



# COLLEGE OF THE ARTS

UNIVERSITY OF FLORIDA

## 2017-2021 COTA Strategic Plan

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## **Section I: Introduction**

One of the University of Florida's 16 Colleges, the College of the Arts (COTA) was developed from the School of Architecture, which was established in 1925. In 1975, the previous College of Architecture and Fine Arts was divided into two colleges: the College of Architecture and the College of Fine Arts.

With the support of University leadership and the College's faculty and staff the College of Fine Arts changed its name and became the College of the Arts in 2014. As discussed below, this renaming better represents the ongoing transitions within the College, and the role of the Arts and creativity at the University of Florida as well as at leading research universities across the nation.

### ***The Changing Roles of the Arts in Leading Research Universities:***

With the twenty-first century came a number of transformations in public higher education, including: shifting budgeting structures, a permanent foothold for digital learning and pedagogy, and an increased emphasis on international engagement. These and other forces created the conditions for a movement parallel to the "Cultural Turn" in higher education of the 1970s and early 1980s: a "Creative Turn." The Cultural Turn's defining characteristics included confrontations with the normative foundations of numerous fields in the Humanities and Social Sciences, challenging many of the primary methods and literatures within them as culturally biased. New areas in Sociology, English, History, Psychology and Anthropology flourished as a result, while other new fields emerged, including: Chicano/Latino Studies, Women's Studies, African and African American Studies, and a number of others. The critical thinking skills central to questioning canonicity and identity formation became the central organizing principle for the Cultural Turn's pedagogy and privileging of alternative histories.

Now, 40 years later, we are well into a parallel transformation: the Creative Turn. As the power to make meaning has become (unevenly) democratized through digital technologies and other global forces, research universities have been responding to, and shaping, "creative cognition" as a pragmatic, central organizing principle of contemporary higher education. This has taken many different forms, including: Design Thinking, the Maker Movement, Integrated Product and Process Design, a new focus on creative engineering and sciences, the STEM to STEAM movement, a privileging of interdisciplinary collaboration, and a new-found respect for multi-disciplinarity as we collectively aim to address contemporary "grand challenges."

Though creativity is essential to the development of all academic fields, the "Creative Turn" has perhaps impacted the Arts more than any other. Because the methods, pedagogy and epistemology that underpin artistic inquiry have traditionally been the home of creativity in higher education, the Arts have moved toward the center of scholarly life at research universities. The artist's roles in societies and in higher education is no longer solely defined by the excellence of production through one's professional practice, but has expanded to include aptitude for disruptive thinking, creative problem finding/solving, serial ideation, and comfort with ambiguity, along with traditional artistic production. With this change the Artist has become a collaborative and community asset, an interdisciplinary resource, and a professional agent of aesthetic, social, physical, environmental, and economic change.

## ***The Changing Role of the Arts at the University of Florida***

As this expanded role of the Artist has become the new norm, colleges of the Arts at leading research universities have responded accordingly, including the College of the Arts at the University of Florida. Similar to our Research University Very High (RUVH) peers, the College of the Arts has:

- a) Increased its focus on providing training in creative processes to the broader student body
- b) Become a capable collaborator and partner for interdisciplinary inquiry with fields as diverse as Medicine, Engineering and Computer Science, Education, and Ecology
- c) Worked to transform its curriculum to meet the new expanded role of the Artist by foregrounding the role of community based, experiential training, while keeping artistic inquiry and production at the heart of all scholarly activity

Where the College of the Arts has made these strides have become some of its strongest and most nationally recognizable characteristics. For example, the College is a leader within the general education curriculum, offering three of the five courses approved for the state-mandated General Education Core. Each of these courses has been designed to incorporate best practices in order to assure high quality instruction and academic rigor. In addition, the College collaborates with the College of Liberal Arts and Sciences and the College of Design, Construction and Planning in offering the course, “What is the Good Life” – one of three courses that constitute a unique University of Florida core. This course, too, incorporates technology, small discussion groups, events at the HARN Museum of Art, The Phillips Performing Arts Center, and the School of Theatre and Dance in order to give students a vibrant and challenging introduction to the Humanities as a principal vehicle for addressing and answering significant questions of life.

The College of the Arts also participated heavily in the annual Creativity in the Arts and Sciences (CASE) event for 7 years, which brought together Art and Science students in the pursuit of interdisciplinary research. To meet that same goal, COTA also collaborated with other colleges at the University of Florida to provide creativity-based training and experiences for the student body by starting Creative B, which is:

...a summer program at the University of Florida that consolidates the collective resources and talents of the many creative programs at UF...Creative B participants may choose from unique courses with an artistic edge, a variety of live cultural performances and a wide range of interdisciplinary summer activities (Howard, 2011).

To serve the interdisciplinary research needs of Arts faculty as well as of interdisciplinary faculty from across campus, the College of the Arts developed the Creative Campus Initiative. The goals of the Creative Campus Initiative are “...to establish educational settings that infuse the academy with the arts, foster creativity in all disciplines, promote interdisciplinary projects and encourage new ways of solving problems and expressing ideas” (Lavelli, 2010). The Creative Campus Initiative continues to foster vibrant scholarly exchange through interdisciplinary programs and meetings, from which truly unique and innovative research collaborations have occurred.

COTA has also partnered with UF Health to foster the Center for Arts in Medicine (formerly the Center for Arts and Healthcare Research and Education). It began offering a self-funded certificate program in 2008, and has grown several extremely successful degree programs in the years since. Because of its curricular success and prolific faculty, the Center for Arts in Medicine is known as the premier national leader in its field and brings with it a great deal of interdisciplinary prestige to the University of Florida.

Similarly, the Digital Worlds Institute is a joint venture initially created through collaboration between the College of the Arts and the College of Engineering. Over the last 15 years Digital Worlds (DW) has received numerous Federal and foundation grants, worked with industry, and partnered with numerous colleges on campus, including Education, Journalism & Communications, and others. In 2014 DW expanded upon its Master of Arts in Digital Arts and Sciences degree to offer and a Bachelors of Arts in Digital Arts and Sciences with both on-campus and on-line delivery.

