Report of the

Art Innovation Steering Committee

UNC Board of Trustees
March 23-24, 2011

Produced by the Medlin Administration for The University Board of Trustees and the greater Carolina community
Table of Contents

The Art Innovation Steering Committee .................................................................................................................. 3

A Vision to Explore, Innovate and Celebrate the Arts at Carolina ................................................................. 4

EXPLORE ...................................................................................................................................................... 5
  Why Are the Arts Important to Society .............................................................................................................. 5
  What is the Role of the Arts at Carolina ............................................................................................................ 5
  Where are we Missing Opportunities ................................................................................................................ 5

INNOVATE .................................................................................................................................................... 7
  Art’s Presence on Campus ................................................................................................................................. 7
  Arts in the Curriculum .................................................................................................................................... 7
  Funding for Student Art Groups and Individual Artists ..................................................................................... 10
  Defining and Ensuring Art’s Impact .................................................................................................................. 11

CELEBRATE .................................................................................................................................................. 14
  CarolinaCreative ............................................................................................................................................. 14
In August of 2010, the Executive Branch of Student Government under the Medlin Administration made it a top priority to engage multiple entities of campus in a larger dialogue on the future of the Arts at Carolina. Paralleling the Chancellor’s Innovate@Carolina Roadmap, launched in October of 2010, this steering committee was chartered to provide a concrete vision for innovation in the arts. The following individuals served, and are to be commended for their service and dedication to improving the quality and access to the arts at Carolina.

Membership

**Hogan Medlin** - Student Body President (Chair)
**Winston Crisp** - Vice-Chancellor for Student Affairs
**Emil Kang** - Executive Director of the Arts
**James Moeser** - Chancellor Emeritus and Music Professor
**Patti Thorp** - Member of Arts Community, UNC’s First Lady
**Judith Cone** - Asst. to the Chanc. for Innovation and Entrepreneurship
**Mark Meares** - Director of Corporate & Foundation Relations
**Karen Gil** - Dean of the College of Arts and Sciences
**Bill Andrews** - Senior Associate Dean, College of Arts and Sciences
**Emily Kass** - Director, Ackland Art Museum
**Edward Strong** - Carolina Parent, Partner, Dodger Theatricals
**McKay Coble** - Chair, Faculty Council and of the Drama Department
**Jim Hirschfield** - Chair, Department of Art
**Terry Rhodes** - Professor and Chair, Music Department
**Don Luse** - Director, Carolina Union
**Bob and Kelley Germaine** - Former Chairs of the Parent's Council
**Lindsey Kaplowitz** - UNC Development Office, Alumnus, Dancer
**Ed Camp** - Director, The Arts Center
**Adele Ricciardi** - Student, Union President
**Temi Duro-Emanuel** - Student, Performing Arts Chair, CUAB
**Sarah McGuire** - Student, Arts Advocacy Co-Chair, Stud Gov
**Ben Neal** - Student, Arts Advocacy Co-Chair, Stud Gov
**Rebecca Rand** - Student, Dancer, Just Dance Organization, CDI
**Becky Radford** - Student, Art & English Double Major, Poetry Minor
**Chris Nickell** - Student, Roosevelt Institute for Arts/Cultural Policy
**Carey Averbook** - Student, Roosevelt Institute for Arts/Cultural Policy
**Jonathan Branch** - Student, President of Undergrad Art Association
**Tyler Mills** - Student, Union President
**Ian Lee** - Student, Student Body Secretary
**Genevieve Kelly** - Student, Exec. Asst to the Student Body President
A Vision to Explore, Innovate and Celebrate the Arts at Carolina

In October of 2010, Chancellor Holden Thorp announced the launch of the Innovate@Carolina campaign, a vision for harnessing the passions of Carolina faculty and students alike, to expand the impact a top research University can have in society. The plan calls for our community to prepare, collaborate, translate and align ourselves in such a way that we dare to dream in the power of our potential. To learn more about the Innovate@Carolina plan specifically, visit innovate.unc.edu.

