



THE STATE UNIVERSITY *of* NEW YORK



Summary of Table Responses

Strategic Planning Town Hall Conversation #3

Tuesday, December 1, 2009

Fashion Institute of Technology

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Questions for the Small Group Exercise

In her presentation today, Thelma Golden described the importance of providing access to the world of arts and culture to diverse populations – as both producers of art and as the beneficiaries of exposure to it. She also noted some ways arts organizations are doing this, by themselves and in collaboration with other kinds of organizations.

With this in mind, please respond to the following questions.

1. What would it take to deepen the engagement of your region in arts and culture?
2. What roles are there for your institutions in this? What specific strategies, partnerships, initiatives would work best?
3. What are the missing links, the most sorely-needed capacities for taking on such roles?
4. What do you need from SUNY to create worthwhile models for deepening your region's engagement with arts and culture?

Table #1

Question #1

Potential roles for our institutions in deepening the engagement of our regions in arts and culture:

- Dedicating campus space to use for the arts; offering space at cost for non-profit use.
- Assisting in the development of well-rounded citizens who appreciate the arts and will become patrons of the arts through curricular, co-curricular and extracurricular offerings.
- Offering free admission for students to arts events, both on campus and in the community.
- Having artists in residence.
- Offering exhibitory space/gallery space; moving exhibits around campus.
- Offering a strong cultural affairs program.
- Having partnerships with local K-12 systems: providing assistance to local school systems that have had their arts funding cut – help fill in the gaps.
- Capitalizing on connections with international students and through the campus' global connections – facilitating cultural exchange.
- Capitalizing on the diversity of our student and faculty bodies.
- Putting art in all buildings.

Question #2

- Helping in the resurgence of our downtowns; collaborating with economic development officials in how downtown spaces are used (including for arts and cultural uses).
- Showcasing and celebrating art created by students and faculty across campus and in off-campus venues.

Question #3

The missing links:

- Lack of connection engagement between SUNY and NYC arts organizations that would allow those resources to be utilized by SUNY students – both in NYC and upstate.
- Lack of facilitation of communication/collaboration/exchanges between campuses. For example, we discussed that it might be neat if an FIT student could use studio space at Herkimer County Community College in the summer, and if Herkimer students could be offered exposure to the arts resources in NYC.
- Student internship opportunities with arts organizations.

Question #4

How SUNY could help:

- The SUNY Construction Fund could support art in public places – a percentage of capital funds would go to procure and place art for newly constructed facilities.
- Serve as a resource, collecting and sharing best practices across the system.
- Coordinate a traveling SUNY-wide student art show.
- Encourage pride of place by placing an emphasis on campus aesthetics – how facilities are designed and how campuses use their space.
- Consider an educational requirement of students in the area of the arts.

Table #2

Question #1

SUNY – largest public...

Already have excellent, powerful examples of how the system can work:

- SLN
- Study abroad
- SUNY Connect

Now – use that “systemness” to advance arts and culture to improve:

- Quality of Life
- Economic Development
- Student Learning – promoting arts

SUNY has failed to take advantage of its size

- Question should be “what would SUNY do to deepen the engagement in arts/culture?”
- Ex. have C. Zimpher kick off the biggest art exhibit in the world by having a SUNY-wide arts exhibit: use the system and the SUNY network/technology

SUNY wide passes to the Arts

Ex: summer art institute in rural campuses at summer sessions when campus facilities are available

- Raise revenues through art shows, exhibits, performances
- Remember intersections between arts & technology
- Use arts to unlock students’ creativity, merge biochemistry and sculpting
- Encourage writing skills – creative writing, logical presentation

Question #2

Access

- The largest Art Show in the world
- Negotiate free passes to museums etc.
- Have Nancy kick off the opening electronically – use webcams to showcase
- NWS – lots of wonderful things going on but many don’t know of system-wide college-specific initiatives
- College towns offer vital communities that draw young creative people
- Repository at SUNY web that offers arts-related summer possibilities – an artist colony “The Artist Summer Colony”
- Create an Arts Pipeline by connecting with K-12’s
- Develop interactive dialogs with high schools
- Encourage students to go off campus to experience the arts (many out of town)

students)

- Help revitalize downtowns by using open space to do arts exhibits – develop an anchor with the use of SUNY campuses
- Ex. A community engagement component in each student’s curriculum

Question #3

Partnerships

- Joint faculty appointment
- Art organizations, museums
- Summer art colonies hosted on campuses
- Free rent for workshops in the community
- Internships
- Education pipeline
- Revitalization of downtown
- The missing link is the ability to network
- Leadership from SUNY: faculty governance, professional development, workshops
- SUNY should be the bridge that gathers good ideas and disseminates that to other colleges / students
- SUNY-connect is an excellent example for using system resources within the 64-campus system; we need to mirror this type of resources to create other powerful system-wide tools. Need a repository / someone to collect information and coordination
- International study is another good example
- Create a best practices repository

