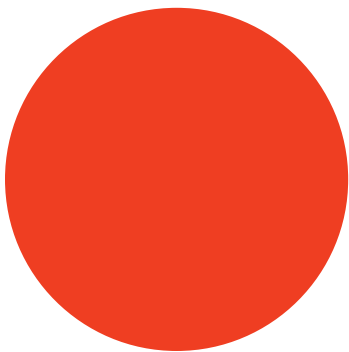
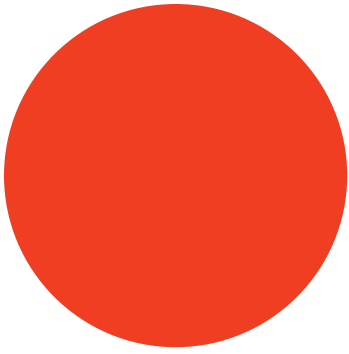


Create Change 2.0

ArtCenter College of Design Strategic Plan 2017–2021

ACCD BOARD OF TRUSTEES APPROVED — OCTOBER 22, 2016





Our Value:

Conservatory Spirit

Agile and Adaptive Systems

**External Connections —
At Home and Abroad**

Interdisciplinarity

Professionalism

Affordability and Access

Diversity, Equity and Inclusion

Create Change 2.0

Learn to Create. Influence Change.

Create Change 2.0 is the product of the ArtCenter community evolving and updating the initiatives of Create Change 1.0, the plan that guided the institution from 2011 to 2016. It is a strategic agenda designed to strengthen the College's path forward through the many lessons learned over the course of the last five years and with increased attention to the complexities of the current environment of higher education in the United States.

We undertook our planning for Create Change 2.0 with a keen eye on the opportunities created by the bold initiatives we launched in the last five years. We have new programs in place, extraordinary new facilities and the strength and willingness to assess our progress honestly and to ask some tough and critically important questions about our future.

The overarching driver of this plan is the question of value—how we create value for our students in the process of realizing our mission. In doing so, Create Change 2.0 organizes our thinking around issues of student success, educational innovation and strategic infrastructure.

The power of Create Change 1.0 emerged through the open conversation that generated it. Create Change 2.0 unfolded in the same manner, but with an even greater capacity to record the multiple voices—and the wisdom and passion—of the people who constitute this great institution.



Defining Value:

Working sessions in early Fall 2015 brought members from the ArtCenter community together to describe the special value of ArtCenter. The discussion was productive, collaborative and enjoyable. A key term that emerged early on was “**passion.**” Yet immediately tales of joy and the “**freedom to do whatever one wanted to do**” leaned upon contemporary concerns about access, affordability and diversity: who has access to such legendary moments and who might in the future? Rather than try to encompass this passion into a succinct summary, follow-up conversations led to an articulation of values:

- **Conservatory Spirit** — Students have an intensive, applied, practical, mentor-driven education;
- **Agile and Adaptive Systems** — Students have flexibility in how they learn;
- **External Connections** — Students have access to the professional worlds of art and design;
- **Interdisciplinarity** — Students learn across fields and from each other;
- **Professionalism** — Students experience real world rigor and relevance to their practices;
- **Affordability and Access** — Reduced financial pressure is essential to great education;
- **Diversity, Equity and Inclusion** — Students thrive among different perspectives and possibilities.

Some of these are the bedrock of our identity (professionalism) while others we know are key to an ethical future (diversity) and so we framed these values, “**Honoring the Past, Celebrating the Present, Upholding Future Aspirations.**”

How does this lead to a statement of value? Some members of the community felt we were missing the intent that a value proposition provides. At the follow-up Strategic Planning Summit, we focused the value

proposition through the lens of business. Looking for our singular deliverable, we summarized: **“The ‘best educational experience (‘best program(s), best place and best people’) for preparing individuals to ‘be the best creative professional they can be’ [with a college degree.]”**

Here we agree—we want the best for our students—and from this emerged the phrase, deliberately from the student point of view: **“Excellent preparation for a full and meaningful creative life, for personal success and for leadership roles in *my* chosen field.”**

When we talked further about this, the phrase “transformational education” came up. How do we think about education as a specific kind of preparation, as allowing for multiple forms of professionalism and leadership? How do we honor our past knowing that some of those exact educational models are those that might need to change? A smaller working group suggested a balance: **“A heritage of critical making—a future of creative achievement.”** One possible rephrasing was: **“An interdisciplinary future of making built upon a legacy of rigorous creativity.”**

However, in assembling and writing this strategic plan, it seems indeed that our community was not driven or ultimately compelled by such a phrase, but more embroiled with the complexity of the seven values listed on the previous page. Each is challenging and difficult to summarize, but in dynamic intersection, the combined value informs and transforms the identity of the College: **Conservatory Spirit; Agile and Adaptive Systems; External Connections; Interdisciplinarity; Professionalism; Affordability and Access; Diversity, Equity and Inclusion.** In the end, these are the values that motivate the initiatives of our plan.

Measuring our Progress

Create Change 2.0 provides a framework to develop a set of metrics that will allow appropriate constituents—trustees, staff, educational leadership and faculty—to assess progress of our plan and track milestones over the next five years.

The plan is a living document and, as such, calls for a holistic assessment approach that: 1) Aggregates data from College-wide indicators both qualitative and quantitative (for a variety of programs) with department-specific measures; and 2) Champions the importance of flexible metrics that maintain relevance to accelerated change in higher education, change that will continue to inform and impact the College’s priorities and goals.



The first Pillar of Create Change 2.0 is Student Success, drawing upon the work initiated in Create Change 1.0: Convening Diverse Communities and Disciplines.

Driving Value:

Diversity

Preparedness

**Affordability and
Access**

Entrepreneurship

**Professional
Practices**

Alumni Support

As our programs continue to expand at both the undergraduate and graduate levels, student demographics are shifting and new needs are emerging. Within this context, ArtCenter is dedicated to supporting students and helping them thrive in the classroom and beyond.

