



Systemic Resilience

UF COLLEGE OF THE ARTS META-STRATEGY 2021-2025



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Systemic Resilience: UF College of the Arts Meta-Strategy, 2021-2025

MISSION

The University of Florida College of the Arts intends to be a transformative community, responding to and generating paradigmatic shifts in the arts and beyond. We do so by:

- Embracing the complexity of our evolving human experience and seeking to empower our students, faculty, and staff to shape that experience fearlessly through critical study, creative practice, and provocation.
- Collaborating effectively with the forces of change.
- Preparing students to access and unsettle centers of power in a radically changing world.
- Facilitating an arts education that will position emerging artists and researchers as catalysts for equity on local and global levels.

THE CONTEXT

The University of Florida College of the Arts embarks upon the implementation of this Meta-Strategy with a deep sense of both self-awareness and criticality, as well as with significant advantages and accomplishments upon which this future will be built:

Background: 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. Disciplinary excellence as defined by a growing and evolving faculty has been a foundation of the college’s identity. The College of the Arts is currently comprised of six academic units:

- Center for Arts in Medicine
- Center for Arts, Migration, and Entrepreneurship
- Digital Worlds Institute
- School of Art and Art History
- School of Music
- School of Theatre and Dance

Shifting Arts Landscape: We are at a unique moment in history—one marked by a sense of global speed and technological ubiquity, as well as by deeply inequitable access to power in both local and global contexts. Some refer to that dynamic as the emergence of a Fourth Industrial Revolution, and with it comes greater importance placed on user-centered design and the social and cultural dimensions of technological life. The skills to question, access, and shape that dynamic are at their fullest expression when those who make—artists, scholars, designers—fuse deep criticality and cultural competency with the skills to make, produce, and disseminate meaning—to critically *do*. Artists, scholars, and designers make material, representational,



and methodological choices that speak to and impact individual, social, natural, economic, and technological contexts. To make critically informed experience is what defines the Arts and Design and makes their continued deepening and broadening vital to navigating and shaping our collective future; when we critically *do*, we are intentional about, and responsible for, our choices. Whether taking the form of traditional or emergent artistic production, creating and challenging human relationships to/through space, or through design interventions that propose new/next social paradigms, Arts and Design practice and scholarship sit at the core of cultural production and the ways we make meaning. As meaning making and the crafting of experience move closer to the center of daily life on a global (increasingly digitally mediated) scale, artists, scholars, and designers have increasing opportunities to actively reshape and unsettle traditional centers of power and become leaders in many fields, communities, and industries.

New Faculty Lines: In November 2017, the University of Florida announced that it would hire 500 new faculty lines above and beyond the 300 to 400 faculty replacement hires conducted annually. This initiative pushed UF’s student-faculty ratio from 20:1 toward a stated goal of 16:1. Through a competitive process over two years, COTA was able to secure 29 new lines. Knowing this was a rare opportunity, COTA’s goal was to drive the most significant change possible through this influx while also honoring and bolstering the curricula and research that has given this college its identity; to balance what “is” with what “could be.” After much consultation with colleagues, literatures, networks and professional organizations grappling with key issues in U.S. higher education, COTA embarked on an inclusive, faculty-and-staff-driven process, resulting in a wave of new, transformative colleagues joining our faculty ranks.

Growing Enrollment: COTA has experienced, on the whole, steady enrollment with increases in key areas. This is, in part, due to the creation of new pathways to our programs, to revised or new programs, and to the ever-increasing importance of the skills and ways of being in the world that the Arts provide and represent.

Creative Research Leadership: COTA benefits from its position within a leading research university. Within that context, the faculty’s creative research profile is purposefully diverse, ranging from leading disciplinary practice and scholarship to transdisciplinary, even anti-disciplinary, forms, modalities, and impacts. Regardless of proximity to disciplinary centers or edges, our faculty’s work is leading national and international conversations in Latin American Art History, in Creative Placemaking, in Social Justice and Music Education, in Socially-Engaged Design, in Art and Public Health, in Contemporary West African Dance, and in many other arenas.

