

BLUEPRINT: PRIORITIZATION

Recommendations

Office of the Provost/Academic Affairs

Introduction

The curriculum of the future is in the hands of the faculty. Columbia must continue to grapple creatively with the emerging world in which teaching and learning now exist--converging media, interactive authorship, crowd sourcing, design by democracy, citizen journalism, new models of intellectual property, and more. New programs must prepare students for the dynamic, interactive, and collaborative world in which they will pursue their professional and artistic goals. Creating flexible pathways for learning is the key to making education at Columbia relevant and progressive.

The prioritization process has called upon each of us – administrators, faculty and staff, full-timers and part-timers -- to think holistically; to recognize that we are all here as “trustees” of the College to serve student learning even as we pursue our own scholarly, creative, and career paths. College finances have received rigorous attention in this prioritization process, and all recommendations seek to optimize support for students, faculty and staff.

The recommendations below propose a new department structure intended to facilitate collaboration, innovation, and new synergies for academic programs at Columbia. In this model, alignments provide new opportunities for program development with the intention of diminishing, where possible, restrictive disciplinary boundaries. As one example, graduate programs in this design are all connected to undergraduate programs to facilitate cross-fertilization of talents among faculties and students.

With respect to faculty, Columbia is committed to creating new full-time, tenure-track faculty lines as soon as finances permit.

With respect to students, the College has begun to shift its focus away from numbers of students admitted to numbers of students retained and graduated. This shift has put the spotlight on admissions policies, institutional financial aid, the first-year experience, advising, the honors program, and early warning systems for students at risk. The academic departments have played a significant role in all of these endeavors. While total enrollment for the College has declined over the past three years, student satisfaction and retention have never been higher.

The input received from administrators, faculty and staff during this prioritization process has persuaded me of the following: By continuing to focus on student success and creating innovative curricular pathways, the College is poised to enter a new level of institutional maturity recognizing that Columbia has become a destination school, attracting students from across the country and, now, around the world.

The table below lays out a plan for a new academic structure. The specific programs listed with each department are not meant to be prescriptive. They are simply a compilation of what I could gather from the various prioritization documents. The actual curriculum will be worked out thoughtfully in discussions among faculty, chairs, and administrators during the implementation process.

PROPOSED SCHOOL AND DEPARTMENT STRUCTURE				
School	Department	Undergraduate Program(s)	Graduate Program(s)	Non-Degree Unit(s)
FINE & PERFORMING ARTS	Art+Design <i>See Design and Photography/Fine Arts</i>			
	AEMM	BA Advanced Mgmt, Arts Mgmt, Live & Performing Arts Mgmt, Media Mgmt, Music Business Mgmt, Sports Mgmt, Visual Arts Mgmt Minor Management	MAM Arts, Entertainment, and Media Mgmt	
	Dance	BA Dance BFA Flexible options in pedagogy, dance-making, history, and criticism Minor Dance	MA Dance Movement Therapy and Counseling MFA Dance as Civic Discourse	Live Arts Series Certificates Laban/Movement Analysis DMT Alternative Route Movement Pattern Analysis Consultant
	Design (New Department)	BA Visual Communication Designed Objects and Spaces BFA Visual Communication Designed Objects and Spaces	tbd	
	Fashion	BA Fashion Business, Fashion Studies BFA Fashion Design	tbd	Fashion Studies Collection
	Fiction <i>See Creative Writing</i>			
	Music	BA Composition, Instrumental Jazz, Instrumental Performance, Vocal	MFA Music Composition for the Screen	Live Arts Series Sherwood

		Performance BMus Composition; Contemporary, Urban, and Popular Music; Performance		Conservatory
	Photography and Fine Arts (New Department)	BA Art+Design, Art History, Commercial Photography, Fine Arts, Photography, Photo-journalism BFA Fine Arts, Illustration Minor Art+Design	MFA Interdisciplinary Book and Paper Arts Interdisciplinary Arts and Media Photography	Center for Book and Paper Arts
	Theatre	BA Acting, Musical Theatre, Playwriting, Production Design, Theatre BFA Directing, Musical Theatre, Production Design Minor Acting, Playwriting	MA Interdisciplinary Arts	Live Arts Series
LIBERAL ARTS & SCIENCES	American Sign Language/English Interpretation (See HHSS)			
	Education	BA Early Childhood Education, Headstart Program Minor Education, Teaching Artist	MAT Art Education Elementary Education	<i>Teaching Artist Journal</i>
	English (See Creative Writing and HHSS)			
	First-Year Seminar	Core Curriculum		
	History, and Social Sciences	Core Curriculum History, Social Sciences		
	Humanities (New Department)	Core Curriculum ASL/English Interpretation, ESL, First-Year Writing, Humanities, Literature, Oral Communication Minors ASL, Black World Studies, Cultural Studies, Latino/Latin American Studies,		<i>Cultural Landscapes</i> Intersections

