



Talent alone won't make you a success.

Neither will being in the right place at the right time, unless you are ready. The most important question is: **Are you ready?**

JOHNNY CARSON, '49

JOHNNY CARSON CENTER FOR EMERGING MEDIA ARTS

**Strategy.**

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# dB.

Dream bigger.

This simple mantra—inspired by the scientific measurement unit used to reflect a dramatic shift in power—captures the entire mission of the Johnny Carson Center for Emerging Media Arts. We exist to inspire our students to dream bigger. We teach them how to boldly leverage new and emerging technologies. We push them to pursue audacious new career pathways and to tackle global-scale problems. We ignite their curiosity and help them learn how to master the universal art of storytelling. Our students will help design and create the new jobs and industries of the future because we will nurture, support, educate and equip them to realize their most aspirational dreams.

Borne out of a groundbreaking \$57 million partnership between the Hixson-Lied College of Fine and Performing Arts at the University of Nebraska, the Johnny Carson Foundation and numerous private industry partners, the Johnny Carson Center for Emerging Media Arts will become a global destination for students and faculty who reside in the future, and who share our ambitious ideas, plans and goals.

## Our Mission

Our mission flows from—and is fully aligned with—the mission of the University of Nebraska. While we are unapologetic about our tireless pursuit of excellence in our overarching priorities of teaching and learning, plus scientific research, we also believe it is critical to translate the University’s mission to our program to provide beneficial context, guidance and clarity. The mission of the Johnny Carson Center for Emerging Media Arts is reflected in the following statements of Purpose, Vision, Core Values and Goal.

## Our Purpose

We operate the pre-eminent interdisciplinary program in the emerging media arts to attract and prepare visionary, young creative leaders to achieve their dreams and transform our world through technology and powerful storytelling to ensure a brighter and sustainable future for civilization.

## Our Core Values

The University's core values, formally adopted in 2006 after broad input from various stakeholder groups across the institution, are as follows:

### We value:

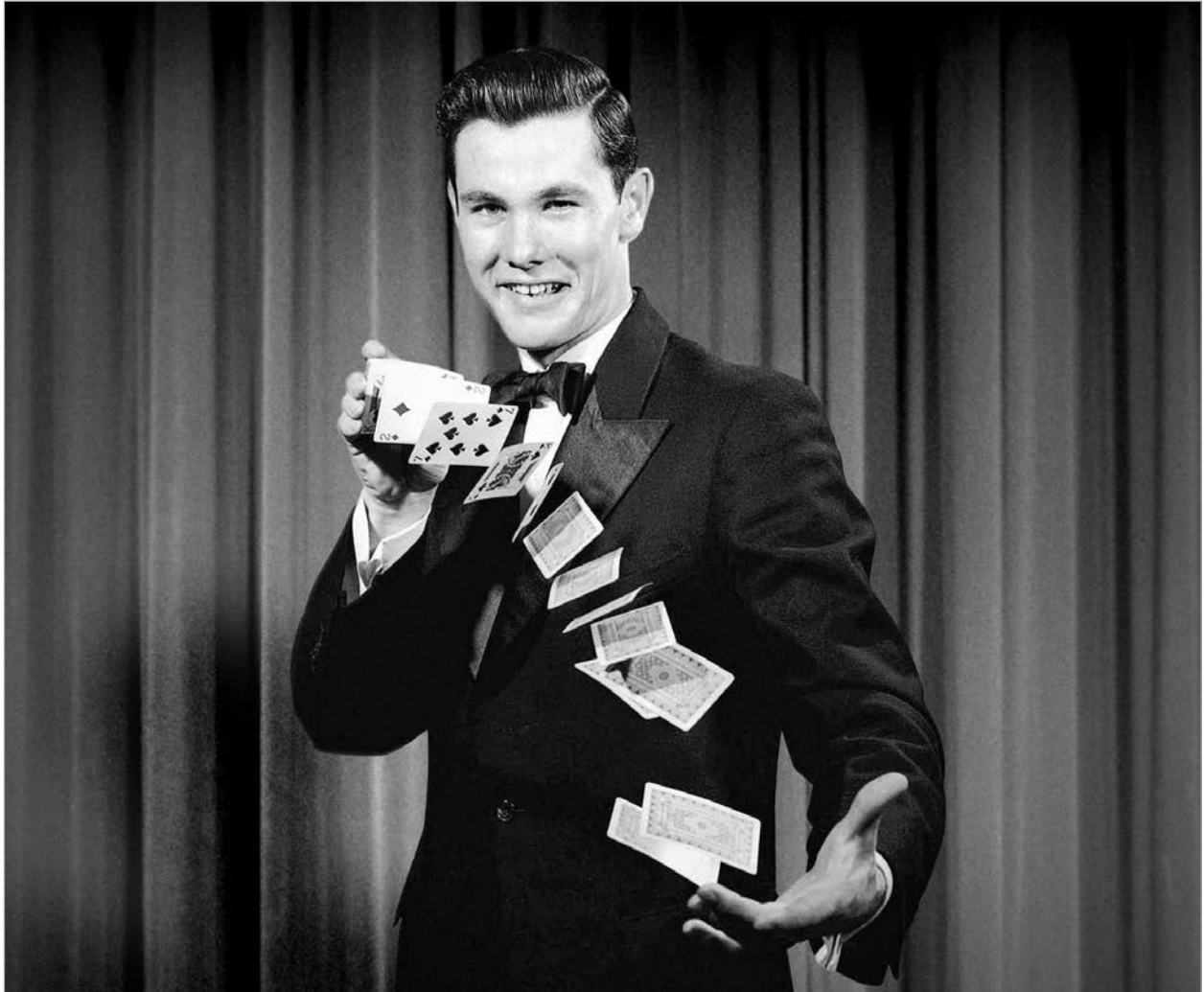
- ▶ Learning that prepares students for **lifetime success and leadership**
- ▶ Excellence pursued **without compromise**
- ▶ Achievement supported by a climate that **celebrates each person's** success
- ▶ **Diversity of ideas and people**
- ▶ **Engagement** with academic, business, and civic communities throughout Nebraska and the world
- ▶ Research and creative activities that inform teaching, foster discovery, and contribute to economic prosperity and our **quality of life**
- ▶ **Stewardship** of the human, financial, and physical resources committed to our care

## Our Vision

In our vision of the future, the Johnny Carson Center for Emerging Media Arts has become the premier destination in the world for creative, young pioneers who use technology to innovate, to solve human-scale problems, to entertain audiences and to tell breathtaking stories that stimulate, provoke and inspire.

## Our Goal

We will produce transformative creative leaders by building the ultimate student-centered program where **every graduate is able to realize their dream job or raise money to start their dream company**—right out of school.



There comes a time or **a moment** when you know in which direction you're going to go. I know it happened to me when I was quite young.

JOHNNY CARSON, '49

## Our Strategy

We have a bold yet simple strategy that harnesses the intellectual energy and resources of the entire University of Nebraska and combines it with leading industry partners from around the world to create the premier emerging media arts educational program for driven students who want to pursue careers, start companies, or change the world by solving problems that threaten the future of humanity.

Our goal of creating a program where every single graduate is able to go into their dream job or raise money to start their dream company right out of school, is both challenging—and awe-inspiring. We will accomplish this audacious goal by following a clear, consistent approach that will enable us to attract and generate significant economic support to create a truly sustainable program.

To deliver on the promise of guaranteeing the dream of every Carson Center graduate, our strategy must consistently produce highly sought-after graduates who are fully equipped with the new competencies, skills and abilities needed to succeed in emerging and rapidly evolving fields.

Our strategy also outlines sources of enduring competitive advantage that will allow us to compete effectively with other institutions around the world for outstanding students, faculty and industry hiring partners.

We have arrived at the following strategy after careful consultation and input from leadership, faculty, staff, students and many external stakeholders. We conducted more than 60 stakeholder interviews, including extended conversations with prospective students. We also examined the competitive landscape with regard to other emerging media arts programs. Our strategy is rooted deeply in our mission and is designed to help us accomplish our goal by guiding our execution over a sustained period of time.

### **1. Recruit the young wizards, pirates and magicians of the world**

Recruitment is the cornerstone of our strategy. We will devote significant time and resources to identifying promising prospective students early in their academic careers and then staying connected with them as they navigate high school and ultimately, the college marketplace.

We will target self-motivated young people all over the world who are creative builders. Using simple, off-the-shelf database systems and commodity technology platforms, we will identify and track young people who write novels and short stories, who make movies, who build apps, who create video games, who write comic books, who build 3-D models, who create puzzles and who contribute to open source software projects.

Our marketing and outreach will speak directly to these students and engage them when they are young—starting in sixth grade—to discover what their dreams are, and what problems they are passionate about solving, which will inform our future recruitment. We will develop a customer-facing brand and voice that will communicate via a weekly email digest and twitter feed and a monthly podcast that we will use to stay connected with prospective students. We will generate useful, on-trend content that is age-appropriate, including technical tips and repackaged “how-to” content and walkthroughs for key software applications. We will also use our email digest, twitter feed and podcast to break news and to showcase and highlight outstanding work of prospective students from around the world.

