

SCHOOL OF FINE ARTS

Academic Plan, 2014-2019

Introduction

Leadership in the arts is a hallmark of the nation's best universities. The arts and arts-related humanities, housed in the School of Fine Arts, are an essential component of a dynamic research university environment because of the distinctive ways that we nurture creativity, innovation, and cultural understanding. The School of Fine Arts is in a remarkable position, at this phase in its development, to embrace change and growth. Faculty are investing tremendous energy in the School—creating new courses and establishing new degrees, recruiting students, as well as writing grants and conducting exciting research and development. This energy stems from the core values of the School, that are inherent in the arts: creativity, experimentation, and collaboration.

The School of Fine Arts has an important role to play as the University of Connecticut works to become an even greater leading global research university. Founded in 1960 to strengthen the disparate arts programs located across the University, the School of Fine Arts provides professional-caliber training to artists, performers, scholars, and arts professionals, while increasing access to the arts on campus and in the state. This is an exciting time in the School's history, as the new Digital Media and Design, developed in 2012, marks the first new department since the School was founded. Moreover, the state's historic investments in the University, represented most recently in Next Generation Connecticut, create opportunities for innovative new degree offerings and cutting-edge productions, across all departments.

The arts are essential to all students and faculty at the University, regardless of their majors or fields of study. To meet the demands of civic and professional life in a rapidly changing world, all students need access to a diverse array of arts courses and participatory experiences. *Reinvesting in Arts Education* (2011), a report by the President's Commission on the Arts and Humanities, notes:

Education in the arts is more important than ever. In the global economy, creativity is essential. Today's workers need more than just skills and knowledge to be productive and innovative participants in the workforce... Creative experiences are part of the daily work life of engineers, business managers, and hundreds of other professionals. To succeed today and in the future, America's [students] will need to be inventive, resourceful, and imaginative. The best way to foster that creativity is through arts education.

Our Vision

The School of Fine Arts will emerge as a nationally-recognized center of excellence for education, research, and service in the arts; a model of creative collaboration; an essential partner in research initiatives across the University; and a powerful force for the cultural, educational, and economic development of the State.

Our Mission

The arts are essential to the intellectual, cultural, and creative vitality of the University, and the School of Fine Arts embraces the mission of supporting the arts in myriad ways. Our performances, exhibitions, teaching, scholarship, and creative research connect the University to the national and international arts communities and extend the University's land-grant service mission to encompass the arts.

The academic departments in the School, including Art and Art History, Digital Media and Design, Dramatic Arts, and Music, offer a range of degrees that provide professional training in the arts at both undergraduate and graduate levels. We also offer undergraduate degrees and minors, study abroad programs, and graduate certificates that promote interdisciplinary training and intellectual and artistic exploration for all students at the University.

We embrace the University's mission to create knowledge, understanding, and social transformation. To succeed in this mission, the School of Fine Arts promotes diversity in multiple dimensions, including a diverse community of faculty and students, diverse methods of learning such as on-line programs, intellectual and creative diversity, and global cultural diversity as a subject of our creative research and scholarship. Collaboration is central to our vision of how the arts shape the University's research environment, and we engage in creative collaborations among the arts and across academic fields.

Our emphasis on experiential learning – whether on the stage, or in the studio, recital hall, or computer lab – is a distinctive feature of our academic programs. The University's nationally recognized research, exhibition, and performance centers, including the Jorgensen Center for the Performing Arts, the Benton Museum of Art, Connecticut Repertory Theater, Contemporary Art Galleries, von der Mehden Recital Hall, Ballard Institute and Museum of Puppetry, and Digital Media Center, are essential partners in our academic enterprise. They offer students professional training opportunities that prepare them for sustainable careers in the arts – even as they bring the joy of the arts to the University and the state.

Through the arts we support the University's mission to advance the state educationally, culturally, and economically, and we exercise state and national in the development of the arts. Our constituency includes not only the University's students, faculty, and staff, but also the citizens of the state and nation, and arts-lovers and practitioners around the world. From our academic and artistic home in Storrs, we engage our larger communities.

Core Values

The School of Fine Arts has distinctive ways of fulfilling the University's core values:

Innovation – We teach creativity, creative problem-solving, and effective communication through artistic expression. The arts can transform society and bring the best ideas generated at the University into the wider world.