		Professional Writing, Women and Gender Studies		
	Science/Mathematics	Core Curriculum Mathematics, Science BA Art and Materials Conservation Minors Environmental Studies, Mathematics		Science Institute Science/Mathematics Colloquia
MEDIA ARTS	Audio Arts & Acoustics	BA Audio Design & Production, Live & Installed Sound BS Acoustics		
	Film & Video	BA Animation, Cinema Studies, Cinematography, Directing, Documentary, Post- Production, Producing, Screenwriting, Sound for Cinema, Visual Effects	MFA Creative Producing Writing/Directing	
	Interactive Arts and Media	BA Game Art, Game Development, Interactive Arts and Media, Programming, Sound Design BFA Interactive Arts and Media Minor Web Development		
	Interdisciplinary Art <i>(See Photography and Fine Art)</i>			
	Internet Media Production (New Department)	BA Internet and Mobile Media, Production/Directing, Post- Production Effects, Radio, Writing/Producing Minors Motion Graphics, Non-Linear Editing, Radio, Writing for Television		Frequency TV WCRX Radio
	Journalism	BA Broadcast Journalism Radio, Broadcast Journalism TV, Magazine Program, News Reporting and Writing, Science Journalism, Sports	MA Journalism	<i>Columbia Chronicle</i> <i>Echo</i>

		Reporting Minors Journalism		
	Marketing Communication	BA Advertising, Marketing, Marketing Communication, Public Relations Minors Creative Advertising, Marketing, Public Relations		
	Radio (See Internet Media Production)			
	Television (See Internet Media Production)			
TBD	Creative Writing (New Department)	BA tbd BFA tbd Minors tbd	MA tbd MFA tbd	Columbia Poetry Review Court Green F Magazine Fictionary Hair Trigger Hotel Amerika South Loop Review

SCHOOL OF FINE AND PERFORMING ARTS

Office of the Dean

The School of Fine and Performing Arts has made great advances in reducing required credits in the majors, taken the lead in the new advising initiative, and established strategic priorities for the departments and the school as a whole.

The three strategic objectives that have been identified for the School of Fine and Performing Arts correspond to priorities for the College as a whole: improve recruitment and increase retention; maximize the use of resources, and prepare students to be leaders in the arts and creative industries.

The dean has centralized many responsibilities to relieve the department chairs of the full burden of administrative duties. The dean assesses the effectiveness of this centralized approach on a regular basis and will continue to make adjustments school and department needs evolve.



Art and Design – combine/restructure

The Art + Design Department houses a wide variety of disciplines and delivers its educational programs at a surprisingly low overall cost. Plans are under way for a major upgrade in facilities resulting from extensive planning in close partnership with the Office of Campus Environment.

I support the dean’s recommendation to create a distinct, free-standing **Department of Design** with newly proposed programs in **Visual Communications** and **Designed Objects and Spaces**. With the establishment of a Department of Design, the fine arts degrees and programs will be moved to a newly merged **Department of Photography and Fine Arts**. These new departments will better align the faculties and students with specialties in design and fine arts areas and promote interdisciplinarity and discourse among colleagues with like practices. The plans for the changes to the 8th and 10th floors of the 623 building should be carefully reviewed to determine whether they accommodate the proposed change in departmental structure.

I also support the dean’s recommendations for individual programs, specifically, eliminating several of the BFA programs in favor of a BA with concentrations.

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Arts, Entertainment, and Media Management – maintain

Arts, Entertainment, and Media Management completed a comprehensive reorganization and curriculum review before the initiation of the “prioritization” process. The department is now a model of efficiency with class sizes that provide a solid return to the College and a curriculum that meets a broad range of student management interests. The department has also taken the lead in fostering collaborative, student-centered, and mutually beneficial relationships with academic departments and other units across the campus.

While AEMM has one of the highest ratios of students to full-time faculty, the department makes good and appropriate use of its adjunct work force to deliver specialty training in its various undergraduate four-course concentrations. Consistent with the model used by many “executive MBA” programs and other colleges, AEMM promotes the use of working professionals who teach courses in their occupational specialties.

AEMM seems to have found its groove for the foreseeable future and can continue to do well if the College maintains its support; however, the department will soon need to reexamine the role of technology in its pedagogy. As resources become available, more full-time faculty for AEMM will be a priority.

