

**College of Visual & Performing Arts
Faculty Assembly Agenda
Friday, March 5, 2021 – 2pm
Virtual via Zoom**

I. Vote to conduct business virtually - Approved

II. Approval of Minutes from January 15, 2021 Faculty Assembly - Approved

III. Important Dates

- a. Spring Events – Open Houses
 - March 20 – Virtual Open House – Academic Breakouts 10:45 – 11:15 am
 - April 10 – Virtual Winthrop Day – Academic Breakouts 11:00 – 11:45 am
 - April 16 – Virtual First Look Friday – Mock Classes 11:00 – 11:45 am
- b. Faculty 180 (Annual Reviews)
 - Due May 15, 2021
- c. May Commencement – May 7, 10:00 am, Winthrop Coliseum

IV. CVPA Department & Unit Updates – Supplements Attached

- Theatre & Dance – Daniel Gordon
- Design – Eva Roberts
- Fine Arts – Karen Oremus
- Music – Elisa Koehler, Mark Lewis
- Arts Administration Programs – Robert Wildman
- Associate Dean / Graduate Director – Wanda Ebright
- Communications & Community Engagement – Whitney Hough
- Student Services – Anna Fredericks
- Arts in Basic Curriculum Project – Kim Wilson
- Diversity, Equity and Social Justice Council

V. Business:

Elections for Faculty Conference Committees – Digital Elections were held

- **Academic Council**
Jeff McEvoy - Music
- **Academic Freedom, Tenure, and Promotion**
Matthew Manwarren - Music
- **Faculty Committee on University Life**
Stacey Davidson - Fine Arts
- **Faculty Personnel**
Meg Schriffen - Theater and Dance
- **Gen Ed Curriculum**
Seth Rouser - Fine Arts
- **Rules**
Myles Calvert - Fine Arts
 - Curriculum Voting – Proposals attached – All course modifications and new course proposals - PASSED
 - [Diversity, Equity and Inclusion Syllabi Statement](#)
 - IT/Academic Affairs Technology Group – Jason Tselentis
 - Board of Trustees report from Feb. 19 - Attached
 - Budget – FY22
 - Furloughs

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- Faculty vacancies
- Tenure clock dates – **New Schedule Attached**
- Integrated Arts proposal - **Attached**

VI. Old/New Business

VII. Adjournment

VIII. CVPA Mid-semester Social – Show off your beloved pets. Kids welcome!

Supplemental Department Reports

Faculty Assembly

March 5, 2021

DEPARTMENT OF FINE ARTS

Exhibitions

1. Student Sculpture Exhibition (Lewandowski)
2. UJE (Rutledge)
3. New Faculty Exhibition (Patrick Gallery) Stephanie Sutton, Myles Calvert, Elisabeth Dulemba,

Faculty

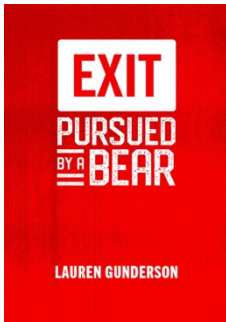
1. Brill Publishers has accepted **Prof. Kyle Sweeney's** co-edited book project provisionally entitled ***Lateness and Modernity in Medieval Architecture***. This peer-reviewed volume investigates the endurance and spread of Gothic architecture through the sixteenth century, from Nicosia, Cyprus, to Santo Domingo, Dominican Republic.
2. **Shaun Cassidy** has four sculptures in the exhibit "Metal and Glass", curated by Sharon Dowell at Gallery C3 at C3Labs in Charlotte. The exhibit will run until March 28th. Congratulations Shaun! **Shaun Cassidy's** work was also selected for the Inaugural exhibition for Cambria Suites, Knowledge Park, Rock Hill. **Shaun Cassidy's** new sculpture "The Sound of Everything- Slice" was accepted into the yearlong 15th Annual North Charleston Outdoor Sculpture Competition and Exhibition.

Students

1. Shaun Cassidy's Sculpture students have been commissioned to build sculptural bike racks for the City of Concord in North Carolina. The project is funded by the City of Concord and the Cabarrus Arts Council. Congratulations!
2. Fine Art student Jason Lyndsay has been commissioned to create four artworks for the executive offices of Comporium's Rock Hill headquarters.

DEPARTMENT OF THEATRE AND DANCE

- The Department of Theatre and Dance continues with virtual performances! Tell your students that Cultural Credits are to found here.



- ***Exit, Chased by a Bear***

Nan has decided to teach her abusive husband Kyle a lesson. With the help of her friend Simon (acting as her emotional -- and actual -- cheerleader) and a stripper named Sweetheart, she tapes

Kyle to a chair and forces him to watch as they reenacts scenes from their painful past. In the *piece de resistance*, they plan to cover the room in meat and honey so Kyle will be mauled by a bear. Through this night of emotional trials and ridiculous theatrics, Nan and Kyle are both freed from their past in this smart, dark revenge comedy.

