

Proposal for a New School of the Arts in Harpur College, Binghamton University

For consideration by the Program Review Committee

August 23, 2022

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Background

The Arts departments at Binghamton—Art & Design, Art History, Cinema, Music, and Theater—each have legacies marked by distinguished faculty, vibrant programs, and alumni with illustrious careers, yet the public profile of the arts both within and beyond campus does not reflect their significance. It is to enhance visibility of our arts programs and recognition of their stature, and to build new transdisciplinary opportunities to prepare students for newly configured careers that we propose the development of a School of the Arts within Harpur College of Arts and Sciences.

We anticipate that a School of the Arts will foster the recruitment of students to our undergraduate and graduate programs in three key ways: through its support not only of traditional disciplinary specializations, but also of cross-disciplinary programs that reflect the character of contemporary arts practice that frequently calls for the integration of expertise drawn from a range of fields within and beyond the arts; through its ability to effectively showcase and promote our strengths in creative practice and research, performance, and scholarship; and, thirdly, through the support of robust internship opportunities.

Our arts programs, operating within the context of a liberal arts college, have long enabled students to pursue rigorous training in the arts while also undertaking high quality academic study. This is a relative rarity in higher education, where students very often have to choose between these two paths. The proposed School of the Arts will foreground the virtues of the location of the arts *within* Harpur, affording students the opportunity not only to specialize in professional arts training toward a BFA degree, but alternatively to pursue double majors in

which their arts practice will augment their scholarly work and, reciprocally, their training in chemistry or comparative literature, for example, would enrich their creative practice. This initiative, then, responds to the conviction that our already strong arts programs can grow significantly with the institutional support of a school, and in so doing go some way toward modulating the overwhelming tilt of students toward STEM fields in recent admissions cycles.

Potential for significant growth is seen at both the undergraduate and graduate levels. It is anticipated that one of the central concerns of the inaugural director of the school will be the development of new and attractive graduate degrees.

Another important function of the school and its leadership is to facilitate more concerted public outreach—for in person events, remote programming, announcements of awards and publications, and news of alumni—and to maintain a shared calendar across its departments (and including also associated units, among them, the Material and Visual Worlds TAE, CEMERS, the Binghamton University Art Museum, and the Creative Writing Program). Together, these efforts will have the effect of showcasing the wealth of Binghamton’s creative activity and shaping a perception of the university as deeply invested in the arts.

This outreach, along with the curricular developments at the graduate and undergraduate levels, will afford a more energetic and sustained relationship with the community as well as outreach to donors, both current and potential. The School, as we envisage it, will offer donors exciting and worthy opportunities for support, where contributions both large and small can make a significant and rewarding difference.

Context

Harpur College of Arts & Sciences has three divisions: arts and humanities, social sciences, and science and math. These three divisions have long been used as organizing rubrics by the college. When the college seeks to appoint representatives to committees, for instance, efforts are made to ensure participation from each one of these three divisions. The department chairs in each division are traditionally convened by the dean for discussion and exchange at least once a year. The college proposes the establishment of a new School of the Arts to provide a durable and distinct form for the arts—including the departments of Art & Design, Art History, Cinema, Music, and Theater—organized under the administrative structure of Harpur College. This new school will bridge programs, working with arts department chairs and faculty to identify shared programmatic commitments and opportunities, to develop a coherent and highly visible slate of public performances, exhibitions, and events, and to seek out resources that will benefit the wider arts community on campus and in the local area. In contrast to the professional schools at Binghamton University, this School will be fully integrated within Harpur College, offering, in addition to arts-intensive professional degrees (e.g., BMUS, BFA, MFA, MM), a BA in each of the five departments for students interested in a liberal arts education. Its departments will also continue to make a significant contribution to the college’s General Education offerings.