Question #4

SUNY role

- Identify Best Practices in SUNY
- Repository of information (web driven)
- Art colonies across upstate campuses
- Interns
- Residencies
- Encourage interdisciplinary role of arts – sciences tests

Table #3

Question #1

- SUNY brings campus art into system administration
- Provide space – community colleges may need code relief/flexibility
- In partnership and 4 years – regulatory relief – SUNY helps with administrative relief
- Local organizations – flexibility in public private partnerships
- Need to do a better job of practicing and work in the community
- Some campuses challenged by location – to engage the public and get them to come to campus
- How to get creative works into major metro area – nearest one
- Look for opportunities to partner – to get artworks viewed
- Get more students into urban areas – to experience arts and culture
- Campus exchanges – i.e. students from Columbia Greene and FIT
- Collaborative arrangements between campuses and art organizations – get SUNY exchange students into arts/cultural institutions
- More deliberate effort on program
- We've become too intense in developing career paths – need to expose students
- Need to change perception that people have about the value of art
- Partnerships among departments within an institution i.e. arts and math
- Redefine what an educated person is
(First point on next question follows this thought)

Question #2

Redefine what an educated person is

- Arts and culture as a required course – infused in curriculum
- Some kind of art/culture experience required – not just an elective
- Are there some other ways to infuse art and culture into the student experience – part of core curriculum
- Collaborate with K-12 – how can we get them on board
- Faculty to faculty conversations so expectation that students come to us more interested/art part of curriculum
- Art/culture part of the conversation we have with them
- Local partnerships with arts and culture organizations (covered more on #1)

Question #3

- How to make the value of art conversation main stream not a fringe group conversation
- Art is substance – substantive course

Question #4

- Make state and national connections with art organizations
- SUNY takes lead in this and supports institutions that do the same on the local level
- SUNY needs to help us gain flexibility to engage in local partnerships (i.e. public/private) institutions hands are tied
- Core curriculum – includes art and culture course on experience
- “Educated Students” – SUNY can help change the perception of what that means

Table #4

Question #1

Specific strategies partnerships and initiatives

Access

What is the role of the individual institution?

- How do we get to the students early enough so they know what the opportunities are in the arts?
 - Bring young students on campus
 - Summer programs
 - Hands-on activities
 - Involve the college students
 - Day programs, bring young students on campus
 - Offer arts camp – no charge for inner city schools
 - Partnerships – school districts, governmental organizations, foundations
- Arts and/or culture across the curriculum?
 - Use student activities and outside-of-the-classroom student programs
- Artists in residence at SUNY campuses?
 - What is needed to make this happen?

Question #2

- Make art events more integral to established activities.
 - How about an art event as part of a half-time at sporting events?
 - A system-wide competition of some sort? Something more accessible to everyone rather than a competition that really only artists would participate in. Maybe a photography contest related to a system wide SUNY-based theme.
- SUNY-wide Community Day ... a day to bring the community on campus for art and cultural activities
- Bring art everywhere students are. Halls, classrooms, dormitories, cafeterias.

Question #3

What are the missing links?

- Money (obvious).
- Consider establishing a Board to act as a SUNY Council of the Arts to help organize system-wide art/cultural related activities and provide vision.

Question #4

What do we need from SUNY?

- Understand that grant writing is very important for particular projects in the arts and many campuses would need help with that.
- Create global relationships; leverage the power of the larger institution as opposed to each of the individual campuses. Act as broker for contracts with artists and art projects. Broker state-wide free access for SUNY students and staff to museums in NYS.
- Invest in the infrastructure to have campuses that are beautiful architecturally; grounds and buildings. Recognize that architecture is art.
- Mount a SUNY travelling exhibition performance series each year ... help “brand” SUNY as a quality, powerful supporter of the arts.

Table #5

Question #1

Community in relation to the Arts

- Town and government ventures
- Promoting events to both students and community members

Art exhibit of SUNY system – in Albany at SUNY System Administration

Work to bring in artwork – more individual campuses to promote SUNY art as a collective

- Discounts are always good

New Paltz – Needing Objects

- Selection of objects – with written responses from college and community
- Stream of thought
- Used to promote an active discussion

How do we bring culture to smaller communities?

- Community partnerships and relationships
- Promote cross campus cooperation's – if programs are lacking in one area, promote in another
- Study abroad programs always beneficial – inter campus studies taste of different campus

Moving Art? – Can be problematic – protection of work

Question #2

- Town/Gown and smaller rural communities?
- Promote exposure to unfamiliar environments
- Community is sometimes unaware of programs that could benefit them

Stand Alone campuses?

- How can campuses better interact with communities to promote
- Some campuses seemed “walled” from community
- Should all campus resources be available to community
- Campuses with resources of value (theatre, museum) are better positioned to interact with community

Gather a listing of community resources

- So many resources that remain hidden within departments and individual colleges
- Must be documented by college and then distributed across all 64 campuses

Portal Project?

- Brings together colleges and businesses

Social web development – having shared information on collective websites

SUNY Google – searchable database

PDA?