New Leadership: The College of the Arts is fortunate to have new leaders joining a number of units in the last several years – including Dean Onye Ozuzu, who joined UF College of the Arts in Fall 2018 – as well as the creation of a new unit: the Center for Arts, Migration, and Entrepreneurship. With the new center and new leadership in many units across the college comes new eyes, fresh perspectives, and a mix of institutional experiences that all contribute to the textures and landscapes COTA’s future holds.



THE PROCESS

There are two primary models for strategic planning:

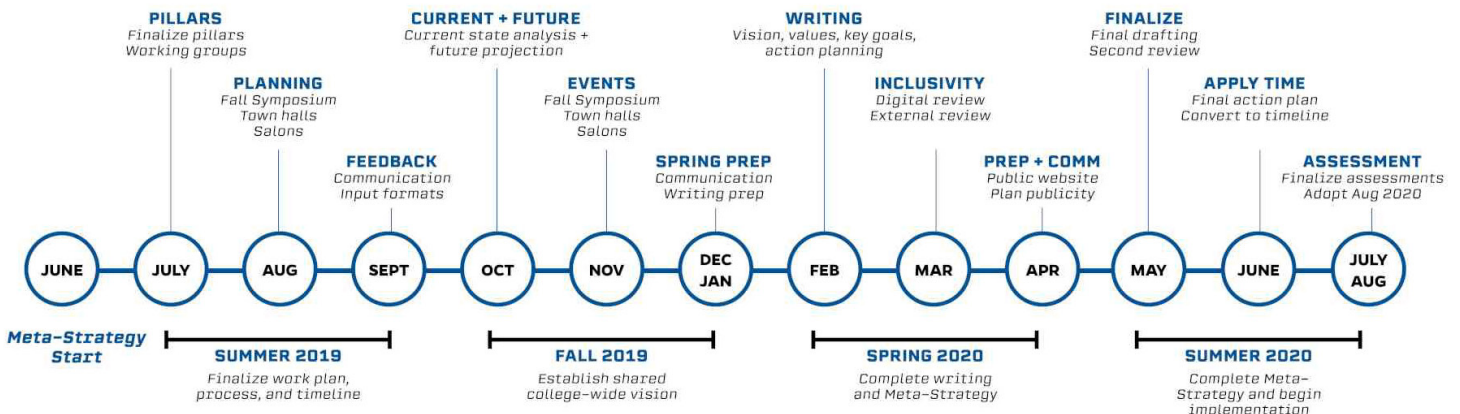
- those that begin with a *singular vision* and then establish processes to scaffold timelines and action plans along established hierarchical tributaries
- those that begin with process and work to establish *shared vision* that subsequently drives scaffolded timelines and action plans

While it can provide a sense of clarity, the former too often reifies barriers between administration, faculty, staff, and students because it does not actively seek a plurality of voices at the outset, nor does it intentionally question the value assumptions and power structures that determine its methods. As such, strategic plans built within the former model tend to stagnate; they live on shelves but have no shelf life. The latter model, however, is built for inquiry, inclusivity, and iteration; while it necessitates a fuzzy front end, it initially prioritizes process over content, leaves space for plurality and discourse, and—ideally—the formation of an ever-evolving “we,” with all of the complexities and contradictions that implies. This Meta-Strategy is a product of this process-driven model. The following is a summary of our methods.

In partnership with the Directors of COTA’s constituent units and staff leadership, COTA Deans conducted a review of key developments across higher education as well as the Arts in higher education. Utilizing the above as well as the faculty and staff feedback from the prior year’s Hiring Wave Process (see Appendix A), COTA Deans, Directors, and staff leaders built two interlocking structures:

Participation is Content: a process to maximize opportunities for faculty and staff participation, which generated the content of this Meta-Strategy. These included:

