

COLLEGE OF COMMUNICATION AND FINE ARTS
Unit-Level Strategic Plan
March 15, 2013

The unit-level plan presented by CFA is structured parallel to the university's strategic plan, with common themes and objectives, as well as a framing CFA vision statement linked with each university theme. What is listed as "actions" reflect the planned directions of CFA along with preliminary projections of "implementation timelines," "success indicators," as appropriate a recognition to plan alignment to university Undergraduate Learning Outcomes, and estimated costs.

THEME 1: EXCELLENCE IN TRANSFORMATIVE EDUCATION

Vision

In alignment with the university, CFA offers rigorous undergraduate and graduate programs to academically ambitious students committed to lives of meaning and purpose. We see the importance of our work as intellectual, creative and critical -- grounded in examining, expressing, exploring and transforming the human experience. We engage the expressive and performative aesthetics of human communication, theatre, art, music and dance that provide pleasure and opportunities to critically examine culture, self and society to live an informed life while advocating social justice.

Objective 1: Promote academic rigor, student engagement, integrated learning and student success.

Action 1: Engage in a critical discussion that defines the terms: academic rigor, student engagement/engaged learning, integrated learning and transformative education in CFA.

- Develop *White Papers* to examine and define the terms and create an action plan that encourage an equal orientation to the principles throughout the CFA. Link with the Student Learning Outcomes of each department¹ and co-curricular activities.

University Undergraduate Learning Outcomes: 1, 2, 3, 4

Action 2: Instigate a critical articulation of success indicators linked with learning outcomes in all college syllabi.

University Undergraduate Learning Outcomes: 1, 2, 3, 4

Action 3: Establish a college-based Curriculum Committee with representation from each department/program to actively look at curricular issues.

University Undergraduate Learning Outcomes: 1, 2, 3, 4

¹ Throughout this document the term "department" is used to reference the wide range of academic units within the college, inclusive of units and programs.

Action 4: Work in critical and integrative ways to “get the students off the bluff,” and engaged in broader communities outside of LMU, as well as differing locations of educational experience even at LMU.

- Establish a CFA-specific program on cultural immersive (service-learning) experiences in Los Angeles: programs linked to academic disciplines and to formal Los Angeles-based agencies (e.g. Use the current practices in Art History 447: LA Now—as a template of engagement).
- Establish extended meaningful collaborations, visitations, and in-service with local K-12 schools and Community Colleges.
- Further integrate and curricularize the Laband Art Gallery’s exhibitions and related programs in CFA and university-wide curricula.
- Further integrate the Thomas P. Kelly, Jr. Student Art Gallery exhibitions and related programs in CFA and university-wide curricula.
- Further integrate all CFA departments and programs in the life of the campus.
- Invite collaborative engagement with the network of local and regional Catholic universities as a way of defining community.

University Undergraduate Learning Outcomes: 1, 2, 3, 4

Objective 2: Ensure that our student body is diverse, embraces the mission of the university and possesses the academic potential and personal attributes necessary to participate fully in our rigorous academic programs.

Action 1: Strive to recruit a more diverse and talented student population.

- Departments/programs develop clear recruitment processes with criteria for identifying the best students for their program.
- Engage in discussion with the Admissions Office about college-defined recruitment initiatives relative to diversity and mission.
- Engage in discussion with the Admissions Office about college-defined talent-based recruiting initiatives in all departments.
- Identify target audiences and locations for recruitment including local Community Colleges.
- Prioritize the needs of the college and university relative to existing and emergent programs. Linked with evaluating the growth, size and location of programs given mission, goals, resources & other relevant factors.
- Establish measures of the “creative aptitude” of new and incoming students. Potentially inclusive of assessment tests and portfolios.
- Engage in the consistent use of auditions/screening in performance-based departments for the admission process.
- Strive for diversity in all realms of relational difference.
- Strive to address the dramatic male/female imbalance in many CFA programs that parallels the university at large.

University Undergraduate Learning Outcomes: 1, 2, 3, 4

Action 2: Establish a mechanism to evaluate issues of student retention in CFA (e.g. exit interviews and surveys when students change majors or schools).