- Offers courses in diversity/culture
- Focuses on same key traits to educate

College hour programs

- Hour programs with classes used to promote cultural programs, research, arts
- Do not hold during meal times

Question #3

Missing Links

- Community interaction
- Catalogue of resources at each school

Question #4

How do we push the creative for all fields?

- Must first practice being creative
- Must be pushed in General Education programs
- SUNY is not in the business of just pushing on knowledge
- Must spark creation
- Not about the information but how the mind works in processing
- We want creations in the classroom
- Students are preparing to look at the different mindsets
- University is in charge of protecting innovations

Table #6

Question #1

- Field trips to places of artistic interest integrated into curriculum
- Inviting community to participate in college artistic events and field trips
- Arts Education must be able to converse to appreciate in order to become more engaged

Question #2

- Free concert series - bus in high school and community
- Arts camps for kids - catch them early

Question #3

- How to fight the apathy how to show people the intense value of art
- The Arts need to be integrated into the curriculum early in the education pipeline
- Utilize SUNY to make that connection
- Arts App for Blackberry, iPhone for Arts calendar and context

Question #4

Money

Organization of arts initiatives from across the state

Second Life - iPhone app-online repository make art travel and virtualized it; make it openly and publicly available in cyber space

College credit for senior year high school courses administered by SUNY both on-line and physical; AA and culture courses especially

Table #7

Question #1

BOCES/Cooperative Educations - need to create a coop model, use philanthropy to connect to artists, those who support - artist in residence. Similar to sports boosters

Question #2

SUNY collectively set a goal

Service learning, faculty, and space to support the arts. Every SUNY should become a "SUNY town for the Arts"

Question #3

Need to counter "going to arts" is somehow being not resources smart; have it be so integrated and strong that it has "value", arts should not be first to go

Artists to assist in training teachers

Question #4

One Stop Shop - Look for obvious partners for Arts and SUNY, host websites, gather not-for-profits, two way street town and university

Private colleges are perhaps better at connecting philanthropy and local arts building, how does SUNY learn from this

Table #8

Question #1

Vision – looking outward: SUNY as entrepreneurial

- A. Connector & Facilitator – bridging and forming strategic partnerships even within the system.
- B. Educator – with small businesses; professional development and following best practices.
- C. Arts Incubator – based on the reality that arts impact economic role and impact access; the arts develop responsible and cultural citizenship

Vital – Support from president, provost, and chancellor

Resources – need start up money

Question #2

- A. Regional Arts Incubator – similar to teacher development centers: create and cultivate arts managers.
- B. Partner with existing arts organizations.
- C. K-12 Arts in Education Program

Question #3

- A. Best Practices – Models that have worked elsewhere.
- B. Resources – including assigned representation within the institution.
- C. Links to foundations and corporate sponsors
- D. Connection and communication with SUNY colleagues and arts organizations.
- E. Connection to new audiences and underrepresented communities

Question #4

- A. Alignment with mission statement.
- B. Support for arts incubator model and seed money.
- C. Coordinate and facilitate communication between campuses.
- D. Flexibility to use our own assets and keep gains.
- E. Performance incentives.
- F. Seed money for initiatives.

Table #9

Question #1

Get community to campus / get the campus out to the community

- Keep facilities (campus) open to SUNY alumni to keep artists active and in the community
- Create collaborative to foster artistic opportunities
- Encourage faculty to teach programs off campus – more engagement in the community
- Make arts at the campus more accessible to the community
- Expand access to the arts on all SUNY campuses
 - Make them free to the community
 - Make SUNY the state wide repository and delivery point of the arts
- Create regional consortiums / networks to share ideas, develop grant proposals
- Develop more internships for SUNY Students with local arts / culture institutions
- SUNY could create internal network of campuses to improve collaborations, & partnerships to expand the arts
- Assist in the development of underserved culture through the arts – native American communities – link between diversity, globalization, access and relation to the arts need to be understood and leveraged

Question #2

- Create a vice chancellor for Arts & Culture in SUNY to keep this subject within focus
- Explore the use of arts in our SUNY medical centers
- Get the community on to SUNY campuses via art – not just sports
- Create artists in residence programs on SUNY campuses
- Promote artistic / creative collaborations with local community – i.e. cast a play with members of campus and members of community
- Develop awards program in the arts
- Tap into Alumni networks for access to leading artists
- Create a SUNY Hall of Fame – not just arts - sciences, athletics, etc.

Question #3

Lack of a SUNY Art network

- No sharing of information
- No sharing of best practices

Importance of Arts in SUNY not fully known or understood

Competing priorities within SUNY

- Need to pick the 2 or 3 we can get done and do them

- Need to focus on a few things – is art and culture one of the areas of focus?

Question #4

Global diversity is here

- SUNY must figure out how it can play a real and meaningful role globally
- Arts can be a catalyst for broader engagement into global conversations and expansion

SUNY must recognize that all 64 campuses can't be good at everything

- More emphasis on specialization of campuses should be explored
- Where would we have the best investment in Arts & Culture? Move from more competition to more collaboration

We cannot be held hostage to money.