The purpose of the Arts Innovation Steering Committee was to create an open and honest dialogue about the culture of the arts at Carolina: what works, what doesn’t work, how can we better support student artists, where should we be headed, how can we get past barriers to success in the arts, etc. By having a variety of faculty, students, administrators, alumni and community members represented, the Steering Committee brought all perspectives to the table during discussion.

It is the committee’s hope that the following pages will be adopted as an endorsed vision for the future of the arts at Carolina. With recognition from the University’s Board of Trustees, this report shall serve as the launching point for exploring new ways to integrate the arts across campus, innovating the support mechanisms and infrastructure to better serve the arts community, and for celebrating the artistic creativity and impact of Carolina student artists.

We have so much work ahead of us. Our to-do list is nothing less than the greatest problems of our time: cure diseases, and get those cures to all the people who need them. Find and invent clean energy. Inspire students in our public schools. Feed seven billion people. Describe the world, and replace conflict with understanding.

- Chancellor Holden Thorp
Why Are the Arts Important to Society?

- Challenge us to think in innovative ways
- Knock down racial, geographic, and generational walls
- Preserve our collective memory
- Shape our identities from childhood through old age
- Provide jobs and enhance the nation's economic health
- Nurture skills that help America compete in the dynamic global marketplace

What is the role of the Arts at Carolina?

It is imperative to recognize first and foremost that Carolina has a strong foundation for the arts. Students have access to some of the world’s greatest performances right here in Chapel Hill for only $10 through the Carolina Performing Arts programs in Memorial Hall. Our art departments all sponsor guest speakers and public presentations that engage both student artists and non-student artists. Among the 700+ University recognized student organizations on Carolina’s campus, there are well over 130 groups dedicated to the practice, performance, and/or engagement of the arts. Carolina is not behind in comparison to our peer institutions; as part of the call of action to do more, the committee recognized that there are certain aspects of the student art experience that can be enhanced, rejuvenated and even reformed to help students reach their full potential in the arts.

Where Are We Missing Opportunities?

Throughout the committee’s discussions, there emerged four main areas of focus for bettering the arts at Carolina. Each of these areas centered on the student art experience.

---

1 Americans for the Arts Action Fund: http://www.artsactionfund.org/pages/why
• **Art’s Presence Across Campus**
  The arts exist mostly in silos across the Carolina community, in departments, student organizations, etc. An integration of the arts that could enhance the quality of intellect and of student life is lacking.

• **Art’s Isolation in the Curriculum**
  If a student is not an art major, getting into an art course is nearly impossible. We can do more as a liberal arts institution to address this annual problem.

• **Funding for Student Art Groups & Individual Artists**
  In any bad economy, the arts are the first to go on the chopping block. We must remain vigilant in our support for student innovations in the arts.

• **Defining and Ensuring Artistic Impact**
  So often do we seek to measure the values of a particular field of study or profession to society, especially during a time when the efficiency of allocating resources is a top priority. As a leading public university, Carolina has the opportunity to help better define art’s impact and should do so through engaging its students, faculty and alumni.

These four areas of focus encompass the wide ranging conversations, brainstorm sessions, and ultimate vision of the Arts Innovation Steering Committee. Through the exploration of what Carolina does well and what Carolina can enhance, the committee developed creative innovations for moving the arts forward.
Art's Presence on Campus

Presenting Art in Campus Buildings

The ability to think creatively is largely dependent on one’s environment. Much of Carolina’s campus is plagued with stale walls and fluorescent lights, filling our dormitories, study spaces, classroom buildings and hallways with dull surroundings. If we are to prepare campus as best as possible to boost the innovations from our students and faculty, we must start with enhancing the physical space in which they live, study and collaborate.

While there are some buildings that have adopted this mentality (such as the Student Union with the Henry-Copeland Permanent Art Collection), there are many buildings that still remain untapped as potential display areas. Were there to be a system in place that directed student artwork to these open spaces, students would have the opportunity to engage audiences with their creations, ultimately employing creativity, innovation and artistic interpretation.

