THE DEPARTMENT OF INTEGRATIVE ARTS
STRATEGIC PLAN 2008-2013

BACKGROUND

The Department of Integrative Arts was formed out of the Strategic Planning Process of the College of Arts and Architecture in 1988/89 and was approved by the Board of Trustees as the seventh academic unit of the College of Arts and Architecture in 1990. The charge to the new department was rather straightforward and uncomplicated and that charge was developed to complement the disciplinary base of the College's six other academic units. The department was initially charged to:

• Foster the development and advancement new approaches to content, theory, criticism, research, and creative accomplishments outside of and across the boundaries of traditional disciplinary approaches in the arts.

• Hold a primary commitment to General Education in its course offerings with the expressed desire to increase the amount of General Education enrollment opportunities provided by the College and expand the areas of study made available to students in our General Education offering. Particular attention was to be paid to areas of study that did not neatly fit into or could not be readily accommodated by the disciplinary approach.

• Establish an academic home for the General Arts major (BA), which became the BA in Integrative Arts with the creation of the department in 1990. The General Arts degree was the initial degree offered by the College of Arts and Architecture at its founding in 1963. It was intended to be the equivalent of the General Arts and Sciences/Letters Arts and Sciences degree in the College of the Liberal Arts ("a multi- or interdisciplinary, theme-oriented, student-designed major leading to the Bachelor of Arts Degree") with an obvious orientation towards students with arts interests. The requirements in this major have remained the same since the College's founding – the only alteration has been in the change of the name from “General Arts” to “Integrative Arts.”

• Create an academic base for many of the College's faculty in the Commonwealth Education System (the various other campus locations outside of University Park) whose primary orientation is towards teaching rather than research or creative accomplishment and focus is typically on General Education rather than the development of students in major disciplinary programs.
Since the creation of the Department of Integrative Arts in 1990, our mission has remained consistent with our initial charge and our focus has remained consistent with those strategic goals. However, there have been numerous changes in the University and the College since 1990 and it is instructive to re-examine the initial charge from the perspective of 2008/2009.

1. **Foster the development and advancement new approaches to content, theory, criticism, research, and creative accomplishments outside of and across the boundaries of traditional disciplinary approaches in the arts.**

   Our belief is that this continues to be the focus – and strength – of the Department of Integrative Arts. Integrative Arts was intentionally designed to serve as a complement to the disciplinary units of the College and we believe that we have been faithful to that charge. A central component of our mission is and has been to expand the options that students have in pursuing coursework and interests that lie outside of the framework of traditional disciplinary majors and increase the areas of study and content that the College makes available to its students. It is our belief that our pedagogical approaches are and have been compatible with those of the disciplines, that our presence brings substantial and important benefits to the College, and that our efforts have advanced the strategic goals that we were directed to pursue.

The department’s interests in developing and expanding new approaches to content and study have created collaborative course offerings with the Palmer Museum and the Center for the Performing Arts (INART 005, 100, and 100W), courses in the popular arts (INART 010, 015, 110, 115, 116, and 200), a course in transdisciplinary theory/criticism (INART 003), courses in music technology/electronic music (INART 055 and 258), a natural sciences course (INART 050), a course in African/African American Arts (INART 062), and courses in historic preservation/restoration and Pennsylvania decorative arts and furniture (INART 410 and 415).

Our faculty is composed of scholars from across the disciplines (Architecture, Music, Theatre, Visual Arts, Graphic Design, American Studies, African/African American Studies, etc.), who continue to work both within their areas of disciplinary expertise and across the boundaries of the disciplines in the classroom, in research, and in creative endeavors. We have provided opportunities for faculty to advance and build significant programs of study that would otherwise have been difficult or impossible to create within the constraints of the disciplines and have, as a result, held true to our initial charge to develop and advance “new approaches to content, theory, criticism, research, and creative accomplishments.”
2. **Hold a primary commitment to General Education in its course offerings with the expressed desire to increase the amount of General Education enrollment opportunities provided by the College and expand the areas of study made available to students in our General Education offering.**

The Department of Integrative Arts commitment to General Education has always been at the core of the department’s mission and we have been extraordinarily successful in fulfilling the charge to “increase the amount of General Education enrollment opportunities provided by the College and expand the areas of study made available to students in our General Education offering.”

When Integrative Arts was formed in 1990, we produced somewhere in the neighborhood of 400 enrollments at University Park each semester. Now the department offers more than 3000 enrollments each semester. Annually, the department contributes approximately 40% of the total General Education credit hours produced by the College and has supported that increase without additional funding by the College. This has been accomplished by strategically pursuing external funds, creating new revenue streams, and developing new methods of teaching that have significantly reduced our costs per credit hour. Our major efforts have been directed towards the development of online courses and the department is now the single largest provider of online course enrollments in the University.