By targeting younger students, we will prevail over other emerging media arts programs by attracting top applicants who will want to come to our program because we were the first college that approached them. We will position the Johnny Carson Center for Emerging Media Arts brand as the premier program aligned with their personal interests and in turn, we will own the emerging media arts frame in the minds of the world's young wizards, pirates, makers and scholars.

We will establish recruitment pipelines by traveling each year to visit specialty middle schools and high schools that have robust performing arts, fine arts, engineering, computer science, digital media and design programs. We will interview high school students—in person at their school and via videoconferencing—and offer top prospects admission and scholarships on the spot. We will also create a peer-based referral-driven recruitment system that deputizes promising students and encourages them to refer other students who will automatically receive interviews on the strength of their recommendation. We will buy Adobe Creative Cloud for our admitted students.

We will bring the Johnny Carson Center for Emerging Media Arts brand into the spaces where young wizards and pirates congregate, online—and in the physical world—by partnering with key content creators, channels, conferences and events. In addition to partnering with existing organizations, we will launch our own branded, global conference and festival that will be held in Lincoln every two to three years. This will allow us to convene the world's top creative builders, thought leaders and connect them with our current and prospective students. We will also actively participate in major gatherings such as Maker Faire, the STEAM Carnival, Comic-Con, GDC, WWDC, E3 and VidCon. In short, our prospective students will see our brand everywhere they gather.

We will engage prospective students directly by bringing them onto our campus every summer to participate in new programs we will launch, such as the Emerging Media Arts Camp for middle school students and the Emerging Media Arts Summer Institute for high school students. These immersive, fee-based residential programs will allow younger students to build connection and familiarity with the University of Nebraska and will drive significant awareness among our target student population.

Finally, we will embrace innovation every step along the way in our recruitment and admissions process. Students will be encouraged to publish their admission portfolio of work and projects publicly, so that others may experience their art. We will promote applicants online, through our website, podcast, email digest and twitter feed, increasing their profile and building energy and momentum for our program.

## **2. Form tight partnerships with industry advisers**

Our advisory council will keep us connected to global leaders and emerging media arts industry trends and needs. We will overcome the notorious, longstanding problem of innovation lag between industry and the classroom by listening carefully to our industry advisors, implementing their ideas swiftly, and seizing opportunities to partner with industry wherever possible to integrate new techniques, practices and tools. This will enable us to offer a curriculum that is both heavily personalized and highly relevant to current context and industry needs.

We will also leverage our partnerships with advisory council members and their companies to create unique, meaningful and exclusive internship and job pipelines for our students. Working with our students, we will help design special internship opportunities that position them one step away from their dream job within world-class emerging media arts companies.

We have already formed a diverse and inclusive advisory council of industry leaders from around the world who have enthusiastically agreed to help us advance our mission. Future recruitment for the advisory council will be driven by ideas harvested from students to increase our connection to dream jobs. Our advisory council has contributed significantly to the direction and design of our program and will continue to help us going forward by serving as a powerful feedback loop and reality check—a critical need for our program as we are striving to stay out in front of a fast-changing and volatile industry. We will create regular opportunities for our students to engage directly with our industry advisory council and other industry hiring partners in both formal and informal settings.

### **3. Design the ultimate student-centered interdisciplinary curriculum**

We have developed a truly transformational, interdisciplinary curriculum for emerging media arts.

Through collaboration with faculty and industry, we have designed a new, future-proof curriculum that will grow and adjust to the contours of student—and industry—needs in an era of AI, intelligent machines, and a networked society. Our innovative and bold curriculum is the centerpiece of our strategy.

Our unique program creates X-shaped graduates who understand design, story, entrepreneurship and code—core competencies that give them ownership over their future and allow them to thrive in a fast-changing, diverse global environment. Our curriculum will help our students—both undergraduate and graduate—develop the new cognitive capacities needed to attain the new literacies demanded by the coming future.

Our curriculum demands deep personalization and pushes us to work to understand our students and embrace their dreams and interdisciplinary academic interests through authentic ongoing relationship building and personal connections. We will also utilize one-to-one mentorship to create opportunities for student growth and development beyond the classroom. We will create meaningful experiences for students that will enable them to learn and work in other countries to build cultural competence and global awareness.

In addition to being student-centered, our instructional approach is also innovative as it relies heavily on project-based learning—focusing on demonstrated mastery and the sharing of knowledge among peers. Students will not only be encouraged to present their assignments, but also to publish their work under open source, creative commons or other arrangements that allow them to contribute to other projects and to receive real feedback. Our curriculum will be difficult to copy because it will be intertwined with our culture, which is based on our core values and emphasizes inclusiveness, teamwork and collaboration.

### **4. Train high school educators in emerging media arts**

We will convene and connect high school emerging media arts teachers to share knowledge and grow the cadre of emerging media arts educators and students. We will operate a fee-based summer immersion training program for high school teachers who teach various emerging media arts subjects. In addition to growing their skills as educators, these residential summer programs will allow teachers to network with each other and showcase their own work.



We will use our technology resources to host a global repository for lesson plans and high school curriculum templates that can be used to expand and organize the teaching of emerging media arts at the high school level. The relationships we build with high school teachers will support our recruitment efforts and further solidify our thought leadership in the emerging media arts.

## **5. Create space for personalization and deep collaboration**

Our new home building will be a purpose-built cathedral to collaboration. Highly adaptable and configurable to support many different ways of working, our workspace has been thoughtfully designed by HDR as part of our strategy to support deep collaboration and team project work.

Our space will be a showcase that will house classes as well as experiential and performance spaces. A major asset in our recruitment activities, our building supports and extends the unique culture we are creating for the Carson Center for Emerging Media Arts.

In addition to the beautiful new home that will house our core program, we will also utilize the entire ecosystem of spaces across the campus to provide students with a wide variety of experiences.

## **6. Provide career services and startup mentors from Day One**

We will connect our students with a career services professional and startup mentor when we admit them.

Students will build an authentic relationship with their career services adviser throughout their time with us. Our career services team will work closely with our students every step along the way to fully understand their career aspirations and will convene regular update meetings with faculty so that everyone at the Carson Center is unified and engaged in supporting them reaching their dream job, or helping them be prepared to raise money to start their dream company.

Our career services and startup mentor team will also work with students to help them seek out and shape meaningful internship experiences that will help position them for success.

Some of our career services staff and startup mentors will be part-time virtual employees and consultants, living in cities that are vital emerging media arts hubs. This will give us the ability to build significant professional networks beyond our immediate reach.

We will also create a large network of mentors, made up of alumni and industry advisers who are willing to consistently devote time to coaching and mentoring our students throughout their journey at the Johnny Carson Center for Emerging Media Arts.

We will incorporate training on how to utilize networking platforms and tools such as LinkedIn, Handshake and Behance into our onboarding and orientation process to ensure that students are fully prepared to navigate the pathway to their dream.



Our career services commitment will be a lifelong connection that we will use to increase alumni engagement and to promote lifelong learning by eventually offering targeted executive education and other special programs to support our alumni every step along the way.

## Our Competitive Advantages

We have four sources of sustainable competitive advantage over other emerging media arts programs:

- ▶ We are the only emerging media arts program in the world associated with the Johnny Carson legacy and brand. A true pioneer and legend, Johnny Carson's name still attracts major goodwill and makes it easier for us to secure industry partners, media coverage and celebrity endorsement and support.
- ▶ We are an outstanding value and offer the most affordable four-year program for a top-quality education in the emerging media arts. Our surrounding city of Lincoln is also affordable, giving us an additional advantage over colleges located in expensive cities that may try to compete with us on tuition price, or use scholarships to reduce our affordability advantage.
- ▶ Our advisory council and our deep relationships across industries give our students access to unique and exclusive internship opportunities. We will create powerful hiring pipelines into key companies that will be amplified as our students graduate and move into positions where they are able to recruit and hire. We also draw from our advisory council to attract top industry experts to teach in our program as adjuncts, further amplifying our relationships with industry.
- ▶ Our distinguished faculty, combined with our innovative, student-centered emerging media arts curriculum where students are treated as artists, respected as artists and met where they are, will give us a powerful and compelling differentiator over other programs. Our inclusive approach that prizes diversity and non-hierarchical, peer-to-peer learning is unique. The level of collaborative, inter-disciplinary work students are able to do in our program is enabled by our special and unique culture, which will be difficult for another university to replicate.

## Strategy Alignment

Our strategy is fully aligned with the strategic priorities of the University of Nebraska and will uplift and amplify the university's growth and development in four key ways:

- ▶ The Carson Center provides **affordable access** to an unsurpassed education in emerging media arts. By leveraging Lincoln's big-city amenities and small-town cost of living, we are able to provide a tremendous, low-cost, high value experience to students from around the world looking to receive an outstanding education they can afford. We are committed to helping them achieve their dreams without entering into crushing debt.