April 1 through April 3

Johnson Studio Theatre, Johnson Hall and streamed live via www.tix4u.com

- **A Spring Dance Showcase, April 23 – 25**

An evening of selected works by students, faculty, and guest artists. Come see an eclectic showcase of the best of the year's dancing in the Department of Theatre and Dance. A variety of dance styles will be featured including ballet, contemporary, jazz, tap, and musical theatre.



- **Junior Choreography Showcase, April 16**

- The Spanish Golden age play, *The Courage to Right a Women's Wrongs*, This time, Don Juan may have met his match...

One of the Spanish Golden Age's most accomplished female playwrights, Ana Caro presents a witty critique of society through the story of Leonor, a woman who sets out to find her one-time lover (Don Juan, naturally) and bring him to justice. ***The Courage to Right a Woman's Wrongs*** is a comedy of wild intrigue and lively ingenuity in which Leonor crosses geographical boundaries and defies social expectations of gender in order to bring her fickle lover to justice and restore her lost honor.

April 8 through 11

LIVE performance at Winthrop Amphitheatre

- **Student Directed One-Acts, April 16 - 18**



The link to purchase tickets can be found on the department website.

Or contact the box office at 323-4014, or email boxoffice@winthrop.edu for **tix**.

- Assistant Professor of Dance Gabby Tull presented at the National Association for African American Studies (NAAAS), entitled *Black Female Bodies in Contemporary Dance: Studying the Trajectory of Modern Representation*.

STUDENT NEWS

- Senior Dance student **Kensley Brandemuehl** will be attending Adams State University in Alamosa, Colorado to pursue a Masters of Arts in Counseling with an emphasis on Clinical Mental Health! Go Grizzlies!
- Senior Dance Ed. student **Charity Moore** has accepted a full-time dance teacher position at Lake Marion High School and Technology Center in Orangeburg County School District. This position is in a new program/facility where she will be able to develop new curriculum.

ALUMNI NEWS

- **Reba Bowens, Winthrop MAAA '19, and Dance '10** has been working at the York County Arts Council since last March and is now overseeing Finance and Operations.

DEPARTMENT OF MUSIC

Music Graduate Program Updates

- The entrance requirements for the Master of Music in Conducting and Master of Music in Performance degrees have been updated and clarified, and the related websites have been updated. Changes were approved by Dean Bellantoni, Associate Dean Ebright, and Katie Dykhuis (Director of Graduate Enrollment).
 - <https://www.winthrop.edu/graduateschool/master-of-music-in-conducting-admission-requirements.aspx>
 - <https://www.winthrop.edu/graduateschool/master-of-music-in-performance-admission-requirements.aspx>
- A study guide was created for the diagnostic placement exams in music theory and music history, and procedures were clarified for video audition submissions.
- A review of similar graduate programs at the University of South Carolina and the University of North Carolina at Greensboro (our major local competitors for MM students) revealed that Winthrop's entrance requirements were out of step with current practice.
- Curricular changes for MM programs and ideas for new MM degrees (collaborative piano and music business and technology) are currently under development with the goal of submitting proposals in September 2021.

Faculty Accomplishments

- Craig Allen
 - Presented several online masterclasses and presentations for Bradley University, University of Nevada-Reno, the National Association of Teachers of Singing (NATS) at the state and regional level, and the American Guild of Organists.
 - He will also be performing live on stage in *Le Mis* (as Jean Val Jean) for the Rock Hill Theatre beginning March 12th and in *Die Fledermaus* (as Gabriel von Eisenstein) at the University of South Carolina in April.
- Doug Black
 - Organized and ran the virtual Winthrop All State Brass Audition Clinic in November 2020.
- Tomoko Deguchi
 - Planned a virtual conference as the president of College Music Society Mid-Atlantic Chapter, which is taking place this weekend. She has also served on the review board for video article proposals for Society for Music Theory.
- Kari Giles
 - Created an educational program with Mark Lewis through the Charlotte Symphony Orchestra for local elementary schools.
- Justin Isenhour
 - Presented a Zoom clinic for Luck Beckham High School and participated in the virtual Winthrop All State Brass Audition Clinic.
- Elisa Koehler
 - Presented a live master class on historic brass instruments for the trumpet studio at Columbus State University in Georgia on February 15th (a furlough day), and presented a Zoom clinic for the trumpet studio at Colorado State University on February 17th. Prior to the CSU Zoom clinic, she was [interviewed on the Trumpet Journey blog](#).