**ACTION:** Recognize potential targets across campus for student art to be displayed and develop University policies for the distribution and display of student work. Regulation can occur on a decentralized scale, but a general dedication to display student art should take hold across all departments. Art classes should be encouraged to promote this option to students for displaying their work while extra-curricular student artwork (outside of class) should also be solicited.

Art in the Curriculum

It is often said that attending Carolina allows one to have access to the multitude of resources of a large state school while also maintaining the feel of a small liberal arts university. The balance between high quality faculty and a diversity of courses offered has served the academic community well. Particularly within the realm of the arts, Carolina has placed emphasis on both the “craft” and the “product” attained; it is not literature, but literary arts and it is not performance, but performing arts.

Upon exploration of the status of the arts in the curriculum, it was not surprising to discover that the various crafts and products taught existed in the same silos mentioned previously across departments. Carolina must find ways to cross these boundaries between drama,
music, film, dance, painting, etc to maximize the potential for creative learning.

Dedicate Resources to Interdisciplinary Courses

One way to address this comes in partnership with a proposal in the Academic Plan of 2011. In order to best integrate art across the campus and across the curriculum, Carolina should look to enhance the opportunities for interdisciplinary course instruction. Courses such as “The Physics of Music” or the Communication Department’s interdisciplinary minor in cinema allow students with multiple interests/strengths the opportunity to fully engage with art as a medium to learn something new. There is a high demand from students for more of these courses, reflecting the growing need in our society for people to think more holistically about solving our problems. Interdisciplinary study is an innovation that deserves more attention.

ACTION: The recommendations for improving the quantity of and access to interdisciplinary courses are twofold. The first is to prepare campus physically by enhancing facilities for interdisciplinary activity. This includes addressing the concern that departments are essentially comprised of classrooms and offices with no space for faculty to gather and collaborate, let alone students. All collaboration currently exists external of departments, which is counterintuitive. The second part concerns the fiscal aspect of such a proposal. Similar to the programs within the Institute for Art and Humanities (IAH) for faculty, Carolina should seek to create university-wide incentives for faculty who collaborate and teach interdisciplinary courses. The ultimate reality is that the demand amongst students exists for these courses, and were the supply available for registration to increase, there is no doubt that they would fill up each semester. Integrating art across fields of study seems an imperative step towards making Carolina a more innovative community of scholars, artists and change-makers.

Further, there must be continued stress upon the lack of space for artists across disciplines to come together and create their projects. Among the plans for renovating campus spaces, such as the Student Union, there must be space allotted for collaboration and creativity instead of just studying.
One of Carolina’s strongest art forms among the student body is dance. There are hundreds of students who participate in one or more of the 35+ student dance organizations such as Star Heels, Carolina Dance Initiative, and Blank Canvass, to name a few. Prior to attending college, many of these students had backgrounds in dance instruction, competitions and even dreams of dance careers. A serious gap in Carolina’s advancement of the arts is the lack of infrastructure and academics to support these hundreds of students. Currently, there are no dance rehearsal spaces with appropriate Marley flooring, nor are there many adequate performance spaces outside of Memorial Hall or the Stone Center for these groups. Further, Carolina currently offers minimal dance instruction through physical education courses but lacks the institutional capacity to academically challenge those students who wish to further explore their skills, knowledge and performance of dance. In a time where Carolina is reevaluating its academic and innovation future, we can do better.

**SHORT TERM ACTION:** In conjunction with the work of the Dance Minor task force, the University should look for ways to support and encourage collaboration with surrounding resources for dance instruction and rehearsal space. Crediting courses taught at Duke University, NC State University and NC Central for recognized academic dance instruction should continue; new ways to promote, sustain, and build upon these relationships with our local peer institutions should be sought out and any additional course fees should be levied at costs reasonable for any interested student. For rehearsal spaces for our student organizations, the University community should look to centers like the Arts Center located in Carrboro for rented or subsidized rehearsal space for student groups to accommodate for the lack of infrastructure across campus for these student artists.