Key aspects of this initiative include diversity, a “whole student” approach, and post-graduation support.

1. Student Success

1.1 Diversity — Focus on Recruitment, Awareness, Inclusion, Equity and Engagement

ArtCenter views diversity of human experience and identity as essential elements of great teaching and learning. Create Change 1.0 called for policies, practices and curricular and pedagogical development in support of these beliefs. With Create Change 2.0, we are committed to expanding diversity of the people of our community—students, faculty and staff—to enhance and improve our educational institution. Tactics that will be used to actualize this strategy:

- 1.1.1 Attract a diverse, qualified prospective student pool from a variety of existing and new sources. Assure a nimble, responsive admissions process that supports talent and diversity. (CC1.0: 1.3.2; 1.3.2.2; 2.1.6; 2.2.2)
- 1.1.2 Build strategies and resources to retain all students to the completion of their degrees. (CC1.0: 2.2.7; 2.2.10)
- 1.1.3 Provide funding and support to increase affordability and access for a more diverse range of students from underrepresented populations. (CC1.0: 2.2.2; 2.2.8; 2.2.9; 2.2.12)
- 1.1.4 Provide students with international learning opportunities in order to develop universal competencies and cross-cultural adaptability. (CC1.0: 1.3.1.4)
- 1.1.5 Deploy strategies and resources to attract, hire and retain a diverse faculty and staff. (CC1.0: 2.1.4; 2.1.5; 2.2.1; 2.2.5)
- 1.1.6 Provide additional resources to ensure student, faculty and staff participation and inclusion in all College activities and programs. (CC1.0: 2.1.6)
- 1.1.7 Ensure fair and equitable policies and practices inside and outside of the classroom regarding classroom conduct and diversity. (CC1.0: 2.1.6; 2.2.3; 2.2.4; 2.2.5)

1.2 Preparedness — Developing the Whole Student

As we continue to ask one of the central questions of our previous Strategic Plan, “What does a great art and design college of the early 21st century need to be?” ArtCenter must not only more precisely articulate its value proposition to students but ensure that those students are prepared to benefit optimally from the value of our offerings. There is a need to define and articulate metrics and expectations for what it takes for our students to thrive now and in the future. Tactics that will be used to actualize this strategy:

- 1.2.1 Clearly articulate what makes a successful ArtCenter student (with consideration to the fact that this differs from major to major). Find new ways to convey these attributes and expectations to applicants. (CC1.0: 2.2.10; 2.2.11)
- 1.2.2 Communicate the value and major-specific relevance of Humanities and Sciences (H&S) and other non-studio classes during the recruitment process.
- 1.2.3 Create greater support towards degree completion, and communicate the specifics of those resources to help students reach graduation. (CC1.0: 2.2.9)
- 1.2.4 Prototype and deploy English Language (EL) resources and opportunities such as summer intensives, hybrid and co-listed courses, and other pedagogical innovations. (CC1.0: 2.2.7)
- 1.2.5 Build new strategies for degree completion for all types of student profiles by exploring new models of matriculation (e.g. low residency, independent study based on work experience, online education). (CC1.0: 1.3.2.1)
- 1.2.6 Provide appropriate staffing structures to support all students.

1.3 Affordability — Experimentation for Greater Access

ArtCenter offers an education that is both distinctive and distinguished. We provide a unique experience that we must preserve, even as we respond to the ever-changing economic landscape beyond our control. With Create Change 2.0, we are committed to adopting new ideas that will greatly affect the actual and perceived affordability of our educational offerings. Tactics that will be used to actualize this strategy:

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2. Convening Diverse Communities and Disciplines

2.1 Interdisciplinary Practices and 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 and Pedagogy

- 2.1.1 Explore issues of diversity through knowledge of cultures and human-centered design and embed those issues in institutional learning outcomes and departmental curricula.
- 2.1.2 Develop curriculum and foster educational environments that address socially salient issues and identities.
- 2.1.3 Continue to support a heterogeneous set of programs that reflects a wide range of conceptual and pedagogical perspectives and approaches.
- 2.1.4 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.
- 2.1.5 Expand and improve faculty recruitment, initiate new policies for faculty searches and hires and develop multi-year contract opportunities to increase the retention of quality faculty.
- 2.1.6 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



- 1.3.1 Experiment with and create new, more efficient and affordable curricular structures, such as 4/1 or 3/2 programs; competency-based learning; summer programs, “Jump In/Jump Out” and “Design your Own Programs”; portfolio-based and experience credits; online and real-time study; transdisciplinary activities and projects; waive/sub/transfer policies; peer-to-peer; and skill acquisition training. [\(CC1.0: 1.3.1.2; 1.4.2.3\)](#)
- 1.3.2 Pursue a variety of options to increase affordability including potential enrollment growth, budget reallocation or reductions, limited tuition increases, on-campus student housing, fundraising for scholarships, transportation alternatives for students, and increased operational efficiency.
- 1.3.3 Review the expected outcomes of the BS versus the BFA degree. Investigate further reductions of the number of units required for graduation in programs with unit requirements in excess of 120 by revising and compressing the curriculum;. Other considerations include: modular experiences; academic breaks to facilitate internships for credit and work experiences; financial health of students; and flexibility for student wellness and life balance.
- 1.3.4 Further evaluate and implement the College’s transfer credit policies, which affect the total cost of tuition. [\(CC1.0: 1.3.2.3\)](#)

1.4 Entrepreneurship — A Bridge to Business Ventures

Responding to the increasingly global economy and the profound impact of technology, the resulting changes to our studio major professions have been significant. It is not business as usual. ArtCenter is committed to fostering creative entrepreneurship in our students and alumni via a variety of styles, modes and structures as a means of sustaining solid relevance no matter what changes occur in the marketplace. Tactics that will be used to actualize this strategy:

- 1.4.1 Build entrepreneurship education by providing a bridge from curriculum to global industries, with a focus on mentorship and development of student and alumni ventures. [\(CC1.0: 2.1.11\)](#)
- 1.4.2 Provide students and alumni with entrepreneurship resources, including grants for product and business prototyping, online workshops, symposia and conferences.
- 1.4.3 Provide assistance in bringing student- and alumni-developed products to market. Consider a College store (on campus or online) featuring these products.