University Undergraduate Learning Outcomes: 1, 2, 3, 4

Objective 3: Enhance the quality of the undergraduate learning experience.

Action 1: Assess the overall effectiveness and responsible engagement of part-time faculty in each department/program; inclusive of long-term relationships of part-time faculty to the college and university, while establishing a critical balance between full-time and part-time faculty in the responsible delivery of curriculum.

- Track student contact with full-time faculty across the expanse of matriculation both in terms of quantity and quality of contact (e.g., number of courses and other types of interaction).
- Work through the CFA Office of Academic Affairs with the appropriate administrative Dean.

University Undergraduate Learning Outcomes: 1, 2, 3, 4

Action 2: Recruit renowned artists and scholars from diverse and interdisciplinary backgrounds to augment student learning and build bridges to careers after graduation.

- Present proposals for new President's Professors in Art or Art History, Music and Dance.
- Explore the ability to offer artists/scholars short-term residencies in all departments, studios and galleries where students can observe and engage.

University Undergraduate Learning Outcomes: contributes to the potentials of 1, 2, 3, 4

Action 3: Increase strategic use of technology and instructional equipment towards the goal of academic excellence.

- Work with IT, and Academic Equipment funding requests to increase the strategic use of technology within the various disciplines of CFA.
- Explore and evaluate the current effectiveness of space use in existing technology labs.
- Explore pilot studies with departments, IT and the CTE for innovative teaching and use of technology in teaching.
- Establish a college-level Technology and Instructional Equipment Committee to coordinate department conversations and needs.
- Establish a college-based Technology and Communications Committee to address college needs and make recommendations.

University Undergraduate Learning Outcomes: 1, 2

Action 4: Explore and initiate a series of capital/facilities related refurbishments that enhance both the educational environment of CFA facilities, but also ensure the educational experience and safety of faculty and students.

- Costume Shop: Formally assess issues with congestion, maintenance, and safety in the costume shop, lower level of the Strub Theatre—inclusive of health and safety issues.
- Barnelle Theatre: The historic Barnelle Theatre space is in much-needed repair and conversion: address space flexibility, lighting/lighting grid and electricity, ventilation, asbestos abatement issues that threaten safety, inhibit growth and innovation.
- Pilates Studios: The Dance program currently has a Pilates studio that is located in Foley 320. Move this program and related faculty space to Burns Fine Arts Complex—repurpose old and new spaces.
- Dance Studios: Address long standing issues of space, lighting, windows, flooring and storage that threatens safety, growth, and innovation

- Thomas P. Kelly, Jr. Student Art Gallery: Increased efficiencies with exhaust ventilation.
- Urge the university to address broader renovations linked with the Foley Building.

University Undergraduate Learning Outcomes: 1, 2

Action 5: Work with the university to begin to estimate the impact (e.g. financial and labor) of the new core on college facilities:

- Devise an evaluation method to track new core courses and their impact on students' transformational experience.
- Establish a specific student assessment survey for core courses.
- Work with the Office of Strategic Planning and Educational Effectiveness and the formal Core Curriculum Committee to establish measurements that can be applied to CFA specific courses.
- Establish a consistent set of teaching standards across CFA (e.g. standard of defined excellence with parallel presence in all CFA R&T documents).

University Undergraduate Learning Outcomes 1, 2, 3, 4

Objective 4: Strengthen support for students' post-baccalaureate success.

Action 1: Assess skills, knowledge and personal characteristics necessary for success in post-graduate life.

- Provide the resources, cutting-edge technology/systems to strengthen success in post-graduate life.
- Engage in critical inventory of skill needed in professional context.
- Establish a list of professional pathway documents for all departmental majors. (Such a document listing actual career pathways and advanced study to which students are prepared and directions in which students have traveled along with particular courses and programs such as internships, capstone, career contemplation that are offered in each department.)
- Develop a database of college alumni (and what they are currently doing) in order to build a network of connections.
- Develop a stronger conversation with Alumni Relations.
- Build a professional bridge between current students and alumni.
- Develop alumni guest speaker series with volunteer alumni from diverse disciplines.
- Increase internship opportunities with alumni.

