

CVPA ANNUAL COMMUNITY REPORT 2024 2025

University of North Carolina
at Greensboro



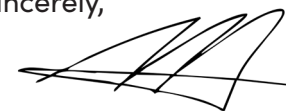
Educational programs and activities are a way that CVPA and community partners collectively build ongoing, permanent relationships for social benefits and outcomes.

A Note from the Dean

Welcome to UNC Greensboro College of Visual and Performing Arts' 2024–2025 Community Report. Last year UNCG was one of only forty US colleges and universities to have received the 2024 Carnegie Foundation's Community Engagement Classification, an elective designation awarded by the American Council on Education and the Carnegie Foundation for the Advancement of Teaching that highlights an institution's commitment to community engagement. Unlike the outdated concept of community outreach, community engagement is defined through mutual benefit plus reciprocity according to the Carnegie Foundation. Community engagement is part of UNCG's DNA as an institution and one of the core values that we teach our students. CVPA is proud to join with community partners to present programs, activities, and events for children and young adults and those who are young at heart. All told, CVPA has sixteen community programs and opportunities in art, dance, music, and theatre. As the Dean of this College, I could not be prouder of our faculty leaders who are at the helm of these collaborations.

Educational programs and activities are a way that CVPA and community partners collectively build ongoing, permanent relationships for social benefits and outcomes. All these programs and activities are teaching CVPA students how to become community-based artists during their time in Greensboro and equipping them with skills for lives in the arts. This report is divided into three sections: community-focused events where CVPA takes a performance, exhibition, or event off campus for an occasional, short-term project; community-placed where CVPA establishes a recurring pattern of taking a performance, exhibition, or event into the community; and finally, community-engaged, which involves long-term, co-created projects between this College and a community partner. CVPA's Community Engagement, under the expert direction of Caitlyn Schrader, is a resource to support faculty, students, and community partners and is being supported by a grant from The Cemala Foundation. Community Engagement is guided and informed by our belief in and commitment to community and place. CVPA's 2020–2025 Strategic Plan, *The Path Forward*, challenges us to transform—and be transformed by—our community. I hope that these programs will spark your interest and creativity and cause you to become involved with our College!