1.5 Professional Practice — Expanding Connections to the Professions

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 whose perspectives are shaped by radically different experiences. With Create Change 2.0, ArtCenter will expand our connections and actively work to prepare students and alumni to tackle complex problems beyond those traditionally encountered. Tactics that will be used to actualize this strategy:

- 1.5.1 Broaden our understanding of professional practice through assessment of new growth areas in the fields of art and design (research, engineering, software development, etc.).
- 1.5.2 Expand industry connections to foster career opportunities for graduating students and alumni through the offices of Career and Professional Development, Educational Partnerships and Alumni Relations, as well as other channels. [\(CC1.0: 1.3.2.5\)](#)

1.6 Alumni — Ongoing Support and Engagement

Alumni consistently recognize ArtCenter as an educational experience that prepared them well for a full and meaningful creative life. It is vital to our reputation that our alumni are viewed as successful and distinguished within their chosen fields. We will intensify our global alumni engagement through a range of activities and interactions that cultivate greater vitality for the ArtCenter network.

- 1.6.1 Continue to develop and promote alumni engagement with the College after graduation through expanded career resources, design panels, workshops and symposia. [\(CC1.0: 1.1.2\)](#)
- 1.6.2 Continue to engage and support alumni mentors through the ArtCenter Mentorship Network program through Career and Professional Development as well as the future Entrepreneurship Mentor Program. [\(CC1.0: 1.3.2.5\)](#)
- 1.6.3 Extend access of resources to alumni who have not completed their degrees.
- 1.6.4 Create dynamic relationships between people within the ArtCenter family and deepen their commitment and personal ties to the College. Inspire alumni to engage in a life-long relationship with the College through programs of service and support. [\(CC1.0: 2.2.14\)](#)
- 1.6.5 Align alumni with the College through regular and varied communications about the College, the community and current trends in the fields of art and design.

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policies, and a possible preparatory term. Connect these programs and resources with outside communities to promote deeper engagement.

New Disciplinary Contexts

- 2.1.7 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.
- 2.1.8 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 and Partnerships

- 2.1.9 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.
- 2.1.10 Advance Art Center’s courses of study by developing 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.
- 2.1.11 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.

2.2 Diversity and 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 and Representation

- 2.2.1 Align employment and hiring practices with an institutional commitment to the recruitment and retention of a highly-qualified and diverse faculty and staff.
- 2.2.2 Define goals and implement a plan for increasing both the enrollment and retention of historically underrepresented students.

- 2.2.3 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.
- 2.2.4 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.
- 2.2.5 Develop best practices and standards, such as ensuring a broad representation of cultures and perspectives in our community — ethnicity, gender, age, ability, sexual orientation, etc. — so that the trustees, senior leadership, staff, chairs and faculty both model and support the values of diversity and inclusion.
- 2.2.6 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 and Scholarship Support

- 2.2.7 Provide helpful resources and support to students facing barriers to success, such as advising, mentoring, tutoring, orientation, pre-college bridge courses, and improved ESL and leadership opportunities.
- 2.2.8 Increase accessibility and affordability so that the student community directly reflects all professional and cultural communities — local, national and global.
- 2.2.9 Provide competitive scholarship support for capable and motivated students. Ensure that financial aid is one of the College’s top fundraising priorities.
- 2.2.10 Improve the student experience through mentoring, career support, outreach, advising and health and wellness programs.
- 2.2.11 Build organizational and resource capacity to adequately support and meet the co-curricular, leadership development, and social and civic engagement needs for student success.
- 2.2.12 Develop new models of scholarship support that leverage sponsored projects and research, internships and mentorships.

Outreach and Marketing

- 2.2.13 Continually improve communication of the institution’s environment, programs, approaches and people through the website, digital and print media, emerging new media, public relations, events and programs.
- 2.2.14 Leverage our alumni as “global ambassadors” for recruiting, mentoring and networking.
- 2.2.15 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.
- 2.2.16 Create mentor relationships with local underrepresented populations and ensure sufficient scholarship support to achieve successful recruitment and retention.

2.3 Shared Governance

The ability to converse and to exchange ideas and information is central to learning, engagement and achievement. This need for open dialogue extends to all stakeholders. All Art Center policies, organizational structures and marketing materials should support the overall goals and mission of the College.

Communication and Discourse

- 2.3.1 Create a clear and open communications network, including virtual and physical resources, hubs and spaces.
- 2.3.2 Create and maintain meaningful and comprehensive orientation programs for all new students, faculty and staff members.
- 2.3.3 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.
- 2.3.4 Develop robust and adaptable digital and physical forums and social spaces to nurture discourse and partnerships, inquiry and research, and learning and reflection.
- 2.3.5 Create additional opportunities for engagement across disciplines and departments to encourage collaborative, transdisciplinary activities and social experiences among students, faculty and staff members.

Policy and Organizational Effectiveness

- 2.3.6 Engage in periodic systematic review of the policies and practices within the College to ensure that they are applied equitably and support institutional values.
- 2.3.7 Ensure representation of appropriate College constituencies in decisions and processes that have a material impact on the College, including operations, shared governance committees and campus planning.
- 2.3.8 Increase the College’s commitment to engage and build upon the strengths and experience of its community by identifying new opportunities for and strengthening existing vehicles of shared governance. Written charters will be developed for each of the current, and future, standing committees: Budget, Facilities and Technology, Academics Affairs, etc.; 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.
- 2.3.9 Ensure transparency in decision-making, frequently and openly communicating with the College community in order to foster inclusiveness, collaboration and trust.
- 2.3.10 Delineate organizational and management relationships and responsibilities and communicate them to the College at large.
- 2.3.11 Design performance review processes that are fair, equitable and relevant, provide for continuous improvement and advancement, and address hiring, retention, training, staff development and succession planning.