University Undergraduate Learning Outcomes: 1, 2, 3, 4

Action 2: Develop a system of interactive engagement between Alumni and current students.

- Establishment of an alumni guest speaker series. (Initial contacts have been made with some alumni regarding this possibility.)
- Establishment of an Alumni Internship Program. (Initial contacts have been made with some alumni regarding this purpose, also working with the Office of Career Development and Placement).

University Undergraduate Learning Outcomes: 1, 2, 3, 4

Action 3: Develop a College-based mentoring program that would integrate faculty and department involvement.

- Develop a program of student mentoring and peer advisement through the CFA Office of Academic Affairs.

University Undergraduate Learning Outcomes: 1, 2

Action 4: Increase student participation in producing scholarship and creative activity.

- Increase student participation in Undergraduate Research Symposium.
- Increase student participation in Summer Undergraduate Program (SURP).
- Increase student participation in American Institute of Graphic Arts.
- Increase student participation in National Communication Assoc.
- Increase student participation in American College Theatre Festival.
- Increase student participation in the American College Dance Festival.
- *Increase student participation in all appropriate regional and national conferences, tournaments, and festivals as appropriate to CFA.*

It is imperative that CFA help students, faculty and the broader LMU community to understand what constitutes “scholarship and creative activity” in the disciplines included in the College of Communication and Fine Arts. Scholarly and creative activity that has a quantitative and quality validity, and that is substantively validated in diverse forms with nationally/internationally recognized standards of excellence in professional and academic realms of knowledge production.

University Undergraduate Learning Outcomes: 1, 2, 3, 4

THEME 2: LEADERSHIP IN GRADUATE EDUCATION

Vision

Capitalizing on the success of the Master’s Program in Marital and Family Therapy, the College of Communication and Fine Arts sees a future in which we offer graduate, undergraduate, and credential programs that meet and exceed accreditation and disciplinary standards and that foster student mastery of their chosen field. In the future we see an increase of innovative and interdisciplinary programs that reflect the diversity of professional training and intellectual aptitude of our faculty and the interests of our students—responding to the trends and needs in a global marketplace; and making the graduate programs in CFA a destination spot for interdisciplinary graduate education in communication and fine arts.

Objective 1: Assess, redesign and enhance the leadership and governance structures for graduate and professional education to provide coordination, support, advocacy and oversight.

Following University-based objectives and the potential emergence of other CFA graduate programs, CFA will develop a Graduate Council to address issues directly related to graduate programs in the college. Representatives from departments with graduate programs, and at least

one faculty representative from a non-graduate program within the college would constitute the committee.

Objective 2: Strengthen and develop graduate and professional programs that meet the changing demands of society.

Action 1: Propose and activate a Master's of Fine Arts Degree in Performance Pedagogy for professional performers who have been in the acting field for 10-30 years and are looking for a career change in teaching.
and accreditation reviews.

Action 2: Propose and activate a Master's of Arts Degree in Theatre Arts; a graduate program specifically for secondary school educators and those in later pursuit of doctoral studies.

A college-based budget model is being constructed to project the practicalities of initial costs and revenue savings to make each program self-sufficient over a period of time.

During the Five-Year Period of this Strategic Plan we will explore other Master's programs in the following areas. All of which are ripe with possibility relative to size of existing programs, the academic and professional interests of faculty, the growth of fields and markets, and student interest.

A Master's in Communication Studies;

A Master's of Fine Arts Degree in Playwriting; a cross-disciplinary dramatic arts program across three units: CFA, BCLA, SFTV;

A Master's in Interdisciplinary Studies similar to Youngstown State University with emphasis in communication, writing, public relations <http://web.yosu.edu/ysumic>;

A Master's in Emerging Media Studies similar to Boston University <http://www.bu.edu/comtalk/2012/10/24/the-next-big-thing/Explore>;

A Master's in Arts Education: *An interdisciplinary signature program specific to Catholic schools in Los Angeles in collaboration with the School of Education;*

A Master's of Arts Administration in collaboration with the College of Business Administration.