- COTA Fall Symposium: the initial determination of themes’ meaning and contexts
- Pillar Working Groups: comprised of a faculty chair, two faculty from outside the chair’s discipline, one staff member, and one student
- Town Halls: three open discussion forums led by pillar working groups
- Online Forum: a digital space for faculty and staff discussion and contribution to pillars and themes
- Writing Committee: the substance of this Meta-Strategy is the culmination of Current and Future State Analyses provided by the pillar working groups, and is authored a representative faculty and staff writing committee from across the College of the Arts





Pillars and Themes: a matrix of intentionally underdefined and malleable containers to carry the content developed through faculty, staff, and student participation. The pillars are anchor points—clusters of emphasis and promise. The themes are cross-cutting refrains and commitments to animate and propel our self-examinations and actions:

Pillars:

- *Access, Equity, and Inclusion as Functional Catalysts*
- *Adaptive and Distinctive Curricula*
- *Shared Governance*
- *Student Experience Lifecycle*
- *Research and Creative Work*
- *Resource Cultivation and Allocation*

Themes:

- *Students First*
- *Cultivating New Knowledge in the World*
- *Foregrounding Public Impact*
- *Data-Informed Decision-Making and Building Efficient, Adaptive Systems*
- *A Commitment to Continual Transformation toward Justice and Equity*
- *Defining and Redefining Excellence*

THE CONTENT

To become and remain the transformative community we intend, we will, over the next five years, implement a series of recommendations to achieve the below goals, which are divided below by pillar. Recommendations and timelines for each goal can be found in this document’s subsequent pages.

Pillar I: Access, Equity, and Inclusion as Functional Catalysts

1. Establish a college AEI committee.
2. Provide training.
3. Conduct AEI Audit.
4. Incorporate AEI strategies into core college functions.

Pillar II: Adaptive and Distinctive Curricula

1. Develop COTA Universal Learning Outcomes (ULO).
2. Develop frames by which academic units engage in program-level analysis, using curriculum maps to assess where current curriculum introduces, reinforces and emphasizes Universal Learning Outcomes. Systematically review and, as appropriate, restructure the Curricular Approval Process (CAP) to support Universal, Student, and Course Learning Outcomes accomplishment. Design and implement a curricula-focused communications strategy.

Pillar III: Shared Governance

1. Increase awareness of shared governance.
2. Increase and focus participation in shared governance.
3. Assess, review, and evolve shared governance processes.



Pillar IV: Student Experience Lifecycle

1. Form a college-level working-group of advisors, faculty, students and alumni to review the student experience lifecycle as it currently exists.
2. Develop a Student Experience Improvement Plan.
3. Implement the Student Experience Improvement Plan.
4. Iteratively assess the plan implementation outcomes and develop and adjust as needed.

Pillar V: Research and Creative Work

1. Amplify and support the visibility and impact of COTA faculty research.
2. Increase levels of external funding for COTA faculty research. Facilitate the expansion of disciplines, new perspectives, ideas, and methodologies. Increase multi-disciplinary engagement and innovative research.

Pillar VI: Resource Cultivation and Allocation

1. Design and implement a college-wide fiscal communications strategy to educate and update the COTA community as to State, Sponsored Projects, Research, and Foundations funding structures, allocations, and developments. Increase capacities for academic fiscal analysis across COTA faculty and staff leadership through professional development modules. Research best practices in academic budget models. Apply research to COTA practices and to ongoing professional development modules.
2. Research peer institution best practices for garnering additional resources to supplement State funding (entrepreneurial, philanthropic, corporate partnership). Apply research to COTA practices and to ongoing professional development modules.
4. Strategically position COTA programs with the highest probabilities of garnering additional resources.
5. Increase broad COTA participation in the cultivation and allocation of individual donor and corporate funding (development and fundraising).
6. Identify and incentivize increased COTA entrepreneurial activity.



Pillar I: Access, Equity, and Inclusion as Functional Catalysts

The College of the Arts is fundamentally committed to access, equity, and inclusion as functional, transformational catalysts. Transformation is framed as the direct and demonstrative outcome(s) of the execution of systemic change. Therefore, we leverage access, equity, and inclusion as mechanisms for fostering the thriving, pluralistic diversity of our transformative community and correcting exclusionary and repressive systems. We recognize that in order to be the most innovative and responsive organization possible, responding to and generating paradigmatic shifts in the arts and beyond, we must engage every opportunity to undo systemic oppression and marginalization operating in our structure. We are committed to transforming, through our practices of access, equity and inclusion, towards the goal of working within and creating a world characterized by accountability and justice.