The second Pillar of Create Change 2.0 is Educational Innovation, drawing upon the work initiated in our first Strategic Plan—Create Change 1.0: The Conservatory Spirit.

Driving Value:

**Faculty Development
and Support**

**Curricular and
Pedagogical
Innovation**

Interdisciplinarity

Research Support

Partnerships

**International
Initiatives**

ArtCenter values our history of rigor, mentorship and professionalism that has made us a standard bearer in the field of art and design. As we face ongoing challenges in higher education, we strive to continue to lead by expanding our pedagogical perspectives, cultivating our faculty, increasing access to our community and innovating art and design curricula that, first and foremost, remain adaptive to the needs of our students.

2. Educational Innovation

2.1 Faculty Development — Faculty Support and Achievement

The intensity of ArtCenter's degree programs has always depended upon the rigor and focused teaching of its faculty. Our faculty's commitment to the Conservatory Spirit outlined in Create Change 1.0 has been extraordinary. As we move forward towards increased educational innovation, we will support teachers' professional development and the resulting vital engagement with students. In addition, we will recognize faculty contribution, dedication and achievements both in and out of the classroom. Tactics that will be used to actualize this strategy:

- 2.1.1 Engage department faculty more directly in curricular development processes, departmental service roles and title designation.
- 2.1.2 Diversify the ethnic, gender and experience profile of the faculty through recruitment, retention, fellowships, key appointments and special residencies. (CC1.0: 1.2.1, 2.2.1)
- 2.1.3 As part of the Faculty Compensation study, determine best practices towards fair compensation for all faculty, including further clarification of one- and three-year letters of appointment. Establish a timeline for implementation with consideration of short- and long-term budget planning. (CC1.0: 1.2.4)
- 2.1.4 Build a proper structure of research support for faculty scholarship/practice and for supporting artist and designer residencies and fellowships at ArtCenter.
- 2.1.5 Cultivate greater faculty engagement over and above committee service, such as continuing the spirit of the Faculty Commons.
- 2.1.6 Track, archive and promote faculty achievement.

2.2 Curriculum and Pedagogy — Diversification in What and How of Teaching

Our expert and professional faculty have embraced the need for variation and multiplicity of thinking, making and practicing within each studio major. Now we seek to broaden our curriculum and pedagogy to include new methods of teaching and learning, new models for development and presentation of course content, and the consideration of additional credit and degree granting options as a result of these activities. Tactics that will be used to actualize this strategy:

- 2.2.1 Experiment with new curriculum delivery systems, including: new classroom models and structures; peer-to-peer mentorship; collaboration among departments and with students themselves to develop new elective courses; intense short-term programs; and the modification of the 14-week class cycle. (CC1.0: 1.3.1.2)
- 2.2.2 Continue to prototype alternative summer schedule models and foundation terms, such as the two-week/three-unit workshops, summer intensives and seven-week Humanities and Sciences course structure. Implement new schedules formats as appropriate. (CC1.0: 1.3.1.2; 1.3.1.5)
- 2.2.3 Continue to implement alternative degree options, including concentrations, minors and certificates. Use the Designmatters Concentration as a model for further development. (CC1.0: 1.3.1.1; 1.3.1.3)
- 2.2.4 Encourage teamwork between students of various departments in order to seed multi-major cohorts, programs and projects by providing more opportunities to participate in interdisciplinary Sponsored Projects, Transdisciplinary Studios and other experimental electives such as student-led and -designed courses. (CC1.0: 1.3.1; 1.3.1.5)
- 2.2.5 Develop curricula in the Integrated Studies Department to foster fundamental collaboration and socialization skills among students.
- 2.2.6 Identify and clearly articulate a unifying concept behind ArtCenter's emerging graduate programs.
- 2.2.7 Investigate new models of delivery for lifelong learning, including professional development opportunities for alumni, Public Programs growth and increased outreach and cultivation. (CC1.0: 1.3.2.2)

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1. The Conservatory Spirit

1.1 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

- 1.1.1 Establish a physical and online Learning Center that provides expert human support and sophisticated eLearning systems to assist self-initiated learning; offer resources for classes; encourage collaborative making; generate social networking; and provide instruction for new modes of digital practice and research.
- 1.1.2 Design additional, post-degree career mentoring and educational resources for all undergraduate and graduate students and alumni to encourage continued learning and development.
- 1.1.3 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; opportunities for entrepreneurship and incubator labs for students and alumni; and expanded experimental learning environments, such as our Color, Materials and Trends Exploration Laboratory (CMTEL).
- 1.1.4 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.
- 1.1.5 Create an Educational Innovation Research and Development Center to explore new pedagogies and technologies for art and design education and to develop applications in broader academic fields.
- 1.1.6 Engage in a rigorous and outwardly directed art and design discourse by establishing a print and digital College press and other publishing opportunities.



