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ACADEMIC AFFAIRS COMMITTEE

AGENDA

April 27, 2020

1. Intent to Plan – Bachelor of Science in Respiratory Care.....Page 2
2. Program Review – Bachelor of Arts in Studio Art.....Page 16
3. Textbook Committee Report
4. Possible Executive Session
Under the Authority of West Virginia Code §6-9A-4(b)(2)(A), (b)(9), and (b)(12) to discuss:
 - a. Confidential and deliberative matters regarding University strategic priorities including program proposals for the Performing Arts and personnel matters.



FAIRMONT STATE
UNIVERSITY™

Academic
Reorganization
Scenarios
Performing Arts

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Foreword

Upon advisement received from the Board of Governors, Fairmont State University developed reorganization scenarios for Music and Theater degree programs for further consideration by the Board. Fairmont State recognizes the indelible impacts of Music and Theater on the wider University community, and the exceptional pedagogical opportunities inherent in the Performing Arts; therefore, we sought to protect as many full time faculty as possible, while still making the programs viable.

According to the National Center for Education Statistics (NCES), performing and visual arts majors made up less than 5 percent of all degrees awarded during the 2015-2016 academic year¹.

Fairmont State recognizes these trends and is prepared to respond to them by crafting more innovative, competitive, and cost-effective academic programming that will position the University to contribute to cultural communities around the region while graduating global citizens who are marketable and well-trained in the subject matter of the Performing Arts and beyond.

Each scenario is presented with an overview, rationale, and budget summary. While these scenarios are each indicated with the assumed absence of baccalaureate degree programs in Music or Theater along with their associated education programs-, components of those programs which were identified as viable and successful for potential strategic growth within the Performing Arts arena of West Virginia's higher education marketplace are presented throughout. Where applicable, implementation schedules and identified limitations are presented for additional consideration. Also provided are considerations for a minor in Performing Arts.

¹https://nces.ed.gov/programs/digest/d17/tables/dt17_322.10.asp

Scenario 1: Teach-Out of Theater and Music

Overview: To ensure our current music and theater students are protected and they are able to finish their degrees, Fairmont State University proposes a teach-out of current Theater and Music degree program students. Legislative Rule West Virginia Higher Education Policy Commission §133-11-8 (Submission of Proposals for Academic Programs at Public Regional Institutions and the Monitoring and Discontinuance of Existing Programs) mandates that Fairmont State notify the West Virginia Higher Education Policy Commission of its plan to discontinue any degree program, with a strategy specifically focused on student impact. A teach-out scenario provides the greatest degree of protection and support for current students. Under a teach-out scenario, no new students should be admitted to either degree program. The University will need to identify those students who have been admitted to the fall semester under these disciplines and guide them to re-evaluate their college plans. Currently enrolled degree-seeking juniors and seniors majoring in Music and/or Theater would be permitted to complete their undergraduate degree requirements in Music and Theater. Those students would still graduate with a degree in their chosen major. Freshman and sophomores majoring in Music and Theater would be provided with intensive advising and support services to guide them in identifying a major and curriculum most closely aligned with their academic and career interests. We believe that this teach-out could be implemented within the 2020-2021 academic year.

Rationale: Due to the low numbers of students currently enrolled in Theater and Music, a teach-out could easily be implemented over the 2020-2021 academic year. [REDACTED]

[REDACTED] The number of eligible students, defined as those within 60 hours of completing the major, can be found in Table 1. Required courses along with the number of students needing that course can be found below in Tables 2 and 3. Students' needs will be identified and [REDACTED]

Program	Rank as of Fall 2020	# eligible
Music	Junior	2
	Senior	2
Music Education	Junior	2
	Senior	2
Theater	Junior	1
	Senior	7
Theater Education	Junior	1
	Senior	3

Course	Credit Hours	# who need class
THEA 2212: Theatrical Make-up	1	1
THEA 2238 or 4432: Acting Workshop I or II	1	1
THEA 2262 or THEA 4462: Production Practicum I or II	1	3
THEA 3340: Theatre History I	3	3
THEA 3341: Theatre History II	3	2
THEA 3350: Children's Drama	3	2
THEA 3354: Theatre Education Practicum	1	1
THEA 3375: Developmental Dramatic Art	3	3
THEA 4438: Senior Comprehensive Project	3	6