Together with the leadership from the Florida Museum of Natural History, the Harn Museum of Art, UF Performing Arts, the UF Libraries, and the College of Liberal Arts and Sciences, COTA is crafting an Arts, Humanities, and Cultural Institutions Master Plan that will, over the next five years, work to institutionalize these and other best practices across campus for interdisciplinary work between any unit on campus and the above entities.

COTA is also proud to be a leader in developing the cultural life of the greater Gainesville community. Though this has been a role the College has enjoyed from the beginning of its inception in 1975, more recently these relationships with the community have become sustained educational and research-based partnerships. These include faculty and student engagement with the Hippodrome Theater, numerous local and regional businesses and arts organizations, the Gainesville Chamber Orchestra, the Alachua County Public School District, and the City of Gainesville.

### ***Research In the Arts at the University of Florida:***

As a RUVH AAU institution, research is a key pursuit at the University of Florida. This is a central feature of COTA's scholarly life as well, though how research is defined – and validated within and external to the academy – in the Arts makes it unique on campus. During the 2010-11 academic year the College's Research Committee met in two retreats. In each of these retreats, the faculty and student committee members focused on defining research for the College.

Because of the changing roles of the Arts at leading research universities described above, the frameworks decided upon at those retreats continue to provide useful for the College of the Arts. Research - the pursuit, creation, and dissemination of new knowledge - takes on many forms in the Arts, including: creative inquiry, academic research, and interdisciplinarity.

### ***Creative Inquiry***

Artists and Designers create their work through a rigorous, complex engagement in the research process. For example, the performing artist (the actor, musician, dancer) calls upon prior knowledge, skill, and experience to present new knowledge in the form of interpretation of an existing work. The improviser creates new works spontaneously, drawing upon knowledge, experience, and the immediate performance context to present and disseminate their work. The designer (costume, set, lighting) generates new knowledge by shaping the physical context for presentation of the artwork. The producer, director, or choreographer generates new knowledge by shaping new and existing works into new productions. The visual artist (sculptor, painter, photographer, printmaker, ceramist, digital artist) presents new knowledge in the form of artworks that give form to new perspectives, reinterpreting and challenging beliefs, new ways of viewing the world, and new ways of understanding ourselves. These

expressions are the result of the creative, individual perspective of the artist, grounded in both the artist's personal experience and the work of others, yet original and new.

### Academic Research

Research in the College of the Arts also takes on the form of traditional academic research. Arts historians and musicologists examine the development of art works and arts practices in music, visual arts, drama, and dance and the cultures, contexts, and conditions that shaped those works. The arts educator examines the effects of culture, context, policy, pedagogy, and curriculum on teaching and learning. This work brings to bear qualitative and quantitative analysis, psychometrics, and statistical methodologies to answer fundamental questions in the Arts.

### Interdisciplinarity

New knowledge also generates from interdisciplinary research processes. The College's faculty members are active and productive researchers, scholars, and creative artists who engage in basic and applied research within the Arts and across disciplines. Faculty research focuses on and occurs within the specific Arts discipline under study and across sub-disciplines within their respective fields. Interdisciplinary and multi-disciplinary research brings Arts researchers together with colleagues in other fields to create new areas of study that bring the complementary strengths of the Arts to those fields. In each of these processes, both traditional and unique Arts methodologies inform and enhance research across disciplines, and the results of this work contribute significantly to strengthening the human condition and the improvement of the quality of life.

Arts researchers bring multiple skills, knowledge, and perspectives to research in all disciplines at the university. For example, the ceramist, sculptor, or painter may work with the chemical engineer on a new project whose byproduct is a new material that advances knowledge in both fields. The composer may collaborate with the acoustician and the computer programmer to advance and explore new sound combinations and forms and the software to deliver these programs. The actor, playwright, or director may work with the psychologist and psychiatrist to create dramatic vehicles for teaching about mental or physical diseases. The costume designer may work with textile developers and computer scientists to advance knowledge of fabric composition and bio-sensing wearable technologies; the lighting designer may work with the electrical engineer to create new lighting innovations that have implications for use beyond the stage. Dance artists may engage with medical researchers to explore movement therapies to alleviate symptoms of movement disorders. The digital artist may collaborate with researchers in multiple fields to bring imaging and new approaches to their respective fields.

## ***College of the Arts Purpose, Vision and Mission:***

### Purpose

The purpose of the College of the Arts is to engage, serve, and lead the university, the nation, and the world communities through education, research, artistic excellence, scholarship, and creative engagement.

### Vision

The College of the Arts will be a national leader in providing creative, innovative and responsive programs. The College will achieve this by taking full advantage of the breadth of educational

opportunities at the University of Florida while continuing our commitment to artistic practice, research, scholarship, and instruction of the highest quality.

### Mission

The mission of the College of the Arts is to infuse the university community with creative thinking and artistic excellence, and enable the development of imagination and innovation within the arts and across disciplines. In the pursuit of this goal we achieve the university's mission by educating and engaging students as artists and scholars, conducting relevant research within the arts and in interdisciplinary collaborations, nurturing artistic excellence for all stakeholders, and bringing the culture of curiosity to the communities we serve.

### **Goals of the Strategic Plan:**

The below Goals of this Strategic Plan align with those set forth through the UF Goals-Setting Task Force's efforts, as described in *The Decade Ahead*. Appendix A directly connects each COTA Goal to specific objectives articulated in that document. COTA's goals are addressed fully in sections II through IV of this Strategic Plan, with specific objectives within each goal as well as faculty-driven processes to achieve them during the 2017-2021 period that this document covers. The objectives themselves are universal across the five academic units within the College of the Arts (Center for Arts in Medicine, the Digital Worlds Institute, School of Art + Art History, School of Music, and School of Theatre + Dance). They are the result of existing objectives defined by faculty, a faculty feedback online forum, a full day College-wide faculty meeting, and school-level planning retreats. Each academic unit populated the processes and tactics to achieve these objectives; what are presented in Sections II-IV are representative responses that cut across the entire College and, consequently, constitute the College-level approach.