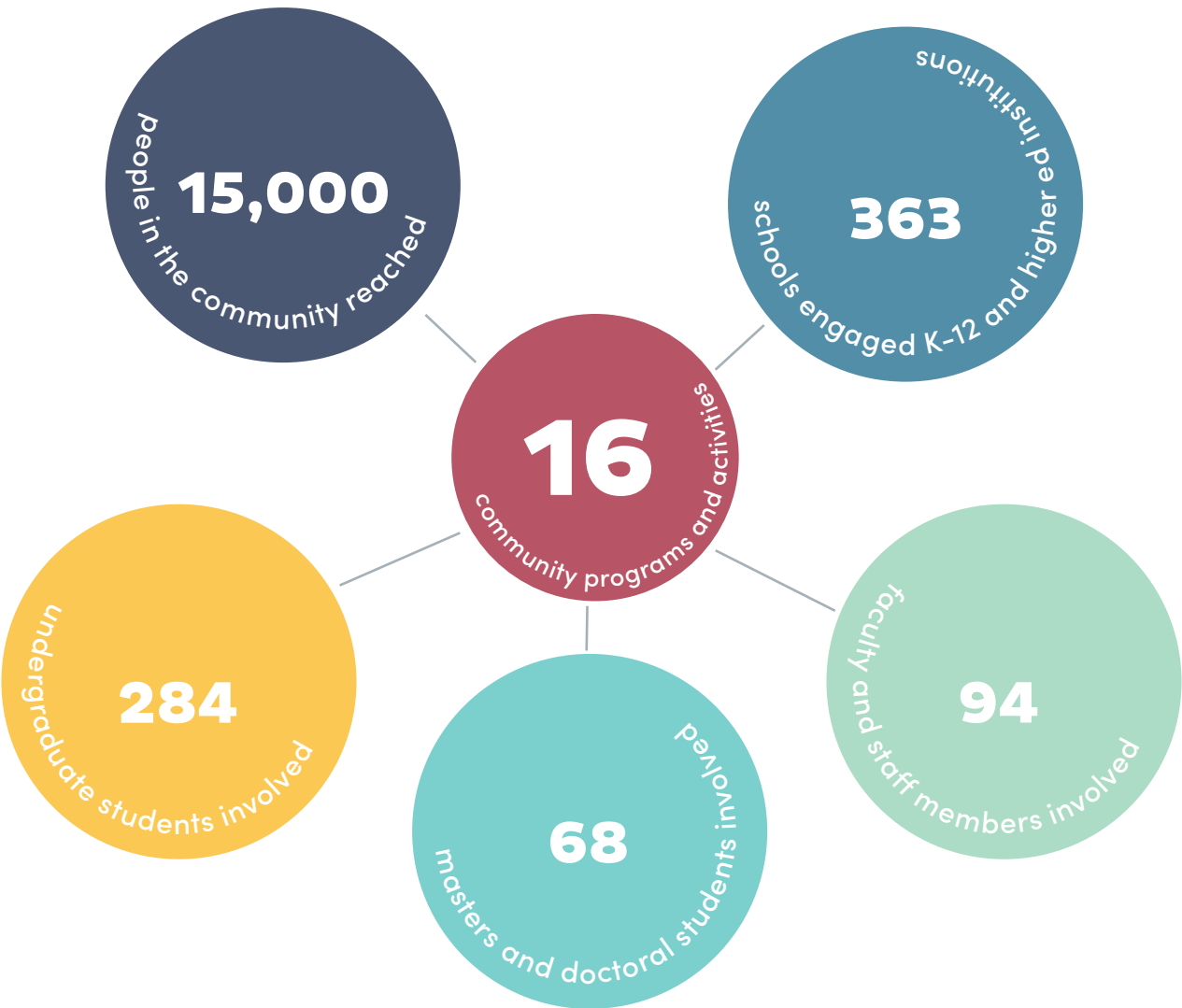
Sincerely,



bruce d. mcclung, PhD
Dean, College of Visual and Performing Arts

Community Snapshot

During the 2024–2025 academic year, UNC Greensboro’s College of Visual and Performing Arts engaged with over **15,000 people** in the community through **16 community programs and activities**, which engaged participants from **363 schools** (K-12 and higher education institutions) in North Carolina. This was made possible by **94 faculty and staff members**, **68 master’s and doctoral students**, and **284 undergraduate students** and a grant from The Cemala Foundation.



Experiential Learning through Community Partners

CVPA engages with and maintains viable community partnerships throughout our local community and beyond. Additionally, the College’s Arts Administration program has students placed within our community partners and arts organizations through their internship and employment opportunities. Listed below are the community partners engaged with during the 2024–2025 academic year:

- Borough Coffee at Double Oaks
- The Cemala Foundation
- Cone Health
- Creative Aging Network-NC
- Creative Greensboro
- Gatewood Gallery, UNCG School of Art
- GreenHill Gallery for NC Art
- Greensboro Ballet
- Greensboro Opera
- Greensboro Project Space
- Greensboro Symphony
- Guilford College
- Guilford County Schools
- Industries of the Blind
- Little Theater of Winston-Salem
- Music Academy of North Carolina
- NC Black Repertory Theatre
- North Carolina A&T University
- Oden Brewery
- Peacehaven Farm
- PineCone
- Reconsidered Goods
- Sternberger-Tannenbaum Foundation
- The Poetry Cafe
- Weatherspoon Art Museum
- Winston-Salem Theatre Alliance

Community-Focused

Greensboro Dance Film Festival (GDFF)

Greensboro Dance Film Festival is a boutique dance film festival, which seeks to connect diverse communities through the innovative genre of dance on screen. Merging performance and cinematic aesthetics, Screen Dance has expanded the possibilities of choreographic composition and structure by pushing the boundaries of dance beyond its staged possibilities. The festival uses the background of city and country to highlight dance films from around the world and support artists through collaboration and creative exchange. GDFF is also interested in community outreach, offering screenings, workshops, and masterclasses in dance and filmmaking while providing local audiences access to this emerging global arts genre.

As an artist, educator and Greensboro community member I am extremely grateful that each year the Greensboro Dance Film Festival can bring an international variety of films to our area, which many of us would never be able to experience on our own. The flavor of the festival is important in providing a glimpse into the technical, aesthetic and creative impulses that can result from collaborations across disciplines. Film festivals have always been a great way to gather people from different backgrounds and interests under one roof to come together and generate new energies. I am grateful that I can bring my own students to screening spaces outside of traditional viewing venues but also promote engagement with intersecting Greensboro communities.

—**Hassan Pitts**, Lecturer, UNCG Department of Media Studies



Greensboro Dance Film Festival (GDFF)



Frame/Works

Frame/Works is a UNCG School of Theatre program intended to share the contextual underpinnings of theatrical productions as they frame the work they produce—the how, the who, the what, the when, and the why. *Frame/Works* brings to light the important conversations that are often had before, during, and after a piece of theatre is created and shared, drawing connections between scholarly examination and artistic practice. A typical panel is comprised of actors, directors, costume designers, and other members of the cast and crew to lead a discussion on the processes behind the productions they were a part of, led by a student moderator. Those involved in *Frame/Works* believe audiences are essential collaborators in the creative process.

Frame/works expanded my perspective on each UNCG play/musical through the lens of the designers, actors, and directors.