We do not anticipate that a School of the Arts within Harpur College will have any impact on shared governance, since the School's light layer of administrative structure does not disrupt the existing organizational chart beyond the addition of a direct report to the Dean of Harpur College. Thus, Faculty Senate Bylaws will not need to be modified since the current distribution of divisional representation will not be affected.

Mission

The new School of the Arts in Harpur College will provide a distinctive, interdisciplinary, creatively rigorous, and academically high-caliber arts experience for its students. It will also provide a platform to support faculty and staff to engage in cross-arts collaboration, to develop new degree programs in arts practice, performance, management, and research, to engage in community and public outreach, and to enhance the visibility and vigor of the arts at Binghamton University.

History of the Initiative

The idea for the School of the Arts was first presented in 2019 by Dean Elizabeth Chilton and Senior Associate Dean Celia Klin. Although the initiative was slowed considerably by the COVID pandemic, Dean Klin renewed these efforts soon after she took up her current appointment. It is important to note that the goal has been to involve faculty in all stages of the process. At each stage of its development, the five arts departments have been involved in forging and shaping the vision for the new school. At each meeting, at least one representative of each of the five departments has been invited to participate. There have also been two events to which all of the arts faculty and staff were invited, the first, a town hall style meeting, during which the initiative was characterized, questions were answered, and feedback was solicited, and the second, a reception to communicate updates on the initiative and to announce the President's commitment to funding the salary of the founding director. Early in the process, an open and anonymous comment form that welcomed submissions from arts faculty was posted in Fall 2019. The attached document, entitled "History of the School of the Arts Initiative," and an associated appendix provide detailed documentation of these interactions and consultations. The initiative is moving forward with the written endorsement of all five departments, in addition to the support of the Binghamton University Art Museum and the Anderson Center. The proposal is also underwritten by market analysis undertaken by Red Cactus, a market research and branding agency headed by Binghamton alum Beatrice Szalas. The findings of this analysis (appended to this document) will be discussed in brief below. This research will be briefly presented, along with an introduction to the School of the Arts initiative by Dean Celia Klin, at a second town hall meeting scheduled for September 7. (This event was postponed from the Spring, 2022, semester due to a snow storm.) This will be an opportunity for questions to be asked and responded to in person, and an electronic feedback form will also be deployed at that event to solicit further comment. Dean Celia Klin will also be visiting all five arts departments in the fall semester to engage in discussions with departmental faculty and staff about the School, including their ideas and concerns.

Harpur College has begun to lay the ground for the school by creating a cluster hiring initiative, Arts Practice, Performance, and Research in the 21st Century. Tenure track positions approved for arts departments in the 2021-22 hiring cycle were posted in recruiting announcements as part of this cluster, to attract candidates who would see themselves as part of a cohort of practitioners and scholars that extended beyond their own departments. To further this orientation toward interdisciplinarity, as well as to enhance collegial inter-departmental relationships among existing faculty, a faculty member from another arts department was invited to serve on each of the search committees. Anecdotally, we have found that colleagues and candidates alike welcomed this arrangement, and plan to continue with the practice for subsequent searches. Five tenure track appointments were made last year, and eight new positions have been approved for arts departments for the 2022-23 hiring cycle, and will again be announced as a cluster hire.

Need for a New School of the Arts

Binghamton University has a long tradition of promoting excellent scholarship, creative activities, and educational opportunities in the visual and performing arts. A School of the Arts in Harpur College will provide faculty with a collaborative, scholarly focus in the arts, while also offering students an educational concentration that combines excellence in artistic expression with the highest quality academic experience. Harpur College's commitment to offering students a rich liberal arts education, necessarily calls for strength in the arts to augment engagement in other fields, while reciprocally the experience of arts students is enhanced by their encounters with other disciplines. Taking into consideration recent and anticipated growth in the STEM fields, a deliberate plan is needed for Harpur to remain strong in other areas. A School of the Arts presents an opportunity for Harpur to remain true to its historical mission of providing students with an education that is both deep and broad.

