School of Visual Arts

Strategic Plan, 2008-2013

(text below in red indicates the SoVA plan within the context of relevant portions of the College of Arts and Architecture’s strategic plan, Vision for the Future 2008-2013, indicated in black)

Goal I: Strengthen our significance and reputation in the arts

Strategy 1: Expand both individual and transdisciplinary research and creative accomplishment.

a. Seek means for the university as a whole to recognize, value, and benefit from the contribution of the creative and performing arts.
   i. Develop a plan to increase visibility of SoVA research and creative work within the university as part of the Arts District
   ii. Develop an exhibition area on first floor of the Arts Cottage
b. Provide incentives for research funded via major agencies and foundations such as NSF, NIH, NEH, NEA, EPA/Ford, Packard, Heinz, Robert Wood Johnson, etc.
   i. Equip staff, through training, to assist with application for and administration of research funds
c. Examine Promotion and Tenure processes and faculty reward systems to recognize excellence in collaborative as well as individual work and to eliminate potential barriers to collaborations
   i. Revise SoVA promotion and tenure guidelines to clarify expectations for studio and art education faculty, to be discussed with tenure track faculty during hiring and preparing for promotion and tenure reviews, and to be included in promotion and tenure dossiers
   ii. Revise the annual faculty reports to include “collaboration” as a category
d. Host a history of art education conference in Fall 2012 that highlights the Library’s special collections and digitized resources in art education
e. Host an interdisciplinary art and design conference and exhibition that highlights current student and faculty interdisciplinary art and design research
f. Develop and host a biennial exhibition of Alternative Photo Processes
g. Develop a plan for an interdisciplinary research center for visual culture and learning that will contribute to a just society and world

Strategy 2: Support excellence and innovation in teaching and learning.
a. Increase the emphasis on graduate education, growing and/or improving existing graduate programs and adding new ones where there are strategic advantages for doing so
   i. Revise the graduate curriculum in art education
   ii. Implement and assess the new MPS in Art Education
   iii. Develop a combined BS/MEd degree for the Museums and Cultural Institutions option in Art Education
   iv. Support opportunities for graduate students to prepare a teaching portfolio for the Teaching with Technology (TWT) Certificate
   v. Proactively recruit highly qualified applicants for graduate study in studio, IDS and art education, improving selectivity by increasing the applicant pool
   vi. Develop a relationship with an art school or university in a major venue such as New York or Philadelphia to exchange student exhibitions
   vii. Examine how best to use faculty positions (including fulltime and joint appointments) and funds to best grow the IDS program
   viii. Develop and publicize a “Serious Game Design” track within the existing IDS curriculum

b. Increase competitive graduate assistantships and fellowships through reallocation of existing resources, endowments and other means
   i. Change from a Grade 9 to Grade 12 stipend for graduate assistants in art education and studio without reducing the number of GTAs offered, for example by allocating some of the revenue from online SoVA courses taught through the World Campus by art education and studio faculty and graduate students
   ii. Use the IDS program to partner with other schools and colleges with the goal of increasing graduate teaching assistantship opportunities

c. Encourage partnerships with other units and colleges to expand offerings in joint courses and programs
   i. Develop a comprehensive curriculum for a new concentration, "Critical Studies in the Visual Arts," comprised of art criticism courses in the studio program, visual culture courses in art education, and cross-listed courses with the Department of Art History, and examine ways, for example, that critical studies might contribute to a productive use of art-related controversies as opportunities for discussion and learning
   ii. Partner in developing a 15-credit certificate in arts and visual/new media literacy with the College of Education
   iii. Improve and increase online course offerings in studio through the World Campus and the Institute for e-Learning and Research in the Arts and Design

d. Engage students in the process of program review and assessment
   i. Engage in research projects to assess effectiveness of undergraduate pre-service programs in art education
ii. Encourage the development and implementation of a Student Rating of Teaching Effectiveness (SRTE) tool for web courses

e. Develop a mission and vision for use of the Anderson Endowment funds in keeping with the conditions of the endowment in order to support the mission, vision, development, and visibility of the studio, IDS and art education programs

f. Strengthen the SoVA curriculum committee structure, organization, and administrative operations, and standardize procedures to ensure effective, timely maintenance of curriculum

Strategy 3: Continuously improve the quality of our programs.