—**Lizzy Brannan**, UNCG Theatre for Young Audience MFA Student & Frame/Works Facilitator

Community-Placed

UNCG Keyboard Studies Brews-Keys

Brews-Keys is an event that occurs toward the end of each semester at Borough Coffee at Double Oaks for Greensboro and UNCG community members to engage with performances by UNCG Keyboard Studies students in a casual environment, encouraging gathering and conversations with those who may typically not listen to live piano performance. In the spring semester, UNCG Keyboard students provided workshops and taught masterclasses to young students at the Music Academy of North Carolina (MANC), which culminated in performances by those students at Brews-Keys.

Thank you so much the UNCG Keyboard Studies students who contributed to the Group Piano Week at MANC! We really appreciated the opportunities that the UNCG students gave to our students. They provided wonderful tips and ideas in the masterclasses, and Devon Shifflett gave a great interactive presentation on the historical music periods. In addition, they played beautifully as our students created artwork to compliment the music. What a fantastic week it was! I hope we can partner again; these are great opportunities for students at UNCG and MANC.

—Thomas Swenson, Piano Teacher, MANC

This past Spring's Brews-Keys in the backyard of Double Oaks was a particularly special performance due to our partnership with Music Academy of North Carolina (MANC). The teachers, students, and families at MANC were extremely appreciative to have the opportunity to work with UNCG students and to perform alongside music majors on the day of the event. We had students from ages four to seventy performing! Thanks to support from the School of Music, we were able to move a grand piano to the outdoor stage, which immediately became a unique performance opportunity. We had hundreds of people in attendance throughout the day, and it was a wonderful way to support Borough Coffee's business. I even met a woman who was so inspired from the performances that she decided to sign up for piano lessons at MANC!

—Annie Jeng, Associate Professor of Piano and Pedagogy



Double Reed Day

Double Reed Day

Hosted by the UNCG oboe and bassoon faculty members, Double Reed Day gathers double reed players from around North Carolina and beyond with esteemed guest artists and invites them to spend a day on the UNCG campus. The day features masterclasses and clinics, private lessons, sessions on reeds, and a culminating double reed choir. Additionally, vendors who specialize in oboe and bassoon supplies and music as well as on-site instrument repair were present. UNCG Double Reed Day provides small groups and individualized connection with students in the community. It also provides leadership and service experience for our UNCG students.



Brews-Keys

Double Reed Day

Community Music Lessons

The Community Music Lessons program connects interested community members with one-on-one private music lesson study with current UNCG School of Music student instructors. It is an opportunity for undergraduate and graduate music students to gain valuable teaching experience during their time at UNCG. Additionally, they provide annual instrument petting zoos, children and parent interactive music events, and studio recitals at the end of each semester. Participating in lessons and performances allows Greensboro community members of all ages to experience the joy and accomplishment of gaining artistic and technical skills in music.



Double Reed Day

UNCG's Double Reed Day has given me as a music performance and music education student great teaching opportunities and chances to connect with real students who are developing their skills and love for music. It's a great chance for me to get firsthand experience with solving problems that young double reed players often run into, and it also gives me the chance to give students some encouragement and a positive outlook on tackling difficult instruments like oboe and bassoon. The double reed world is small and very connected, so attending Double Reed Day gives the students a sense of belonging and community, which is hard to find in their home sections where they are often the only double-reed player.

—Emily Klinkoski, UNCG School of Music Student

I've had the opportunity to connect with many of the local band directors and their bassoon students as well as several professional bassoonists through my involvement as a clinician and business vendor at Double Reed Day. Double Reed Day is a total win-win for the community and the School of Music here at UNCG. Double Reed Day presents a unique opportunity—because of the high attendance rates, there are always opportunities for UNCG music majors to work with local students—we learn just as much from them as they do from us! I've heard from several current UNCG students that participating in Double Reed Day was what made them want to attend UNCG to study music!

—Angela Moretti, UNCG School of Music Student



Community Music Lessons

UNCG Summer Music Camp

UNCG Summer Music Camp ranks as the largest university-sponsored music camp in the United States, having successfully hosted about sixty thousand students since 1983. Students are under the leadership and guidance of the faculty of the UNCG School of Music and distinguished music teachers, performers, and conductors from throughout the state and nation who ensure that each student receives the highest quality instruction available.

As a camp counselor and rehearsal assistant at UNCG's Summer Music Camp, I am tasked with the roll of creating an environment that fosters both musical and social growth, as well as a safe space where students can begin to develop their independence and life skills. Summer Music Camp has given me space to work in tandem with skilled educators who share their wisdom and expertise, encouraging and inspiring me to think deeper about how I can make the biggest impact. This role has shaped my own educational growth providing me with hands on experiences and opportunities not available anywhere else. I've been able work with grades ranging from 6th to 12th, giving me ample opportunity to work with a large and diverse group of students. I've realized through my participation here, that my approach to teaching young musicians has become more inclusive to the diverse skill sets and circumstances I may face in the field. I now approach teaching with the intention to foster that environment where creating music is challenging, engaging, and is as fun as possible.