Table #10

Question #1

Expansion of the concept of Arts and Culture

Encompass industrial design

Design of the experience

Ex. iPhone/Restaurants/Advertising

Ex. Canton = Bridge Building Team

“Everyday Art in Life” concept

Question #2

Co-branding

Ex. Purchase students exhibiting artwork at the College of Optometry = gives students an opportunity to exhibit work in downtown Manhattan = draws a different audience to the College of Optometry

Question #3

Virtual SUNY space

- Umbrella online platform for the SUNY system with an Arts and Culture Arena
- SUNY WIKI
- Where can I....?
- Who offers ...?
- Directories/contacts, etc
- Campus opportunities to exhibit individual best practices
- Community space
- Alert faculty and students to events, exhibits, etc
- Faculty space
- Gallery space
- Resources = best practices curriculum ideas
- Lecture space

Student space

- Where can I get exposure to the arts? Listing of low cost and no cost art across the state
- Port portfolios = career development opportunity

Dynamic Gallery Exhibits

Question #4

The SUNY virtual space

- To be informational
- To unite students, faculty, administration and communities

Look at COIL Center example

A highly dynamic space - start with information and give people the ability to follow it through to an action = booking apace/buying ticket/attending event

Table #11

Question #1

Online courses:

Delhi – Nursing Bachelor’s Program required art and health course, use of art in healthcare – Students LOVE IT! – Locally developed – rural more difficult to facilitate/need to push it

Binghamton – Student Associations should facilitate community engagement and subsidize for students; should also open up campus space to local artists

Westchester – Need to engage community venues and outlets for art; “early adapter” students should take the lead; must go top-down and bottom-up (students and administrators)

Albany – School administrator needs to link student association with events and venues; need to make free or low cost; more physical out on campus – too many bare walls

Oneonta – Arts course requirement (visual and history); limited courses available for all students – broaden up definition of “Art” to graphic design, web, dance, rehearsal, extra mural activities; should be art on campus by students

Bigger questions: Should there be some required arts and culture component of the curriculum for all students? (Maybe different for 2 and 4 year schools)

Question #2

Recognize diverse demographics of each campus

Student and faculty traveling art

Students will not do it if it’s not built into the curriculum – must build it in

Raise level of awareness among faculty

Built environment – must be artistic! Building design.

Physical art in buildings, hallways, offices, classrooms

Note: Council of Arts Deans What about them?

Question #3

Network to coordinate traveling art between campuses

High tech art facilities (i.e. digital arts)

Collaboration and communication with community arts and venues

Reaching into K-12 schools; instill out earlier ?Slippery slope? Get students out there interacting with younger students (i.e. service learning)

The missing links are:

Infrastructure

Money

Use Arts Deans to connect and communicate campuses – gather and disseminate information

Culture must be part of curriculum; differentiate from race and ethnicity and ethics

Question #4

Facilitate links with community artists and venues

Integrate SUNY campuses through art (network traveling out)

Subsidize cost to participate in art for students

Need statewide inventory of what exists!!!

Inventory of best practices amongst SUNY campuses – Share

Describe demographic at each campus (campus and community)

Table #12

Question #1

Economic conditions may not affect the arts in some local communities – utilize Manson Williams Proctor School of Arts – partnerships with college

Institutions bring the arts to the table – the conduit between the community and the college – the creation of partnerships and cooperatives – mutually beneficial relationships

Funding and proximity to government/decision makers may have an impact on an area's ability to support the arts

Showcase a value to the people. Establishing a connection with SUNY to ensure a seamless transition

Partnering with local organizations to assist with instruction – creating dialog

Developing internships with local organizations in the arts – outreach to the arts

Question #2

Expand what is there already, showcasing local artists, etc., promotion of the works – how do we get the word out?

Promoting the course content to attract student's interest

- Getting people to campus to view/experience art
- Getting students off campus to experience local arts

Focus on supporting the clubs and organizations on campus that help to advance the arts

Partnerships and integration of specific programs in the community

Research Foundation's role – administer grants for specific purposes – they can facilitate securing funds for supporting the efforts

Focus on the communication – outreach – advertising

Collaboration of SUNY campuses – acting in areas that are more rural

Community colleges – have unique relationships with local communities and governments – using them as a bridge to the other institutions – capitalizing on the strengths of the communities and larger institutions in the area

Collaboration – both curricular and extracurricular in nature

In times of economic hardship, how can we leverage the resources of all campuses – as a larger institution

Incorporating arts into the instruction/including culture as well

Arts education – have an impact on issues that have far reaching outcomes/impacts that transcend to other disciplines – social science, technology, etc.

Power of arts in the classroom

Using technology to allow for students to be exposed to arts/culture – period pieces – urban/rural suffering – depression, etc.