Leadership – As the University continues to cultivate critical thinking, creativity, and joy in lifelong learning in its students, the arts provide unique opportunities to engage students and foster these qualities. We strive, through studying the arts, to enable all students to gain leadership skills that can be applied in many fields. Our School of Fine Arts students will become the state's and nation's next generation of cultural leaders.

Global Engagement – The arts have an essential role to play in fostering a global society – studying, performing, and exhibiting the artistic traditions of many cultures and welcoming practitioners and scholars from diverse global traditions. The arts promote dialogue around some of our most intractable problems, and have the power to build understanding and community locally and globally.

Diversity – In the School of Fine Arts, we support the increase of cultural diversity through our teaching, outreach, and creative and scholarly research. Through the arts we create an actively inclusive community of artists and scholars – in our performances, exhibitions, scholarship, and

creative research, the arts become the common ground where we forge new connections and understandings among people.

We also bring our own distinctive core values to teaching, research, engagement and outreach:

Creativity - Our faculty foster creativity every day in our studios, labs, and classrooms, and our distinctive arts pedagogies have much to offer other disciplines in this regard. Similarly, the artists and performers on our faculty maintain a high level of creativity in their own practice, and, again, have much to share in terms of developing and sustaining creativity.

Community – The arts build community. The shared experience of the arts – whether as audience, scholar, or practitioner – has the potential to create a common sense of identity and new understandings on small and large scale.

Courage – Artists and performers take risks, experiment, and share themselves with their audiences and viewers. Artists and performers can inspire other students to deepen their engagement with critical issues and take risks in their work.

Collaboration – In the arts, we do not work alone. Every project – an exhibition, play, concert – requires a team of dedicated artists and arts professionals to be realized. The ability to collaborate, to create across and through our different viewpoints and talents, is a distinctive quality of the arts, and the university environment provides unique opportunities for collaboration across multiple disciplines.

Curiosity – The desire to explore motivates the arts and scholarship – there is no way to be a great artist or performer without intense curiosity. We nurture this quality through our teaching, artistic practice, and scholarship, and can play an important role in nurturing a desire to explore and experiment in our University community, for there is no achievement in any field without curiosity.

Planning Process

In 2013, the University launched a comprehensive process to develop a new academic vision to identify special goals and strategic initiatives, and realize our aspiration to become a top flagship University recognized for excellence in breakthrough research, innovative education, and engaged collaborations with state, community, and industry partners. The School of Fine Arts participated actively in this process, with representation on the University Vision Committee and its own School of Fine Arts Academic Vision Committee, chaired by Dean Grant and composed of faculty from each department. The 2013 School of Fine Arts retreat focused on academic planning, and was preceded and followed by roundtable discussions, consulting groups, and town forums at the Department, School and University levels.

Like the University plan, the School of Fine Arts planning process was guided by the principles of:

Bold and innovative ideas: As a faculty, we recognize that it is time for growth and change in the School, and that the recent establishment of new programs, including Digital Media and Arts Administration, provides a foundation for growth and change.

Growth in research: The plan is committed to supporting faculty research productivity and growth in extramural funding; our exhibiting and performing centers provide an important avenue for state, federal, and philanthropic funding of the arts and arts-related scholarship.

Adaptability to change: This is not only a time of growth and change for UConn and the School of Fine Arts, but also, in a larger sense, for higher education and the arts. The rapid changes in technology have created new educational opportunities and a changed economy, even as they have transformed artistic practice and broken down traditional barriers between art forms and academic disciplines. While we take the long view and invest for the future, the School of Fine Arts must also be able to respond to the rapidly changing cultural, social, and economic landscape.

Active participation of faculty: The faculty is at the heart of this plan – it is their expertise and their high level of commitment to teaching, research, outreach and service that makes growth and change possible.

Accountability to achieve goals: We are accountable for our decisions and the investments we make to advance the School. We will develop an assessment plan, including carefully selected metrics that measure our progress toward our academic goals.

Repositioning the School of Fine Arts as a Creative and Collaborative Leader at the University and Nationally

We are committed to breaking down disciplinary barriers and academic silos within the School and across the University, investing our considerable creative and intellectual resources in collaborative education and research initiatives.