—A'Nijuel Harris-Johnson, UNCG BME Student & Camp Counselor, Summer Music Camp

My first introduction to UNCG was as a high school camper at Summer Music Camp, and that experience became one of the key reasons I chose to attend UNCG. The program not only nurtures young musical talent but also serves as a powerful pipeline for future Spartans, offering prospective students an early, meaningful connection to the School of Music, its faculty, and the campus community. It also strengthens relationships with public school music programs, both local and national, by involving educators in the field and providing them professional opportunities as staff and clinicians. Additionally, the camp creates summer employment and practical experience for current UNCG music majors, reinforcing the University's role in developing future arts educators and leaders. The Summer Music Camp is important to UNCG's community programming because it exemplifies the University's mission to foster education, creativity, and community engagement through the arts while offering high-quality musical instruction and an immersive campus experience.

—Peyton Bowditch, UNCG BME Student & Camp Counselor, Summer Music Camp

Summer Arts and Design Intensive (SADI)

The Summer Arts and Design Intensive is the School of Art's visual art summer program for high school students to engage with the arts, to develop their creative skills, and to explore the horizon of art careers through an immersive, hands-on learning experiences. The 2024 Intensive marked the eleventh anniversary with over one hundred high school artists participating! Its goal is to foster creativity, positive learning, and community through visual art and aims to enhance students' skills and broaden their artistic perspectives. The UNCG School of Art faculty mentor the student artists participating and collaborate with campers to provide a creative and productive environment as high school students explore and experiment with various art forms, including drawing, painting, printmaking, sculpture, photography, graphic design, and animation. SADI encourages collaboration and exchange of ideas among participants, promoting a sense of community. It also serves as a cultural enrichment opportunity for the larger community, showcasing the talents of emerging artists and fostering a greater appreciation for visual art.



UNCG Summer Music Camp



Summer Arts and Design Intensive (SADI)

For students local to the Greensboro area, the opportunities SADI provides are crucial to their support and success as the next generation of artists. It gives them the ability to connect with their community through the local artists we bring in for artist talks, the professors from other UNC schools, and the companionship made with other students that creates networks of artistic opportunities. As a camp counselor and student involved in this community, I am hopeful for our continual, thriving art community. It was a joy to watch these students grow in their artistic abilities and make friendships that encourage them to participate in the camp for years to come.

—Meghan Fox, UNCG Art Student & Camp Counselor of SADI



Summer Arts and Design Intensive (SADI)



Summer Arts and Design Intensive (SADI)



Community-Engaged

Lillian Rauch Beginning Strings (LRBS) Program

The mission of the Lillian Rauch Beginning Strings Program is to increase access to string instruction for underserved students, to provide string instrument instruction free of charge, to nurture and develop students' creative talents, and to prepare students for challenging opportunities in music and life.

Key objectives of the project are to provide strong instrument instruction free of charge, to nurture and develop students' creative talents, and to prepare students for challenging opportunities in music and life. The secondary goal, which has the potential to positively impact music education in Greensboro and the state of North Carolina, is to provide music education majors with the opportunity to explore and develop as teachers in a diverse setting.



Lillian Rauch Beginning Strings (LRBS) Program



Lillian Rauch Beginning Strings (LRBS) Program

Peer Artist Leadership (PAL) Program

The mission of the Peer Artist Leadership Program is to provide private string instruction to underserved students and to promote leadership and service. The program is designed to increase access to string instruction and to empower students as agents of change in their community.

The Peer Alumni Leadership Program has completely shaped the way that I teach. I started working with the PAL program as a teacher in my undergraduate degree and fell in love with teaching strings through this program. The relationships I made with my mentors and students in PAL set me up to be the teacher that I am today.

—Anna Tschiegg, School of Music Graduate Student & Coordinator, PAL Program



Lillian Rauch Beginning Strings (LRBS) Program

UNCG Opera Theatre's Opera at the Carolina (OAC)

Opera at the Carolina has reached over 180,000 Guilford County fifth grade students with the wonder of live opera. Annually, the UNCG Opera Theatre partners with the Guilford County Schools, The Cemala Foundation, and the Sternberger-Tannenbaum Foundation to provide a live theatrical experience at the downtown Carolina Theatre of Greensboro. An integral part of OAC is the performance of the "Write Your Own Opera" contest that gives Guilford County students the opportunity to see their stories turned into their very own operas, which are performed the following year at the Opera at the Carolina event. The teachers and students of Guilford County are engaged, as are the students and singers at UNCG, as well as the Greensboro Opera board and the Carolina Theatre staff.



UNCG Opera Theatre's Opera at the Carolina (OAC)

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Greensboro Project Space (GPS)

Created by UNCG's School of Art, Greensboro Project Space is a flexible art space in downtown Greensboro, dedicated to building community and creating opportunities for engagement between the UNCG School of Art and local and regional communities. GPS serves a vital role in the art students' educational experience and functions as an additional site for teaching and learning. In addition to the traditional exhibition opportunities for student and community artists, GPS also serves as a site for professional field-related internships, encourages student-initiated and curated group exhibitions, supports in-process experimentation, and offers an annual undergraduate student residency program. Its off-campus location plays a key role in expanding accessibility to the arts and acts as a site for engagement to have critical dialogue by actively facilitating connections, resulting in increased amount of interdisciplinary collaboration.