- 2.2.8 Continue to develop the Hoffnitz Milken Center for Typography as an interdisciplinary, campus-wide resource sparking innovation in the visualization of language.
- 2.2.9 Explore growth of new graduate-level programs and post-graduate degrees to meet the demands of current and future students in art, design and academia.
- 2.2.10 Fully implement opportunities across multiple departments for a 3/2 (4/1) undergraduate/graduate program structure wherein students are able to combine their undergraduate and graduate degree studies in order to provide students an accelerated master's level pathway. (A prototype of this program has been designed for the new Graduate Graphic Design program). [\(CC1.0: 1.4.2.3\)](#)
- 2.2.11 Further refine and communicate graduate and undergraduate learning outcomes as part of ongoing department program review and assessment, and to fulfill accreditation reporting requirements. [\(CC1.0: 1.1.10; 1.1.11\)](#)
- 2.2.12 Build upon the success of our Transdisciplinary Studies beyond our current TDS program(s), including more sponsored projects and Designmatters courses.
- 2.2.13 Continue offering and expand partnerships in international education, with additional support to prepare faculty for study away leadership and to better understand intercultural learning opportunities.
- 2.2.14 Revise and clarify credit structures in both the BS and BFA degrees to ensure the fairness and efficiency towards timely completion, including: further credit hour reductions in departments with a unit requirement greater than 120; revised transfer credit policies to allow for easier acceptance of previous credits towards degree; internal parity of credits towards the process of changing majors; and customized learning programs that allow students to select degree-credit coursework from various departments. [\(CC1.0: 1.3.2.3\)](#)

2.3 Research and Partnerships — ArtCenter Intersects the World

ArtCenter's curriculum of project-based learning and practical career preparation, along with a focus on social and environmental challenges, has provided a depth of purpose to our educational offerings. With Create Change 2.0, we will expand, articulate and implement the greater potential of design-centric research as well as domestic and international educational partnerships to further enrich, enliven and inform our curriculum. Tactics that will be used to actualize this strategy:

- 2.3.1 Define and articulate the vision for research at ArtCenter including potential "centers of focus" for research. [\(CC1.0: 1.1.5\)](#)
- 2.3.2 Build capacity for the growing role of faculty-led research at the College in order to position the importance of research in art and design, including contracts, grant support and Institutional Review Board (IRB). Establish and fund an IRB infrastructure and educational procedures to solidify our commitment to these practices college-wide which cover ethical, legal and professional practice liability. Commit to IRB training. [\(CC1.0: 1.2.2\)](#)
- 2.3.3 Create a robust network of global alumni who serve as international faculty and act as key partners in our recruitment efforts.
- 2.3.4 Establish policies and procedures for multi-term and multi-year partnerships and sponsor relationships towards a goal of extended project cycles for deeper participation and a long-term educational experience at both the graduate and undergraduate levels. [\(CC1.0: 1.3.2.4\)](#)
- 2.3.5 Explore partnerships between graduate and undergraduate education including graduate teaching assistants, graduate research assistants and other research modeling.
- 2.3.6 Expand potential for international experience for all students, including growth of needed infrastructure. Focus on emerging creative hub cities worldwide, including: Mumbai, Mexico City, Tokyo, Singapore, Beijing, Shanghai, Edinburgh, Sydney, Barcelona and Istanbul, as well as maintain current alliances with London and Berlin. Pilot new programs appropriate to each location.
- 2.3.7 Expand opportunities for courses across all majors to partner with Designmatters towards a clear articulation of Social Innovation, and to build clearer international career pathways in this area. Consider utilizing Designmatters as a model for future horizontal areas of concentration. [\(CC1.0: 2.1.1; 2.1.2\)](#)
- 2.3.8 Establish and/or expand library databases, materials and spaces to support research.
- 2.3.9 Partner with industry and educational partners, and consider engaging on-the-ground publicists to promote and publicize the College's international offerings and projects.

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- 11.7 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.
- 11.8 Increase local, national and international engagement with culture, peer educational institutions and industry.

Assessment

- 11.9 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.
- 11.10 Produce well-defined learning outcomes and best practices at the institutional, departmental and course level, aligned with Art Center's mission.
- 11.11 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.
- 11.12 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.

1.2 Faculty Development

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

- 1.2.1 Support faculty and staff development by providing opportunities to ensure the highest level of educational quality and to maintain relevance and competitiveness, particularly in areas of technology and new educational strategies, and encourage research practices by supporting participation in conferences and symposia.
- 1.2.2 Develop 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.
- 1.2.3 Improve teaching and learning by increasing faculty involvement in curriculum and learning outcomes development, pedagogical approaches, diversity strategies, and educational tools including digital classroom management. Adopt best practices, such as rubrics, assessment, portfolios and peer-based collaboration.
- 1.2.4 Improve faculty experience and engagement through longer-term contracts, enhanced support for long-term, part-time faculty members and broader opportunities for institutional service.

1.3 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:

- 1.3.1 Increase opportunities for transdisciplinary work and student choice across disciplines.
 - 1.3.1.1 Offer minors or areas of concentration within majors to enrich student learning and to place a given specialization in larger context.
 - 1.3.1.2 Increase opportunities for electives within selected majors to allow broad exposure and transdisciplinary practice.
 - 1.3.1.3 Develop concentrations or tracks in non-major areas such as: Designmatters; entrepreneurship; sustainability; design research; color, materials and trends; and the Humanities and Design Sciences.
 - 1.3.1.4 Develop 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.
 - 1.3.1.5 Develop the optimum integration between studio practice and the Humanities and Design Sciences.
- 1.3.2 Develop and support multiple learning models to support a more diverse student body.
 - 1.3.2.1 Offer low residency programs and online courses to engage a broader range of students and faculty.
 - 1.3.2.2 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.
 - 1.3.2.3 Provide fast-track structures, equitable transfer policies, and other approaches to accommodate transfer and career-transition students.
 - 1.3.2.4 Continue to develop project-based and research-based executive education programs.
 - 1.3.2.5 Increase opportunities for outside professionals to contribute to the College in the form of lectures, visiting fellowships and short-term workshops.

1.4 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.

1.4.1 Proposed new graduate programs:

- 1.4.1.1 MBA Design Strategy: Low residency. Create a joint-degree program in partnership with a university that has an established and respected business school.