- Her second CD with Newberry's Victorian Cornet Band (a 19C period-instrument group) is being [released this week by MSR Classics](#).
- Mark Lewis
 - A performance of his composition, *I Will Wade Out*, was featured on WDAV radio's program, *New Music Charlotte*, on February 18th.
 - He has been arranging and playing piano/keys with singer/songwriter "Aresena." Initiated by Hugh House and Fair Play, the project brings together the region's top classical musicians with regions top R and B, Folk, and Hip-Hop artists into a collaboration that facilitates diversity, equity, and inclusion. The video from Stage Door Theater will be aired/streamed in mid-March.
 - Arranger/Orchestrator for Your Neighborhood Orchestra (YNO). Professional composers, songwriters, and musicians who call Charlotte "home". YNO serves as a bridge to connect and promote collaboration throughout the local Charlotte music scene, highlighting the diverse landscape of musical artistry in our community. Concert video with choreography will be aired on April 21st.
- Matthew Manwarren
 - Gave a lecture/demonstration and masterclass on January 10th for the Charlotte Piano Teachers' Forum titled, "Teaching the Classical Style: A Pedagogical Guide for Piano Teachers."
 - This year he has served as a Visiting Professor of Piano at the University of South Carolina, teaching undergraduate and graduate piano majors, coaching chamber music, and supervising two graduate recitals.
- Jeremy Mims
 - Conducted the New Mexico All State Mixed Choir online (concert will be released in April). He has also worked with many area choirs over Zoom, assisting with tone, diction, musical preparation, and auditions. He gave a clinic for the American Guild of Organists and has been recording anthems and running weekly Zoom rehearsals at Grace Lutheran Church. A future presentation on the lasting impact of Covid in the music classroom is planned for the SC Music Educators Association.
- Jill O'Neill
 - Presented flute masterclasses at Clover Middle School, Rock Hill High School, Castle Heights Middle, York Middle, and Cuthbertson (in NC). She has also been active with her band, Space Daddy and the Galactic Go Gos.
- Tracy Patterson
 - Hosted virtual woodwind recruiting events on February 13th and 27th along with colleagues Debbie Loomer and Jill O'Neill. High schools that participated in the event included Fort Mill, York Comprehensive, Cane Bay, and Clover.
 - Dr. Tracy Patterson and Dr. Neal Postma are "virtually" hosting the North American Saxophone Alliance Region VII Conference featuring over 30 different performances, masterclasses, panel discussions, and lectures, including artists from 12 different states. The Regional Spotlight Concert airs Friday (3/5) at 7pm and will feature the Winthrop University Saxophone Ensemble (directed by Patterson) performing a piece by Dr. Mark Lewis, a WU faculty trio of Patterson, Lewis, and Dr. Justin Isenhour performing original music by Patterson, and Postma premiering new music by composer Anthony Green.
- Neal Postma
 - Will present several virtual clinics for D'Addario Woodwinds in March and April for Arizona State University, Radford University, UCLA, and Colorado State University.
- Ashley West-Davis

- Presented a guest artist lecture and concert at Limestone University in January. The lecture covered her dissertation topic “Dominick Argento’s Miss Manners On Music: A Performance Guide for Singers.”
 - All of her students who competed in the SCNATS musical theatre auditions last October advanced to regionals. Three of her Winthrop students will be competing virtually this week in the NATS Mid-Atlantic Region Student Audition.
- Kristen Wunderlich
 - Is presenting for SC NATS (National Association of Teachers of Singing) virtually at the end of March along with Jeremy Mims titled, "Creating a Cadence of Commutuality: Finding connections in our singing communities."

DEPARTMENT OF DESIGN

Gerry Derksen

- successfully passed the qualifying exams for his PhD. This means he has completed his course work and can move onto his dissertation, which is planned for completion by Fall 2022.

Elizabeth Dulemba submitted her PhD Dissertation in January; her Viva (Defense in the US) is March 22nd

- under pseudonym, Bae Broughton, Dulemba has a picture book, *Teacup*, accepted for publication Fall 2021
- newest picture book, *On Eagle Cove*, written by New York Times Bestselling author, Jane Yolen, was released in November
- participated in a panel on writing PhDs at the University of Glasgow
- spoke at SCBWI annual conference, “How to Focus Your Reader’s Attention
- hosted 6 award-winning speakers in the Children’s Lit Illustration class, all were available for campus-wide Cultural Events Credits, 70-100 attendees each
- created a series of tutorial videos (30 so far) to be use in class and available broadly as “e’s art tips” on Youtube <https://www.youtube.com/c/ElizabethODulemba>
- two illustrations accepted, a collaborative art project with Jane Yolen and cellist, Atzi, for *Shoreline of Infinity*, a sci-fi magazine out of Edinburgh, Scotland <https://dulemba.blogspot.com/2021/02/shoreline-of-infinity-jane-yolen-and-me.html> (at 7:30 and 43:16).
- production of hand-lettered designs for Redbubble <https://www.redbubble.com/people/dulemba/shop>
- work included in Faculty Gallery Show, closing Friday 5 March

Jason Tselentis

- *PanelxPanel* comics journal #44 Feb. 2021; writing on the comic *Wolverine Weapon X* and how it uses the language of war and imprisonment <https://gumroad.com/panelxpanel#LOKye>
- *Print Magazine* profile of Jessica Walsh, who spoke about The Politics of Brands, and the Value of Human Connection <https://www.printmag.com/post/jessica-walsh-s-brandventory-the-politics-of-brands-and-the-value-of-human-connection>

Mikale Kwiatkowski

- Open AIR’s place-based Artist-in-Residence program, selected to create an in-situ three-dimensional project for the Missoula Public Library (Montana) over the summer
- proposal accepted for next Annual International Conference on Design Principles & Practice to be held in Australia; presentation will be of a project that explores variable computer-generated drawings derived from human movement data
- career enhancement grant from Epsilon Sigma Alpha Foundation; grant monies will fund attendance at Royal College of Art in London during the summer