Leveraging multimedia

Arts education is necessary for students who are going to be teachers – integrating art link with their own teaching – but for others – allows them to understand behavior and how to work with others

Work with SUNY for partnerships – using systems as a conduit would help to join institutions together.

Promotion

Outreach

Communication

Partnerships – system wide

Question #3

“Holistic perspective” approach to arts integration from all levels of institutions – importance of art to each of us

Started talking about how art impacts each of us personally

1. Not art experts – institutional
2. Much of discussion – importance of art to each of us. SUNY – as education institution
3. Institutional links – college and community. Problems – communication and funding
4. Linkages, partnerships – missed opportunity within SUNY – among difference in different sectors – linking community colleges
5. Importance of arts for students who are becoming teachers – integrate art into every subject to ensure that art appreciation is incorporated from all levels

The arts and culture – and exposure to them are critical at all levels!

System wide collaboration between the arts and the colleges at all levels

- Communication (of opportunities)
- Funding
- Promotion (of art shows, exhibits, etc)
- Appreciation/engagement

Rural campuses – in many cases act as the venue for the arts-cultural programs – more communication and exposure needed to promote this

Missing links – not a widespread agreement that the arts are necessary/worthwhile – case needs to be made that the arts are a valuable component to educating the whole person. Faculty needs resources to be able to develop them

Content of courses from the general education – where there is a better understand of the SLO's Student Learning Objectives

If we have an arts requirement – then we need to focus on it in more detail – developing an appreciation for the arts – enrichment in their own lives

Question #4

Region is doing well with the arts. The disconnect ties with leveraging the partnerships

- Field trips
- Discipline boundaries may keep us from looking beyond the confines of the curriculum. Focus on education the whole person
- Encouraging students to engage in arts and culture via course requirements

Partnerships for funding – Research Foundation. The whole vs. the sum of parts in relation to funding – collaboration on funding.

Missed opportunities – seeking funding collaboratively to benefit system and individual colleges. SUNY could facilitate the many components.

Table #13

Question #1

- SUNY should take the lead in integrating arts and culture into everyday life. This includes incorporating arts and culture into curricular and co-curricular activities. For example, arts should be incorporated into math and science classes; honors programs should be created that include activities such as visits to museums and the theatre; artist in residence programs should be developed.
- Arts and culture should be incorporated into the other strategic planning themes we have already discussed (Ensuring Economic Vitality and Quality of Life and the Education Pipeline) as well the themes we will be discussing during future Town Hall conversations.
- Arts and culture should be a component of all construction projects on campus. For example, when a new building is constructed, there should be a requirement for a concert in the building once a week. Maintenance budgets for new construction should include an allocation for cultural activities.
- Colleges should collaborate with public schools and community groups and networks should be created among arts groups and colleges in order to begin to incorporate arts and culture into the earliest stages of one's life.
- SUNY institutions should become a portal for the arts.
- One way of raising the bar for a standard of excellence for the University is to increase the University's visibility through arts and culture.
- SUNY colleges should collaborate regionally or with other SUNY colleges with arts programs.
- SUNY colleges should share best practices.
- In some regions, the community needs to be educated about arts and cultural activities available to them. The colleges should play a central role in providing this information.
- SUNY colleges should be viewed as a destination for arts and culture. Colleges should offer cultural activities on campus; possibly summer programs related to the arts.
- Colleges should assist in providing internships for students interested in the arts.
- SUNY should promote and market the arts and cultural activities on SUNY campuses across the State...possibly create a SUNY arts and culture calendar. Arts and culture should become part of the SUNY brand.
- Colleges should provide space for community groups' arts and cultural activities.
- Colleges should partner with museums and other cultural institutions....provide free or discounted admission.

Table #14

Question #1

- Improve awareness of what's available
- Improve access and location, transportation, cost, etc
- Promote the value of the arts
- Why it's important? "we all benefit"
- Provide venues for arts
- Pull programs together for maximum impact (First Fridays, etc)
- Focus on young people
- Increase support of the arts (public and private)
- Rebuild around existing arts to rebuild cities
- Show return on our investment; what's the return?

Question #2

- Promote arts programs as majors, as evening/community programs, etc.
- Facilitate bringing the local arts community together
- Expose school children to the arts through campuses/programs
- Offer campus leadership for the arts; training in business, marketing, development, etc
- Keep academic programs affordable to maintain access to high quality futures in the arts
- Attract good people to the fields

Question #3

- More and better facilities for the arts - to support their work, attract and keep students/instructors/artists in residence
- Have to make it a priority; so much already on campus agenda
- Have to decide to make an investment in quality of life, not focus on fiscal ??? Investment
- Have to make it a true partnership with campus and community; can't be one way street either way
- Promote institutional link to faculty and staff involvement in arts leadership roles

Question #4

- Make it a system wide, state wide on-going priority (like making it focus of strategic plan)
- Seek and promote best practices
- Facilitate promoting of the arts through partnerships with business/industry
- Promote campus-community leadership panels at local level for engagement partnership

Table #15

Question #1

Before we can begin the discussion about what is necessary to deepen the engagement, it is important to realize that SUNY is the cultural center for many small communities where a SUNY campus is located. SUNY is the arts experience in the town.