Section V articulates the College's Funding strategies in support of these goals. With faculty and staff, the College leadership established three overarching Strategic Goals for 2017-2021:

1. Continue offering programs that meet the highest standards of excellence
2. Continue developing a culture of creativity, innovation, and access
3. Continue attracting and retaining faculty, staff, and students whose talents contribute to the advancement of the University of Florida

## Section II: Goal 1

### ***Goal 1: Continue Offering Programs that Meet the Highest Standards of Excellence***

Goal 1 aligns with the following UF Goals and Objectives as stated in *The Decade Ahead*: 1.3, 2.1, 2.4, 3.1, 3.2, 3.5, 4.2, 4.3, 6.1, 7.1, 7.2, and 7.3.

#### ***Primary Objectives to Accomplish Goal 1:***

1. Support the development of undergraduate curricula that will distinguish the College by the way it dynamically responds to contemporary pedagogical needs
2. Utilize assessment mechanisms and practices for continual improvement
3. Strengthen or develop interdisciplinary courses, programs, and experiences for all students
4. Aid the academic units in reducing barriers to international opportunities for students
5. Expand distance education offerings
6. Address facilities deficits

<b><i>Goal 1: Continue Offering Programs that Meet the Highest Standards of Excellence</i></b>				
<b>1.1 Support the development of undergraduate curricula that will distinguish the college by the way it dynamically responds to contemporary pedagogical needs</b>				
<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
<ol style="list-style-type: none"> <li>1. Aid academic units as they perform strategic curricular review</li> <li>2. Work with academic units to develop mechanism for regular curricular review utilizing academic assessment mechanisms</li> <li>3. Review course scheduling to encourage greater flexibility for elective enrollment</li> </ol>	<ol style="list-style-type: none"> <li>1. Support academic units as they design curriculum with appropriate amendments</li> <li>2. Support academic units as they implement mechanism for regular curricular review on an ongoing basis</li> </ol>	<ol style="list-style-type: none"> <li>1. Support academic units as they implement curriculum with appropriate amendments</li> <li>2. Support academic units as they implement mechanism for regular curricular review on an ongoing basis</li> </ol>	<ol style="list-style-type: none"> <li>1. Support academic units as they implement curriculum with appropriate amendments</li> <li>2. Support academic units as they implement mechanism for regular curricular review on an ongoing basis</li> </ol>	<ol style="list-style-type: none"> <li>1. Support academic units as they implement curriculum with appropriate amendments</li> <li>2. Support academic units as they implement mechanism for regular curricular review on an ongoing basis</li> </ol>
<b>1.2 Utilize assessment mechanisms and practices for continual improvement</b>				
<ol style="list-style-type: none"> <li>1. Work with academic units to</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate institutionalization</li> </ol>	<ol style="list-style-type: none"> <li>1. Utilize SACS accreditation</li> </ol>	<ol style="list-style-type: none"> <li>1. Assist academic units as they</li> </ol>	<ol style="list-style-type: none"> <li>1. Utilize SACS accreditation</li> </ol>

<p>engage more faculty in the Academic Assessment Planning and Reporting processes</p> <p>2. Assist academic units as they integrate Consensus Moderation into SACS accreditation assessment methodology</p> <p>3. Assist academic units integrate the Learning Mastery Gradebook for SLO data collection</p> <p>4. Utilize SACS accreditation Program Goal reporting for strategic decision making on an ongoing basis</p>	<p>of Consensus Moderation and Learning Mastery Gradebook utilization for SLO data collection</p> <p>2. Utilize SACS accreditation Program Goal reporting for strategic decision making on an ongoing basis</p> <p>3. Generate longitudinal report on Academic Analytics data</p> <p>4. Utilize academic unit work plans and this document to annually evaluate success and adjust as necessary. This will take place at the annual COTA Directors retreat</p>	<p>Program Goal reporting for strategic decision making on an ongoing basis</p> <p>2. Order and analyze Strategic National Arts Alumni Project survey results to compare alumni success to peer institutions nationally</p> <p>3. Support academic units as they prepare for professional, discipline specific reviews by accrediting bodies (i.e. NASM, NAST, etc.)</p> <p>4. Utilize academic unit work plans and this document to annually evaluate success and adjust as necessary. This will take place at the annual COTA Directors retreat</p>	<p>prepare for professional accreditation reporting and visits</p> <p>2. Utilize SACS accreditation Program Goal reporting for strategic decision making on an ongoing basis</p> <p>3. Utilize academic unit work plans and this document to annually evaluate success and adjust as necessary. This will take place at the annual COTA Directors retreat</p> <p>4. Aid academic units' academic responses to SNAAP data</p>	<p>Program Goal reporting for strategic decision making on an ongoing basis</p> <p>2. Review overall integration of Assessment mechanisms into culture of the College of the Arts</p> <p>3. Begin designing assessment planning for the coming Strategic Planning period</p> <p>4. Utilize academic unit work plans and this document to annually evaluate success and adjust as necessary. This will take place at the annual COTA Directors retreat</p>
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**1.3 Strengthen or develop interdisciplinary courses, programs, and experiences for all students**