- 1.4.1.2 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.
- 1.4.1.3 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.
- 1.4.1.4 MA or MFA Creative Writing: Low residency. Create a joint-degree program in partnership with an educational institution that has a respected, existing literature program to forge new connections between art/design and literary imagining.
- 1.4.1.5 MS Transportation Design/Mobility/Systems Planning: 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.
- 1.4.1.6 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.
- 1.4.1.7 MS or MFA Environmental Design/Spatial Experience: Resident program. Extend the opportunities in Environmental Design in such areas as hospitality, retail and exhibition design, and project management.
- 1.4.1.8 MFA Media Design Matters Track: Resident program. Expand the social impact opportunities provided by the Designmatters program to a full program of study at the master's level within the Media Design Program (MDP).

1.4.2 Proposed new undergraduate programs:

- 1.4.2.1 BFA or 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.
- 1.4.2.2 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.
- 1.4.2.3 Undergraduate/Graduate "Fast Track" Options: Three-year/two-year programs (BFA/MFA; BS/MS; BA/MA). Provides overlap of the baccalaureate and graduate degrees to allow students to gain two degrees in five years rather than six.



The third Pillar of Create Change 2.0 is Strategic Infrastructure in context of our new facilities and the work initiated in Create Change 1.0: New Spaces for Learning.

Driving Value:

**The Third Campus
Facility
Improvements
Community and
Decision Making
Exhibitions
Library and
Learning Center
Multi-campus
Experience**

ArtCenter’s vibrant community, pedagogy and dual-campus system demands a state-of-the-art infrastructure of accessible facilities (actual and virtual), processes and staff. In tandem with our significant campus expansion, we must identify and build crucial infrastructural competencies and capabilities. These will ensure that the College functions efficiently, supports nimble innovation and invests wisely.

3. Strategic Infrastructure

3.1 The Third Campus — Establishing a Robust Digital Infrastructure and Support Services

We have begun to initiate new pedagogical models and support services through the use of technology that increase access and innovation with our curriculum and enhance the overall experience of our students. Moving forward, ArtCenter will increase these efforts to provide connective tissue between our two physical campuses, provide robust enrollment opportunities, and create an entrée into our unique educational offerings. Through increased and enhanced digital means, ArtCenter will significantly increase our global reach. Tactics that will be used to actualize this strategy:

- 3.1.1 Develop a master plan for technology. (CC1.0: 3.3.3; 3.4.6)
- 3.1.2 Provide consistent multi-modal institutional communication with, and services to, students, alumni and the professional community (from acceptance to graduation and beyond).
- 3.1.3 Engage in the development of process optimization and digital workflows to provide integrated “customer service” experiences for students, faculty and staff. (CC1.0: 3.4.6)
- 3.1.4 Continue migration to online transactional resources, services and digital assets for students, staff and faculty, in order to provide: further paper reduction; greater capability for 24/7 information sharing; more efficient work processes; multi-location integration; and better communication. (CC1.0: 3.4.6)
- 3.1.5 Increase and enhance ability for staff, faculty and students to more seamlessly conduct their routine business, such as online registration, room scheduling and other content and service-specific needs.
- 3.1.6 Continue to deliver infrastructure for educational technologies (i.e. those technologies enabling faculty teaching and curriculum development). (CC1.0: 3.3.1; 3.3.3)
- 3.1.7 Continue to expand and enhance services and support to faculty who are teaching emerging technologies. (CC1.0: 3.3.1; 3.3.3)
- 3.1.8 Leverage technology to support pedagogical innovation such as: transdisciplinary courses, international engagement, research, and student- and faculty-led programs.
- 3.1.9 Develop and implement public, executive education and life-long learning strategies (ArtCenter for Kids, ArtCenter for Teens, ArtCenter at Night, alumni) made possible with online platform technologies.

3.2 Facilities — Building new Learning Spaces, Makers Spaces and Community Spaces

After having spent several years growing our real estate holdings to develop an advanced learning environment, we continue to evolve our learning and making spaces in the most efficient, flexible and effective configurations possible. We will design and build out physical and virtual spaces that serve the needs of both the internal and external ArtCenter community. Tactics that will be used to actualize this strategy:

- 3.2.1 Leverage Maker Spaces Report (2016) to implement an ecosystem of hubs, labs, and pop-up environments across campuses. (CC1.0: 3.2.3; 3.2.4; 3.4.1; 3.4.2)
- 3.2.2 Create relationships with technology and content-based partners to develop, fund and utilize maker spaces. (CC1.0: 3.2.4; 3.3.5; 3.5.3)
- 3.2.3 Continue the development of online and physical teaching support within the Center for Innovative Teaching and Learning (CITL) and Digital Teaching and Learning (DTL), and provide more resources for faculty development. (CC1.0: 3.3.4)
- 3.2.4 Develop student housing that models a culture of sustainability.
- 3.2.5 Integrate learning, making and community into the development and design of student housing. (CC1.0: 3.4.2; 3.4.4; 3.5.1; 3.5.2; 3.6.3)
- 3.2.6 Develop an overall vision and program for community spaces that ensures safe, secure and comfortable places both indoors and outdoors. (CC1.0: 3.1.2; 3.2.5; 3.6.2)

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3. New Spaces for Learning

3.1 One College / Two Centers

Moving forward, Art Center seeks to build a unified and integrated College composed of two major centers: the Hillside Campus and the South Campus. Expanding the 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:

- 3.1.1 Plan and implement a complete and sustainable remodel of the space, technology and online infrastructure of the Hillside Campus.
- 3.1.2 Plan and implement a sustainable expansion and spatial/circulation connection of the South Campus (including the 870 S. Raymond property if acquired) where students can engage, learn and live (in residential housing when realized) in a series of facilities that integrates social and educational experiences.