Greensboro Project Space (GPS)

GPS was a landscape to broaden my artistic community. Activated by fellow students working at local universities, the opportunity to intern here as a Guilford College student was insightful, generous, and motivating. I really began to feel a part of a larger cohort of Greensboro creatives.

—Clara Feuhler, GPS Intern & BFA Student, Guilford College

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My favorite thing about GPS is how accessible it is. GPS has given me as a student artist so many opportunities and experiences that have gotten me started in the professional art world. From being in shows, to interning, to the student residency—they all provided a huge transformation and have helped me gain vast experiences. GPS is truly the biggest steppingstone students can take, and I encourage other students to take advantage of it 100%.

—Shayla Scales, UNCG BFA Student & GPS Intern



North Carolina Theatre for Young People (NCTYP)

The North Carolina Theatre for Young People is the producing arm of UNCG's Theatre for Young Audiences. Since 1962, UNCG's NCTYP exists to celebrate the art of live theatre for young audiences, to enrich the lives of young people and their families, and to connect the University with the community. NCTYP realizes this vision through producing plays, facilitating creative partnerships, and educating Theatre for Youth graduate students to apply knowledge in practice in area schools and community organizations. NCTYP strives to embrace all community members in its offerings and to provide community engagement programs and touring productions, bringing expertise in theatre education and drama-in-education to area educators and community members. This year's programming placements were at Peacehaven Farms, Sylvia Mendez Newcomer's School, and the Lindley Elementary School.

My involvement with NCTYP's production meant a lot for me as a student and as an emerging artist. I played the black lead, Louise Miller, in the Theatre for Young Audiences show Princess Fearless. This role showed me just how impactful representation and showing up can be. It made my day better seeing all the kids light when they saw characters who looked like them.

—**Scooter Johnson**, UNCG Theatre Student & Lead Role in NCTYP's Princess Fearless

North Carolina Theatre for Young People (NCTYP)



Short Tales for Children

The Short Tales for Children program is an annual collaboration between Creative Greensboro and UNCG. It features short original plays written by members of the Greensboro Playwrights Forum directed by UNCG School of Theatre Education students under the mentorship of Creative Greensboro's Performing Arts Coordinator and UNCG School of Theatre faculty. Short Tales provides young actors a fun environment to explore theatre, supported by college students who are receiving real-world experience in theatre education for children.



Short Tales for Children

My involvement in Short Tales for Children over the past three years changed the way that I approach my work by giving me hands-on, real-world experience outside of the classroom with young students, contacting parents, etc. This experience helped me not only how to direct young students but also how to really connect with them and increase their social skills. I think the most valuable part of this process besides connecting with young audiences is that I get to apply what I've learned in class to a real-world setting and it's honestly surreal and so rewarding. Theatre has a bigger role beyond the stage, and I hope to share and show that to the more of our community.

—**Reagan Amos**, UNCG BFA Theatre Education Student & Short Tales Participant

Animation at Industries of the Blind

Last fall, students in the UNCG School of Art's Storyboarding class, which is part of the new Animation concentration, had the opportunity to connect with employees at Industries of the Blind through storytelling. Students first toured the Industries of the Blind (IoB) facility in Greensboro and then returned to interview and hear stories from several IoB associates. In pairs, they collaborated on creating character designs and storyboards to envision the narratives as animated films of the associates based on their favorite animal. Before returning to IoB to pitch the ideas back to the original storytellers, students also discussed ways to make visual content accessible for individuals with visual impairments and sought out examples of audio descriptions as a guide for ways to share the work. As part of the culminating project and to show gratitude to the employees, the students created tactile 3D-printed versions of each animal character design as a keepsake of their shared experience. The project's goal was to give students the opportunity to realize the awesome responsibility that comes with telling someone else's story while also bringing to light narratives from traditionally under-engaged populations. By adapting the story to non-human characters, students also learned to not get bogged down in details but rather to look for universal truths and levels of understanding.



Animation at Industries of the Blind

Being a part of this project gave me a new perspective on how privileged I am to have my eyesight, but also it filled me with a profound admiration for the workers at Industries of the Blind, especially the person whose story I got to tell. She lives every day to the max and focuses on leading a happy life and planning her next traveling adventure. Sometimes we take things for granted and remembering her positive attitude, even when facing challenges daily, is a great reminder to live my life to the fullest and keep pushing forward like she does.

—Idamis Calero Gomez, UNCG BFA Animation Student



Animation at Industries of the Blind

My experience with the animation project was exceptional. I thought both sides learned a great deal. The students learned that people who are blind are like everyone else with hopes, dreams, and funny quirks that make people unique in their own way. I learned that the students could do things that even though I'm not able to see them, they can show the world that people who are blind can achieve their own goals the same as people with vision can do. It was a wonderful experience, and I thoroughly enjoyed myself.