<p>1. Continue crafting the Arts, Humanities and Cultural Institutions Master Plan</p> <p>2. Continue SEA Change and Creative Campus Initiative</p> <p>3. Continue discussions with general course requirements</p>	<p>1. Seek cross-listed and team-taught interdisciplinary opportunities within and outside of the College</p> <p>2. Plan course offering expansion for Fine Arts Minor</p> <p>3. Support academic units as they identify new areas</p>	<p>1. Implement course offering expansion for Fine Arts Minor</p> <p>2. Continue discussions with general course requirements committees to encourage creative experiences</p>	<p>1. Support academic units as they identify or develop new areas for interdisciplinary exploration and collaboration on an ongoing basis</p> <p>2. Review success of interdisciplinary curricular efforts</p>	<p>1. Support academic units as they identify or develop new areas for interdisciplinary exploration and collaboration on an ongoing basis</p> <p>2. Review success of interdisciplinary curricular efforts via</p>
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<p>committees to encourage creative experiences</p> <p>4. Identify new areas for interdisciplinary exploration and collaboration on an ongoing basis</p> <p>5. Develop annual interdisciplinary bridge event or performance with academic units</p>	<p>for interdisciplinary exploration and collaboration on an ongoing basis</p> <p>4. Implement annual interdisciplinary bridge event or performance</p> <p>5. Implement Arts, Humanities and Cultural Institutions Master Plan</p>	<p>3. Support academic units as they identify new areas for interdisciplinary exploration and collaboration on an ongoing basis</p> <p>4. Implement annual interdisciplinary bridge event or performance</p> <p>5. Implement Arts, Humanities and Cultural Institutions Master Plan</p>	<p>via academic assessment reporting, SNAAP results, and student placement</p> <p>4. Implement annual interdisciplinary bridge event or performance</p> <p>5. Implement Arts, Humanities and Cultural Institutions Master Plan</p>	<p>academic assessment reporting, SNAAP results, and student placement</p> <p>3. Begin designing interdisciplinary strategy for next Strategic Planning period</p> <p>4. Implement annual interdisciplinary bridge event or performance</p>
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**1.4 Aid the academic units in reducing barriers to international opportunities for students**

<p>1. Support academic units as they review curricula to allow for greater ease of study abroad during the academic year</p> <p>2. Help academic units identify potential sources of external funding for participation in internationally recognized festivals, conferences and workshops</p>	<p>1. Support faculty efforts to identify and develop international opportunities for students</p> <p>2. Facilitate faculty collaboration with the UFIC</p> <p>3. Support faculty efforts to craft a sustained plan for recruitment and exchange with universities in Latin America and elsewhere as appropriate</p>	<p>1. Seek funding for increased international student opportunities in Latin America and elsewhere as appropriate</p> <p>2. Assist academic units as they build relationships with international partner institutions</p>	<p>1. Support academic units implement at least one Memorandum of Understanding with an international university regarding faculty and/or student exchanges</p>	<p>1. Assist academic units implement at least one student/faculty exchange program with international university partner(s)</p> <p>2. Evaluate success of internationalization plan</p> <p>3. Begin designing internationalization strategy for next Strategic Planning period</p>
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**1.5 Expand distance education offerings**

<p>1. Help academic units identify possible courses that might be offered online or in a hybrid format</p> <p>2. Help academic units review</p>	<p>1. Work with appropriate faculty and resources to design online and hybrid courses</p> <p>2. Assist academic units to secure</p>	<p>1. Support academic units as they implement and offer new online and hybrid courses</p> <p>2. Help academic units begin implementation</p>	<p>1. Assess new online and hybrid course implementation</p> <p>2. Assess success of revised online offerings</p> <p>3. Create peer</p>	<p>1. Implement peer workshop for faculty share practices in creating online course(s)</p> <p>2. Continue course revision based on assessment</p>
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existing format and content for current online offerings	funding to aid in production of online courses 3. Develop plan to address current offering revisions	and revisions to current online offerings	workshops for faculty best practices exchange	
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**1.6 Address facilities deficits**

<ol style="list-style-type: none"> <li>1. Develop plan to address SOTD Scenic Shop and equipment needs</li> <li>2. Develop plan to ameliorate CAM space needs</li> <li>3. Develop plan to secure new or additional space for SAAH graduate student studio space</li> <li>4. Develop plan for SOM building replacement or renewal</li> <li>5. Finalize plan for Marching Band Field replacement or renewal</li> </ol>	<ol style="list-style-type: none"> <li>1. Conduct feasibility study on program needs for SOM Building</li> <li>2. Ensure the SOM Building remains on the Legislative PECO list as scheduled</li> <li>3. Develop strategies for industry and philanthropic support for all projects</li> <li>4. Begin replacement or renewal of Marching Band Field</li> <li>5. Establish permanent home for CAM</li> <li>6. Address numerous deferred maintenance issues on ongoing basis (i.e. SOTD rigging system)</li> </ol>	<ol style="list-style-type: none"> <li>1. Begin designs and architectural study of a new/renovated School of Music Building</li> <li>2. Complete replacement or renewal of Marching Band Field</li> <li>3. Acquire or complete renovation of space for SAAH graduate student studios</li> <li>4. Continue garnering industry and philanthropic support for all projects</li> <li>5. Address numerous deferred maintenance issues on ongoing basis</li> <li>6. Develop plans for Constans Theatre Phase II</li> </ol>	<ol style="list-style-type: none"> <li>1. Begin building/renovating School of Music building</li> <li>2. Continue garnering industry and philanthropic support for all projects</li> <li>3. Begin renovations for Constans Phase II</li> <li>4. Address numerous deferred maintenance issues on ongoing basis</li> <li>5. Increased presence of arts across campus (i.e. public art, appropriate signage, revitalized arts plaza, campus creative district)</li> </ol>	<ol style="list-style-type: none"> <li>1. Building/renovation of School of Music Building complete</li> <li>2. Continue garnering industry and philanthropic support for all projects</li> <li>3. Complete Constans Phase II renovations</li> <li>4. Address numerous deferred maintenance issues on ongoing basis</li> <li>5. Develop plan for facilities concerns and needs for next Strategic Planning period</li> <li>6. Increased presence of arts across campus (i.e. public art, appropriate signage, revitalized arts plaza, campus creative district)</li> </ol>
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## Section III: Goal 2

### **Goal 2: Continue developing a Culture of Creativity, Innovation, and Access**

Goal 2 aligns with the following UF Goals and Objectives as stated in *The Decade Ahead*: 1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 3.2, 3.3, 5.3, 6.1, and 7.3.