Such a school will address a gap in the SUNY system, by housing a school of the arts within an arts and science college as distinct from the free-standing conservatory-style schools that can be found at SUNY Purchase, Potsdam, and Alfred, for example. A School of the Arts will make Binghamton University a destination of choice for high-caliber students, both in state and out of state, both undergraduate and graduate. The School will appeal to students who are invested in the arts, some of whom may be planning to pursue studies in another academic field in addition to an arts-intensive curriculum. Indeed, beyond the existing disciplinarily specialized programs, this school will provide a distinctively interdisciplinary and integrative experience in the arts, which will draw on the notable strengths of our current arts faculty and programs, in addition to the offerings of the University Art Museum and the Anderson Center. It is also envisaged that masters programs in, for example arts management, or cultural policy, might be developed in conjunction with the School of Management and CCPA's Public Administration program. And the now highly digital character of production design might be pursued in collaboration among Theatre, Cinema, and Computer Science, for example. These kinds of cross-disciplinary programs not only offer an opportunity for us to recruit students, but also to prepare them for successful careers in a contemporary arts milieu that is increasingly collaborative, and disciplinarily fluid.

The market research firm Red Cactus was retained by Harpur College to conduct competitive positioning analysis, to ensure that the proposed school is appropriately calibrated to the higher education environment in arts education, and to identify the space within which the School of the Arts can be expected to thrive. Red Cactus conducted focus groups with faculty, admissions personnel, and alumni, reviewed Department of Education and IPEDS (Integrated Postsecondary Education Data System) data, and investigated five key competitor institutions, each with art schools in various configurations—Purchase College, Potsdam, Syracuse University, Alfred University, and Rutgers—and three aspirational peers—University of Milwaukee, Peck School of the Arts; Virginia Commonwealth University (VCUarts); and Carnegie Mellon University—to evaluate their brand position, key attributes, core messaging, and the impact their efforts overall are having in the marketplace.

Red Cactus confirmed our view that that Binghamton University is not well-known for the arts, but that “packaging” the school to future students, parents, employers, as well as the arts community would go a long way establishing its reputation.

The new School of the Arts brand has an opportunity to build on the prestige of Binghamton University and its impressive rankings, but it will need to “break free” from its reputation as STEM focused, Red Cactus reports, to not only attract the best students and faculty but also to raise awareness and create buzz in the arts world.

Red Cactus reported that some alumni with professional careers in the arts might be reluctant to identify on their bios that their degrees are from Binghamton, because the institution does not have widespread standing in the field, especially beyond New York state. Binghamton University School of the Arts should serve them much better professionally. In turn, of course, their pride in their Binghamton training will serve to burnish our institutional reputation in the field.

Pride in the school could also be enhanced by dynamic marketing, of the sort that we envisage the director of the school generating. As one focus group respondent put it, “our promotional materials—our websites, our front windows—don’t do great service to both the level and the depth of work that’s happening. We’re kind of the inverse of a lot of places where there’s a lot of window dressing and not much in the store. And we have a ton in the store. And it’s quite frustrating to many of us who are busy stocking those shelves, that our window dressing is so poor, frankly.” Our current deficit in promoting what we do in the arts is, as the commentator observed, largely a function of everyone being so energetically occupied in making work and producing research that there is no surplus bandwidth available for promoting our work broadly, and nor is marketing our field of expertise. The leadership of the School of the Arts would be ideally positioned to undertake critically important work in generating a public profile for our departments, and for all that they produce. And, moreover, they would be in a position to promote academic programs, performances, exhibitions, publications, awards, and alumni success that would reflect well on the entire school, beyond any one of its constituent fields.

Underpinning the value of marketing for the purposes of recruiting and retaining students in a competitive landscape, is Binghamton’s strong academic standing, the highest in national rankings among the set of competitor schools and our aspirational schools, with the exception of Carnegie Mellon.