Table 3: Music and Music Education Student Course Needs			
Course	Credit Hours	# who need class	Notes
MUSI 2245: Fundamentals of Conducting	2	2	
MUSI 2247: Jazz Ensemble	2	1	Fulfills General Education requirement
MUSI 3309: Orchestration	2	1	
MUSI 3311: Form and Analysis	2	2	
MUSI 3313: Music in West. Civ. To 1750	3	4	
MUSI 3314: Music in West Civ. Since 1750	3	4	
MUSI 3328: Elementary Music Methods	3	2	Education major concentration course
MUSI 3347: Advanced Conducting	2	1	
MUSI 3360: Applied Music II	2	3	
MUSI 4429: Instrumental Methods	2	2	Education major concentration course
MUSI 4431: Methods and Materials in Teaching	2	1	Education major concentration course
MUSI 4440: Senior Recital	1	4	
Voice or Instrument Requirements	1	2	22 combined hours. Students choose.

Budget Summary: Currently, the total E&G expense budgets for the Music and Theater programs are \$917,042. This budget includes 8.3 faculty members, variable adjunct faculty, temporary appointments, student labor and operating expenses. Offsetting with current estimated E&G revenue of \$195,720, the Music and Theater program is operating in a negative condition with an annual loss of (\$721,322). The teach-out plan, if chosen, would yield a savings of \$257,720 in FY21, operating in a negative condition of (\$463,602). FY22 would yield full cost savings of \$721,322. This scenario is depicted in Table 4 below.

Table 4: Teach-Out of Theater and Music Impact on E&G Budget				
	Current FY20 Budget	Expected FY21 Budget	FY21 Cost Savings	FY 22 Cost Savings
Estimated Tuition and Fee Revenue	195,720	111,840	(83,880)	(195,720)
Associated Expenses:				
Full-Time Faculty	571,108	545,442	(25,666)	(571,108)
Adjunct, Temp Appt, Students	234,249	10,000	(224,249)	(234,249)
Operating Budget	111,685	20,000	(91,685)	(111,685)
Total Expenses	917,042	575,442	(341,600)	(917,042)
(Net Loss)/Cost Savings	(721,322)	(463,602)	257,720	721,322

Scenario 2: Community Theater and Community Choir

Overview: Fairmont State University proposes the development of a Community Theater and Community Choir. These two entities would be open to participation from all students regardless of major or academic background, and operated jointly by designated faculty, administrators, and community members. Outside individuals and community groups would participate in an intergenerational training ground in theatric and musical performances focused on preserving the rich cultural histories of the region, and further developing students' sense of identity and community. Performances from each group would occur throughout the year, with revenue generated primarily through ticket sales, grant acquisitions, and special showcases. A teach-out of current Theater and Music degree program students is assumed under this scenario.² Further, this scenario also assumes placing the Community Theater and Community Choir under the Academy of the Arts.³

Rationale: David Oxtoby, former President of Pomona College and current President of the American Academy of Arts and Sciences, writes that, "On our campuses, we need to...affirm the lasting social and community impact of students and graduates whose education values creativity, performance, and art-making."⁴ The reimagining of Music and Theater as fundamentally community-based does just that. By placing students from a diverse array of degree programs and academic backgrounds into organized choral and theater work alongside community members, the opportunities to re-engage communities and bring exciting, never-before told stories to audiences are heightened. In a study of college students' participation in intergenerational community choruses, researchers found that students' perception of their musical abilities, their collaborative spirit, and sense of belonging improved following performances.⁵ In addition, an anthropological study found that music, particularly choirs, in community settings created and sustained a new type of social capital, "a community of common histories" (p. iv.), which had potential to reinvigorate and engage cultural preservation and understanding.⁶ We believe that students, unencumbered by course requirements that may have otherwise restricted the involvement of those who could otherwise contribute to the rich expression of culture and creativity in these settings, will thrive in these spaces. Summer camps and justice projects like the Opioid stories of Appalachia could secure national monies earmarked for such projects, and bring national attention to important regional issues.

This type of expressive and cultural-based community engagement would expand Fairmont State's potential role as a hub for continued performing arts activities in the region. Because activities would encompass music and theatre productions and events presented by students, the Fairmont community, and beyond, this engagement would create a focused learning environment of applied theatre and music learning such as roleplaying, collaboration, event management, and improve active learning techniques through enhanced pedagogical practices.