3. **Establish an academic home for the General Arts major (BA), which became the BA in Integrative Arts with the creation of the department in 1990.**

As a major, Integrative Arts has grown dramatically since 1990. When Integrative Arts was created, we had fewer than 20 majors. Now, we have around 150, exclusive of those students in AADES/BDes in Graphic Design. When students in AADES/BDes in Graphic Design are factored into our total enrollment, it falls between 275 and 300.

We believe that growth in the major is the result of several factors: 1) students are culturally more attuned to the idea of a broad and diverse undergraduate experience than in the past, 2) it is extremely difficult for students to pursue multiple interests within the context of most disciplinary degree programs in the College, and 3) students in other colleges who desire to broaden their undergraduate experience to include arts interests can seldom do so through minors or developing concurrent majors in the College. There are very few minors offered in the College and the four-year sequence of courses in most disciplinary degree programs make concurrent majors extremely difficult and often impossible. Consequently, Integrative Arts is
frequently the only viable option for students with arts interests that reach beyond a single disciplinary focus.

We expect the trend of students seeking to pursue diverse and extra-disciplinary arts interests to continue and likely increase in the future. As a consequence, we expect continued enrollment growth in the Integrative Arts major.

4. Create an academic base for many of the College’s faculty in the Commonwealth Education System (the various other campus locations outside of University Park)

This is the one area of the department’s initial charge that has changed substantially; in fact, it has been eliminated. Initially the department was charged to be responsive to the needs of arts faculty on other campuses and work to create a more supportive and cooperative relationship with arts faculty outside of University Park. However, the Plan for the Commonwealth instituted by President Spanier in 1996 effectively ended the Commonwealth Education System by creating six academic colleges in addition to those at University Park and shifted the responsibilities of most non-University Park faculty to their “new” colleges. Today, only two Integrative Arts faculty at other campus locations retain their tenure home in the College. In the more than ten years since the Plan for the Commonwealth was adopted, connections between faculty at other locations – in all areas – and the College have become distant and frequently strained.

However, the “white paper,” Penn State’s Campuses and Organizational Structures: Building on the Past, Preparing for the Future, released in March 2005, called for greater “curricular integrity and disciplinary cohesion” across the multi-campus system. Further, The Report of the Joint Committee on Curricular Integrity (September 13, 2005) specifically noted “inadequate disciplinary communication across units and locations” and called for a “renewed attention to maintaining disciplinary and functional cohesion among the campuses and faculty.”

The experiment of separating the campuses from University Park has been less than successful and the two documents from 2005 draw attention to the need to re-establish greater interplay between University Park and the other campus locations.

However, the once important aspect of the Integrative Arts mission to “create a base for many of the College’s faculty in the Commonwealth Education System” was essentially eliminated in 1996 by the Plan for the Commonwealth.
5. The shared responsibility for photography 2001

In 2001, part of the responsibility, oversight, and administration of photography was transferred to the Department of Integrative Arts to create a “shared strategic approach” to photography in partnership with the School of Visual Arts. Prior to 2001, photography was taught exclusively by the School of Visual Arts, which offered a “concentration” in photography under the ARTBA and ARBFA degrees. However, the photography area was divided both along lines of photochemical and digital practice and strategically in terms of the long-range direction that photography should take. Dean Durst felt that the internal divisions in photography were restricting the growth and advancement of digital photography, which he believed was necessary if photography was to keep pace with the technological that were reshaping industry and professional practice in photography. Dean Durst also believed that photography needed to serve “broader needs and interests within the College.” As a consequence, two of the four faculty lines in photography (those that concentrated on digital practice) were transferred to the Department of Integrative Arts to expand the range of digital offerings, strategically build digital photography, and expand the photographic offering beyond the School of Visual Arts. The “shared responsibility” for photography was developed to allow for digital expansion while insuring that the photography concentrations in the degree programs of the School of Visual Arts would be maintained.

In addition, the transfer of Campus Photography to the College of Arts and Architecture in 2003 was placed under the administration of the Department of Integrative Arts. University Photographic Services was a professional photographic resource made available to the University-at-large and, at the point of transfer, had three full-time staff photographers. In the seven years since the transfer, University Photographic Services has been collapsed and two of the staff photographers have retired. The third staff photographer, Fredric Weber, is now on an appointment equally divided between Integrative Arts and the Department of University Publications. In Integrative Arts, Fred Weber is an Affiliate Instructor in Photography.

6. The administrative transfer of Graphic Design to Integrative Arts in 2004

The Graphic Design program was moved in the Fall Semester of 2004 to the Department of Integrative Arts after more than 40 years in the School of Visual Arts. This followed two years of consultation and negotiation between the Dean’s Office, The Department of Integrative Arts, and the School of Visual Arts. The reasoning and logic behind the move came from the fact that for many years the Graphic Design faculty had questioned whether the
traditional fine arts approach was appropriate for the education of graphic designers.

Structurally, Graphic Design is administered by the Department of Integrative Arts, but is not considered an option or concentration under the INART major. To the contrary, it is a professional degree program that awards the Bachelor of Design in Graphic Design.

