Unit: College of Fine Arts and Communication

Deans should forward Unit Annual Reports (max. 10 pages) to the Provost or Vice Chancellor for Health Sciences by June 30th of every year.

Part One: Accomplishments
In response to each item in part one, provide no more than five bulleted points and brief descriptions of accomplishments:

1. **Teaching**: Summarize unit highlights in teaching during the reporting period. Indicate how these achievements support the unit’s goals and objectives for the academic year.

   - The Chamber Singers from the School of Music became the first American choir ever to win the 13th International Maribor (Slovenia) Choral Competition Gallus. The competition is part of the European Grand Prix for Choral Singing, an annual contest between the winners of six European choral competitions of very high artistic quality. Despite its name, the European Grand Prix for Choral Singing is not limited to European choirs; invited ensembles from many countries participate. Other participants came from Latvia, Ireland, Sweden, Germany, Indonesia and Slovenia.
   - The School of Communication began offering the certificate in Health Communication in Fall 2014. 11 students enrolled in this program in the first year. Additionally, the SOC began offering the MA in Communication to students via Distance Education. Seven students enrolled in the online degree program.
   - The Bachelor of Arts–Theatre Arts degree revision was completed, formally proposed to and accepted by the UCC, resulting in a new degree curriculum with two concentration tracks—one in Theatre Management; one in Theatre for Social Change. The “Social Change” track has been accepted for the “service learning” designation.
   - The School of Art and Design faculty and students increasingly utilized the Shape Lab, a suite of 21st century tools (CNC router, 3D printers, laser cutter, haptic sculpting devices). Demand for access to the tools increased steadily during the 2014/2015 year. These tools prepare students for careers in art and design, particularly as small-business entrepreneurs that contribute to the economic health of the region and state.
   - School of Music faculty directed 19 graduate student orals presentations/examinations and/or theses. 2014-15 graduates were accepted into such prestigious graduate programs as East Carolina University (MM and CAPS), University of North Carolina School of the Arts, University of Arizona, University of Minnesota, Cincinnati Conservatory of Music, University of Georgia, Louisiana State University, University of Louisville, University of North Texas, and the University of Oklahoma. Additionally, music therapy students were accepted into internships in five states: Illinois, Missouri, New York, New Mexico, and North Carolina.
2. **Improvement of student learning:** Highlight 3-5 documented improvements in student learning/performance resulting from pedagogical or curriculum actions taken based on analysis of assessment results in your unit.

   - Based on the self-study and a successful Visitor’s Report, the School of Art and Design was reaccredited for the next ten years.
   - In writing the self-study for reaccreditation by the National Association of Schools of Music (NASM), the School of Music faculty created curriculum maps for every degree and certificate program. Through this process, the faculty analyzed how NASM competencies were met, at what level of achievement the competencies were met, and at what point the competencies were summatively assessed. This analysis will yield future curricular revisions and guide the assessment of student learning outcomes.
   - Based on assessment of learning outcomes in the BS in Communication, the School of Communication created a new course (COMM 1003: Mass Media). By doing so, faculty can remove mass media learning outcomes from COMM 1001: Introduction to Communication Theory, allowing faculty to focus on interpersonal, organization and intercultural communication in this course.
   - Based on assessment of student learning outcomes in the Art BFA degree program, faculty formed a workgroup to review the curriculum and structure of the BFA Art. Faculty will evaluate and assess the current curricular structure, especially first-year Art foundations, to develop a structure that maps to desired learning outcomes and meets the needs of students in all the School’s disciplines. Proposed curricular actions are anticipated in Fall 2015. The School of Communication lowered degree requirements for the BS in Communication from 126 to 120 hours. This will allow for more timely graduations.
   - New Living and Learning Communities were established in Art and Dance to join the existing Living and Learning Community in Music.

3. **Research/creative activity:** Summarize unit highlights in research/creative activity during the reporting period. Indicate how these accomplishments support the unit’s goals and objectives for the academic year. Attach (where appropriate) the unit’s one page graphical results from Academic Analytics.