The philosophy of the School of Fine Arts is that the best professional arts education takes place in the research university environment, one in which arts students are shaped by their access to interdisciplinary studies and research opportunities across a wide range of fields. For these same reasons, the research university environment provides unique resources for the development of the arts, and we are a vital incubator of new arts as well a center for research on the history and interpretation of the arts.

This repositioning of the School of Fine Arts involves four main initiatives:

- Investing in Collaborative and Interdisciplinary Research
- Expanding Graduate Programs and Raising their National and International Profile
- Continued Excellence in Undergraduate Education
- Excellence in Public Engagement

Investing in Collaborative and Interdisciplinary Research

As a School of Fine Arts housed within a major research university, we have the opportunity to engage in innovative collaborative and interdisciplinary arts and scholarship. The School has a proportionately large number of joint faculty appointments with institutes and programs across the University, and these faculty can provide leadership in interdisciplinary research.

Our exhibition, performance and research centers also have an important role to play. For example, the Connecticut Repertory Theater tackles challenging issues that draw in collaborators and programming support from a variety of departments and institutes. The Contemporary Art Galleries has actively sought out interdisciplinary collaborations – its exhibitions have focused on ornithology, mathematics, physics and time travel, psychoanalysis, and other subjects in contemporary art that have attracted collaborators across the University. Similarly, the Digital Media Center has been a leader in establishing research collaborations across the University - working on data visualization projects with several disciplines in the sciences and engineering and participating in the new digital

humanities initiative. The Benton Museum of Art and the Ballard Institute and Museum of Puppetry have engaged with Human Rights, Chemistry, and History and University initiatives like UConn Reads to create exhibitions that address important cultural and social issues as well as our artistic heritage.

The Dean's Office has developed a plan to support and prioritize collaborative and interdisciplinary research over the next five years. The Dean's research funds have been reorganized to support collaborative and interdisciplinary research and to serve as seed money to support projects with potential for extramural funding. The Dean has also created the position of Associate Dean of Graduate Studies, Research and Creative Practice to foster research in the School, and this position will oversee an annual interdisciplinary research symposium in the School.

University Initiatives

The School of Fine Arts has the potential to contribute to several of the University Academic Plan's Strategic Areas. For example, a number of faculty in the School, including those involved in the Human Rights Institute and the interdisciplinary studies programs, can make significant contributions to "Human Diversity, Disparity, and Rights." Digital Media and Design can collaborate on initiatives relating to "Genetics, Genomics, and Personalized Medicine" and "Advanced Materials and Manufacturing," and "Complex Systems and Big Data."

Artists, Scholars, and Public Discourse

The University's plan calls for an expanded engagement with the critical issues of our time, and recognizes that higher education has a leadership role to play in finding solutions to problems like inequality, the environment, and violence. Unique among its peers, our University academic plan recognizes that the arts can play a leadership role in social engagement. A number of our faculty – artists, performers, and scholars - engage with important social issues in their work, including the environment and sustainability, human rights, the legacy of colonialism, aging, race, gender and sexuality.

The Connecticut Repertory Theater, The Benton Museum of Art and the Contemporary Art Galleries are playing a central role on campus in fostering dialogue around contemporary issues through the arts. They are positioned, along with the Ballard Institute and Museum of Puppetry, the Benton Museum, and Jorgensen Center, to provide a foundation for engaged research and creative scholarship as part of this initiative. The Benton Museum's Friday Soirées, for example, have drawn together faculty and staff experts in disparate fields to discuss artwork from the Benton's collection and consistently draw large audiences.

Creativity, Innovation, and Entrepreneurship

This area was identified as one of emerging interest in the University's academic plan, and it is one in which we can play a strong role as it develops. The Neag School of Education is collaborating with the School of Business to focus on the study of creativity, innovation, and entrepreneurship. Our faculty foster creativity every day in the classroom, and our distinctive arts pedagogies can serve as a model for other disciplines in this regard. Similarly, the artists and performers on our faculty maintain a high level of creativity in their practice, and, again, have much to share in terms of developing and sustaining creativity.