STRATEGIC PLAN GOALS, OBJECTIVE, AND ACTIONS

The strategic plan that follows is divided along the lines of Integrative Arts, Photography, and Graphic Design to reflect the three basic academic areas that fall under the administration of the Department of Integrative Arts.

STRATEGIC PLAN FOR INTEGRATIVE ARTS

GOAL ONE: Improve access to and variety within the College’s General Education offerings, both in resident instruction and online

General Education continues to be at the core of the mission of the Department of Integrative Arts. We believe that the most visible and recognized contribution that the College makes to the central objectives of the University continues to be in the 6 credits of General Education Arts coursework required of all undergraduate students. We believe that this 6-credit obligation is of crucial importance to the College in maintaining its place as one of the three Core Colleges of the University along with the College of The Liberal Arts and The College of Science.

Strategically, the Department of Integrative Arts holds that improved access to and variety within the College’s General Education offerings, both in resident instruction and online is as important now as it was in the past. Although the College has made significant strides in expanding both access to and variety within its General Education offering, it still lags far behind the College of The Liberal Arts and the College of Science in both areas. The preponderance of General Education Arts enrollments continue to be occupied by juniors and seniors, which affords sophomores and freshmen only limited access and choice in General Education.

The Department of Integrative Arts believes that it has, over the past eighteen years, gained significant experience in meeting the challenges of General Education and developing strategies for General Education that have served the College and its constituent units. However, the department also believes that it must strategically refine the focus of its General Education efforts and target those efforts to accomplish more narrow and specific strategic goals than in the past.
In the past, the department’s primary General Education strategies focused on simply increasing enrollment opportunities through the development of online courses. The combined offering of INART 115, 116, and 200; PHOTO 100; and GD 100 now produce 2900 enrollments each semester. Strategically, these enrollments tend to absorb a substantial amount of the junior and senior enrollment demand, which creates opportunities for freshman and sophomore enrollments in areas that benefit from earlier access to introductory General Education courses like the School of Theatre, the Department of Art History, and the Center for the Performing Arts. Obviously, we wish to maintain this offering as it has clearly helped to open these other areas to freshman and sophomore enrollments.

In the future, this plan is aimed at 1) increasing enrollments in INART 005, 2) maintaining the 2008/2009 General Education online enrollment levels, 3) diversifying the offering in the popular music series, and 4) expanding our offering in the World Campus to provide increased access to students at other campus locations and enhance the revenue potential to support the department’s activities.

**OBJECTIVE ONE: Increase enrollments in INART 005 to serve both the overall General Education goals of the College and increase the student audience at the Center for the Performing Arts**

For a number of years, the Department of Integrative Arts has offered INART 005 Performing Arts, a course offered in partnership with the Center for the Performing Arts. This course was created from funding obtained through a Large-Scale Course Development Grant from the Schreyer Institute for Teaching and Learning. The course has proven to be successful and has substantial demand. Typically, the course was offered to approximately 120 students each semester in six sections of 20.

In 2007/2008, the course was redesigned to accommodate larger numbers of students in each section and allow it to be scaled to meet demand. In 2008/2009, we applied funds gained from revenues received from our World Campus course offerings and increased enrollments to 400 in 5 sections of 75 and 1 section of 25. In SP09, all sections filled long before demand was met. It is our belief that the demand for this course is likely at around 800 each semester.

Strategically, we plan to increase enrollments in INART 005 to 800 in two years if demand continues to support that increase. We believe this is an important objective because it serves an apparent student interest and significantly benefits the Center for the Performing Arts. Each student in INART 005 is required to attend five performances at the CPA. A semester enrollment of 800 in INART 005 would result in 4000 student ticket sales each semester and substantially increase the student audience at the CPA. It would also produce approximately $80,000 in ticket revenue for the Center.
for the Performing Arts and advance the case for continued University support for reduced ticket prices for students.

**ACTION PLAN:** Allow the Department of Integrative Arts to retain the 35% share of revenues gained from INART courses offered through the World Campus to support the offering of additional sections of INART 005.

Revenues gained through World Campus offerings, which are awarded to the College, are divided as follows:

- 50% Returned to the offering department
- 35% Retained by the College
- 15% Awarded to the eLearning Institute
- 5% Awarded to AAIT

In 2008/2009, the 35% of revenues normally retained by the College were returned to the Department of Integrative Arts, in part, to increase enrollments in INART 005. If the 35% of revenues that are the result of courses offered by the Department of Integrative Arts are returned to the department to support its General Education mission, we are confident that we can utilize those funds to meet the objective of increasing enrollments in INART 005 at no cost to the College.

**OBJECTIVE TWO: Maintain the 2008/2009 enrollment levels in the online courses offered by the Department of Integrative Arts**

The 2900 online enrollments in Integrative Arts General Education courses for the 2008/2009 academic year are supported entirely by funds either gained through the Provost’s support of the Popular Music Initiative or through revenues produced by the Department’s World Campus course offerings. This means that these courses do not require support from the permanent budget of the College of Arts and Architecture.

