

CVPA FACULTY ASSEMBLY

Friday, March 3, 2023, 2-2:45pm

Barnes Recital Hall

DRAFT

I. Welcome – Karen Oremus, Interim Dean

II. Minutes from the 1.13.23 Assembly – approved

III. President Edward Serna Open Forum

Dr. Serna began promptly at 2:01 introducing himself. He stated “I hear you as I have read through all of your questions for some of the concerns, I see with my own eyes. Regarding Grays, we will always be looking at enrollment. Peter Judge and Justin Oates are on the same page with me. We are engaged in many conversations and this is encouraging as talking is vital.” Dr. Serna said he is struggling with how Winthrop has gotten to the place it is now. So to gain an understanding of the context, he has been asking people, “how did we get here in the last 20 years?”

Karen Oremus moved the group towards addressing the questions from the floor.

Below are the Faculty Questions that were presented in advance for President Dr. Edward Serna

1. Due to required budget cuts, CVPA has incrementally had to reduce their operating budget and the hiring of interim faculty. We have also given up many faculty and staff lines in recent years. In the current year alone, the interim faculty budget has decreased an additional 70% to make this year’s expected target. We are certain Gray’s data will be more favorable in coming years, after these cuts are captured in the data, and now that Covid is behind us.

To accommodate this reduction:

- Class sizes have increased
- Certain courses are only offered annually instead of each semester
- Special topics have almost been completely eliminated
- Gen Ed offerings have been drastically reduced. If we had the budget to hire faculty to teach additional “service” courses to the university, fulfilling H-ARTS and GLOBAL STUDIES requirements etc...these courses would fill, creating additional credit hour production.
- Events and extra-curricular activities have reduced

The result of these cuts adversely affects retention (students learn better in smaller classes, smaller classes are safer in some cases, gen ed offerings aid in promoting the college, overworked faculty have less time for their students)

- a. CVPA currently has a higher number of admitted students in comparison to other colleges. Will budget allocations moving forward take enrollment numbers into consideration?
- b. Does upper administration understand that while we are operating (barely) on a shoe-string budget, and barely able to make ends meet? It is not sustainable to continue cutting, and investing might help us better retain students and recruit new ones?

Response: Dr. Serna stated, “We understand the budget situation we are in. We are using the Grays data tool to drive budget allocation. It will be linked to the strategic plan and will reveal the areas we need to invest in. Currently we are eating into our reserves and the BOT is concerned about where we spend. We

are 12:1 and it should be 17:1. With the Gray's data we are having conversations about academic budgeting and aiming not to cut departments and programming." Interim Dean Oremus noted that we get it and are being proactive with finding solutions.

2. Winthrop faculty do much more than just teach. In fact, the "much more" often outweighs teaching duties (full load + extra-curricular), resulting in inevitable late nights and weekend work. Will Winthrop University use Gray Associates to collect data on the cost of Vice Presidents etc. (non-teaching roles), and what that is at a cost per student or another measure, to see where they are not effective?

Response: "Gray's research is academic. But we are working on this in the administrative side too. I am not happy how we are structured. We are working on that" stated Dr. Serna.

3. Is WU prioritizing the facility issues that directly impact student retention and enrollments?
Please see a list of some issues below.

- McLaurin Hall has had an on-going flea issue for decades, mold throughout the building, broken walls, ceilings, and chemical spills. Finding space to serve our students is a challenge, and many of the rooms that we could be using, are condemned, unusable, sitting idle.
- Two of CVPA's most popular programs are homeless/displaced due to deferred maintenance. Interior Design students have been waiting to move into their 3rd floor McLaurin spaces since fall 22 but cannot due to unfilled work orders (furniture removal - broken moldy ceiling). The flood has exacerbated the issue.
- Since the flood, Illustration students and faculty have had to move out of their spaces completely due to unfavorable working conditions (exposed walls, dust, odors) and feeling unwell (rashes, breathing issues, dizziness).
- It is also important to note, that we must lead prospective students and their families through these spaces for this Saturday's open house.

We respectfully request that a timeline for the work that needs to be done is communicated to students and Faculty as promptly as possible.

Response: The President said that the program management system is out of date and needs updating. We need better communications and we are addressing this. As recruitment is impacted we will prioritize projects and requests by utilization rates – the higher the use, the faster to address it."

4. The CVPA departments work hard to be inclusive through our programming, however, we have a shameful representation of underrepresented communities among the tenure-track faculty. Will diversity be a priority moving forward with the university's new strategic plan? Will concrete statements be made to prioritize the hiring of members from underrepresented communities? How can Winthrop allow the hiring of faculty members that do not match our student body demographic? How will this be remedied?

Response: Dr. Serna noted that DEI is something that President Mahony started with having Winthrop attend an annual conference. He said "we celebrate our diversity and we continue to do this work so all have a seat at the table." It was suggested to Serna that we need to hire "them" and not just interview them."

5. Morale is low and gets worse each year with faculty being asked to do more and more with fewer resources, while the salaries are so far behind the national average. How will the below items be addressed?

- a. Based on the criteria for the salary compensation study and the associated chart, some full/associate professors are not even being paid what is listed in the lowest band, when they should be in the middle/ higher range.
- b. Why do faculty in CVPA have lower salary compensation in the chart than their peers in CAS and COE? It is important to note, that CVPA Arts Education faculty teach classes in COE, so lower salary bands are inequitable.
- c. How is it justified that new faculty have higher salaries over senior members of this college? This adversely affects morale, retirement, and one's good will toward the university. Why is this not a priority after extensive years of service to the institution? Why have some faculty's salaries been equalized while others have not? How and when is this this ten-year-old problem going to be fixed?

Response: Dr. Serna said that this question is better suited for VP of HR Lisa Cowart. However, he shared that he wants this sort of information.

6. What is your strategy for restoring Winthrop facilities to that of a first-class educational institution? Other facilities issues impact retention and recruiting. Please see below.

- The projector in the Barnes Recital Hall has ongoing issues that have not been fixed despite numerous requests to IT.
- Johnson Theatre's projector has such low lumens, what's projected can barely be seen.
- CVPA has asked for projector upgrades over the years and has been told that because these are non-instructional spaces, IT doesn't cover the costs of this equipment. All these spaces including art studios, are used daily for teaching and learning, and it is a misconception that they are not instructional.

Response: "This is good information to have and I will ponder this."

7. Is the need to increase the staff in IT and Facilities being addressed and how? Individuals in both of these areas are working at top speed, and are highly capable, but there is only so much that a few people can do. In addition to the aforementioned issues, classes are constantly being delayed/cancelled due to IT related issues as assistance is not readily available due to under-staffing.

Response: "We are aware – Justin and Lisa (Cowart) and I are talking about this and we are looking at a new plan of action for addressing retention in these areas."

8. Winthrop is one of only 37 universities in the United States and the only public or private institution in South Carolina with all of its undergraduate and graduate arts programs — theatre, dance, music, fine arts and design — nationally accredited. As the only comprehensive collegiate arts program nationally accredited in all the arts in the State of South Carolina, public or private. Is the senior administration committed to maintaining these accreditations, or are these under consideration to let go of as a cost-saving measure?

Response: Dr. Serna stated that Winthrop Recruiters need to go out and about as there is work to be done. A faculty member said "We do little promoting Winthrop in SC. In Fine Arts we do workshops and invite people to engage – these have many coming to campus with high success rate. How do you get the message to SC that we are here and to keep them here when they get here?" The Dean said that we have an amazing group of faculty that go out to schools and work at conferences for recruitment but we need them to come here, to us."

It was noted that there seems to be a disconnect with the BOT and the rest of campus - How do they perceive these issues? Do they see them? The President answered by saying that they see the issues.

Thanks and appreciation were extended to Dr. Serna for attending and he thanked the Assembly for inviting him.

The below questions did not get responses as the President utilized all the time that he had available for the CVPA Assembly.

9. In your opening remarks at the beginning of fall semester 2022 "Rightsizing the University" was listed as one of the board of trustees' priorities.
 - a. Would you elaborate on what rightsizing Winthrop might look like?
 - b. Would you also discuss details such as reduction in force, program reduction or elimination, and any other actions that might be taken to right size Winthrop University?
 - c. What role will faculty and staff play in making what will likely be some difficult decisions?
10. There are many majors available at Winthrop that measure success by how many students achieve employment within their discipline upon graduation and the prestige of the employer and starting salary. How do you define success in other areas of study such as the fine arts and liberal arts?
11. The data that was received for Gray's evaluation was comprised of COVID impacted times. Significant cuts were made already, specifically for the current academic year, which is not included in the data. To that end what is the outlook for possible cuts?
12. What benchmarks are used to evaluate the financial viability of in seat and online Master programs? E.g. Are they expected to generate a certain specific dollar amount of money each year towards the university overhead (in excess of the program's costs), or a specific percentage of tuition income? I realize we want as many students as possible, but is there a specific threshold we are expected to meet? Can they continue to operate as cost neutral, or are we expected to bring in revenue beyond that?
13. Do you believe the arts at Winthrop can be utilized to enhance community outreach and institutional presence? If so, is there a future where such initiatives may be funded outside an almost non-existent operating budget?

IV. Dean's Report

Interim Dean Oremus, as a follow-up to the above, said that she loves Winthrop and is positive about moving forward; I am not going anywhere and will fight for us.

- a. CVPA is Growing – 2023-24 Enrollment Projections are promising
- b. CVPA is Growing – Approved Searches
It was noted that Bellantoni's line is used to pay for adjuncts. There are 3 lines still available and if there is a resignation we may lose the line and then have to fill in with adjuncts or non-tenure persons. The 3 positions that are to be filled, Karen had to defend and it was agreed to keep them which shows as a positive that the upper administration is investing in CVPA.
- c. Grays Data- Program Efficiencies - Next Steps

The information will be presented to everyone when the time is right. We are in it together. No programs are to be cut now. They are tracking data to strengthen us. If we are at cost neutral we will be fine. We will need to work on those that are not cost neutral.

