This Dean’s Report covers a 19-month period from May 20, 2013 to January, 2015. This report does not include a review of day-to-day routine work. It focuses on work in support of strategic goals for moving the College of Fine Arts forward, gaining more resources for programs, and extending the reach and influence of the College.

The following have been my major goals:

1. Get to know faculty and staff in CoFA.
2. Get to know RCM structure, expectations.
3. Strengthen CoFA’s operating procedures as needed.
4. Hire consultant firm to assist with futures planning and create CoFA Strategic Plan
5. Connect faculty with resources.
6. Implement strategic faculty and staff searches.
7. Analyze processes for reaching out to external constituencies, and strengthen structures for external relations.
8. Evaluate relationship with Monomoy Theater and explore emerging opportunity in partnership with City of Dublin.
9. Assess status of facilities in CoFA and identify opportunities for renovation and/or new construction.
10. Implement processes for sustainable budget planning for CoFA, including metrics for measuring progress in implementing priorities for RCM.

1. Get to know faculty and staff in CoFA

The College of Fine Arts contains an astounding array of excellent programs with national and international reputations. Many faculty and staff have high profiles in their own disciplines, and I am continually impressed by their quality of teaching and creative research. The caliber of opportunity for students in the College of Fine Arts is truly exemplary, and we all want to protect and enhance that level moving forward. One
of my first goals as dean has been to become acquainted with as many individuals in the College as possible.

From May 2013 to February 2014, I invited each faculty and staff member in the College to meet with me individually so that I could get to know each of them a little. I met with 64 individuals (out of a total of 120).

We discussed their background, area of teaching and research, professional interests, and so on. With each individual, I asked what single improvement (that would cost no money) that we could make in the College to improve teaching and learning. The following were the top three responses:

- Break down the silos/increase interdisciplinary opportunities/improve cross-college cooperation/examine new directions for programs and new hires (26 responses)
- Streamline/improve teaching for greater efficiency, productivity, load equity/improve student learning (8 responses)
- Incorporate more technology in teaching/expand online opportunities/improve IT infrastructure support (7 responses)

Approaching Fall 2013, the faculty was greatly affected by many changes, including the quarters-to-semesters transition, the impact of many retirements, a new Dean, lack of understanding and preparation for RCM, and the newly created School of Dance, Film and Theater.

During Fall 2013, I requested detailed input from each program in CoFA for a Prioritization Project. This resulted in a large body of data and history assembled for all of the degree programs in the College. The purpose of the project was to have a team of reviewers examine this information and provide feedback regarding the historical basis for each program, its current circumstances, recommendations for growth or refocus, and identifying opportunities for synergies among programs. The reviewers were Jody Lamb (Associate Dean), Maureen Wagner (Assistant Dean), David Descutner (Dean, University College), Joe Shields (VP for Research and Graduate Studies), Dora Wilson (CoFA Dean Emerita). The results of the reviewer’s recommendations were distributed to each school in April, 2014 and discussed with each school faculty group.

In order to facilitate dialogue between myself and faculty, I initiated a Fall Faculty Reception and Meeting (Fri., Sept. 13, 2013). At the end of the semester I hosted a Dean’s Coffee (Tues., Dec. 17, 2013) for any faculty members interested in talking more about interdisciplinary initiatives.
During 2014, I have held meetings with faculty groups focused on planning, budget dialogue and grant opportunities as follows:

- **Fri., April 4, 2014**: College-wide Budget Briefing
- **Tues., April 15-Wed. April 30, 2014**: School-wide Planning Conferences (discussing budget projection for school, recommendations from Prioritization Project reviewers about curricular opportunities or areas to watch, Q & A)
- **Wed., Aug. 20, 2014**: CoFA Dean's Briefing for all faculty and staff (launch the academic year; high points of achievement, upcoming developments for CoFA, budget news, adopt CoFA Strategic Plan, introduce new faculty and staff, Q & A)
- **Mon., Sept. 8-Wed., Sept. 24**: Meetings with each school faculty group to discuss the Interim Report of Eva Klein and Associates regarding Ohio University's emerging Innovation Strategy, answer questions, and invite/urge faculty to submit additional input about niche areas as invited by VP for Research and Graduate Studies; Q & A

In addition to the various meetings described above, I will be implementing additional opportunities for dialogue between myself and faculty during Spring 2015, as requested by faculty.

### 2. Get to know RCM structure, expectations

In learning about the structure for RCM as established at Ohio University, it became clear that the essential role of CFAO (Chief Financial and Administrative Officer) was the most critical to fill in the College of Fine Arts. Thus, between May, 2013 and December, 2014, CoFA added a net of two .5 FTE positions to accommodate the needs of RCM. I reassigned two existing staff and faculty members within the College to serve in joint appointments (.5 FTE in their existing teaching/administrative roles, and .5 FTE with newly created CFAO duties). Thus, as of January 2014, CoFA has operated with a new Finance and Administrative Team consisting of:

- DeAnna Russell, Director of Finance (1 FTE)
- Beth Braun, Assistant Dean for Academic Budget Planning (.5 FTE)
- Dan Harper, Assistant Dean for Facilities and IT Planning (.5 FTE)

Many other duties associated with this budget shift have been covered by reallocating duties assigned to existing positions or redefining existing positions.
As of FY15, the Associate Dean and all three Assistant Deans are teaching or engaged in work that generates revenue or increases retention for the College of Fine Arts, in addition to their duties as deans. This plan helps offset the administrative costs of the positions, and adds additional revenues to our Schools.