We will cultivate a framework within which to share an evolving analysis of the dynamics of access, equity and inclusion as they function in the College of the Arts. Through this framework we will be able to assess how our current demographic diversities, and lack thereof, affect both majority and underrepresented faculty, staff, and students and the culture we steward together. Within the next five years we aspire to identify and dismantle obstacles to AEI ingrained in our curriculum, disciplinary practices, and various modes of interaction across the spectrum to include creating a process for lifelong learning, truth, and reconciliation. In addition, we aim to generate durable conditions to foster a culture engaged in a transformational process of becoming a truly accessible, equitable and inclusive working and learning environment.

Pillar I Goals:

1. **Establish a college AEI committee** structure from the foundation of the existing DEI committees.
 - a. Articulate committee and its leadership's structure, role, and responsibilities.
 - b. Establish process for resource allocation.
 - c. Stand up communications channels (website, etc.) for networking AEI work across the college.
 - d. Incorporate the committee into college organizational structure and core functions as appropriate.
2. **Provide training** to develop broad cross-functional shared language and capacity for engaging in negotiations of power and privilege as defined by organizational structures in the College of the Arts.
 - a. Create facilitated forums of exchange in which to engage in open and effective communication and participatory learning.
 - b. Provide iterative workshops conducted by expert outside consultants.
 - c. Develop capacity and cultivate leadership skills in transformational change and in the building of just and equitable structures, policy, and organizational culture.
4. **Conduct AEI audit.**
 - a. Use a power analysis and best practices in AEI and racial equity spheres to identify and document institutional practices that are barriers to a thriving pluralistic multi-cultural diversity.



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- b. Establish and/or maintain avenues for communication of and consultation on issues related to AEI, such as committee service, addressing micro-aggression, and instances of alleged biases at COTA.
 - c. Establish constructive methodologies to communicate audit findings and include stakeholders in the development of corrective actions.
5. **Incorporate AEI strategies into core college functions.** Examine and reposition Western, white, male privilege implicit in the foundations of the style, techniques, and methodologies of historical works and traditional performance and practice. Address cultural differences within the disciplines represented in COTA.
- a. Develop AEI goals and criteria in research. Develop methodologies to reach AEI goals and iteratively assess success at fostering a thriving diversity and eliminating discrimination and other forms of oppression.
 - b. Develop AEI goals and criteria in curricula and student affairs. Develop methodologies to reach AEI goals and iteratively assess success at fostering a thriving diversity and eliminating discrimination and other forms of oppression.
 - c. Develop AEI goals and criteria in faculty work systems and cultures. Develop methodologies to reach AEI goals and iteratively assess success at fostering a thriving diversity and eliminating exclusionary practices, aggression, bullying, toxic work culture, and other forms of oppression.
 - d. Develop AEI goals and criteria in staff work systems and cultures. Develop methodologies to reach AEI goals and iteratively assess success at fostering a thriving diversity and eliminating discrimination and other forms of oppression.



Pillar II: Adaptive and Distinctive Curricula

The college, through its curriculum, demonstrates its commitment to educate students towards clear outcomes. A strength of many programs within COTA is the extent to which they support students' acquisition of advanced-level, discipline-specific skills. A tension exists in our current configuration between prioritizing discipline-specific knowledge/skills and including criticality* as a learning outcome. We will cultivate adaptive capacity in our curricular design so as to grow sufficient opportunities for students to think about the political and social relevance of their work within the curriculum. These opportunities must be cultivated in a manner that is strategic, regarding equitable access and inclusion of diverse cultural and interdisciplinary modes of inquiry. In addition to preparing students adequately for the complex socio-political realities of the times, we must also prepare them with the entrepreneurial** capacity to successfully navigate their careers in a swiftly evolving economic landscape. Finally, in order to accomplish all of this, we will need to evolve the design and process of developing, adopting, and assessing our curriculum; how we make curricula is as important as what it is.