- d. Budget Planning
Create efficiencies from now forward.
- e. CVPA University Committee Elections
Online voting took place.
 - Academic Council- 3 years- (Kristen Wonderlich to Replace Jeremy Mims)
 - Educator Preparation - 3 years- (Stephen Gundersheim to Replace Michelle Livek)

V. Paula Garofalo, Arts Recruitment Coordinator

- a. Fall 2023 – 2024 Admitted Students + Trends

It was reported that there is growth within the arts programs – performing arts and visual arts are coming up strongly. Freshman have expressed having a great experience this year. CPA has had a positive last Fall growth rate of 7%. 175 new freshmen this year. Joseph is proud of the retention rates. They are high from all to Spr. He appreciates the hard work of the advisors. Transfers are coming back high also. Application numbers are up. We are doing well with consistent growth as compared to other colleges. That's for given to everyone for working events as the student love talking with faculty and staff.

VI. Lorrie Crochet, Associate Dean

- a. Curriculum Vote

See PowerPoint Presentation for details. In summary: Requests were presented by each department. For Design Department, all requested changes were approved. For Fine Arts Department, all request changes were approved. For Music Department, all requests for changes were approved.

VII. Departmental Diversity, Equity, and Inclusion Presentations

- a. Department of Design – Jason Tselentis, Chair
- b. Department of Fine Arts – Mark Hamilton, Interim Chair
- c. Department of Music – Elisa Koehler, Chair
- d. Department of Theatre + Dance – Marvin McAllister
- e. MAAA Program – Robert Wildman

See PowerPoint Presentation for reports and details.

VIII. Competency Based Education Presenters: Tracy Griggs, Greg Oakes

The premise of CBE is to create ways to bring in more students that are adult and professional learners to meet a need. This is applied learning – needs are accessed first and then course is designed to go with them/ meet them, with an applied outcome. Online, self-paced learning. Not course work but competency based learning as blocks of learning.

COE received a grant to do this work. It is a President Serna initiative. He knew of this work and sent this team to a conference to learn more about it. Winthrop is now taking in on. It is not a redoing of anything that we do but is a supplement to what we do as a difference model to suit a new audience. There is a shrinking pool of transitional students and other schools in SC are doing things to compete.

This offers a solution to the questions “How can we grow?”. The market is here we think and we just need to offer what the audience wants to finish degrees. It was noted that there are changes in the economy and work force that perhaps this and Winthrop can re-format itself to consider this as a way to tailor to students’ needs.

Winthrop would like to be the first school in SC to take CBE on and is poised to do it well, for growth potential. In Fall 2023 COE will launch the first CBE program in teacher certification. Solicitation for new programs in CBE is forthcoming. We are asking “What are the needs of the surrounding areas?” Training sources are available.

It was asked what the compensation is and if the faculty own the intellectual property rights. These are TBD. A policy is in development. Faculty load needs defining. How does CBE related to our academic calendar and our other programs? Research is taking place and models being observed and studied. CVPA representative is needed – Jason Tselentis volunteered.

See PowerPoint Presentation for details.

IX. Adjournment occurred at 4:25pm.

Meeting minutes recorded by CRW



College of Visual and Performing Arts

Faculty Assembly

Friday, March 3, 2023, 2-4pm

WELCOME

I. Welcome - Karen Oremus, Interim Dean

**II. Approval of the Minutes from the 01.13.23
Assembly - Karen Oremus**

**III. Open Forum with President Dr. Edward Serna
Welcome + Introduction - Karen Oremus**

III. Open Forum Questions

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IV. Dean's Report – Karen Oremus, Interim Dean

- a. CVPA is Growing – 2023-24 Enrollment Projections are promising (to be reported today by Paula Garofalo)
- b. Winthrop's Financial Status
 - Winthrop has a 6.8 million deficit/ less 3 million covered by vacancies leaving us with a 3.8 million deficit
 - CVPA Vacancy Savings Contributions include:
 - i. CVPA Dean's Line
 - ii. Graphic Design (Non-Tenure Track)
 - iii. Technical Director -Theatre (Non-Tenure Track)
 - iv. Acting-Theatre (Non-Tenure Track)

IV. Dean's Report – Karen Oremus, Interim Dean

- v. Any forthcoming resignations or retirements will be covered by part time faculty in AY 24 and will be reviewed for continuation as TT or NTT
- c. CVPA Growth and Support – Approved Searches
 - Vacancies were advertised “Pending Funding”
 - Deans had to defend the below Tenure Track positions. Approvals came back positively, which shows the upper administration's support for CVPA.
 - i. Interior Design and Design Foundation (Tenure Track)
 - ii. Illustration and Multi-Media Design (Tenure Track)
 - iii. Costume Design-Theatre (Tenure Track)
 - iv. Gallery Director (Staff)

IV. Dean's Report – Karen Oremus, Interim Dean

d. Grays Data- Program Efficiencies - Next Steps

- Gray's

- i. Deans were given a password to the multi-dimensional data base.

- ii. Data is vast and granular, and there is concern that some data is skewed. Examples include:

- 1. Showing faculty on release when they did not have release

- 2. Student faculty ratios of 1:3

- 3. Skewed data on internships -i.e. faculty doing a 9 credit internship with only 3 students showing as 1/4 their load, and likewise, 3 credit internships with 9 students not being accounted as 2/4 the load.

IV. Dean's Report – Karen Oremus, Interim Dean

d. Grays Data- Program Efficiencies - Next Steps

- Gray's

- iii. Everyone is aware of this, and everyone is working to correct the data now and for the future. Grays has worked with VPA colleges before. Winthrop Administration and Registrar understand we do things differently. Everyone is working on ensuring data is cleaned up, and this will take time.
- iv. Chairs receive Gray Database access in the next few weeks. The more eyes on data the better, especially because chairs are more familiar with their faculty load, releases, and the nuances of their departments. They can better identify errors.

IV. Dean's Report – Karen Oremus, Interim Dean

d. Grays Data- Program Efficiencies - Next Steps

- Gray's

- v. There is discussion regarding faculty access to the database. Faculty must be a part the process. They will be provided with dashboard PDFs. There was discussion regarding complete access to the system, but because it contains *confidential* faculty information, it is being discussed. Everyone recognizes that faculty must be armed with the information in some capacity to contribute to data driven solutions we need to work toward.

IV. Dean's Report – Karen Oremus, Interim Dean

d. Grays Data- Program Efficiencies - Next Steps

- Gray's

- vi. Grays has not and will not make any recommendations to Winthrop. This will occur internally, and as I see it, inclusively.
- vii. We viewed comparative data (within Winthrop) and outside Winthrop. Navigating through, it was evident that some departments were more expensive than others. Most of ours appeared cost neutral, some making revenue, and others were costing the university running in the negative. The margins were laid out for us.

IV. Dean's Report – Karen Oremus, Interim Dean

d. Grays Data- Program Efficiencies - Next Steps

- Gray's

viii. There is no secret that CVPA is expensive. There was discussion that expensive programs and those costing the institution, are not necessarily at risk. It was stated though, that other programs have to generate the cost to support those programs. They talked about market need, student desire, and community.

ix. Grays Data shows the **cost** to run each course:

Formula: Faculty salaries + benefits vs. student enrolment numbers (tuition + Course fees (less) scholarships). The fewer students, the greater the expense.

IV. Dean's Report – Karen Oremus, Interim Dean

d. Grays Data- Program Efficiencies - Next Steps

- Gray's

- x. It is recognized that the data we have, and low enrollments, is largely in part due to Covid. No harsh cuts of faculty, staff or programs have been discussed, so please let this fear leave you. We will continue to employ Grays to provide data over the next 3 years and it is everyone's job to work together to reduce the margins however we can. It will certainly mean making changes until our enrolments increase.

IV. Dean's Report – Karen Oremus, Interim Dean

e. Program Efficiencies

- The next three years are essential in establishing efficiencies to sustain our programs. We will not all like these changes, but these changes are essential. Everyone take note, that these changes are not meant to punish you, but are being put in place to protect CVPA, our programs and everyone who serves in the college. Until our student numbers increase, we must continue to find ways to increase class enrollments (we can't run a class with 3-5 people, and classes under 12 were highly criticized). The board wants to see a minimum of 16.

IV. Dean's Report – Karen Oremus, Interim Dean

e. Program Efficiencies

- We have been making these efficiencies over recent years, so this is nothing new, and there is very little more we can scrape back. However, there is still room in some areas to increase enrolments in our classes and reduce overall costs.
 - Reducing special topics. If you add one in, take something else out.
 - Offer classes annually- not each semester.
 - Cross list similar classes across departments (Drawing, for example between fine arts and design)
 - Stack classes, when possible, to increase enrollment.

IV. Dean's Report – Karen Oremus, Interim Dean

e. Program Efficiencies

- Keep in mind the number of programs/ concentrations in your department and your overall student numbers. Changes need to be made if you do not have enough students to fill these majors.
- Hopefully these changes are temporary until we increase our enrolments, so we can go back to the way we once did things. If things don't change in coming years, it may mean looking at program/ curriculum changes moving forward. It looks like we are being provided with the time to work as a faculty to make these efficiencies.

IV. Dean's Report – Karen Oremus, Interim Dean

e. Program Efficiencies

- The above changes in scheduling need to be done strategically and carefully, through solid planning and COMMUNICATION with faculty and students. ADVISING is crucial. And clear fixed scheduling plan is crucial for publishing, early enough, by advising the semester before, even a year in advance, so students are aware what is being offered and when.

