Introduction

As directed by Provost Mark Rosenberg, Dean Bruce Dunlap charged the following committee, chaired by Dean Juan Antonio Bueno, with the task of drafting a report on the reorganization of architecture and the arts within the College of Arts and Sciences.

Architecture
Art and Art History
Music
Theatre, Dance and Speech Communication
The Patricia and Phillip Frost Art Museum

The committee met on January 21 and 28, February 4, 11, and 18, and March 10. In addition, a subcommittee of the chairs and directors met on February 24. This report is the result of the committee deliberations and of miscellaneous faculty input.

At the last committee meeting, this report was unanimously approved by the members from Architecture; Art and Art History; and Theatre, Dance, and Speech Communication. Music chose not to participate in the last meeting. Subsequently, this report was also endorsed by the faculties of Architecture; Art and Art History; and Theatre, Dance, and Speech Communication.

Organization

A new unit—College of Fine Arts—is proposed within the College of Arts and Sciences. It will incorporate the School of Architecture; School of Art and Art History; School of Music; School of Theatre, Dance and Speech Communication; and The Patricia and Phillip Frost Art Museum.

In addition, it is recommended that this new college and The Wolfsonian-FIU further develop a significant partnership of collaboration.

Typically, a unit composed of schools is called a “college” to reflect its organizational structure. The committee strongly recommends not to use the terms “academy,” “institute,” or “division.” “Academy” and “institute” are typically associated with proprietary art schools. “Division” is used at military schools.
**Vision**

We will achieve excellence in the fine arts. We will be recognized nationally and internationally as a leader of innovation in our disciplines and professions. Individually and collectively, we will rank among the top schools and colleges of fine arts.

**Mission**

We are committed to the value of the human mind and its creative spirit in the pursuit of knowledge and the production of artistic works. We believe in the rigor and significance of creation, exhibition, performance, presentation, publication, and research in the fine arts.

We are committed to personal and civic enrichment through the cultivation of the creative imagination, intellectual curiosity, and artistic expression in our region and the world. We educate men and women to lead the in fine arts for the betterment of the individual and society.

**Goals and Objectives**

*General*

- To excel in the scholarship of teaching, research, creative work, and service
  - To support the scholarship of instruction
  - To support the scholarship of research and publication
  - To support the scholarship of creation, exhibition, performance, and presentation
  - To support the scholarship of service
- To achieve and maintain accreditation in our disciplines and professions

*Instruction*

- To promote a climate of exploration, discovery, and innovation
  - To foster critical thinking in artistic expression
  - To foster critical understanding of tradition
  - To foster experimental works
  - To instill leadership qualities in our students
- To promote an open, diverse, and supportive environment for learning
  - To foster diversity in our schools
  - To foster interdisciplinism among our schools
  - To provide outstanding facilities for our schools
- To enhance liberal education in the academy
  - To develop new graduate and undergraduate degree programs
  - To enhance the arts and culture curriculum of the university

*Research and creative works*

- For our schools and museum to flourish individually and collectively
  - To realize the individual strengths and opportunities of our disciplines and professions
  - To initiate interdisciplinary programs among our disciplines and professions
  - To explore new models of artistic investigation, practice, and communication
Service

• To be an artistic and cultural magnet for students, scholars, and the public
  • To develop a cultural arts series in design, performing arts, and visual arts
  • To develop community arts training programs
• To engage the community in the arts and culture through communication and interaction
  • To instill greater understanding and appreciation of the fine arts in the community
  • To enrich the quality of life in the region with designs, exhibitions, and performances
  • To establish regional, national, and global partnerships

Administration

• To establish a central administration for our schools and museum
  • To launch a central marketing program
  • To develop a central funding and endowment initiative
  • To start a central business management system

Autonomy

Autonomy in curriculum, admissions and graduation, budget and space, internal governance, tenure and promotion, representation in the Faculty Senate and university-wide committees, and representation in the Deans’ Advisory Council is critical for the evolution and management of the new college.

The new college must have its own tenure and promotion criteria that embrace the rigor and significance of both the creation of art and the research of art. The reorganization cannot effect the subjugation of values in the arts to standards in other disciplines. Individuals outside the arts disciplines and professions may review the tenure and promotion process. However, the ultimate content of the criteria for each discipline and profession must emerge and be judged from within the arts.

Budget

A critical issue in the reorganization is the establishment of equitable budgets based on national standards for the schools and museum. These are expensive programs due to the limitations placed by pedagogical needs, accreditation standards, curatorial goals, and service partnerships.

While some operational efficiency will be achieved through this reorganization, substantial reductions in cost will not be realized. Instead, the financial goals for reorganization should be associated with the potential to build an endowment, and the ability to charge student fees and differential tuition.

Since a substantial aspect of the new mission is to serve all the students at the institution, serious consideration must also be given to the establishment of a university-wide cultural fee.
Space

The schools and museum are housed in a variety of facilities at University Park and Biscayne Bay campuses.