We aim for two comprehensive and permeating characteristics for our curricula across the college:

- **Adaptability:** What we make needs to be made intentionally for what it is *and* what it does in and for the world. As such, we prioritize adaptability in direct relationship to the increasing instability of the social and professional contexts for which we prepare our students.
- **Distinction:** While our curricula will demonstrate the necessary flexibility to be responsive to changing times, it will not lose its integrity through the process. In addition to building where curricula are already distinctive, the development of Universal Learning Outcomes that articulate the programmatic and course-level learning outcomes will ensure congruity between our faculty expertise and the clearly articulated 21st century skills required by our disciplines and the many industries into which our students will enter, challenge, and create.

**In defining criticality, we advocate the intentional infusion of learning outcomes that spur the inevitable impact on social relevance, political discourse, and the importance of questioning information. Criticality seeks to develop an understanding of the links existing between ideas and broader contexts.*

***In defining entrepreneurship, we consider that the term “entrepreneurship” means providing students with the tools to leave UF equipped to navigate and compete within their prospective industries, disciplines, and professions.*

Pillar II Goals:

1. Develop COTA Universal Learning Outcomes (ULO).

- a. Utilize existing college- and unit-level structures as a base.
- b. Reconcile those structures with existing best practices in higher education 21st century curricular design.
- g. Ensure inclusion of criticality, broader sociocultural contexts, space for interdisciplinary inquiry, entrepreneurial skills, and the consideration of socioemotional skills.
- h. Work with AEI Committee to ensure inclusion of AEI criteria at the ULO level.



- 2. Develop frames by which academic units engage in program-level analysis, using curriculum maps to assess where current curriculum introduces, reinforces, and emphasizes Universal Learning Outcomes.**
 - a. Review/Revise/Develop program-level Student Learning Outcomes (SLO), as appropriate, to articulate intersection of Course Learning Outcomes (CLO) with Universal Learning Outcomes.
 - e. Faculty may review/revise curricula at the levels of assignment design, syllabi creation, program requirement, and course-level learning outcomes to demonstrate integrated and collaborating curricular design from CLO to SLO to ULO.

- 3. Systematically review and, as appropriate, restructure the Curricular Approval Process (CAP) to support ULO/SLO/CLO accomplishment.**
 - a. Make transparent and, where possible, streamline curricular changes.
 - b. Develop an investigative approach to feedback structures. Where appropriate, ensure the inclusion of internal and external stakeholder and industry perspectives.
 - d. Prioritize adaptability and relevance.

- 4. Design and implement a curricula-focused communications strategy**
 - a. Publish the revised Curricular Approval Process (CAP).
 - b. Develop shared understanding and language regarding curricular design and the relevance of multi-layered Learning Outcomes.
 - d. Actively engage discourse among invested parties including community members, students, alumni, staff and faculty of all classifications on the values of Universal Learning Outcomes (i.e. criticality, broader sociocultural contexts, space for interdisciplinary inquiry, entrepreneurial skills and the consideration of socioemotional skills, etc.).
 - e. Foster increased awareness of and participation in curricular revision processes. Post curricular review and revision process documents on accessible websites for invested parties' access.



Pillar III: Shared Governance

The College of the Arts, recognizing the potential power embedded in the concept of shared governance, will facilitate practices and processes where students, staff, and faculty understand the scope, mechanisms, and responsibilities of that power and feel capable of utilizing that knowledge for action in shared governance spaces. Shared governance recognizes that, in the development of academic policies and processes, the professional judgments and thoughtful participation of all members of the college community are of crucial importance. The College of the Arts will cultivate a communicative, clear, and transparent culture of iterative, cooperative, and provocative participation by its faculty, staff and students in shared governance in order to catalyze impactful change in academic and administrative functions that propel the college forward.