Additional positions (such as Instructional Technologist/Designer, HR Liaison, Professional Advisor forthcoming in 2015) have been supplied to CoFA as embedded resources provided through central university funds. After three years, these embedded positions will be reexamined and either returned to the central source or permanently added to the College staff, depending upon the needs and interests of the College.

The Finance and Administrative Team set to work quickly to answer questions being posed by faculty members regarding the way that RCM affects budget planning at the school and program level. These efforts resulted in the School Conferences held in April, 2014.

The next step was to establish an academic planning process in Fall 2014:

- Historical information was shared with individual directors and division heads about instruction delivered by each individual faculty member or GA within each school or division from Fall 2012 to Fall 2014 (five semesters).
- Directors and division heads shared projected teaching loads for individual faculty members, GAs, and potential new faculty members for Spring 2015 and 2015-16.
- Each School and/or Division developed a prioritized staffing request list for FY16.
- When prioritized staffing requests were received from Schools, the Deans and Finance/Administrative Team analyzed the combined staffing plan requests in light of budget realities and initiative request opportunities. The following criteria were used (in priority order), and this list of criteria was shared with the directors and division heads on Oct. 31, 2014.
  1. Programs that are growing, meeting the demand of undergraduates and fee-paying graduate students, where the hire will result in an immediate obvious impact in 2015-16;
  2. Professional accreditation requirements;
  3. In support of solid, well articulated and documented turn-around plans;
  4. To support our programs as is fiscally possible.
Dean gave feedback to each director and/or division head regarding the requests that were forwarded to Provost as CoFA’s Staffing Plan for FY16.

The Provost required several revisions of CoFA’s Staffing Plan for FY16. The version submitted on Dec. 3, 2014 was eventually approved.

As RCM becomes fully implemented throughout Ohio University, the financial system will migrate to year-round budgeting. Each college will be required to budget to its subvention. One area needing clarification in Fall 2014 was an understanding of the subvention level that CoFA can rely upon in moving ahead. This now appears to be clearer. While the university may provide bridge funding as CoFA seeks to bring its budget into alignment with its subvention in FY16, the amount of subvention appears to be settling at about $6M. While it is in CoFA’s best interest to rely upon a very stable subvention amount, there can be no guarantee about this amount. It is subject to the fiscal realities of the overall university.

3. Strengthen CoFA’s operating procedures as needed

CoFA Faculty Resources Blackboard Site: During Summer, 2013, a team of college leaders worked together to establish a Blackboard site where our most current operating documents could be posted and updated for faculty. The enrollment on the site is managed by CoFA’s Administrative Coordinator, and includes all faculty, staff and graduate students. Documents can be uploaded or updated by the deans, directors and division heads. The site is entitled, “CoFA Faculty Resources.” As of December, 2014, 104 out of 149 participants have accessed the site at some time since its inception.

Common Load Calculation: During the 2013-14 academic year, I worked collaboratively with the school directors and division heads, and they in turn with their faculties, to articulate a Common Load Calculation. The College lacked a tool to identify the relationship between a teaching assignment in a traditional lecture course, and a teaching assignment in other modes of instruction. The Common Load Calculation does not dictate workloads, but rather describes the relationship between a teaching credit for an in-person lecture course and a teaching credit in other modes of instruction (studio, one-on-one, lab, etc.). It was important to create a college-wide understanding of these relationships in order for schools and programs to assign equitable workloads to faculty, and for the Dean to have an advocacy tool in the budget planning process.
A one-page Common Load Calculation guide was finalized on July 22, 2014 and posted to the CoFA Faculty Resources Blackboard site. This document is attached at the end of this report.

In addition, each school or division’s Workload Policy is posted on the CoFA Faculty Resources site.

**Assessment Task Force:** In Fall 2013, an Assessment Task Force was created, led by Associate Dean Jody Lamb and Assistant Dean Maureen Wagner. This Task Force was asked to work within each school or division to create learning outcomes for each degree program along with tools to evaluate student learning. Each school or division was asked to create a process for annual goal setting in support of continual improvement in student learning, and “closing the loop” conversations that would connect the assessment results with goals for the next year.

While this process and its documentation is mandated by the Higher Learning Commission, it is also an excellent pathway toward implementing continual improvement. We already have extensive tools for the evaluation of individual teachers. Assessment of student learning is NOT evaluation of teaching.

In the College of Fine Arts, we already have many highly developed ways to evaluate student learning. The assessment process simply provides a functional connection between teaching and learning that allows faculty groups to share responsibility for improvements, implement them and document them.

During 2014-15, the Task Force has become a College Assessment Committee. More work is necessary in order to implement a streamlined assessment plan that aligns with Ohio University’s regional accreditation requirements.