- *Build collaborative partnership with existing faculty in theatre arts, business, management, education and the director of the Laband Art Gallery.*
- *Offer internship opportunities in departments & galleries that allow students to develop skills and build experiences which can translate to the post-graduate work world.*
- *Consult with Dennis Draper (Dean, Business) regarding interests and appropriate faculty/area contacts in the Business College.*

A Master's of Art in Arts Management---*Develop an inter-disciplinary graduate program in Arts for Social Justice and Arts Management.*

- *Build collaborative partnership with existing faculty in theatre arts, business, management, education and the director of the Laband Art Gallery.*
- *Offer internship opportunities in departments and galleries that allow students to develop skills and build experiences which can translate to the post-graduate work world.*

A Master's of Fine Arts in Critical Studies that would draw upon the differing academic/intellectual resources and methodological approaches to Critical Studies in the varying

departments in CFA and other areas in the university. Existing model: CalArts (<http://criticalstudies.calarts.edu/>) and Cranbrook (<http://www.cranbrookart.edu/Pages/CriticalStudies.html>).

NOTE: *BFA in Studio Arts—while not considered a graduate program, the Studio Arts area of the Department of Art and Art History will further explore and strive to implement a Bachelor of Fine Arts degree program.*

Objective 3: Create innovative programs employing alternative delivery methods that respond to the needs of 21st century graduate students.

THEME 3: PROMOTING THE TEACHER-SCHOLAR-ARTIST MODEL

Vision

CFA is committed to the teacher-scholar-artist model, recognizing the intricate relationship between creating, translating and projecting scholarly and intellectual knowing in critical/artistic ways that inform students in production, pedagogy and practice. The tripartite relationship of being a teacher/scholar/artist is at the core of CFA and is displayed and demonstrated in every department. Students in CFA benefit from engaging faculty who are effective and actively engaged in shaping their disciplines as scholars and artists.

CFA also recognizes that within the Department of Marital and Family Therapy with the adjacent Helen B. Landgarten Art Therapy Clinic, the college trains, hosts, and engages in professional activities with “clinicians” who put theory into practice by offering clinical art therapy to underserved and underprivileged populations in local communities.

Objective 1: Improve support for teaching and mentoring that contributes to a transformative educational experience.

Action 1: Determine how scholarship and creative activity can be evaluated more effectively in the arts (e.g., RT documents).

- Collate formal evaluative documents from the varying professional organizations for disciplines in CFA and parallel to assessment/evaluative criteria to establish a college-based document that reflect standards.
- Determine criteria and language to define the nature of “research” across the disciplines in CFA.

Action 2: Administer a comprehensive advisement survey to students and faculty to assess advisement quality and satisfaction by department.

University Undergraduate Learning Outcomes: 1, 2, 3, 4

Objective 2: Improve support for, and the promotion of, research, scholarship teaching and creative work in line with the teacher-scholar-artist model.

Action 1: Establish an interdisciplinary college-based lecture series.

- Each spring semester have 3 to 4 speakers from differing CFA departments come together to address a common theme in a public forum.

Action 2: Use the Laband Art Gallery as a hub/collaborative partner to create interdisciplinary art exhibitions, programs, and performances at the Gallery.

- The Laband Art Gallery will continue to explore and enhance interdisciplinary collaborations with CFA academic and artistic programs.
- The Laband Art Gallery will continue to collaborate on exhibitions and related programs with the William H. Hannon Library (e.g. shared creative resources and expertise, potential shared staff position).
- The Laband Art Gallery will continue to reach out to a range of disciplines campus-wide to collaborate with for each exhibition and program offered at the gallery.
- Explore the Laband Art Gallery as an interdisciplinary center/institute similar to the Halsey Institute of Contemporary Art at the College of Charleston.
- Explore the increase of the Laband Staff.

Action 3: Encourage the increased use of art and artists in the creative and critical life of the college and university.

Action 4: Increase use of the Center for Teaching Excellence as a resource to encourage teaching excellence in CFA.