Addy Student Awards

Thalia Bastides

- Silver award for packaging / Krafted Kiwi

Eleanor Fentiman

- Silver award for packaging / Natural Dragon Fruit
- Gold award in publication design for The Life Aquatic
- Best of Print. <https://www.aafcharlotte.com/2020-student-awards-winners-copy>

DEI Committee

- **BIPOC Teaching Mentorship**
developing a scholarship to nurture students through directed contact with faculty and as an assistant in course/s (they have already taken) in an effort to foster interest in continuing to graduate school and perhaps, to pursue a career in teaching. Though long-range as an outcome, we hope to increase the diversity of design educators.
- **Collaborative Workshop led by Wily** [Wily](#) to discuss diversity, equity, and inclusivity within the DOD, define critical problem areas, and co-create potential interventions. This Design Sprint will democratize ideation, ensuring all voices are heard and time isn't squandered

Roberts

- Two designed books included in Faculty Gallery Show

ABC Project

Olde English Consortium is a regional resource sharing association among Cherokee, Chester, Chesterfield, Clover, Fairfield, Lancaster, and York County School Districts and Winthrop University. The consortium has traditionally offered a one-day regional conference for discipline-specific professional development. The sessions are provided and attended by consortium members.

There are plans to resume and offer a 2021 Fine Arts Conference on October 18. Therefore, the OEC Fine Arts Executive Board is requesting session proposals for the 2021 conference. The event is attended by Arts educators of all disciplines in all age groups, so your presentation topic can be discipline specific or general in nature. I encourage all of you to consider presenting, but particularly new faculty. The majority of Winthrop students are recruiting from the surrounding region. Your presentation would not only add to the skill set of the current K-12 fine arts educators in our region but possibly provide a networking opportunity to establish a relationship for future opportunities and recruitment.

If interested:

1. The proposal form can be found in the Shared S drive in ABC Project folder, document titled OEC Professional Development Conference Speaker Confirmation Form–
2. Downloaded from this link to Kim's public Google folder
3. or email a request to wilsonki@winthrop.edu

The location is yet to be determined but will be hosted by a member school in one of the surrounding districts. Kim will send out an email invitation/reminder near the end of April before the next OEC Fine Arts Executive Board meeting. Completed proposals should be emailed to wilsonki@winthrop.edu or a copy in either of the shared drive locations.

Kim acknowledged Michelle Livek and Elizabeth Dulemba.

First, Michelle for encouraging her students to participate in a panel discussion during the 2021 SC Arts Higher Education Forum. A total of three students reached out but Stacey Walden (2019) was selected to balance the representation on the panel. The student panel featuring Stacey and three other arts education majors from other SC IHEs. They discussed their student experiences and how it shapes their visions as future educators. To access the recorded conversation and other from the unlisted SC Arts Higher Education YouTube playlist: https://www.youtube.com/watch?v=Rhr3pTKfzVM&list=PLWr13sr-oA1-TdQzloPEp7_488YHBeSrx

Next, a huge thank you to Elizabeth, who contributed content to ABC Project's upcoming Spring Site Meeting. Her video will be viewed across the 74 school ABC Network and potentially other arts educators and integrators through the virtual collaborative conference app. If you are interested in exploring the virtual collaborative conference, featuring content from Palmetto State Arts Education, SC Music Education Association, SC Art Education Association, SC Dance Association and ABC Project, please email wilsonki@winthrop.edu to request a FREE registration.

Finally, Kim reported on a successful ABC Facebook Live event in conjunction with the 2021 Arts Advocacy Week in partnership with SC Arts Alliance. Acknowledging that this legislative year is a demanding one, funding for the arts is more important than ever. She encouraged everyone to reach out to legislators and share their concerns/request to support arts and arts education funding. The SC Arts Alliance website provides tools and details to assist in your advocacy efforts: <https://scartsalliance.net/advocacy>

March 2021 CVPA Curriculum Proposals

ARTH300 New Methods and Theories of Art History

To encourage art history majors to complete this required course before their senior year. Majors will be better served in and prepared for upper-level coursework if they complete the methods course earlier in their studies. Changing the course number will underscore the importance of completing this course before the senior year. Art history methods is not a capstone course for the B.A. in Art History. The addition of a prerequisite will ensure all majors have basic foundational knowledge of the discipline before investigating its methods and theories.

ARTH343 Drop High and Late Medieval Art

This course will no longer be offered.

ARTH345 Drop Northern European Renaissance Art

This course no longer will be offered

ARTH346 Modify Global Baroque

This course action is consistent with recent developments in the discipline of art history, which is reevaluating Eurocentric approaches to the study of early modern art that marginalize the artistic accomplishments of other cultures. Additionally, this course action is in response to the Dean's call "to diligently make efforts to confront and challenge the colonizing practices that have influenced curriculum, by ensuring that we include works of visual art...created by, for, and about underrepresented groups in our pedagogy" (June 2020). The new course title and description make clear that this course aims to decenter traditional art historical narratives and supports departmental Diversity, Equity, and Inclusion initiatives.