—Sarah Comella, Industries of the Blind Associate

Aging in Space

Aging in Space is a free community-engaged, intergenerational exploratory movement project that began in the Fall of 2024. It is led by local choreographer and UNCG School of Dance Professor Janet Lilly and is held in collaboration with CVPA community partner the Creative Aging Network-NC (CAN-NC). Aging in Space is a series of creative movement workshops that celebrate the embodied experiences of movers over sixty years of age. The workshops are designed for all movers including artists, athletes, dancers, and anyone who likes to exercise their body and their imagination. The group of participants was composed of people at various stages in aging with a wide span of prior movement experiences. Several of the Fall 2024 Aging in Space participants from CAN-NC noted how physical and creative workshop activities exercised their bodies as well as their brains and expressed the ways in which these experiences were so beneficial and supportive.

Aging in Space



I was overjoyed at the opportunity to take Professor Janet Lilly's class this past fall. Janet facilitated comfort and support through her ability to both clarify and leave open the possibilities of creating "pieces" within each of our grasp. For example, we were asked to make shapes and then interact within each other's shapes—taking up and enclosing spaces. This was quite an intimate activity, and yet each of us participated to our comfort levels with both physical proximity and personal interpretations of the instruction. Janet was very responsive to the concerns of each participant and was able to modify instruction and expectations in the moment. I loved the class and hope that there will be another one soon! Janet is insightful, creative, personable, knowledgeable, and responsive to participants' needs physically and emotionally.

—Julie Burke, Associate Professor Emerita, Guilford College

The core members grew a lot just by working with each other and learning how to get along and supporting each other. They also enjoyed seeing each other shine during their solo performances.

—Dale Moser, Home Life Leader, Peacehaven Farm



A Midsummer's Night Dream with Peacehaven Farm

A Midsummer's Night Dream with Peacehaven Farm

Theatre for Young Audience's Collaboration with Peacehaven Farm to Co-Create a Sensory Friendly Theatre Model

This collaboration explored the development and execution of a Sensory Friendly (SF) theatrical model. Peacehaven is a residential community farm serving adults with intellectual and developmental disabilities. The project culminated in a model for developing SF work with specific tools for replication by other theatre companies while expanding the paradigm of inclusive arts in the field of theatre. In Phase I of the project, Theatre for Young Audience graduate students engaged in a six-week residency at Peacehaven Farm, collaboratively facilitating story dramas with the residents of the farm. In Phase II, Theatre for Young Audience collaborators, along with the Peacehaven Core members, devised a rendition of William Shakespeare's Midsummer's Night Dream and an original spin-off to Wicked titled Follow the Yellow Brick Road, which was presented to the public at Greensboro Project Space.



Academic Programs That Embrace Community Engagement Foundations

Interdisciplinary Art & Social Practice

A minor in Interdisciplinary Art & Social Practice (IASP) provides students with a set of seminar and project-based experiences, which explore unique creative practices that engage the public sphere, build community, and foster meaningful experiences beyond traditional art contexts. The program is designed with an emphasis on social interactions as a medium to explore new ideas, to create change, and to cultivate collective curiosity. Only a few universities across the nation have begun to offer undergraduate degree programs focused on Social Practice. The IASP minor a unique educational experience, which combines creativity with any major field of study, enabling students to develop art practices with civic impact and professional, transferable skill sets leading to increased opportunities within and beyond the Arts.

Social Practice remains relevant in art education as long as people continue to need justifications as to its validity and importance. Engaging intentionally in genre-bending forms is what stretches the definitions of art, what has brought us to this point from limited vocabulary of artists at the beginnings of art history. Social Practice is particularly relevant to young artists today who live in a world that is exceedingly ugly, who need new vocabularies to respond to generational traumas, social marginalization, political turmoil, and a world that benefits from the belief that we are alone. Social Practice allows artists to push at the barriers between people and communities and to render them temporarily permeable, so that we may exchange something new in hopes of becoming something new.

—Sam Machia Keshet, UNCG Art Alumni & Part-Time Lecturer, Interdisciplinary Art & Social Practice Minor Program

IASP Project: Lost and Found in Translation

Lost and Found in Translation invited individuals to bring in a personally significant object and share, through writing, its story or background. Over the course of the meeting, each person's object was passed off to be "translated" into something new by someone else. The translation can take many forms—music, dance, visual art, something else?—and was meant to give the object a new life through another's perspective. Through this process, we explored how meaning is shaped by social interaction and how the personal becomes a lexicon borrowed from everyone we meet.

