



CREATE CHANGE

ART CENTER COLLEGE OF DESIGN STRATEGIC PLAN 2011–2016



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ART CENTER STRATEGIC PLAN 2011 – 2016

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CREATE CHANGE



Our Mission: **LEARN TO CREATE. INFLUENCE CHANGE.**

What does a great art and design college of the early 21st century need to be? How can it best serve its students? Over the past year, the entire Art Center community — students, faculty, staff, trustees and alumni — have wrestled with these questions. This document presents the results of this process and details a five-year strategy to realize a vision that is pertinent for our future while honoring a distinguished and influential past. It is a strategy created by artists, designers and educators deeply committed to student learning and to the values embedded in our mission.

The programs at Art Center College of Design are internationally renowned, highly respected and legendary for their rigor. Alumni variously describe their student experiences as “boot camp,” “medical school without the blood,” and “the hardest thing I’ve ever done.” Yet they speak of their *alma mater* with great affection and appreciation. Alumni consistently recognize that Art Center prepared them well for a full and meaningful creative life, for professional success and for leadership roles in their chosen fields.

For more than 80 years, the College has excelled in providing its students with the deep knowledge and hands-on experience to master a single area of specialization. Art Center graduates have been distinguished by their expertise — they know their discipline backward, forward and inside out. Specialization was a crucial driver of progress in the 20th century; today it is no longer enough.

Tomorrow’s art and design leaders will need to combine deep knowledge of a particular field with the breadth to place it in context. They will collaborate with specialists from many other areas as well as with colleagues whose perspectives are shaped by radically different experiences. They will understand systems and cultural and political forces, will tackle complex problems, and will be thoughtful about the lifecycles of their work and production.

In preparing 21st-century leaders, Art Center recognizes the profound impact of technology on art and design — on the ways we teach, what we teach and how we engage with each other. Likewise, we recognize the significant impact of diversity on our society. Changing demographics, the social issues surrounding identities and equity, and the interconnectedness of our society both domestically and globally make diversity a critical component of Art Center’s capacity to develop the leaders necessary for a changing and pluralistic society.

Art Center offers an education both distinctive and distinguished. It provides a unique experience that we must preserve even as we move forward. In our planning, thinking, and in the execution of our mission, we must be as rigorous with ourselves as we have always been with our students. Excellence comes from nothing less.



GOVERNING VALUES & PRINCIPLES

The visioning and subsequent strategic planning processes were guided by the essential values and principles evident in our mission:

DIVERSITY & INCLUSION

ACADEMIC EXCELLENCE & ASSESSMENT

ACCESS & AFFORDABILITY

HUMAN-CENTERED EDUCATION & CITIZENSHIP

PROFESSIONALISM & RESEARCH

INNOVATION

THE THREE PILLARS

We will secure the College's continuing excellence by what we do next. We are shaping the future of Art Center on many fronts; however, we conceive our plan in terms of three pillars that will elevate all aspects of the College:

The Conservatory Spirit

Art Center's reputation is built on the intensity of its degree programs, all of which depend upon the rigor and focus necessary to prepare students for professional excellence and leadership. This approach has been and will continue to be a central defining characteristic of an Art Center education. "Conservatory" (a term typically reserved for training in the performing arts but wholly applicable to this College) means for us the offering of a dedicated place for talented students to grow and thrive, an intense and practical career preparation under the guidance of an expert and professional faculty, a curriculum of project-based learning, and a focus on social and environmental challenges that provide a depth of purpose to our educational offerings.

Convening Diverse Communities & Disciplines

We view diversity of human enterprise, experience and identity as essential elements of great learning, and our plan calls for policies, practices and pedagogical development in support of our beliefs. We draw strength from connecting individuals and communities, disciplines and practices, professional and critical discourse, history and theory, craft and science, technology and culture, industry and education. Convening new dialogues is central to the curriculum, the structures needed to support the community we hope to form, the outreach we hope to generate, the environment we hope to sustain, the access we hope to ensure for all deserving students, and the individuals we hope to recruit as professionals and volunteers. We recognize that open and inclusive conversation must inform our identity as a deeply engaged heterogeneous community based on respect and collegiality, communication and transparency, and sustainability and stewardship.

New Spaces for Learning

Art Center must provide the most advanced learning environment possible through innovative, flexible and effective development of both physical and virtual spaces. Our plan calls for the design of new facilities and the application of sustainable practices that will support an expansion of the College with leading-edge technologies and new modes of practice. We seek to deepen student engagement in making and intellectual study, provide meaningful co-curricular experiences that support broad learning outcomes, stimulate reflection and spontaneous dialogue, foster social and civic responsibilities, and encourage life-long learning. We will initiate new pedagogical models through the use of technology that supports our goals for access and affordability and ensures that we enroll and retain the most talented and diverse student body possible. And we will create innovative live/work environments for our students to aid in recruitment of both international and younger students.

This document reveals how we as a community have transformed these values into a plan. We have done so, moreover, with the following commitment:

We support and sustain a civil and caring environment where all members of the campus community will be prepared to make inclusive and equitable decisions that actively contribute to the values of the College.

The spaces we create — for "learning and making" and for "concept and skill" — aim to be sustainable in their facilities, adaptable and robust in their curricular and co-curricular offerings, and designed always in the service of creativity and inspiration.

Our institution must develop a culture of evidence and inquiry by monitoring, assessing and improving all activities through measurable indicators of achievement and progress.

With the understanding that art and design both shape and define our global culture, we commit to a progressive and transformative education driven by social and environmental responsibility, critical thinking and transdisciplinary study within an intellectually and socially diverse community. We also understand that the ability to meet this commitment depends in part on investing in faculty, infrastructure, technology and educational resources necessary to advance learning, research and making to the highest level of excellence.



THE CONSERVATORY SPIRIT

As soon as they arrive, Art Center students dive deeply into their disciplines. To gain admission, they have demonstrated proficiency in basic skills and expression of concepts. Many also bring substantial educational and life experiences, raising the bar for all students. A year-round schedule simulates the pace and demands of a professional work environment. Students choose Art Center for its rigorous, innovative and globally relevant curriculum, knowing that their instructors will challenge them to apply their creativity to solve complex, real-world problems, to participate in contemporary discourse about art and design, and to prepare for a lifetime of meaningful creative work. Whether they come here to find their own voice and to hone their visual and analytic skills, to prepare for careers in corporate or non-profit organizations, or to strengthen entrepreneurial competence, Art Center students are drawn to this unique conservatory spirit.

Our undergraduates spend their first terms mastering their craft under the guidance of practicing artists and designers who are experts in their fields, and of academic faculty who show how to relate their projects to broader issues and to other majors. As students gain experience, they apply their craft and intellectual skills in more advanced project-based courses that often emerge from challenges generated by outside partners, including real-world development situations through the innovative Design Matters program. Each new studio requires independent or team-based research and analysis to understand context, address key issues and encourage innovation. With specialized facilities and resources available to execute everything from large-scale photography to video editing to rapid 3D prototyping of products and artworks, students from all disciplines can make work that they could previously only imagine. One look at the student gallery demonstrates the creativity students bring to problem solving and the skill with which they realize their vision.