Dance – combine/restructure

I support dean’s recommendation to bring together the **Dance Department** and the **Department of Dance/Movement Therapy and Counseling** to create a single, powerful unit serving

undergraduate, graduate, and certificate-seeking students. The combined expertise of the unit leaders will, I believe, lead to the development of opportunities for students as yet unforeseen.

The chair of Dance is preparing to introduce new cultural forms of dance at Columbia to enrich and diversify the already strong curriculum. The potential for expanding **arts therapy** programs to areas other than dance and movement will be enhanced with a unified department and the joint leadership of the graduate and undergraduate programs. I encourage the quest for external funding to support new directions for the newly combined departments. Together, the department chair and director of graduate programs can also launch the forthcoming graduate program in **Dance as Civic Discourse** and make this another signature program for Columbia.

As the Dance Department creates flexible pathways for student learning, it is imperative that courses in dance pedagogy remain for the benefit of students. Teaching dance is one of the primary ways that dancers and dance organizations support their art, and I encourage collaboration between Dance and Education to provide opportunities for dance majors to attain teaching certification. Preparing dancers and dance makers to be teachers also aligns with Columbia's initiative to establish itself as the "go to" institution for the Teaching Artist (See Department of Education).

Although the Dance Department is poised for transformation, it is one of the most resource-strapped departments at the College. The department has grown substantially in the past few years and has reached the limit of its ability to grow. . . unless it can acquire more teaching, practice, and public performance space.

Dance/Movement Therapy and Counseling – combine/restructure

Dance/Movement Therapy and Counseling is consistently ranked among the top programs of its kind in the country. A small program with strong and dedicated leadership, the department has created a student-centered culture with high retention and graduation rates as well as successful placement of graduates within therapeutic settings.

I support the bringing together of **DMTC and the Dance Department** to create a single, powerful unit serving graduate, undergraduate, and certificate-seeking students. The combined expertise of the unit leaders will, I believe, lead to the development of opportunities for students as yet unforeseen.

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Fashion Studies – increase resources

The newly created Fashion Studies Department brings together the programs, faculty, and students from the former concentrations in Fashion Retail (AEMM) and Fashion Design (A+D). The department's BFA in Fashion Design and BA in Fashion Business are operating effectively and efficiently despite being under resourced. The new department has an exceptionally high ratio of students to faculty (80:1) and will require additional faculty to achieve its full potential as the Midwest's premier Fashion Studies Department.

In addition to more full-time faculty, the department needs additional spaces that will accommodate activities specific to the department, such as fabrication, cutting, and sewing as well as state-of-the-industry technologies.

I encourage the new department to work with Theatre and Photography to develop programs that answer the contemporary needs of students entering the fashion industries. Columbia's partnerships with institutions in China may stimulate additional program development that meets the needs of the international marketplace.

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Fiction – combine/restructure

Fiction is a vibrant, student-centered department with a distinguished record of awards, honors, and successful alumni. Fiction integrates part-time faculty into the life of the department and pays close attention to the quality of the classroom experience. These assets will be of great value in creating a new free-standing **Department of Creative Writing**. This department, if approved, will bring together the talents of the writing faculties in English and Fiction to form a unified, student-centered whole. Where this new department will ultimately be housed is a question that may be deferred for the moment. The creation of a new Creative Writing Department may be just the first step in a larger initiative to bring together writing programs across the college.

I recommend that the programs in **Playwriting** be moved to the Theatre Department where they may benefit from access to actors, directors, and the facilities that support the production of plays.

The number of individual **literary journals** produced by the Fiction Department and the English Department has proliferated over the years to a point where the College now has seven separate journals, all of which have claimed that there is no duplication. When the creative writing departments are consolidated into a single department, they will have to reduce the number of these journals and the amount of college resources that are spent on them by at least half.

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Music – increase resources

Music has been bucking the overall trend of enrollment, showing significant growth while much of the College has suffered declines. The greatest need, given this growth, is the need for large spaces where **ensembles** may rehearse. The Office of Campus Environment, The Provost's Office, the school dean, and department chair will work together to identify space, whether on campus or off, to meet this growing need.

I support the dean's recommendations for individual programs, specifically, a reduction in resources for the MFA in Composition for the Screen based on restructuring that is already under way. I also support the development of a **Bachelor of Music in Performance**.

Through excellent management, **Sherwood Conservatory** has reached a point where, by leveraging donated scholarship money, it will be able to operate in the black for at least the current year and next year (FY12 and FY13). Provided Sherwood can continue to attract scholarship dollars and operate in the black, the Conservatory should be allowed to continue operations. One strong argument for continuation is that over half of the students who avail themselves of Sherwood's programs are minority students. Sherwood also has an active program of community outreach, operating in numerous off-campus sites. On the other hand, should Sherwood again operate at a loss and require support from Columbia's operating funds, the organization's viability will be reassessed; and the organization may be phased out.