   - Faculty in the College of Fine Arts and Communication produced 1,165 creative events (concerts, exhibitions, performances, recitals), 48 articles, 13 books, 17 book chapters, 2 monographs, 138 research presentations, 11 conference proceedings contributions, 11 funded grants, and 5 pending grants.
   - Linda Kean, Director of the School of Communication, was named the Outstanding Health Communication Scholar by the National Communication Association in Fall 2014. John Shearin, Director of the School of Theatre and Dance, was awarded the Lifetime Achievement Award by East Carolina University.
   - Professor Bob Ebendorf was appointed as the first Artist-in-Resident with the Honors College. His work was exhibited in two retrospective exhibitions including the Racine Art Museum in Wisconsin, which included a catalog (diaries, photographs, sketchbooks, scrapbooks and other artifacts). This catalog was acquired by the Smithsonian Institution for Engagement with the Archives of American Art.
• The School of Communication had a record number of students presenting at Research and Creative activity week. Ten undergraduates and one graduate student presented work at this event. Additionally, two student completed theses and six graduate students participated in independent studies working with faculty members on their research programs. An additional 6 graduate students served as research assistants. This helped engage MA students in research and supported the faculty members’ research agendas.

• In partial fulfillment of its co-curricular mission to produce plays and musicals from the world’s dramatic repertory for the communities of ECU, Greenville and the eastern NC region, the School of Theatre and Dance produced the 2014-15 season of the ECU/Loessin Playhouse consisting of eight productions in such venues as Messick Theatre, Wright Auditorium, the Paramount Theatre in Goldsboro, Burnette Studio Theatre, Turnage Theatre in Washington, NC, and Cypress Glen Retirement Community.

4. Service: Summarize unit highlights in service during the reporting period. Indicate how these accomplishments support the unit’s goals and objectives for the academic year.

• In addition to serving on various school and college committees, faculty from the College of Fine Arts and Communication served 21 university-wide committees (2 leadership roles), 3 state- or region-wide committees (3 leadership roles), 4 nation-wide committees (4 leadership roles), and 3 international committees (3 leadership roles).

• Kevin Moll (SOM) served as president of the International Machaut Society and Douglas Monroe (SOM) served as the woodwind faculty coordinator for the Interlochen Arts Camp.

• Faculty from the Schools of Art and Design and Music wrote self studies for reaccreditation from the National Association of Schools of Art and Design (NASAD) and the National Association of Schools of Music (NASM) respectively.

• The School of Art and Design hosted the Southeast Society of Photographic Educators Conference in Fall 2014 and the 6th Annual Materials Topics Symposium in Spring 2015. These meetings were attended by over 400 attendees and were curated by Angela Wells and Daniel Kariko. The School of Music hosted the Southeast Music Theory Conference.

Part Two: Unit Strategic Plan Update
In response to each item in part two, describe the actions that the unit will take in the next academic year to implement its 2014-19 Unit Strategic Plan:

5. List the Unit Objectives to be addressed in the next academic year.

**Unit Objective 1.1:** In an effort to prepare CFAC majors for careers in the fields of fine and performing arts, design, and communication through a comprehensive, creative, and competency-based curriculum, we will seek national accreditation of our dance and journalism programs to join our nationally accredited programs of art and design, music, and theatre.

**Unit Objective 1.2:** By positioning the Speech Communication Center as a cross-disciplinary resource used by students and faculty, as well as members of the community, we will create curricular efficiencies in the teaching of public speaking.

**Unit Objective 1.3:** Enlarge the CFAC global footprint through innovative international curricular and recruiting initiatives.

**Unit Objective 2.1:** We will expand our service learning, engagement, and outreach opportunities by building on our traditional strengths and seeking innovative partnerships.

**Unit Objective 2.2:** We will provide innovative programs designed to meet the needs of working professionals and life-long learners in fields that intersect college programs.

**Unit Objective 3.1:** We will harness the power of the arts, design, and communication to drive economic change in our community and region.

**Unit Objective 3.2:** We will leverage our strengths in the arts to become the cultural hub of eastern North Carolina.

**Unit Objective 3.3:** Through our health communication programs, we will transform the delivery of health information in the region.

6. For each Unit Objective listed above:
   a. Describe new or expanded actions to be implemented.

**Unit Objective 1.1:**
- Restructure dance and journalism curricula to meet the standards of the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) and the National Association of Schools of Dance (NASD).
- Since the master plan for new Dance Facilities was overbudget and seems to have been abandoned, CFAC will work with Facilities Services and upper administration to create a new plan.