ARTH347 Modify Art in the Age of Revolution

This course action is consistent with recent developments in the discipline of art history, which is reevaluating Eurocentric approaches to the study of premodern art that marginalize the artistic accomplishments of other cultures. Additionally, this course action is in response to the Dean's call "to diligently make efforts to confront and challenge the colonizing practices that have influenced curriculum, by ensuring that we include works of visual art...created by, for, and about underrepresented groups in our pedagogy" (June 2020). The new course title and description make clear that this course aims to decenter traditional art historical narratives and supports departmental Diversity, Equity, and Inclusion initiatives.

ARTH357 Modify Ancient Egyptian Art and Architecture

The current title, "Egyptian Art," should be refined to better reflect course content. The current title could refer to many different eras of art in Egypt, including those produced under various Islamic empires, etc., during the Middle Ages, early modern era, contemporary Egypt, and so on. Adding the qualifier "Ancient" to the title makes it abundantly clear that this course only considers the arts of pharaonic Egypt—and nothing that might be addressed in other art history courses that cover later periods. Finally, the proposed phrasing for this course is the standard phrasing, as evidenced by art history curricula at other universities.

ARTH449 New Honors Thesis Preparation

The course will invest students in the thesis-writing process at an earlier stage and make the in-semester writing of the thesis less forbidding. This could help us encourage more students to pursue honors in art history, clarify the process and steps to completion, and improve the quality of student theses. The course expands the thesis process to two semesters, which is consistent with the new guidelines of the University Honors Program.

ARTH450 Drop Honors: Selected Topics in Art History

ARTH450 does not exist. ARTH450H is the honors course.

ARTH450H Modify Honors Thesis in Art History

Updating course title, description, and goals to align with University Honors Program degree path expectations. The goal is to make the art history honors culminating experience structure and process clearer to majors and faculty mentors.

ARTH451 Drop Art History Methods (3)

This class is being changed to ARTH300. o encourage art history majors to complete this required course before their senior year. Majors will be better served in and prepared for upper-level coursework if they complete the methods course earlier in their studies. Changing the course number will underscore the importance of completing this course before the senior year. Art history methods is not a capstone course for the B.A. in Art History. The addition of a prerequisite will ensure all majors have basic foundational knowledge of the discipline before investigating its methods and theories.

ARTS334 New Beginning Printmaking

The creation of the Beginning Printmaking course aligns with the other Department of Fine Arts Studio concentrations which are composed of a Beginning, Intermediate and Advanced course in each area. Currently, Intermediate and Advanced printmaking courses exist in the curriculum, but there is no Beginning. The proposed Beginning Printmaking course is a survey that introduces students to the various processes and techniques of the medium. This is a curricular offering that is featured in printmaking concentrations in academic institutions internationally.

ARTS335 Modify Screenprint (3:7)

This is an existing course in the curriculum. The justification to change the course description and title is to accurately reflect what occurs in this course. The current description is significantly out of date.

ARTS336 Modify Relief Printmaking (3:7)

This is an existing course in the curriculum. The justification to change the course description and title is to accurately reflect what occurs in this course. The current description is significantly out of date.

ARTS337 Modify Intaglio Printmaking (3:7)

This is an existing course in the curriculum. The justification to change the course description and title is to accurately reflect what occurs in this course. The current description is significantly out of date.

ARTS436 Modify Intermediate Printmaking (3:7)

This is an existing course in the curriculum. The justification to change the course description and title is to accurately reflect what occurs in this course. The current description is significantly out of date.

We have changed the designator from ARTS 437 to ARTS 436 to align better with the printmaking sequence (334/ 335/ 336/ 337/ 436/ 536/ 636)

ARTS536 Modify Advanced Printmaking (3:7)

This is an existing course in the curriculum. The justification to change the course description and title is to accurately reflect what occurs in this course. The current description is significantly out of date.

ARTT112 Modify Introduction to Fine Arts

Updating course description to reflect changes to the ARTH major, which no longer requires ARTT 112, as well as general updates to the course as outlined in Assessment Support Details.

MUSA173 Modify Beginning Steelband

The change in title is more appropriate and better reflects the course's content and context.

MUSA179 Modify Piano Class for Musical Theatre I

We need to change the name of the course to reflect two different levels (I & II). Currently, MUSA179 and MUSA180 have the same title - Piano Class for Musical Theatre - without clarifying the appropriate levels.

MUSA180 Modify Piano Class for Musical Theatre II

We need to change the name of the course to reflect two different levels (I & II). Currently, MUSA179 and MUSA180 have the same title - Piano Class for Musical Theatre - without clarifying the appropriate levels.

MUSA273 Modify Advanced Steelband

The change in title is more appropriate and better reflects the course's content and context.

MUTC121 Modify Introduction to Music Technology (1:2)

The MUTC designator for Music Technology courses did not exist when this course was originally created.

THRA360 Scene Design

Students are entering the course with limited drawing skills. Adding a pre-req of ARTS 120: Drawing I will give them the basic skills needed. ARTS 120 is also being added to the BA Theatre Tech/Design curriculum.