#### **Primary Strategies to Accomplish the Goal**

1. Support faculty research, with particular focus on international and interdisciplinary faculty research
2. Expand community-based education and research in and beyond Florida
3. Increase external funding
4. Create relevant plans to address UF diversity goals
5. Maintain a relevant integration of technology in all curricula through university offered training for current faculty and hiring new faculty that will bring that resource to the college
6. Expand opportunities for internships

<b>Goal 2: Continue developing a culture of creativity, innovation and access</b>				
<b>2.1 Support faculty research, with particular focus on international and interdisciplinary faculty research</b>				
<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
<ol style="list-style-type: none"> <li>1. Support academic units as they define time for interdisciplinary research in faculty appointments as appropriate</li> <li>2. Help academic units cultivate more research partnerships on and off campus</li> <li>3. Review College and university funding mechanisms for international research</li> <li>4. Present faculty with opportunity solicitations for interdisciplinary and international work</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue working with the Arts, Humanities and Cultural Institutions Steering Committee to support interdisciplinary research on campus</li> <li>2. Revise T&amp;P criteria as needed</li> <li>3. Identify funding for international and interdisciplinary research projects</li> <li>4. Continue building strength of existing interdisciplinary and interdisciplinary research</li> <li>5. Facilitate faculty</li> </ol>	<ol style="list-style-type: none"> <li>1. Apply for pre-eminence hiring initiative for joint appointments or other structures for depth at the interdisciplinary edges</li> <li>2. Continue building strength of faculty's existing international and interdisciplinary research</li> <li>3. Help academic units identify partners for international and interdisciplinary research projects</li> <li>4. Help academic units build relationships with</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue building strength of faculty's existing interdisciplinary and international research</li> <li>2. Identify funding for international and interdisciplinary research projects</li> <li>3. Encourage at least one application for a faculty exchange, Fulbright, or other international opportunity</li> <li>4. Support faculty publishing research and performing with international partners</li> <li>5. Develop College-</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue building strength of faculty's existing interdisciplinary and international research</li> <li>2. Identify funding for international and interdisciplinary research projects</li> <li>3. Review interdisciplinary research profile and efforts over strategic period</li> <li>4. Begin developing interdisciplinary research plan for the next Strategic Planning period</li> <li>5. Review internationalization efforts, particularly</li> </ol>

5. Convene COTA faculty working in/on Latin America to develop a sustained plan for recruitment and exchange	collaboration with the UFIC	international partner institutions 5. Use the annual review process to discuss international and interdisciplinary research opportunities and achievements	wide approach to Latin America	in Latin America 6. Begin planning internationalization efforts for next Strategic Planning period
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**2.2 Expanded community-based education and research in and beyond Florida**

<ol style="list-style-type: none"> <li>1. Work with faculty to continue and strengthen existing connections and relationships</li> <li>2. Support cultivation of potential local &amp; regional partners</li> <li>3. Review existing curricular and research connections</li> </ol>	<ol style="list-style-type: none"> <li>1. Ensure appropriate staffing and resources for projects</li> <li>2. Support academic units as they develop expanded experiential learning and community-based curricula as appropriate</li> <li>3. Develop tracking program for all College outreach activities</li> <li>4. Assist faculty in identifying new national partners</li> </ol>	<ol style="list-style-type: none"> <li>1. Support academic units as they implement expanded experiential learning and community-based curricula</li> <li>2. Support faculty applications for external funding with community partners for unique integrative programs and projects that serve the greater Gainesville/Alachua community</li> <li>3. Help academic units create student scholarship program in recognition of outstanding outreach activities</li> <li>4. Create tracking program for all College outreach activities</li> </ol>	<ol style="list-style-type: none"> <li>1. Seek donor(s) for additional outreach scholarships</li> <li>2. Review programs and successful relationships on campus and consider application in global context</li> <li>3. Review efforts at peer institutions</li> </ol>	<ol style="list-style-type: none"> <li>1. Review success of community-based outreach efforts</li> <li>2. Review success of curricular integration and transformation in strategic areas</li> <li>3. Begin developing next phase of community-based work for the coming Strategic Planning period</li> </ol>
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**2.3 Increased external funding**

1. Review and utilize data relevant to development	1. Develop an online database for funding	1. Implement an online database for funding	1. Meet with faculty groups to update developments in	1. Review success of increased external funding efforts
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<p>efforts to garner philanthropic and grant support</p> <ol style="list-style-type: none"> <li>2. Meet with faculty groups and Research Committee to update developments in Federal agency and foundation focus areas</li> <li>3. Help faculty utilize on-campus resources for grant-seeking and grant-writing support</li> </ol>	<p>opportunities in the Arts accessible to all COTA faculty</p> <ol style="list-style-type: none"> <li>2. Support faculty as they identify on- and off-campus partners with whom to pursue grant funding, including community-based, international, and interdisciplinary solicitations</li> <li>3. Train faculty in UFIRST and other UF operations as appropriate</li> <li>4. Assist faculty as they utilize on-campus resources for grant-seeking and grant-writing support</li> <li>5. Increase stewardship for existing donors</li> <li>6. Identify new potential donors</li> </ol>	<p>opportunities in the Arts accessible to all COTA faculty</p> <ol style="list-style-type: none"> <li>2. Support faculty collaborations with on- and off-campus partners with whom to pursue grant funding, including community-based, international, and interdisciplinary solicitations</li> <li>3. Train faculty in UFIRST and other UF operations as appropriate</li> <li>4. Support faculty as they utilize on-campus resources for grant-seeking and grant-writing support</li> <li>5. Develop targeted requests to prospective donors</li> </ol>	<p>Federal agency and foundation focus areas</p> <ol style="list-style-type: none"> <li>2. Support faculty collaborations with on- and off-campus partners with whom to pursue grant funding, including community-based, international, and interdisciplinary solicitations</li> <li>3. Aid faculty in identifying and completing applications for prestigious and/or financially attractive research opportunities</li> <li>4. Train faculty in UFIRST and other UF operations as appropriate</li> <li>5. Support faculty as they utilize on-campus resources for grant-seeking and grant-writing support</li> </ol>	<ol style="list-style-type: none"> <li>2. Begin developing external funding initiatives for the next Strategic Planning period</li> <li>3. Assess, expand, and/or revise request strategies</li> </ol>
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**2.4 Create relevant plans to address UF diversity goals**