Over the past 80 years, Art Center has gained a reputation for excellence. Yet we have no wish to rest on our laurels. Staying at the leading edge of art and design education is vital to our continued success. Since the very beginning, under the leadership of our founder Tink Adams, Art Center has understood the power of connecting an arts education to professional life. Tomorrow's creative economies will draw on emerging fields to drive innovation and they will require professional artists and designers to synthesize new information and practices into their work. To that end, we are adding new graduate, undergraduate and public programs that anticipate the future trajectories of our practices, and, throughout the College, we are honing curricula and pedagogy to prepare students for leadership in the 21st century.

Thinking. Making. Meaningful and ethical entrepreneurialism. The creativity needed to isolate and solve problems — all constitute the conservatory spirit that has defined, and will continue to define, great education at Art Center as the new century unfolds.

THEMES

EXCELLENCE & RIGOR

FACULTY DEVELOPMENT

CURRICULAR EXPANSION

NEW ACADEMIC PROGRAM OPPORTUNITIES

EXCELLENCE & RIGOR

Art Center's continuing excellence depends on focused programs that maintain active dialogue with industries and organizations in their fields; educational systems that actively build capacity for diversity and inclusion within the curriculum and professional practice; effective and current teaching practices delivered by a thriving professional faculty; specialized learning environments with leading-edge equipment and technology; a culture that encourages experimentation and values skill in making; and an atmosphere that supports life-long learning and generates strong, diverse social networks.

Educational Innovation

1.1. Establish a physical and online Student Learning Center that provides expert human support and sophisticated eLearning systems to: assist self-initiated learning; offer resources for classes; encourage collaboration; enhance social networking; and provide instruction for new modes of digital practice and research. (v.2012)

1.2. Design additional post-degree career mentoring and educational resources for all undergraduate and graduate students and alumni to encourage continued learning and development.

1.3. Advance the following: excellence and relevance by funding new programs; new approaches to delivering education such as low-residency and distance learning; new and revised curriculum; new schedule and calendar models, such as prep terms, intensives and alternative summer programs; opportunities for entrepreneurship and incubator labs for students and alumni; and expanded experimental learning environments. (v.2012)

1.4. Prepare students for leadership in chosen fields by increasing curricular and co-curricular support for learning emerging trends, strategic visioning, experimental work, transdisciplinary modes of practice, collaboration, research, intercultural competence, and effective presentation and communication skills.

1.5. Create a Faculty Educational Research & Development Center to explore new pedagogies and technologies for art and design education and to develop applications in broader academic fields. (v.2012)

1.6. Engage in a rigorous and outwardly directed art and design discourse by establishing a print and digital College press and other publishing opportunities.

1.7. Develop new avenues, such as exhibitions, awards programs and online galleries, to increase the visibility of student, faculty and staff creative work and to enrich campus life.

1.8. Increase local, national and international engagement with culture, peer educational institutions and industry.

Assessment

1.9. Build a "culture of evidence" based upon reliable, accurate aggregated and disaggregated data and assessment practice, utilizing relevant and appropriate research methodologies, to assist in institutional decision making.

1.10. Produce well-defined learning outcomes and best practices at the institutional, departmental and course level, aligned with Art Center's mission.

1.11. Complete the current program-review cycle (and ensure implementation of future cycles) for all departments and programs — undergraduate, graduate, public programs and administrative — to: measure achievement of self-stated goals/missions; report indicators for strengths and concerns; implement action plans and plans for growth; involve outside evaluators; and flexibly adapt to current trends and relevance.

1.12. Develop and implement for faculty and key staff members holistic, 360-degree performance reviews that are substantive and data-based, that include opportunities for growth or remedial action, and that are designed to improve the educational offerings and operations of the College.

FACULTY DEVELOPMENT

Art Center cannot deliver a world-class education without maintaining an excellent faculty. Providing institutional leadership, development opportunities and teaching tools are crucial to our future and to the recruitment and retention of faculty of the highest quality. (v.2012)

2.1. Continue to support faculty and staff development by providing opportunities to ensure the highest level of educational quality, maintaining relevance and

competitiveness, particularly in areas of technology and new educational strategies, and supporting good research practices as well as participation in conferences and symposia. (v.2012)

2.2. Develop further capacity for research by faculty members and visiting scholars as it may align with the mission of the College and, if appropriate, in collaboration with outside partners. (v.2012)

2.3. Improve teaching and learning by increasing faculty involvement in curriculum review and development to ensure the currency and relevance of course content, learning outcomes, pedagogical approaches and educational tools, including digital classroom management. Adopt best practices, such as rubrics, assessment, portfolios and peer-based collaboration. (v.2012)

2.4. Improve faculty experience and engagement through longer-term contracts, enhanced support for long-term, part-time faculty members and broader opportunities for institutional service.

CURRICULAR EXPANSION

To ensure that Art Center programs maintain a leading edge within their fields and connect to collective social needs, the College will enrich and strategically expand its curriculum to include new programs, tracks, minors, areas of concentration and additional transdisciplinary opportunities. We will seek partnerships with outside institutions that can provide expertise in fields such as engineering, software development, science, business, public policy and education, and will set up appropriate structures that will spur curricular and pedagogical innovation. We will therefore:

3.1. Increase opportunities for transdisciplinary work and student choice across disciplines.

3.1.1. Increase opportunities for electives within selected majors to allow broad exposure and transdisciplinary practice while maintaining the specificity and depth of study within the major. (v.2012)

3.1.2. Develop areas of concentration or tracks in non-major areas such as: Designmatters; entrepreneurship; sustainability; design research; Color, Materials and Trends (CMTEL); and the Humanities and Design Sciences. (v.2012)

3.1.3. Increase capacity for study abroad/study away initiatives so that every domestic and international student can have the opportunity for diverse, cultural immersion experiences during their course of study. (v.2012)

3.1.4. Continue to provide and improve the integration between studio practice and academic study. Coursework in the Humanities and Design Sciences department should both provide a rich exposure to liberal arts education and ensure effective and integrated learning. (v.2012)

3.2. Continue to develop and support multiple learning models to support a more diverse student body. (v.2012)

3.2.1. Offer low residency programs, non-degree certificates, and online courses in order to engage a broader range of students and faculty. (v.2012)

3.2.2. Provide additional opportunities within public programs to support the needs of recent high school graduates, international students and underrepresented communities to prepare them for more advanced study. Further develop the relationship between Art Center at Night and the majors by providing additional preparatory coursework and transfer credit opportunities for non-degree students seeking to matriculate into the degree programs and successfully complete their studies. (v.2012)



In all cases, the following key steps will be taken to establish new programs:

All new programs — resident, online and low residency — will be considered in terms of how they affect the admission and retention of diverse groups of learners, and in their effectiveness for the teaching of art and design in a manner that is consistent with our mission.