- Stronger encouragement of full-time faculty to utilize CTE services in response to the results of student evaluation surveys.
- Move towards encouraging part-time faculty to engage CTE services as components of teaching preparation, evaluation and retention in all units in CFA.
- Formalize peer observations as a consistent component in R&T processes and collegial support relative to CTE and university standards of engagement.

Action 5: Incorporate exit interviews in all capstone experience courses in CFA.

- Apply existing models used in Theatre, Dance, and Marital and Family Therapy as a template for other programs in CFA.

University Undergraduate Learning Outcomes: 1, 2, 3, 4

Objective 3: Improve the alignment of faculty responsibilities and evaluation processes with the goals of the teacher-scholar-artist model.

Incorporate into a college-based handbook the R&T standards per each department, with a college-based statement that defines the coordinating standards of excellence across all domains of Scholarship, Teaching, Service and how the teacher/scholar/artist model is enacted in CFA.

Objective 4: Attract and nurture an outstanding, diverse faculty and administration that embraces both the teacher-scholar model and the mission of the university.

CFA is committed to an on-going search to recruit and sustain highly qualified faculty committed to the mission and vision of LMU, and the particular programs and practices in the college; faculty who seek to promote and advance the college through outstanding creative and scholarly production and find critical ways to translate that experience, and knowledge to students in CFA at LMU.

Action 1: Continually explore the need for increasing and maintaining faculty in all CFA departments and units based on discernable metrics (e.g. planned program growth, new programs, accreditation, faculty separation, etc.).

Action 2: Continually explore program sustainability in all CFA departments and units based on discernable metrics (e.g. program growth, program viability, marketplace, accreditation standards, etc.).

Action 3: Work to determine metrics for appropriate faculty and staff size relative to the delivery of programs and services; and relative ratios of full-time to part time (Contingent Faculty).

University Undergraduate Learning Outcomes: potential to impact 1, 2, 3, 4

Action 4: Work to determine a system of documenting and celebrating the ineffable qualities of human gain and uplift through the arts and creative expression.

THEME 4: COMMITMENT TO LOCAL AND GLOBAL CITIZENSHIP

Vision

CFA engages local and global citizenship through a cultivated understanding of critical and creative human expression across the domains of race, culture and the politics of place and space-- in the particularity of the disciplines within the college. We are a college that offers critical and creative activities that challenge the mind and body while instilling a sense of cultural and political responsibility to local communities as well as sensitivity to change in a global society.

Objective 1: Promote involvement in the local community through opportunities experiences and partnerships that are mutually beneficial to both the local and LMU communities. (e.g. current CFA efforts through Studio Arts and the Graduate Program in Marital and Family Therapy at Dolores Mission, Summer Art Workshops, Helen B. Landgarten Clinic, and ARTsmart.)

Action 1: Increase the level and effectiveness of public relations and marketing the College produces for its exhibitions, performances & programs to increase the visibility of the College and the University, (e.g. website, press releases, mailings posters, networking w/media and colleagues, advertising).

- Secure a college-based Communications Officer for the purposes of marketing all programs in CFA.
- Establish a College-based Technology and Communications Committee to assess and advise issues of concern, need and promotion in/of the college.

Objective 2: Promote global citizenship by strengthening and creating educational programs and experiences that develop international perspectives and competencies.

Action 1: Expand the study abroad model.

- Work with the university to develop and explore more CFA discipline-specific study abroad experiences.
- Work with the university to develop and explore short-term educational experiences abroad.
 - Further explore and activate a model of engagement currently under consideration with BCLA in a joint collaboration between Theology and Art History in Italy.
 - Develop U.S.- based short study away excursions related in varying areas of CFA. Trips to key cultural, historical, artistic locations (e.g. New York, Washington D.C.) that are academically rigorous and avoid the easy allure of tourism.

Action 2: Explore a “study abroad in Los Angeles” model that capitalizes on LA’s diverse ethnic communities as immersive cultural experiences.

Action 3: Expand the notion of internationalization.