**Annual Merit Evaluation of Faculty:** Each school and division within CoFA has its own system for merit evaluation, and has differing practices on the chronological period of time being assessed. In establishing the merit raises for FY15, I worked closely with each director to be sure that the total of raise funds allocated by the school and director, and those allocated by the Dean, were reflective of the merit process within each school, and treated each faculty member fairly across the College.

**Faculty salary investment pool:** In developing the allocation of the special salary investment dollars given to CoFA through the special initiative
approved by the Board of Trustees, I met multiple times with the school directors and created an equity benchmarking system based upon national CUPA salary averages for each discipline in CoFA. A 90%-110% continuum was created for each rank in each discipline, with 100% being the adjusted national salary average for 2013-14. Each Group I faculty member’s salary was evaluated against this benchmarking system. Historical merit was factored into the process through information provided by the school directors, resulting in the identification of an equity gap for some faculty members. Distribution of salary investment funds for FY15 was based upon a larger percentage of the equity gap being funded for higher merit performers, and a lower percentage of the equity gap being funded for lower merit performers.

Group II and Group IV investment funds were more limited, and were allocated based on the presumption that our beginning salaries for those groups are rising. Thus equity raises were provided as appropriate to address compression in these groups.

4. Hire consultant firm to assist with futures planning and create CoFA Strategic Plan

During Fall 2013, I determined that the scope of change facing the College of Fine Arts was too great to be handled by a single person, or even the College staff or the Leadership Team. Therefore the College has contracted with The Genysys Group to serve as change facilitators as we move together into a new culture of collaboration and futures planning.

Besides the major events coordinated by The Genysys Group below, several Skype sessions have been delivered, and numerous individual and small group phone conversations and coaching sessions. CoFA’s Leadership Team has been the core group with whom The Genysys Group has focused its efforts, and expanding outward to each school faculty group from the Leadership Team.

The following events were facilitated by The Genysys Group:
• Fri., Jan. 24, 2014: Vision Day (55 faculty/staff members participated all day; others for a portion of the day)
• Thurs., March 13, 2014: Planning Day (35 faculty/staff members participated all day; others for a portion of the day)
• Overall participation in Vision and Planning Days: At least 72 of 128 full-time faculty and staff of CoFA participated
New College of Fine Arts Mission, Vision and Values Statements adopted Oct. 2, 2014:

**Mission:** The College of Fine Arts celebrates innovative creativity and scholarship, and engages students through a challenging and supportive learning environment. We infuse the arts into the university, the region, and the world, by embracing a broad spectrum of traditions and emerging practices.

**Vision:** The College of Fine Arts aspires to be an internationally significant center of creative practice and scholarship, by launching arts initiatives that reflect a diversity of ideas and cultures.

**Value Statements:**
- The arts have transformative power on society and on individual lives.
- A diversity of arts should be both accessible and challenging.
- Traditional and emerging practices should reflect the most rigorous measures of artistic and scholarship production.
- Creative processes and the scholarly study of the arts contribute to humanity and produce skills and insights that are transferable to many other areas of knowledge.
- Students who study diverse cultures gain a deeper understanding of our changing world.

**Strategic Plan Goal Areas:** *(Complete CoFA Strategic Plan adopted Aug. 20, 2014 is appended at the end of this report)*

- Strong curricula enhanced by collaborative and interdisciplinary initiatives
- Entrepreneurial/academic endeavors to facilitate effective and sustainable fiscal planning
- Innovative and new facilities
- Aggressive, bold development program
- CoFA brand and marketing strategy
- Operational Planning that supports all goal areas

5. **Connect faculty with resources**

**1804 Grants:** With encouragement from Dean Descutner and VP for Research and Creative Activity Joe Shields, CoFA faculty members were particularly encouraged to submit proposals for 1804 grants in Spring 2014.
Four proposals received a certain level of funding either at the undergraduate or graduate level, an historically high percentage of funding for any college at OU.

**CoFA Faculty Awards:** In April, 2014, CoFA released increased funding in the following categories:

- Creative Research Awards (this is CoFA’s ongoing, traditional grant program to support creative research projects) – a second amount of funding was made available in Sept. 2014 in this category
- Summer Innovation Awards (this is a new program, open to Group II faculty as well as Group I)
- Technology stipends (this is a new category to assist faculty and graduate students to gain training for online instruction, develop an online course, or spend time to develop a new technology for use in teaching of any mode)

**Eva Klein Innovation Strategy Interim Report:** I met with each school in September to discuss the Interim Report, to answer questions, and to urge faculty to provide input regarding the niches. Additionally, I wanted every faculty member to be aware of the forthcoming funding opportunities for major, multi-college projects.