Our students are entering an environment in which sheer talent alone is rarely enough to sustain a successful career in the arts: they will need to develop and manage an array of self-generated opportunities, whether it be in creating online video music tutoring, providing theater workshops to

a school system, or establishing a graphic design consultancy (to offer just a few examples). They must, in other words, cultivate classic entrepreneurial skills. Many of our alumni are already successfully pursuing such multi-faceted careers, and represent a resource on which we can draw for expertise in this area. More broadly defined, entrepreneurship is the process of bringing new ideas to bear in society – the arts can be strong partners in bringing innovative perspectives and new ideas into circulation in society.

School Initiatives

Experimental Film, Video, and Animation

Film, animation, and video are a growing force in the creative and economic life of the state and they are also art forms to which all the School of Fine Arts departments contribute.

Faculty at the School are planning a Film, Animation and Video Arts program with a distinctive focus on short-format fiction film, documentary, and video art. Focusing on these dynamic, alternative formats, rather than feature films, will foster interdisciplinary collaboration and experimentation in form and content. For example, this new program could, through research partnerships with the Human Rights Institute; El Instituto; African-American Studies; Asian American Studies; Women's, Gender, and Sexuality Studies; and the Humanities Institute.

A Film, Animation, and Video Arts program would offer students training across the proposed genres and provide them with technical expertise to facilitate their own creative expression or a foundation for building a career in the film industry. The goal of the program would not be to train students as technicians for the film industry (although they will gain marketable skills and expertise) but, rather, to train them as creative thinkers and communicators through the moving image.

The School already offers courses in several core areas, as does the Communication Department. Digital Media and Design faculty have been in conversation with faculty from Languages, Cultures, and Literatures and English about possible collaborations on a Film and Video Arts Program.

With new hires in the Art and Art History Department and Digital Media and Design, the School of Fine Arts has quickly developed significant expertise and facilities for the creation of 2D and 3D animation. Art and Art History also teaches a sequence of classes in drawing and life drawing, and Illustration classes are essential for their focus on visual storytelling. Both departments teach motion graphics in various forms. In addition, the Dramatic Arts Department has expertise in voice-over and an interest in motion-capture through Acting and Puppetry. Music can contribute courses in sound and composition.

Animation can also serve an important role in creative and scientific research, and on this level serves the broader research agenda of the University. As in the interdisciplinary arts, the School of Fine Arts can be a valuable partner providing new resources and perspectives through an emphasis on creative research practice and expertise in music, drama, art and digital arts, and digital media.

As a first step, the School of Fine Arts will create a Minor in Animation Arts to serve the creative and professional development needs of students. A faculty committee is already at work on the planning phase.

Global Arts and Cultures

The shift to a global perspective in the arts creates a simultaneous shift to an interdisciplinary perspective. In Africa, for example, music cannot be separated from dance and sculpture; in Europe,

puppetry is closely allied with acting and dance; in China, ink painting has historically been intertwined with poetry and calligraphy; in the contemporary art world, artists routinely cross media and disciplinary divides.

The School is committed to fostering interdisciplinary arts as a creative research practice. With the growth of substantial collaborative research projects among faculty and graduate students, the School plans to bring external partners and practitioners into this initiative through visiting artist programs, charettes, symposia, and conferences. We have a unique ability to focus on both textual and non-textual communication, and are positioned to spark important dialogues around social media as global media, the nature of artistic and scholarly communication in the digital age, and the impact of mobile technologies on the arts.

As part of this global and interdisciplinary arts initiative, the new Global Arts Minor responds to student interest in studying a diverse array of arts, enhancing their ability to work, communicate, and understand across cultures. This focus prepares students for professional careers that are interdisciplinary and global in reach, in fields such as business, education, and research as well as the arts.

Through our existing and planned Study Abroad programs, the School of Fine Arts will be able to offer unique field experiences to students in this area. This initiative also intersects with a Global Studies Major currently being developed in CLAS.

The Arts and STEM

Although located on opposite sides of the campus, the arts and sciences have, in reality, shared territory, especially as we have moved into the twenty-first century when knowledge, creativity, and innovation tend not to observe the boundaries of traditional disciplines. Moreover, the arts enhance STEM skill sets with opportunities to learn dynamic and clear communication as well as the opportunity to explore the human impact, historical significance, and emotional ramifications of work in the STEM area.