The Department of Integrative Arts does not see a strategic need to expand our General Education offering beyond current levels with the single exception of the enrollment increases proposed for INART 005 noted above. However, we believe that it is of importance to maintain the current enrollment levels to support the overall General Education obligation of the College.

**ACTION PLAN:** Allow the Department of Integrative Arts to retain the 35% share of revenues gained from INART courses offered through the World Campus to maintain the 2008/2009 enrollment levels in the online courses offered by the Department of Integrative Arts
If the Department of Integrative Arts is allowed to retain the 35% share of revenues gained from INART courses offered through the World Campus, we believe we can maintain the 2008/2009 enrollment levels in our online courses without support from the permanent budget of the College of Arts and Architecture. Although there is an element of risk involved in this proposal as it relies on temporary funds gained through World Campus enrollments, we are confident that these enrollments will continue at current levels. If enrollments in the World Campus were to decline, it is relatively easy to scale our online General Education enrollments back to match revenues. If World Campus enrollments were to increase, we would simply ask only for the proportion of revenues from the 35% College share to support the 2008/2009 enrollment levels.

**OBJECTIVE THREE: Diversify the offering in the popular music series**

The Department of Integrative Arts sees no need to increase General Education enrollments in the popular music series, although enrollment demand in these courses has not been met. Realistically, it would not be in the benefit of the College to continue enrollment expansion in this area as it would likely begin to compete with offerings in other areas. However, the Department of Integrative Arts sees clear benefit in offering further courses in popular music to increase the variety of arts offerings in General Education and build towards an eventual Minor in Popular Music Studies (see below).

Currently there are five courses offered at University Park in the popular music series: INART 115 Popular Music, INART 116 The History of Rock and Roll – The 1950s, INART 200 Elvis Presley, MUSIC 004 Film Music, and MUSIC 007 Evolution of Jazz. Further, Altoona offers INART 205 The Beatles and Prof. Zoltan and Womack plan to develop further courses in this area. This offering places Penn State in a position of national significance in advancing popular music studies and it is only logical to build upon that base to attain national leadership in this often-neglected area of study.

**ACTION PLAN:** Add at least one additional online General Education popular music course in each of the five years of the 2008/2013 strategic planning cycle and at least two upper division courses during the five-year period.

Bringing five additional online courses into the popular music series and two upper division courses will provide more than enough coursework in support of a Minor in Popular Music Studies and lay the groundwork for an eventual major.
OBJECTIVE FOUR: Expand the General Education offering in World Campus

In 2007/2008, there was dramatic growth in enrollments in INART General Education courses offered through the World Campus. The greatest proportion of this growth came from students with Penn State's multi-campus system who simply do not have access to online arts courses at their campus locations despite the existence of the eLearning @ PSU Cooperative. Put simply, few campus locations take advantage of the eLearning @ Penn State Cooperative. There is also dramatic growth in summer enrollments through World Campus as students from all locations take advantage of online courses to reduce their loads during the regular academic year. On a more troubling note, increasing numbers of students within the system are shifting to part-time status and taking classes through World Campus due to increased financial pressures.

Expanding our enrollments in World Campus obviously responds to an emerging demand that is likely to become more significant in the future. Such expansion also provides the Department of Integrative Arts with a necessary revenue stream to both support the activities of the Department and allow us to pursue the other three General Education objectives described above. As all INART online courses are Level Three courses, the World Campus returns 66% of gross revenues to the College.

ACTION PLAN: Regularly offer INART 003, 115, 116, 200 and PHOTO 100 during fall, spring, and summer sessions through World Campus and add new course offerings that have enrollment potential as they are developed beginning Spring Semester 2009.

GOAL TWO: Improve advising in Department of Integrative Arts

Advising in the Department of Integrative Arts is likely more demanding than in any other unit of the College because each student in the major has a unique and personal program of study. While we believe that we provide excellent advising for our students and have received positive response from students in all advising surveys that have been conducted over the past five years, the importance of advising is paramount in the success of the major. Put simply, it can never be taken for granted and needs to be given constant attention.

Currently, advising in the department succeeds because of the experience of several faculty and that experience needs to be codified and made available to all faculty in the department. Further, student advising resources, already substantial, need to be formally communicated and used to greater effect.
OBJECTIVE ONE: Develop a faculty advising program to train and support quality advising in the department
There is a wealth of experience and knowledge about advising that current resides within the department that needs to be assembled and communicated to all faculty in a formal program. A comprehensive advising website for faculty needs to be created and faculty need to have a training program established by the end of the 2009/2010 academic year.

ACTION PLAN: Develop a comprehensive faculty advising website during the 2009/2010 academic year and institute a formal training program in advising for faculty to begin no later than Spring Semester 2010.

OBJECTIVE TWO: Develop a formal advising program for students in both Graphic Design and Integrative Arts

ACTION PLAN: Establish a procedure for the constant update of the student advising websites in Integrative Arts and Graphic Design in Spring Semester 2009 and institute a formal advising program for students in Graphic Design and Integrative Arts beginning in Fall Semester 2009.

