

Creative and Performing Arts Working Group

The visual and performing arts have profound capacity to elevate and enhance the university's visibility as a major research institution. Visual and performing arts at San Diego State University are influential and reflect a range of endeavors that include intensive discipline-based practice to engaging in interdisciplinary and collaborative work within and beyond the campus. Inherently collaborative, the creative arts reflect and illuminate the human condition and serve as a model for engagement in all its forms.

Artistic endeavors at SDSU also mirror the strength of our programs and the university. The overarching vision within the university's strategic plan is; to enlist broad campus support for promoting artistic modes of inquiry and outcomes; utilize the arts to focus attention on significant cultural, social and pragmatic themes confronting our diverse community; serve as a reflection of cultural and campus ideals; explore and examine the human condition through diverse forums; and, to showcase the involvement and influence of SDSU faculty in important professional arts venues throughout the region.

To maximize the investment and opportunity represented by the creative, visual and performing arts, the Creative and Performing Arts Working Group has identified the following three major goals:

- Goal I) Promote and leverage the impact and the visibility of the arts within and beyond the university;
- Goal II) Engage the arts to enhance and influence research and learning across the university's disciplines;
- Goal III) Utilize KPBS as part of a comprehensive vision to advance the community's engagement with SDSU and its visual and performing arts.

GOAL I

Promote and leverage the impact and the visibility of the arts within and beyond the university

- A.** Identify and publicize the influence and involvement of SDSU faculty in important professional arts venues throughout the region.
 - Establish a central mechanism to track and publicize the scope and breadth of contributions to the region made by arts faculty, students and staff.
 - Incorporate into SDSU's brand that it is the "Campus of the ARTS and INNOVATION"
 - Engage in a comprehensive and sustained survey of alumni from the creative and performing arts to identify and publicize their influence and accomplishments (e.g. SNAAP survey)
 - Disseminate through print, web and other media information regarding the array of creative research activities, community engagement and achievement of faculty/students
 - Develop robust communication structure that promotes the arts within and beyond the university
 - Disseminate weekly, centrally distributed "Arts @ SDSU" e-blasts
 - Closer and seamless integration of information for university central web calendar
 - Develop an Arts@SDSU App for devices
 - Embrace non-traditional venues and audiences (guerrilla theater, pop-up exhibitions and performances, etc.)
 - Partner with creative industries
 - Partner with CASE
 - Employ students with social media capital to work on behalf of SDSU arts projects
 - Enhance marketing resources and priorities to promote arts events

- Develop a strong summer arts program that garners national attention
 - Build a professional arts venue that meets campus and community needs for performances, forums and exhibitions (revenue potential for use by area professional organizations)
 - Use a percentage of student fees to support academically informed arts programs and provide equal access for SDSU students to attend arts events. *Student quote: "why do I get in to basketball games for free, but have to pay to attend opera, dance performances, theater plays or orchestra concerts?"*
- B.** Utilize the arts to focus attention on significant cultural, social and pragmatic issues confronting our community by providing forums that enable such inquiry. *Be known as the university that deals with issues affecting our community.*
- Implement campus themes that are explored through colloquia, events, programming and in coursework throughout the university
 - Integrate artistic modes of inquiry to facilitate new research and interdisciplinary partnerships
 - Identify and cultivate opportunities for creative and performing arts partnerships and curricula

GOAL II

Engage the arts to enhance and influence research and learning across the university's disciplines

- A.** Promote a campus culture of symbiosis that fosters collaborative and interdisciplinary work and rewards it
- Establish a center/institute dedicated to development of such endeavors (Example: Appendix 1)
 - Involve community leaders and faculty (whose backgrounds reflect an interdisciplinary culture) from the arts, business, policy and education to advise and inform the center/institute
 - Embed student experiences within the activities of the center/institute
 - Integrate artistic processes into disciplines desiring to expand avenues for faculty and students to examine creativity, collaboration, and innovation in their fields
 - Consider alternative administrative/disciplinary structures that facilitate integrative approaches to research, creative work and learning
 - Examine and revise university resource allocation practices to effectively enable collaborative and interdisciplinary endeavors
 - Establish a dedicated space for such work on the campus and in the community
 - Streamline curricular processes to enable development of innovative courses and experiences
 - Engage SDSU students in the experiences of making, creating and employing innovative practices that will enable them to be adaptable in their future careers
 - Develop new models for General Education that integrate creativity, innovation, artistic practices (non-didactic) and synthesis
 - Require a "making" (creativity) course of all lower division students
 - Engage with regional partners with a goal of integrating arts into STEM disciplines (STEAM concept)
 - Engage and reward interdisciplinary and collaborative endeavors
 - Involve students in project-based, and/or performance-based learning that promotes understanding of the creative process, broadly defined
 - Engage all undergraduate students in performing and/or visual arts experiences as creators, performers, makers or knowledgeable critics
 - Create campus themes, common topics for exploration from multi-disciplinary points of view