Example (SUNY Fredonia) SUNY has added to the quality of life in such a way so that Fredonia is at the top of the list of desirable places to live. Fredonia has a film production company, arts theatre, sound recording studio, graphic designers. Campus performances attended by the local community produce a multiplier effect. These (performing arts opportunities) would not be in the area without SUNY.

Question #2

- Encourage the use of art in pedagogy throughout the P-16 curriculum
- Research to determine the impact of using arts to improve learning in the STEM fields via a pilot study
- SUNY campuses can share best practices as it relates to combining the arts with other academic programs (e.g. psychology, history, etc)
- Interpretation of a multi-model learning initiative in arts and culture
- SUNY initiative to use integrated pedagogies to increase STEM/Arts
- SUNY can establish articulation agreements with charter schools that have an emphasis on arts and culture to increase the talent and encourage attendance at a SUNY campus.
- Creation of art studios throughout SUNY
- Enhance existing initiative that have proven effective
- Post SUNY campus theatrical performances on YouTube to inform the public about what is happening within SUNY and to share with all campuses
- Invite Foundation Boards/Councils to promote fundraising in the area of arts and culture
- Invite public schools to SUNY campuses for performances in both the visual and performing arts
- Display SUNY art exhibits in public schools that lack exposure to arts & culture
- Form a team of SUNY faculty members who would be responsible for sharing arts and culture throughout the University
- Organize a residence scholars program
- SUNY to create access to plays, exhibitions and museums in local communities

Question #3

- Lack of communication and knowledge relative to what other campuses are doing in the area of arts & culture
- SUNY's lack of K-12 influence on the arts
- Capital funding to create studios/lack of space

- Possible resistance from professors to incorporate arts into their subject matter

QUESTION #4

Resources

System Administration management of University wide initiative (e.g. pilot study, articulation agreement etc)

Table #16

Question #1

- Work with larger metro areas in close proximity to establish strategic partnerships
- Create alliances thru effective leadership – high level with private industry, arts, education
- Business groups – outreach to Long Island Association
- Value of arts to problem solving and creativity
- State value – needs repeated emphasis
- President of all campuses – point out how art transcends all disciplines

Question #2

- To focus on opportunities
- Sponsored research that affects the arts where outcomes could be systematically measured
- Encourage faculty to apply for grants that focus on issues relative
- Artists-in-residence
- Broader student access to arts
- Demonstrated diversity/globally of arts
- Look at what we're doing RIGHT – initiated by William Kennedy
- Writers in Residence at SUNY Albany – privates' model for this type of program – established for 25 years and significant community participation
- Power of celebrity
- Summer Writing program at Stony Brook

Question #3

- Long term strategies with goals and benchmarks to measure success
- Leadership

Question #4

- Legislators
- Education leaders to understand value of arts and establish long term
- Arts and cultural leadership program
- Campus community
- Outreach to community
- Resources to fund incentive-based system to institute on campus level
 - Faculty
 - Operating costs
 - Accountability

Table #17

Question #1

- K-12 access comfort (intimidation factor)
- No large cultural institutions in many parts of NYS
- Elmira - example of local support for arts (17 million raised)
- Fresno local theater company, gave rise to Audra McDonald gave pride of place
- Team interdisciplinary teaching
- Integrate art in curriculum early - increase comfort level
- "Growing" the audience
- Barcelona Opera House - online opera education available thru partnership with universities
- Philadelphia Symphony Orchestra - reach out thru K-12 education students see artist/musician as person
- Field trips to museums can be off putting (don't touch, no noise, can't relate, artists are dead)
- Students creating art - theater, opera - learn to create sets, costumes, etc - begin to understand
- Art is inextricably tied to PLACE

Question #2

- Everyplace has art but it isn't MOMA
- Art is tied to "place"
- Prospecting for Art in communities, find what is out there
- Introduce team-teaching models at SUNY gather info of what is happening around SUNY and publicize
- Reaching out to K-8, especially thru teacher prep
- Make it our goal to graduate students who value the arts
- Colleges have space, talent in residence
- Space and to provide to local theater, dance, art group
- Give "release time" to employees to go out and "wave the flag" I.e.- sit on board of local arts organization make this an expectation
- Create a culture that values/encourages this community engagement
- Management and operations assistance to arts/non-profit sector
- Make connections between colleges and K-8, using technology and moving to face to face, by the way graduate students and young students.

Question #3

- Repository of information of human assets that SUNY has on its campuses
- Online resume bank/clearinghouse of info
- Teacher training
- Understand that Art is economic development

Question #4

- Support - mindset = expectation of community involvement
- Community engagement becomes part of job description
- Take our host communities seriously; consider how we make those communities better

Table #18

Question #2

Broad Strokes

- Externally – top down relationships – what relationships have you developed
- Internally – Establishing Arts & Culture as a priority

System Level

- Public attention to Arts & Culture by way of public display – Joe’s examples to showcase art exhibitions throughout the state.