**LONG TERM ACTION:** Following the final report of the Dance Minor task force, the University should take strides to achieve implementing academic instruction and credit for dance courses. This vision calls for a dedication of funds to adapt campus infrastructure for adequate dance space as well as taking a bold step to emphasizing the importance of dance through an academic minor program. The University should look to raise the necessary funds through a variety of means to support the foundation of this highly demanded academic program.
Funding for Student Art Groups & Individual Artists

Student Art Innovation Endowment

As we continue to enter the jumpstart era of innovation at Carolina, we must consider the realities of the world around us. Typically speaking, whenever the economy is in a bad state, the arts are among the first areas to receive major cuts in funding. This extends across K-12 education, higher education and throughout the professional arena as well. With a growing population of student artists across campus, Carolina has an increased demand for space, funding, instruction, etc but a limited supply of these resources.

Funding, specifically, is a seriously constricted resource for student artists and art groups. With 700+ student organizations annually requesting over $900,000 from a budget of approximately $450,000 in the Student Activity Fund, there is a clear need for alternative options for funding projects that can make a difference.

One of the priorities of the Medlin Administration has been establishing a Student Art Innovation Endowment. Merging with the Executive Director of the Art’s Innovation Grants, this endowment will provide student artists/groups an explicit option for funding artistic project proposals. Already in its early stages of development, the goal is to begin allotting $5,000 a year to multiple art innovation proposals for projects that fit the following criteria:

- The project proposal must engender artistic creativity (no limits will be placed on what type of art)
- The project must display some sense of originality from the student(s) involved – the more original the thought/project, the better
- The project must have, built within the proposal, some type of public display, engagement, or exhibition that conveys how the grant money was used and the impact the project had
- With these factors combined, the project will inherently further the mission of Innovate@Carolina
The amount given each year will be determined upon the standing of the Endowment, recognizing that generally speaking, 5% of the invested endowment can be used for the general purpose. (Ex: If the Endowment is at $100,000, then $5,000 can be annually given out for grants, which is where we would begin allotting funds)

**Governance**

The Endowment will be governed by an Executive Committee of students, led by a student director. This structure mirrors that of the Eve Carson Scholarship Executive Committee. In partnership with the Division of Student Affairs, the Office of the Executive Director of the Arts, and Student Government, this committee will work under the following goals:

- Promote and advertise the availability of the Student Art Innovation Grants each year.
- Plan fundraising events for the endowment to aid its growth and sustainability, while also engaging our alumni in bringing more awareness to the artistic potential that exists within the student body.
- Work with the Office of the Vice-Chancellor for Student Affairs, the Executive Director of the Arts, and the Office of University Development to ensure the success of the endowment and to collaborate on promoting the projects that are awarded the Student Art Innovation Grants.
- Oversee the selection process each fall – the selection committee should consist of 5 students (Director, SBP, and 3 others), 2 faculty members, 1 alumnus/community member, and 1 administrator. The composition is subject to change.

**Defining and Ensuring Art’s Impact**

One of the more challenging aspects of the committee’s work was to try to best define the way art has impact, and how that impact could theoretically be measured, weighed, and attested for. When considering the larger implications of refocusing the University role in the arts, we must ponder this question of “what is art’s impact” to best direct our intentions for society; after all, what is the University’s role if not to paint intellect and ideals upon society’s canvas?

Art’s role in society is two-fold. Art is simply self-expression. Art can be for art’s own sake (l’art pour l’art), its value inherent in its virtuosity or self-contained statement on the human condition. Art can also be a
means to some other end like awareness of a social issue or improvements in student testing scores. This is the age-old creativity vs. instrumentality debate, and we see more and more the tendency to argue for both. In other words, they are not mutually exclusive. Here you see art as a personal manifestation of one’s self, a crucial aspect of the development process of any college student. Art helps shape identity. But art can also be a medium for social change or delivering an empowered message that resonates with thousands of people. Consider the importance of Maya Angelou’s poetry to the cause of equality and civil rights, or the artistic imagery of hope and change through the Obama presidential campaign. Art’s potential for change lies in its ability to evoke response.