This project was part of the Research Methods in Social Practice class that had a mix of undergraduate and graduate students from across all CVPA disciplines. The MFA in Art students worked across photography and sculpture, painting/drawing, and printmaking; the graduate students in the School of Music studied ethnomusicology, vocal performance, and violin performance; and the MFA in Dance student had a background in social work with a research focus on social dance forms. The undergraduate students spanned from studio art to arts administration.



IASP Project: Lost and Found in Translation

The social practice class challenged me to engage with community and collaboration in deeper, more intentional ways. In Lost and Found in Translation, I co-created a piece centered on someone else's story, which made me reflect on the responsibility and beauty of that process. Working across disciplines expanded how I think as both a performer and scholar. Hearing diverse perspectives stretched my understanding of what art can do. This class didn't just teach me about collaboration it changed how I listen, how I connect, and how I create. It was one of the most meaningful parts of my time at UNCG.

—Sami Anselmo, UNCG DMA Student in Vocal Performance

To work collaboratively with other creatives outside of my discipline is exactly the experience that I hoped to gain at UNCG! It was fruitful intellectually and personally to hear the perspectives of my peers in this class.

—Kathryn Hood, UNCG MFA Art Student



Interdisciplinary Art & Social Practice

Arts Administration

The College of Visual and Performing Arts’ Arts Administration program develops the skills necessary for a career working in arts organizations, arts-related businesses, and in one’s own creative endeavors. The Arts Administration program is also strong in entrepreneurship through its partnership with the Bryan School of Business and Economics. The program offers many opportunities to gain professional experience on campus and in the community through internships with a professional arts organization to make connections and to gain tangible work experience.



Arts Administration



My internship at GPS was an extremely meaningful experience that pushed me to grow in so many ways. I got the chance to connect with amazing artists and community members who are now a big part of my personal and professional life. It also helped me land an awesome job, thanks to the skills I picked up and the relationships I built working with fellow UNCG students and people within my local community.

—Skye VanDyken, UNCG BA Arts Administration Student & GPS Intern

Theatre Alliance has enjoyed having an Arts Administration intern work with our organization to share thoughts regarding operations and concepts on marketing and publicity. From working in virtually all aspects of our group, our Arts Administration intern sat in on Board meetings and helped with a theatre camp for special needs youth and adults. Having a fresh set of eyes involved with our long-standing operations has been helpful!

—Jamie Lawson, Winston-Salem Theatre Alliance



Arts Administration

CVPA Community Engagement Advisory Committee

The CVPA Community Engagement Advisory Committee includes a faculty representative from each School, a University member from outside the College, and a community arts partner. In 2021 the Committee established the CVPA Community Engagement Grant Program. This internal, bi-annual grant opportunity was established to increase resources and support for CVPA community-engaged scholarship including, but not limited to, teaching, service, research, and/or creative practice for faculty, staff, and graduate students, as outlined in the CVPA’s 2020–2025 Strategic Plan, *The Path Forward*. In addition, We are happy to report that a portion of The Cemala Foundation Grant awarded to CVPA in 2023 is earmarked toward increased funding of community-engaged activities for the College over the next three academic years, allowing the scope and depth of partnerships to expand. For example, during AY 2024–2025, the Committee was able to offer the Community Engagement Grant in both academic semesters and increase funding total from \$4,000 to \$13,000 annually. This additional funding allowed the implementation of the new “top-up” funding opportunity, which provides extra funds to those previously supported programs that are ongoing, emphasizing the importance of sustained funding for community engaged programming to thrive.

This is the most important committee in the CVPA. Why? Universities tend to silo themselves from their surrounding communities—often (not intentionally) withholding information and skills that benefit everyone. This committee works diligently and mindfully to ensure the impact of the work in the CVPA reaches the people who need it most: our community members. It aims to be, and succeeds at being, inclusive of all. There is a community representative on the committee, providing a platform for the community have a place in the decision-making processes that occur. I am so proud to represent the School of Theatre on this committee. It is my favorite committee—hands down—that I have ever served on. I have learned so much about community-engaged scholarship and the value of relationship-building in the community. Caitlyn Schrader, the Chair of this committee, inspires me to re-commit to my job daily; she is constantly re-evaluating the manner in which we convene, the mechanisms we utilize to evaluate grant applications, and the overall mission of the committee. I am honored to call her colleague. I am so proud to be included in such a caring, brilliant, and inspiring group, and I have become a better professor and citizen by watching the way that Caitlyn leads this committee.