There is, according to Red Cactus’s analysis, considerable room for growth. In 2019-2020, visual and performing arts was the 10th most popular major nationwide with 155,377 degrees awarded, with growth of 13.8% over the prior year. In New York and New Jersey the total market in 2019-20, and Binghamton’s share of that market, was as follows:

Visual and Performing Arts	Total
Degrees total	
All Institutions (126)	17,521
Binghamton University	127
Bachelor's degree	
All Institutions (126)	12,866
Binghamton University	116
Master's degree	
All Institutions (126)	3,041
Binghamton University	8

There is also reported to be increasing marketplace demand for arts graduates. The National Endowment for the Arts released a report in 2019 titled *Artists and Other Cultural Workers: A Statistical Portrait*. Drawing data from six federal sources, it predicts, for example, faster than average growth in employment for set and exhibit designers, actors, producers and directors, and film and video editors, with as much as 17% growth for film and video editors. This kind of analysis will, of course, be invaluable as the school considers the ways in which expertise currently residing in individual departments can be drawn together into new degrees or certificates to align them with the professional environment students will enter on graduation.

Another way in which the proposed school could better serve our students (and enhance recruiting) is in the development of study abroad programs. The arts departments are relatively small, and have thus not been in a position to sustain departmental study abroad opportunities (with the exception of Cinema that since 2017 has partnered with Nihon University, Japan, to host an annual program). We anticipate that school-wide study abroad programs would be more feasible to establish and maintain, as too would internship programs. While some departments informally place students in internship opportunities, a school would be well-placed to develop more formalized internship programs. It may be that over time the school would assist with advising for students working on interdisciplinary degrees, but on the whole we see the expertise of departments continuing to be central to student advising.

The new school will, then, allow Harpur College to grow its undergraduate and graduate offerings in the arts, assist in balancing the distribution of students across campus, and enhance the value of a Binghamton degree in the arts. It will also enhance our ability to recruit and retain outstanding arts faculty, attract prominent visiting scholars, artists, and arts professionals, and secure funding for investment in facilities, equipment, and performance spaces across all of the constituent programs.

The development of a School will be attractive to many prominent Harpur alumni with careers and interests in the arts and will serve as an engine for growth and urban development in the Southern Tier.

The timing of this initiative is especially auspicious, given the university's commitment to the renovation of the Fine Arts Building, for which a master plan is currently being developed. For both of these endeavors to be pursued in tandem will allow for careful planning of the future of each department as well as some shared facilities to be integrated into the fabric of the building, without compromising the necessarily specialized use of existing studio spaces.

This proposal is timed for consideration by the campus in Fall 2022. It is hoped that it will be approved by the time that the interviews begin for a Founding Director. The appointment is time-sensitive, given that input on the Fine Arts building renovation would be ideal while the project is still in the planning stages, enabling the director to play a key coordinating role in this ongoing project. The search firm, Koya Partners, with considerable experience in recruiting for arts leadership positions in academic environments, has been retained to support the hiring process, for which a faculty search committee has been appointed.

It is anticipated that the launch of the School of the Arts, along with the renovation of the Fine Arts Building, will together signal to students, donors, and the broader community, the university's commitment to the arts. It will energize faculty, whose response to the proposal has been overwhelmingly enthusiastic, and create significant new opportunities for external funding, student recruitment, programmatic innovation, and community outreach.

Relationship of the New School of the Arts to Existing Programs

The new school of the arts will involve five existing departments within Harpur College: Art & Design, Art History, Cinema, Music, and Theatre. The new school will not replace any existing departmental structures. Each department will retain its chair, faculty, and administrative staff and continue to offer its current degree programs and curricula. Department chairs will continue to report to the Dean of Harpur College.

The new school will, however, provide a platform for increased collaboration between and among these units, through new interdisciplinary programmatic initiatives, community outreach endeavors, visiting artist programs, and as a site for external funding opportunities. The new Founding Director will be responsible for working with faculty to identify and facilitate opportunities within individual departments as well as potential pathways for increasing the

connections among existing units, and for better preparing students thereby for the disciplinarily fluid professional conditions they are likely to enter in to.