We have a long tradition of collaborating with the sciences on an *ad hoc* basis and we can build on these efforts and institutionalize them to create sustained collaborations moving forward. The Connecticut Repertory Theater and Puppetry have both explored STEM subjects in performance, as has the Contemporary Art Galleries through exhibitions. Digital Media and Design, for example, is collaborating with Genetics on data visualizations, and Engineering students have studied mold-making techniques in Ceramics.

Creating sustained collaborative relationships requires a process of exploration jointly with the STEM disciplines. Some of these conversations have already begun at the Provost's level – arts faculty, for example, have had productive conversations with faculty from environmental sciences and environmental studies about shared interests. We plan to further explore ways to establish initiatives that would benefit our students, our research programs, and help build the STEM/arts pipelines to the University – for example, through workshops with high school teachers.

Musical Theater

The University of Connecticut Department of Dramatic Arts' mission to foster an environment where students are learning alongside professional performers would be enhanced by a BFA Musical Theatre program, offered in collaboration with the Department of Music. Due to our close proximity to New York City and our ongoing connection to world-class musical theatre performers through Connecticut Repertory Theatre, UConn can position itself as a leader in the field of Musical Theatre

training. The opportunity for students to study with Broadway legends, master performers, and teachers, will ensure a national reputation of excellence.

This initiative responds to strong student interest nationally in musical theater, and to the robustness and importance of the artistically and economic benefits of participation in this area. We can build this program over the next five years, with investment in voice teaching, dance, and support staff.

An Incubator for Contemporary Arts and Culture

Several endowed funds, including the Sackler Composition Competition and the Sackler Visiting Artist Fund, enable us to host guest artists to produce new works and provide the foundation for this initiative. For example, renowned international artist Sally Smart brought together faculty, graduate students, and staff in sculpture, photography, video, puppetry, dance, digital arts, and voice to create her interdisciplinary work "The Pedagogical Puppet" as the 2012 Sackler Artist-in-Residence. She is now exhibiting this work internationally, with full credit to the University of Connecticut, and it has already been shown in Adelaide, Auckland, and London, and will soon be on view in Beijing.

- The programs of the Benton Museum of Art, Jorgensen Center for the Performing Arts, Contemporary Art Galleries, Connecticut Repertory Theatre and Ballard Museum and Institute of Puppetry, and Community School of the Arts are increasingly tied to the University's research mission. Each has developed or is in the process of developing an advisory board of scholars, performers, artists, and arts professionals to guide its research and teaching mission.
- Digital Media and Design has pursued sponsored research projects to create new work for Boston Children's Hospital and Cigna.
- Planned initiatives in grant-writing and fund-raising will allow us to expand our visiting artist programs and creative collaborations.

Expanding Graduate Programs and Raising their National and International Profile

The graduate programs in each of the four departments in the School of Fine Arts are relatively small but of high quality, and have the potential to consolidate strong national reputations over the next five years. We will recruit more widely and actively for these programs and begin to collect data systematically on alumni success. We will also support graduate student research, especially extramural funding and opportunities for performance, exhibition, and publication.

We are establishing exciting new programs that will increase the range of our offerings and the size of our graduate student populations and, equally important, enhance current graduate programs by offering those students new opportunities for professional training and interdisciplinary studies. For example, Dramatic Arts is taking the lead in establishing a new graduate program in Arts Administration. An online Graduate Certificate in Arts Administration will become available late in 2014, and an MFA in Arts Administration in 2016. Digital Media and Design's new MA and MFA degrees take strategic advantage of its unique position at the intersection of art, business, STEM and the humanities and social sciences.

We are also expanding online opportunities for graduate education. In addition to Arts Administration, new online graduate certificates in Digital Media, Scientific and Medical Illustration, and Puppet Arts will provide ongoing artistic and professional development on a national scale – several of these have recently been approved, others are in development. The Department of Music is developing an innovative one-year Master's degree in Music Education that will be a hybrid online and summer residential program.

Strategic changes have been planned for existing programs to make them more competitive and enhance their quality. The renowned Puppetry Program in Dramatic Arts will expand its MFA and MA cohorts. The Art and Art History Department will sunset its MA in Art History program, beginning in 2014, in order to concentrate its resources on its MFA Program in Studio Art. This will expand to a three-year program with an initial additional intake of five students. Currently ranked 93rd among both public and private MFA programs (as a small program, it is unusual to be ranked at all), our goal is to raise the program into the top fifty nationally through this expansion, a redesigned curriculum, new and improved facilities, and more effective promotion.