- Continue to explore viable study abroad programs around the world.
- Achieve internationalization by bringing faculty and artists from other countries for exhibitions, teaching, and residencies.
- Collaborate with art institutions & universities around the world. Share exhibitions, performances.
- Explore faculty/performance exchange programs.
- Achieve internationalization through co-teaching by teleconferencing with faculty from other countries.
- Encourage and support as possible, faculty participation in international conferences.
- Encourage faculty to seek publication in noted international journals relative to their discipline.

University Undergraduate Learning Outcomes: potential to impact 1, 2, 3, 4

OBJECTIVE 3: Increase and explore alternate constructions of internships/ externship programs and collaborative experiences with other universities.

Action 1: Encourage and curricularize the need for internships throughout CFA.

Action 2: Explore and initiate an intra-campus-based internship program in which students can get immersive experiences working in CFA and university level units that may offer relative professional experiences and exposures.

Action 3: Explore increased collaborations with other local educational institutions (e.g. Otis College of Art and Design in the forms of shared resources, exchange programs, co-teaching and collaborative exhibitions).

University Undergraduate Learning Outcomes: potential to impact 1, 2, 3, 4

THEME 5: ADVANCING LMU’S ROLE AS A PREMIER CATHOLIC UNIVERSITY IN THE JESUIT AND MARYMOUNT TRADITIONS

Vision

The College of Communication and Fine Arts is the nexus location where the critical intellectual and artistic traditions of three religious communities at Loyola Marymount

University: The Jesuits, The Religious of the Sacred Heart of Mary (RSHM), and the Sisters of St. Joseph of Orange find its most bracing presence at Loyola Marymount University. We seek to enliven and further explore the ways in which these critical traditions are always grounded in Catholic Intellectual Traditions and a particular respect, exploration and expression of expansive constructions of faith, spirituality and a search for truth.

Through offering distinctive graduate, undergraduate and credential programs in communication, theatre, dance, studio arts, art history, music, and marital and family therapy that meet and exceed accreditation standards; and through engaging the critical aspects of our disciplines in a faith-based community that encourage a critical reflexive process of self-knowing in relation to others; and through assisting students to explore the relationship between our disciplines and their faith-practices—CFA is a college that celebrates and embodies the LMU mission of the encouragement of learning, the education of the whole person, the service of faith and the promotion of justice.

Objective 1: Deepen engagement with the Catholic intellectual tradition.

Action 1: Further develop College-based initiatives that encourage scholarly research that explores catholicity and religiosity.

- Include an explicit link to the exploration of interdisciplinarity, diversity, and the critical/artistic expression of spirituality in the CFA competitive Faculty Fellowship. Such an inclusion encourages related research and exploration, but would not make exclusive said focus for the eligibility of funding.

University Undergraduate Learning Outcomes: potential to impact 1, 2, 3, 4

Action 2: Through CFA forums of discussion, (Chair's Council, College Committees, or scheduled special forums) explore in exacting ways the touch points of how the Catholic Intellectual Traditions and Ignatian Spirit are explored in CFA curriculum.

Action 3: Through CFA forums of discussion, (Chair's Council, College Committees, or scheduled special forums) explore in exacting ways the touch points of how issues of social justice are explored and promoted in CFA curriculum.

Objective 2: Engage the local, national and global Church.

Action 1: Explore the varying ways in which the critical and artistic interests and skills of CFA faculty and students can be engaged in local church committees.

Objective 3: Strengthen the University's commitment to stewardship, ethical sustainability, environmental justice and human resilience.

Action 1: Increase collaborative efforts w/the department of Theological Studies and other sectors of the University in using the critical talents and methods of CFA to explore spirituality, religiosity and social justice.

Action 2: Begin to explore how the university's commitment to stewardship, ethical sustainability, environmental justice and human resilience are exhibited in CFA.

University Undergraduate Learning Outcomes: potential to impact 1, 2, 3, 4

THEME 6: PROMOTING COMPETITIVENESS AND ACCOUNTABILITY

Vision

CFA is a college that recognizes the changing nature of technologies of knowing and doing as it relates to the disciplines of the college. We are constantly seeking ways to assess the quality and effectiveness of our methods, techniques, pedagogies, facilities and delivery systems to provide students with viable educational experience that inform and prepare them for the next steps in their personal and professional lives.