IV. Dean's Report – Karen Oremus, Interim Dean

e. Program Efficiencies

- Other data Gray's offered was retention rates for all classes. They looked at an in-seat course enrolled at 18 and an online class enrolled at 55. One may think we would be encouraged to offer more online, however the DFW (grades of D, F and W) rate was 50% in that class, whereas in seat retained all students.

IV. Dean's Report – Karen Oremus, Interim Dean

e. Program Efficiencies

- Retention is also very important for immediate action. If you have a large percentage of students who are failing specific classes, we need to remedy that however possible. We need to look at the curriculum, how we scaffold, how we support students, and the way that we teach. We always must keep in mind who our students are. Senior admin recently heard a CVPA faculty boast that it was their class that weeded out freshmen from their department. We must eliminate this sort of mentality asap.

IV. Dean's Report – Karen Oremus, Interim Dean

e. Program Efficiencies

- The aforementioned changes will be challenging, but they are in place to protect CVPA and everyone who serves in the college. Larger studio/ labs classes may need additional support from student monitors. A larger lecture may require a GA or senior student tutor. For health and safety reasons, these increases will not be unreasonable.

IV. Dean's Report – Karen Oremus, Interim Dean

f. Budget Planning

- Chairs submitted their 2023-24 budgets to me last week.
- It looks like next year will be very similar to this year (operating + Student Salaries) except for an increase in the adjunct budget due to higher enrolment projections for fall
- We are also asking for an additional \$35,000. For accreditation purposes.
- I will be asking for \$40,000 for professional development (something we didn't have this year).

IV. Dean's Report – Karen Oremus, Interim Dean

- Student/ temp salaries will remain the same.
- I cannot see any way to reduce the current budget we are on, only increase it. Budget/ targets are being discussed in ALC.

g. CVPA University Committee Elections

- Academic Council- 3 years- (Replace Jeremy Mims)
- Educator Preparation - 3 years- (Replace Michelle Livek)

V. Arts Recruitment – Paula Garofalo, Director

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a. Fall 2023 – 2024 Admitted Students + Trends

57				
58	DEPOSITS PAID 3/1	FALL 2022	FALL 2023	% CHANGE
59	FINE ARTS	11	18	64%
60	DESIGN	25	25	0%
61	MUSIC	9	18	100%
62	THEATRE & DANCE	13	17	31%
63	TOTAL	58	78	34%

[illegible]

19	BA-MUSC	13	14	26	10	10	22	1	1	
20	BA-MUSC-MUTC	20	22	16	14	17	11	3	5	
21	BM-MPER	26	22	32	22	20	29	6	8	
22	BM-MPER-COMP	2	5	6	2	5	5		3	
23	BME-MUSECHOR	20	17	19	15	16	17	6	6	
24	BME-MUSEINST	37	37	38	32	34	34	14	14	
25	MUSIC	118	117	137	95	102	118	30	37	23%
26										
27										
28	BA-DANC	19	15	21	13	13	18	6	2	
29	BA-DANC-CERT	11	9	10	9	9	7	6	3	
30	BA-THTR	19	13	22	17	10	15	5		
31	BA-THTR-CERT	11	23	17	11	21	16	4	10	
32	BA-THTR-DTEC	6	11	9	5	11	8	3	3	
33	BA-THTR-MUST	27	29	48	26	27	44	10	8	
34	BA-THTR-PERF	11	25	25	9	20	20	5	11	
35	THEATRE AND DANCE	104	125	152	90	111	128	39	37	-5%
36										
37	TOTAL	463	498	642	402	444	552	140	157	12%



ENROLLMENT MANAGEMENT AND MARKETING WITH COLLEGE OF VISUAL AND PERFORMING ARTS

FEBRUARY 21, 2023



UNOFFICIAL Fall 2022 Registration (as of 10/10/22 compared to as of 10/12/22)								
	Fall 2022	Fall 2021		Final Fall 2021	Final Fall 2020			
HEADCOUNT ENROLLMENT								
UNDERGRADUATE:	3742	3973		3973	4406			
Senior:	1062	1084		1084	1285			
Junior:	867	1026		1026	992			
Sophomore:	718	787		787	953			
Freshman:	729	868		868	989			
UG DEGREE SEEKING SUBTOTAL:	3376	3765		3765	4219			
Non-Degree Seeking:	366	208		208	187			
Undergrad Out of State:	403	417		417	440			
Undergrad Part Time:	609	482		484	414			
New Freshmen:	709	818		818	964			
New Transfers:	231	245		245	241			
GRADUATE:	1009	1201		1201	1170			
* Degree Seeking:	887	1036		1036	990			
* Non-Degree Seeking:	122	165		165	180			
Grad Out of State:	303	374		374	354			
Grad Part Time:	696	855		855	770			
Total UNDERGRAD and GRAD:	4751	5174		5174	5576			
CREDIT HOUR PRODUCTION								
Total:	57958.50	64680.50		64688.00	71840.00			
Undergrad:	50968.50	56420.50		56428.00	63541.00			
Grad:	6990.00	8260.00		8260.00	8299.00			

Fall '22
Census Date
Enrollment

		UNOFFICIAL Spring 2023 Registration (as of 02/20/23)							
		Spring 2023		Spring 2022		Final Spring 2022		Final Spring 2021	
HEADCOUNT ENROLLMENT									
UNDERGRADUATE:			3508		3713		3740		4081
Senior:		1167		1206		1206		1377	
Junior:		853		967		967		967	
Sophomore:		666		719		723		847	
Freshman:		471		566		562		661	
UG DEGREE SEEKING SUBTOTAL:			3157		3458		3458		3852
Non-Degree Seeking:		351		255		282		229	
Undergrad Out of State:		387		399		396		421	
Undergrad Part Time:		594		504		548		496	
New Freshmen:		15		14		14		8	
New Transfers:		121		106		107		99	
GRADUATE:			912		1126		1157		1245
* Degree Seeking:		846		992		991		1022	
* Non-Degree Seeking:		66		134		166		223	
Grad Out of State:		284		365		370		355	
Grad Part Time:		626		765		798		893	
Total UNDERGRAD and GRAD:			4420		4839		4897		5326
CREDIT HOUR PRODUCTION									
Total:			54010.50		59972.00		60352.50		65863.00
Undergrad:		47527.50		51807.00		52097.50		57600.00	
Grad:		6483.00		8165.00		8255.00		8263.00	

Spring '23
Point-in-Time
Enrollment



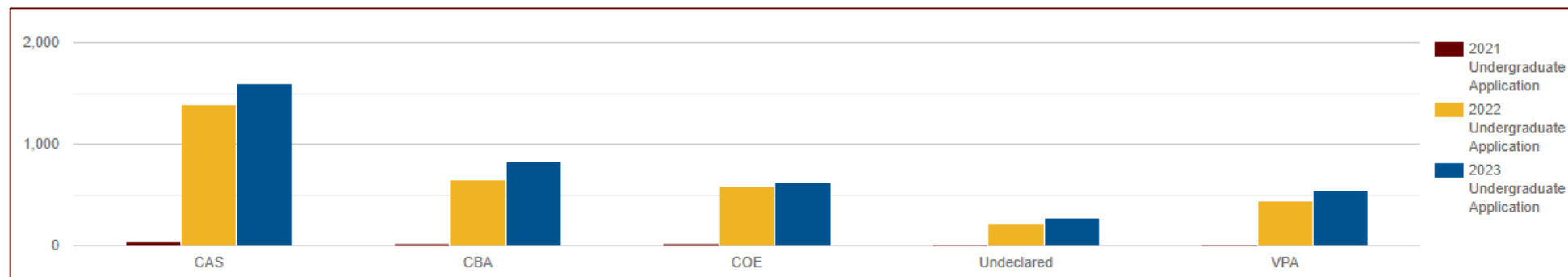
Fall 2022 Cohorts	Registered for Spring 2023	Enrolled in Fall 2022	Preliminary Retention Rate	Run Date
New First-Time, Full-Time Freshman Cohort	636	707	90.0%	2/21/2023
New First-Time, Full-Time Transfer Cohort	203	230	88.3%	

FALL 2023 ADMISSIONS ACTIVITY

	Applications Created	Applications Submitted	Applications Completed	Admitted
2021	5979	5260	3638	3264
First Time Freshman	5751	5070	3543	3187
Transfer	207	183	92	74
2022	5685	4872	3688	3313
First Time Freshman	5487	4701	3604	3252
Transfer	186	163	82	59
2023	5957	5375	4512	4028
First Time Freshman	5716	5162	4398	3936
Transfer	226	204	109	88

FALL 2023 ADMISSIONS ACTIVITY

Metric	Completed				Admitted			Enrolled	
	Fall 2021	Fall 2022	Fall 2023	1 Yr Comp	Fall 2021	Fall 2022	Fall 2023	Fall 2021	Fall 2022
CAS	1547	1526	1810	284	1392	1385	1622	340	240
CBA	704	723	969	246	599	643	846	157	132
COE	637	657	733	76	553	585	645	137	144
Undeclared	273	254	312	58	241	222	277	44	36
VPA	459	494	635	141	402	436	552	140	157
Total University	3620	3654	4459	805	3187	3271	3942	818	709



FALL 2023 ADMISSIONS ACTIVITIES (CVPA)