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Photography - combine/restructure

Photography is a program with a strong reputation and a large enrollment. Like many departments at Columbia, Photography has an on-going need for additional faculty and updated facilities. Until such time as new faculty lines are approved by the College, the dean and chair should take advantage of any faculty vacancies to supply the need for faculty with expertise in new media practices, studio lighting, and digital technologies identified in the PIR's. The need for **lighting studios** will be addressed through the College's established procedure for identifying and prioritizing facilities upgrades.

I support studying the creation of a new **Department of Photography and Fine Arts** proposed by the dean. The exact components of this new department will require further research and discussion. I recommend that this exploration go forward in the interest of optimizing alignments within the College, fostering interdisciplinarity, and encouraging collaboration.

I also support the dean's recommendations for individual programs within the current Photography Department, specifically, elimination of the BFA as an option distinct from the BA and restructuring Photojournalism as a concentration under a general BA in conjunction with the Journalism Department.

Theatre - maintain

Columbia's Theatre Department works with a large number of students with varying interests and mounts many productions. . .both main stage and smaller scale throughout the year. The department has become a leader in creating community among first-year students and bringing them into the departmental fold even before the start of their first semester.

Because the prospect of a major fund-raising campaign to support a performing arts center is not currently in place, I recommend exploring the possibility of upgrading the **Getz Theatre** by blowing out the back wall of the theatre building and expanding into the Columbia-owned space to the west.

This option may be achievable on a shorter time horizon than the more ambitious performing arts center project.

I recommend that the programs in **Playwriting**, currently housed in the Fiction Department, move to Theatre where students in the programs will have ready access to actors, directors, and facilities that support the production of plays.

I support the dean's recommendations for specific programs within the Theatre Department, specifically, phasing out the BFA in acting and the BA and minor in Directing.

SCHOOL OF LIBERAL ARTS AND SCIENCES

Office of the Dean

The School of Liberal Arts and Sciences plays a vital role in the life of undergraduate students, providing the Core Curriculum, First-Year Writing, First-Year Seminar, and the Honors Program.

Priorities for the School going forward should be establishing a vibrant program of faculty **advising**, robust attention to the **first-year experience**, and active collaboration between teachers of the Core Curriculum and teachers in the arts and media majors. The faculty in the liberal arts and sciences disciplines should make every effort to create coherency in the overall curriculum, helping students to see the connections between their Core Curriculum courses and the disciplines of their majors.

LAS has successfully launched the college's Honors Program with courses developed from the Core Curriculum. By academic year 2012-2013, courses from the School of Fine and Performing Arts and the School of Media Arts will also become part of the Honors Program. Planning for the integration of these courses into the overall program should be under way by now.

American Sign Language/English Interpretation – combine/restructure

The work of the department is important to Illinois and the whole Midwest region; however, it is not centrally aligned Columbia's mission; and it has been costly to the College up to this time. For these reasons, my initial recommendation was to phase the program out. However, the department has provided information beyond the scope of the PIR's that has persuaded me that the unit should be given some time to deliver on efforts designed to reduce the gap between revenue generated by the program and expenses incurred by it. These measures include increasing class size where possible, offering group tutoring instead of one-on-one tutoring, providing a Deaf Studies option for students who do not qualify as interpreters, taking advantage of the new regulation for interpreters to have BA degrees, and making the department a program under the newly proposed Humanities Department in LAS.

With these changes in mind, I recommend that ASL/English Interpretation be made a program under a Humanities Department and reassessed in 2014 to determine whether the benefits of the program are appropriately aligned with the institutional resources required to maintain it.

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Education – combine/restructure

Education is currently a costly program with not-always-apparent connection to the college’s core mission. Under the leadership of a new chair, the department is charged with growing its enrollment, improving its productivity, and increasing its relevance to the college’s mission.

The Department of Education has this year undertaken several initiatives to increase enrollment **and improve productivity** in its undergraduate and graduate programs. One such effort eliminates duplication of course offerings by combining undergraduate and graduate sections of the same course into a single course that is available to both undergraduate and graduate students. A new website and blogs have been established to attract and inform prospective students. The department is also making plans to collaborate with other arts programs at the college to provide teaching certification as an option for students who may wish to combine their artistic practice with K-12 teaching.

The Headstart degree completion program in early childhood education has proven to be successful for the college, for the City of Chicago, and for the all-minority students who benefit from an arts-infused approach to early childhood education. Other such fully funded programs are likely to result from the success of the Headstart program.