² See Scenario 1 for more detail on the logistics of a teach-out strategy.

³ See Informational Item 1 for more detail on the logistics of placement and rationale under Academy of Arts.

⁴ <https://www.aacu.org/publications-research/periodicals/place-arts-liberal-education>

⁵ https://www.jstor.org/stable/pdf/40204928.pdf?casa_token=W4IqOEYynzkAAAAA:bi8q-HhC4WMBpGhEJdvwM-GdQISVnh-teC-u2X7BASpqWNVYhz7FsafoIYVyxm_loOC18L8oLNwY0_V2v0SrJNzHozNU-lhF5HBxPwNsMtEPDen4JKS

⁶ https://eprints.utas.edu.au/20618/1/whole_LangstonThomasW2005_thesis.pdf

Budget Summary: Under this scenario, which assumes discontinuation of the academic programs, a minimum of [REDACTED] beyond FY21. These expenses are sunk costs to the University but are significantly lower than the costs attributed to running the gamut of the Theater and Music programs. Further, since some current facilitators of the Academy of the Arts work as adjunct professors at Fairmont State and vice versa, teaching schedules for the K-12 population of the Academy may necessitate drawing more from the local community moving forward. We view this as an opportunity to advance community engagement. [REDACTED]

[REDACTED] Combined with the budget assumptions in Scenario 1, this scenario would yield a savings of \$192,720 in FY21, operating in a negative condition of (\$528,602). Starting in FY22, costs include [REDACTED] support performances, offset [REDACTED]. FY22 and beyond would yield a cost savings of \$511,187. This scenario is depicted in Table 5 below.

Table 5: Teach-Out of Theater and Music/ Creation of Community Theater and Choir Impact on E&G Budget					
	Current FY20 Budget	Expected FY21 Budget	FY21 Cost Savings	Expected FY22 Budget	FY22 Cost Savings
Estimated Tuition and Fee Revenue	195,720	111,840	(83,880)	0	(195,720)
Estimated Ticket Revenue and Grants				40,000	40,000
Associated Expenses:					
Full-Time Faculty	571,108	575,442	4,334	175,135	(395,973)
Adjunct, Temp Appt, Students	234,249	25,000	(209,249)	15,000	(219,249)
Operating Budget	111,685	40,000	(71,685)	60,000	(51,685)
Total Expenses	917,042	640,442	(276,600)	250,135	(666,907)
(Net Loss)/Cost Savings	(721,322)	(528,602)	192,720	(210,135)	511,187

Scenario 3: Additional Degree Program Option

Summary of Findings: Fairmont State University and the College of Liberal Arts (CoLA) considered the development of a minor in Performing Arts that would combine essential curricular components from Music and Theater into one minor degree program. A separate certificate program designed for students or community members developing a new career, making career changes, or seeking to enhance existing art or design skills was also considered.

This certificate program proposal, however meritorious, was found to be more appropriate for offerings and resources available at the community and technical college level, as the certificate was oriented towards skill-based curricula and required limited exposure to bachelorette-based educational offerings. Legislative Rule West Virginia Higher Education Policy Commission §133- 11-3 requires that no more than 9 credits may be required for completion of a certificate program, and that the awarding of the certificate is not contingent upon completion of a degree program. A minor degree program requires at least 12 credits and is contingent upon completion of a degree. Because Fairmont State wants to encourage the completion of degree programs, the 3-credit difference between requirements for a minor and certificate, in addition the absence of an incentive for degree completion also led the College of Liberal Arts to prefer the minor in Performing Arts over a certificate program.

Enrollment data was conflicted with regards to the potential for a viable Performing Arts minor, however. Based on preliminary analyses of internal data, while 41 students have been enrolled in a minor in either Music or Theater since Fall 2017, no students have graduated with a minor in Music or Theater since at least Fall 2017. At no point has Theater or Music minors totaled greater than 10 in a given semester since Fall 2017. Assuming that all Theater and Music majors also enrolled into the potential Performing Arts minor, a combined enrollment would create potentially sustainable enrollment numbers for a minor degree program. However, we strongly caution that additional cost considerations are necessary before an actionable assessment of the viability of the performing arts minor can be crafted. In particular, the lack of historical graduates from both the Music and Theater majors and minors is a point of concern.