We will further leverage our affordability by utilizing our new facility to provide students with unparalleled access to technology resources and workspace. And we will increase the attractiveness and affordability of our program by making extensive use of targeted scholarships to recruit and retain talented and promising students.

- ▶ The strength of our program flows from our emphasis on **quality teaching** that is personalized and competency-based. We will continually refine our teaching methods and instructional approach to minimize industry-classroom technical lag and to maximize student readiness by focusing on teaching collaboration, teamwork, and problem solving, in addition to core academic and technical skills.
- ▶ We will **support the growth of Nebraska's knowledge-based economy** by attracting creative, entrepreneurial students and faculty to Lincoln and creating a rich and vibrant ecosystem for them to build their dream companies and thrive. We will formalize and expand internship and hiring pipelines with alumni-led companies in the emerging media arts industry to further drive momentum towards Lincoln as a special destination for young founders. Just as the faculty and staff from the New York Institute of Technology and graduates of the California College of the Arts started Pixar—a company that transformed Emeryville into a major destination for emerging media arts—we will actively embrace the development of successful anchor and orbit companies.
- ▶ Through our tight partnership with technology, creative and media industry leaders, we will build on our Carson Conversations forum and continue to be the premier convener of meaningful symposia, conferences and other events to solidify our thought leadership in the emerging media arts. We will use our gatherings to showcase the experimental creative work of our students and faculty and will **contribute significant academic scholarship** to the field through ongoing support of emerging media arts open source projects, further **enhancing our ability to attract research funding**.

## Conclusion

This simple and straightforward strategy will allow us to accomplish our goal and create the first program in emerging media arts that has a full commitment to student achievement post-graduation. This plan will serve as the long-term blueprint to guide and shape the execution priorities for the Johnny Carson Center for Emerging Media Arts.

While we believe this strategy addresses our mission and the current competitive forces shaping our industry, we acknowledge that there may be a need to revisit this roadmap to ensure that it remains relevant and effective. We realize that many aspects of the strategy detailed here will take significant time and resources to implement properly. It may take us 15 years—maybe more—to fully realize our goal. Even so, we will execute relentlessly. Every day. And we will keep pushing our students to dream bigger.

# Appendix A

Johnny Carson Center for Emerging Media Arts Curriculum

# University of Nebraska-Lincoln New Undergraduate Major or Degree

## I. Descriptive Information

<b>Name of Institution Proposing New Major or Degree</b>
University of Nebraska-Lincoln
<b>Name of Proposed Major or Degree</b>
Emerging Media Arts
<b>Degree to be Awarded to Graduates of the Major</b>
Bachelor of Fine Arts
<b>Other Majors or Degrees Offered in this Field by Institution</b>
None
<b>CIP Code</b> <i>[IRADS can help with CIP codes or browse here: <a href="http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55">http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55</a>]</i>
50.0102 Digital Arts
<b>Administrative Units for the Major or Degree</b>
Johnny Carson School of Theatre and Film in the Hixson-Lied College of Fine & Performing Arts
<b>Proposed Delivery Site</b>
University of Nebraska-Lincoln City Campus
<b>Program will be Offered</b> <i>[full program, not individual courses]</i>
<input checked="" type="checkbox"/> On-campus only <input type="checkbox"/> Distance only <input type="checkbox"/> Both (on-campus and distance)
<b>Date Approved by the Governing Board</b>
<i>[leave blank]</i>
<b>Proposed Date the New Major or Degree will be Initiated</b>
Fall 2019

## II. Details

### A. Purpose of the Proposed Major or Degree:

The most exciting developments in film and the emerging media arts today reside at the boundaries, where storytelling intersects with science, the humanities, computer science, engineering, music, fine arts, and other disciplines. The Bachelor of Fine Arts in Emerging Media Arts (BFA-EMA) is designed to prepare students to build careers, businesses and enterprises across these intersections and meet the future needs of industry.

Storytelling is a universal human experience and a powerful means for people to engage their imaginations, formulate values, and communicate. It has always been at the heart of theatre, film and television, and in the 21<sup>st</sup> century, the explosion of emerging media technologies, including but not limited to virtual and augmented reality, data visualization, artificial intelligence, and the Internet of Things – are redefining how people tell stories. These technologies have already had a profound effect on the production and business of entertainment and many other industries. More importantly, practitioners of emerging media arts are increasingly in demand by industry and education in ways not traditionally considered entertainment.

The BFA-EMA fuses the principles of great storytelling with emerging media technologies, and focuses on the use of computer visualization, human centered design, coding, data, the Internet of Things, artificial intelligence, virtualization, augmentation, ambient and ubiquitous computing, entrepreneurial thinking, and all that is emerging, to explore new frontiers in media art forms and production processes.

Students in the BFA-EMA will master the techniques of interactive and multidisciplinary narrative-driven creativity, development and execution in both traditional and emerging media.

Graduates of the BFA-EMA program will enter the working world prepared to recognize the potential that emerging media arts offers across an array of professional fields and be able to discern and exploit new technologies as they develop. Additionally, BFA-EMA students will graduate as creative thought leaders with transdisciplinary skills in collaboration, entrepreneurship, design, and computational processes. This will allow them to chart career paths in a range of professions beyond traditional film, television, and game design, and beyond the screens of entertainment.

## **B. Description of the Proposed Major or Degree:**

The BFA-EMA is a program of the new Johnny Carson Center for Emerging Media Arts, which was established with a \$20 million gift from the Johnny Carson Foundation. This gift will enable the creation of this new curriculum, purchase of new equipment, renovation of facilities, recruitment of new faculty and staff, and a significant increase in student enrollment. The Center resides within the Johnny Carson School of Theatre and Film, part of the Hixson-Lied College of Fine and Performing Arts, which will confer the degree. By Fall 2019 the Carson Center will make its home in a state-of-the-art facility located in the former Nebraska Bookstore.

### ***Student Learning Outcomes***

BFA-EMA students will:

- Be fluent in the techniques and technologies of digital art and design, interactive and immersive media, cinematic media, and storytelling.
- Demonstrate familiarity with computation and creative coding and its application to the creation of emerging media art forms.
- Understand and apply the core concepts of storytelling across traditional and emerging media arts platforms.
- Through project-based learning, develop an understanding of goal-centric collaboration and creative development.
- Understand and apply best practices in emerging media production workflows.
- Have a working knowledge of entrepreneurial practices applicable to emerging media business model development.
- Expand their knowledge in disciplines beyond emerging media arts and understand how emerging media arts can be applied to storytelling in these disciplines.

- Demonstrate an awareness of how emerging media arts and storytelling can affect and be affected by perceptions of gender, race, ethnicity, sexual orientation, and other forms of diversity.
- Demonstrate an understanding of professional ethical principles and the application of these principles to emerging media arts.

### ***Admission criteria***

Requirements for admission to the Hixson-Lied College of Fine and Performing Arts are consistent with admission standards for the University of Nebraska-Lincoln, but one of the following performance standards must be met:

- **New Freshmen:** Minimum ACT 20 (composite), minimum SAT 950 (combined Critical Reading and Math), or rank in top half of high school graduating class.
- **Transfer and Readmit Students:** Completed twelve or more semester credits from a postsecondary institution with a minimum cumulative GPA 2.0 and GPA 2.0 during the last semester of record at the time of application. (BFA-EMA students will need a minimum cumulative GPA 3.0 and GPA 3.0 during the last semester of record at the time of application.)
- **International Students:** Minimum TOEFL 70 (Internet) or 523 (paper)

### **Additional Admission Requirements:**

EMA-BFA Applicants will also be required to submit the following:

- Essay outlining their mission (approximately 750 words).
- Submit a résumé detailing:
  1. Paid employment and volunteer work,
  2. Their creative work across any medium, including video, audio, film, theatre, art, web, mobile apps, computer coding, poetry, etc,
  3. Clubs, organizations, extra-curricular activities, band, music and other creative work,
  4. Computer software training or familiarity,
  5. Special recognitions, honors and awards, and
  6. Other relevant information.
- Three references (names and email addresses). No more than two should be from a high school or college instructor.
- Transfer students submit electronic photocopies of college transcripts.
- Provide three examples of creative work. This work can be: computer code, writing, poetry, artwork, photography, musical recordings, acting, video or film projects, web design, games, animation, 3D modeling, character design, etc. Writing samples should be no more than five pages. Video/film samples should be no more than two minutes in length (for each submitted example).

These additional requirements mirror the current requirements for admission to the Film & New Media program in the Johnny Carson School of Theatre & Film. The College is working with the Office of Admissions to find ways to streamline receiving and reviewing of this material and will continue to consider the specific role each piece will have in the review process.

### Course requirements

The BFA-EMA program will include core courses, two required emphases, an interdisciplinary concentration, electives, and general education (ACE) courses:

Major requirements		81
Core	48	
Emphasis 1	12	
Emphasis 2	12	
Interdisciplinary Concentration	9	
Electives		9
ACE		30
	(up to 18 credits of the ACE requirements may be satisfied by major requirements; this would increase the number of elective credits)	
<b>Total in Degree</b>		<b>120</b>

### Core courses

The core of the BFA-EMA emphasizes experiential and project-based learning, through studio and laboratory experiences, with close faculty mentoring. Students will learn a foundational knowledge of storytelling, visual expression, technologies and computation, while gaining an understanding of the historical and ethical context of emerging media arts.