**Campus Partnerships:** The College of Fine Arts has very limited resources. In order to accomplish the most with what we have, it’s important to build partnerships around campus. Here are examples of partnerships that have benefited our faculty and academic programs:

- **Facilities:** A stronger relationship with Facilities has meant that several emergency repair projects have been addressed very proactively in Fall 2014 (repair of flooding on Wimmer Auditorium floor in Putnam; repair of water damage on Glidden Recital Hall floor; repair and replacement of damaged flooring in Forum Theater, Radio TV Bldg.; repair of HVAC in Glidden large ensemble rehearsal room; upcoming study and replacement of HVAC system for Glidden Recital Hall). In addition, new cooperation with Facilities has provided an opportunity to reestablish a relationship with Maya Lin, and to pursue the possibility of her involvement in the design of the Seigfred Hall renovation.
- **IT:** The successful hire, paid for centrally, of an outstanding instructional technologist/designer devoted to the College of Fine Arts and office in Putnam Hall near the CREATE_space.
- **Wellness Initiatives:** The inclusion of CoFA faculty in the Aging and Wellness Collaborative, led by Prof. Brooke Hallowell in HSP; Inclusion of interested CoFA faculty, community arts organization leaders and VP for Research and Creative Activity in conversations
regarding a possible arts incubator or other initiatives to support campus/community collaborations in arts, wellness, and the creative economy in Athens.

- **College of Health Sciences and Professions and the SHAPe Clinic:** Continuing into its third year, CoFA and HSP continue to collaborate in the operation of the SHAPe Clinic (performing arts clinic) led by Prof. Jeff Russell and located in Putnam Hall. CoFA supports the space used by the clinic, and contributes a fee waiver for one GA in Athletic Training assigned to the Clinic.

- **Human Resources:** The HR Liaison program, funded by Human Resources, has provided CoFA with a dedicated HR Liaison. Our Liaison has been extremely helpful with “one stop shopping” handling of hires, requests for leaves, assignment of duties and changes in job descriptions, COMP2014 issues, and so on.

- **Allen Student Advising Center:** The Allen Student Advising Center is launching a professional advisor program wherein full-time professional advisors are embedded in particular colleges. CoFA is receiving one of these in January, 2015. The cost is covered through central funds, not CoFA funds.

- **Admissions:** Assistant Dean Maureen Wagner has headed CoFA efforts to build a closer, more synergistic relationship between Admissions and each of our arts programs. This partnership was evident in CoFA’s annual Experience the Arts Day on Oct. 13, 2014. The most important factor in CoFA’s sustainability is growth in our undergraduate major population. Efforts appear to be bearing fruit, as applications and admissions in CoFA are up significantly for Fall 2015 as compared with the last several years.

### 6. Implement strategic faculty and staff searches

Since May, 2013, Ohio University’s hiring freeze was lifted, but at the same time, RCM was phased in. The result for the College of Fine Arts was an environment where hiring has been possible, but has been constrained by our budget.

The following new hires have been accomplished since May 2013:
- Group I: 9
- Group II: 7
- Group IV: 4
- Professional Staff: 3

The following searches have been approved for FY16:
- Group I: 3
• Group II: 4
• Group IV: 1

The following changes have occurred over the past three years in CoFA staffing within the schools. The goal has been to widen the use of Group II faculty, to narrow the use of Group IV faculty just to situations where a term hire makes sense, and to fully support CoFA’s programs as efficiently as possible. It is likely that over the next five years, CoFA’s percentage of Group I faculty will be reduced and hiring in the other faculty categories will make up a larger percentage of the faculty.

<table>
<thead>
<tr>
<th>College of Fine Arts</th>
<th>Gr. I</th>
<th>Gr. II</th>
<th>Gr. IV</th>
<th>FT Faculty Total</th>
<th>Prof. Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>77</td>
<td>5.5</td>
<td>17</td>
<td>99.5</td>
<td>8.5</td>
</tr>
<tr>
<td>2013-14</td>
<td>75</td>
<td>8</td>
<td>18</td>
<td>101</td>
<td>7.5</td>
</tr>
<tr>
<td>2014-15</td>
<td>78</td>
<td>11</td>
<td>8</td>
<td>97</td>
<td>10.5</td>
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7. Analyze processes for reaching out to external constituencies, and strengthen structures for external relations

The area of external relations has been extremely important for CoFA. Following the resignation of CoFA’s Director of Development in Jan., 2014, a discernment process evolved. By Fall 2014, a new staffing approach to our external relations and development needs was crafted between Advancement and CoFA. In Nov. 2014 we hired a Director of External Relations (a position jointly funded by CoFA and Advancement). Jay Kahn, a senior development office in Advancement, will coordinate the day-to-day relationship between the major gifts officers in Advancement assisting us with our major donors, and the work of our Director of External Relations.

I have personally met or spoken with every member of CoFA’s Promise Lives Campaign Committee, as well as CoFA’s Advisory Committee. I have met or spoken with a number of the most important CoFA friends and alums. An important goal for 2015 will be the establishment of a new direction for the CoFA Alumni Advisory Committee.

The following is a summary of all development activity on behalf of CoFA in 2014:
Development Progress
As of December 31st, 2014 The College of Fine Arts has raised $10,721,000 of the College’s $12,000,000 campaign goal (89.3%).

- Approximately 81% of this total has been raised from University Alumni.
  - In 2014, the College received a total of $220,990 from 966 donors. Approximately 24% of these donors were newly acquired (defined as first-time donors or long-lapsed).
- Considering donors who have given previously to the College (retained donors), more than 74% of these constituents either maintained or increased their gift amount.
- A total of 46 College of Fine Arts graduates were visited in 2014.
  - 20 of these graduates represent new relationships for the College.
- A total of 494 graduates from the College were engaged by Development.
  - 378 specific development contacts were made on behalf of the College of Fine Arts.