Music and Theater Minor Enrollment					
Minor	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019
Theater	1	4	3	4	2
Music	4	3	6	5	3
Music and Theater Minor Graduates					
Minor	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019
Theater	0	0	0	0	0
Music	0	0	0	0	0
Combined Theater and Music Major/Minor Enrollment					
Major	Fall 2019		Fall 2020		
Performing Arts	35		40		

Performing Arts Minor

Outline: The College of Liberal Arts (CoLA) endeavored to create an outline of a Performing Arts minor for preliminary review and consideration. The minor would require completion of at least 18 credits, and is structured to accomplish two interrelated goals. First, it provides an opportunity for students from any degree program to expand their knowledge of the performing arts, and to experience pedagogies uncommon with their own major. Second, it creates a pipeline for various applied performing arts opportunities on campus. Such a conduit would engage students in the performing arts, provide them with necessary course support, and introduce them to the various outlets such as the band, chorus, and theatre productions available on campus. Overall, both goals support the continued presence of performing arts on campus and the community.

Core Courses (6 credits):

- Minimum of 3 credits required; Select from one or more of these repeatable courses.
- An additional 3 credits may be applied to lower level requirements (below).
- Credit will not be retroactively awarded.

Course Number	Course Name/Type	Credit Hours	Course Number	Course Name/Type	Credit Hours
Music 1120 or Theatre 1120	Appreciation	3 credits	Music 1167	Collegiate Singers	1 credit
Music 1101	Concerts, Recitals, Seminars	1 credit	Music 1168	Marching Band	2 credits
Music 2206	Music Appreciation	1 credit	Theatre 1131	Theatre Practicum	1 credit
<i>Lower-level Courses (6 credits):</i>					
Music 1113	Music Theory	3 credits	Theatre 1114	Body Training & Stage Movement	3 credits
Music 1139	Voice Class	3 credits	Theatre 1110	Intro to Theatre	3 credits
Music 1114	Aural Skills I	3 credits	Theatre 1140	Theatre Production	3 credits
<i>Upper-level Courses (6 credits):</i>					
Music 1115	Theory II	3 credits	Theatre 3000	Special Topics in Theatre	3 credits
Music 1116	Aural Skills II	3 credits	Theatre 1148	Theatre Workshop	3 credits
Music 1140	Voice Class	3 credits			

Budget Summary: Under this scenario, which assumes discontinuation of the academic programs and creation of Community Theater and Music, a minimum [REDACTED]

[REDACTED] beyond FY21. These expenses are sunk costs to the University but are significantly lower than the costs attributed to running the gamut of the Theater and Music programs. This scenario assumes no additional cost in FY21. Combined with the budget assumption in Scenario 2, this scenario would yield a savings of \$192,720, in FY21, operating in a negative condition of (\$528,602).

Starting in FY22, [REDACTED]

This scenario is depicted in Table 6 below.

Table 6: Teach-Out of Theater and Music/ Creation of Community Theater and Choir/ Performing Arts Minor					
	Current FY20 Budget	Expected FY21 Budget	FY21 Cost Savings	Expected FY22 Budget	FY22 Cost Savings
Estimated Tuition and Fee Revenue	195,720	111,840	(83,880)	0	(195,720)
Estimated Ticket Revenue and Grants				40,000	40,000
Associated Expenses:					
Full-Time Faculty	571,108	575,442	4,334	244,901	(326,207)
Adjunct, Temp Appt, Students	234,249	25,000	(209,249)	30,000	(204,249)
Operating Budget	111,685	40,000	(71,685)	70,000	(41,685)
Total Expenses	917,042	640,442	(276,600)	344,901	(572,141)
(Net Loss)/Cost Savings	(721,322)	(528,602)	192,720	(304,901)	416,421