Metric	Completed			Admitted			Enrolled	
	Fall 2021	Fall 2022	Fall 2023	Fall 2021	Fall 2022	Fall 2023	Fall 2021	Fall 2022
CVPA Majors								
BA-ARTH	7	4	8	7	4	6		2
BA-ARTS	15	14	25	12	13	24	6	1
BA-ARTS-CERT	29	20	32	25	19	28	11	13
BA-DANC	19	15	20	13	13	18	6	2
BA-DANC-CERT	11	9	10	9	9	7	6	3
BA-MUSC	12	14	25	10	10	22	1	1
BA-MUSC-MUTC	20	22	15	14	17	11	3	5
BA-THTR	18	13	22	17	10	15	5	
BA-THTR-CERT	11	23	17	11	20	16	4	10
BA-THTR-DTEC	6	11	9	5	11	8	3	3
BA-THTR-MUST	27	28	48	26	25	44	10	8
BA-THTR-PERF	11	25	25	9	18	20	5	11
BDESDESNGDES	9	62	95	9	51	82	9	22
BDESDESNIDES	72	85	93	65	77	82	20	19
BDESDESNILUS	7	25	35	7	25	32	7	14
BDESDESXDES			2			1		
BFA-ARTSART1	33	35	41	30	34	34	13	11
BFA-ARTSART2	3	8	18	3	7	17	3	1
BFA-VCOMGDES	54			49			2	
BFA-VCOMILUS	11			10				
BM-MPER	26	22	32	22	19	29	6	8
BM-MPER-COMP	2	5	6	2	5	5		3
BME-CHORCERT								
BME-INSTCERT								
BME-MUSECHOR	19	17	19	15	16	17	6	6
BME-MUSEINST	37	37	38	32	33	34	14	14

As of February 20

LOOKING FORWARD

Spring Events

Open House (March 4)

Winthrop Day (April 1)

1st Look Friday (April 14)



VI. Curriculum – Lorrie Crochet, Associate Dean

Proposed Curriculum Changes Spring 2023

Department of Design

Course Number	Course Title	Action	Justification
VCOM462	Interface Design: Alt-Media	Modify Course	Catalogue clean-up; <ul style="list-style-type: none">• some older pre-reqs, such as DESF150, are currently inactive• we've made other classes pre-reqs, such as 101, 262, 322, so students are prepared for the advanced content in 363/362/436/462
VCOM463	Motion Graphic 2	Modify Course	Catalogue clean-up; <ul style="list-style-type: none">• some older pre-reqs, such as DESF150, are currently inactive• we've made other classes pre-reqs, such as 101, 262, 322, so students are prepared for the advanced content in 363/362/436/462

Proposed Curriculum Changes Spring 2023

Department of Design continued

Course Number	Course Title	Action	Justification
VCOM363	Multimedia Design I	Modify course	Catalog clean-up, pre- req classes such as DESF300 are no longer offered. Design is offering other courses pre-reqs such as 101, 262, 322 so students are prepared for the advanced content in 363.
VCOM362	Interactive Media	Modify course	Catalogue clean-up: <ul style="list-style-type: none">• some older pre-reqs, such as DESF150, are currently inactive• we've made other classes pre-reqs, such as 101, 262, 322, so students are prepared for the advanced content in 363/362/436/462

Proposed Curriculum Changes Spring 2023

Department of Fine Arts

Course Number	Course Title	Action	Justification
BA in Art K-12 Certification		Modify Program	ARTS220 is an expired course, but is listed as a degree requirement. The requirement should be changed to “a studio elective in the ARTE major.”
ARTT301	Studio Art Field Study	New Course	Creation of a new dedicated course for faculty-led study abroad programs in art clarifies the Department’s offerings for current students and denotes the field study experience on their transcripts. This is an important distinction from other special topics courses that do not require a field study component.
ARTH301	Art History Field Study	New Course	Creation of a new dedicated course for faculty-led study abroad programs in art history clarifies the Department’s offerings for current students and denotes the field study experience on their transcripts. This is an important distinction from other special topics courses that do not require a field study component.

Proposed Curriculum Changes Spring 2023

Department of Fine Arts continued

Course Number	Course Title	Action	Justification
ARTH580	Topics in Art History/Vis Culture	Modify course	Updating course title, methods of evaluation, graduate student assignments, and goals.
ATTH680	Topics in Art History/Vis Culture	Modify course	Updating course title, methods of evaluation, and goals.
ARTH681	Graduate Art History	Inactivate Course	This course is being expired because it is redundant and not required for any degree program.

Proposed Curriculum Changes Spring 2023

Department of Fine Arts continued

Course Number	Course Title	Action	Justification
ARTH682	Art History Graduate Research	Modify course	Updating course title, description, methods of evaluation, prerequisites, and goals.
ARTH692	Special Topics in Art History	Inactivate Course	This course is being expired because it is redundant and not required for any degree program.
ARTH691	Special Topics in Art History	Inactivate Course	This course is being expired because it is redundant and not required for any degree program.

Proposed Curriculum Changes Spring 2023

Department of Fine Arts continued

Course Number	Course Title	Action	Justification
ARTH690	Special Topics in Art History	Inactivate Course	This course is being expired because it is redundant and not required for any degree program.
ARTS493	Studio Art Undergrad Research	New Course	This course is designed to provide intensive research and studio work under the guidance of the Fine Arts faculty.

Proposed Curriculum Changes Spring 2023

Department of Music

Course Number	Course Title	Action	Justification
MUST513	Counterpoint	Modify course	Change pre-req to MUST 211 with a minimum grade of C.
MUST511	Orchestration	Modify course	Change pre-req to MUST 211 with a minimum grade of C.
MUST411	Form & Analysis	Modify course	Change pre-req to MUST 212 with a minimum grade of C.
MUST 212	Music Theory IV	Modify course	Remove unnecessary co-requisite.
MUST211	Music Theory III	Modify course	Remove unnecessary co-requisite.

Proposed Curriculum Changes Spring 2023

Department of Music continued

Course Number	Course Title	Action	Justification
MUST 214	Aural Skills IV	Modify course	Add pre-requisites: MUST 211 and 213, and co or pre-requisite MUST 212. Aural Skills IV requires the theoretical knowledge of MUST212.
MUST213	Aural Skills III	Modify course	Add pre-requisites: MUST 112 and 114, and co or pre-requisite MUST 211. Aural Skills III requires the theoretical knowledge of MUST211.
MUST114	Aural Skills II	Modify course	Add pre-requisites: MUST 111 and 113, and co or pre-requisite MUST 112. Aural Skills II requires the theoretical knowledge of MUST112.

Proposed Curriculum Changes Spring 2023

Department of Music continued

Course Number	Course Title	Action	Justification
MUST113	Aural Skills I	Modify course	Add pre-requisites: Music major or permission of department chair, Co or Pre-requisite of MUST 111. Aural Skills I requires the theoretical knowledge of MUS111.
MUST112	Music Theory II	Modify course	Remove unnecessary co-requisite.
MUST111	Music Theory I	Modify course	Remove unnecessary pre-requisite.

Proposed Curriculum Changes Spring 2023

Department of Music continued

Course Number	Course Title	Action	Justification
MUST 103	Basic Aural Skills	Modify course	Change grading to letter grades instead of S/U.
MUST101	Basic Musicianship	Modify course	Change grading to letter grades instead of S/U.

Proposed Curriculum Changes Spring 2023

Department of Theatre and Dance

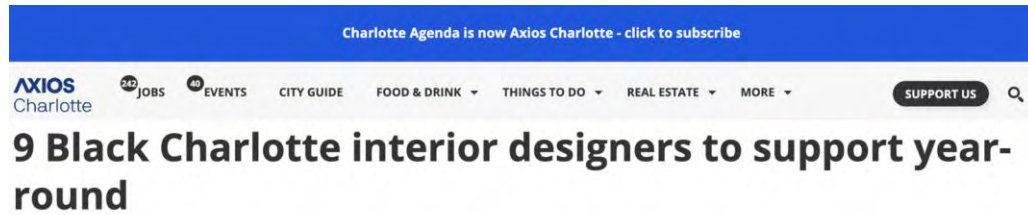
– none to review

VII. Department Diversity, Equity, and Inclusion Presentations

a. Department of Design – Jason Tselentis, Chair

Adjuncts in the News

Quin Gwinn, interior design



Quin Gwinn is known for her modern, fresh style that infuses color and contemporary art. She's done it all, from residential renovations to small commercial projects.

Book if: You're a small business in need of space planning and love millennial style.



Adjuncts in the News

Kyahdric Moses, graphic design

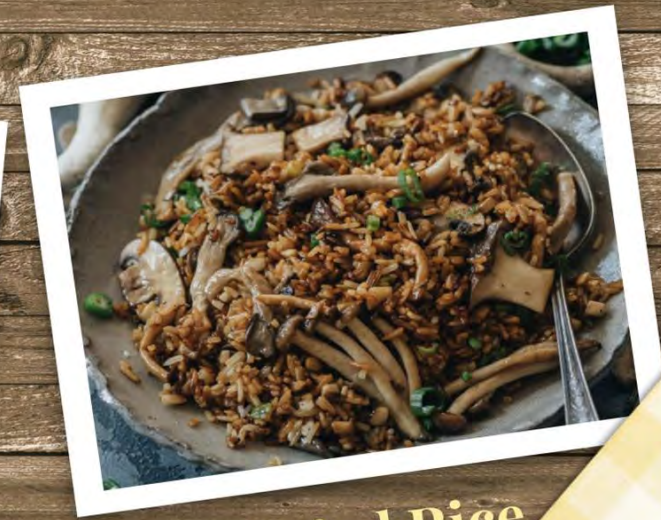
A member of Winthrop's 2016 graduating class, he's worked in print design for years and is pursuing his masters at UNCC. "There is so much untapped opportunity in framing design education around minoritized experiences. In doing all that I can to learn about the nuances of those experiences, I am also learning ways to endow our students with those same tools so that they can become more thoughtful design professionals." As a Winthrop adjunct, Kyahdric teaches design fundamentals, design seminar, and corporate identity & branding.