The process of proposing new, modified or changing programs will include a means for curricular approval, adoption and implementation.

New programs will complement and integrate with established programs without diluting the College's "brand," and will align with Art Center's mission, learning objectives, existing expertise and resources.

New programs will also provide a competitive edge for the College, informed by research into emerging markets, business feasibility and curricular relevance.

An internal "program advocate" will manage the start-up and establish curricular plans by working with an advisory committee composed of faculty, staff and outside partners.

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3.2.3. Provide fast-track structures, equitable transfer policies, and other approaches to accommodate transfer and career-transition students.

3.2.4. Continue to develop project-based and research-based executive education programs.

3.2.5. Increase opportunities for outside professionals to contribute to the College in the form of lectures, visiting fellowships and short-term workshops.

3.2.6. Continue to develop relationships between the Undergraduate and Graduate departments to create efficiencies in programming, find adjacencies between departments, and increase degree opportunities for students. (v.2012)

3.2.7. Continually monitor admissions goals to ensure right-sized departments. Balance specific educational needs for students in each department with the overall enrollment goals of the College. Admission goals should also reflect specific retention and graduation rates in each department. In some cases, department size will reflect industry employment capacity. (v.2012)

NEW ACADEMIC PROGRAM OPPORTUNITIES

New educational programs require research and planning for successful implementation. Below are a few examples of possible areas of study that have been articulated as part of this strategic planning process; others may be articulated in the future.

4.1. Proposed new graduate programs

4.1.1. **MBA Design Strategy:** Low residency. Create a joint-degree program in partnership with a university that has an established and respected business school. Students would be business-focused with design strategy, deep research and scholarship as integrated components of the curriculum. The program would also benefit graduate and undergraduate design students who would like to collaborate with business students in project-based studios.

4.1.2. **MA Design Theory/Criticism:** Low residency. Become the West Coast focus for critical analysis and writing about design, supported by robust online and print publications and other pedagogical and curricular components: thesis, thematic projects, etc. The program would also be deeply engaged in a critical dialogue with the rest of the programs at Art Center that informs the entire institution.

4.1.3. MFA or MBA Advertising/Brand Design: Low residency. Extend the opportunities of Advertising Design into such areas as brand development and new social media strategies while creating an opportunity for students who already possess a BFA to continue their studies at the master's level.

4.1.4. MS Transportation Design: Vehicle Design/Systems: Resident program. Extend the opportunities in Transportation Design and Mobility to the graduate level through a multi-track program with partnerships and collaborations, along with serious research requirements, in areas of computer science, applied engineering, material science, business, sustainability, urban planning, public policy and community engagement. This program will appeal to students who already possess a BS in Industrial Design or a related field and who would prefer an MS to another bachelor's degree. A low-residency track for professionals sponsored by their corporations or other outside partners is also possible. (Realized: Fall 2012)

4.1.5. MS or MBA Design Futures: Low residency. Joint degree program with other reputable universities offering MBA and graduate technology/engineering programs. Students would study business, technology and strategic design with an emphasis on futures research and sustainability. Project-based studios would offer topics on strategic planning, systems thinking, trend scanning and analysis, and visualizing future scenarios along with MBA-oriented topics such as management, marketing and entrepreneurial leadership as well as technology, communication, software/interface and sciences areas. Professional opportunities for design futurists include corporate, government, contract or non-profit positions as consultants, market researchers, strategic planners and business developers.

4.1.6. MS Environmental Design: Spatial Experience/ Furniture & Fixtures: Resident program. Extend the opportunities in Environmental Design in such areas as hospitality, retail and exhibition design, and project management. This program will appeal to students who already possess a BFA and would prefer an MS or MFA to another bachelor's degree. (Realized: Fall 2012)

4.1.7. MFA Media Design Matters Track: Resident program. Expand the social impact opportunities provided by the Designmatters program to a full master's degree within the Media Design Program. (Realized: Fall 2012)

4.2. Proposed new undergraduate programs

4.2.1. BS Interactive Design: Resident program that also provides technology focus for other programs. An undergraduate degree in Interactive Design would provide a foundation in the field on topics such as usability, human/computer interface, experience design, information architecture, navigation, user interface, physical computing and social networking. Students would gain basic expertise in the range of media that encompass interactivity including web and mobile design, interface design, product design and environmental design. Students would then specialize in a particular medium for their final terms. (Realized: Fall 2012)

4.2.2. BS or Track in Digital Experience Design: Resident program that leverages Entertainment Design, Graphic Design and Environmental Design into an investigation of the space between the analog and the digital. Students would focus on the connection of themed environments with interface design, interactivity, social media and gaming.

4.2.3. BFA in Creative Writing: Create an undergraduate degree program (perhaps in partnership with an educational institution that has a respected, existing literature program) to forge new connections between art/design and literary imagining. This program also would benefit undergraduate students from other majors who are interested in forming new connections between image and word at the intersection of creative writing and new media. (v.2012)

4.2.4. Undergraduate/Graduate "Fast Track" Options: Three-year/two-year programs (BFA/MFA; BS/MS; BA/MA). Provides overlapping of the baccalaureate and graduate degrees to allow students to gain two degrees in five years rather than six by planning the last year of the baccalaureate to count toward the first year of a graduate program. "Fast Track" options would require an alternate program of study and declaration of intent by the end of the fourth term with personalized student advising.



THE SECOND PILLAR

CONVENING DIVERSE COMMUNITIES & DISCIPLINES

Just as biodiversity contributes to healthy ecosystems, a diverse learning environment — one that features a range of academic disciplines, cultures, identities and socio-economic backgrounds — is essential to a robust college community. Rich intercultural and transdisciplinary conversations provide a critical counterbalance to Art Center’s highly focused conservatory spirit. These conversations strengthen educational programs and contribute to thoughtful leadership. We are home to a diverse community with common interests in art and design. By including our stakeholders in shared governance, we ensure the College’s strong future.

We are committed to building capacity for diversity and inclusion — for students, faculty, staff and trustees. Increasing the number of student scholarships is but one vital aspect of our efforts. Many families cannot afford the full cost of higher education (fully 80% of our students receive financial aid), and financial aid is often the deciding factor in choosing a college. We seek to preserve and increase access to Art Center’s programs by offering scholarships to talented students who could not otherwise afford to attend. Doing so ensures that we can assist those students who will benefit most from an Art Center education — and who will offer the most to their peers — regardless of their financial resources.

Our professional faculty, as part of a community of learners, also requires additional resources to become better teachers. Faculty development and retention, as well as recruitment of new faculty, are necessary to both invigorate existing programs and to develop new ones. New faculty orientation, online teaching tools, mentorships, support for research and other opportunities are needed to ensure ongoing educational excellence.