THRA414 Musical Theatre Workshop

THRA 220 no longer exists. It was replaced by THRA 255 and THRA 265. THRA 320, Acting II, is a more appropriate pre-req for this course.

PROGRAM PROPOSALS

BA-ARTH Modify

Proposed modifications include updating/renaming existing art history courses that comprise from the major; no structural changes to the major are being proposed. This is largely in response to the faculty's desire to shift from a curriculum based on period survey courses to more thematic course offerings that are more inclusive and diverse in terms of content coverage. This change does not affect accreditation guidelines of the National Association of Schools of Art and Design and will allow faculty to increase both the breadth and depth of the art history curriculum.

BA-THTR-DTEC Modify

Design Tech students entering THRA 360: Scene Design were lacking skills in being able to express their creative ideas visually in two and three dimensions. The addition of THRA 262: Drafting as a pre-req to Scene Design, and a requirement of the program with put all students at the same level of skills, and allow the course to focus on its primary objective, which is the design process.

In response to DEI initiatives, and to decenter whiteness in the Theatre curriculum, THRT 442: African American Theatre can be selected as choice in place of THRT 386: Theatre History and Literature II, as they also cover the same period.

Deans were asked by the President to present at the February BOT meeting with the following “Expectations/aspirations for the dean presentations”:

- The board is anticipating an upbeat, energized, forward thinking "big ideas" conversational 8-minute presentation.
- It might be helpful for the deans to note "trends/new ideas/initiatives" that are emerging among their college colleagues across the country and how they intend to respond/build on those trends to the benefit of our students.
- The deans should not be constrained at all in sharing their vision for their colleges or the university.
- The idea to having them present is to spark excitement among the board members to encourage a wide-ranging and visionary discussion among the board on Saturday. This is a board retreat and an opportunity to create a fantastic afternoon on Friday that spills into a rich and productive discussion on Saturday.
- As one of my early mentors suggested to me as I was crafting a similar presentation, "swing for the fence because you just might hit the ball!"

Bellantoni – Board Presentation

February 2021

The vision my faculty, staff and I have for our college is driven by one basic question: why do students choose to enroll in our programs?

- 1) Faculty excellence and program offerings
- 2) Facilities (the Arts are facilities dependent)
- 3) Reputation of the university

All three of these are critical and connected, weakness in one makes success in the others more difficult.

- The artist plays a primary role in defining culture and lifestyle—what we see and hear, the products we use, the environments we inhabit, and how we communicate.
- The arts are an expression of our culture’s values and engage people emotionally and intellectually;
- They are also a driver of innovation and a catalyst for the economy—the creative economy;
- and the arts have an obligation to positively affect social change by contributing to our cultural and political discourse.

The vision is for CVPA to grow from a regional to nationally recognized leader in arts education. We want to “move the needle” by introducing new paradigms in the ARTS.

This can happen by

- Recruiting a diverse, qualified and highly productive faculty – CHECK
- Identifying needs, and propose and develop new and upgraded facilities
- Innovative academic programs
- Ensure the college is operating as efficiently as possible, knowing that the cost per student is higher in the arts
- Establish a culture of fundraising

What we have done

Enrollment, Retention, Marketing

- Arts Recruiter in admissions, working closely with admissions (thanks EP)
- Sub branding: #ARTSwinthrop, creative robust social media presence
- Results
 - Enrollment has increased 100 students, up 16% since 2017
 - Exceeded 700 students last fall for first time since 2013
 - Fall 19 to Fall 20 increased 3% to 713, even with COVID
 - Enrollment this Sp semester is the same as last year at this time

Fundraising – 3 major gifts

- 6-figure estate gift
- WU Leadership Society member
- \$1m Ida Stewart Arts Endowment
- Established the Scholarship Gala

Personnel

- Diversity and Inclusion:
 - increased BIPOC representation in the staff from 0–25%; and faculty from 6–17%;
 - Established a Diversity, Equity and Social Justice Council
- Retirements/Resignation opportunities:
 - 18 new hires since 2017; 17 retirements/4 resignations
 - Includes leadership: Associate Dean; 3 chairs; 1 program director
 - Do not anticipate retirements in the next 5 years
 - Currently 6 vacant faculty lines, saving just around 400k

Curricula Initiatives completed or almost completed

- Conversion of two design degrees from Bachelor of Fine Arts to Bachelor of Design; reduced instructional cost by sharing years 1 & 2 for all students in design programs
- Merged 3 music graduate degrees with low enrollments into one degree with concentrations
- Online Master of Arts Administration degree, launched in partnership with Wiley, exceeded projections (currently at 36, with 8 in the low residency in-seat program)
- New innovative areas of study, minors, and courses, a few examples include aerial dance, video, creative coding, augmented and virtual reality, music technology
- Departmental DEI committees are updating existing and creating new curriculum through a critical and anti-racist lens (work will be ongoing)

Curricula Initiatives under development or initial discussion

- Undergraduate program in Integrated Arts—BA designed for 2 yr to accommodate transfers/articulations more easily
- Music: Business and Music Industry programs
- Theatre: Acting and Directing for the screen
- Design: Apparel and Product Design

New initiatives require investment and facilities; and facilities requires staffing