A crucial part of the core is IGNITE, a weekly mandatory colloquium for all BFA-EMA students, which will involve guest lectures, workshops and seminars around Creative Development (aesthetics, design, skills, process, playtesting, critique, analysis, project management, producing, storytelling, etc.) and Professional Development (strengths, IP, branding, entrepreneurship, pitching, resumes, portfolios, mental and personal health, industry overview, ongoing professional development opportunities, etc.). Students will participate in IGNITE each semester of their degree.

#### *First-year core courses:*

- **Story Lab** (2 semesters) – This course examines the fundamentals of narrative story forms in traditional and emerging media. Students will actively develop projects that can be translated into meaningful story worlds by designing for different media and considering how the audience will interact with the work in its final form. This includes learning to critically reflect upon the social and cultural forces affecting the stories they want to tell. Students will learn how to pitch their ideas and how to develop them; how to create stories that get richer by having their audiences participate in them; and how to empathize with and design for their audience/participants.
- **Visual Expression Studio** (2 semesters) – Students will use traditional and digital imaging methods to explore the conceptual, aesthetic, and formal qualities that inform how ideas and impressions are expressed on a two-dimensional plane and in three-dimensional space. They will learn how meaning is constructed and communicated through visual images. The elements of visual expression that will be covered include the fundamentals of components (color theory, form, texture, image, etc.), composition and concept. Students will also learn how moving images are designed, framed, shot and edited. They will explore virtual and augmented worlds and be introduced to the virtual production process of



ideation, prototyping, creating, finishing and distribution. The Visual Expression studio will occasionally come together with the Story Lab to engage in world-building, reading, writing and making in diverse teams in a way that is essential to the creative work of emerging media artists in every discipline.

- **Computation and Media Studio** (2 semesters) – In this year-long laboratory of exploration, students will develop a diverse digital toolkit as they learn the fundamentals of human computer interaction, computer programming, Arduino, digital modelling, fabrication, electronics, web languages, and the manipulation of images, audio and the web. Unlike traditional computer science courses, students will learn these skills within the context of the emerging media arts.
- **Games, Play and Performance** – This course introduces students to core skills in improvised theatre, interactive design and game mechanics, including conceptualizing interactive systems, playtesting and an iterative design process that ensures meaningful experiences for users. Interactivity is a participatory art forum, and this course introduces students to audience / participant centric design methodology. Improvised theater is one of the best ways for people to learn how to creatively collaborate with each other. Creating a culture of “Yes, and”, students learn the fundamental rules of improvisation: 1) Be fun to play with; 2) Serve the story; 3) Make your partner look good. Students will learn how to share ideas, space, credit and more. This course will help students develop strategies for creating trust, foster a full awareness and control of their inner resources, and expand their imagination.
- **Ethics of Emerging Media Arts** – This course will help students apply critical thinking to the ethical issues of emerging media arts.

*Second-year core courses:*

- **From Greeks to Geeks** – A critical history of emerging media studies.
- **Sound Lab** – This course explores sound design for emerging media arts across all platforms and experiences. Students will also explore the use of sound in physical installations and the application of sound to sonify data sets. Students will improve their listening skills, and increase their awareness of our aural experience and sonic environment. Students will be able to communicate and conceptualize with sound.
- **Entrepreneurship** – Students will be introduced to the fundamentals of entrepreneurship and business creation through an existing course offered by the Business College.
- **World Ready** – Students will learn about the Emerging Media Arts industries and how they work. They will learn the business models and economics of emerging media arts and speculate what they could be in the future – internet based streaming, virtual and augmented reality, mobile apps, blockchain technologies, etc. Students themselves will become world-ready – creating their own digital design portfolios and digital brand. Students will also learn about leadership, conflict management, decision-making models, organizational change, and inclusivity.

*Third-year core courses:*

- **Innovation Studio** (2 semesters) – Students will actively apply their growing skillset through this team-taught theme-based course. Each year, faculty, students and industry partners will collaborate to select a unifying idea or theme and conduct a series of projects, readings, and field trips that relate to this theme. This offers students opportunities to consider and address problems – theoretical, conceptual and practical. This depth enables students to apply theories and methods as they learn to synthesize knowledge into advanced reasoning and, eventually, emerging media arts practices that align work across media and methods. The Innovation Studio will engage with industry using customized models to best suit the pedagogical and training needs of a given theme and student group.

*Fourth-year core courses:*

- **Capstone** (2 semesters) – In the year-long capstone experience, students will develop a team, create, organize, prototype, and complete a fully realized work ready for distribution via appropriate media. In some cases, BFA-EMA candidates may work directly with student colleagues participating in Engineering Design Studio, Computer Science, or the Raikes Studio. The capstone project will ensure that the student develops autonomy - through a project based thesis, in which they imagine, pitch, budget, execute, and deliver a project, as an individual or group, meeting deadlines, demonstrating breadth and depth, interdisciplinary thinking, communication skills, professionalism, and mastery of emerging media arts.

### Emphases

In the second year, BFA-EMA students will select two emphases (undergraduate specialty areas). Each emphasis consists of a minimum of four courses, which can be augmented by electives. Available emphases are:

- **Experience Design:** the design of projects and/or productions that synthesize virtual and real-life experiences that engage with the audience/participants with a story in a physical way.
- **Immersive + Interactive Media:** interactive and immersive media such as games, virtual and augmented realities; interactive and immersive environments and the Internet of Things.
- **Cinematic Arts:** film production.
- **Story:** writing for emerging media arts.
- **Virtual Production:** the production and manipulation of digital assets that can be used across all digital platforms.
- **Sensory Media:** physical computing, wearables, human computer interaction, hardware and software.
- **Data + Art:** machine learning, artificial intelligence, computer vision and data visualization for artists.
- **Sonic Arts:** explore the processes and products of digital sound and music.

### Interdisciplinary concentration

Storytelling is at the heart of the Johnny Carson Center for Emerging Media Arts, and in order for students to be authentic storytellers, they need to write from things they know about and from real life, not merely create facsimiles from stories they've read, seen, heard, or played before. To this end, students will be required to take at least three courses in a discipline outside of the BFA-EMA.

This interdisciplinary concentration has multiple intentions:

- To help students develop a coherent understanding of a subject outside of emerging media arts, that will ultimately inform the nature of the creative projects they develop as part of their capstone, and the stories that they tell;
- To expand the student's ability to collaborate and work across disciplines, and to become better storytellers across multiple disciplines; and
- To expose students to the application of emerging media (technology) and media arts (creativity) to industries, disciplines and startup opportunities outside of emerging media arts.

This interdisciplinary concentration recognizes that media is an industry building industry, and emerging media (technology) and media arts (creativity) are part of every industry. It recognizes that for the Carson Center to contribute to the economic development of Nebraska, its students must be able to work in or build businesses in ecosystems outside of traditional entertainment industries. The interdisciplinary concentration advances the Carson Center's mission to contribute a fresh social vision for our world and the goal that students approach knowledge creatively.

Carson Center faculty will pre-define a number of interdisciplinary concentrations that students may choose from, but students will also be given the option to work with their advisors to develop a customized concentration. Some examples of concentrations might include:

**Ethnic Studies:**

- ETHN 100 Introduction to Ethnic Studies
- ETHN 200 Introduction to African American Studies
- ETHN 201 Introduction to Native American Studies

**Energy Science:**

- ENSC 110 Energy in Perspective
- ENSC 220 Introduction to Energy Systems
- ENSC 230 Energy and the Environment

**Human Rights:**

- ANTH 476 Human Rights, Environment, and Development
- POLS 362 Globalization, Human Rights and Diversity
- POLS 470 International Human Rights

It will be important for the three courses to represent some focus in a field that the student will then use as part of the basis for storytelling in their final capstone project.

### **Electives and ACE courses**

Electives offer BFA-EMA students the opportunity to take more emerging media arts courses beyond the requirements or to broaden their interdisciplinary knowledge by taking courses outside the major, including the possibility of a minor.

ACE (Achievement Centered Education) courses are the required general education credits in every Nebraska degree, normally 30 credits. Several of the new BFA-EMA courses are designed to satisfy ACE requirements, leaving the students with only 12 additional ACE credits to take.

### **Grade Rules**

#### **C- and D Grades**

The College will accept no more than 15 semester hours of D grades from schools outside of the University of Nebraska system.

Grades lower than C earned at UNL or transferred from other schools cannot be applied toward requirements in a major – including required emphases – but may be applied toward total hours.

#### **Pass/No Pass**

University regulations for the Pass/No Pass privilege state: The Pass/No Pass option is designed to be used by a student seeking to expand his/her intellectual horizons by taking courses in areas where he/she may have minimum preparation without adversely affecting his/her grade point average.