The Music Department is a leader in teacher education and remains committed to preparing students for careers in music education through our innovative five-year Music Education (IB/M) program, one of the only programs in the nation to combine an undergraduate and masters degree in music education. It is also a leader in graduate studies in Music, and is the only public New England university to offer the Doctor of Musical Arts degree, the terminal degree in the field of music performance and conducting.

Continued Excellence in Undergraduate Education

The School of Fine Arts offers vibrant undergraduate programs in the arts and arts-related humanities that prepare students for professional success in their chosen fields. We invest a substantial amount of time and attention in teaching – arts pedagogy demands intensive instruction and mentoring relationships.

At the same time, the School provides access to the arts for all students through the General Education curriculum and our Minors. Following on the successful establishment of the interdisciplinary Digital Arts Minor several years ago, we have implemented or will soon implement new Minors in Digital Media, Studio Art, and Global Arts and Culture. These will complement existing Minors in Art History, Music, and Theatre Studies. We are expanding the range of our General Education offerings across all four departments to engage as many students as possible. New courses include “Digital Culture,” “Introduction to Asian Art,” and “Introduction to Digital Humanities.” We are creating a number of online courses to expand access to our offerings, including General Education courses as well as an innovative new course “History of Musical Theatre.”

Most crucially, the School provides participatory experiences in the arts to all students through the opportunity to perform in numerous ensembles, including the orchestra, wind ensembles, marching band, and choir.

The School of Fine Arts is planning to make changes to existing degrees to enhance the undergraduate experience, providing increased opportunities for creative and scholarly research, interdisciplinary approaches, and professional development. These changes include:

- The Art and Art History Department is working to establish a BA in Studio Art, enabling students with broad interests to double major (this is currently difficult with the time-commitment required by the BFA degree).
- A new capstone course in Art History will emphasize professional development alongside scholarly training, and will take advantage of the museums and galleries on campus.
- The Music Department will redesign its BA degree to make it more accessible to students outside the School and to enable students across the University to complete dual degrees in Music and another field (especially to meet strong interest from Engineering students).

We are also working to identify the optimal number of students for each program. We recognize capacity to grow in targeted areas, including Studio Art, Art History, Puppetry, Theater Studies, the BM in Music, and Digital Media and Design in Stamford.

Excellence in Public Engagement

The School of Fine Arts has a very strong tradition of public engagement through the Jorgensen Center for the Performing Arts, William Benton Museum of Art, Ballard Institute and Museum of Puppetry, Contemporary Art Galleries, von der Mehden Recital Hall, and Community School for the Arts. Thousands of patrons participate in our programs each year, and, collectively, our exhibition and performance programs provide state and national leadership in the arts.

Moreover, through initiatives such as the Marks Family Endowment and the Jorgensen's JOY (Jorgensen Outreach for Youth) Program, we reach out directly to low-income children and young adults by providing direct access to the arts. We plan to expand these efforts as part of the "Artists, Scholars, and Public Discourse" research initiative discussed above and will explore including Ballard Institute and Museum of Puppetry (BIMP), Benton and other SFA units in integrated outreach efforts.

Over the next five years, we will develop a new plan for the Community School for the Arts, one that makes it a valuable partner in the University's public engagement initiatives, one that incorporates the Town of Mansfield and the JOY outreach program, and the Department of Music to strengthen its core mission of providing arts education to the community at large.