<ol style="list-style-type: none"> <li>1. Support academic units as they identify prospective high schools with significantly diverse student populations for targeted recruitment</li> <li>2. Support academic units as they continue to diversify programming</li> </ol>	<ol style="list-style-type: none"> <li>1. Faculty make targeted campus visits and conduct master classes</li> <li>2. Support academic units as they develop strategies to diversify audiences</li> <li>3. Support academic units as they seek funds for diversity scholarships &amp;</li> </ol>	<ol style="list-style-type: none"> <li>1. Support academic units as they invite schools to campus for special events and performances</li> <li>2. Support academic units as they expand diversity programming</li> <li>3. Help academic units attract at least one new scholarship</li> </ol>	<ol style="list-style-type: none"> <li>1. Support academic units as they assess diversity recruitment efforts</li> <li>2. Join campus partners to sponsor diverse programming</li> <li>3. Support academic units as they award at least one new scholarship</li> <li>4. Where</li> </ol>	<ol style="list-style-type: none"> <li>1. Help academic units expand programming with campus and community partners</li> <li>2. With retirements, support academic units pursue faculty positions that enhance diversity of curricular offerings</li> </ol>
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<p>3. Allocate additional funding for minority recruitment</p>	<p>programs</p> <p>4. Work with registrars office to garner first generation and low SES data on COTA students as well as those receiving Arts experiences while at UF</p> <p>5. With retirements, support academic units as they hire faculty that enhance diversity of curricular offerings</p>	<p>4. Where appropriate, dovetail these efforts with international exchange endeavors</p>	<p>appropriate, dovetail these efforts with international exchange endeavors</p>	<p>3. Review diversity efforts</p> <p>4. Support academic units as they begin developing diversity initiatives and strategies for the next Strategic Planning period</p>
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**2.5 Maintain relevant technological integration in all curricula through university offered training for current faculty and hiring new faculty that will bring that resource to the college**

<p>1. Review and identify resources needed to update educational, research, and artistic technology to standards commensurate with a RUVH</p> <p>2. Begin identifying internal and external resources for strategically enhancing technological capacity</p> <p>3. Through academic units, continue pursuing partnerships with industry to provide hardware and software</p> <p>4. Utilize the COTA Technology Committee to</p>	<p>1. Apply for/seek internal and external funding commensurate with present and future technological needs</p> <p>2. Design and implement an updated method of capturing faculty computation needs across the College</p> <p>3. Implement Helpdesk feature for faculty and staff IT and web support needs</p> <p>4. Train new faculty on relevant, efficient uses of educational technology and systems at UF on an ongoing basis</p> <p>5. Implement</p>	<p>1. Ensure technological proficiency and utilization as a standard search criteria for all new faculty and staff positions in the College</p> <p>2. Train new faculty on relevant, efficient uses of educational technology and systems at UF on an ongoing basis</p> <p>3. Revisit content and architectural needs in web presence on an “as needed” basis</p> <p>4. Develop long-range technological integration plan with Technology Committee</p>	<p>1. Implement long-range technological integration plan designed with College leadership and the Technology Committee</p> <p>2. Train new faculty on relevant, efficient uses of educational technology and systems at UF on an ongoing basis</p>	<p>1. Market/promote professional development outcomes</p> <p>2. Evaluate success of technological integration efforts</p> <p>3. Begin developing technological integration initiatives for next Strategic Planning period</p>
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revisit the computer refresh program	updated computer refresh program			
<b>2.6 Expand opportunities for internships</b>				
<ol style="list-style-type: none"> <li>1. Support academic units as they continue building relationships at current internship locations</li> <li>2. Assist academic units as they identify professional companies and organizations for additional internship agreements</li> <li>3. Develop tracking mechanisms for student internships</li> </ol>	<ol style="list-style-type: none"> <li>1. Assist academic units as they explore adding a professional internship as a requirement for select degree programs</li> <li>2. Implement data collection and tracking mechanisms re: student internships</li> <li>3. Support academic unit as they visit and set agreements with new internship organizations/sites</li> </ol>	<ol style="list-style-type: none"> <li>1. Support academic units as they implement internships at new organizations/sites</li> <li>2. Utilize initial data to create baseline of student internship experience for future use</li> <li>3. Support academic units as they add professional internship requirement into select programs as appropriate</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare year-over-year data on alumni placement based on internship characteristics</li> <li>2. Assist academic units as they continue pursuing additional internship organizations/sites on state and national scales</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate success of internship expansion efforts</li> <li>2. Market student experiences and successes for recruitment purposes</li> <li>3. Begin developing internship initiatives for next Strategic Planning period</li> </ol>

## Section IV: Goal 3

***Goal 3: Continue attracting and Retaining Faculty, Staff, and Students Whose Talents Contribute to the Advancement of the University of Florida***

Goal 3 aligns with the following UF Goals and Objectives as stated in *The Decade Ahead*: 1.1, 1.2, 1.3, 1.4, 3.5, 4.2, 4.3, 5.1, 6.1, 6.2, 7.2, and 7.3.