Objective 1: Enhance University success by establishing and tracking measurable indicators of achievement.

Action 1: Begin to link issues of recruitment and retention (increased scholarships and potential 4-year scholarships).

- Begin to assess and document the reasons why students major in CFA programs (e.g. relative to career ambitions and pathways).
- Begin to assess and document the reasons why students choose not to attend LMU in CFA majors (e.g. relative to scholarships, facilities, opportunities for internships and study abroad, faculty and diversity).
- Begin to assess through exit interviews students' post-graduate plans.
- Begin to assess through exit interviews students' reasons for changing majors.
- Begin to assess why students transfer out of CFA majors to other universities.

Action 2: Begin to document attendance at CFA lectures, exhibitions and performances.

Action 3: Begin to monitor and document the representation and presentation of CFA activity in the press and social media (e.g. can be documented and archived via notifications from each unit and potentially monitored and collated by a future Communications Officer in the college).

Action 3: (See efforts at collaborative Master's Programs in Theme 2, Objective 2.)

Objective 2: Significantly enhance the reputation of the university through high standards of excellence of activities in CFA.

FURTHER CFA INITIATIVES

The following initiatives move beyond the formal structured themes of the university strategic plan. Yet, within the College of Communication and Fine Arts, we see these initiatives as critical to the future health and well-being of the college as we consistently work to reach and fulfill the mission of the university.

Objective 1: The College of Communication and Fine Arts sees the future presence of a Performing Arts Center, a new dedicated facility at LMU, as crucial to the future growth and advancement of our programs and to the advancement of LMU as a world-class university

- The presence of a dedicated Performing Arts Center would increase the visibility and the university's commitment to the arts.
- The presence of a dedicated Performing Arts Center would increase the quality of educational experiences for students in the performing and fine arts—with performance, teaching and exhibition spaces.
- The presence of a dedicated Performing Arts Center would increase the potential for students to engage world class performing artists brought to LMU.
- The presence of a dedicated Performing Arts Center would validate the stature of LMU as a progressive educational institution committed to the performing arts in the dynamic performance and media center that is Los Angeles.
- The presence of a dedicated Performing Arts Center would help to dynamize the CFA programs in theatre, dance, music, and the visual arts.
- The presence of a dedicated Performing Arts Center would provide the full LMU campus with a showcase arena for public gathering and public presentations.
- The presence of a dedicated Performing Arts Center would contribute to CFA's mission of providing a critical and highly competitive educational experience for all students in a state-of-the-art facility that would further make such experiences possible.

Implementation: Contingent upon authorization.

NOTE: CFA would also be interested in the potential accrual of an off-campus performance space within close proximity of the campus, not as a substitute for an on-campus Performing Arts Center, but as a community outreach project.

Objective 2: The College of Communication and Fine Arts seeks to establish a community of teacher/artists/scholars who are engaged in the full life of the college through a critically informed understanding of the operations of the college, and participation at diverse levels of leadership

Action 1: Further establish the description, by-laws and practices of newly formulated college level committees (e.g. Faculty Affairs Committee, Instructional and Student Affairs Committee (Fall 2012).

Action 2: Explore and activate additional college-based committees that encourage faculty service/ governance and the potential of student participation.

Action 3: Explore and establish a college constitution that articulates the mission, vision, and goals of the college; as well as the operating policies, procedures, programs of the college inclusive of by-laws as appropriate.

Objective 3: The College of Communication and Fine Arts will further explore the role of Interdisciplinary and Applied Programs (IDAP) in the college and engage meaningful strategies to ground current student interest in these programs in systematic ways that reflect college commitment to academic rigor, the changing demands of society, emergent fields of knowing and doing, and efforts to provide students with clear pathways to careers.

Objective 4: Upon the completion of the CFA Unit-Level Strategic Plan each department in college is charged to develop a unit-level plan informed by the structure and content of the college plan.