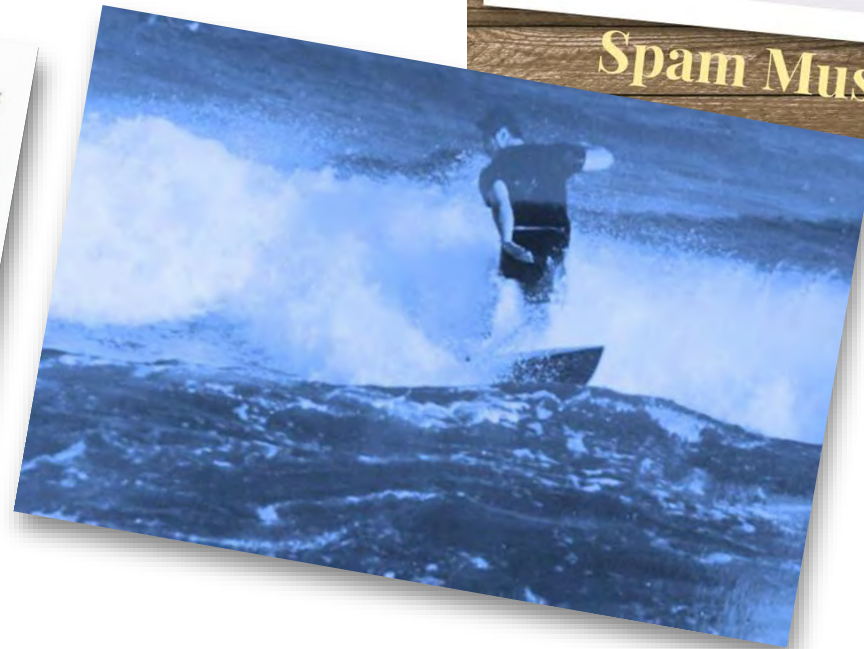
DESF101 Empathy Project: Get to know (research) someone who is different than you. Have conversations about food-related experiences/rituals/culture. What role does food preparation and tradition play in our lives and identities? *Grace Kanhio featured.*



Spam Musubi



Fried Rice



Mentor & Student Assistant

Senteria Lyghts

Classroom monitor & assistant with Design Drawing II. Since beginning this work, Senteria has built up the confidence to pursue a graduate degree and eventually become a teacher!

DEI / Dept. of Design 2022–23



Framed by positive messaging that encourages inclusive gatherings, this student-run garden shows everyone how healthy choices and self-care are beneficial for everyone.



Food Drive

The Word & Co. Ministries

A partnership with AnnMarie Havrilla, M.S. Ed., combating food insecurity & scarcity. The Dept. of Design provided 14 students, as well as student workers, with snacks & breads to help power them through the afternoon, into their evening classes.



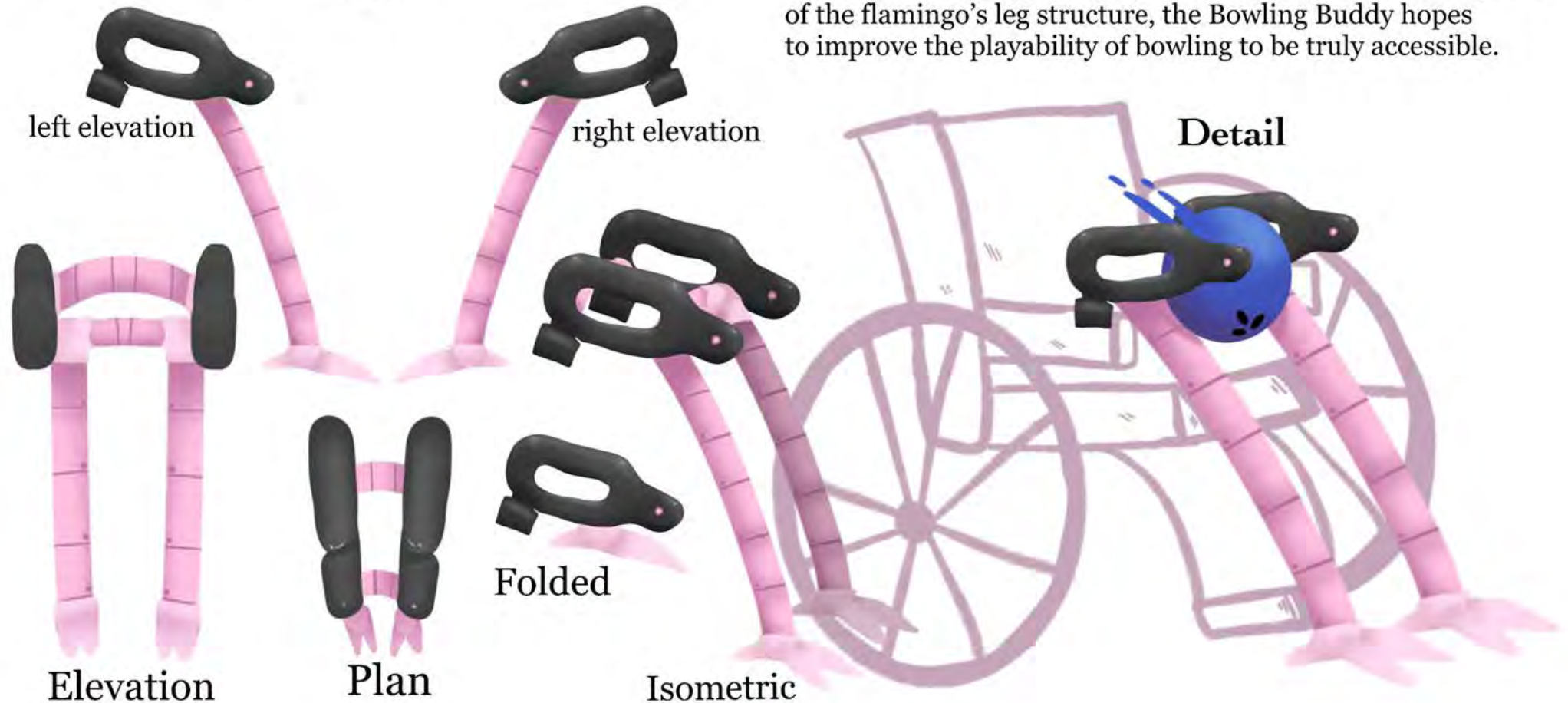
DEI / Dept. of Design 2022–23



Stock Photo via Adobe

Bowling Buddy

For my product, I wanted to make something that would give people with mobility aids a better experience when bowling. Bowling and other recreational activities need to be inclusive of every type of player, and by implementing aspects of the flamingo's leg structure, the Bowling Buddy hopes to improve the playability of bowling to be truly accessible.



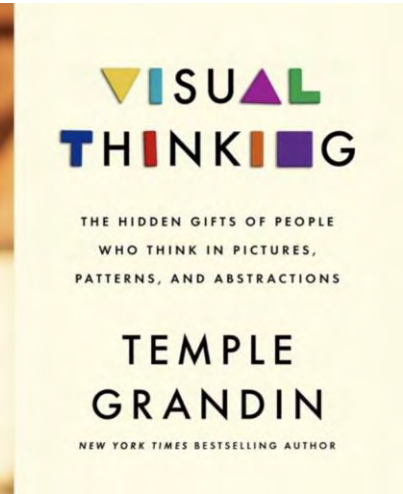
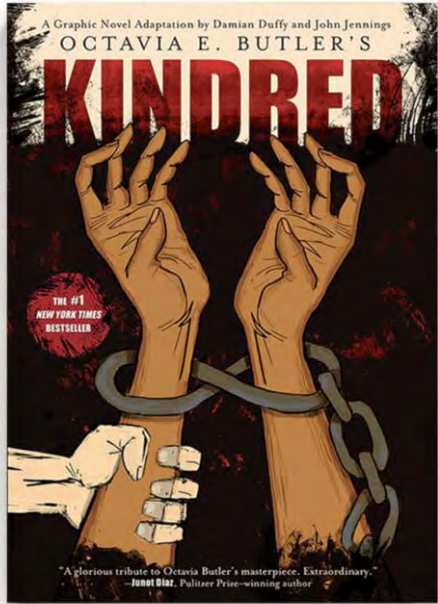


Student artwork, created in Illustration classes, was created by a collection of diverse individuals all of whom worked together in a collaborative way to share their art with the community. Works explored *Mental Wellness* and *Self Care*. Inclusion was a main driver during all aspects of our creative process.



Course Content / Seminar Reading List & Book Club

3 Amazing Books by 3 Amazing Women



VII. Department Diversity, Equity, and Inclusion Presentations

b. Department of Fine Arts – Mark Hamilton,
Interim Chair

Fine Arts DEI Committee

2022-23 Update

Claudia O'Steen and Stacey Davidson

DIVERSITY

-refers to the variety of personal experiences, values and worldviews that arise from differences of culture and circumstance

It asks, who is in the room?

EQUITY

-refers to actively working to identify and eliminate barriers that have prevented full participation across differences

It asks, who wants to be/could be in the room but isn't?

INCLUSION

Refers to the act of creating environments in which individuals and groups feel welcomed, respected, supported and valued

It asks, have your ideas been heard and considered?

Dept of Fine Arts DEI Committee Charge

The Department of Fine Arts Diversity, Equity, and Inclusion Committee is committed to fostering an inclusive community for students, faculty and staff. We strive to create open portals of communication for our diverse needs through our activities and our members. We aim to work toward removing bias barriers by utilizing empathic actions which promote acceptance of all people regardless of age, race, gender, identity, sexual orientation, religion, political beliefs, abilities, values, experiences, and socioeconomic status. These actions can include, but are not limited to, film screenings, DEI centered trainings, creative workshops, guest lectures, social gatherings, and recommendations regarding university-level policies and procedures.