This director will be involved with the planning for the renovation of the Fine Arts building, working with alumni, and developing partnerships in the community. They will also work with departments to identify and develop new disciplinary degree opportunities, in addition to degrees that may be offered jointly between Harpur arts departments and other departments and colleges in the university. The director will also identify potential areas for curricular collaboration among the departments, including the possibility of team-taught courses and themed offerings across the various units. However, all day-to-day curricular decisions, such as course building, staffing courses, and scheduling, will remain in the hands of the departments. The new school will also feature a robust visiting artists program and a shared calendar of arts events, in order to maximize opportunities to expand participation and visibility both on campus and beyond it, and to present a rich roster of offerings throughout the year.

The new director will report directly to the dean of Harpur College (please see attached organizational chart).

While the Creative Writing Program will not be part of the school itself, we anticipate that director of the new school would work with the director of creative writing to identify potential collaborations, of the sort, perhaps, already undertaken by the music department in its collaborations between composers, poets, and performers, and the Binghamton University Art Museum. Similarly, we see the potential for collaborations with the TAEs and with other units.

Structurally, the position of the director of the School of the Arts does not conform to an existing position on campus. It is similar to the director of the Creative Writing Program, insofar as the director of the new school would be oriented toward coordinating programming and events across the arts departments to enhance the experience of faculty and students, and to build the school's external reputation, while also seeking out opportunities for external funding. But of course there are limits to this comparison, since the Creative Writing Program resides within a single department and the director reports to the department chair. In other respects, the new director would be more like an Associate Dean, working actively with the arts departments to help them to meet their goals beyond their everyday operational activities. This may entail, as we have discussed, working with departments to create new degree programs, assisting in the implementation of curricular changes, or working to acquire resources on behalf of departments and of the school as a whole. Within the current structure in Harpur, the dean works with the three associate deans on many decisions. This kind of deliberative role is envisaged also for the director of the school, though in other respects their responsibilities differ. We did consider deploying a term other than director, but no alternatives seemed entirely adequate to the position, and recruiters at Koya were of the view that the position of director would most accurately resonate with potential candidates.

We envisage that the director would be among the various college leaders who exercise advisory input in relation to the allocation of faculty lines, and might submit a letter of support on behalf of the school for any candidate's tenure and promotion dossier, as leaders of units beyond a candidate's department frequently do. Neither of these, it should be noted, alter current protocols, but simply add an additional well-informed voice.

The Director will work closely with Admissions to develop processes for new undergraduate student recruitment. Currently, there is a Special Talent process which is used to screen prospective students with strengths in the arts. That process could be streamlined, particularly in regard to its timing. The Director would work with Admissions and the departments to improve and coordinate the current process or to develop a new process that would be more effective. As for graduate recruitment, these processes will continue to be overseen by the departments, although the new director could help to organize recruitment events that draw together all of the arts departments.