a. Reallocate or seek additional funding for traditional and emerging technologies to enhance teaching, creative work & research, and outreach
   i. Relocate IDS operating budget within the SoVA keeping with current and past practices regarding units within SoVA
   ii. Make Visual Arts Building 315 and Patterson 308 and 310 technology classrooms
   iii. Equip area in Zoller Café near the Gallery for multimedia output and display
   iv. Embrace new or improved user-friendly technologies to enhance admission process interfaces

b. Actively address and monitor workplace and classroom climate to ensure a continuing supportive environment
   i. Implement NASAD recommendations regarding maintenance and improvement of existing facilities
   ii. Review existing use of facilities, benchmark facilities provided at comparable institutions, and develop a plan for the most effective allocation of spaces in SoVA, with immediate attention to graduate student studios, installations, and storage
   iii. Relocate and improve the condition of the art education graduate student office
   iv. Identify process improvements to streamline and standardize administrative procedures, increase customer service, and plan for succession

c. Monitor and update benchmarking with peer and aspirant programs
   i. Benchmark graduate program in art education with major programs at other universities in the United States

d. Enhance development and stewardship activities, involving alumni, friends of the college, and the units as well as the professional staff to increase funding for program endowments and scholarships
   i. Work with College Development Office to seek endowed graduate fellowships and supplements in honor of retired faculty members and alumni of the art education and studio graduate programs

e. Engage alumni and practitioner resources in identifying new opportunities for community outreach and collaborations
i. Develop new website focused on alumni, using interactive Web 2.0 strategies such as found on Facebook in order to keep touch with studio, IDS and art education alumni, feature their accomplishments, and allow them to network with each other and with faculty after graduation

ii. Design and maintain an online SoVA student/alumni mentoring program

iii. Develop a plan for an Alumni Exhibition

f. Raise the profile of the college and promote more effectively the accomplishments of our programs and people

   i. Evaluate effectiveness of current efforts and reallocate resources to promote SoVA programs

   ii. Evaluate and redesign SoVA’s website, integrating it with the new website directed to alumni

   iii. Develop a long term plan for editing and coordinating publication of *ArtsWord*, the alumni newsletter

   iv. Develop and implement a plan to reinforce the identity of the art education program, for example through redesign the art education portion of SoVA’s website, publication of flyers describing the graduate program, alumni receptions at professional conferences, and signage and the new exhibition area in the Arts Cottage

Measures of progress:

With respect to undergraduate and graduate students:

Professional accreditation criteria and processes to assess learning outcomes

   One-person exhibitions
   Major design projects accepted for publication or completion
   Two or more person exhibitions
   Team design projects competition awards
   Books, monographs, and publications in refereed journals
   Other publications (book chapters, articles, etc.) in non-refereed journals.
   Editorship of journal
   Editorship of single issue of journal
   Lectures or oral papers
   Chairing or organizing a conference, symposium or panel
   Sponsored or externally-funded research
   Professional awards and fellowships received
   Professional service: boards, program evaluation, consultation

With respect to alumni:

Professional employment after graduation
   Undergraduates
   Graduates
Entrance into graduate school after undergraduate graduation
Records of alumni engagement within programs and the College
Alumni Placement and Accomplishment

With respect to faculty:

One-person exhibitions
Major design projects accepted for publication or completion
Two or more person exhibitions:
Team design projects competition awards.
Books, monographs, and publications in refereed journals
Other publications (book chapters, articles, etc.) in non-refereed journals.
Editorship of journal
Editorship of single issue of journal
Lectures or oral papers
Chairing or organizing a conference, symposium or panel
Sponsored or externally-funded research
Professional awards and fellowships received
Professional service: boards, program evaluation, consultation
Participation in interdisciplinary/transdisciplinary research groups
Record of collaborations with faculty in other disciplines
Development and involvement with virtual learning environments

Goal II: Prepare students to thrive in a global environment

Strategy 1: Continue to advance teaching and learning by developing new courses and programs of study that address the changing demands of a world increasingly driven by a global economy and internationalization.

  a. Review and develop specific ways to incorporate global perspectives into the undergraduate curriculum in studio, IDS and art education

Strategy 2: Create a climate that encourages learning from diverse perspectives, using data available through University resources and college/school diversity committees to develop specific goals and measures.