**Unit Objective 1.2:**
- The Director of the Speech Communication Center will collaborate with the administration of the School of Dental Medicine and Graduate School to develop projects for the school’s faculty and students. Additionally, the Center is hosting workshops for incoming graduate students and the Office of Admissions Staff in August 2015. Email blasts, announce messages, digital flyers on the campus-wide LCD screens, and posters in transit buses are some of the marketing strategies that will employed.

**Unit Objective 1.3:**
- School of Communication will host the Dean of the College of Communication from the University of Sharjah, as the school’s guest lecturer for the 15-16 academic year.
The College will work with the ECU Language Academy to help communicate admissions standards for international students.

Funds will be reallocated in the 15-16 academic year to send faculty to Korea and China for developing international recruitment pipelines.

The schools within the college will partner with the Office of Admissions to host “Juniors Day” events.

The School of Art and Design will develop an online film festival to recruit students to the Film and Video Production program.

Unit Objective 2.1:
- Reinstate ECU Summer Theatre through partnerships with the Turnage (Washington) and Paramount (Goldsboro) Theatres.
- Expand the impact of public performances through an expansion of the Four Seasons Chamber Festival to Raleigh venues and an Institute of Outdoor Theatre feasibility study for the Charlotte Metropolitan area.
- The College will secure funding for equipment at the Farmville GlasStation, which will enable us to recruit glass artists and develop educational and tourism opportunities for our students and the region.

Unit Objective 2.2:
- The School of Music will collaborate with Pitt Community College to guide their curriculum development in their newly approved Associate of Fine Arts in Music and develop a “blended” curriculum where PCC students take courses at PCC and the ECU School of Music in preparing them for matriculation to ECU.
- The School of Communication has named a Coordinator of Graduate Program Development who will develop a marketing plan for the graduate health communication programs to reach out to working professionals.

Unit Objective 3.1:
- The college will execute a feasibility study for the construction of the Performing Arts Center of Eastern North Carolina in partnership with the City of Greenville.
- CFAC will recruit glass artists and develop educational and tourism opportunities for our students and the region at the Farmville GlasStation.
- A faculty member in the School of Communication chaired the interdisciplinary Ethnic Studies film series committee and worked with the Ethnic Studies program, the Department of Sociology and the Ledonia Wright Cultural Center to bring films to campus and provide points of discussion. Additionally, a faculty member in the School of Communication served as co-chair of the leadership studies minor program and advisory committee.

Unit Objective 3.2:
- The college will execute a feasibility study for the construction of the Performing Arts Center of Eastern North Carolina in partnership with the City of Greenville.

Unit Objective 3.3:
- Through support of faculty research in the School of Communication, faculty will use geo-fencing technology to provide health information that will pop up on mobile devices applicable to tourists vacationing in the coastal regions of North Carolina.
b. Include budgetary or other resource investment/reallocation, if applicable.

- The college will utilize centralized instructional technology services in order to reallocate current college IT personnel resources to meet our strategic goals.
- CFAC supported travel to the United Arab Emirates and Poland and will plan to reallocate funds for travel to Korea and China, as an investment in international recruitment and study-abroad programs.
- Through the CFAC Research and Creative Activity Award and the School of Communication Research Award, the research and creative activity of six faculty members will be supported in the 15-16 academic year.
- The School of Communication reduced the BS in Communication degree program from 126 to 120 hours to reallocate faculty instructional loads.
- The School of Communication funded .25 FTE for the Director of the Speech and Communication Center and six graduate students for a total investment of $67,461.
- CFAC in collaboration with the College of Education reallocated funds to recruit nearly 350 high school students at the Third Annual Arts Education Day in March 2015.

c. Provide baseline data for the associated metrics, when available.

**Unit Objective 1.1:**

**Metric 1:** Dance program will be nationally accredited.
- Dance Performance (BFA) curriculum has been and will continue to be revised with the addition of two new courses added and the deletion of other courses to meet NASD standards and reduce overall credit hours require for the degree.
- Eventual national accreditation is absolutely dependent on the School’s obtaining new dance studios and related facilities. If the University fails in its commitment to new dance facilities, accreditation will have to be deleted as a goal for the foreseeable future.

**Metric 2:** Journalism program will be nationally accredited.
- The School of Communication created two courses necessary for accreditation for journalism: COMM 1003: Introduction to Mass Media and COMM 2340: Development of American Journalism.
- The School of Communication created a new course, COMM 2500: Media Writing and Reporting to consolidate the content of two courses, COMM 100: Media Writing and COMM 232: Basic Reporting, keeping the content in sequence with the Journalism/Public Relations courses.