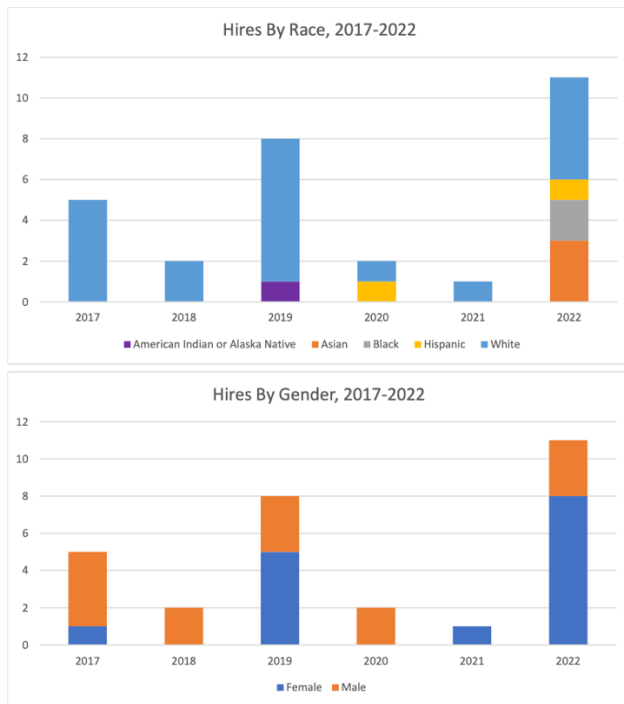
We have noted that the director would play a significant role in relation to the renovation of the Fine Arts building. Coordination of such a complex and difficult undertaking, with someone so deeply aligned with the arts and the aspirations of its constituent department, would be invaluable. The director would be in a position to calibrate the space and facilities needs of departments, but also to identify shared needs and goals, to ensure that the new building presents a structure that can sustain arts practice, performance, research, and teaching needs into the future. There will be a significant workload with regard to the building renovation over the next five years, and having a director who holds a faculty position in the arts tasked with working with the team (which includes faculty from each department), will afford dedicated time to this critical project.

Diversity and Inclusion

The constituent departments of the proposed School of the Arts have each embraced the imperative to address within their disciplines a deep history of privilege and exclusion. This has been approached substantively through curricular content that draws attention to the historical formations of artistic canons, and the mobilization of the arts in the maintenance of social status and prestige, and that seeks to introduce students to the works of hitherto marginalized composers, performers, artists, playwrights, filmmakers, and intellectuals who were neither white nor male. Issues of historical and extant inequity also inform research and creative practice of many faculty and students.

Efforts are also being made to diversify the faculty, but here, as elsewhere, this is inevitably a slow process, with a good deal of ground to be made up. As the graphs below indicate, we have seen some improvement over the past five years in appointments to tenure track and three-year lecturer positions in relation both to racial diversity and gender. Departments have crafted positions, where the curriculum allows, with the recruitment of diverse applicants to the fore, and have been intentional in their selection processes throughout in prioritizing applicants

who in their person, or in the content and character of their teaching, contribute to the diversity of the department and the climate of inclusion.



We anticipate that the expanded collegial context of a school of the arts will assist us in both recruiting and retaining diverse faculty. And we expect that this will further our ability to create conditions in our departments that are conducive to success for a broadly diverse body of students in the arts.

Resources Required to Develop the New School of the Arts

The new school will be housed in the Fine Arts building, which is currently slated for renovation. The process of developing a masterplan is underway. The costs of this renovation are being covered through the State University Construction Fund and the new construction has been integrated into the Binghamton University Facilities Master Plan.

The new school will require the appointment of three new staff members at the outset, with additional technical personnel to be hired for subsequent years. The Founding Director will be appointed through a national search, for which a search committee has already been constituted and a search firm, Koya Partners, retained. The salary for the director, who would be appointed to a faculty position in one of the arts departments and would serve as director for a renewable three-year term, is being covered by the President’s office. In the event that this initiative were not to go through, we would nevertheless utilize this person in support of interdisciplinary arts initiatives and the recruitment of students to the arts, and they would in any event hold a faculty appointment in one of the arts departments. The new school will also require an office administrator, who will start at 50% time, and a marketing coordinator. These

positions will be covered by Harpur College, along with standard OTPS funds. Starting in the second or third year, we also anticipate appointing a videographer/sound engineer and a skilled studio technical assistant. The videographer/sound engineer would facilitate the production of professional quality student portfolios, would generate content for posting to our website and deployment for marketing, and would enable live streaming and archiving of performances and other events. Management of the recording studio for cinema, music, and theater projects, as well as for podcast production, would fall within the purview of this position, as would support interdisciplinary projects, including, for example, site-specific installations that have a sound component. These areas are currently under-resourced, and the hires are conceived as a way of appropriately supporting current work, while also addressing increased demand for services generated by the activities of the new school. This is the case also for the skilled technician, who would be hired to support faculty and students ranging experimentally beyond their specialized fields of expertise, ensuring safe use of equipment and advising and assisting on the realization of projects utilizing unfamiliar forms of art making.

