</p>
<p>We will revise our curricula to be more responsive to shifting student interest and learning modes and to emerging professional demands placed on our graduates.</p>	<p>Academic units will work independently or with other units to establish bachelor's degree programs aimed at students seeking a less specialized or professionally oriented education or will offer a compelling reason not to establish such degrees.</p>	<p>We will establish new cross-college extra-curricular, co-curricular, or curricular options in key professional skills areas such as writing, arts leadership, digital literacy, entrepreneurship, and professional communications.</p>	<p>We will suspend scheduled classes two days each year to facilitate a cross-college interdisciplinary enrichment program of seminars and workshops open to both FAA and non-FAA majors.</p> <p>We will establish and support faculty liaisons to work with FAA Educational Services staff and the Center for Innovation in Teaching and Learning to create customized, discipline-specific learning technology skills workshops for faculty.</p>
<p>We will demonstrate through our scholarly practice the centrality of the arts in the university's focus on society's grand challenges.</p>	<p>In each of the college's next three annual hiring plans, we will prioritize at least one research-intensive faculty position that will collaborate extensively with scholars in the sciences and engineering.</p>	<p>We will seek resources to support a new postdoctoral (or post-terminal degree) research position that emphasizes a practice-based, creative approach and supports at least one key campus thrust in the sciences and engineering.</p>	
<p>We will more fully embrace difference as an essential component of excellence in research, creative work, teaching, and engagement.</p>	<p>We will appoint a task force to design a process for identifying at least one target-of-opportunity hire per year as part of the college hiring plan, and to review and revise development and retention practices for faculty from underrepresented groups.</p>	<p>We will identify space and staff to support recruitment, acculturation and outreach for international students and students from underrepresented groups, working with housing and campus cultural centers and area and ethnic studies programs to promote the role of the arts in a diverse campus.</p>	<p>We will build on growing interest in the arts among area and ethnic studies programs outside of FAA by exploring ways to partner in curriculum and student recruitment efforts.</p>
<p>We will better equip our faculty and staff to pursue and secure external research support.</p>	<p>We will work with the Office of the Vice Chancellor for Research to cultivate regular applicants to cyclical and periodic grants and opportunities and to help our</p>		

Table 3
Summary of objectives and new actions (does not include related school or department actions)

OBJECTIVES	NEW ACTIONS	
We will facilitate faculty collaboration in teaching.	faculty improve their writing and framing of creative work for research contexts.	We will revise our course scheduling so that our class meeting times align with the schedules followed by the rest of campus.
We will leverage our external relationships with professionals, industries, and institutional peers to ensure that we are training students to be agile, effective, and engaged citizens and leaders.	We will explore the formation of external curricular advisory boards that can provide guidance on the relevancy and effectiveness of our programs.	
We will increase the internal and external awareness and visibility of the college's research, teaching, and engagement efforts.	We will initiate a regular, periodic event (e.g., lecture series, brownbag seminar, annual celebration, or showcase) for shared intellectual exchange.	We will assess the feasibility of implementing a web-based research profile database and collaboration support-tool for FAA faculty and staff.
We will bring greater clarity, agility, and integrity to our administrative processes, supported by sustained, engaged faculty governance, and facilitated by well-trained leaders.	We will review and compare our bylaws and policy documents at the college and unit levels for consistency and compliance with campus precedent and policy, with special focus on clarifying the roles of lecturers, clinical professors, and academic professionals in governance.	We will appoint a task force composed of recently tenured faculty to assess mentorship practices for teaching, research, leadership, and governance, and to recommend new and improved processes.
We will make better shared use of our college's infrastructure, including our facilities, technologies, and administrative support.	We will assess the feasibility of jointly sharing all college-, school-, and department-controlled spaces within a framework that prioritizes the needs of the controlling units.	

Table 4
Working Implementation plan for new actions

Objective	New Action	Process	Lead	Others	Start	Finish
Renew commitment to research and creative work.	1. Review department and school promotion and tenure procedures.	Admin Council	Hamilton	Erkert, Chasco, Schneider	Sp 14	Sp 15
	2. Survey faculty time allocation and set target distributions.	FAA Executive Committee	Dean	Hamilton & Squier	Fa 14	Sp 15
	3. Evaluate Creative Research Awards program.	CRA Committee	Hamilton	Sullivan	Sp15	Fa 15
Make curricula more responsive to demand and career needs.	4. Establish new, less specialized bachelor's degree programs.	Units, with assistance of FAA Curriculum Committee.	Andrejasich	Squier	Fa 14	Ongoing
	5. Create new options in key professional skills areas.	FAA Curriculum Committee	Squier	Andrejasich	Sp 15	Fa 16
	6. Establish two-day cross-college interdisciplinary enrichment program.	Strategy Steering Committee	Gunn	Admin Council & FAA Ed Tech	Fa 14	Fa 15
	7. Offer customized, discipline-specific learning technology skills workshops for faculty.	FAA Educational Technology Group	Squier	Roberts-Lieb	Sp 15	Fa 15
Strengthen the centrality of the arts to society's grand challenges.	8. Hire three new faculty who will collaborate extensively with sciences and engineering.	Units and College through annual hiring planning process.	Dean	Administrative Council	Sp 14	Sp 17
	9. Create post-terminal/doctoral research position supporting a sciences/engineering thrust.	FAA Research	Hamilton	Steering Committee	Sp 14	Fa 14
Fully embrace difference.	10. Appoint diversity task force and develop strategy.	Task Force	Dean	Davis	Fa 14	Sp 15
	11. Develop partnerships with area studies programs.	Admin Council	Squier	Hamilton	Sp 15	Sp 16
	12. Identify space and staff to support recruitment, acculturation and outreach for international students and students from underrepresented groups.	FAA Executive Committee	Trantham	FAA Student Ambassadors	Fa 14	Sp 15