Development Outlook
In conjunction with the Director of External Relations for the College of Fine Arts, the following have been identified as on-going fundraising priorities:

- Scholarships
- Facilities, particularly the Kennedy Museum of Art
- Programmatic and Discretionary Support

In Calendar-Year 2015 there will be a focus on rebuilding and increasing the College’s pipeline of donors.

- We have recently invested in new donor management software that has facilitated the discovery of 901 graduates of the College who represent major gift leads.
  - Currently 23 of these individuals are under prospect management.
- Many of these prospects are concentrated within the state of Ohio:
  - Columbus Area – 93
  - Cleveland Area – 68
  - Cincinnati Area – 49
  - Athens Area – 29
- Outside of the state of Ohio there are smaller pockets of potential major gift donors:
  - New York & New Jersey Area – 49
  - Washington DC, Arlington, & Alexandria Area – 41
  - Chicago Area – 34
  - Los Angeles Area - 31
8. Evaluate relationship with Monomoy Theater and explore emerging opportunity in partnership with City of Dublin

In May, 2014, the decision was reached for Ohio University not to renew its lease of Monomoy Theater in Chatham, Massachusetts. The decision was made for programmatic reasons as well as financial ones. While Monomoy has been an excellent opportunity for Ohio University theater students to work in a traditional New England summer stock situation, fewer and fewer students from that area choose to attend Ohio University. The alumni chapter, though enthusiastic, is relatively small. The escalating costs of maintaining the property and assuming risk also contributed to the decision not to renew the lease on the property.

At the same time, an emerging opportunity with the City of Dublin points to a future affiliation that would be in Central Ohio, home to more than 30,000 Ohio University alums, and a primary student recruitment region for the university. This partnership supports an emerging vision for a Summer Theater Festival in Dublin, Ohio, as well as the eventual establishment of a resident theater company. The Theater Division in CoFA has expertise and accreditation needs, while the City of Dublin wishes to enhance its cultural offerings, especially in the downtown Bridge Street project.

A Steering Committee, consisting of approximately 12 members from Ohio University, the City of Dublin, and the Dublin City School District, has begun a planning process leading to the incubation of a Summer Theater Festival and eventually, a resident theater company. Schuler/Shook Theater Consultants and Webb Management Consultants have been contracted to assist with the early feasibility study for this long term project.

9. Assess status of facilities in CoFA and identify opportunities for renovation and/or new construction

Assistant Dean Dan Harper has led the assessment of CoFA’s current facilities, and serves as liaison to many conversations that will inform the master planning decisions on central campus and The Ridges.

Plans continue to support the establishment of an Arts and Education Green at the foot of Jefferson Hill. The renovation of Seigfred Hall, many years overdue, is included in the current Capital Improvement Plan. Kantner Hall and Glidden Hall are both in need of renovation as well.
CoFA successfully advocated for a $2.7M grant from the Ohio Higher Education Funding Commission (2015-16) for a museum-grade HVAC system, new roof and fire alarm for the Kennedy Museum (Lin Hall) at The Ridges. This much needed renovation will allow the Kennedy Museum to protect its permanent collection from climate variations, and to protect borrowed works from other collections.

A new Center for Arts Education has been deferred, but not abandoned. Funding is in place for this project in the future.

Overall, the condition of CoFA’s facilities is poor. Necessary repairs and environmental improvements are being addressed with more alacrity by Facilities, which is greatly appreciated by all in CoFA.

However, the condition of the arts facilities at Ohio University places us at a strong disadvantage in comparison with any of the other public universities in Ohio. This continues to compromise our efforts at student and faculty recruitment.

10. Implement processes for sustainable budget planning for CoFA, including metrics for measuring progress in implementing priorities for RCM

This area continues to provide challenges and opportunities. Connecting budget planning to an analysis of revenues and expenses at the school and college levels has been extremely challenging because of the sense of conflict between this “market” orientation and the valuing of the arts for their own sake.

The recent clarification of CoFA’s probable ongoing subvention in the approximate amount of $6M will greatly assist our planning efforts.

The following reflect important measurements of success in CoFA. Of note is that despite a downward trend in our major headcount, CoFA has increased its credit hour production both in 2013-14 and 2014-15. We anticipate that the increasing trend in credit hour production will continue. Applications and admissions of new CoFA undergraduate majors for Fall 2015 are up significantly, so we are hopeful that our yield will be an increase over Fall 2014.
### Student Credit Hour Generation

<table>
<thead>
<tr>
<th></th>
<th>2012-13</th>
<th>2013-14</th>
<th>Projected 2014-15</th>
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<tbody>
<tr>
<td>CoFA Student Credit Hours</td>
<td>44,325</td>
<td>44,849 (+1.1% over 2012-13)</td>
<td>47,628 (+6.2% over 2013-14)</td>
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### Major Headcount