In keeping with Eric Booth’s pronouncement that Columbia should be the “go to” place for the Teaching Artist movement, I am recommending that the Education Department lead this effort in conjunction with the Center for Community Arts Partnerships and the *Teaching Artist Journal*. If approved, the Center will report to the School of Liberal Arts and Science; and the *Teaching Artist Journal* will report to Education. Working together, they will make The Teaching Artist a signature program for the College. Within three years, the College should become known as the recognized center for the theory and practice of teaching artistry.

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English – combine/restructure

The English Department has argued strongly for bringing together all of the creative writing programs into a single unit. I concur with this recommendation and intend to take preliminary steps this spring in the hope that the recommendation will be approved by the President and the Board of Trustees. I envision a distinct Department of **Creative Writing** that will provide students with the opportunity to work with the excellent faculty some of whom currently have their appointments in English and some in Fiction. Where this new department will ultimately be housed is a question that may be deferred for the moment. The creation of a new Creative Writing Department may be just the first step in a larger initiative to bring together writing programs across the college.

The number of individual literary journals produced by the English Department and the Fiction Department has proliferated over the years so that there are now seven separate journals, all of which have claimed that there is no duplication. When the creative writing departments are consolidated into a single department, they will have to reduce the number of these journals and the amount of college resources that are spent on them by at least half.

I also recommend that the current Department of English become part of a new Department of Humanities, relocating humanities and languages that are currently in HHSS along with American Sign Language/English Interpretation into a new department. The new department would continue to offer the **minor in Cultural Studies** if this major is eliminated.

First-Year Writing should collaborate actively with First-Year Seminar to create cohort learning opportunities for freshman. The programs that focus on first-year students should also collaborate actively with individual departments that offer first-year foundations courses to maximize the coherence of students' academic experience when they enter the college as freshmen.

I do not recommend relocating the reading and writing **tutoring services** back to the English Department. The program is better managed in its current home in the Learning Studio than it was when it was housed in English.

First-Year Seminar – maintain

The curriculum for the First-Year Seminar was revised two years ago; so, the success of the course design in meeting its objectives is still being assessed.

I recommend that the program be better integrated into the life of the college by attracting more full-time faculty from various departments to teach in the program, by creating **cohorts** with sections of First-Year Writing, by publicizing the work of FYS students on **Imprint**, and by touting the value of the Teaching Academy for full-time faculty members of all ranks and in all stages of their teaching careers.

Humanities, History, and Social Sciences – restructure

The Department of Humanities, History, and Social Sciences is the home of many distinguished faculty members who offer courses that are essential for students to receive a liberal arts education. Many of the courses have been thoughtfully designed to support students in their areas of major interest. Nevertheless, the department is unwieldy with so many disparate disciplines to manage. I am, therefore, recommending that Humanities and Languages be moved out of HHSS and combined with English and ASL/English Interpretation to create a new Department of Humanities. This move would leave History and Social Sciences as a distinct department. I encourage faculty in the department to develop a minor that will give students an opportunity to have a subspecialty in History and/or Social Sciences that also relates to the arts, media, and communication. N.B. Final candidates for the chair of HHSS have been told that this change is a possibility.

Unfortunately, the one major that is offered by HHSS seems to have strayed from its founding principles. Originally envisioned as an interdisciplinary liberal arts option, the **Cultural Studies** major and its faculty have become somewhat isolated by emphasizing cultural studies as a unique discipline. The program has even alienated some of the most distinguished members of its own department. Therefore, I recommend that the major in Cultural Studies be phased out and the minor continued.

I will encourage the new Humanities Department, if it is created, to resurrect the idea of a truly interdisciplinary major in the future that allows for flexibility and student-centeredness in program design.

Science/Mathematics – maintain

This department has demonstrated a strong commitment to collaboration, innovation, and student-centeredness. The department evinces a college-wide perspective and a “big picture” orientation to program development. Departmental needs center on an updated laboratory for science and a dedicated smart room for mathematics. The department’s need for additional faculty is shared with departments across the college and must be addressed on a college-wide basis.

I do not see a compelling argument for moving mathematics into the School for Media Arts; however, I strongly encourage the constructive collaboration between Mathematics and departments within SMA. . .and other departments as well. As Columbia embraces a more technologically oriented approach to media, communications, and the arts; and as the College accepts increasingly prepared students, the programs in the Science/Mathematics Department will be ever-more attractive and important.

Tutoring for science and mathematics is being excellently handled through the Learning Studio and returning this function to Science/Mathematics is unwarranted.

Information on funding for the Science Institutes indicates that the resources might be more productively dedicated to the Science/Math Department directly. My preliminary recommendation is to phase out the Science Institute; however, further analysis will be necessary to ensure that this would be an overall benefit to Science/Mathematics and the College.