Committee makeup:

The committee membership shall consist of a maximum of four full-time Fine Arts faculty members, one Fine Arts alum, and a maximum of three Fine Arts majors, two of whom shall be undergraduate students, and one a graduate student. If no graduate students volunteer to serve, then a third undergraduate student may be allowed to serve in the third student position. The committee shall seek volunteers for each position at the beginning of each academic year, with additional volunteers solicited whenever a position is vacated.

Fine Arts Town Hall

Sponsored by Union of Student Artists (USA) and
WU's Fine Arts' Diversity, Equity, and Inclusion Committee

A Faculty, Staff and Student Discussion to
continue creating a culture of inclusion.

TUESDAY, MARCH 22ND, 2022
11 A.M. - NOON
PAINTING STUDIO RUTL 130

Winthrop faculty will respond to student concerns
from the USA student-only DEI meeting in January.

There will be door prizes!



Fine Arts DEI Town Hall

Winthrop faculty met with students to address student concerns. Representatives from campus police, facilities, and Title IX were also in attendance to answer questions.

Attendees were provided with coffee, cookies, and door prizes



Department of Fine Arts



DEI Film Screenings of:

I AM NOT YOUR NEGRO

written by James Baldwin
directed by Raoul Peck

FEBRUARY 24, 2022
8 p.m. 119 RUTLEDGE

&

NANETTE

written and performed by
Hannah Gadsby

MARCH 24, 2022
8 p.m. 119 RUTLEDGE



Documentary Streaming/ Discussion: Fine Arts Diversity, Equity, and Inclusion (DEI) Committee Documentary Night

"I'm Not Your Negro"

February 24, 2022, 8 p.m.

Rutledge 119

The Fine Arts DEI Committee is sponsoring the showing of significant DEI-related documentaries and performances. A viewing of The DEI- themed documentary: "I'm Not Your Negro" with contextual introduction by Professors Stacey Davidson and Alice Burmeister. We invite participants to bring a journal for an optional brief journaling session following the film.



VIP Winthrop Fine Arts Student Meet & Greet with current Artists In Residence

Friday, November 4, 2022
VIP: 5-6pm
2nd floor - Myles Calvert's studio

followed by...
Front Lawn Friday
(DJ, food trucks, open studios, open to the public)
6-9pm



McColl Center
721 Tryon St N.
Charlotte

Meet at McColl or
Pineville light rail
(4pm train)

Meet the Fall 2022 Artists-in-Residence cohort: Bebonkwe Brown, Myles Calvert, bree gant, and Shoshanna Weinberger. The artists in this cohort explore material culture, history, and the use of technology in art production.

*sponsored by the Department of Fine Arts DEI Committee





DEI student comment/concerns box

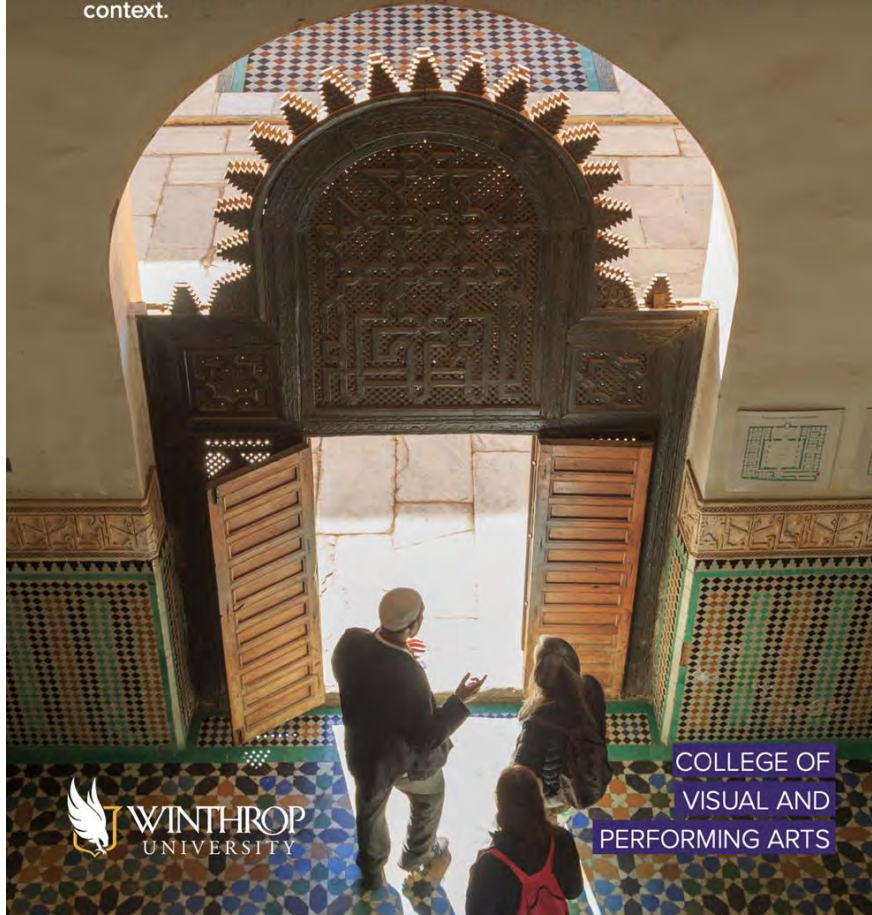
Installed in hallway heavily trafficked by students

Student Lounge

A student was hired and demolition of the cabinets began 2.24.23. We have already met with facilities to then have the walls patched and floor repaired. We received permission to paint ourselves. Students have been hired to work on that when able. We expect to have made good progress with this by the end of the semester. Things are moving a little slowly due to the lack of personnel in facilities.

EXPLORE, INTERPRET & COMMUNICATE

Art is all around us—not just in museums or galleries. Through classes in global arts, students sharpen their perception of visual images in a world where ideas and information are increasingly communicated through visual media. Indeed, art is often regarded as concrete evidence of the human desire to communicate. Students minoring in global arts and visual culture investigate this evidence, from building to bowl, cave painting to contemporary performance art, with a concern for form, meaning, and cultural context.



Our new minor in Global Arts and Visual Culture introduces students to art from a broad, multicultural perspective. Through a focused investigation of the visual traditions of civilizations that are often marginalized in mainstream art historical narratives, students will examine the values, attitudes, and beliefs of peoples from across the globe.

The Global Arts and Visual Culture minor is a 15-hour program.

Choose 1 foundational course:

- ARTH 175: Introduction to Ancient and Medieval Art (3 cr.)
- ARTH 176: Introduction to Art History from the Renaissance to the Present (3 cr.)

Choose 4 elective courses:

- ARTH 346: Global Baroque (3 cr.)
- ARTH 347: Art in the Age of Revolution (3 cr.)
- ARTH 351: Arts of Africa (3 cr.)
- ARTH 352: Arts of the Americas (3 cr.)
- ARTH 353: Arts of Oceania (3 cr.)
- ARTH 358: Art and Architecture of the Islamic Worlds (3 cr.)
- ARTH 452: Women in Art (3 cr.)
- ARTH 454: Contemporary Art and Criticism (3 cr.)

Future plans

- Think about how we can incorporate DEI issues/conversation into our recruitment events
- Bring in a Guest Lecturer (We have \$215 for an honorarium and are reaching out to *Body Politic* artists as possible virtual cultural event credit opportunity. To take place late sept 2023)
- continue work on student lounge
- encourage student engagement with DEI committee
- Our dept (and CVPA at large) serves a large and growing number of Winthrop students who identify as LGBTQIA+ and BIPOC. We are creating a qualtrics survey to get detailed data on this to understand how these numbers compare to colleges across campus and other institutions in South Carolina

Importance of the Arts for DEI initiatives:

The arts is one of the best and most useful ways for gaining respect for history, our culture, fostering tolerance for our differences, and gaining new perspectives on the world.

In the Fine Art Dept we practice a pedagogy of engaged learning that works well for addressing DEI topics. The arts creates a safe space for discussing difficult topics. It encourages students to ask questions about themselves, the culture in which we live, and to think critically about representation in our culture.

VII. Department Diversity, Equity, and Inclusion Presentations

c. Department of Music – Elisa Koehler, Chair

- MUST 308 – History of American Popular Music
- New BA Concentration in Commercial Music (starting Fall 2023)
- DEI Events 2022-23

October 13, 2022

Guest Speaker – Lashara Gordon, Winthrop Alumna
Orchestra Director at Castle Heights Middle School

“Hey, look Ma! I made it... mostly: Navigating Life after Graduation.”

VII. Department Diversity, Equity, and Inclusion Presentations

October 28, 2022

Guest Speaker – Dr. Marcus Pyle
Davidson University

“Poetry in Motion: Aida Overton
Walker and Heterotropic
Black Reinvention”

<https://www.davidson.edu/people/marcus-pyle>



"POETRY IN MOTION"

WINTHROP UNIVERSITY | Department of Music
DEI series presents

**OCTOBER 28
5 P.M.**

BARNES RECITAL HALL
IN THE CONSERVATORY
OF MUSIC

Featuring guest lecturer

MARCUS PYLE,
DAVIDSON COLLEGE

#artswinthrop

CE!
CULTURAL
EVENT

AIDA OVERTON
WALKER AND
HETEROTROPIC BLACK
REINVENTION

VII. Department Diversity, Equity, and Inclusion Presentations

February 16, 2023

Guest Speaker –

Dr. Tomoko Deguchi,
Winthrop University

“Bridging Worldly Desires and
Transcendence: A Tale of Two
Sisters in Toshio Hosokawa’s
Opera *Matzukaze*”

*Winthrop University Department of Music’s
D.E.I. lecture series presents:*

**BRIDGING WORLDLY DESIRES AND
TRANSCENDENCE: A TALE OF TWO SISTERS IN
TOSHIO HOSOKAWA’S OPERA MATSUKAZE**



*Featured Presenter:
Dr. Tomoko Deguchi*

**FEBRUARY 16
11 A.M.**

BARNES RECITAL HALL



#artswinthrop

VII. Department Diversity, Equity, and Inclusion Presentations

d. Department of Theatre + Dance – Marvin
McAllister

WINTHROP UNIVERSITY

Theatre & Dance

DEI Initiatives for 2022-2023

Committee:

Faculty and staff of the Department of Theatre and Dance

Committee chair, Dr. Marvin McAllister

(9) CULTURAL IDENTITIES

Class/Caste (9/29/22)

Gender/Sex (12/8/22)

(Dis)Ability (4/27/23)

Race

Sexuality

Generation

Ethnicity/Nation

Religion/Faith

Region

Each meeting, we work with a single identity in terms of...