1. Neither the P nor the N grade contribute to a student's GPA
2. P is interpreted to mean C or above. Some professional education courses require a C+ or above.
3. A change to or from Pass/No Pass may be made until mid-term (1/2 of the course.) This date coincides with the final date to drop a course without the instructor's approval.
4. The Pass/No Pass or grade registration cannot conflict with the professor's, department's, college, or University policy governing grading option.
5. Prior to the mid-term deadline, changing to or from the Pass/No Pass requires using the MyRED system to change the grading option or filing a Drop/Add form with the Office of the University Registrar, 107 Canfield Administration Building. After the mid-term deadline, a student registered for Pass/No Pass cannot change to a grade registration unless the Pass/No Pass registration is in conflict with a professor's, department's, college, or University policy governing Pass/No Pass.
6. The Pass/No Pass grading option cannot be used for the removal of C- or D or F grades.

Pass/no pass privileges in the Hixson-Lied College of Fine and Performing Arts are extended to students according to the following additional regulations:

1. Pass/no pass hours can count toward fulfillment of ACE requirements up to the 24-hour maximum.
2. Freshmen and sophomores may enroll for no more than 6 hours of Pass/No Pass work per semester.
3. Students may not elect to take courses on a Pass/No Pass basis to fulfill degree requirements in the major. Departments may allow up to 6 hours of Pass/No Pass to be taken in the minor offered by the Hixson-Lied College of Fine and Performing Arts.
4. Departments may specify that certain courses can be taken only on a Pass/No Pass basis.
5. The College will permit no more than a total of 24 semester hours of Pass/No Pass grades to be applied toward degree requirements. This total includes all "pass" grades earned at UNL and other schools.

Individual departments vary in their policies regarding Pass/No Pass hours as applied to the major and minor. Consult the individual departmental listings for these policies. Students who wish to apply Pass/No Pass hours to their major and minor(s) must obtain approval on a form that is available in the Dean's Office, 102 Woods Art Building.

### ***List of courses***

<b>Course number</b>	<b>Course title</b>	<b>Cr</b>	<b>Status</b>
<b>Core</b>			
EMAR 99	IGNITE (8 semesters)	0	New
EMAR 110	The Story Lab I (ACE 7)	3	New
EMAR 111	The Story Lab II	3	New
EMAR 120	Games, Play & Performance	3	New
EMAR 140	Visual Expression Studio I (ACE 2)	3	New
EMAR 141	Visual Expression Studio II	3	New

EMAR 160	Computation & Media Studio I (ACE 3)	3	New
EMAR 161	Computation & Media Studio II	3	New
EMAR 220	From Greeks to Geeks	3	New
EMAR 230	World Ready	3	New
EMAR 251	Sound Lab	3	New
EMAR 393	Innovation Studio I	3	New
EMAR 394	Innovation Studio II	3	New
EMAR 470	Capstone I	3	Existing
EMAR 471	Capstone II	3	New
PHIL XXX	Ethical Principles of Emerging Media Arts (ACE 8)	3	New
ENTR 121	Introduction to Entrepreneurial Management (ACE 6)	3	Existing
	<b>Core total</b>	<b>48</b>	
<b>Emphases (Students complete 2 emphases)</b>			
<b>Experience Design</b>			
EMAR 342	Meaningful Interaction	3	New
EMAR 443	Themed Entertainment	3	New
EMAR 345	Smart Environments	3	New
EMAR 444	Extended Theatre	3	New
<b>Immersive + Interactive Media</b>			
EMAR 343	Web & Mobile System Design	3	New
EMAR 342	Meaningful Interactions	3	New
EMAR 440	Creating Virtual Worlds	3	New
EMAR 442	Creating Augmented Worlds	3	New
<b>Cinematic Arts</b>			
EMAR 482	Film Production I	3	Existing
EMAR 489	Film Production II	3	Existing
EMAR 311	Narrative Storytelling	3	New
ENGL	[choose from film studies course list]	3	Existing
<b>Story</b>			
EMAR 311	Narrative Storytelling	3	New
EMAR 341	Storyworlds	3	New
EMAR 342	Meaningful Interactions	3	New
ENGL 252	Introduction to Fiction Writing	3	New
<b>Sensory Media</b>			
ECEN 121	Introduction to Electrical Engineering I	3	Existing

ECEN 211	Elements of Electrical Engineering I	3	Existing
ECEN 498	Special Topics in Electrical Engineering IV	6	Existing
<b>Virtual Production</b>			
EMAR 282	Digital Modelling I	3	Existing
EMAR 382	Digital Modelling II	3	New
EMAR 283	Digital Rigging and Motion I	3	New
EMAR 383	Digital Rigging and Motion II	3	New
<b>Sonic Arts</b>			
EMAR 360	Sonic Media I	3	New
EMAR 464	Sonic Media II	3	New
EMAR 463	Spatial and Interactive Sound	3	New
EMAR 345	Smart Environments	3	New
<b>Data + Art</b>			
EMAR 349	Machine Intelligence for Artists	3	New
EMAR 348	Data Visualization	3	New
EMAR 445	Creative Machines	3	New
EMAR 345	Smart Environments	3	New
	<b>Emphases total</b>	<b>24</b>	
Interdisciplinary Concentration			
3 courses chosen from a discipline outside of Emerging Media Arts		9	Existing
Electives			
Elective courses in emerging media arts or other discipline		27	
ACE			
ACE 1	Writing course	3	Existing
ACE 2	EMAR 140 Visual Expression Studio I (from core)	3	New
ACE 3	EMAR 160 Computation & Media Studio I (from core)	3	New
ACE 4	Sciences course	3	Existing
ACE 5	Humanities course	3	Existing
ACE 6	ENTR 121 Introduction to Entrepreneurial Management (from core)	3	New
ACE 7	EMAR 110 Story Lab I (from core)	3	New
ACE 8	PHIL XXX Ethical Principles of Emerging Media Arts (from core)	3	New
ACE 9	Diversity course	3	Existing

ACE 10	EMAR 470 Capstone I (from core)	3	New
	<b>ACE total</b>	<b>30</b>	

**Sample 4-year plan**

<b>TERM 1</b>	<b>15 CR</b>
<b>Required Core</b>	
Complete EMAR 99, EMAR 110, EMAR 140, EMAR 160, and EMAR 120	12
<b>ACE 5 Humanities</b>	
Complete 1 from ACE 1	3
<b>TERM 2</b>	<b>15 CR</b>
<b>Required Core</b>	
Complete EMAR 99, EMAR 111, EMAR 141, EMAR 161, and PHIL XXX	12
<b>ACE 4 Sciences</b>	
Complete 1 from ACE 4	3
<b>TERM 3</b>	<b>15 CR</b>
<b>Required Core</b>	
Complete EMAR 99, EMAR 220, and EMAR 251	6
<b>Emphases</b>	
Complete 1 from each of 2 emphases	6
<b>Interdisciplinary Concentration</b>	
Complete 1 from interdisciplinary concentration	3
<b>TERM 4</b>	<b>15 CR</b>
<b>Required Core</b>	
Complete EMAR 99, EMAR 230, ENTR 121	6
<b>Emphases</b>	
Complete 1 from each of 2 emphases	6
<b>ACE 7: Arts</b>	
Complete 1 from ACE 5	3
<b>TERM 5</b>	<b>15 CR</b>
<b>Required Core</b>	
Complete EMAR 99 and EMAR 393	3
<b>Emphases</b>	
Complete 1 from each of 2 emphases	6
<b>Interdisciplinary Concentration</b>	
Complete 1 from interdisciplinary concentration	3
ACE 9: Diversity	
Complete 1 from ACE 9	3
<b>TERM 6</b>	<b>15 CR</b>
<b>Required Core</b>	
Complete EMAR 99 and EMAR 394	3
<b>Emphases</b>	



Complete 1 from each of 2 emphases	6
<b>Interdisciplinary Concentration</b>	
Complete 1 from interdisciplinary concentration	3
<b>Electives</b>	
Complete any course	3
<b>TERM 7</b>	<b>15 CR</b>
<b>Required Core</b>	
Complete EMAR 99 and EMAR 470	3
<b>Electives</b>	
Complete any courses	12
<b>TERM 8</b>	<b>15 CR</b>
<b>Required Core</b>	
Complete EMAR 99 and EMAR 471	3
<b>Electives</b>	
Complete any courses	12

### **Course Descriptions**

#### **EMAR 342 Meaningful Interaction**

Introduction to how humans interpret visual, tactile and auditory phenomena, and how these perceptions inform their actions in both the physical and digital worlds. Students will learn the principles and foundations of game design, and a range of game types, interfaces and experiences (be they digital, physical, aural, visual or haptic), that get people to take the action you intended them to take.

#### **EMAR 345 Smart Environments**

*Introduction to smart environments and the Internet of Things, sensors, smart lighting, smart sound, geospatial projection mapping.*

#### **EMAR 443 Themed Entertainment**

The fundamentals of design, technology, and process for the creation of themed experiences and story-centric place-making.