***Primary Strategies to Accomplish the Goal***

1. Facilitate faculty, staff, and student participation in university and college committees
2. Plan for increased recruitment and retention
3. Alumni utilization plan

<b><i>Goal 3: Continue attracting and retaining talented faculty, staff, and students, whose talents contribute to the advancement of the university.</i></b>				
<b>3.1 Facilitate faculty, staff, and student participation in university and college committees</b>				
<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
<ol style="list-style-type: none"> <li>1. Work toward replaced or renewed facilities to attract outstanding student and faculty</li> <li>2. Continue to encourage faculty representation in College and University governance</li> </ol>	<ol style="list-style-type: none"> <li>1. Ensure clear committee reporting practices</li> <li>2. Continue to ensure COTA representation on Faculty Senate</li> </ol>	<ol style="list-style-type: none"> <li>1. Highlight rotation plan for full faculty participation in College and University governance</li> <li>2. Recruit students to “task forces” or “focus groups” on key issues for informed decision making</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate revised practices on an “as needed” basis</li> <li>2. Recruit students to “task forces” or “focus groups” on key issues for informed decision making</li> </ol>	<ol style="list-style-type: none"> <li>1. Review success of committee initiatives and mechanisms, revisit as necessary</li> <li>2. Begin developing committee initiatives for the next Strategic Planning period</li> </ol>
<b>3.2 Plan for increased recruitment and retention</b>				
<ol style="list-style-type: none"> <li>1. Support academic units’ efforts to increase targeted recruitment efforts at key feeder schools</li> <li>2. Continue monitoring retention levels</li> <li>3. Encourage student to student outreach by</li> </ol>	<ol style="list-style-type: none"> <li>1. Expand Student Advisory Committee participation to improve student experience</li> <li>2. Activate and facilitate student/alum social media activity</li> <li>3. Support academic units as they</li> </ol>	<ol style="list-style-type: none"> <li>1. Support academic units as they review, revise, and develop undergraduate and graduate programs as needed</li> <li>2. Expand Student Advisory Committee participation to improve student</li> </ol>	<ol style="list-style-type: none"> <li>1. Support academic units as they review, revise, and develop undergraduate and graduate programs as needed</li> <li>2. Expand Student Advisory Committee participation to improve student</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate success of increased recruitment and retention initiatives.</li> <li>2. Begin development of recruitment and retention initiatives for the next Strategic Planning period</li> <li>3. Support academic units as they</li> </ol>

<p>identifying assignments and experiences that send students into their home communities</p>	<p>review, revise, and develop undergraduate and graduate programs as needed</p> <p>4. Support academic units as they create hiring plans responsive to demand</p>	<p>experience</p> <p>3. Support academic units' efforts to increase targeted recruitment efforts at key feeder schools</p> <p>4. Continue monitoring retention levels</p> <p>5. Encourage student to student outreach by identifying assignments and experiences that send students into their home communities</p> <p>6. Support academic units as they implement hiring plans responsive to demand</p>	<p>experience</p> <p>Continue to increase targeted recruitment efforts at key feeder schools</p> <p>3. Continue monitoring retention levels</p> <p>4. Encourage student to student outreach by identifying assignments and experiences that send students into their home communities</p> <p>5. Support academic units as they implement hiring plans responsive to demand</p>	<p>implement hiring plans responsive to demand</p> <p>4. Support academic units as they review, revise, and develop undergraduate and graduate programs as needed</p>
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**3.3 Alumni and Friends utilization plan**

<p>1. Continue to expand alumni tracking system</p> <p>2. Continue to utilize the SNAAP data at regular intervals</p> <p>3. Develop methods to increase interactions with COTA Alumni Council</p> <p>4. Continue efforts to garner alumni donations and giving</p>	<p>1. Develop a web presence for COTA alumni to promote their accomplishments</p> <p>2. Develop additional special events to showcase alumni</p> <p>3. Develop alumni mentorship programs for current students as webinars, meet-ups, or other formats</p> <p>4. Continue efforts to garner alumni donations and giving</p>	<p>1. Implement a web presence for COTA alumni to promote their accomplishments</p> <p>2. Implement additional special events to showcase alumni</p> <p>3. Implement alumni mentorship programs for current students as webinars, meet-ups, or other formats</p> <p>4. Continue efforts to garner alumni donations and giving</p>	<p>1. Strategically contact alumni in particular regions of the country with high impact for recruitment and dissemination</p> <p>2. Continue refining web presence, special events to showcase alumni, and alumni-student mentorships and professional development exchanges</p> <p>4. Continue efforts to garner alumni donations and giving</p>	<p>1. Assess success of alumni utilization initiatives</p> <p>2. Continue efforts to garner alumni donations and giving</p> <p>3. Begin developing alumni utilization initiatives for the next Strategic Planning period</p>
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## **Section V: Revenue Streams**

The College of the Arts will support these goals financially through three areas: targeted increases in enrollment, expanding auxiliary enterprises, and offering specific fundraising and grant opportunities.

### ***Enrollment:***

Whether SCH- or tuition-based, enrollment is a primary determinant for budget allocations. Therefore, it is incumbent to look at enrollment strategically. Growth in enrollment will generate new dollars that, in turn, can support the overall goals of the College. However, the growth must be managed so that additional students can be given the excellent levels of education and service to which the College aspires. With this in mind, the College has established a strategy of increasing student enrollment in targeted areas where growth can be accommodated without sacrificing the quality of education or service. The goal is to maintain current levels of enrollment in the School of Theatre and Dance, which is now at capacity; to increase enrollment in the School of Music to approximately 275 undergraduate students, which it is on target to accomplish; and to stabilize and begin to increase enrollment in the School of Art + Art History.

### ***Primary Strategy***

1. Maintain enrollment and degree candidates, increasing both where possible.

### ***Auxiliary Enterprises:***

Additionally, auxiliary, or self-funded, enterprises are highly encouraged. The Center for Arts in Medicine has offered a self-funded certificate program since 2008, and in 2010 the college launched its first online, self-funded degree program, the Master of Arts in Art Education. The Digital Worlds Institute and Center for Arts in Medicine have continued growing within this framework. The College now has several self-funded programs:

- MA in Art Education
- MM in Music Education
- MA in Arts in Medicine
- BA in Digital Arts and Sciences

In addition, the Center for Arts in Medicine has a self-funded certificate in Arts in Medicine.

These programs have quickly become leading programs in their fields in the country (the MA in Art Education even has international participation). These programs are all running in the black, and some are providing limited funds for special events/projects in their academic units. The College's goal is to keep these programs financially viable, academically rigorous, forward-looking, and to grow them to the point where they can provide additional financial benefits to the academic units that offer them.