The cultural, professional and intellectual discussions engaging our students are expanding. Since the 1930s, Art Center has served as a powerful nexus of conversation connecting art, design and industry. The College-wide social impact initiative, Designmatters, has extended the debate to include public policy, global healthcare, sustainable development, social entrepreneurship and related issues of social justice and equity. Now, based on our experience of building relationships with such business degree institutions as ESADE and INSEAD, we seek to convene further dialogues between, for example, creative practice and engineering or between science and urban planning. The resulting transdisciplinary context will promote the relevance of art and design to a 21st-century society, with our students and alumni leading the way.

A diverse college community that encourages interdisciplinary dialogue produces the sophisticated thinkers, practitioners and citizens needed today. 21st-century business, non-profit and public sector leaders are breaking down silos and assembling cross-functional teams who together set priorities and direction. Armed with a broad understanding of their enterprise and its cultural, social and political contexts, creative professionals will play an integral role in defining strategy and influencing change.

THEMES

INTERDISCIPLINARY PRACTICES & PARTNERSHIPS

DIVERSITY & COMMUNITY

SHARED GOVERNANCE

INTERDISCIPLINARY PRACTICES & PARTNERSHIPS

Art Center will integrate the elements and practices of heterogeneity and diversity into the curriculum, pedagogy, and co-curricular programs to raise awareness, improve students' ability to contribute and thrive in a pluralistic and interconnected global society throughout their lives, and produce meaningful and relevant art and design. This requires the College to anticipate and create cutting-edge industrial and cultural practices and build curricula that prepare students for emerging fields and practices.

The College also seeks to expand opportunities for students to engage in meaningful conversations with external partners and communities who inform their practices. Designmatters, industry-sponsored projects and a strong alumni network provide infrastructure for partnerships that can be expanded to accommodate more and different kinds of collaborations.



Heterogeneous Programs, Curriculum & Pedagogy

1.1. Explore issues of diversity through knowledge of cultures and human-centered design and imbed those issues in institutional learning outcomes and departmental curricula.

1.2. Develop curriculum and foster educational environments that address socially salient issues and identities.

1.3. Continue to support a heterogeneous set of programs that reflects a wide range of conceptual and pedagogical perspectives and approaches.

1.4. Increase inclusion through staff and faculty development, student orientation and first-year student experience programs; open dialogue and forums for discussion about current events; and further integrate community outreach programs, service-learning and co-curricular activities into the curriculum.

1.5. Expand and improve faculty recruitment, initiate new policies and incentives for full- and part-time faculty searches and hires, and develop multi-year contract opportunities to increase the retention of quality faculty.

(v.2012)

1.6. Develop new programs and policies for prospective students with undeveloped, high-potential talent, such as pre-college courses through the College's public programs, reasonable unit transfer policies, and a possible preparatory term. Connect these programs and resources with outside communities to promote deeper engagement.

New Disciplinary Contexts

1.7. Create new contexts and intersections for our existing curriculum and pedagogy by convening practices such as business, engineering, public policy and science within the College, and include in the planning for the expansion of our Graduate Industrial Design programs.

1.8. Encourage engagement among disciplines by exploring the cross pollination of fine art and design practices, and connecting existing "culture" industries that employ advanced digital tools and technologies, such as film, video and illustration.

Engagement & Partnerships

1.9. Create additional transdisciplinary opportunities for all members of the institution to engage in cultural experiences outside Art Center and deploy those experiences in projects, research or other activities.

1.10. Advance Art Center's courses of study by strengthening our historically established outside partnerships with industry, incubator networks, NGOs, social service and environmental non-profit foundations, civic agencies and institutions, professional societies and other educational institutions. Develop opportunities within local communities for students, faculty and staff to engage in social issues, be active citizens and develop leadership skills. (v.2012)

1.11. Create a design and innovation incubator for student- and alumni-led entrepreneurship programs, and provide interface opportunities for students, mentors, legal advisors and potential investors.

DIVERSITY & COMMUNITY

Art Center embraces a diverse community of students, faculty, staff and trustees who reflect our local, national and global context and welcomes groups that have historically faced inequities in access, achievement and involvement. Sensitivity to cultural and learning differences is fundamental to providing an inclusive and safe environment that serves the needs of our whole community and encourages respectful communication, interaction and behavior. To benefit from and contribute to art and design education, Art Center must ensure an open and diverse institution that enables enrollment, employment and volunteer service opportunities for as broad a range of students, faculty, staff and trustees as possible.

Inclusive Practices for Diversity & Representation

2.1. Align employment and hiring practices with an institutional commitment to the recruitment and retention of a highly-qualified and diverse faculty and staff.

2.2. Define goals and implement a plan for increasing both the enrollment and retention of historically underrepresented students.

2.3. Provide opportunities in diversity that integrate issues of inclusion, differentiation, identity, historical inequities, respect and pluralism into specific coursework and the curriculum as a whole.

2.4. Model the important role that diversity plays in art and design excellence as well as in civic life, and enable students to successfully navigate, influence and participate in culturally diverse communities and markets.

2.5. Develop best practices and standards, such as ensuring a broad representation of cultures and perspectives in our community — ethnicity, gender, age, experience, ability, sexual orientation, etc. — so that the trustees, senior leadership, staff, chairs and faculty both model and support the values of diversity and inclusion. (v.2012)

2.6. Establish a campus-wide standing committee on diversity to provide strategic vision, to guide developing metrics and assessment practices to monitor progress at all levels of the institution, and to regularly review policies and practices.



Student Success, Retention & Scholarship Support

2.7. Provide helpful resources and support to students facing barriers to success and retention, such as academic advising, student-to-student and faculty-to-student mentoring, tutoring, orientation, pre-college bridge courses, and improved ESL and leadership opportunities. (v.2012)

2.8. Increase accessibility and affordability so that the student community directly reflects all professional and cultural communities — local, national and global.

2.9. Provide competitive scholarship support for capable and motivated students. Ensure that financial aid is one of the College's top fundraising priorities.

2.10. Improve the student experience through mentoring, career development support, outreach, advising, time management, and health and wellness programs. (v.2012)

2.11. Build organizational and resource capacity to adequately support and meet the co-curricular, leadership development, and social and civic engagement needs for student success. Expand the role of the Art Center Student Government (ACSG) in event and activities planning. (v.2012)

2.12. Develop new models of scholarship support that leverage sponsored projects and research, scholarship and publishing, internships and mentorships. (v.2012)



Outreach & Marketing

2.13. Continually improve communication of the institution's environment, programs, approaches and people through the website, digital and print media, emerging new social media platforms, public relations, events and programs. (v.2012)

2.14. Leverage our alumni as "global ambassadors" for recruiting, mentoring and networking. (v.2012)

2.15. Communicate the value of art and design careers through public programs and degree programs outreach and information programs to underrepresented populations in local K-12 schools and communities with a goal of increasing the diversity of our college community. (v.2012)

2.16. Create mentor relationships with local underrepresented populations and ensure sufficient scholarship support to achieve successful recruitment and retention. (v.2012)