#### **EMAR 444 Extended Theatre**

Explores how emerging media arts can expand upon the traditional theatrical relationships in new and culturally relevant ways. A collaboration and integration of design, emerging media arts and storytelling.

#### **EMAR 343 Web & Mobile System Design**

Creating mobile and fully cross-platform web apps, including chat bots, apps for voice assistants, and web-based VR.

#### **EMAR 440 Building Virtual Worlds**

Learn concept development, prototyping, design and production of interactive VR experiences.

#### **EMAR 442 Building Augmented Worlds**

Learn concept development, prototyping, design and production of augmented reality and holographic experiences.

***EMAR 428 Film Production I***

Introduction to the tools and aesthetics of the moving image. Students become familiar with fundamentals of digital cinema cameras, lenses, lighting and editing. Working in small groups, students produce experimental and non-sync narrative short films.

***EMAR 489 Film Production II***

Advanced film production techniques including sync-sound equipment and practices, advanced lighting tools, and post-production workflows. In addition to producing several small-group projects demonstrating these techniques, the entire class selects and produces a 7-9 minute sync-sound short film. Students apply their knowledge of production and post-production crew responsibilities by filling key positions on the class film.

***EMAR 311 Narrative Storytelling***

Introduction to visual storytelling and scriptwriting. Beginning with exercises in character development and story world development, students write several short screenplays. Strong emphasis placed on the importance of revision and refinement of story structure and problem solving.

***EMAR 442 Storyworlds***

A deep dive into creating stories in the age of ubiquitous computing, artificial intelligence, and fan culture.

***ENGL 352 Intermediate Fiction Writing***

Study and practice of the writing of fiction for intermediate students with previous fiction writing experience.

***ECEN 121 Introduction to Electrical Engineering I***

Introduction to basic electrical engineering concepts including communications and signal processing.

***ECEN 211 Elements of Electrical Engineering I***

Basic circuit analysis including direct and alternating currents and operational amplifiers. Digital signals and circuits.

***ECEN 494 Engineering Design Studio I***

A substantial design project that allows application of electrical engineering skills to a multidisciplinary project. Requires project definition, planning and scheduling, effective written and oral communication of technical ideas, incorporation of realistic constraints and engineering standards, functioning effectively on a multidisciplinary team, and applying new ideas as needed to meet project goals.

***ECEN 495 Engineering Design Studio II***

A substantial design project that allows application of electrical engineering skills to a multidisciplinary project. Requires project definition, planning and scheduling, effective written and oral communication of technical ideas, incorporation of realistic constraints and engineering standards, functioning effectively on a multidisciplinary team, and applying new ideas as needed to meet project goals.

***EMAR 282 Digital Modelling I***

Fundamental tools and techniques for designing and building 3D assets (models) for use across all platforms. Core concepts include hard surface modelling, scale, and accuracy. Naming convention, production “pipeline” and other best practices are also covered.

***EMAR 382 3D Digital Modelling II***

Advanced modelling techniques including organic and character modelling, texturing, shaders, and use of advanced modelling toolsets. Projects in this course are oriented toward development of a character model to be rigged and animated in EMAR 283 and EMAR 383

***EMAR 283 Digital Rigging and Motion I***

Working from a proxy organic character, students develop skeletal structures including position and joint orientation. Projects are oriented toward developing a model to be used in the follow-on EMAR 383 course.

***EMAR 383 Digital Rigging and Motion II***

Refining the rig created in EMAR 283, projects explore animation cycles. The application of physics and “weight” to create realistic animated motion. Introduction to facial animation and application of motion capture data.

***EMAR 361 Sonic Media I***

Students learn the creative use of sound, both as its own artform, and in support of other emerging media arts. Students will also learn ‘composing’ for non-composers.

***EMAR 464 Sonic Media II***

Building on what students learned in Sonic Media I, students will further develop their skills in synthesis, sampling, mixing & remixing, coding and programming, analog and digital electronics, field recording, multichannel installations, public interventions, and gain a theoretical grounding in the concepts of immersion and acoustic ecologies and ecosystems.

***EMAR 463 Spatial and Interactive Sound***

Students explore sound as an emerging media art through the design, implementation and presentation of unique projects and installations, acquiring skills in designing interactive and spatialized sound environments.

***EMAR 349 Machine Learning for Artists***

An approachable introduction to machine learning for people with minimal computer science background.

***EMAR 348 Data Visualization***

Data is the new oil, and data visualization is telling the story of that data in visual, sonic and/or haptic ways.

***EMAR 445 Creative Machines***

Building on EMAR 349, students explore the question of “Can we use machine learning and artificial intelligence to create compelling art and music?”

***Advising***

Advisors will be assigned to students when they begin the BFA-EMA. The faculty of the Johnny Carson School of Theatre & Film advise the students, adopting a mentoring approach that will follow the student through the entire degree.

### **Accreditation**

While the BFA in Theatre offered currently by the Johnny Carson School is accredited by the National Association of Schools of Theatre, the new BFA-EMA will not be accredited by this body, as it is not designed to graduate theatre professionals. There is no accrediting body for this rapidly changing and evolving area of study. Even highly regarded and well-established media programs such as those at the University of Southern California and New York University do not receive accreditation for similar degrees.

## **III. Review Criteria**

### **A. Centrality to UNL Role and Mission**

“Through its three primary missions of teaching, research, and service, the university is the state’s primary intellectual center providing leadership throughout the state through quality education and the generation of new knowledge.”<sup>1</sup> The proposed BFA-EMA will propel UNL to become an international leader, especially in teaching and research/creative activity related to the intersection between the arts and technology. “New knowledge” will be generated as new art is created using storytelling and emerging technology in innovative ways. Critical thinking, creative thinking, entrepreneurship, an appreciation for multiple viewpoints, and a development of life-long learning habits will be central to the BFA-EMA, which in turn will be central to the role and mission of the University of Nebraska-Lincoln.

### **B. Relationship of the proposal to the NU Strategic Framework**

The proposed major relates to the six goals of the NU Strategic Framework in the following ways:

Goal 1: As the only program of its kind in the region, the BFA-EMA will attract more Nebraska high school graduates to the university. Because other programs in media arts are not associated with land-grant institutions, tuition costs are significant, making Nebraska an affordable option. The combination of cutting-edge uniqueness and affordability of this degree will be a strong inducement for Nebraska students to study in-state for their degree and, hopefully stay to start EMA-related businesses after graduation. Additionally, the ability of storytelling and web-based media to attract students from a variety of backgrounds is likely to increase the diversity of students who choose to attend the university.

Goal 2: The BFA-EMA will be a program of high quality with an emphasis on excellence in teaching. The resources devoted to the new Johnny Carson Center for Emerging Media Arts (see below) will allow for recruitment of faculty and staff who are exceptional in the field of emerging media arts. The new EMA-BFA is specifically designed to address the need for a “focus on targeted programs in areas of importance to Nebraska where the university can be a regional, national and/or international leader.” Global engagement in the program is assured through the international leaders and innovators on the Carson Center Advisory Board (<https://arts.unl.edu/carson-center/advisory-board>) and other international connections made by the Director of the Center, Megan Elliott, whose career has been in global leadership in emerging media.

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<sup>1</sup> <https://www.unl.edu/about/role-mission/>

Goal 3: The relevance of emerging media arts across wide-ranging industries and the demand for employees able to exploit and evolve these technologies and practices will “play a critical role in building a talented, competitive workforce and knowledge-based economy in Nebraska.” The field of emerging media arts is inherently global, so that the program will “prepare students for the global economy.” Projects and internships in collaboration with local and distant businesses also address this goal. Finally, an emphasis on entrepreneurship and a curriculum designed to foster adaptability to constantly changing technological trends will “prepare students for the flexibility required to respond to the uncertainty of future workforce demands.”

Goal 4: The Johnny Carson Center for Emerging Media Arts will become an international center of excellence for both research and applied creative activity in the emerging media arts. Interdisciplinary, intercampus, inter-institutional and international collaborations are a core mission for the center and are reflected by the international stature of the Center’s Advisory Council and in the interdisciplinary requirements of the BFA-EMA curriculum. The continued support of the Hixson-Lied College of Fine and Performing Arts through the Hixson-Lied Endowment already encourages faculty and student research through a competitive grant program. This grant funding for research forms an excellent foundation for additional support from additional sources as the Center expands. The BFA-EMA will increase possibilities for output of student research and visibility of faculty research. An important aspect of the research and creative activity of the Center will be that the storytelling techniques and technology can be used to support research projects in other disciplines on campus, helping enhance that research by finding engaging ways to tell their stories. The curriculum and the research of the faculty and students in the Center are inherently interdisciplinary.

Goal 5: The Innovation Studio is specifically intended to provide real-world opportunities for collaborative problem-solving through project-based engagement with industry, organizations and communities. Innovation Studio projects may reflect research and creative innovation from faculty and will also allow for student development and entrepreneurship. Ultimately, the entrepreneurial education aspects of the BFA-EMA, coupled with the Innovation Studio should result in significant new products and/or content that can be further developed and marketed by students and graduates.