Strengths and Challenges

Our Strengths

The School of Fine Arts possesses distinctive strengths that create a vibrant environment for creative and scholarly research, graduate and undergraduate education, and service and outreach in the arts. This report has discussed a number of our strengths above as the foundation for repositioning the School. In addition, it may be important to consider:

- The work of each department is inherently interdisciplinary. Practitioners, historians and theorists within each department work collaboratively on each of the programs.
- The University's exhibition and performance venues (Benton Museum of Art, Connecticut Repertory Theatre, Jorgensen Center for the Performing Arts, von der Mehden Recital Hall, Contemporary Art Galleries, Ballard Museum and Institute of Puppetry) are housed within the School, strengthening the research and academic programs through connectivity and collaboration. These units serve an important outreach function and provide professional training for our students.
- Our own Study Abroad programs in London, Florence, Copenhagen, and India, planned programs in Trinidad and Tobago and Cuba (both starting 2015), provide unique global arts experiences to both majors and non-majors.
- Higher education is embracing an incubator model to encourage creativity and innovation. Within the School of Fine Arts, each department already works in this way, with visiting artists and scholars such as Swedish artist Lina Persson, who created *Tempus Nullius* at the Contemporary Art Galleries on a grant from her government; Fulbright Scholar Pradosh Mishra, who was hosted by the Art and Art History Department, the India Studies Program,

and the Benton Museum; and the professional actors who lead the Connecticut Repertory Theater productions. We are exploring possibilities at all levels, including a new undergraduate course devoted to open-ended collaboration taught by a team of faculty representing each department in the School.

- The School of Fine Arts has begun to invest in technologies and facilities that will enable us to explore the full range of emerging arts media and art forms, and establish a foundation for collaborations across the University. For example, the Department of Digital Media and Design has created a 3D Animation Lab; the Department of Art and Art History has created the Digital Arts Services Lab for digital photography and the Digital Arts Materials Lab for sculpture; Music has a professional-caliber audio recording facility; and the School is planning to build a production facility and teaching space that will support and develop the work of Connecticut Repertory Theater and UConn Opera.
- We impact positively on the local community and the state through the Community School for the Arts and an endowed outreach program to underserved schools. The Jorgensen Center for the Performing Arts, Ballard Museum and Institute of Puppetry, the Benton Museum of Arts, and the Connecticut Repertory Theatre provide state and national leadership in the arts through performances, concerts, and exhibitions.

Our Challenges

Facilities: Twelve years ago, the critical need for new facilities in the School of Fine Arts was recognized in the plan to build a new Fine Arts Center designed by Frank Gehry. When costs for that project spiraled and fundraising failed to keep pace, the project was canceled, leaving the School of Fine Arts with a patchwork of facilities - many of which were too small, outdated, or in poor condition. The addition of the Digital Media and Design Department, with its need for specialized classroom and laboratory spaces and faculty offices, made the facilities issues even more urgent.

We have begun to address these issues through our expansion into the Bishop Center, which has enabled us to create urgently needed spaces, including laboratory and office spaces for Digital Media and Design; studios for Printmaking and Book Arts, Communication Design, and Illustration/Animation; and office space for Theatre Studies and Arts Administration. In addition, we have begun work on a new theater production and teaching facility to be built behind the Nafe Katter Theatre, which will serve productions across the School and create opportunities for innovative teaching and creative work.

Renovating and redeveloping our spaces for twenty-first century teaching and creative practice is a priority. The Jorgensen Center for the Performing Arts has undertaken a major renovation to improve its gallery space and create a multi-use space for events. Several studios in the Art Building have been refurbished and now house a digital photography lab, digital sculpture lab, and installation/performance space. We will also be refurbishing classroom and office spaces in the Drama/Music complex, addressing a number of structural and environmental problems.

In order to make our facilities suitable for education, we will need to develop a plan to fund all the necessary renovation projects. This will require a partnership between state and University funding and private philanthropy.

Fundraising, Grant-writing, and Sponsored Research: Fundraising, grant-writing, and sponsored research are underdeveloped at the School of Fine Arts, but we are taking steps to increase our capacity in all three areas, recognizing the critical need for outside funding for our programs.

We do not have endowment funds adequate to the needs of our programs. The Dean is working with the Foundation to develop a comprehensive plan for fundraising. Targeted campaigns, such as

initiatives to fund visiting artists in Art and Art History and to support Study Abroad in Dramatic Arts, are under way or in development.

The Digital Media Center has been a leader in developing the School's capacity for sponsored research and is poised to bring grant-funded projects and investment partnerships to UConn.

Graduate Student Funding: We need additional graduate assistantships to fund the expansion of graduate programs across all subjects, including new programs in Digital Media and Design. We are not competitive as we seek to recruit more broadly nationally and internationally – more substantial graduate funding is essential to expanding the size and quality of programs and raising them in the rankings. We also support a fee waiver for graduate students with assistantships, since this can be a financial burden for students and makes us less competitive in recruiting.