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SCHOOL OF MEDIA ARTS

Office of the Dean

The SMA Dean’s Office is leanly staffed and is likely to require additional resources. Specifically, the School has requested a new unit to coordinate technology advancement and platform adoption across multiple departments. A unit like this would benefit the entire College by engaging all departments in discussions about instructional technology, prioritizing technology investments, transferring new technologies into instructional applications, and avoiding duplication in individual

departments.

The dean has been in conversation with President Carter about changing the name of the school. Two contenders for the new name are: School of Media and Interactive Technologies and School of Media and Creative Technologies. These names convey the close relationship between the media of today and the rapidly changing and increasingly interactive technologies that support them.

Audio Arts and Acoustics – increase resources

Audio Arts and Acoustics is a dynamic department that has recently revised its curriculum, developed the College’s first BS degree, and reached out across the campus to collaborate with departments from mathematics to AEMM. The department has also opened Audio Production I and other courses to non-majors and already seen high interest from students in F&V, Theatre, Radio, A+D, and others.

The BA in Acoustics is being phased out in favor of the new BS in Acoustics. This program is likely to be a growth area and, eventually, require additional investment in full-time faculty. I recommend that the program in Live and Installed Sound seek solutions to current limitations so that they may provide sound for more college programs and events.

The programs in Audio for Visual Media in AA&A and the program in Sound for Video in F&V have had a long and complex history. I support the dean’s recommendation to phase out the BA in Audio for Visual Media as a distinct concentration and require other departments that use sound to adopt more courses from AA+A in sound design, acoustics, and technology.

Film & Video – maintain resources

Film & Video is an exceptionally large and complex department with many curricular pathways and a newly adopted first-year program. Although some programs in the department are marked for increased resources, others are marked for decrease. Overall, the department will maintain resources for the present--although allocated differently.

The programs in Animation are already in the process of combining Traditional and Computer programs into a single BA degree with specialized BFA options. The dean has recommended that several of the undergraduate specialties within F&V (Cinema Studies, Post-Production, Screenwriting, and Directing) be reserved for only the most able students and that other students be encouraged to generalize and create customized learning paths across the department. This recommendation, if achievable, is in keeping with the overall drive to offer flexible, student-centered learning options.

I support the dean’s recommendation that F&V embrace emerging forms of internet-based media for the teaching of documentary and also specify the role of the documentary in overall cinematic training. Collaborating with Television, Radio, and Journalism will produce efficiencies and synergies in the teaching of documentary to students across SMA.

The two MFA programs in F&V are complementary to each other, and the restructuring of the MFA to Writing/Directing MFA from a three-year to a two-year program was well conceived.

Overall, the Department of Film & Video is well positioned to continue its role as a national leader in cinematic education.

Interactive Arts and Media – maintain resources

Interactive Arts and Media is one of the College’s most forward-moving departments, providing leadership in Game Development and other digital media fields. The department has attracted federal grants and national attention from the games industry as well as a steadily growing student body. In the games field, the department is primed for development of a signature MFA program.

Since the department was created in 2005 by combining two programming-related departments, it has grown in two disparate directions, split primarily into Game Design and Game Art concentrations with more generalist degrees in IAM program and audio. The result has been a collection of offerings that sometimes overlap with Audio Arts and Acoustics, Fine Arts, and, to a lesser extent, Science/Math.

The dean has instructed the IAM to work with the newly proposed Department of Design in SFPA to create joint programs in design and technology.

Like Film & Video, IAM has some programs that will require increased resources and others that are marked for decrease. The net effect is likely to be maintenance of existing resources for the present with reallocation where resources are needed. Game Development and Programming are specific areas with growth potential that will require additional resources.

Interdisciplinary Arts – combine/restructure

The two MFA programs in the Department of Interdisciplinary Arts attract artists who are seeking to incorporate media into their practice. . .not media specialists who are interested in art. . according to the department chair. Therefore, these programs would align naturally as the graduate component of the newly proposed Department of Photography and Fine Art (See School of Fine and Performing Arts). Similarly, the MA in Interdisciplinary Arts attracts performance artists who would find a natural home in the Theatre Department.

In keeping with the principle that all graduate programs should be associated with undergraduate programs, I recommend that the MFA in Interdisciplinary Book and Paper Arts and the MFA in Interdisciplinary Arts and Media move to a new Department of Photography and Fine Art and the MA in Interdisciplinary Art become a graduate component in Theatre. As a corollary, I recommend that the Center for Book and Paper Arts move with its MFA program and report to the School of Fine and Performing Arts with a mandate to scale back its activities and the resources needed to support them.