SHARED GOVERNANCE

The ability to converse and to exchange ideas and information openly are central to learning, engagement, and achievement. “Shared governance” at Art Center is the structured process of advice and recommendation of key stakeholders to support effective decision-making. The College recognizes that the President and designees, and the Board of Trustees, are ultimately responsible for making the final decisions on significant matters as an essential aspect of their respective duties. “Shared governance” is the advisory process that informs those decisions. Examples of “shared governance” processes include committees or councils on Budget, Diversity and Inclusion, Facilities and Technology, and Student Policy. All Art Center policies, organizational structures, and marketing material should reflect the mission and general goals of the College. (v.2012)

Communication & Discourse

- 3.1. Create a clear and open communications network, including virtual and physical resources, hubs and spaces.
- 3.2. Create and maintain meaningful and comprehensive orientation programs for all new students, faculty and staff members.
- 3.3. Systematically assess and improve the effectiveness of outreach and marketing tools, websites, print, social media, and efforts for recruiting, enrollment and public access to information about the College.
- 3.4. Develop robust and adaptable digital and physical forums (including increased eLearning resources and materials, portals, institutional mobile apps) and social spaces to nurture discourse and partnerships, inquiry and research, and learning and reflection. (v.2012)
- 3.5. Create additional opportunities for engagement across disciplines and departments to encourage collaborative, transdisciplinary activities and social experiences among students, faculty and staff members.

Policy & Organizational Effectiveness

- 3.6. Engage in periodic systematic review of the policies and practices within the College to ensure that they are applied equitably and support institutional values.

- 3.7. Ensure representation of affected College stakeholders on committees, councils, and other representative groups, in order to provide advice and recommendations pertaining to all significant decisions concerning College operations, academic matters, fiscal issues, and campus planning. (v.2012)

- 3.8. Reaffirm the College’s strong commitment to engage and build upon the strengths, knowledge, skills and experience of the members of its community by broadening and formalizing vehicles of shared governance and by exploring new forms of shared governance. Written charters will be reviewed and, where necessary, developed for each of the College’s standing committees, including Budget, Facilities and Technology, Diversity and Inclusion, and Student Academic Policy and constituent groups such as Faculty Council, Chairs Council, and Art Center Student Government. Such charters will include the role of the committee within the College, its membership, responsibilities, processes, qualifications, elections, and terms and cadences of representatives. (v.2012)

- 3.9. Ensure reasonable transparency in decision-making through frequent and open communications with the College community regarding the thinking, perspectives or rationales of the decision-makers in order to continue to foster inclusiveness, collaboration and trust. In the further spirit of transparency, the College’s Board of Trustees will continue to rely on the important contributions of constituent representatives who serve as non-voting members. The College will also continue to communicate and make readily available to the internal community official policies adopted by the Board and administration. (v.2012)

- 3.10. Continue to develop effective performance review processes for all staff, faculty and chairs that are fair and equitable, provide for continuous improvement and advancement, and address hiring, status, retention, training, and staff development and succession planning. (v.2012)



NEW SPACES FOR LEARNING

Over the past 40 years, Art Center’s enrollment has grown from 750 to more than 1,600 students each term, with public programs adding up to an additional 4,500 students annually. The new undergraduate and graduate programs we are considering will enrich the entire Art Center community — and increase our overall size and scope. Thoughtful elaboration of our degree programs will keep us relevant as creative practices evolve. Offering studies in emerging fields requires an addition of faculty who, together with their students, will expand the knowledge base of the College, strengthen interdisciplinary conversations and maintain standards of excellence.

While these new programs are designed to be self-supporting, they will require additional investment in facilities and technology. In particular, the plan calls for several initiatives for our renowned Industrial Design programs that will build capacity for large-scale work and prototyping necessary for cutting-edge education in this field. Achieving these initiatives depends in large part on the College having the kind of additional physical space needed to realize our educational goals.

In addition to physical space, the need for a virtual community — for both our resident and future low-resident student populations — is imperative. Investment in digital tools and workspaces will enhance the way our students continue to learn in the decades to come.

The urban industrial neighborhood of our South Campus, located in Pasadena, offers rich possibilities for the kind of growth we seek. The Hillside Campus, on the other hand, with its steep topography, limited parking and residential surroundings, presents limited opportunities for expansion. Our Ellwood Building, moreover, now requires a thorough renovation to replace inefficient, outmoded systems and materials, and to improve seismic retrofitting. We will take advantage of this renovation to reconfigure interior spaces to meet the needs of the new teaching and learning practices we envision; but even with those improvements, the Ellwood building’s 217,000 square-foot capacity is not enough space to meet current, let alone future, needs of our strategic plan.

As of the writing of this plan, Art Center is poised to expand South Campus through the purchase of an adjacent 2.4-acre property on Raymond Avenue (purchased in 2012). This acquisition will allow the College to create two centers, each optimized for the particular needs of artists, filmmakers and designers, yet fostering new collaborations among disciplines. This expansion also includes opportunities to strengthen our engagement with diverse communities because of the proximity of public transportation to South Campus and the growing demand for Art Center’s public programs. Finally, Art Center will have the physical space to create innovative live/work environments for our students, a resource we currently cannot offer that often impedes recruitment of both international and younger students. Live/work spaces extend our project-based pedagogy by providing additional opportunities for student interaction, engagement and learning.

THEMES

ONE COLLEGE –
THREE CENTERS

RENOVATION, REMODELING,
EXPANSION

INNOVATION & NEW
MODES OF LEARNING

COMMUNITIES FOR
LEARNING & DEVELOPMENT

TRANSDISCIPLINARY
PRACTICES

OPERATIONS, SAFETY,
ENVIRONMENTAL
STEWARDSHIP, HEALTH &
WELLNESS



ONE COLLEGE – THREE CENTERS

We look to a future of one College with three centers – two physical (Hillside and an expanded South Campus) and one virtual. The latter is a meaningful part of the transformation we envision because it extends learning through distance and blended educational models, through social networks, new models of research and information access, and an engagement with a diverse, off-site community of learners. Our physical campuses and the distribution of our academic programs and administrative offices will be a product of our academic master plan. It is a plan that will be a product of a comprehensive study of community users, faculty, staff and students. (v.2012)



Expanding South Campus will transform it from a satellite operation to a vibrant center of activity while affording space to accommodate growth of programs and enrollment. Its industrial buildings offer the College an opportunity to provide students with facilities for large-scale fabrication — a critical need in several departments including the Transportation and Environmental Design programs, which must move beyond making models to building full-size working prototypes to maintain leadership in their fields. Adding services, including, virtual connectivity, a café, a shuttle system between campuses and long-awaited student housing, will enhance our students' college experience.



A fully realized South Campus will relieve crowding at Hillside Campus, provide a more sustainable college operation through easy access to public transportation, offer surge space while improvements to the Ellwood Building are being made, allow each campus to form a specialized identity and provide experiences that complement and enhance each one's offerings.