GOAL THREE: Develop a Minor in Popular Music Studies
As noted under the General Education Goal, the popular music series represents an important area of study at Penn State and with reasonable growth could and should offer a minor within the 2008/2013 strategic planning cycle. The College has an opportunity to establish national leadership in this important area of study and a significant proportion of the foundational work has already been established. The expansion of coursework in popular studies outline earlier will also lay the foundation for an eventual major.

OBJECTIVE ONE: Diversify the offering in the popular music series
As noted earlier, there are currently five courses offered at University Park in the popular music series: INART 115 Popular Music, INART 116 The History of Rock and Roll – The 1950s, INART 200 Elvis Presley, MUSIC 004 Film Music, and MUSIC 007 Evolution of Jazz. Further, Altoona already offers INART 205 The Beatles and Prof. Zoltan and Womack plan to develop further courses in this area. This offering places Penn State in a position of national significance in advancing popular music studies and it is only logical to build upon that base to attain national leadership in this often-neglected area of study.
ACTION PLAN: Add at least one additional online General Education popular music course in each of the five years of the 2008/2013 strategic planning cycle and at least two upper division courses during the five-year period.

Bringing five additional online courses into the popular music series and two upper division courses will provide more than enough coursework in support of a Minor in Popular Music Studies and lay the groundwork for an eventual major.

STRATEGIC PLAN FOR GRAPHIC DESIGN

Graphic Design has a long history and tradition of excellence at Penn State that is known and recognized both nationally and internationally. It is unquestionably one of the most respected and acknowledged graphic design programs in the United States and the accomplishments of its faculty, students, and alums continue to enhance the reputation of the College on the world stage.

The strength of the program is clearly rooted in the extraordinary experience, qualification, and commitment of its faculty. The senior faculty members in graphic design hold prestigious international reputations as educators and practitioners and the junior faculty show clear promise to continue to advance the reputation of the program. Their tireless work with students has produced many of the leading designers in America who hold prominent positions in both the industry and in higher education. And their current students continue to achieve recognition nationally and internationally.

Strategically what is called for is simply to maintain the level of excellence that has characterized this program over the years and build upon its already established strength to bring even greater reputation to the program, College, and University.

GOAL ONE: Maintain the excellence of the graphic design program

OBJECTIVE ONE: Stabilize and maintain technical support for the graphic design program

Graphic design is utterly dependent upon digital technologies to function. Images are created digitally, fonts are digital and are served digitally, layouts are made digitally, and so on. There is no aspect of graphic design that is not intimately tied to digital technologies.

However, graphic design is not about those technologies; it is about ideas, visual communication, and creative problem solving. The digital tools and technologies employed in creating graphic design must be transparent in the process so that faculty and students can concentrate their efforts on design
and not waste their time and effort coping with broken tools and inadequate support. Unfortunately, this has not been the case for several years. Technological support has been inadequate to the most fundamental needs of the program, which has resulted in a near constant state of crisis. Despite substantial investments and seeming endless attempts to correct the problems associated with IT support, the situation has worsened and in Fall Semester of 2008 the graphic design program was brought to a virtual standstill. Perhaps of greater importance, the failure of AAIT to bring resolution to the many problems associated with IT support and the near constant state of crisis has severely damaged the morale and trust of both students and faculty.

Although Director of Business and Operations Dawn Datt has valiantly attempted to right the situation, there is a pressing need to stabilize the most fundamental levels of support before long-term damage sets in. It is crucial that basic technological support be restored by Spring Semester 2009.

Once stability has been established, we must immediately develop a comprehensive long-range plan to insure that stability can be maintained. Such a plan must be in place by the end of Spring Semester 2009. That plan must clearly define the responsibilities of IT to the graphic design program, develop a comprehensive documentation of procedures necessary to maintain support to combat the problem of frequent turnover in IT personnel, and establish a framework to insure that there is an open, positive, informed, and, most important, productive ongoing working relationship between AAIT and graphic design. From that plan it will be possible to develop a long-range budgetary plan for graphic design.

**ACTION PLAN:** Stabilize the technical support for graphic design by the beginning of Spring Semester 2009

**ACTION PLAN:** Develop a comprehensive long-range plan for the maintenance of graphic design by the end of Spring Semester 2009

**ACTION PLAN:** Develop a five-year budgetary plan for graphic design during Summer 2009

**OBJECTIVE TWO:** Establish a graduate program in graphic design

When graphic design was transferred to Integrative Arts, the undergraduate program was redesigned and the Bachelor of Design in Graphic Design was submitted and approved by the University Faculty Senate. Part of the long-range plan for graphic design was to follow the move of the undergraduate program with an expansion of the graduate program. In the planning for the
move of graphic design to Borland Building, space was specifically allocated to accommodate an increase in graduate students in the program. Although graduate students have been part of the overall program in graphic design for many years, they were technically enrolled in the MFA in Visual Arts and, with the administrative move to Integrative Arts, graduate enrollment in graphic design effectively ceased. The School of Visual Arts obviously holds no vested interest in supporting or maintaining graduate study in an area no longer part of its mission or future and the Department of Integrative Arts has no graduate degree or graduate program that could accommodate graduate students in graphic design.