  a. Actively recruit students from diverse racial and ethnic backgrounds into the studio, IDS and art education programs by establishing substantive relationships with urban community centers and secondary schools, for example with the Charter High School for Architecture and Design in Philadelphia and participating schools in the Pittsburgh School District University Collaborative which places student teachers in art education
  b. Develop partnerships with Historically Black Colleges and Universities (HBCUs)
Strategy 3: Make international experiences a hallmark of every academic unit.

   a. Develop a faculty and student exchange program with at least one university located outside of North America and Europe
   b. Collaborate with the College Development Office to complete funding of a student award for international travel to support creative work and research

Strategy 4: Increase the number of faculty exchanges, residencies, and visitations by professional and guest artists to bring new perspectives to our classrooms and workshops.

   a. Proactively host visiting scholars and artists and integrate them into our academic community

Measures of progress:

Diversity of undergraduate and graduate students
Diversity of faculty
Percentage of international students in graduate programs
Percentage of undergraduate students studying abroad
Number of visiting scholars and artists
Number of faculty exchanges, residencies, and visitations abroad
Number of student publications, lectures, workshops and other professional activity abroad

Goal III: Continue to enrich the lives of the University and the region by celebrating and disseminating the arts through our commitment to outreach

Strategy 1: Enhance our offerings of public arts programs and exhibitions.

   a. Develop an outdoor sculpture park in the East Village, in the center of a thriving art community in New York City, that can be used as an installation and performance space for undergraduate and graduate students and alumni in studio and IDS

Strategy 2: Support communities in Pennsylvania and beyond with design and planning assistance via service-learning.

Strategy 3: Develop outreach opportunities, adding programs where there are demands or strategic advantages for doing so.

   a. Actively develop art and design industry outreach for IDS to assist with student job placement and internship opportunities
Strategy 4: Use our diversity-focused programs, performances, and exhibitions to enhance the cultural awareness of Penn State and surrounding communities.

Strategy 5: Use our international programming to enhance the global awareness of Penn State and surrounding communities.

Measures of progress:

Number of projects, workshops or other outreach activities in Pennsylvania and the United States

Goal IV: Develop a 10-year college master plan for facilities and technology

Strategy 1: Seek to include college facilities needs in the University’s Capital Plan, for renovation or new construction where aging Arts District buildings can no longer adequately support the academic, creative, and outreach missions of the college and university including (in alphabetical, not priority order):

a. Visual Arts facilities  
   i. Arts Cottage (attic and basement studios, additional office space, accessibility, and landscaping)  
   ii. Printmaking facilities  
   iii. Facilities to sustain traditional photographic processes, support the digital photographic arts program, and support collaborations between printmaking, traditional photography and papermaking  
   iv. Additional space for graduate student studios, installations, and storage  
   v. Reclaiming Patterson 302 computer lab for teaching 3-D Foundations

Strategy 2: Create master plan for IT and other technology throughout the College

a. Redesign computer labs for collaborative learning  
b. Redesign all classroom spaces for integration of digital and internet technologies in teaching and learning

Strategy 3: Utilize internal College expertise and student projects to assist with planning for new buildings, spaces, additions or changes to the physical facilities of the College.

Measures of progress:

Completion of facilities and technology master plan for SoVA
In addition, SoVA proposes the following objectives for consideration by the College and its other units. These require resources beyond those available to SoVA and/or a commitment by other units of the College to include them in their own plans.

**Goal I: Strengthen our significance and reputation in the arts**

**Strategy 2: Support excellence and innovation in teaching and learning.**

a. Coordinate and align course offerings in Art History, Studio and related areas to avoid duplication and ensure availability of courses necessary to meet requirements for undergraduate majors and graduate work in each unit

**Strategy 3: Continuously improve the quality of our programs.**

a. Reallocate or seek additional funding for traditional and emerging technologies to enhance teaching, creative work & research, and outreach
   i. Eliminate redundancies and consolidate printing and digital fabrication facilities in the form of an Arts and Architecture teaching and learning center
   ii. Provide and simplify faculty and student access to specialized software across the College

**Goal II: Prepare students to thrive in a global environment**

**Strategy 4: Increase the number of faculty exchanges, residencies, and visitations by professional and guest artists to bring new perspectives to our classrooms and workshops.**

a. Increase travel funds for conference and other professional presentations, lectures, and exhibitions to $3000 in reimbursable expenses for each full-time graduate faculty member in order to support national and international visibility of SoVA’s programs, recruitment of graduate students, and opportunities for faculty exchanges, residencies and visitations

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