Campus Level

- Invite the community to attend arts exhibitions and make them feel appreciated for attending
 - (i.e.) Potsdam – this enhances the town/grown relationship... a win/win proposition
- Incorporate Arts & Culture non-profits into courses “Hands on Learning”
- Increase access to culturally disadvantaged students
- Bridging opportunities – we all have specialties however art is universal – even when we speak different languages.
- As humans – from birth to end of life, young or young at heart - Arts & Culture are intrinsic to us all.
- Integrated teaching – use the Potsdam Gen Ed Environmental study course on the Adirondack.

Question #3

Partnerships:

- Reach out to local art organizations
- Grant writing workshops that the colleges could offer to art organizations
- Financial training that the colleges could offer to art organizations
- Barter for services – i.e. we will train you in our areas of expertise, you offer free admission to various events/exhibits

Other Missing Links:

- Institutional mindset – expectation that arts need to be involved in the community
- Integration of science and arts
- Funding
- Quantify ROI

Question #4

- Resources
- Branding – “SUNY plays a big part of Art & Culture”
- Leader in Art & Culture within the SUNY system “put it in Mission Review”
- System wide recognition / awards to Art & Cultural students, awards, colleges
- SUNY Could start an umbrella organization in Manhattan for Art & Cultural organizations and our SUNY campuses could participate as they see fit
- Fund a line on each campus for Art & Cultural Director

Table #19

Question #1

Push faculty, recitals, art shows into the community, advertize at local schools

Pull community in – promote/no cost

Question #2

From consortiums with local colleges who may offer art/music courses – cross teaching

Question #3

SUNY Art Consortium – we are bigger as a group than a campus – SUNY should negotiate group tickets, free admission as SUNY students – great advertising for arts organization – good opportunities for students – utilize power of SUNY

Get headliner and campuses could bus kids in; fill the seats of a play

Question #4

Share ideas throughout the system

Promote good action – arts, public service, and community service is not quantified, measured, valued and promoted by faculty – research, graduation rates is what is measured and valued

Table #20

Question #1

Cortland - connections with Ithaca

Stony Brook has the Stallner Center

Writers Conference at Southampton

Integrates programs with K-12

Purchase has major performing arts presence

Westchester is a tale of two cities

- Privileged
- Working class with fewer opportunities
- Needs to put performing arts presence in White Plains and Port Chester
- Teaching ??? In K-12 community

Partner with community organizations to form a regional consortium

System to broker inter-campus events - performance, exhibits, workshops aimed at K-12

Question #2

Engage student government

- Clubs
- Joint endeavors

Question #3

- Name, Branding, Recognition
- Service learning opportunities
- WPA type opportunities for artists broadly defined

Question #4

- Central repository of available talents
- Role of campuses in Arts and Quality of Life
- Needs to be clearly articulated by Chancellor

Table #21

Question #1

Increase number of options (degree programs) available to students interested in arts.

SUNY campuses should partner or collaborate with each other – to share resources and knowledge regarding integrating of the arts.

Take the learning out of the classroom to increase the exposure of our students and communities to art and culture.

SUNY – at a system level – should initiate partnerships to increase all campus/student access to art and cultural activity.

Raising the appreciation of art and culture throughout the state.

Question #2

Shared staffing – SUNY with outside institutions

Faculty should be able to define the value of arts/culture to their campus administration and the community.

Reverse space sharing – outside institutions could share their space with local campuses.

Increased communications regarding arts – all SUNY levels

Question #3

Need individuals who can articulate (see) the value of art – SUNY can act as a catalyst for this.

Question #4

SUNY should:

1. At all levels – give as much attention to arts/culture as it does to sport/athletic programs and other high profile programs
2. Develop program of public education to increase interest in arts/culture within community
3. Develop an incentive programs for faculty to explore and implement new courses or concentrations in ‘other’ areas. (outside the box.)
4. Should be encouraging the world to come to NYS – to increase art and culture here

Table #22

Question #1

Dual role of university regarding arts/culture

1. Repository
2. A “spark” for interest from people and community
3. College should actively seek ways to expose students and community in arts/culture opportunities and experiences

Need unconditional support from president

Faculty expertise and renown critical

Need a venue

A lot of people coming together, believe

Institution must embrace the concept of importance of arts and culture

Every community has arts in it; university campuses must find a way to promote this

- We need to be better at avoiding replication, e.g., gather all SUNY museum directors together occasionally to collaborate, economize certain expenses, ramp up other offerings, etc.
- Share student/faculty works across campuses (\$\$ issue)

Use art as a way to humanize a student’s education and the university’s delivery of such; students and community are audience

SUNY should create a “blue print” for arts and culture integration into mission; allow each campus freedom to implement as fits as their location

- Include in SUNY mission statement
- Can system administration provide money to campuses to support arts/culture initiatives? (not realistic)

If SUNY is to be economic engine, it must rethink its mission and accessibility

e.g. campus museum closed on Sundays, when communities most likely to come

e.g., make a connection between art and science at campuses that may not have arts/culture curriculums

Access: expose students to experiences they’ve never seen before; bring them to the art or the art to them

Accountability/metrics needed for programs implemented – This is hard!