- Review similar Centers focused on creativity and innovation in like and aspirational institutions throughout the US (Example: Appendix 2)
- B. Transform learning at SDSU**
- Provide students with art making experiences
 - Use arts based process to lead exploration, culminating in public presentations of ideas, achievements and/or proposed actions
 - Provide training for faculty to incorporate arts based ideas into teaching practices
 - Transform the often didactic form of lecturer/student relationship into project-based making of work
- C. Create an External Advisory Board for cross-disciplinary work – made up of artists, scientists, industrial designers, managers, executives, etc. to:**
- Create pathways for students to meet professionals in the real world
 - Facilitate project participation from significant community partners
 - Forum for an exchange of ideas, better integrating theory with practice

GOAL III

Utilize KPBS as part of a comprehensive vision to advance the community's engagement with SDSU and its visual, and performing arts

- Enable academic programs to develop content that benefits SDSU and fulfill KPBS' mission to provide informative, quality programming
- Develop clear standards and policies for content to be broadcast on behalf of SDSU units
- Create a campus-wide group that collaborates with KPBS regarding the prioritization of SDSU related promotion/content
- Identify campus projects that align with KPBS strategies to create meaningful programming or events, thus elevating the visibility and stature of the university and the broadcast stations
- Highlight creative and performing arts offerings presented by the university
- Evaluate KPBS staffing needs to determine potential internship opportunities for SDSU students in areas of production, media content, marketing, and programming
- Align appropriate course offerings to match opportunities available at KPBS

Throughout the discussions and feedback provided to date, a number of additional themes have emerged:

1. The university will need to re-examine its reward structures for faculty whose body of work and interests lie outside of traditional evaluative systems. In many cases, these reward systems are based upon practices and policies that are slow to change and evolve and active encouragement from the provost, deans and chairs/directors will be needed to advance a different model.
2. The allocation of resources to academic programs is predominantly based upon historical practice and FTES targets. The Creative and Performing Arts working group notes that such mathematical parameters can constrict the type of innovation and collaborative activities that many departments, schools and faculty desire to implement.
3. Student comments reflect a deep interest and recognition regarding the importance of collaborative, interdisciplinary and creative practice. The ability to pursue such experiences creates a more curious and confident individual.
4. Barriers to implementing a number of excellent ideas are not as much financial as they are structural or because of historical practice/culture.

Appendix 1

New SDSU Center on Creativity, Innovation and Entrepreneurship

SDSU redefines itself as a University of the future and chooses “Innovation, creativity and entrepreneurship” as the traits that best describe the kind of education that students get, faculty aspire to, and communities need to succeed in the new global, knowledge-based economy.

The Center would establish goals that are:

- truly interdisciplinary in nature,
- help merge art and science broadly defined, and
- create a program that forges the kind of university that offers students, faculty and the community the kind of institution that will best serve us well into the future.

The Center could include the following activities:

- 1) A high level Presidential speaker series on innovation, creativity and entrepreneurship (Stan Malloy has started);
- 2) An annual award-sort of an x prize-to alum who best demonstrate the qualities and traits we have embraced;
- 3) Several new course electives that offer such interdisciplinary experiences in innovation, creativity and entrepreneurship;
- 4) An Honors College curriculum which draws on the best undergraduate courses that illustrate the new curricula

Appendix Two

Creativity and innovation efforts at Universities

Aesthetic Technologies LAB at Ohio University

<http://www.aesthetictechnologies.org/>

The Advanced Computing Center for the Arts and Design at Ohio State

<http://accad.osu.edu/>

D School at Stanford

<http://dschool.stanford.edu/>

STEM to STEAM at RISD

http://www.risd.edu/About/STEM_to_STEAM/

The Herberger Institute for Design and the Arts - ASU

<http://herbergerinstitute.asu.edu/>

Martin Prosperity Institute at University of Toronto

<http://martinprosperity.org/>- Richard Florida

Massachusetts Institute of Technology

[Center for Art, Science and Technology](#) (CAST)

[Festival of Art, Science and Technology](#) (FAST)

University of Michigan, The James and Anne Duderstadt Center

<http://www.dc.umich.edu/index.html>

The Guildhall at SMU

<http://www.smu.edu/News/2010/peter-raad-guildhall-gamerlive>

Portland State - the Center for Interdisciplinary Mentoring Research

<http://www.pdx.edu/mentoring-research/>

Virginia Commonwealth University – de Vinci Center for Innovation

<http://www.davincicenter.vcu.edu/>

The OSU Institute for Creativity & Innovation

<http://spears.okstate.edu/creativity/files/Scope-for-Project.pdf>

Drexel/Torrance Center for Creativity and Innovation

http://goodwin.drexel.edu/centers_tc.php

This is an incomplete list of centers dedicated to the development of fostering collaborative and interdisciplinary work that are in operation at universities. If you know additional centers with similar goals and mission, please send the name and web address to Randy Reinholz, Reinholz@mail.sdsu.edu