The strength of the program in graphic design was, in part, the result of the active involvement of graduate students and a substantial proportion of its national reputation was based on the post-graduate accomplishments of its graduate students. The loss in the participation of graduate students in graphic design has placed increased demand on the faculty and challenged both faculty and students in regards to their research/creative efforts, which clearly is not in the best interests of the program.

More important than the negative effects of the loss of graduate participation is the simple fact that the established strength and reputation of the graphic design program cries out for a stable graduate program of reasonable size, both as a benefit for students and as a means of maintaining the reputation of the program. As a fundamental principle, “building upon strength” makes solidifying the graduate program in graphic design of obvious strategic importance both to the program and College.

**ACTION PLAN: Establish the MFA in Graphic Design as an approved degree by the end of the 2009/2010 academic year**

The first and most important task in re-building the graduate program in graphic design is to establish an appropriate degree for graduate students in graphic design. Without an appropriate degree, the graduate program in graphic design will continue to be an “orphan program” unable to recruit, program, and manage its own students. The School of Visual Arts is, obviously, not the appropriate home for graduate students in graphic design and part of the strength of Integrative Arts is that it is by mission, design, and interest devoted to undergraduate students. What is clearly necessary is the establishment of a graduate degree specific to graphic design.

Strategically, graphic design needs to work with Associate Dean Doan to bring a curricular proposal before the Graduate School by Fall Semester 2009 with hopes of approval in time to recruit students for Fall Semester 2010.
**ACTION PLAN:** Expand the number of graduate assistantships in Graphic Design to four to insure stability in the program and lay the foundation for potential growth by Fall Semester 2011

While graphic design was part of the School of Visual Arts, there was no means of insuring either stability or growth in the graduate program despite the success that the program had with its graduate students. Five of the most prestigious graphic design programs in the United States are headed by faculty who hold graduate degrees from Penn State’s graphic design program and other MFAs hold important positions in the industry. However, only one graduate assistantship was predictably available to graphic design during its tenure in the School of Visual Arts, which did not provide the critical mass to allow for graduate study to become an ongoing and integral component of the overall program.

What is needed at minimum is the ability to bring two graduate students into the program each year. The term of study would be for two years, which means that a total of four assistantships would stabilize the graduate program. One quarter-time assistantship (GIA and stipend) was transferred to INART as part of the transfer of Graphic Design in 2004. Adding a second quarter-time assistantship in Fall Semester 2010 would begin the cycle and adding two additional quarter-time assistantships in Fall Semester 2010 would complete it.

The potential for future expansion is limited due to space and facilities, although plans were made to accommodate a maximum of six graduate students in graphic design.

**OBJECTIVE THREE:** Explore the potential for undergraduate students to begin the first or first and second years of the graphic design program at other locations

All of our four and five year professional programs are restrained by the necessary requirement that students be accepted and begin their study at University Park in order to complete their degree work on-time and on-schedule. Graphic Design recognizes that this creates problems for many students and is likely to pose even greater problems in the future. A significant number of applicants to the program that are accepted by the faculty through review of their creative work fall short of acceptance to University Park. Each year, as competition for places at University Park becomes increasingly keen, this number increases. Perhaps a more significant problem concerns the ever-increasing cost of tuition at the University and the rising cost of living for students who attend University Park. The obvious danger is that students with talent and potential are being
priced out of the market if their only options for study in graphic design are attendance at University Park. While we have formulated no plan at present, the existence of an option to begin the graphic design program at one or more locations other than University Park would be of enormous benefit to some students...and of potential benefit to those other locations. The most rational solution would be to identify a campus near either Philadelphia or Pittsburgh that would be willing to work with the graphic design program to allow students to begin their program of study at that location.

**ACTION PLAN:** Work with Associate Dean Kesler to begin discussions with one or more identified locations to explore the potential for allowing students to begin study in graphic design at their campus.

**STRATEGIC PLAN FOR PHOTOGRAPHY**

Photography has changed dramatically since 2001 when Integrative Arts first became involved with digital photography. The most obvious change is that interest in photochemical photography has declined precipitously while interest in digital practice has expanded dramatically. The nature of photography has also changed as cell phone cameras have made photography ubiquitous and online photo sharing sites like Flickr and social networking sites like Facebook and MySpace have dramatically altered the way in which photographic images are shared and distributed.

Perhaps the most dramatic change in course offerings in photography is that most students taking photography courses are no longer students in the School of Visual Arts, but are now predominately students in graphic design and integrative arts. Although changes in the scheduling of photography courses have actually increased the availability of classes to SOVA students, interest in photography in the context of a concentration in the ARTBA and MFA has simply declined. This does not mean that interest has declined; in fact it has increased dramatically as scheduling has made classes more readily available. The change simply reflects a rather dramatic shift in the context of student interest, likely a direct outgrowth of the broader set of photographic interests brought on by digital practice and the familiarity most students now have with digital photography. All digital, photography classes fill and demand continues to grow. It has become quite clear that Dean Durst's belief that photography needed to serve “broader needs and interests within the College” was correct and may have been understated.