To promote achievement of the highest level of academic excellence, quality of experience and efficiency of means, and to support a thriving community where students, faculty and staff members can engage and learn in an integrated, technologically-advanced environment, Art Center will:

- 1.1. Plan and implement a complete and sustainable remodel of the space, technology and online infrastructure of the Hillside Campus.
- 1.2. Plan and implement a sustainable expansion and spatial/circulation connection of the South Campus (including the 870 S. Raymond property) where students

can engage, learn and live (in residential housing when realized) in a series of facilities that integrates social and educational experiences. (v.2012)

1.3. Implement systems and procedures to fully integrate the two physical campuses into one College with two centers — including an effective communication strategy, and an efficient Art Center shuttle system integrated with public transit to connect the campuses — that increases opportunities for alternative modes of transportation, fosters environmental responsibility and creates greater capacity for community engagement outside of the classroom. (v.2012)

1.4. Plan and implement improved scheduling of classrooms, working hours and operations so that all constituents effectively and efficiently share facilities.

1.5. Develop a strategy for the location of administrative and service offices that encourages transparency, engagement and the full provision of services where they are needed.

RENOVATION, REMODELING, EXPANSION

A multi-year program of restoration, remodeling and expansion will enhance Art Center's facilities to provide safe, modern, sustainable and appropriate spaces for teaching, learning and making. The renewed physical plant will position the College for a new era of educational excellence.

2.1. Renovate the historic Ellwood building and infrastructure to enhance earthquake safety, modernize systems and increase sustainability while preserving the building.

2.2. Enhance physical and virtual online capacity for a larger and more diverse student body. (v.2012)

2.3. Continue to ensure flexible and efficient space for the highest quality of education. (v.2012)

2.4. Invest more rigorously in contemporary and emerging art and design methodologies, such as large-scale prototyping and fabrication, digital making, large environments and sustainable practices. (v.2012)

2.5. Continue to create multipurpose classrooms and studios to accommodate different and changing spatial, technological, learning and presentation requirements. (v.2012)

INNOVATION & NEW MODES OF LEARNING

Art Center is developing online education programs and tools to expand and support our curriculum and encourage new modes of learning, such as eLearning, hardware sketching and self-directed learning. These innovations will require facilities and technologies to thrive. Therefore, we will:

3.1. Create and staff a new Student Learning Center with both physical and online resources. (v.2012)

3.2. Facilitate learning innovation with new kinds of workspaces and support staff, such as a sewing lab, an electronics/interactive shop and support for DIY (do-it-yourself) sketching in electronics and hardware.

3.3. Build a more substantial physical and technological infrastructure to support eLearning, including distance-learning capability, production studios and staff for the creation of digital learning materials. (v.2012)

3.4. Create additional resources to support faculty-led research and support for new pedagogical approaches, learning technologies and faculty development. (v.2012)

3.5. Expand our capabilities in color, materials and trends by moving forward with CMTEL 2.0.



COMMUNITIES FOR LEARNING & DEVELOPMENT

The College is exploring ways to gather and expand shared spaces where students and faculty can engage in learning and making, collaborate, communicate, innovate and participate in governance as well as learn to work effectively with others in both physical and virtual spaces. In addition, students need more dedicated space where they can develop their work and themselves outside of classes while learning from one another.

- 4.1. Develop facilities that specifically address the needs of different communities of teachers and learners.
- 4.2. Design and develop flexible studio spaces that support faculty and student collaboration.
- 4.3. Enhance the upper term undergraduate experience by providing assigned studio space and support for making, peer learning and collaboration as students develop their final projects.
- 4.4. Develop a more holistic community to provide highly flexible educational experiences and to more fully integrate physical and virtual resources (including student housing) to benefit our recruitment and retention strategies. (v.2012)
- 4.5. Develop additional physical and virtual online exhibition spaces for student, faculty and alumni work to showcase talent, achievement and encourage dialogue.
- 4.6. Engage students and the external community with a more robust virtual online presence.

TRANSDISCIPLINARY PRACTICES

The transdisciplinary approaches to teaching and learning described under “Convening Diverse Communities & Disciplines” will require flexible spaces and new dedicated facilities and equipment to accommodate a wide variety of collaborative practices. To this end, we will:

- 5.1. Create unprogrammed, transformable physical and virtual spaces to foster innovative teaching practices.
- 5.2. Create communal interdisciplinary and co-curricular spaces to extend teaching and learning outside of the classroom and studio.

5.3. Continue to create state-of-the-art presentation spaces to encourage learning and professional development among majors, disciplines and departments. (v.2012)

5.4. Develop additional meeting space for faculty to facilitate individual conferences with students and to encourage collaboration and partnerships across disciplines. (v.2012)

OPERATIONS, SAFETY, ENVIRONMENTAL STEWARDSHIP, HEALTH & WELLNESS

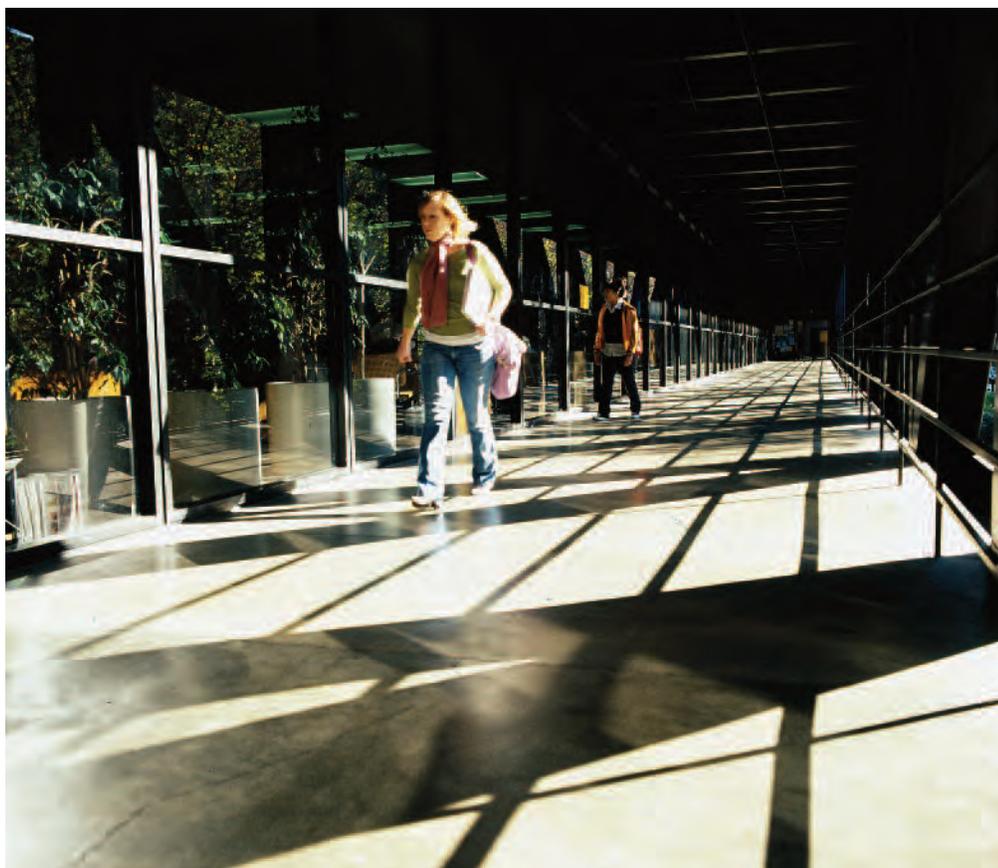
Both of Art Center’s campuses, Hillside and South, will continue to be safe, healthful and optimal for learning by all members of the community. To ensure that their operations and infrastructure model best practices in sustainability and human-centered design, we will:

- 6.1. Create a more integrated system of campus, class, work and operating schedules to facilitate fuller engagement among all constituents of the College. (v.2012)
- 6.2. Continue to ensure a safe and healthful environment for the community by providing security, improved lighting, temperature and acoustic controls, coherent way finding, accessibility, personal hygiene facilities and an affordable, healthful food service. (v.2012)
- 6.3. Increase wellness and recreational spaces and programs to ensure mental and physical health for all students, faculty and staff members. (Full-time mental health staff member hired in 2012.)
- 6.4. Manage and optimize the relationship between energy usage and environmental stewardship. Recognize and communicate environmental stewardship in the curriculum and by operational example.
- 6.5. Reaffirm our strong commitment to energy efficiency in operations, including use of renewable energy resources, efficient transportation options, and a goal of carbon neutral operations. (v.2012)
- 6.6. Implement best practices related to material and waste management by adopting a zero-waste policy.

A VIABLE RESOURCE STRATEGY

Our ambitions will require resources, and our five-year business plan calls for the following:

- An enrollment growth strategy through new programs (“on-the-ground” and “low-residency”);
- The purchase of new property to accommodate growth and current academic needs;
- A comprehensive remodel of the Ellwood building and expansion of South Campus as a College with Three Centers;
- The development of student housing (live/work);
- The attainment of working capital through philanthropy, unused operating contingency, operating surplus and reserves (see sources of funds at right);
- The acquisition of debt through bond issue to fund bricks and mortar (repaid over time through fundraising campaigns);
- The launching of a major comprehensive fundraising campaign (scholarships, faculty development, program development, bricks and mortar, technology, endowment);
- Strategic investment in fundraising infrastructure and personnel to ensure major improvement in ongoing operating support through philanthropy.



SOURCES OF FUNDS

PHILANTHROPY

REALLOCATION OF CURRENT OPERATING EXPENSES TO FUND NEW PRIORITIES

INCREASED REVENUE THROUGH ENROLLMENT GROWTH

UNUSED OPERATING BUDGET CONTINGENCY AND SURPLUSES

RESERVES

DEBT

USES OF FUNDS

SCHOLARSHIPS

FACULTY RECRUITMENT, RETENTION AND DEVELOPMENT

WORKING CAPITAL (TO LAUNCH NEW INITIATIVES AND PROGRAMS)

BRICKS AND MORTAR (ALL CAMPUSES)

TECHNOLOGY (BOTH CAMPUSES)

ENDOWMENT

NEW INITIATIVES TO INCREASE ACCESS, AFFORDABILITY AND FINANCIAL SUSTAINABILITY

Art Center has seen steadily increasing enrollment in recent years of strong, talented students. However, in the same way that one diversifies an investment portfolio to reduce risk and maximize return, so must the College be mindful of over-reliance on any narrow segment of the student population. Only twenty percent of Art Center students can afford to pay tuition without assistance. Our students overwhelmingly rely on student loans to finance their educations. When credit markets tighten, as they did in 2008, the borrowing power of students and their families decreases. Today, inability to obtain loans is the most frequent reason qualified prospective students decide not to come to Art Center.

In conducting the first annual review of *Create Change: Art Center's Strategic Plan (2011-2016)*, we have the opportunity to shape initiatives that will help transform the underlying economics of attending Art Center and ensure broad access to our distinctive programs. Recognizing that many prospective students require assistance first to build the specialized portfolios necessary for admission and then to afford an Art Center education, we propose four new initiatives for increasing access to preparation for our highly focused degree programs, deploying creative recruitment strategies in new and diverse markets, growing scholarship support, and beginning a fundamental shift away from tuition dependence and toward a culture of philanthropy.

1. Increasing Public Program Scholarships. Our admissions standards are high, and are more prescribed than at any other art college. To gain admission and receive priority for scholarship, applicants need a strong portfolio in their area of intended study. Public secondary education rarely provides the level of preparation necessary for our degree programs. Art Center's tuition-based Public Programs do. To ensure broad access, we seek to increase donor-funded scholarship support for local students to attend Saturday High and Art Center at Night.

2. Developing Career and Portfolio Preparation through Online Access. For individuals who cannot access our Public Programs classes, online instruction can provide preparation for our degree programs. Portfolio workshops, introductory classes and career seminars online would open up Art Center to a new world of prospective students and revolutionize the way we recruit. The following online offerings to prepare students for admission constitute a new, global recruitment model:

- Continue and further develop current online recruitment programs that feature admissions, financial aid, and departmental presentations to students throughout the world;
- Launch online skill-specific or department-specific preparatory workshops and offer prospective students introductory workshops at no charge; and

- Develop more intensive, tuition-based online courses through Public Programs and offer scholarship support for participants with need.

3. Decreasing Student Indebtedness through Scholarship. Our graduates who take out student loans leave Art Center with significant debt (\$97,000 on average). Our track record of graduate employment is excellent; however, this is an alarming debt burden for a young professional to service. As federal and state financial aid resources shrink and threaten to decline further, those with the least ability to pay for college will be most affected. The growing gap between available resources and the cost of education may encourage borrowing and further escalate student indebtedness. At the same time, tight credit markets are shutting out students with the most need. For ethical as well as practical reasons, Art Center must decrease its reliance on student loans. The best way to reduce dependence on loans is to increase scholarship support for students. We will accomplish this by:

- Maintaining discount rate of 14% for tuition-derived financial aid. Art Center has managed its tuition discounting process prudently, avoiding the negative impact on educational resources that has plagued many educational institutions.
- Increasing effective tuition discount rate through scholarship funds. The overall tuition discount students receive will be increased by growing donor-funded scholarships. Increasing the availability of scholarship funds can fundamentally transform the College.
- Using payout from quasi-endowment for scholarship. To jump-start our effort to increase the effective tuition discount rate through scholarship growth, we will invest a portion of the College's cash reserves as Board-designated quasi-endowment. Payout from these funds will be designated for scholarship.

4. Evolution from Tuition-Dependency. During the five-year period of this Strategic Plan, we can initiate the long-term process of reducing the College's dependence (currently 90 percent) on tuition through development of alternative revenue streams, increased fundraising efforts and endowment growth.