**Unit Objective 1.2:**

**Metric 1:** Monitor usage of the [Speech Communication] center, increasing by five percent annually.
- In 2014-15, 556 students, faculty, and staff used the Speech and Communication Center.

**Metric 2:** Monitor funding of the center to meet staffing, marketing, and other needs.
- The School of Communication funded .25 FTE for the Director of the Speech and Communication Center and six graduate students for a total investment of $67,461.
- The College presented a plan to secure funding for Speech Communication Center staff, including a coordinator of the Speech Communication Center and two graduate
students, who will work with faculty and students from across the campus to embed public speaking into major course content and who will also work with students to hone their communication skills in the Center.

Unit Objective 1.3:

**Metric 1:** Monitor the number of students participating in college-supported study abroad programs and partnerships.
- 117 students participated in college-supported study abroad programs in Italy, Poland, United Arab Emirates, and the United Kingdom
- Executed Memorandum of Understanding with Krosno State University (Poland) and the University of Sharjah (United Arab Emirates).

**Metric 2:** Increase college enrollment by 10%, with a significant increase in international student enrollment.
- In Fall 2014, the college had an enrollment of 1,909 students. 8 students were international students. Enrollment by school was:
  - School of Art and Design: 509 students (459 undergraduate and 50 graduate students); 1 international student (graduate)
  - School of Communication: 834 students (806 undergraduate, 7 graduate certificate, and 21 graduate students); 4 international student (4 undergraduate students)
  - School of Music: 296 students (259 undergraduate, 3 graduate certificate, and 34 graduate students); 3 international student (2 undergraduate and 1 graduate students)
  - School of Theatre and Dance: 262 students (undergraduate)

Unit Objective 2.1:

**Metric 1:** Monitor outreach programs, including performances, exhibitions, and workshops.
- The college produced 237 musical performances, 11 theatre and dance productions, 225 exhibitions and screenings, 66 SRAPAS events, 32 workshops, and 6 children’s camps with approximately 70,000 attendees and participants.
- Additionally, the Institute of Outdoor Theatre provided 9 consulting and advisory services, 2 feasibility studies, 4 new drama developments, 9 research services, and 2 archive services.

**Metric 2:** Monitor partnerships with regional entities, including but not limited to:
  - Farmville Development, Third Street Community Center, the City of Greenville, and the North Carolina Pottery Center.
  - The college had over 25 regional partnerships with the Greenville Motessori School, Third Street Community Center, Farmville Community Theatre, Magnolia Arts Center, Paramount Theatre, Turnage Theatre, Cherry Point Marine Air Station, North Carolina Pottery Center (NCPC), Greenville Police Department, Pitt County Arts Council at Emerge, Christy’s Euro Pub, Sterling House, East Carolina Kiddie College, United Cerebral Palsy Center, Greenville Choral Society, Tar River Band, Eastern Youth Orchestra, Greenville Piano Teacher’s Association, and the Greenville Suzuki Association, Cypress Glen, Vidant Medical Center, Public Radio East, and public school systems and independent private schools throughout eastern North Carolina.
Unit Objective 2.2:

**Metric 1:** Monitor enrollment of programs that serve working professionals and non-traditional students.

- The college enrolled 201 students in five academic programs designed for working professionals and non-traditional students
  - MAEd in Art Education (entirely online): 17 students
  - Certificate in Health Communication: 11 students
  - MA in Communication to students via online instruction: 7 students
  - BS in Communication via online instruction: 160 students
  - MM in Music Education (entirely online): 6 students

**Metric 2:** Monitor the number of new and revised degree and certificate programs, various instructional delivery methods, and continuing education offerings.