**GOAL ONE: Bring photography to a level of functional stability**

Like graphic design, photography has been significantly hampered by inadequate support and has faced the same state of constant crisis for several years. Also like
graphic design, the photography faculty has been forced to direct their attentions away from teaching and program development to wrestle with ongoing technical problems. Aside from faculty frustration, student learning has been severely retarded by the failure to have adequate technical support from AAIT. In the Fall Semester of 2008, photography, like graphic design, has been brought to a near standstill. Consequently, the most pressing strategic goals and objectives in regards to photography concern technological support and are identical to graphic design.

**OBJECTIVE ONE: Stabilize and maintain technical support for the photography program**

Photography is utterly dependent upon digital technologies to function. Images are created digitally, prints are made digitally, presentations are made in a digital format, and so on. There is no aspect of photography that is not intimately tied to digital technologies.

However, photography is not about those technologies; it is about communicating ideas through images. The digital tools and technologies employed in creating photographic images must be transparent in the process so that faculty and students can concentrate their efforts on the teaching and learning of photography and not waste their time and effort coping with broken tools and inadequate support. Unfortunately, this has not been the case for several years. Technological support has been inadequate to the most fundamental needs of the program, which has resulted in a near constant state of crisis and, despite substantial investments and seeming endless attempts to correct the problems associated with IT support, the situation has worsened.

Although Director of Business and Operations Dawn Datt has valiantly attempted to right the situation, there is a pressing need to stabilize the most fundamental levels of support before long-term damage sets in. It is crucial that basic technological support be restored by Spring Semester 2009.

Once stability has been established, we must immediately develop a comprehensive long-range plan to insure that stability can be maintained. Such a plan must be in place by the end of Spring Semester 2009. That plan must clearly define the responsibilities of IT to the photography program, develop a comprehensive documentation of procedures necessary to maintain support to combat the problem of frequent turnover in IT personnel, and establish a framework to insure that there is an open, positive, informed, and, most important, productive ongoing working relationship between AAIT and photography. From that plan it will be possible to develop a long-range budgetary plan for photography.

**ACTION PLAN: Stabilize the technical support for photography by the beginning of Spring Semester 2009**
ACTION PLAN: Develop a comprehensive long-range plan for the maintenance of photography by the end of Spring Semester 2009

ACTION PLAN: Develop a five-year budgetary plan for photography during Summer 2009

OBJECTIVE TWO: Stabilize the faculty in photography to meet the demands of the program and its offerings

There are currently four faculty lines in photography, two in the School of Visual Arts (Assistant Prof. Lonnie Graham and Assistant Prof. Steven Rubin). The other two lines are in Integrative Arts, although only one is currently filled (Assistant Prof. Keith Shapiro). Instructor Katarin Parizek temporarily fills the other. In addition, one half of Affiliate Faculty Fredric Weber assignment is in photography (the other half of his assignment is with the Department of University Publications).

This year, Assistant Professor Graham’s assignment changed dramatically and has significantly reduced his ability to teach classes in photography. It is unlikely that his assignment will change in the very near future and there is now a pressing need to find a way of “taking up the slack.”

What is perhaps most promising in regards to the faculty make-up in photography is their diversity in interests, experience, and background. This has created a wonderful mix of photographic experiences for students and has produced an environment in photography that is now typified by willing cooperation and mutual respect. Strategically, the nature of student interests would be best served by bringing the entire faculty into continuing full-time positions and stabilizing those positions for the foreseeable future.

ACTION PLAN: Conduct a national search in 2009/2010 to fill the open faculty line in Integrative Arts with a tenure track hire.

ACTION PLAN: Move Fredric Weber to a full-time Affiliate Faculty position beginning in the 2009/2010 academic year.

Fred Weber has become an important and key member of the faculty and has proven to be an excellent teacher. His many years of profession experience have been of crucial importance as photography has attempted to cope with the support problems in IT and he brings a wealth of knowledge in areas of professional practice. Fred is currently under a shared appointment with the Department of University Publications and it is of strategic importance in light of the
changed assignment of Prof. Graham to bring Fred on board in a full-time position.

GOAL TWO: Redefine and restructure the photography program in light of changing student interests

Photography plays an important role in a variety of disciplines and is now responding to a wide range of student interests. The success of courses like Architectural Photography and Sports Photography has encouraged a mingling of students from various disciplines and interests to positive effect. The relationship of photography to graphic design has also brought about new opportunities and the potential for increased cooperation. Perhaps most important, the make-up of students taking courses in photography has changed dramatically and brings about a need to reconsider the thrust and direction of the program.