—Rachel Briley, Professor of Theatre for Young People & Community Engagement Advisory Committee Member

Committee Members

Caitlyn Schrader
Director, Greensboro Project Space, School of Art
Director of Community Engagement, College of Visual and Performing Arts

Erika Boysen
Associate Professor of Flute, School of Music

Rachel Briley
Professor of Theatre for Young People, School of Theatre

Kim Cuny
Community Member and Arts Advocate

Emily Janke
Director, Institute for Community and Economic Engagement
Associate Professor, Peace and Conflict Studies

Kasia Ozga
Assistant Professor of Sculpture, School of Art

Atiba Rorie
Senior Lecturer in Accompanying, School of Dance

Contact

For inquiries regarding community programming that expand the scope and accessibility of the arts in **the College of Visual and Performing Arts**, please email

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Caitlyn Schrader is the Director of Community Engagement for UNCG’s College of Visual and Performing Arts where she supports and advocates for community engaged programs and initiatives led by students, staff, and faculty, which advance partnerships between the College and the community. Schrader is also the Director of Greensboro Project Space (GPS), an off-campus, multi-purpose art space in downtown Greensboro, which is a bridge between UNCG’s School of Art and the Greensboro community. GPS invites UNCG students and faculty to connect and to engage with our local and regional communities, resulting in an increased interdisciplinarity, accessibility, and collaboration.

For more information about these programs and activities, and for updates, please visit
vpa.uncg.edu/cvpa-home/community-engagement

CVPA Community Engagement Grant Awardee Features

Activating Movement in Older Adults Through Public Sculpture Garden in partnership with Creative Aging Network-NC

The Aging Network-NC (CAN-NC) enhances the well-being and social connection among older adults throughout North Carolina through artistic programming that is multicultural and multigenerational. An interdisciplinary team of researchers at UNCG at the intersection of arts and public health and CAN-NC, our community collaborator, Creative Aging Network-NC (CAN-NC), formed a partnership to create new models for intergenerational and multicultural public art around the United States. Through theoretical and applied, arts-based research, they are producing an interactive sculpture park in Greensboro that engages older adults to improve quality of life. CAN-NC catalyzes communication between older adults through the arts. The nonprofit enhances the well-being and social connection among elders throughout North Carolina through artistic programming that is multicultural and intergenerational. As a critical site for such action, collaborations and education, CAN-NC was awarded a ten-acre property donation in 2019 at 2400 Summit Avenue of wooded areas, streams, and fields. Current arts-based research by the project team brings together faculty and undergraduate and graduate students in Education, Gerontology, Interior Architecture, Kinesiology, Sculpture, and Sociology. UNCG's Sculpture Program is currently developing public art programming in the form of temporary and permanent works of site-specific public art for this location.



Activating Movement in Older Adults
Through Public Sculpture Garden

Taking Care: An Exploration of Intergenerational Choreography, Adaptability, and Community

Taking Care, an MFA Thesis in Dance production, was an intergenerational choreographic project that brought together undergraduate students from UNCG's School of Dance and adults ages 55+ from the Creative Aging Network-NC. This project aimed to challenge common ideas about aging and virtuosity in dance, focusing instead on the creativity and connection that emerge when people of different ages, backgrounds, and experience levels come together. The choreography and rehearsal process explored themes of caretaking and home, inspired by the choreographer's personal experiences and the perspectives of each dancer. Rehearsals balanced a blend of structured choreography and collaborative improvisation, creating space for everyone to bring their voice to the work. This process resulted in an intimate performance, yet the process became as important as the final performance, emphasizing building relationships, caring for one another, and embracing adaptability.



Taking Care: An Exploration of Intergenerational
Choreography, Adaptability, and Community

Music at the Juvenile Detention Center

The Music Program at the Regional Juvenile Detention Center in Greensboro supported the young people who are housed the longest by giving them opportunities for creativity and self-expression. Through group music instruction, the participants engaged primarily with guitars and handheld percussion equipment. Engaging in music-making provided an opportunity for the students to express themselves while also experiencing individual success and accomplishment.

Terms and Iconography

Categorizing Community-University Connections

*Iconography was developed to depict, visually reflect, and act as symbolic language for the enacted definitions for Community Engagement (CE) adapted from Continuity and Change in Community Engagement at UNCG.**

Community-Focused

Occasional. Short-term. Singular entity exchange with lowest reciprocity.

An exchange occurs between the College of Visual and Performing Arts and an external community partner. Creating a short-term community-focused event with low reciprocity between the two bodies.

Community-Placed

Transactional. Recurring. Facilitated for community, continuous. Singular entity exchange with thin reciprocity—exchange of resources or labor.

A recurring exchange between the College of Visual and Performing Arts and an external community partner. Creating a continuous engagement that reaches communities as well as a transactional exchange of resources or labor between the two bodies.

Community-Engaged

Mutually beneficial. Reciprocal. Facilitated with community. Long-term, continuous. Co-created with one or more entities. High reciprocity—involving transformational knowledge for a community and students alike.

A recurring exchange between the College of Visual and Performing Arts and an external community partner. Relationships are longitudinal and co-created, built on a foundation of interactions with the same organization or community, involving mutually beneficial exchange or communal transformation between two bodies.

**Community engagement
is part of UNCG's DNA as
an institution and one of
the core values that we
teach our students.**

**Iconography design
by Judith Briand*



**UNC
GREENSBORO**

*College of Visual and
Performing Arts*

**CVPA
ANNUAL
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2025**



Graphic Design: Judith Briand