Diversity: the loud and proud celebration of difference

Equity: treating everyone fairly but perhaps not equally

Inclusion: embracing all experiences without the expectation of representation

CLASS / CASTE Initiatives and Successes

- Resist caste hierarchy by intentionally casting first-year students
- Guest directors, so we don't fall into casting the same students
- Dance offering upper -level courses in genres like tap and jazz
- Work to remove distinctions or divides between actors and technicians
- Produced Lydia Diamond's *Stick Fly* which explores class dynamics in an African American family
- Offered Mary Howey-Deckle Scholarship to student from Theatre Gap Initiative, Charlotte
- Re-focused Producers Circle Scholarship to consider economic need

CLASS / CASTE Proposed Actions

- Increase opportunities for jazz, tap, and other genres in dance concerts
- Offer two tracks for AFAM theatre (442 & 342, writing intensive and non-writing intensive)
- Replace an expensive play anthology with digital options through Dacus
- Change our promotional materials to better reflect how we are disrupting class/caste/clique hierarchies

GENDER / SEX Initiatives and Successes

- Opened up Rockettes to male students
- Supporting students on a campus and in local schools by using their preferred names and pronouns in communication
- Changed casting requirements to account for gender fluidity
- Produced first fully trans show in the dept: Student director Emma Parker's *Boy Meets Girl*
- Remove gender assumptions in technician roles

GENDER / SEX

Proposed Actions

- Create dance pieces that are not “cis-gender” normative
- In Acting I and other courses, utilize scripts and characters that are trans, non-binary, and gender non-conforming
- In Acting II and others, bringing in trans and non-binary playwrights
- In dramatic literature courses, maintain a consistent balance between male and female writers

(Next meeting, April 27 focused on (dis)ability in the classroom,
backstage/onstage, and audience services)

VII. Department Diversity, Equity, and Inclusion Presentations

e. MAAA Program – Robert Wildman, Director

Master of Arts in Arts Administration

Robert Wildman

Student and Faculty Diversity

Student Body is 70%
female and 60%
BIPOC

MAAA adjuncts (10)
include 6 women (2 are
BIPOC) and 4 men



New and Amended Curriculum

New material reflecting DEI content added to New Student Orientation

Significant new content in ARTA 600: Principles and Practices

Classes that already included DEI content refreshed to include additional content:

- ARTA 610: Leadership
- ARTA 660: Community Engagement
- ARTA 670: Policy and Advocacy

Guest Lecturers:

- **Elsie Mufuka**, MufukaWorks Dance Company
- **Donna Walker-Kuhne**, award-winning arts marketing consultant and author of *Invitation to the Party: Building Bridges to the Arts, Culture and Community*
- **La Ruchala Murphy**, Arts Industry Director at South Carolina Arts Commission
- **Lorenzo Steele**, consultant, author, and artist behind “Behind These Prison Walls”
- **Bonita Buford**, Chief Operating Officer at the Harvey B. Gantt Center
- **Rubie Britt-Height**, Director of Community Relations at the Mint Museum



Webinars: MAAA... Beyond the Classroom

Racial Equity in the Arts: Past Practice and New Beginnings, presented by Janet Brown

Public Art, presented by LeAnne Alsop, Kendall Talbert Ferguson, and Randella Davis Foster

Coming out of COVID, presented by Rubie Britt-Height, Marion Koltun, and Lori Robishaw



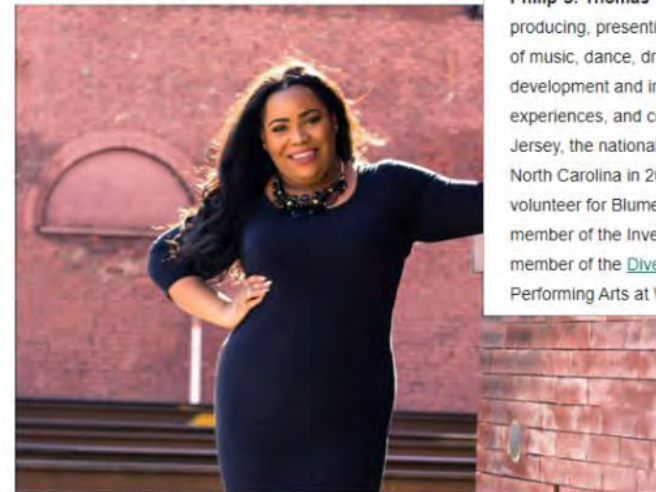
MAAA Newsletter

Highlights the accomplishments of current student and alums, updates on the program, and announcements of the Webinars

Alumnus Interview



Philip S. Thomas '17 has worked in arts and culture for nearly 45 years in the field of producing, presenting, touring, and training young people in the performing arts disciplines of music, dance, drama, and musical theater. Philip has been recognized as a leader in the development and implementation of performing arts presentations, high quality theatrical experiences, and community-based arts education programming by the state of New Jersey, the national arts community, and the private sector. After relocating to Charlotte, North Carolina in 2013, he engaged with the arts and culture community by serving as a volunteer for Blumenthal Performing Arts and the Arts & Science Council where he is a member of the Investment Committee and the Strategic Planning Committee. He is also a member of the [Diversity, Equity, and Social Justice Council](#) at the College of Visual and Performing Arts at Winthrop University. Philip has most recently been appointed as one of



Micaela Bundy was promoted to program manager at [Kidznotes](#) and recently performed in [Porgy and Bess with Greensboro Opera in the new Tanger Center!](#) Micaela started working at Kidznotes in June of 2021 after teaching high school chorus and theatre for six years. As program manager, she facilitates the afterschool program in Durham and Wake County in North Carolina. This position makes her one of two executive staff second to the executive director. She said that "Porgy has been amazing. We have people in the show that have done the production at the Met and all over the world. George Shirley, the first Black tenor to ever sing at the Met, is in the production. I get to be on stage next to history every day and that's pretty cool."

VIII. Competency Based Education Presentation (3:40)

Dr. Bettie Parsons Barger, Assoc. Professor, Dir. Rex
Institute, EDCO Chair, Dir. EPP, COE

Dr. Tracy Griggs, Associate Professor of Management

Dr. Greg Oakes, Professor, Associate Dean, College of Arts
and Sciences

COMPETENCY-BASED EDUCATION AT WINTHROP UNIVERSITY



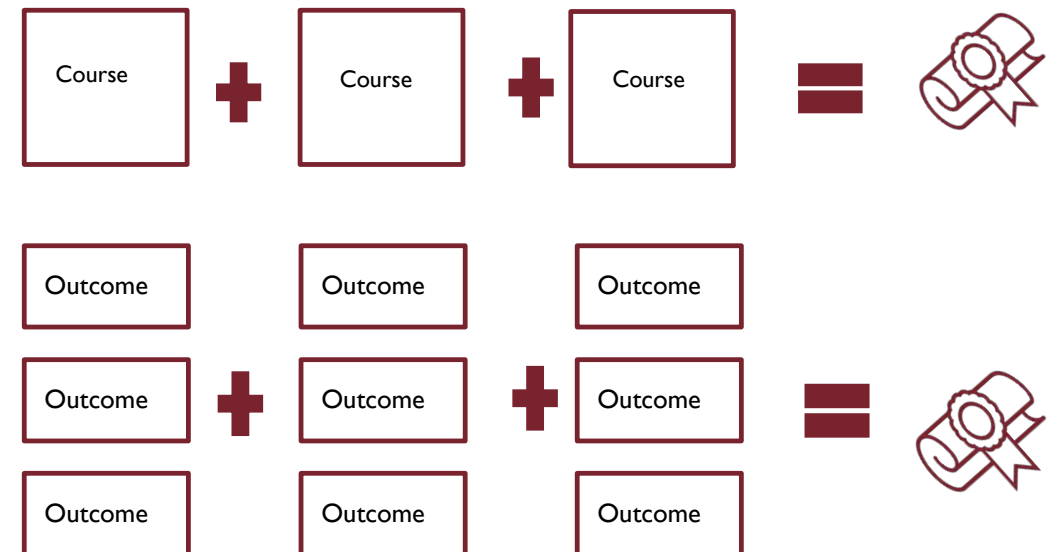
Dr. Bettie Parsons Barger, Assoc. Professor, Dir. Rex Institute, EDCO Chair, Dir. EPP, COE

Dr. Tracy Griggs, Associate Professor of Management

Dr. Greg Oakes, Professor, Associate Dean, College of Arts and Sciences

COMPETENCY-BASED EDUCATION

- A new and exciting model for higher education, ideal for adult and professional students returning to college
- Focus on learner mastery of knowledge, skills, abilities, attitudes and behaviors (competencies)
- Competencies stack into micro-credentials, certificates, degrees
- Credit for Prior Learning (PLA)
- Time is variable, learning is fixed
- Flexible, pre-planned, backwards designed curricular journey
- Performance-based, criterion-referenced and authentic assessments
- Personalized approach to wrap-around supports



*Competency-based education is a method of academic instruction and evaluation based upon students demonstrating **mastery** of a subject via **performance on relevant, high fidelity, real-world assessments**. De-emphasizes time in seat for demonstration of proficiency.*

AN OPPORTUNITY FOR WINTHROP

***Transform our
approach to adult
and professional
learning to include
competency-based
education (CBE)***



WHY NOW, WHY WINTHROP?