The School of the Arts								
<i>Plan for Human and Financial Resource for the next five years (Estimated)</i>								
Personnel:				At 2% ATB		At 3% ATB		
Rank/Title	FTE	Annual Salary Rate	Funding Source	Year 1	Year 2	Year 3	Year 4	Year 5
Director	1.00	\$ 150,000	President's Office	\$ 150,000	\$ 153,000	\$ 157,590	\$ 162,318	\$ 167,187
Administrative Assistant	0.50	\$ 45,000	Harpur College	\$ 22,500	\$ 22,950	\$ 23,639	\$ 24,348	\$ 25,078
Videographer/Sound Engineer	1.00	\$ 60,000	Harpur College	\$ -	\$ 60,000	\$ 61,800	\$ 63,654	\$ 65,564
Marketing Coordinator	1.00	\$ 62,000	Harpur College	\$ 62,000	\$ 63,240	\$ 65,137	\$ 67,091	\$ 69,104
Skilled Technical Assistant/Support	1.00	\$ 60,000	Harpur College	\$ -	\$ 60,000	\$ 61,800	\$ 63,654	\$ 65,564
Total Personnel:				\$ 234,500	\$ 359,190	\$ 369,966	\$ 381,065	\$ 392,497
OTPS:								
Annual OTPS Support		\$ 20,000	Harpur College/TBD	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Total Financial Resources (proposed/estimated):				\$ 254,500	\$ 379,190	\$ 389,966	\$ 401,065	\$ 412,497
Initial cost (estimated) for office renovation/redesign; office furniture; supplies; computers; and technological needs:				\$ 75,000				
Total for Personnel, OTPS and Initial setup/support Cost:				\$ 329,500				

The new school, with its anticipated curricular developments, will additionally require the appointment of new faculty across the five departments. These new appointments will be accomplished under the aegis of the cluster hire in Arts Practice, Performance, and Research in the 21st Century, which was launched in 2021. Four searches were undertaken in AY 2021-22 in Art & Design, Art History, Music, and Theatre. The College commits to sustaining this cluster hire for another five years, with at least two new searches per year, subject to budgetary approval. Indeed, eight new tenure track positions (two in each of the arts departments, with the exception of Art History which was able to make two appointments out of its search last year) have been approved under the cluster hire to begin in AY 2023-24. This promise of new hires is in line with the expected hiring that would be carried out as a result of replacements and retirements, while also allowing the departments to respond to student growth and strategize coherently and effectively about their future directions. The only initial major new

salary, then, is that of the director, which the President's office has kindly agreed to support, the office administrator, and a marketing coordinator who would support existing departmental efforts while also generating visibility for the school as a whole.