Internet Media Production (tentative name)

I support the dean’s recommendation to bring together the departments of Radio and Television to create a new department with a new set of programs in the field of internet-based and streaming media production. “A new name will be identified for the department, which will house a Television division and a Radio division in addition to a significant number of joint courses and tools related to social media and mobile platforms.” (See dean’s revised recommendations under combine/restructure resources).

The dean has also recommended the formation of a Social Media division to be housed in this department to offer courses and platforms contributed by IAM, Journalism, and Marketing Communication as well as Radio and Television.

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Journalism – increase resources

To remain competitive with other programs in the area, Journalism will require investment so that the curriculum may shift focus to internet-based and mobile technologies. Broadcast Journalism in Radio and Television will need to align with the proposed department of Internet Media Production and the shift to emerging technologies.

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Marketing Communication – increase resources

This department serves a large number of students with a flexible approach to meeting their needs both while at Columbia and for their future careers. The department will need future investment in faculty and space. The dean has also recommended that the department explore new media platforms that are responsive to marketing data.

I support the recommendation that Marketing Communication collaborate with Arts, Entertainment, and Media Management to identify offer innovative, student-centered programs that bridge the two departments and eliminate duplication of course work, if such are found to exist.

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Radio – combine/restructure resources (See Internet Media Production)

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Television – combine/restructure resources (See Internet Media Production)

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OFFICE OF ACADEMIC RESEARCH

Introduction

For many years, Columbia has been home to a wide range of organizations that have enriched the life of the College and made meaningful contributions to the culture of Chicago, the region, and beyond. These organizations have been led by their executive directors with integrity and dedication, and they have fulfilled their missions through the tireless efforts of dedicated staff. Financial support has come from Columbia and from contributions by outside funders. Columbia's centers, Museum, Institute, and journals -- along with their respective publications, performances, partnerships, conferences, classes, and symposia -- have contributed to making the College the locus of learning and creativity that it is today.

In this time of declining enrollments and increasing student debt, Columbia is realigning its resources to focus on support for student learning and persistence to graduation. To do this, the College must prioritize its available funds in new ways. Regrettably, this necessitates the elimination of financial support for several worthy organizations that have been a source of institutional pride for Columbia.

Center for Black Music Research – phase out/eliminate (please read the Introduction above)

Since its founding in 1983, the Center for Black Music Research has become an internationally renowned research center, supporting scholarship, publication, performances, recordings, and conferences in service of the field. The Center, throughout its long and distinguished history, has more than lived up to its mission “. . .to illuminate the significant role that black music plays in world culture.”

The Center has attracted financial support from a wide variety of funding organizations and individuals, and the Library's reputation as a first-class repository has attracted ongoing donations of priceless historic materials. It is with regret, therefore, that I now recommend to the Blueprint: Prioritization team that the Center be closed with the exception of the Library/Archive. This recommendation is made with full acknowledgement of the value that the Center for Black Music Research has brought to Columbia College and the international field of black music research.

Center for Community Arts Partnerships – maintain

The Center for Community Arts Partnerships creates long-term reciprocal partnerships between Columbia and the community with a special focus on underserved communities. Through programs like Urban Missions, the Kemper Community Apprenticeship Program, Project AIM, TEAM, and Big Art, the Center provides arts integration and service learning opportunities for students, teachers, and parents in Chicago public schools as well as at Columbia. In Fall of 2011, CCAP launched the Teaching Artist Development Studio to provide professional development training for teaching artists. The work of CCAP closely aligns with the communities and programs offered by Columbia's Department of Education. Therefore, I am recommending that, going forward, CCAP report to the School of Liberal Arts and Sciences and collaborate actively with Columbia's Department of Education to foster arts education at all levels from early childhood through college.

Chicago Jazz Ensemble – phase out/eliminate (please read the Introduction above)

The Chicago Jazz Ensemble is recognized for extending contemporary art practice and illuminating the history of an essential American art form in compelling, engaged ways. Under the current executive and artistic leadership, the CJE has achieved consistent critical acclaim for its dynamic and diverse musical performances. At the present time, Columbia is prioritizing all funds to be

allocated to programs that have the most direct benefit to student learning. Fully recognizing the value of CJE's work and the excellence of its leadership in musical programming and performance, I recommend to the Blueprint:Prioritization team that the CJE be closed.

Columbia College Chicago Press – combine/restructure resources

The former Center for American Places has recently been renamed the Columbia College Chicago Press. Under this new name, the Press has been repurposed to focus on publications that align with and support the fields that are central to Columbia's history and mission. The staff of the Press has recently undertaken projects with an eye to increased sales revenues as well as projects that attract significant donated funds. Also, the Press is working with several departments, classes, and individual students to create learning options associated with its work.