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<thead>
<tr>
<th></th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG Major Headcount (not counting 2nd majors)</td>
<td>773</td>
<td>746 (-3.5% over 2012-13)</td>
<td>721 (-3.4% over 2013-14)</td>
</tr>
<tr>
<td>GR Major Headcount</td>
<td>236</td>
<td>264 (+11.9% over 2012-13)</td>
<td>259 (-1.9% over 2013-14)</td>
</tr>
<tr>
<td>Total Major Headcount</td>
<td>1,009</td>
<td>1,010 (+.1% over 2012-13)</td>
<td>980 (-3% over 2013-14)</td>
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</table>

### Retention Rates (freshmen returning as sophomores)

<table>
<thead>
<tr>
<th></th>
<th>Fall 11 to Fall 12</th>
<th>Fall 12 to Fall 13</th>
<th>Fall 13 to Fall 14</th>
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</thead>
<tbody>
<tr>
<td>Retention Rate</td>
<td>80%</td>
<td>85%</td>
<td>82%</td>
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### Graduation Rates (6-year)

<table>
<thead>
<tr>
<th></th>
<th>2005 cohort</th>
<th>2006 cohort</th>
<th>2007 cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
<td>60%</td>
<td>61%</td>
<td>63%</td>
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### Degrees Granted

<table>
<thead>
<tr>
<th></th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
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<tbody>
<tr>
<td>UG</td>
<td>161</td>
<td>159</td>
<td>155</td>
</tr>
<tr>
<td>Masters</td>
<td>64</td>
<td>72</td>
<td>75</td>
</tr>
<tr>
<td>Doctorate</td>
<td>3</td>
<td>2</td>
<td>1</td>
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Goals for 2015:

1. Expand opportunities for dialogue with faculty and increase their inclusion and responsibility in shared governance.
2. Celebrate the arts and CoFA’s central role as steward of the arts in our university and community.
3. Develop an initial plan for external and alumni relations.
4. Continue to clarify budget process in regard to subvention and resource allocation for schools within CoFA.
5. Focus efforts on Strategic Plan and measurable results, connecting efforts and initiatives with the Mission, Vision and Values, and the Strategic Plan.
6. Continue to build strong partnerships within and outside of the university in order to extend the reach of CoFA and increase its resources.
7. Continue to work with Facilities Department to address needed repairs as well as plan for larger renovations for CoFA’s major buildings.
Common Load Calculation  
College of Fine Arts  

The following multiplicators have been approved for calculating equivalent teaching credits among all modes of teaching or equivalent work in the College of Fine Arts.  

School of Art + Design  
ART (studio art courses) = contact hours X .67  
AH (art history courses) = contact hours X 1  

School of Dance, Film and Theater  
Dance (DANC)  
Studio & Techniques courses = contact hours X .67  
Lecture or Lecture/studio blend courses = contact hours X 1  
Production or Practicum courses = contact hours X .5  
History and/or Capstone courses = contact hours X 1.33  
Film (FILM)  
Lecture courses = credit hours X 1  
Lecture, Discussion, or Lab combos = contact hours X 1  
Theater (THAR)  
Lecture courses = credit hours X 1  
Seminar courses = contact hours X 1  
Lecture combo courses = contact hours X .75  
Practicum courses = as assigned by School Director  
Lab courses = contact hours X .5  
Studio courses = contact hours X .67  

School of Interdisciplinary Arts (IART)  
Undergraduate Lecture or Seminar course = credit hours X 1  
Graduate Lecture or Seminar course = credit hours X 1  
Co-teacher for Interdisciplinary Seminar = credit hours X .5  

School of Music (MUS)  
Applied courses = contact hours X .67  
Small Ensemble = contact hours X .5 (to a max of one contact hour weekly)  
Major Ensemble = contact hours X 1  
Marching Band = 6 teaching credits  
Opera Theater = Up to 6 teaching credits as assigned by Director  
Lecture/Theory/Seminar/Lab courses = contact hours X 1.33  
Music Ed Student Supervision = .5 teaching credit per student  
Music Therapy Practicum Supervision = .5 teaching credit per weekly contact hour  
Director’s Administrative Duties = 12 teaching credits per semester  
Associate Director's Administrative Duties = 4 teaching credits per semester  
Faculty Ensemble Member: Recruitment Duties = 1 teaching credit per semester  

1 Policies on teaching load are established by each School and approved by the Dean.
## 1. Goal Area: Strong curricula enhanced by collaborative and interdisciplinary initiatives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>Issues, Challenges, Questions</th>
<th>Support needed</th>
<th>Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Objective (Fall 2014)</td>
<td>Establish Teaching Academy for CoFA (target participants = all pre-tenure Group I faculty, all Group II faculty) to encourage a culture of scholarship of teaching and learning</td>
<td>Will the school directors support this initiative? Will the target participants respond? Bill recommends pushing for 100% participation in the group sessions, with optional partnerships</td>
<td>Experienced leader, successful model, modest funds for stipends, schedule for meetings, buy-in from schools</td>
<td>Bill Condee as coordinator; Roger Braun and xxx as co-leaders</td>
</tr>
<tr>
<td>B. Objective (Fall 2014)</td>
<td>Develop assessment processes that are related to regional accreditation (degree learning outcomes, advisor evaluation, etc.)</td>
<td>Faculty are not accustomed to this way of thinking; it is not clear who should be responsible for leading these tasks; “closing the loop” process is not yet embraced</td>
<td>School buy-in, structure and deadlines</td>
<td>Associate/Assistant Deans have led 2013-14 effort; this was an overload for them – is there a better allocation of leadership?</td>
</tr>
<tr>
<td>C. Objective (Spring 2015)</td>
<td>Establish a plan for Center for Historical and Cultural Studies in the Arts (purpose, activity schedule, membership) and launch it</td>
<td>How to establish this Center with participation from many/all scholars in CoFA; creating a sustainable plan with campus and community impact</td>
<td>A space to meet; a small budget; a communication plan</td>
<td>Interdisciplinary Arts – what individual?</td>
</tr>
</tbody>
</table>