As the leading state institution for North Carolina, a state which prides itself on supporting and expanding the arts, UNC Chapel Hill should promote and encourage student artists to employ their skills towards impacting society. Leaving this impact broadly defined is intentional as its interpretation would vary from artist to artist, but there are recommended steps that can help guide students towards best defining how their talents and skills can benefit the common good. An investment in the authentic arts experience results in an increase in the social capital of the University.

**ACTION:** Much of understanding art’s impact comes from personally experiencing its power on an individual level. The University community should be more proactive in bringing influential artists, art work and programs to campus for students to engage and interact with; on the other hand, we should be striving to better publicize what we already have in place to achieve this goal. For example, a major underutilized resource right here in Chapel Hill is the Ackland Art Museum; encouraging faculty to incorporate exhibit visits into a particular lecture or course focus can empower students to connect art with its impact in society and history. Further, we charge the Innovate@Carolina campaign to dedicate ideas and funds towards the development of art innovation resources for impact on society. These resources should emphasize a strong partnership between faculty and students, creating windows of opportunity for leaps in artistic creativity both inside and out of the classroom.

**Creation of the Arts Council**

Finally, to continue the dialogue and progress made this year from the Arts Innovation Steering Committee, it is recommended that a similar structured committee exist indefinitely, known as the Arts Council. This committee should be run and governed by both the Student Body
President (or his/her appointment) and the Executive Director for the Arts while bringing together a combination of faculty, administrators and students alike. The Council’s purpose will be to address any relevant concerns in the arts at UNC while also maintaining the open relationships between departments and various fields of art for future collaborations, innovations and support mechanisms. Instead of returning to the former reality of art existing and operating across silos where departments and student groups had little collaboration, the Council shall serve as the main vehicle for promoting and infusing the arts across the greater Carolina community.

**ACTION:** Establish an Arts Council comprised of students, faculty, administrators, alumni, and community members to meet regularly throughout the year (frequency determined internally) to openly and intentionally address the ongoing conversations surrounding the arts at Carolina. The Council should seek to break down barriers to collaboration across fields of art and should advocate on behalf of the ideas and visions of the Arts Innovation Steering Committee in this report. The Student Body President and the Executive Director of the Arts, in partnership with the Office of the Vice-Chancellor for Student Affairs, shall oversee the success and meetings of the Council.
In an effort to jumpstart the mission and goals of the Arts Innovation Steering Committee, the Executive Branch of Student Government’s Arts Advocacy Committee will be hosting a week-long celebration of the arts. The purpose of this week is to highlight the creativity and passion of a variety of student artists while also providing resources, guest lecturers and skills trainings to the general student body. A brief overview of the week’s tentative events is summarized below:

**Saturday, April 2nd**
- Student Hip-Hop Workshop
- Celebrity guest **Adrian Grenier** hosts documentary viewing and discusses art of film/importance of documentaries

**Sunday, April 3rd**
- Student Film Festival

**Monday, April 4th**
- Mobile Free Expression Wall
- Chancellor’s Innovation Fair
- A Capella Pit Sing
- Pauper’s Players Theater Performance of “All Shook Up”

**Tuesday, April 5th**
- Dance Showcase
- “All Shook Up”
- St. Petersburg Symphony

**Wednesday, April 6th**
- Caricatures in the Pit
- Ackland Student Tours
- Playmaker’s opening of “Big River”

**Thursday, April 7th**
- Celebrity Guests **Brian Hargrove and David Hyde Pierce** lecture on the art of TV writing/acting

**Friday, April 8th**
- Wind Ensemble
- Open mic night at Jack Sprat Bar/Lounge

**Saturday, April 9th**
- Spring Football Game/Potential Ackland or Frank Event
The University of North Carolina at Chapel Hill
EXECUTIVE BRANCH

Prepared for the University Board of Trustees and Carolina community by the Executive Branch of Student Government under the Medlin Administration