- The newly revised Theatre Arts (BA) degree proposal with concentrations in theatre management and theatre of engagement (service learning) was approved by UCC and awaits final approvals from EPPC in Fall 2015.
- In spring, 2015, the SOTD director, with support of faculty, proposed closing the BFA-Dance Education program as our response to its “low productivity” rating by GA, and devoting its resources to the BFA-Dance Performance program.
- School of Art and Design faculty voted to eliminate Art History and Appreciation (BA) degree program due to its low productivity, as defined by UNC-GA, and explore the creation of an Art History structured concentration in the Multi-Disciplinary (BA) degree program.
- School of Art and Design revised course requirements for and renamed the Cinematic Arts and Media Production concentration to Film and Video Production, from Cinematic Arts and Media Production (approved by UCC in Spring 2015).
- A faculty member in the School of Art and Design offered two CEU credit workshops at the North Carolina Pottery Center.
- The School of Music deleted two certificate programs in undergraduate jazz studies and undergraduate Suzuki pedagogy and one minor in jazz studies, and consolidated three undergraduate degree programs (performance, music theory-composition, and music therapy) into one degree with three concentrations (BM in Music).
- A faculty member in the School of Music offered one CEU credit workshop.

Unit Objective 3.1:

**Metric 1:** Using the “Americans for the Arts” model calculator (http://www.americansforthearts.org/information_services/research/services/economic_impact/005.asp), we will compare the economic impact to the region of programs within the College.

- In 2014-15, the total economic impact of college ticketed events was $1,092,953 in household income, creating 40.8 FTE jobs, and $61,067 in local and $67,798 in state government revenue.

**Metric 2:** Document participation in inter-disciplinary and integrated innovative clusters.

- The School of Art and Design collaborated with the College of Engineering and Technology through student projects utilizing the shape lab. The Shape Lab’s tools provide a common language for building bridges between engineering, art, and design.
• The School of Communication worked with the School of Art and Design to offer two sections of photojournalism to Art and Communication students. The students produced outstanding work that was documented in two separate magazines.
• Students from the School of Music were involved with the intercollegiate game group project, with the School of Art and Design.

Unit Objective 3.2:
Metric 1: We will build the Performing Arts Center of Eastern North Carolina.
• The College has raised 80% of its goal to fund the feasibility study (dollars in hand and pledges).

Unit Objective 3.3:
Metric 1: Document enrollment in health communication programs and research, engagement, and outreach output by faculty and students.
• School of Communication enrolled 11 students in the Certificate in Health Communication program.
• Two graduate students from the School of Communication were given assistantships from the Center for Health Disparities to work on social media and communication projects for the center.
• SOC faculty and graduate students presented at the Washington DC Health Communication Conference.
• A faculty member in the School of Communication, serving as an adjunct member of the Department of Public Health, delivered several guest lectures for the department. She also delivered an invited presentation, “Health Disparities and Media: How to reach your audience” to the Recovery and Health Forum sponsored by the Alcohol/Drug Council of North Carolina.

Metric 2: Document partnerships across campus to meet the communication needs of ECU’s health-centered community outreach and engagement programs.
• A faculty member in the School of Communication worked with faculty in ECU’s nursing anesthesia program to receive a grant from the National Nurse Anesthetists organization to create online learning modules.
• A faculty member in the School of Communication has worked with Sam Sears (BSOM/HCAS) on research involving implanted cardio defibrillators and use of online communication.
• A faculty member in the School of Communication collaborated with faculty from the Department of Public Health to present at the American Public Health Association (APHA) Conference.
• SOC visiting scholar Teri Thompson, editor of the top tier journal, Health Communication, gave a university-wide presentation on the interdisciplinary nature of Health Communication.

7. Provide brief descriptions and no more than five bulleted points of key opportunities, uncertainties, or challenges that may impact the implementation of the actions.

• Ongoing budget reductions have created critical challenges for the college making resource allocation/reallocation difficult, impacting faculty/staff retention, student recruitment, and faculty morale.

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- College graduate enrollment is challenged by a lack of support from the legislature of incentive pay for teachers earning master’s degrees.
- School of Communication is seeking university funding of the Speech Communication Center. Literature on hiring practices repeatedly indicates that communication skills are key to initial employment and success in a variety of disciplines. If consistent funding for a center director and graduate students, more workshops, individual sessions, and walk-in hours for members of the campus community would be available.
- School of Theatre and Dance will enter discussions in summer 2015 with both the renewed Turnage Theatre and the Paramount Theatre to ascertain if a summer festival theatre is feasible with the three entities as partners in the venture.
- Ongoing uncertainty regarding new dance facilities is beginning to create faculty retention issues. In addition to the prevention of national accreditation (as mentioned above), poor facilities have a negative impact on recruitment of perspective dance students, who consistently cite current facilities as the main reason why they choose other universities.