## 2. Goal Area: Entrepreneurial/academic endeavors to facilitate effective and sustainable fiscal planning

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>Issues, Challenges, Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Objective (Fall 2014)</td>
<td>Develop Arts Innovation/Entrepreneurship Program for students (pilot in 2015)</td>
<td>Introducing this idea to students as they enter the university; finding time for them to participate; creating an ongoing strategic process that grows the program</td>
</tr>
</tbody>
</table>
• Support needed | Schedule that works for participants; faculty and alumni mentors; budget  
• Leaders | Dan Harper and Nathan Berger  

| B. Objective (Spring, 2015) | Develop online/distance learning strategy  
• Issues, Challenges, Questions | How do we research the opportunities that are available for online courses? How do we deliver these courses with high quality? How do we create a flexible planning process for online courses? Are there other distance learning opportunities that we should be thinking about?  
• Support needed | Online training; facilities; personnel  
• Leaders | Dan Harper, Matt Dingo  

| C. Objective (Fall 2014) | Develop a granular enrollment management strategy for CoFA, implement with goals and assessment points based upon data  
• Issues, Challenges, Questions | How do we gather information about how our student recruitment processes operate currently in each school? What are “best practices” in recruitment of students in each arts disciplines? How do we improve our reach to prospective students? How are we currently using our financial aid resources and what would a more effective usage look like?  
• Support needed | Dialogue, sharing data, sharing comprehensive information  
• Leader | Maureen Wagner  

| D. Objective (Spring 2015) | Prepare and launch inaugural season of new professional theater company in greater Columbus area  
• Issues, Challenges, Questions | What venue(s) will be used? What budget is needed? What personnel are needed and what will their connection to SoDFT be? What legal arrangements should be made?  
• Support needed | Funding, partner organizations, steering committee or advisory board, expert advisors, support from Ohio University both from validation of mission and from financial points of view  
• Leaders | Michael Lincoln, Madeleine Scott, members of theater faculty  

3. Goal Area: Innovative and new facilities

| A. Objective (Spring 2015) | Initiate early stage planning for Seigfred renovation  
• Issues, Challenges, Questions | What is the process for the new RFQ? How will we approach our relationship with Maya Lin? How will the planning dialogue take place? Where will the swing space be located?  
• Support | Cooperation from Facilities; clarity of communication;
<table>
<thead>
<tr>
<th>needed</th>
<th>approach with faculty in SoA+D; cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Leaders</td>
<td>Dan Harper, David LaPalombara</td>
</tr>
</tbody>
</table>

### 4. Goal Area: Aggressive, bold development program

**A. Objective (Spring 2015)**
Create plans for college development as well as alumni outreach

| • Issues, Challenges, Questions | How can we attract excellent candidates to the Director of Development position? What is the best approach for reaching out to alumni? What is the role of the CoFA Advisory Committee? How do marketing and communication assist our development program? |

| • Support needed | Visibility; motion; some donor wins; the right people and sufficient people leading this area |

| • Leader | Peg, Claire Berlin |

### 5. Goal Area: CoFA brand and marketing strategy

**A. Objective (Spring 2015)**
Create Strategy for marketing and promoting new and current COFA online course offerings.
- Work with each school on a list of specific course offerings that are new or need help being filled
- Create plan for promotion of these courses to COFA students and to other student demographics (nursing, etc.)
- Work with Matt Dingo (Online Instructional Coordinator) to craft the plan and on course offerings
- Work on during Fall 2014-Spring 2015. Have solid plan in place for consistency by Spring 2015

| • Issues, Challenges, Questions | • What courses are offered?  
| | • What courses are in the works?  
| | • What courses are targeted to outside COFA students (RN to BSN, etc.)?  
| | • What courses are targeted to COFA students? |

| • Support needed | • Matt Dingo  
| | • School Directors/Online Instructional Coordinators |

| • Leader | • Claire Berlin |

**B. Objective (Fall, 2014)**
COFA and School Website/Print Content Updating in accordance to evaluation and accreditation visits
- Work with each School Director on list of updates and assist in updating to meet requirements
- Work with Webmaster (To Be Hired) on edits and solutions
- Completion by Fall 2014 (or 2015 depending on School evaluations)