Model of “We’re a beacon, the students/community will come to us” is not enough

Changing culture is a multi-generational initiative, not just SUNY, not just higher education

Is there a role for SUNY to collaborate with government to gain broader focus and support for arts and culture?

There should be a connection at the K-12 level to develop this interest and hunger early!

Question #2

Embrace the concept that arts/culture makes everyone a better citizen; support this! – should be part of SUNY mission (e.g., SUNY doesn't fund libraries very well)

Require certain number of courses and extra curriculum events with arts and culture component for graduation = exposure

e.g., Diversity global view program at Mohawk Valley Community College

e.g., include mandatory cultural event at orientation program

SUNY needs to be hub of community economic development

Arts/culture needs to stem from SUNY's academic curriculum and goals; can extend this to the community, as long as it stays student-centered; clear focus will better assure success!

Table #23

Question #1

In order to inculcate the sense of educating the whole person and to celebrate the arts

- Getting the campuses “off campus” for exposure
- Look at community colleges into school districts, especially in rural communities
- Use cyberspace – do virtual field trips for schools (ex San Diego Zoo), use technology well / use wireless to allow student to use social media well

We need to get out of our “box” – we are truly entrenched by it

- Use art to encourage student engagement
- Use art to encourage analytical thinking
- Use art to encourage critical issues – consumer to producer
- Use new technology in production of art

Other issues:

- How to measure results
- Students are not assimilating facts the way they used to – using social networking
- Deconstruct / Demystify the aura

General Point:

- Thinking out of the box
- Using all media and especially using technology wisely and understanding how the customer – our customer – is using the technology
- !ENGAGE THEM! Domestically and internationally
- Diversity

Question #3

In order of priority

1. Lack of understanding of how students synthesize data, learn and analyzes data
2. More information on the economic impact of the arts – can grow SUNY’s capacity to gather data and aggregate data to better understand; also to integrate arts programs within SUNY
3. Space – both physical and creative space

Question #4

System can be a convener to set the right tone

Establish a “Chancellor’s Performance Series” and to integrate those series with the community and schools as well as creatively integrate with other disciplines with analytical skills, etc. as well as integrate with social media

Integrate three ways on three legs of support

+ 4th - business financial support – partner with business locally and state for financial support, ensure economic vitality, creativity, innovation, opportunities and quality of life

+ 5th - integrate through system wide contest – campus wide proposals for funding

Table #24

Question #1

To deepen the engagement – relationships with other museums within region and allow students to use these resources

System needs to start talking! Must define culture

Question #2

Roles

- Use our facilities
- Capitalize on diverse community populations

Question #3

Missing Link

- Connections between campuses
- Diversity of offerings and ideas
- Professional development of faculty
- Consistently educate ourselves

Question #4

SUNY system needs to:

SUNY – Marshal the troops, unite the initiative or provide channel for communication, work together to promote within each communities

Best Practice List

Permeate working group

White Board Notes

Table #10

- Communication – use technology – students, faculty, staff, and community
- Post faculty and student portfolios on-line
- Statewide discussion on-line
- Wiki on integrating art, promote skills
- System wide community infrastructure leading to a gateway of all things SUNY

Table #18

- Campus takes lead – engages community – *involves* community
- Campus advertise event, provides location, parking – integrate community
- Local art organizations
- Campus shares expertise in grant writing, finance/accounting, teaching
- One subject – several points of view – integrate subject into environmental studies, art and science
- Title of program
- Institutional mindset
- Part of mission review / development of brand

Table #22

- Address students needs and community needs
- Articulate and document priority of arts and culture
- Allow campus to define its approach to implement
- Utilize diversity of university to address focal point
- Leadership from top – embraced, adopted and articulated by campus leadership/president
- Attached to curriculum and goals – student centered

Table #13

- Know we succeeded when...string quartet plays during lunch and is include in maintenance budget

Table #23

- Student engagement – think outside the box
- Incorporate media arts / technology / social media
- Lack of understanding of how students learn
- Economic impact
- BHAG: establish Chancellor’s Performance Series, include K-12 and the community, integrate art with other disciplines

Table #15

- Science & Arts are separate – incorporate them
- Use art to introduce math and science concepts
- Look at ways SUNY already does this – many campuses already provide this in the community
- Communication; sharing of ideas and programs between campuses – conference on best practices
- Distinguished scholars – send into other communities / campuses
- BHAG: most funding is in enhancing STEM; little in the arts. Real motivation and belief in integration. Fund pilot study – initiative that integrates pedagogies and shows how teach of STEM fields in enhanced when implemented and developed with art

After you have reviewed the Summary of Table Responses, please submit your [feedback](#).