- Educational ventures and partnerships, including sponsored projects, DesignStorms, funded research, global academic partnerships, pop-up and satellite studios, entrepreneurial incubators and executive education programs, can be designed to provide alternative revenue streams.
- An ambitious comprehensive campaign will seek annual support for scholarships and programs, capital gifts for expansion and renovation, and endowed investments to grow the College's permanent assets. The College's investment in Development & External Affairs staff and programs, the active involvement of stakeholders and volunteers in cultivating gifts, and the growth of Art Center's donor community will increase its overall capacity for fundraising during and beyond the campaign period.
- Growing Art Center's endowment will increase annual payout that can be anticipated and included in the annual operating budget. As the proportion of endowment payout to tuition revenue rises, the College replaces an unreliable term-by-term dependence on tuition with reliance on a stable endowment payout.

NEW DEGREE AND NON-DEGREE PROGRAM APPROVAL AND IMPLEMENTATION PROCESS

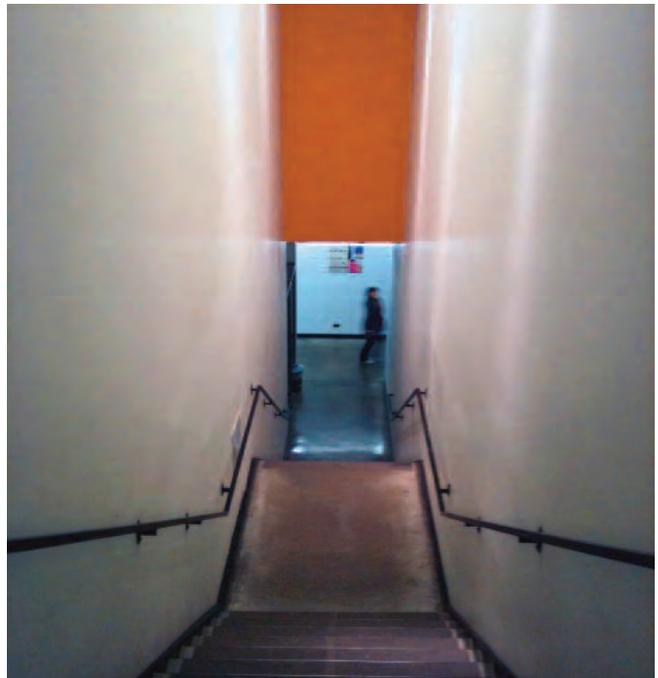
In all cases, the following key steps will be taken to establish new programs:

- All new programs — resident, online and low residency — will be considered in terms of how they affect the admission and retention of diverse groups of learners, and in their effectiveness for the teaching of art and design in a manner that is consistent with our mission.
- The process of proposing new, modified or changing programs will include a means for curricular approval, adoption and implementation (see process to the right).
- New programs will complement and integrate with established programs without diluting the College's "brand," and will align with Art Center's mission, learning objectives, existing expertise and resources.
- New programs will also provide a competitive edge for the College, informed by research into emerging markets, business feasibility and curricular relevance.
- An internal "program advocate" will manage the start-up and establish curricular plans by working with an advisory committee composed of faculty, staff and outside partners.

1. New program proposal submitted to the appropriate Chair(s) or Provost *24 months to launch*
 - 1.1. Chair(s), Faculty, President and/or others can submit an Initial Proposal for a new program; if accepted Chair or Provost becomes Program Sponsor.
 - 1.2. The Initial Proposal includes the following:
 - 1.2.1. Program Description, including Mission, draft Learning Outcomes and Core Competencies
 - 1.2.2. Pedagogical Model (full-time, low res, online, hybrid, etc.)
 - 1.2.3. Initial Market Research (other institutions, or new model, student profile, etc.)
 - 1.2.4. Review of how the new program fits with: other departments; overall educational culture; Strategic Plan; ACCD brand, etc.
 - 1.3. Proposals rejected by Chair may be appealed to Provost. If Provost accepts proposal, she/he becomes the program sponsor.
2. Advisory Committee created (approved by the Provost) *23 months to lunch*
 - 2.1. Faculty member or Chair is appointed Program Advocate. This person may be the same as the Sponsor, or a person designated by the Chair or Provost. *3-4 month process*
 - 2.2. An Advisory Committee lead by the Program Advocate and comprised of faculty, staff and outside partners with specialization in the program area prepares a Final Program Proposal with the following:
 - 2.2.1. Final Program Description, Mission, Pedagogical Model
 - 2.2.2. Proposed new or shared faculty by competency (not individuals)
 - 2.2.3. Complete Program Learning Outcomes (with Chair or Provost)
 - 2.2.4. Curriculum Plan (with Chair or Provost)
 - 2.2.5. Admissions Requirements, including: Portfolio, Essay and Interview
 - 2.2.6. Recruitment Opportunities and Concerns (with Admissions)
 - 2.2.7. Feasibility Study (with Provost assistance) including: Final Market Research, Institutional Capacity; Facilities and Technology needs; Scale and Scope; and preliminary budget (with Provost and others)
 - 2.3. Develop Marketing and Recruitment Plan
3. NASAD and WASC contacted to determine if Sub Change or Plan Approval is necessary *20 months to launch*
4. Final draft Program presented to the Chairs, Faculty Council, Provost and President *20 months to launch*
 - 4.1. Provost consults with Chairs, Faculty Council and the President, who, after approving, submits to the Academic Affairs Committee and/or Executive Committee of the Board of Trustees for final approval
 - 4.2. Begin Marketing and Recruitment; Recruitment begins
5. Business Plan updated, funds for new program allocated *18 months to launch*
6. Implementation *18 months to launch*
 - 6.1. Identify Chair, Director or begin Chair search
 - 6.2. Begin Marketing and Recruitment
 - 6.3. Submit Plan Approval to NASAD and/or Sub Change to WASC/NASAD
 - 6.4. Internal set-up for new majors by Enrollment Services and Admissions, including coding and curricula application forms
7. Additional Faculty searches and hires (if necessary) *12-9 months*
8. New students applications reviewed and accepted *9-6 months*
9. Program Launch

CREATE CHANGE

In this strategic plan, Art Center College of Design presents what it will become through the shared vision and dedication of our faculty, staff, trustees, students and alumni. These initiatives and resolutions will position us to shape and define culture, to encourage relevance and social responsibility in art and design, to prepare graduates for leadership in an increasingly pluralistic society, and to advance learning, research and making at Art Center to the highest level of excellence. We embark on this journey from a position of strength, recognizing that close attention to all aspects of our institution and our work within it will be necessary as we move forward. We will advance our mission by investing in a diverse community of students, faculty and staff, infrastructure, technology and educational resources, both physical and virtual. Our collective efforts, together with support from our partners and advocates, will make Art Center the leading college of art and design for the 21st century.



● Art Center College of Design

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