- 3.2.7 Ensure that as we build physical and digital infrastructure that we foster competency among students through unprogrammed spaces, blocks of time, curricular flexibility, and peer-to-peer platforms. [\(CC1.0: 3.2.5; 3.6.1\)](#)
- 3.2.8 Expand the Color, Materials and Trends Exploration Lab (CMTEL) to both campuses in order to serve the growth of such activities as the Wearables and Soft Goods concentration in Product Design and the Surface Design concentration in Illustration. [\(CC1.0: 3.3.5\)](#)
- 3.2.9 Implement the recommendations of the Safe and Secure Campus report (2014).
- 3.2.10 Continue efforts to reduce energy and water usage; collect and report data to improve efficiency and manage our environmental footprint. [\(CC1.0: 3.6.6\)](#)
- 3.2.11 Ensure continuation of ArtCenter Berlin program and explore opportunities for other shared educational spaces in key cities across the globe.

3.3 Community and Decision Making — Shared Governance Structures, and Committee Charters

Shared governance has been a significant advancement for the faculty, staff and students of ArtCenter. We remain committed to developing policies, procedures and practices that enhance transparency and leadership. We recognize that strong fully participatory communication—the open exchange of ideas and information amongst all stakeholders—is the cornerstone of inclusion and the best possible decision-making. Tactics that will be used to actualize this strategy:

- 3.3.1 Continue to develop and implement shared governance across the College, providing structured feedback loops, transparent decision-making and relevant community inclusion. [\(CC1.0: 2.3.7; 2.3.8; 2.3.10\)](#)
- 3.3.2 Review, analyze and implement necessary evolutions to shared governance based on the Shared Governance Assessment Report. [\(CC1.0: 2.3.6; 2.3.9; 2.3.11\)](#)

3.4 Exhibitions — Supporting New Exhibition Spaces and Practices

Community outreach has always been desirable and vital to ArtCenter. In many ways it has distinguished us from peer institutions around the world. Aligning virtual and physical spaces that allow student, faculty and alumni work to be seen, felt and experienced is essential to our long-term goals. Through galleries and exhibitions of all types, ArtCenter demonstrates the creativity and problem-solving abilities that set a standard of excellence among art and design institutions. Tactics that will be used to actualize this strategy:

- 3.4.1 Implement a coherent, integrated, cross-campus development plan for diverse exhibitions and Gallery spaces. These must support pedagogy, community outreach, admissions, faculty and alumni. [\(CC1.0: 3.4.5\)](#)
- 3.4.2 Align exhibition and gallery spaces with the technology master plan, campus development master plan and communication and promotional opportunities. [\(CC1.0: 3.4.5\)](#)
- 3.4.3 Support and cultivate the diverse skills and resources required to design successful exhibitions across our multiple programs. [\(CC1.0: 2.1.7\)](#)
- 3.4.4 Build and curate a student gallery at South Campus in support of Admissions.

3.5 Library and Learning Center — A Place for Active Learning

New and emerging fields of knowledge require creative people to stay well informed and ahead of the curve. Continuing to advance our Library and knowledge management systems is crucial moving forward. Providing access for students and alumni to the rich material contained within the Library is a necessity for practice in academic and commercial pursuits. Tactics that will be used to actualize this strategy:

- 3.5.1 Develop a Library master plan that articulates the vision and strategy for a cutting-edge art and design library supporting sustainable collections, student affordability and success, learning spaces, and a unique library identity.
- 3.5.2 Increase student affordability through access to e-books, image and research databases and diverse collections. [\(CC1.0: 3.4.6\)](#)
- 3.5.3 Establish and implement: a collection development policy that includes online and offline resources and strategic educational partnerships.
- 3.5.4 Leverage archival resources in the Hoffmitz Milken Center for Typography for offering an expanded special collection in typography and letterforms.

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- 3.1.3 Implement systems and procedures to fully integrate the two campuses into one College with two centers, including an efficient Art Center shuttle system that integrates with public transit to connect the campuses, coordinates with class schedules, fosters environmental responsibility, and creates greater capacity for community engagement outside of the classroom.
- 3.1.4 Plan and implement improved scheduling of classrooms, working hours and operations so that all constituents effectively and efficiently share facilities.
- 3.1.5 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.

3.2 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.

- 3.2.1 Renovate the historic Ellwood building and infrastructure to enhance earthquake safety, modernize systems and increase sustainability while preserving the building.
- 3.2.2 Build physical and virtual online capacity for a larger and more diverse student body.
- 3.2.3 Ensure flexible and efficient space for the highest quality of education.
- 3.2.4 Invest in contemporary and emerging art and design methodologies, such as large-scale prototyping and fabrication, digital making, large environments and sustainable practices.
- 3.2.5 Create multipurpose classrooms and studios to accommodate different and changing spatial, technological, learning and presentation requirements.

3.3 Innovation and 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:

- 3.3.1 Create and staff new facilities that support self-directed learning, including a "Learning Center" that has both a physical and virtual online presence.
- 3.3.2 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.
- 3.3.3 Build physical and technological infrastructure that supports eLearning, including distance-learning capability with production studios and staff for the creation of digital learning materials.

- 3.3.4 Create facilities that support faculty-led research and support for new pedagogical approaches, learning technologies and faculty development.
- 3.3.5 Expand our capabilities in color, materials and trends by moving forward with CMTL 2.0.

3.4 Communities for Learning and 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.

- 3.4.1 Develop facilities that specifically address the needs of different communities of teachers and learners.
- 3.4.2 Design and develop flexible studio spaces that support faculty and student collaboration.
- 3.4.3 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.
- 3.4.4 Develop an holistic student live/work residential community to provide highly flexible educational experiences, and integrate physical and virtual resources into our recruitment and retention strategies.
- 3.4.5 Develop additional physical and virtual online exhibition spaces for student, faculty and alumni work to showcase talent, achievement and encourage dialogue.
- 3.4.6 Engage students and the external community with a more robust virtual online presence.