Pillar III Goals:

- 1. Increase awareness of shared governance. Standardize shared governance definitions and its distinction from service.**
 - a. Establish shared governance values. Work with other Meta-Strategy pillar implementation.
 - b. Post university, college, and unit-level shared governance documents, processes and opportunities on accessible websites.
 - c. Implement a standard communication requirement of units conducting shared governance processes to regularly inform students, staff and faculty of shared governance events and outcomes.
 - d. Determine mechanism for systematic report out of college-level shared governance efforts/ impacts. Schedule and hold annual college-level and unit-level trainings on how to exercise shared governance power.
 - i) Develop and implement an iterative shared governance knowledge survey. Create specific trainings and other mechanisms for increasing best practices around the tenure and promotion path and review processes.
- 2. Increase and focus participation in shared governance. Review and consider deconstructing and rebuilding all or some of the current systems and processes of shared governance to reflect values. Include students (graduate and undergraduate), as appropriate.**
 - a. Create structures for faculty, staff, students, and COTA community members to actively engage in shared governance using digital formats.
 - i) Establish places to include staff (TEAMS and USPS and OPS employees), as appropriate.
- 3. Assess, review, and evolve shared governance processes.**
 - a. Establish iterative review of all unit bylaws: By a college-level inter-disciplinary committee.
 - i) By appropriate College and University offices.



Pillar IV: Student Experience Lifecycle

The College of the Arts is committed to supporting a thriving Student Experience Lifecycle, which begins with the recruitment of prospective students and their initial demonstration of interest in UF and continues beyond graduation into alumni life. The central focus of the Student Experience Lifecycle in the College of the Arts is the development of educated citizens capable of having and using their voice and creative capacity to contribute to shaping the emerging cultures and society of the 21st century. We accomplish this through the curation and stewardship of a distinctive and adaptable curriculum and the cultivation of a rich accompaniment of co-curricular experiences committed to the development of the total artist. Necessary artistic skillsets, nuanced capacities for critical analysis, and careful attention to mental and psychosocial wellness are hallmarks. Entrepreneurial skillsets and increased interactive community engagement are also key, as is a fundamental focus upon student access, equity, and inclusion in modeling the transformative processes necessary for the ongoing work of thriving within the growing complexities of the contemporary world.

Pillar IV Goals:

- 1. Form a college-level working-group of advisors, faculty, students, and alumni to review the student experience lifecycle as it currently exists.**
 - a. Focus on a comprehensive approach from recruitment through graduation and alumni engagement. Produce a report that describes current COTA processes at each stage and assesses our strengths, weaknesses, opportunities, and threats relative to the elements we've defined as components of a thriving student experience:
 - i. necessary artistic skillsets
 - ii. nuanced capacities for critical analysis
 - iii. attention to mental wellness
 - iv. cultivation of entrepreneurial skillsets
 - v. interactive community engagement
 - vi. a fundamental focus upon student participation in and experience of access, equity, and inclusion
- 2. Develop a Student Experience Improvement Plan. *As appropriate, productively integrate with other Meta-Strategy pillar goal implementation (curricula, AEI, etc.).**
 - a. Where possible integrate planned work into existing unit and college-level standing structures and processes.
- 3. Implement the Student Experience Improvement Plan.**
- 4. Iteratively assess the plan implementation outcomes and develop and adjust as needed.**



*Below are some possible projects to be considered for inclusion in the Student Experience Improvement Plan.

1. Comprehensive college-level career preparedness resources:

- a. Explore the development of a *unit-embedded, virtual* COTA-level Career Center, serving as a hub for existing unit-level work, and a liaison to existing campus resources.
- b. Develop curricular and co-curricular activities to replicate the professional world, such as showcases, internships, and associated events where students can practice speaking about and presenting their work.
- c. Create community partnerships for student and faculty opportunities for experiential and practice-based learning and community engagement training. Form working groups of faculty, advisors, and alumni for advising students to understand the professional outcomes of various curricula.

2. Develop systems to broadly and intentionally foster wellness in the student body.

- a. Develop a COTA-level Student Wellness Plan.
- b. Work with COTA units to integrate wellness facilitation into core COTA curricular and co-curricular activity.
- c. Connect student wellness actions to campus and community resources.
- d. Iteratively train faculty and staff by hosting experts from the fields of psychology, health, and wellness.