Unfortunately, the multitude of problems associated with IT support have made it impossible to seriously look at the program until it can be brought to a level of stability affording the faculty the time and objective distance to seriously examine the program and its offerings. However, if stability can be achieved by the beginning of Spring Semester 2009 as planned, the faculty can undertake a major effort to reconsider and possibly restructure the photography program to better serve the interests of students and the College.

ACTION PLAN: Devote Spring Semester 2009 to a reconsideration of the photography program and its place in the College
SUMMARY OF STRATEGIC GOALS, OBJECTIVES, AND ACTION PLANS

STRATEGIC PLAN FOR INTEGRATIVE ARTS

GOAL ONE: Improve access to and variety within the College’s General Education offerings, both in resident instruction and online

OBJECTIVE ONE: Increase enrollments in INART 005 to serve both the overall General Education goals of the College and increase the student audience at the Center for the Performing Arts

ACTION PLAN: Allow the Department of Integrative Arts to retain the 35% share of revenues gained from INART courses offered through the World Campus to support the offering of additional sections of INART 005.

OBJECTIVE TWO: Maintain the 2008/2009 enrollment levels in the online courses offered by the Department of Integrative Arts

ACTION PLAN: Allow the Department of Integrative Arts to retain the 35% share of revenues gained from INART courses offered through the World Campus to maintain the 2008/2009 enrollment levels in the online courses offered by the Department of Integrative Arts.

OBJECTIVE THREE: Diversify the offering in the popular music series

ACTION PLAN: Add at least one additional online General Education popular music course in each of the five years of the 2008/2013 strategic planning cycle and at least two upper division courses during the five-year period.

OBJECTIVE FOUR: Expand the General Education offering in World Campus

ACTION PLAN: Regularly offer INART 003, 115, 116, 200 and PHOTO 100 during fall, spring, and summer sessions through World Campus and add new course offerings that have enrollment potential as they are developed beginning Spring Semester 2009.

GOAL TWO: Improve advising in Department of Integrative Arts

OBJECTIVE ONE: Develop a faculty advising program to train and support quality advising in the department

ACTION PLAN: Develop a comprehensive faculty advising website during the 2009/2010 academic year and institute a formal training program in advising for faculty to begin no later than Spring Semester 2010.

OBJECTIVE TWO: Develop a formal advising program for students in both Graphic Design and Integrative Arts

ACTION PLAN: Establish a procedure for the constant update of the student advising websites in Integrative Arts and Graphic Design in Spring Semester 2009 and institute a formal advising program for students in Graphic Design and Integrative Arts beginning in Fall Semester 2009.
GOAL THREE: Develop a Minor in Popular Music Studies

OBJECTIVE ONE: Diversify the offering in the popular music series

ACTION PLAN: Add at least one additional online General Education popular music course in each of the five years of the 2008/2013 strategic planning cycle and at least two upper division courses during the five-year period.

STRATEGIC PLAN FOR GRAPHIC DESIGN

GOAL ONE: Maintain the excellence of the graphic design program

OBJECTIVE ONE: Stabilize and maintain technical support for the graphic design program

ACTION PLAN: Stabilize the technical support for graphic design by the beginning of Spring Semester 2009

ACTION PLAN: Develop a comprehensive long-range plan for the maintenance of graphic design by the end of Spring Semester 2009

ACTION PLAN: Develop a five-year budgetary plan for graphic design during Summer 2009

OBJECTIVE TWO: Establish a graduate program in graphic design

ACTION PLAN: Establish the MFA in Graphic Design as an approved degree by the end of the 2009/2010 academic year

ACTION PLAN: Expand the number of graduate assistantships in Graphic Design to four to insure stability in the program and lay the foundation for potential growth by Fall Semester 2011

OBJECTIVE THREE: Explore the potential for undergraduate students to begin the first or first and second years of the graphic design program at other locations

ACTION PLAN: Work with Associate Dean Kesler to begin discussions with one or more identified locations to explore the potential for allowing students to begin study in graphic design at their campus.

STRATEGIC PLAN FOR PHOTOGRAPHY

GOAL ONE: Bring photography to a level of functional stability

OBJECTIVE ONE: Stabilize and maintain technical support for the photography program

ACTION PLAN: Stabilize the technical support for graphic design by the beginning of Spring Semester 2009
ACTION PLAN: Develop a comprehensive long-range plan for the maintenance of graphic design by the end of Spring Semester 2009

ACTION PLAN: Develop a five-year budgetary plan for graphic design during Summer 2009

OBJECTIVE TWO: Stabilize the faculty in photography to meet the demands of the program and its offerings

ACTION PLAN: Conduct a national search in 2009/2010 to fill the open faculty line in Integrative Arts with a tenure track hire.

ACTION PLAN: Move Fredric Weber to a full-time Affiliate Faculty position beginning in the 2009/2010 academic year.

GOAL TWO: Redefine and restructure the photography program in light of changing student interests

ACTION PLAN: Devote Spring Semester 2009 to a reconsideration of the photography program and its place in the College