3.5 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:

- 3.5.1 Create unprogrammed, transformable physical and virtual spaces to foster innovative teaching practices.
- 3.5.2 Create communal interdisciplinary and co-curricular spaces to extend teaching and learning outside of the classroom and studio.
- 3.5.3 Create state-of-the-art presentation spaces to encourage learning and professional development among majors, disciplines and departments.
- 3.5.4 Develop private meeting and office space for faculty to facilitate meeting with students and to encourage collaboration and partnerships across disciplines.

3.6 Operations, Safety, Environmental Stewardship, Health and Wellness

Both of Art Center's campuses, Hillside and South, will 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:

- 3.6.1 Create an integrated system of campus, class, work and operating schedules to facilitate fuller engagement among all constituents of the College.
- 3.6.2 Ensure a safe and healthful environment for the community by providing security, coherent way finding, accessibility, comprehensive personal hygiene facilities and an affordable, healthful food service.
- 3.6.3 Increase wellness and recreational spaces and programs to ensure mental and physical health for all students, faculty and staff members.
- 3.6.4 Manage and optimize the relationship between energy usage and environmental stewardship. Recognize and communicate environmental stewardship in the curriculum and by operational example.
- 3.6.5 Commit to energy efficiency in operations, including use of renewable energy resources, efficient transportation options, and a goal of carbon neutral operations.
- 3.6.6 Implement best practices related to material and waste management by adopting a zero-waste policy.



- 3.5.5 Align with educational innovation planning and curricular development at the graduate and undergraduate level to provide information and knowledge management systems and academic research capabilities. [\(CC1.0: 3.3.2; 3.3.4\)](#)
- 3.5.6 Create a robust learning environment on both campuses that includes: individual and group study areas, multi-use spaces and Library instruction rooms. [\(CC1.0: 3.4.1\)](#)
- 3.5.7 Work with Development to build financial support from donors and other in-kind resources appropriate to our educational and technological needs.

3.6 Multi-campus Experience — Aligning Schedule, Supporting Transportation Needs and Establishing an Affordable Residence Hall

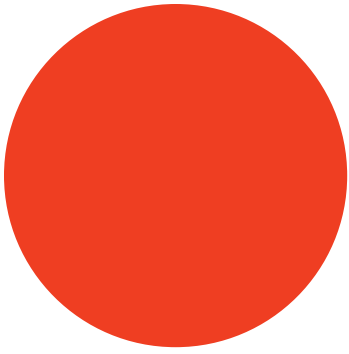
With the residentially-bordered Hillside Campus and the urban industrial neighborhood surrounding our South Campus, ArtCenter is positioned to exploit the best of what Pasadena and the Los Angeles region has to offer. Early stages of growing pains in the connectivity of the two campus areas has yielded larger ideas of what is possible and desirable within a multi-campus format. With Create Change 2.0, we will expand integration, communication and logistics to boost the educational, cultural and social possibilities of our facilities. Tactics that will be used to actualize this strategy:

- 3.6.1 Continue the development of student residences specifically designed to accommodate a live/work space for art and design production that support community-building and affordability goals. [\(CC1.0: 3.4.2; 3.4.4\)](#)
- 3.6.2 Expand the South Campus Student Store.
- 3.6.3 Foster productive integration and communication between the two campuses for curricular and other needs (video conference and online areas that link the campuses to lectures and meetings). [\(CC1.0: 3.1.3; 3.1.5; 3.5.3\)](#)
- 3.6.4 Develop a scheduling system for classes and transportation services that allows for the sustainable, safe and secure movements of students, faculty and staff between the two campuses. [\(CC1.0: 3.1.4; 3.6.1\)](#)
- 3.6.5 Transform existing campus shuttle system and integrate into a future-oriented, comprehensive transportation infrastructure. [\(CC1.0: 3.6.4; 3.6.5\)](#)
- 3.6.6 Develop and implement a Health and Safety Master Plan that provides a safe and healthful learning environment specifically aimed at student making and wellness across both campuses. In compliance with state and federal guidelines, this plan should include best practices for wellness and handling hazardous materials. [\(CC1.0: 3.6.2; 3.6.3\)](#)
- 3.6.7 Acquire an adequately sized, reliable and environmentally sustainable vehicle fleet that meets the needs of the two campuses. This should include maintenance, security, and people and materials moving vehicles. [\(CC1.0: 3.6.5\)](#)
- 3.6.8 Create and implement a comprehensive material management plan that includes supply chain management, goods and e-services entering and leaving the campus. The plan should include internal and external benchmarks and performance metrics. [\(CC1.0: 3.6.6\)](#)
- 3.6.9 Implement transportation and sustainability goals as key drivers in planning, budgeting and decision-making. [\(CC1.0: 3.6.4; 3.6.5; 3.6.6\)](#)

3.7 Program Excellence — Support for New Educational Initiatives and Resources

Building new educational resources is necessary to advance our practices, but requires support over and above our operating budget. It will be necessary to draw from corporate and other fundraising opportunities to bring these new initiatives to life. Tactics that will be used to actualize this strategy:

- 3.7.1 Create a structure through which corporations can support “Enterprise” opportunities at the College in various departments.
- 3.7.2 Develop new educational initiatives, either within individual departments or across departments, which will enrich and expand our practices. [\(CC1.0: 3.5.1; 3.5.2\)](#)



Create Change 2.0

ArtCenter College of Design Strategic Plan 2017–2021

In this second phase of our strategic plan, Create Change 2.0, ArtCenter College of Design continues the work of Create Change 1.0 accomplished during the last five years.

We embark on the Create Change 2.0 journey from a position of strength and with a pronounced focus on the value of an ArtCenter education for our students.

We crafted the initiatives of Create Change 2.0 on the basis of our value:

Conservatory Spirit

Agile and Adaptive Systems

External Connections

Interdisciplinarity

Professionalism

Affordability and Access

Diversity, Equity and Inclusion