Goal 6: The Johnny Carson Center for Emerging Media Arts has a limited budget, so efficiency and effectiveness in allocation of resources is already a high priority. Maximizing the “potential of information technology” is key to the emerging media arts and embedded in pursuit of success in the field.

### C. Consistency with the Comprehensive Statewide Plan for Post-Secondary Education

The proposed BFA-EMA **meets the needs of students** by providing a unique curriculum at an affordable institution. The program responds to students’ needs by providing skills and knowledge that will position them well for employment in a changing technological landscape and fostering the creative thinking that is much in demand by employers of all kinds.

The proposed program **meets the needs of the state** by responding to workforce development needs. The very nature of the program is to allow students to “be prepared to change and adopt new methods and technologies.” By providing an opportunity to learn cutting-edge technologies and establish businesses and research/creative activity based on these technologies, the program is “developing and nurturing the citizens and future leaders of Nebraska.”

The proposed program **builds exemplary institutions** by establishing a course of study that will not only compare favorably with peer institutions, but will compete easily with those peers. The goal of the program, aligning with UNL’s mission, is to develop and sustain “exemplary teaching, learning, research, and public service.”

The proposed program relies heavily on **partnerships and collaboration** by establishing interdisciplinary research projects with other departments on campus, on other campuses, and with local businesses and non-profits. The Carson Center for Emerging Media Arts will also reach out to high school students in the area to begin to help prepare them for a career in emerging media arts.

The Carson Center is actively participating in **facilities planning** in its renovation of the Nebraska Bookstore. The new Carson Center building will contain forward-thinking spaces that offer flexibility and advanced technologies. Its location at the south edge of the UNL campus will allow it to be a visible bridge between the campus and the community.

#### D. Evidence of Need and Demand

Information from market research and opinions from media industry leaders support the idea that the proposed degree will provide skills for graduates that will make them competitive in the Nebraska job market and help prepare them for newly emerging careers that will keep them in Nebraska and also foster new industry growth in the state. There is a need in the Nebraska labor economy for graduates from this program, which will be unique in the region and nationally, filling demand from students in Nebraska and beyond.

In preparing the proposal to the Johnny Carson Foundation, the Johnny Carson School of Theatre and Film consulted experts from across the country, in Nebraska and within the University. Faculty and administrators visited several universities and are particularly grateful for the guidance they received from the faculty and administration of the School of Cinematic Arts at the University of Southern California. They surveyed our alumni and held targeted discussions with students, faculty and campus and business leaders. This culminated in an interdisciplinary symposium, "Movies and Beyond: Connecting Digital Creativity Across Disciplines." The symposium drew 128 attendees from more than 40 departments and seven colleges at UNL and engendered a separate three-hour discussion with more than 70 students from theatre, film and related majors.

#### What We Learned

A new interdisciplinary focus on emerging media was enthusiastically supported by faculty, students and alumni of the Johnny Carson School of Theatre and Film and those from many other disciplines – physics, music, English, digital humanities, architecture, educational telecommunications, journalism and advertising, to name a few.

Ideas that received strong support include:

- **Faculty and student collaborations across disciplines on campus that apply virtual production, immersive/virtual reality, animation, game design and interactive media to research and creative activity**
- **An emphasis on creative coding for emerging media**
- **More hands-on learning in real-world, project-based courses**
- **Classes focused on business** and preparing students to market their skills, and increased opportunities for internships and professional experiences
- **More guest speakers** and opportunities to work with people from the industry
- **Developing collaborations with external partners** – in both the university and the private sector
- **Creating a center for emerging media** as a space for interdisciplinary collaborations among faculty and students.

This curriculum is demand-led, not supply driven. This BFA-EMA has been designed in consultation with the Johnny Carson Center for Emerging Media Arts Advisory Council – a council of 25 industry luminaries. Advisory Council members from around the world came to Nebraska in May of 2017 to participate in the Carson Forum and Workshop for Curricular Development. Participants explored what student learning outcomes are required to become a successful emerging media arts professional. The findings of the Carson Forum are the foundation of the new curriculum.

These findings were further augmented by consulting industry more broadly, both in Lincoln and nationally, and by engaging Stamats, one of the nation’s higher education integrated-marketing thought leaders, to undertake comprehensive research to produce a Profile and Assessment of Viability for new undergraduate and graduate programs in Emerging Media Arts. Their findings showed that demand for emerging media arts related professionals is growing, and demand for emerging media arts professionals is outpacing the national average<sup>2</sup>.

Accenture’s Digital Transformation in Media and Entertainment report *The Disrupted Strike Back: New rules and Capabilities to Survive*<sup>3</sup> clearly indicates that it is no longer a question of “if” digital transformation will happen; it is a question of how companies will respond. Companies are hungry for emerging media arts graduates who can help them compete in this new and ever-changing digital eco-system.

**Demand:**

Each year, approximately 50 students apply to the current Film and New Media program, competing for just 15 places.

The aforementioned market research undertaken by Stamats indicates that:

1. Emerging media arts related programs are growing at a rate well above the national average, demonstrating uncommonly high demand from students.<sup>4</sup>
2. There is next to no regional competition in this field. The University of Nebraska-Lincoln will have a first-mover competitive advantage in launching this new degree, which will result in strong brand recognition and customer loyalty.<sup>5</sup>
3. There is huge employer related demand, and it is outpacing national average.<sup>6</sup>
4. Emerging Media Arts bachelor degrees have experienced the greatest positive market share changes in recent years (a demand increase of almost 6%).<sup>7</sup>

Stamats undertook further research in April 2018 using the software platform Laborinsight. Laborinsight combs through more than 40,000 online job postings every day to categorize postings according to industry, job title, location and other classifiers. Laborinsight also applies textual analysis to the job posting to assess written content for the level of education specified for candidates, salary information, necessary skills, and other valuable information. Using Laborinsight to profile the size and nature of employment in fields relating to the Emerging Media Arts program in the state of Nebraska and in the city of Lincoln, the data shows that between

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<sup>2</sup> C. Reed and G. DeRoo *University of Nebraska-Lincoln Profile and Assessment of Viability – Emerging Media Arts*, Stamats, 2017: pg. 10

<sup>3</sup> Accenture *Bringing TV to Life (Issue IV): The Disrupted Strike Back* <https://www.accenture.com/us-en/insight-bringing-tv-life-digital-video-transformation-strategies> (accessed 28 September 2017)

<sup>4</sup> C. Reed and G. DeRoo *University of Nebraska-Lincoln Profile and Assessment of Viability – Emerging Media Arts*, Stamats, 2017: pg. 10

<sup>5</sup> *ibid*

<sup>6</sup> *ibid*

<sup>7</sup> *ibid* pg.26



2014 – 2017, there have been an average of 883 related job postings in the state of Nebraska, and 182 job postings in the city of Lincoln, and that 84% of them require a Bachelor Degree or higher.

This demand corresponds with the findings of the Lincoln Partner for Economic Development as outlined in their *Detailed Lincoln, Nebraska Data* bulletin (updated 02/16/18) which shows that in the Long Term Occupational Projections in the Lincoln MSA, 2012 – 2022, the Arts, Entertainment and Recreation category has an annual average increase of 2.89% over that period, and an overall percentage increase of 32.90%. This is the fastest growing occupational sector in the Lincoln MSA.<sup>8</sup>

## E. Avoidance of Unnecessary Duplication

While Emerging Media Arts is a rapidly developing area of study at other institutions, there is nothing currently offered at UNL that specifically addresses the goals and learning outcomes provided by this proposed program. This degree is intended to promote interdisciplinary collaboration and will draw upon existing curricular resources from other units at the University. At the same time, part of the mission of the Center is to provide expanded opportunities for students in different but related disciplines across the UNL campuses to contribute and benefit from courses offered by the Center.

As referenced earlier, market research done on the University's behalf indicates that there is very little regional competition, or competition amongst Big 10 schools, in Emerging Media Arts.<sup>9</sup> There are also no programs like it in the state of Nebraska.

The construction of the program means that while it has elements that are similar to art studio programs, visual design programs, and computer science programs, it does not duplicate any of these programs. The emphases on interdisciplinarity, project-based learning, entrepreneurship, and real-world application make the proposed program unique in Nebraska.

Studio art programs can be found in Nebraska's public colleges and universities at University of Nebraska Omaha (BFA and BA), University of Nebraska Kearney (BFA and BA), Peru State College (BS or BA), Wayne State College (BS or BA), and Chadron State College (BA). The proposed BFA-EMA is centered on creation of art, but is not intended to build on the same foundation of traditional 2- and 3-dimensional art forms as in these studio art programs or the one at University of Nebraska-Lincoln. In turn, none of these existing studio art programs focus on foundations in storytelling, coding, and interactive media in the same way as the proposed program.