Table 4
Working Implementation plan for new actions

Objective	New Action	Process	Lead	Others	Start	Finish
Offer proposal and grants support.	13. Cultivate and assist applicants to cyclical and periodic grants and opportunities.	FAA Research	Hamilton	Hall	Sp 14	Ongoing
Facilitate faculty collaboration in teaching.	14. Create revenue model that supports cross-unit teaching.	FAA Budget Reform	Redman	Wellens	Fa 14	Sp 15
	15. Align course schedules with campus norms.	Units make adjustments with assistance from College.	Andrejasich	Admin Council	Fa 14	Sp 17
Leverage external relationships.	16. Explore the formation of external advisory boards.	Administrative Council	Redman	Gunn	Fa 14	Sp 15
Increase awareness and visibility of FAA.	17. Create a regular, periodic event for shared intellectual exchange.	Strategy Steering Committee	Gunn	Ross	Sp 14	Sp 15
	18. Assess feasibility of a web-based research profile database and collaboration tool.	FAA Educational Technology Group	Hamilton	Roberts-Lieb	Fa 14	Sp 15
Increase administrative clarity, agility, and integrity and governance.	19. Review, compare, and revise bylaws and policy documents at the college and unit levels.	FAA Executive Committee	Yeung	Hamilton	Sp 14	Fa 16
	20. Appoint mentorship and career guidance task force and develop strategy.	Task Force	Dean	Madsen	Fa 15	Sp 16
Share infrastructure.	21. Develop and implement an approach to space sharing.	FAA Facilities planning, with help from FAA IT.	Hall	Roberts-Lieb	Sp 15	Sp 16

Table 5. Measuring progress toward goals: Metrics

GOAL: To foster scholarship, discovery, and innovation.

Number of publications (books/journal articles/chapters)
 Number of invited performances & exhibits in high-quality venues
 Number of new artworks produced
 Number of invited lectures
 Number of faculty publication citations
 Number of grants and contracts, public agencies & foundations
 Number of grants from private foundations
 Sponsored research expenditures
 Sponsored research expenditures per faculty member
 Dollar value of grants
 Dollar value of grants per faculty member
 Number of major external awards
 Number of editorial board memberships
 Number of tenure system faculty
 Share faculty from underrepresented groups

GOAL: To provide transformative learning experiences.

Four-year graduation rate
 Four-year graduation rate, underrepresented groups
 Graduation rate for transfer students
 Freshman-to-sophomore retention rate
 Share underrepresented students-undergraduate
 Share underrepresented students-graduate
 Share international students
 Entering freshmen ACT/SAT average composite score
 Selectivity (accepted/applied)
 Freshman yield
 Average undergraduate terms to a degree
 Average doctoral terms to a degree
 Student placement
 Student-to-faculty ratio
 Instructional units per faculty member
 Share undergraduate students with a research experience
 Share undergraduate students with an international experience

Share instructional units from online courses
 Number of online courses
 Share students participating in leadership courses/experiences
 Share students with summer internships
 Number of courses offered to non-majors
 Number of instructional units generated by non-majors

GOAL: To make a significant and visible societal impact.

Number of national academies memberships
 Media hits (NYT, Chicago Tribune)
 Number of public engagement activities
 Number of individuals serving on foundation and corporate boards, federal and state advisory boards
 Major student and alumni awards
 Alumni feedback survey results
 Share alumni working in field closely related to major
 Number of public service initiatives

GOAL: Steward current resources and generate additional resources for strategic investment.

Total tuition dollars
 Dollars generated from self-supported and cost-recovery academic programs
 Number of budget deficits
 Dollar value of budget deficits
 Private cash support
 Alumni giving participation rate
 Number of donors
 Number of Chancellor Circle donors
 Number of major gift prospective donors under management
 Number of principal gifts (\$5 million and above)
 Number of major gift proposals (\$100,000 and above)
 Dollar value of deferred maintenance
 Energy expenses
 Dollars invested in capital projects