### ***Primary Strategies:***

1. Increase online degree and certificate offerings (cash-producing auxiliary enterprises)
2. Use distance delivery methods to reduce on-campus residency requirements in graduate/PhD programs

**External Funding:**

The primary purpose of the College of the Arts development office is to support the mission and goals of the College's academic units. The College of the Arts has also been growing its grant-seeking and collaborative funded projects internally and with other units across campus. The Dean, the Assistant Dean for Research, the Associate Dean for Academic Affairs, and the Director of Development will determine annual financial goals in consultation with the unit/center/institute Directors. Funding priorities for the College of the Arts include:

- Specific initiatives funded by grant proposals to national foundations and governmental agencies
- Endowed faculty lines
- Faculty and graduate travel for research and scholarship
- Residency/visitation of guest artists
- Facilities enhancements and acquisition (i.e. marching band practice field, School of Music building renovation, School of Theatre and Dance expansion)

**Primary Strategies:**

1. Research and refine possible transformational ideas and identify external funding
2. Identify and cultivate new major donor prospects and additional funding sources in partnership with the UF Foundation
3. Build alumni and friends networks through the expansion of the college council, friends, and alumni affiliate groups to support annual and multi-year giving and donor prospect identification
4. Increase annual giving, multi-year giving pledges leading toward endowment commitments
5. Create targeted appeals related to particular needs in each school and centers for scholarships by donor/alum interest category (i.e. marching band, choral, musical theater, graphic design, digital arts, etc.)
6. Increase planned giving through strategic identification of donor prospects with interest and capacity for estate gifts during UF campaign

## **Appendix A: Alignment with UF Goals in *The Decade Ahead***

The below tables are organized to reflect the relationship between COTA’s three major goals and the goals/objectives defined in the University of Florida’s *The Decade Ahead*. COTA’s three major goals are:

1. Continue offering programs that meet the highest standards of excellence
2. Continue developing a culture of creativity, innovation, and access
3. Continue attracting and retaining faculty, staff, and students whose talents contribute to the advancement of the University of Florida

<b>Goal 1: Continue offering programs that meet the highest standards of excellence</b>
<b>1.3:</b> Diverse, robust educational and interdisciplinary areas of excellence
<b>2.1:</b> A high quality, widely recognized, financially accessible undergraduate, graduate and professional education and experience
<b>2.4:</b> High quality student-faculty interactions in mentored research
<b>3.1:</b> An increased number of faculty recognized by distinguished awards, fellowships, and memberships
<b>3.2:</b> An increased number of high-impact scholarly publications and creative works
<b>3.5:</b> A nurturing and invigorating academic and professional environment for all faculty across the research, teaching, and service missions of the university
<b>4.2:</b> Exceptional graduate and postdoctoral scholars who will contribute to influential research and scholarship
<b>4.3:</b> Increased extramural and intramural funding that enhance both basic and translational research
<b>6.1:</b> Alumni who make significant contributions to their professions and society
<b>7.1:</b> A physical infrastructure and efficient administration and support structure that enable preeminence
<b>7.2:</b> An efficient and effective administration that provides superior business services to the campus community, proactively streamlines processes to minimize burden and redundancy, incentivizes excellence through budget appropriations, and attracts and retains talented staff through ongoing professional development opportunities and competitive compensation
<b>7.3:</b> An attractive, sustainable, and safe campus that offers a high quality of life to faculty, staff, students, alumni, and the community, making UF a desirable place to visit, live, work, and play

<b>Goal 2: Continue developing a culture of creativity, innovation, and access</b>
<b>1.1:</b> UF students, faculty and staff with increasingly diverse demographic and geographic characteristics
<b>1.2:</b> A university climate that is inclusive, supportive and respectful to all
<b>1.3:</b> Diverse, robust educational and interdisciplinary areas of excellence
<b>1.4:</b> Increased globalization to enhance our effectiveness as world citizens
<b>2.1:</b> A high quality, widely recognized, financially accessible undergraduate, graduate and professional education and experience
<b>2.3:</b> Academic programs that promote effective and accessible learning through innovation
<b>3.2:</b> An increased number of high-impact scholarly publications and creative works
<b>3.3:</b> An increased professional and public visibility of UF faculty
<b>5.3:</b> Increased technology translation and entrepreneurial activities

<b>6.1:</b> Alumni who make significant contributions to their professions and society
<b>7.3:</b> An attractive, sustainable, and safe campus that offers a high quality of life to faculty, staff, students, alumni, and the community, making UF a desirable place to visit, live, work, and play

<b>Goal 3: Continue attracting and retaining faculty, staff, and students whose talents contribute to the advancement of the University of Florida</b>
<b>1.1:</b> UF students, faculty and staff with increasingly diverse demographic and geographic characteristics
<b>1.2:</b> A university climate that is inclusive, supportive and respectful to all
<b>1.3:</b> Diverse, robust educational and interdisciplinary areas of excellence
<b>1.4:</b> Increased globalization to enhance our effectiveness as world citizens
<b>3.5:</b> A nurturing and invigorating academic and professional environment for all faculty across the research, teaching, and service missions of the university
<b>4.2:</b> Exceptional graduate and postdoctoral scholars who will contribute to influential research and scholarship
<b>4.3:</b> Increased extramural and intramural funding that enhance both basic and translational research
<b>5.1:</b> Increased engagement and outreach of UF programs leading to positive impacts in such areas as health, the economy, environment and community
<b>6.1:</b> Alumni who make significant contributions to their professions and society
<b>6.2:</b> Alumni who engage with and support the University's educational, research, and service missions
<b>7.2:</b> An efficient and effective administration that provides superior business services to the campus community, proactively streamlines processes to minimize burden and redundancy, incentivizes excellence through budget appropriations, and attracts and retains talented staff through ongoing professional development opportunities and competitive compensation
<b>7.3:</b> An attractive, sustainable, and safe campus that offers a high quality of life to faculty, staff, students, alumni, and the community, making UF a desirable place to visit, live, work, and play