Informational Item 1: Academy for the Arts

Overview: Fairmont State University proposes that its Academy for the Arts expand to serve as a central hub for performing arts education on and off campus. The Academy for the Arts' traditional focus on providing music and theater education to K-12 students throughout North Central West Virginia will be extended to house a community-based theater, choir, and marching band. Fairmont State students would be able to participate in productions and performances regardless of major or academic background, and operated jointly by designated faculty, administrators, and community members. Outside individuals and community groups would participate in an intergenerational training ground in theatric and musical performances. Programming from each group would occur throughout the year, with revenue generated primarily through ticket sales, grant acquisitions, special showcases, and outreach. A teach-out of current Theater and Music degree program students is assumed under this scenario.⁷

Rationale: In a report on reimagining the Arts at Harvard University, a taskforce of administrators, faculty, and staff asserted that the campus "hub [for the arts] must be a destination—and origin—for arts making, display, and performance—throughout the day and night" (p. 47).⁸ By combining community-based performing arts on campus with resources and on-going projects already available at the Academy for the Arts, Fairmont State can strategically develop a cohesive, centralized physical and organizational artistic hub that will enable more efficient coordination of resources, creative spaces, and heightened multi-disciplinary artistic performances and outreach. The Academy is already dedicated to providing students with quality training and exposure to the arts from early ages to adulthood. The Academy already uses the National Guild of Community Schools of the Arts standards as a base for its curriculum, and has the added benefit of long-standing identification with the community, and the cultural and social development of the region. Placing Community Theater and Music within the Academy creates an inherent synergy that strengthen all its programs.

Budget Summary: Currently, the Academy for the Arts is supported entirely through fee for service and is budget-neutral. The majority of the budget is made up of variable labor cost with a small percentage devoted to operating expenses. All operations would remain with discontinuance of Music and Theater degree programs.

With the addition of Community Theater and Music to this Center, [REDACTED]. As noted earlier in Scenario 2, these expenses are sunk costs to the University but are significantly lower than the costs attributed to running the gamut of the Theater and Music programs. We view this as an opportunity to advance community engagement. The table below depicts the current Academy of the Arts budget and the anticipated FY22 budget if Scenario 2 is implemented beyond the teach-out phase.

⁷ See Scenario 1 for more detail on the logistics of a teach-out strategy.

⁸ https://www.harvard.edu/sites/default/files/content/arts_report.pdf

Table 7: Academy of the Arts (with proposed Community Theater and Music)		
	Annual Budget	Expected FY22 Budget
Estimated Fee for Service/Performance Revenue	110,000	150,000
Associated Expenses:		
Part-time Director	35,000	██████
Adjunct, Temp Appt, Students	61,848	██████
Operating Budget	13,152	73,152
Total Expenses	110,000	██████
Net Income/(Loss)	0	(██████)

Informational Item 2: Marching Band

Overview: Fairmont State University proposes that the Marching Band continue unchanged from its current format despite discontinuance of major degree programs in Music and Theater. [REDACTED]

[REDACTED] Procedures and processes for the marching band would remain unaffected, though increased recruitment and community engagement would be likely in the future.

Rationale: The Marching Band at Fairmont State serves not just as a showcase of the artistic talents of our students, it supports our musical identity as a campus. The Marching Band provides support to Athletics, enhancing student, family, and community attendance at many of those events. In addition, a study of the effects of marching bands on university recruitment found that the option of participation in a marching band at a college was a factor that drove many students to enroll at that institution.⁹

Budget Summary: Currently, the Marching Band expenses are supported through additional E&G budget, as noted below, with the exception of the director. Student Activity Fee revenue will be transitioned from Masquers to the Marching Band with the dissolution of the Theater program. If any of the above scenarios are chosen, additional costs related to the continuation of the Marching Band are assumed to be absorbed by other budget adjustments or covered by E&G revenues generated from general education offerings. Table 8 below depicts the budget assumptions.

	Current FY20 Budget	Expected FY21 Budget	Expected FY22 Budget
Estimated Student Activity Fee Revenue	0	30,000	30,000
Associated Expenses:			
Full-Time Faculty		[REDACTED]	[REDACTED]
Adjunct, Temp Appt, Students	6,100	[REDACTED]	[REDACTED]
Operating Budget	14,505	30,000	30,000
Total Expenses	20,605	[REDACTED]	[REDACTED]
(Net Loss)	(20,605)	[REDACTED]	[REDACTED]

⁹ <https://search.proquest.com/openview/8e7a5d9064139db8/1.pdf?pq-origsite=gscholar&cbl=7082>