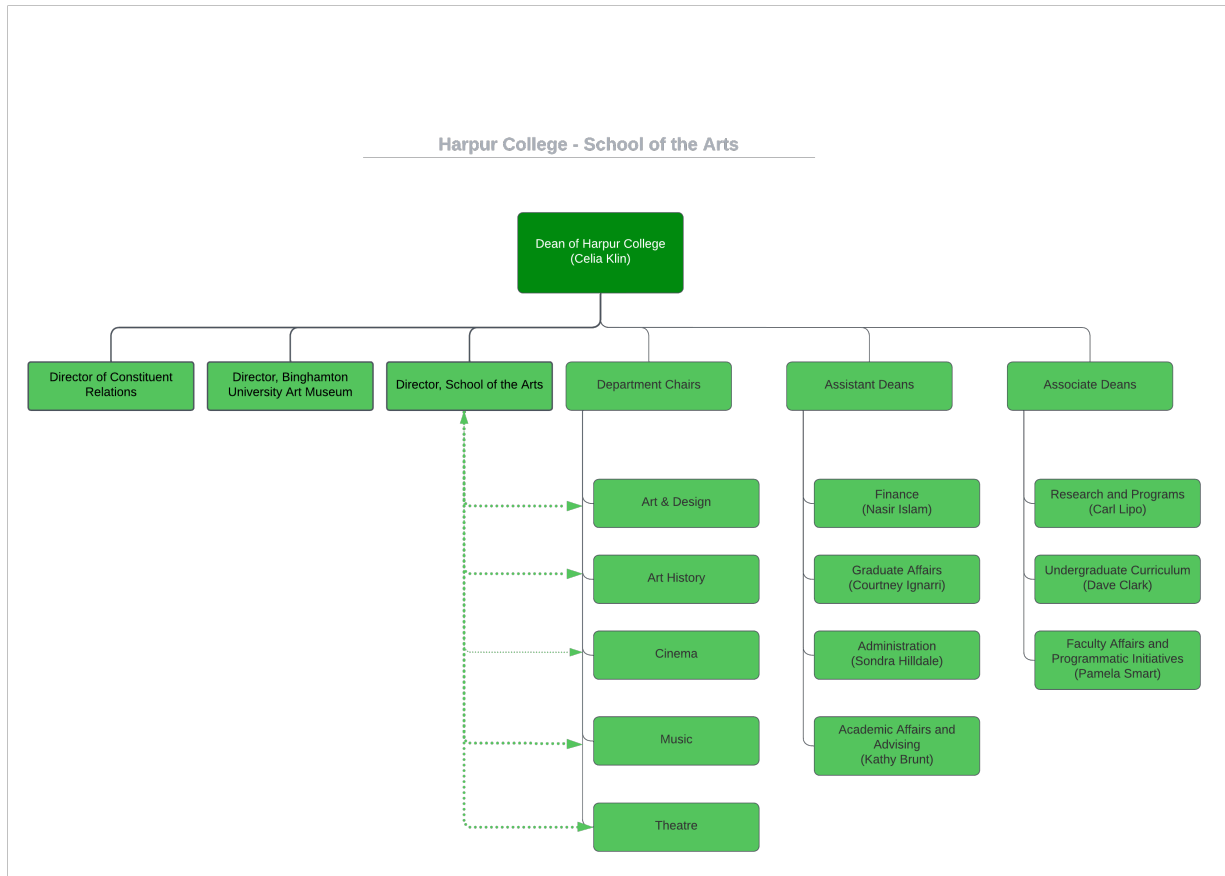
Although this initiative is in its early stages, it has already generated donor interest, suggesting that there is great potential for future development and growth. The new director will also be charged with seeking out promising external funding opportunities, and working with faculty and staff to coordinate the preparation of large grant proposals.

Evaluation

Because this proposal for a school differs from a conventional submission for a new academic curricular initiative, it is not feasible for us to lay out an operating plan with a settled timeline, revenue projections, or measurable learning outcomes. We can, however, identify criteria by which the performance of the director and the success of the initiative will be measured: the school will be branded, marketing platforms developed, and student and faculty programming will be scheduled on a shared calendar and showcased robustly; curricular developments will be explored and mounted, as appropriate; external funds will be solicited from donors and from funding agencies; the renovation of the Fine Arts Building will be shepherded; a visiting artist program established; opportunities for internships and study abroad will be investigated and pursued; cross-disciplinary relationships will be fostered; community outreach will be advanced; student recruiting will be vigorously promoted; faculty and student art-making will be afforded enhanced technical support; and a collegial, collaborative, and exploratory ethos will be embraced.

Appendices

Harpur College Organizational Chart:



[Red Cactus Market Analysis](#)