Condition of Facilities affects recruitment of new students and faculty and hurts the reputation of Winthrop

- For the 19–20 recruiting cycle: 183 applicants attended an on-campus event; 45% of those did not enroll; 37% of those not enrolling in Art & Design (our most derelict facilities)
- We face health, safety, and accreditation issues for Art, Design, Music
- MUSIC: Byrnes Auditorium (recognize here it is out of our control)
 - Missing out on the Allstate Chorus and Invitational Band Clinic, large ensemble rehearsal space (even with social distancing)
- THEATRE: Johnson Hall: great space, but needs minor TLC due to water damage and age
- Art and DESIGN:
 - Many prospective students have better quality facilities in HS, and are visiting our competitors who are making investments
 - In 2019, the College of Charleston announced \$45m bond and \$5m appropriation for Arts facilities renovations

To summarize, we are succeeding in our vision by hiring a diverse, highly qualified faculty, developing new and innovative programming, and holding the line on recruitment, all amid serious facility issues that have the potential to stall or stop the progress we are making.

Integrated Arts BA degree Proposal

The Integrated Arts major prepares artists to identify, contextualize, and synthesize multiple visual and/or performing arts disciplines.

The program prepares individuals to realize creative self-expression, and explore perception and interaction among people, objects and ideas, while demonstrating mastery of integrated arts principles and practices, creative thinking strategies, and individual and collaborative experiences.

Program Competencies/Program Goals

1. The ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force
2. An ability to address arts culture and history from a variety of perspectives.
3. Understanding of, and experience in, thinking about moral and ethical problems that arise within and can be addressed by the arts.
4. The ability to respect, understand, and evaluate work in a variety of arts disciplines.
5. The capacity to explain and defend views effectively and rationally.
6. Understanding of, and experience and skills in, more than one arts discipline appropriate to the individual's needs and interests.
7. A general knowledge of business practices as they relate to the arts.
8. An acquaintance with a wide selection of disciplinary literature, the principal eras, genres, and cultural sources.

IART Degree Course Descriptions and Course Goals/Objectives

| | |
|-----------------------------|---|
| Major course credits | 42 |
| Minor (required) | 18 (minor must be in a CVPA program) |

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|-------------------|--------------|-------------------|--------------|
| <u>SEMESTER 1</u> | <u>15 cr</u> | <u>SEMESTER 2</u> | <u>15 cr</u> |
|-------------------|--------------|-------------------|--------------|

| | | | |
|-------------------------|-------------|-------------------------|-------------|
| IART Foundations | 9 cr | IART Foundations | 9 cr |
|-------------------------|-------------|-------------------------|-------------|

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|----------------------------|-------------|------------------------|-------------|
| • <i>IART - Theatre</i> | <i>3 cr</i> | • <i>IART – Dance</i> | <i>3 cr</i> |
| • <i>IART – Visual Art</i> | <i>3 cr</i> | • <i>IART – Music</i> | <i>3 cr</i> |
| • <i>IART - Technology</i> | <i>3 cr</i> | • <i>IART – Design</i> | <i>3 cr</i> |

| | | | |
|-----------------------|-------------|------------------------|-------------|
| IART Seminar I | 3 cr | IART Seminar II | 3 cr |
|-----------------------|-------------|------------------------|-------------|

| | | | |
|--------------|-------------|--------------|-------------|
| Minor | 3 cr | Minor | 3 cr |
|--------------|-------------|--------------|-------------|

| | | | |
|-------------------|--------------|-------------------|--------------|
| <u>SEMESTER 3</u> | <u>15 cr</u> | <u>SEMESTER 4</u> | <u>15 cr</u> |
|-------------------|--------------|-------------------|--------------|

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|------------------|-------------|------------------|-------------|
| IART Core | 6 cr | IART Core | 6 cr |
|------------------|-------------|------------------|-------------|

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|-----------------------------|-------------|--|-------------|
| • <i>IART – Studio I *</i> | <i>3 cr</i> | • <i>IART – Studio III *</i> | <i>3 cr</i> |
| • <i>IART – Studio II *</i> | <i>3 cr</i> | • <i>IART – Professional Practices</i> | <i>3 cr</i> |

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|-----------------------------|-------------|---------------------------------|-------------|
| IART Thesis Research | 3 cr | IART Thesis Presentation | 3 cr |
|-----------------------------|-------------|---------------------------------|-------------|

| | | | |
|--------------|-------------|--------------|-------------|
| Minor | 6 cr | Minor | 6 cr |
|--------------|-------------|--------------|-------------|

* IART Studios are team/turn taught

IART 3XX, Foundations: Visual Art**3 credits / 6 contact hours**

An introduction to the basic principles and processes of drawing and two-dimensional art forms through a variety of media, processes.

Upon completion of this course, students will develop an understanding of:

1. Fundamentals of line, value, perspective and composition
2. Principles and techniques of drawing from observation
3. Drawing the human figure with emphasis on development of basic drawing skills of gesture, proportion, contour, and action
4. Materials, tools and techniques

IART 3XX, Foundations: Design**3 credits / 6 contact hours**

An introduction to the basic principles and processes of two and three-dimensional composition, color theory and its application, and design thinking methodologies.