- **Shrinking pool of 18-22 year old** consumers (EAB, 2022)
 - **Increasing SC funding and attention** on adult degree completion ([Ascend 60X30](#))
 - **Sizable potential market** seeking degree completion in York (**53k**) and surrounding region (**96k**) (2018 Census)
 - Ever-growing demand for increased **access, affordability** and **flexibility**
 - Labor market shortages lead employers toward **upskilling** and **retooling** workforce
- It's **mission-centric**
 - Winthrop would be **first in SC** to develop major CBE
 - We are **poised to do this well**
 - National caliber, student-focused faculty
 - Emphasis on high touch, transformative experiences
 - Prior experience developing major online delivery
 - **Strong institutional support**

WHAT & WHEN

Potential Timeline

- **Fall 2023:** COE launches non-credit CBE program for Teacher Certification
- **Fall 2024:** COE launches credit-bearing CBE program; Move BPS to online with some CBE assets
- **Spring 2024-Fall 2025:** full BPS CBE launch; add'l CBE programming launch

Also:

- **Expand** Prior Learning Assessment (PLA) across campus
- **Identify** further programs for CBE delivery (seeking volunteers!)

Coming Soon

- Solicitation of CBE-interested programs
- Research and Implementation Committees for program development and coordination (to include faculty)
- Training for interested faculty
- Training for staff (Financial Aid, Records and Registration, Student Affairs, etc.)
- Develop community advisory board
- Develop community contacts for backward design

Strategic Planning Committee

(Strategic planning. Enrollment, Cost and revenue projections)

- **Jack DeRochi**, Dean, Graduate School
- **Gary Simrill**, Special Asst to Pres for Community Relations, Office of the President
- **Justin Oates**, VP for Finance and Business Affairs
- **Joseph Miller**, VP for Enrollment Management and Marketing
- **Amanda James**, Director of Admissions
- **Tim Drueke**, Asst Provost, Curriculum & Program Support
- **Pat Guilbaud**, Dir. Extended Education
- **Greg Oakes**, Associate Dean, CAS
- **Bettie Parsons Barger**, EDCO Chair, Dir. EPP, COE
- **Tracy Griggs**, Associate Professor, CBA

Program Development, Design & Coordination Committees

- to include faculty and staff from across campus

Implementation Committee

(Operations and implementation)

- **Jack DeRochi**, Dean Graduate School
- **Kimarie Whetstone**, Director of Online Learning
- **Tim Drueke**, Asst Provost, Curriculum & Program Support
- **Pat Guilbaud**, Dir. Extended Education
- **Chip Werner**, Dir. Administrative Systems and Programming
- **Kinyata Adams-Brown**, Assoc. Dean Engagement, Diversity, and Inclusive Excellence
- **Michelle Hare**, Director of Financial Aid
- **Gina Jones**, Registrar
- **Jeremy Whitaker**, Associate VP for Finance
- **Amanda Hackney**, Student Financial Services Mgr.
- **Katie Price**, Dir. of Marketing
- **Allison Brinkley**, Adult Student Outreach/Services Coordinator
- **Noreen Gaubatz**, Director of Institutional Effectiveness & Assessment
- **Scott Amundsen**, Director, Bachelor of Prof Studies program
- **David Rollings**, Director of Admissions Operations & Systems

WHAT DOES THIS MEAN FOR FACULTY?

Faculty Role in Adoption & Success of CBE

- **Learning:**
 - Presentations to College Assemblies
 - Research, outreach, and brainstorming within your field, and among colleagues.
- **Engagement**
 - Identify interested parties across the university (CBE leads)
 - Training and resources provided to all faculty involved in CBE
- **Adoption:**
 - Faculty-led design and delivery and support of specific programs
 - Replace lecture with more active learning, teach skills that remain relevant in a changing world, switch to formative assessments instead of high stakes testing. Show, not just tell.
- **Dissemination:**
 - Ongoing efforts to grow programs and enrollment, and engagement of local employers to shape and develop programs that meet a known need

Questions you may have:

- How is quality assured?
- How might CBE shape our position in the market, in the region?
- How might CBE shape our identity as an institution?
My identity as a professor?
- Who designs and delivers CBE?
- What kind of training will there be?
- What does the delivery model actually look like?
- Which faculty will be expected to offer CBE, how it is compensated, and how does it fit into my load?

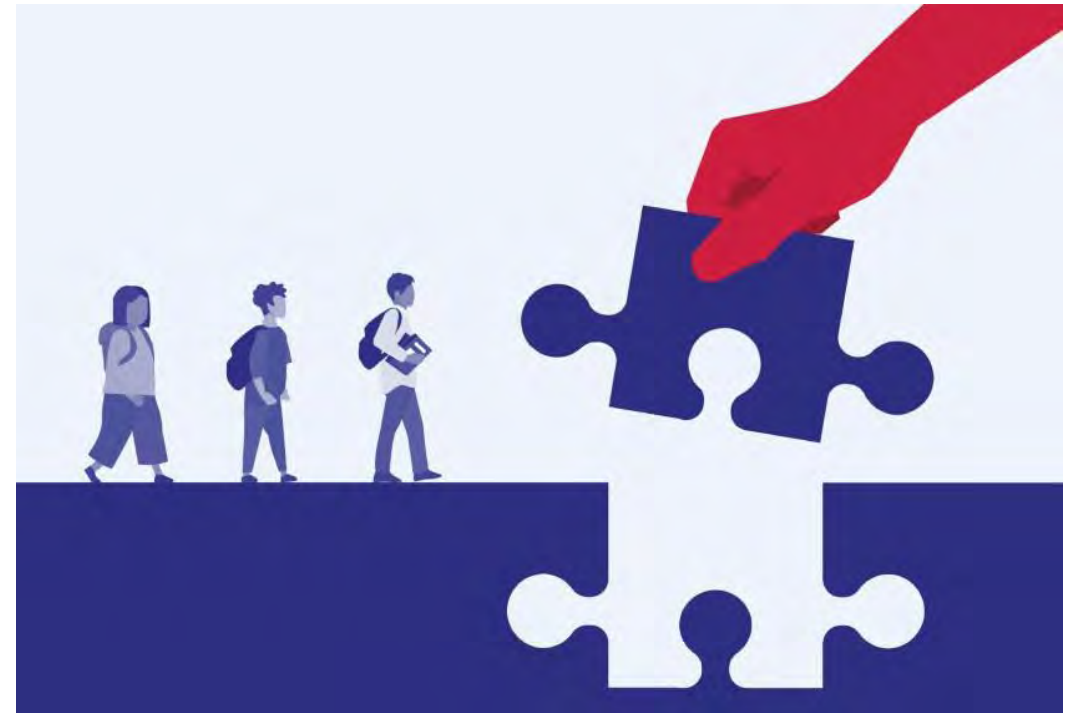
LOOKING FORWARD

CBE repositions Winthrop to grow enrollment while meeting the needs of our community and employers

The CBE delivery model will involve many WU services, staff, and faculty

As early adopters, flexibility, a growth mindset and creativity are assets

We are excited to get things rolling!



QUESTIONS, INTEREST, INPUT?

- Contact us!
- Bettie Parsons Barger: bargerbp@winthrop.edu
- Tracy Griggs: griggst@winthrop.edu
- Greg Oakes: oakesm@winthrop.edu
- CVPA: *your name here!*

IX. Adjournment

College of Visual and Performing Arts

Faculty Assembly

Friday, March 3, 2023, 2-4pm

THANK YOU!

CVPA Faculty Assembly Attendance

	NAME		RANK	3.3.23	
CVPA/ Staff					
	Wildman	Robert	Associate Professor	X	
	Fredericks	Anna	Instructor	X	
	Garofalo	Paula	CVPA Recruiter	X	
	Hall	Kelly	ABC	regrets	
	O'Neill	Chris	Staff	X	
	Prado	Emily	ABC	X	
	Rust Ward	Caroline	Staff	X	
	Taylor Grad	Lauren	Staff	X	
	Tyler	Cheryl	ABC		
	Wilson	Kim	ABC	X	
	NAME		RANK		
DESIGN					
	Dresbach	Chad	Associate Professor	X	
	Dulemba	Elizabeth	Associate Professor	X	
	Garner	Thomas	Instructor	X	
	LaValla	Tamara	1-yr Instructor	regrets, medical leave	
	Nicholson	Katie	1-yr Instructor	tentative	
	Sohn	Sangwon	Associate Professor	X	
	Tselentis	Jason	Professor/ Chair	X	
	NAME	NAME	RANK		
FINE ARTS	Oremus	Karen	Professor, Interim Dean	X	
	Burmeister	Alice	Associate Professor	X	
	Calvert	Myles	Assistant Professor	X	
	Cassidy	Shaun	Professor	X	
	Connell	James	Professor	X	
	Davidson	Stacey	Associate Professor	X	
	Davis	Andrew	Instructor	X	
	Hamilton	Mark	Professor, Interim Chair	X	
	Livek	Michelle	Assistant Professor	X	
	O'Steen	Claudia	Assistant Professor	X	
	Rouser	Seth	Associate Professor	X	
	Stock	Karen	Professor	X	
	Sutton,	Stephanie	Assistant Professor	X	
	Sweeney	Kyle	Assistant Professor	regrets, PD leave	
	Ward	Alfred	Adjunct	regrets	
	Foshag	Amanda	Administration	X	
	NAME		RANK		

CVPA Faculty Assembly Attendance

[illegible]

CVPA Faculty Assembly Attendance

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