<p>| • Issues, Challenges, | • What is the timeline for each school undergoing accreditation process? |</p>
<table>
<thead>
<tr>
<th>Questions</th>
<th>• What is the process and requirements for each School accreditation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Support needed</td>
<td>• School Directors, Webmaster (TBD), Jody/others knowledgeable in accreditation process</td>
</tr>
<tr>
<td>• Leader</td>
<td>Claire Berline (updating of text/photos), Directors (accurate accreditation info)</td>
</tr>
</tbody>
</table>

| C. Objective (Fall, 2014) | Create Communications Plan for each School/Division  
◦ With assistance of School Directors and Chairs  
◦ Bi-Monthly meetings (2-3 times a month) between CB and School Director/Chair  
◦ Focus on School goals and needed assistance  
◦ Start Fall 2014 and continue long-term |
| --- | --- |
| • Issues, Challenges, Questions | • What is the focus for each School this year?  
• What are the notable events and news for each School?  
• What support can Claire offer each School in achieving their goals for the 2014-15 year? |
| • Support needed | Assistance of School Directors, Division Heads |
| • Leader | Claire Berlin |

| D. Objective | COFA Newsletter Streamlined Process  
◦ Create a more streamline, workable timeline for COFA Newsletter content and printing  
◦ Keep timeline in mind when in bi-monthly meetings with each School to gather content and news items  
◦ Meet printing deadline with more complete content and streamlined process |
| --- | --- |
| • Issues, Challenges, Questions | • How can Claire create a constant flow of news ideas/items from Schools?  
• How can Claire best assist with the School goals for the year and the content/news in the newsletter? |
| • Support needed | Assistance of School Directors and Division Heads |
| • Leader | Claire Berlin |

### 6. Goal Area: Operational Planning that supports all goal areas

<table>
<thead>
<tr>
<th>A. Objective (Fall 2014)</th>
<th>Better unified teamwork</th>
</tr>
</thead>
</table>
| • Issues, Challenges, Questions | How do we build a team that unifies newcomers and old guard?  
How do we communicate in ways that move us forward? What are the common goals that unite us? |
<p>| • Support needed | Clarity of purpose, common understanding of our challenges and opportunities, support from within and without |</p>
<table>
<thead>
<tr>
<th>• Leader</th>
<th>Genysys Group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B. Objective (Fall 2014)</strong></td>
<td>Crash course in Regional Accreditation regarding best practices in assessment</td>
</tr>
<tr>
<td>• Issues, Challenges, Questions</td>
<td>What approach to assessment is required by regional accreditation? What are the threats to CoFA, and what are the opportunities? How can we develop processes that will support and protect our programs, yet that we control?</td>
</tr>
<tr>
<td>• Support needed</td>
<td>Greater understanding of meaning of assessment today, time and creativity in developing processes</td>
</tr>
<tr>
<td>• Leader</td>
<td>Mike Williford, CoFA leaders</td>
</tr>
<tr>
<td><strong>C. Objective (Fall 2014)</strong></td>
<td>Improve skill in utilizing HR resources and policies</td>
</tr>
<tr>
<td>• Issues, Challenges, Questions</td>
<td>What are best practices in hiring staff and faculty? What are best practices in personnel supervision? What are the steps that supervisors should take in addressing performance problems with staff and faculty?</td>
</tr>
<tr>
<td>• Support needed</td>
<td>Information about OU’s processes, ease of connection to people who can make a difference and support supervisors</td>
</tr>
<tr>
<td>• Leader</td>
<td>CoFA’s incoming HR liaison, Ray and Priscilla</td>
</tr>
<tr>
<td><strong>D. Objective (Spring 2015)</strong></td>
<td>Develop FY16 budget plan</td>
</tr>
<tr>
<td>• Issues, Challenges, Questions</td>
<td>We will be hitting our budget boundaries as we plan for FY16. How can we prioritize our program and staffing needs? How do we talk about moving forward with fiscal integrity? What new resources will we need and how do we advocate effectively for these?</td>
</tr>
<tr>
<td>• Support needed</td>
<td>Organized data, cooperation from school directors and deans, time to prepare</td>
</tr>
<tr>
<td>• Leader</td>
<td>All of us – Peg coordinating the whole</td>
</tr>
<tr>
<td><strong>E. Objective (Spring 2015)</strong></td>
<td>Create a streamlined process for preparing an ongoing academic and staffing plan for each school, with an assessment plan and calendar for setting goals</td>
</tr>
<tr>
<td>• Issues, Challenges, Questions</td>
<td>Mistrust of faculty, lack of planning tools in place in CoFA, pushback, need for good communication, need for participation of school directors</td>
</tr>
<tr>
<td>• Support needed</td>
<td>Time, patience, wisdom</td>
</tr>
<tr>
<td>• Leader</td>
<td>Beth Braun</td>
</tr>
<tr>
<td><strong>F. Objective</strong></td>
<td>Update CoFA and School Promotion/Tenure guidelines</td>
</tr>
<tr>
<td>(Spring 2015)</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>• Issues, Challenges, Questions</td>
<td>Not sure everyone is ready to address new factors: interdisciplinary work and how it is recognized, connection between mission of unit and efforts of individuals</td>
</tr>
<tr>
<td>• Support needed</td>
<td>Cooperation of school directors and faculty; clarity of process</td>
</tr>
<tr>
<td>• Leader</td>
<td>Deans and school directors</td>
</tr>
</tbody>
</table>