Architecture is housed in the Paul L. Cejas School of Architecture Building.

Art and Art History utilizes Deuxième Maison, Sculpture (W1), Ceramics (W1C), Painting (W9), Drawing (W10), Academic I, and Academic II. Its Deuxième Maison offices are scheduled to move to Viertes Haus. The University Master Plan also indicates a new Fine Arts Center next to the new Frost Art Museum.

Music, and Theatre and Dance presently share the Wertheim Performing Arts Center. Music also has studios in Deuxième Maison and Viertes Haus. Theatre uses Deuxième Maison 150 and the Wolfe Theatre. Dance is scheduled to move its offices to Viertes Haus, next to Art and Art History, and has studios in Viertes Haus, W6 and Academic II. Speech Communication is located in Deuxième Maison and is also scheduled to move to Viertes Haus.

The Frost Art Museum is currently in the Charles Perry Building. Its new facility is under construction across the Wertheim Performing Arts Center.

The Paul L. Cejas School of Architecture Building and the Wertheim Performing Arts Center are relatively new facilities. In general, offices in Deuxième Maison, Viertes Haus, Academic II, and Academic II are adequate. Studios, particularly in the west campus of University Park, are typically substandard and in some cases unhealthy and unsafe. Unhealthy, unsafe and substandard conditions must be addressed as a priority.

Development of partnerships

The aesthetic commonality of the arts affords the greatest opportunity for collaborative partnerships among the schools, museums, and our community. Inclusion of the Frost Art Museum and augmented engagement with The Wolfsonian will add a significant dynamic dimension to synergize the schools and museums. Most significantly, these partnerships will have a tremendously positive impact on the artistic and cultural life of the university and community.

Curricular consolidation

There is definite capacity to develop curricular consolidation of history and appreciation of the arts. Historic preservation and museum studies are also two areas with great potential for development among the schools and museums.

In addition, there is the opportunity for the schools and museums to establish a complement of design curricula, such as graphic design, apparel and costume design, stage set design, lighting design, and digital design.

Beyond consolidation, there is, most importantly, substantial potential for enhancement of the art component of a liberal education within the schools and throughout the academy for the enhancement of the arts, culture, and diversity themes of the university.
The College of Arts and Sciences requirements of three credit hours of intermediate foreign language and of nine hours of additional Arts and Sciences electives, from which Architecture is exempt, is incompatible with the enhancement of the curriculum in the arts. The exemption needs to be extended to Art and Art History, Music, and Theatre, Dance and Speech to provide for the full enrichment of the curriculum.

**Research and creative work initiatives**

It is important that a unified program be established in collaboration with the Office of Sponsored Research Administration to increase the research, training, and service initiatives.

The greatest opportunity for advancement lies in the artistic and cultural diversity that the schools and museum bring together. A concerted program of events—lectures, exhibits, installations, performances—will further engage the community, expand visibility of the university, and attract more external funding.

The assignment of a development officer is critical to reach the full potential for advancement in the areas of sponsorship and endowment.

**Operational efficiencies**

At this early stage of consideration, efficiencies seem most likely in the areas of enrollment management, budget process, middle management, and business operations.

**Enhancement of the quality of service to student**

Enhancements can be achieved in the areas of selective admissions, student advisement, and joint enrichment programs, such as FIU in Genoa, FIU in Madrid, and the Learning and Living Community in the residential halls.

**Implementation**

Implementation by Fall of 2005 is the objective. However, an implementation plan needs to be formulated to afford the best chances for success.

It is advisable to retain an outside consultant and to involve the Office of Planning and Institutional Effectiveness to assist in the development of such plan, which will directly impact approximately 75 faculty members, 125 adjunct faculty members, and 1200 students.

As part of the implementation process, clear roles and responsibilities need to be developed. Especially important are the administrative functions of the executive dean, dean, associate deans, directors, and chairs.
Administrative Functions

Dean

- Leadership
- Representation
- Advancement and development

Development Officer

- Alumni and external relations
- Development and fundraising
- Publicity

Associate Dean, Academic Affairs

- Faculty Issues
  - Search and screen process
  - Assignment and evaluation process
  - Tenure and promotion process
- Research
  - Grant writing
  - OSRA coordination
  - Institutional research

Assistant Dean, Student Affairs

- Student Issues
  - Admissions
  - Graduation
  - Problems and exceptions
- Curriculum issues
  - Curriculum process
  - Catalog copy
  - Course schedules

Associate Dean, Management and Budget Facilities

- Budget oversight
  - Budget coordination
  - Budget proposals
  - Area budget management

Manager, Business Activities and Facilities

- Facilities coordination
- Marketing coordination
- Coordination of business activities
  - Box office management
  - Rentals of facilities

Organizational Structure

The organizational chart is attached.