Given this responsible approach to stewardship of College resources, I recommend that the Press be continued for at least the next two years so that its new potential may be better understood and assessed. In 2014, Columbia should reevaluate the work of the Press in light of the value of its publications and its financial performance.

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Ellen Stone Belic Institute for the Study of Women and Gender in the Arts and Media – phase out/eliminate (please read the Introduction above)

From ESBISWGAM's mission statement: "The Institute offers a wide range of public programs, including exhibitions, performances and panel discussions, and supports new research and original creative work through its Fellowship program. Central to the Institute's purpose are its goals to enhance student learning and contribute to new bodies of knowledge through curricular intersections and far-reaching collaborations locally, nationally and internationally."

In the seven years since its establishment, ESBISWGAM has more than lived up to its founding vision. The Institute has been a locus of research, education, creativity, performance partnering with a wide range of departments within the College and 100 external partners.

Given the Institute's extraordinary achievements and the lasting contributions it has made to the culture of Chicago and beyond, it is with regret that I recommend that the Institute be closed.

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Library – increase resources

The Library is foundational to any institution of higher education. Columbia's Library has a particularly strong service culture and a robust educational program. When the College opens the Johnson Building, the Library will have a new mid-campus home that will serve as a hub for research and learning.

The Library is working with Academic Affairs on a central repository for faculty work that will bring faculty achievements into the public eye.

If the recommendation to close the Center for Black Music Research is approved, the Center's Library/Archive will be entrusted to the archivists in the College Library.

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Museum of Contemporary Photography – maintain resources

The Museum of Contemporary Photography works closely with Columbia’s classes in Photography, Art+Design, First-Year Seminar, Fiction, and others. Recently, the Museum has made a determined effort to inform faculty across the College of the vast educational resources of the Museum and how they can be integrated into their courses. Internships and other forms of professional practice are available to Columbia students at the Museum, and there is a robust outreach program that serves students in communities beyond the campus.

MoCP houses a significant asset in the form of its renowned permanent collection and has a demonstrated track record of early recognition and presentation of important contemporary work in Chicago.

Given the strength of MoCP’s educational and outreach programs and the importance of its collections, I recommend that resources for the Museum be continued at the present level.

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Teaching Artist Journal – maintain resources

The *Teaching Artist Journal* is a peer-reviewed publication that serves as the journal of record for the teaching artist field. *TAJ* was founded through the efforts of leading arts educator Eric Booth, and the editorial board comprises luminaries in the field of arts education.

Working together, the *Teaching Artist Journal*, the Teaching Artist Development Studio in CCAP, and the Teaching Artist programs in Columbia’s Education Department can fulfill Eric Booth’s vision that Columbia College become the “go to” place for the development of the teaching artist field.

I recommend, therefore, that *TAJ* report to Columbia’s Education Department and that this organization along with CCAP and the Education Department work together to make teaching artistry a signature field for Columbia College.

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OFFICE OF THE PROVOST/ACADEMIC AFFAIRS

Full-Time Faculty - increase

Many of the academic departments emphasized their need for additional full-time, tenure-track faculty in their PIR’s. The need is clearly legitimate for most departments; however, it is more pressing for some than for others. I recommend, therefore, that, whenever a full-time faculty vacancy occurs, regardless of the department or school, the line will revert to the Provost’s Office so that it may be allocated, in consultation with the deans, to the department with the greatest need. Similarly, any new, full-time faculty line(s) will be assigned to department(s) by the Provost in consultation with the deans.

Associate Provost for Faculty Affairs – maintain

The addition of an Interim Associate Provost for Faculty Affairs has been a great help during the current year. The presence of a tenured member of the faculty on the Provost/Academic Affairs team provides important insight on the faculty perspective as well as an ideal liaison between administration and the faculty. This position reduces the gap, to the extent that one exists, between academic administration and the faculty. Further, this appointment provides an opportunity for a faculty member to have an in-depth experience of the workings of senior-level administration and test his/her interest in future administrative appointments.

I recommend, therefore, that this position become a permanent, rotating two-year appointment for which interested faculty may apply.

Institutional Research – combine/restructure

It is customary for the Institutional Research function to report to the Office of the Provost/Academic Affairs, and this was the case at Columbia until quite recently. I recommend, therefore, that the three components that once comprised a single unit (Institutional Research, Evaluation/Assessment, and Enrollment Research) be reunited under the Office of the Provost/Academic Affairs so that communication may be facilitated, duplication eliminated, and information more readily shared.

Columbia College Library and Museum of Contemporary Photography – combine/restructure

If several of the centers and ESBISWGAM are eliminated per these recommendations and the Office of Academic Research phased out, the Library and the Museum of Contemporary Photography will report to the Office of the Provost/Academic Affairs.