Upon completion of this course, students will develop an understanding of:

1. Gestalt theory, the principles of two and three-dimensional composition, form, and point, line, plane and volume
2. Color theory and its application
3. Craft and construction, and materials, tools and techniques
4. Design process and methodologies
5. Representation of form and visual articulation of narrative

IART 3XX, Foundations: Music**3 credits / 6 contact hours**

An introduction to the basic elements of music with study of durational and pitch-related concepts through visual and aural means, basic concepts of music theory, and the materials of music.

Upon completion of this course, students will develop an understanding of:

1. Treble, bass, alto, and tenor clefs, and identification of all notated pitches
2. Major and minor key signatures
3. Tertian triads, seventh chords, and diatonic and chromatic intervals
4. Rhythm and meter (simple and compound)
5. How music is analyzed both aurally as a notated form
6. Improvisation and harmonizing skills

IART 3XX, Foundations: Dance**3 credits / 6 contact hours**

An introduction to the basic elements of dance through movement explorations, repertory viewings, reflective writing, discussion, and choreographic projects.

Upon completion of this course, students will develop an understanding of:

1. Basic elements of dance
2. Choreographic processes and aesthetic properties of style
3. The effect of artistic and cultural ideas and contexts on dance styles
4. Procedures for realizing a variety of dance styles
5. Various dance repertory, principal eras, genres, and cultural sources
6. Development and defense of critical evaluations
7. Fundamental knowledge of the body and kinesiology

IART 3XX, Foundations: Theatre**3 credits / 6 contact hours**

An introduction to the basic techniques of acting, including relaxation and concentration, textual analysis, physicalization, characterization, and creation of a role; and an introduction to the techniques of improvisation designed to help actors develop presence, physical and verbal freedom, and spontaneity.

Upon completion of this course, students will develop an understanding of:

1. Common vocabulary and foundation in the craft of acting
2. Basic techniques for analyzing a dramatic text and for building character
3. How to make appropriate acting choices based on human behavior through the observation of individual personality traits (physical and psychological)
4. Importance of emotion personal experiences in acting
5. How to read and analyze plays in written and verbal form
6. Utilize specific characterization tools, memorization techniques, and rehearsal
7. Focus: exploring easeful energy
8. Listening: picking up verbal and non-verbal cues from scene partners to create synergistic scene work
9. Response: accepting and building on ideas from others without hesitation or question
10. Creation: creating a structured scene and interesting characters without pre-planning

IART 3XX, Foundations: Technology**3 credits / 6 contact hours**

An introduction to the tools and techniques of technology in the arts.

Upon completion of this course, students will develop an understanding of:

1. A range of digital and analog tools, and develop mobility between media and techniques
2. The changing role of technology in the world and the ways in which technology has shaped the arts throughout history
3. How to create artworks that show technical proficiency and conceptual depth using a variety of tools
4. The vocabulary of media in verbal and written form
5. A range of digital and analog tools, and develop mobility between media and techniques
6. How to create artworks that display critical awareness of media and an understanding of its history and current role in society
7. Authenticity, reality, and identity in media, and the ways in which technology influences it
8. Media theory as it relates to the arts

IART 3XX, Seminar I**3 credits / 3 contact hours**

A forum for critical analysis and discussions of theoretical, professional, historical, and contemporary issues in the arts. Effective speaking, presentation and writing skills will be addressed.

Upon completion of this course, students will develop an understanding of:

1. Blah Blah

IART 3XX, Seminar II**3 credits / 3 contact hours**

A forum for skills and effective methods for researching, analyzing, evaluation, and chronicling issues in the arts. Students will address both critical thinking and practical considerations through writing and public discourse.

Upon completion of this course, students will develop an understanding of:

1. Blah Blah

IART 4XX, Thesis Research**3 credits / 3 contact hours**

Students will explore various research methods, literature, and resources with the goal of identifying a what will become the basis of a thesis topic.

1. SLO
2. SLO
3. SLO
4. SLO
5. SLO

IART 4XX, Thesis Presentation**3 credits / 3 contact hours**

Students will present and defend their thesis and capstone project in a public venue, and submit a written document. This course will allow the student to work with faculty and peers in the design and development, production, and exhibition of the written and visual components of the thesis.

1. SLO
2. SLO
3. SLO
4. SLO
5. SLO

IART 4XX, Studio I**3 credits / 6 contact hours****IART 4XX, Studio II****3 credits / 6 contact hours****IART 4XX, Studio III****3 credits / 6 contact hours**

This course introduces the student to the various arts disciplines as they interface with, and are influenced by, each other. It will emphasize collaboration and cross-disciplinarity while encouraging students to research, produce, and present self-directed work in dance, theatre, visual art, design, and music.

1. SLO
2. SLO
3. SLO
4. SLO
5. SLO

IART 4XX, Professional Practices

3 credits / 3 contact hours

The course covers interview skills, job search practices, professional portfolio presentation, auditioning, reels, etc.....

1. SLO
2. SLO
3. SLO
4. SLO
5. SLO

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