Conclusion

In conclusion, the School of Fine Arts is in a remarkable phase of growth and one the faculty, staff, and students are embracing this opportunity for future change. Our faculty will continue to invest their talents and energy in establishing new degrees, recruiting students, writing grants and conducting fundraising to create an even more vibrant and exciting School. We will continue to invest in the areas that are most important to the arts: creativity, experimentation, and collaboration.

Metrics

Initiative	Goals	Progress					Notes
		FY15	FY16	FY17	FY18	FY19	
Investing in Collaborative and Interdisciplinary Research							
Increase in the number of interdisciplinary projects at the School, including symposia, exhibitions, performances, and research initiatives, and creative works	10 projects per year across the School, including faculty research and projects at Benton, BIMP, CAG, etc. beginning FY 15						
Exercise a leadership role in the University Initiative “Artists, Scholars, and Public Discourse”	Engage in university planning process Pilot project FY 15, 16 Faculty engagement in ASPD research projects and initiatives						
Creativity, Innovation, and Entrepreneurship	Participate with Neag and Business as they move forward with this initiative						
Experimental Film, Animation, and Video Arts	Establish a Minor in this area by FY 16 Establish an interdepartmental committee to oversee minor and establish liaison with Film Studies in CLAS FY 15						

Global Arts and Culture	<p>Implement Minor, enrolling 30 students by FY17</p> <p>Integrate Global Arts and Culture Minor with planned Global Studies major</p>						
The Arts and STEM	<p>Establish a joint arts/STEM committee or series of conversations in FY15 to explore possible collaborations</p>						
Musical Theater	<p>Form committee to make recommendations for establishing Musical Theater FY 15</p> <p>Pilot courses FY 16 pending funding</p> <p>Establish BFA degree pending funding of faculty positions</p>						

<p>Serve as an incubator of contemporary art and culture</p>	<p>Increase in the number of visiting artists and new works produced here in all fields.</p> <p>Increase in number of internal and external grant applications generated by SFA units, followed by increased success in receiving external</p> <p>Increased Foundation support for the creation of new arts.</p>								
--	--	--	--	--	--	--	--	--	--

Expanding Graduate Programs and Raising their National and International Profile

<p>Establish MFA in Arts Administration</p>	<p>Degree approved and ready to offer by FY 16</p>								
<p>Create hybrid online/summer residency one-year Master's degree in Music Education</p>	<p>Degree approved and ready to offer by FY18</p>								
<p>Expand MFA in Studio Art to three-year program</p>	<p>First three-year incoming class in FY 17</p>								
<p>Create online graduate certificates in targeted fields</p>	<p>Two new certificates by FY 19</p>								
<p>Increase in the number and quality of applicants, as determined by their undergraduate institutions, academic and artistic achievement.</p>	<p>Establish system to gather data systematically by department by FY16</p>								

Increasing success of graduate students in achieving external recognition appropriate to the field (e.g., external grants, exhibitions, performances).	Each graduate program identify appropriate target goals for the field by FY16 Each graduate program establish system for gathering data systematically by FY 16						
Collect data on professional and academic success of alumni (tenure-track and tenured academic positions; professional positions; active exhibition, publication, and performance records as appropriate).	Departmental alumni databases in place by FY17						
Continued Excellence in Undergraduate Education and Engaging All Students in the Arts							
Introduce online courses in the arts (both General Education and specific to majors)	Three new courses by FY 19						
Introduce new General Education courses	Three new courses by FY 19						
Successful implementation of new and revised BA degrees in Studio Art and Music	New degrees approved and ready to offer by FY 18						
Increase in number of students pursuing double majors or dual degrees.	Each department to set a five-year target goals for increase, FY15						
Increase in the number of students taking arts and arts-related humanities	Each department						

General Education courses, both in person and online.	to set five-year target goals for increase, FY15						
Excellence in Public Engagement							
Increase outreach to low-income children and young adults	Expand existing programs like JOY and explore including BIMP, Benton, etc.						
Transform the Community School for the Arts into a partner in SFA outreach and engagement	Draft a new mission and vision for CSA by FY 16						