Visual design is a key element in the proposed program, but it is not approached in the same way as existing graphic design programs at UNL, UNO (in the studio art BA and BFA), UNK (BFA in visual communication and design), Peru State (option within art BS or BA), Wayne State (BA), or Chadron State (option within art BA). These programs similarly are based on a traditional studio art degree model and do not focus on storytelling, coding, or other aspects of the proposed program.

Programs in media are also available in Nebraska's colleges and universities, including a BS and BA in Journalism and Media Communication with a Creative Media Option at UNO, a Media Arts Concentration in the BA in Studio Art at UNO, a BS and BA in Multimedia at UNK, and a BS and BA in Electronic Media at Wayne State. In general, these programs are designed around journalism and communications, focusing on existing media such as television and radio, though often incorporating web design. None focus on the creative arts and storytelling

<sup>8</sup> Lincoln Partner for Economic Development *Detailed Lincoln, Nebraska Data*, pg:7, 2018

<sup>9</sup> *ibid* pg. 10

opportunities offered by new and emerging technology as the proposed BFA-EMA does. UNL also has the advantage of currently offering the only filmmaking program in the state; the BFA-EMA builds on the strengths of that program, expanding its principles to include new technology, interactive media, and coding skills in a way that no other program in the state – or the country – is able to do.

Simply put, this program is not duplicative in the state of Nebraska, the Big 10, the region, or even the country. It is unique and offers a compelling opportunity for the state of Nebraska, both for education and for employment.

### **Impact on Students enrolled in Film and New Media Option**

The current Film and New Media option in the BFA Theatre will be phased out as the proposed BFA-EMA program begins. Students currently enrolled in the FNM program may elect to transfer into the new program. Those who do not transfer into the new program will be able to complete the Film and New Media Option; there are sufficient resources to ensure this completion. Students entering in Fall 2019 will no longer be able to enroll in the FNM option but will begin the new BFA-EMA.

## **F. Adequacy of Resources**

### **1. Faculty/Staff**

Talented faculty and supportive staff attract talented students and are important to developing innovative programs and producing future leaders in emerging media arts.

The JCSTF currently has three full-time faculty members teaching the Film and New Media Option (FNM). Additionally, there are two part-time faculty, one of whom shares responsibility for teaching courses in the Hixson-Lied College's Digital Arts Initiative (DAI).

Implementation of this new BFA will require additional faculty and staff resources sufficient to offer new and expanded courses in the proposed degree. Fortunately, the commitment made by the Johnny Carson Foundation and the University provides for seven new faculty lines. These will likely be a majority of tenure-track faculty lines, but will also include some professors of practice and potentially research professors, depending on the strengths of the new faculty and the developing needs of the program.

All faculty members teaching in the Carson Center for Emerging Media Arts will maintain their tenure homes in their respective departments, with a preponderance of the faculty having a tenure home in the Johnny Carson School of Theatre and Film. In some cases, however, the appropriate home may be in another department on campus – computer science, engineering or art, for instance. All faculty teaching in the Carson Center for Emerging Media Arts will be evaluated annually based on their accomplishments in teaching, research and creative activity. They will also be expected to contribute time in service to the School and College. The Carson School Director will oversee the hiring, evaluation, and promotion of all faculty in the Johnny Carson Center for Emerging Media Arts, and will select and appoint Carson Professors, Fellows and Guest Artists who will provide additional instructional support.

The agreement between the Johnny Carson Foundation and the University of Nebraska-Lincoln enables the Carson Center for Emerging Media Arts to hire the following over the next 7 years, in addition to a full-time Director already in place, and 4.0 FTE of current faculty in the Carson School who will teach in the new program:

New Faculty

7.0 FTE

Visiting Professors, Guest Artists, Fellows	1.5 FTE
Staff Lines	6.0 FTE

The new faculty will have an array of expertise from cinematography, screenwriting and sound editing, to augmented and virtual reality, interactive media, game engines, visual effects, creative coding, virtual production design, writing for emerging media and animation. Faculty will be selected for their expertise in their fields and may or may not have an advanced degree. Ideally, most faculty will be able to teach in both the core courses and in the emphasis courses.

Staff lines will include a business manager, a student advisor and internship coordinator, an administrative assistant, an equipment coordinator, a facilities coordinator, and an IT/media technician.

The Carson Center for Emerging Media Arts will begin searching for new faculty and staff in 2017, before the new facility is complete, and will continue hiring over a five-year period as student enrollment grows. The new faculty and staff will be able to accommodate a total student enrollment of 160 by Fall 2022, while maintaining a student-to-faculty ratio of 15:1, ensuring that there is a strong mentoring environment.

## 2. Physical Facilities and Equipment

Existing FNM faculty are currently housed in the Ross Media Arts/Van Brunt Visitor Building. All current FNM Option courses and support facilities are housed in the same location. The proposed BFA-EMA will require significant facilities expansion, supported by the establishment of the Johnny Carson Center for Emerging Media Arts, which will be housed in former Nebraska Bookstore building at 13th and R streets.

The renovated building will provide the required facilities, spaces, and building components for teaching, active learning, research, and other critical components to satisfy the curriculum for BFA-EMA. The new degree will add to and expand the total academic programs offered by the Hixson-Lied College of Fine and Performing Arts.

The project planning has also explored the ecosystem of spaces available in Lincoln. Other existing spaces on campus will be used and not be re-created in this facility.

The Johnny Carson Center for Emerging Media Arts project complies with the 2013 Plan Big: UNL Campus Master Plan specifically in relation to the following programmatic connections and principles:

- On City Campus, Q Street forms the southern edge of the university known as the “zipper zone”, an east-to-west transition corridor that knits the campus into the downtown edge of Lincoln. This project will enliven, activate and create a more human-scaled, well developed campus periphery along Q Street in between the north-south 12th Street arts and cultural corridor and the 14th Street student life spine, two of the four primary connectors for the City Campus.
- Historically, 13th Street is the north-south “urban canyon” for the City of Lincoln which terminates on the south side of the campus at R Street in front of the Love Library. This project’s corner location on 13th Street respects and reinvigorates that legacy, further strengthening the “zipper zone” and the city-campus connections vital to Plan Big.

- Plan Big seeks to enhance existing spaces to foster better cross-disciplinary collaboration. This supports UNL's celebration of innovation and excellence across campus learning environments by making learning more visible and engaged with the campus and landscape design.

The design of the new facility begins in October 2017, with construction to commence in July 2018. The cost of the refurbishment of the building is being paid for by a \$9M gift from the Johnny Carson Foundation.

The Board of Regents approved the Programming Statement and the naming of the Johnny Carson Center for Emerging Media Arts on 5<sup>th</sup> October 2017.

### 3. Instructional Equipment and Informational Resources

The Johnny Carson School of Theatre and Film currently maintains one classroom for the FNM option, which has 15 computers and a projector. These computers are replaced on a five-year basis (on average). This classroom maintains a professional level of computer and multimedia equipment and software and has an Ethernet connection for every machine in the room. The school pays a monthly fee for each port and that cost is already factored into the cost of the School.

The School also maintains two editing suites and a sound-recording and editing suite. Each of these suites maintain a professional level of hardware and software. The School also maintains an Avid server. Since its inception 18 years ago, the JCSTF has made a significant investment in cinema and audio visual equipment (thanks in large part of previous gifts from the Johnny Carson Foundation).

There is an allocated budget of \$2M from the University and the Carson Center to purchase equipment for the new Center.

### 4. Budget Projections [include Table 1 and Table 2]

Table 1: Projected Expenses

[https://ccpe.nebraska.gov/sites/ccpe.nebraska.gov/files/doc/NewProgram\\_Expenses\\_0.pdf](https://ccpe.nebraska.gov/sites/ccpe.nebraska.gov/files/doc/NewProgram_Expenses_0.pdf)

Table 2: Revenue Sources for Projected Expenses

[https://ccpe.nebraska.gov/sites/ccpe.nebraska.gov/files/doc/NewProgram\\_Revenue\\_0.pdf](https://ccpe.nebraska.gov/sites/ccpe.nebraska.gov/files/doc/NewProgram_Revenue_0.pdf)

When submitting to the Office of the Executive Vice Chancellor, submit

- Memo from dean or VCIANR to EVC documenting college and department level approvals with original signatures, electronically
- Proposal form as a Word document, electronically
- Tables 1 & 2 as an Excel document, electronically
- Supporting documentation as a PDF, electronically
- All documents listed above, hard copies

## Accompanying documents

### Letters of support:

- UNL
  - Electrical & Computer Engineering Department
  - College of Arts & Sciences
  - Philosophy Department
  - Center for Entrepreneurship
  - English Department
- Industry
  - Clint! Runge, Founder, Archrival
  - Sean Stewart, Creative Director, Magic Leap
  - Noah Falstein, Founder and Director, The Inspiracy
  - Norman Hollyn, Professor of Film, USC School of Cinematic Arts
  - Roy Taylor, Corporate Vice President and Worldwide Head of AMD Studios
  - Tim Chang, Investment Parter, Mayfield Fund

### CVs of current Film & New Media faculty:

- Megan Elliott, Director
- Richard Endacott
- Steve Kolbe
- Sandy Veneziano