3. Cultivate a thriving, accountable, and equitable diversity in the student body.

- a. Work with AEI Meta-Strategy implementation to include students at all appropriate stages and address student needs in all policy, programmatic, and process developments.
- b. Work with Shared Governance Meta-Strategy implementation to include students at all appropriate stages and durably integrate students in to Shared Government systems.
- c. Work with Curricula Meta-Strategy implementation to include students at all appropriate stages and durably integrate students into curriculum processes.



Pillar V: Research and Creative Work

Excellence in Research and Creative Activity in the College of the Arts is recognized in accordance with excellence in research across the UF campus. We commit to the support and amplification of the impacts and reach of our faculty's research and creative work production. Within the next five years we aspire to build upon existing faculty excellence in research and explore the transformation of disciplines and the expansion of their boundaries into broader public platforms. In addition, we aim to cultivate the conditions for growth in our collective capacity for inquiry, translation, collaboration, innovation, and socially engaged practice within the college and the university at large.

Pillar V Goals:

- 1. Amplify and support the visibility and impact of COTA faculty research.**
 - a. Foster a strategic communications plan for internal and external audiences.
 - b. Cultivate opportunities for college-level events to feature COTA research.
- 2. Increase levels of external funding for COTA faculty research.**
 - a. Produce an online portal/resource for arts-focused (or potentially arts-inclusive) funding within UF for both students and faculty (including adjunct).
 - b. Incentivize faculty to seek external funding for all research projects.
 - c. Cultivate broad and strategic contributions to research focused advancement/fundraising strategies.
- 3. Facilitate the expansion of disciplines, new perspectives, ideas, and methodologies.**
 - a. Provide professional development opportunities to foster participatory explorations of the evolving nature of research in the arts and its emergent roles both for internal and external stakeholders.
 - b. Review the current description of research to consider ways of aligning with its stated values and use it to establish research priorities and potential research agendas.
- 4. Increase multi-disciplinary engagement and innovative research.**
 - a. Offer trainings on cross-disciplinary communication and collaboration, within and beyond the arts.
 - b. Incentivize faculty participation in innovative research collaborations.
- 5. Grow and fund initiatives to expand collaborative faculty and student research through the following actions:**
 - a. Increase awareness and promotion of undergraduate research.
 - b. Identify key local, regional, and national needs and initiatives to provide research focal points and utilize those foci, in concert with both graduate and undergraduate students, to create one or more "themes" to generate tangible project-based results to expand research areas.
 - c. Strategically design and provide a mentoring system to link our graduate students to our undergraduate students more directly across multiple COTA areas in sponsored projects.
 - d. Pair graduates and undergraduates in a structured program that would include proposals, research, production, and informal coaching.



Pillar VI: Resource Allocation And Cultivation

The College of the Arts must demonstrate, through our management and procurement of the resources necessary to facilitate our mission, a clear and practical understanding of the fiscal context within which we operate. The costs of our enterprises, the sources that fund them, and the relationship between our operational choices and our financial capacities will be examined. The college will engage this examination in order to optimize how college resources are received, cultivated and allocated. We will increase engagement in cultivating all forms of resources, especially external resources/sponsored projects foundation grants, and entrepreneurial endeavors. We will sustain an appropriate, equitable, and transparent structure for the administration of these resources at both the college and unit levels.

Pillar VI Goals:

- 1. Design and implement a college-wide fiscal communications strategy to educate and update the COTA community as to State, Sponsored Projects, Research, and Foundations funding structures, allocations, and developments.**
- 2. Increase capacities for academic fiscal analysis across COTA faculty and staff leadership through professional development modules.**
- 3. Research best practices in academic budget models. Apply research to COTA practices and to ongoing professional development modules.**
- 4. Research peer institution best practices for garnering additional resources to supplement State funding (entrepreneurial, philanthropic, corporate partnership). Apply research to COTA practices and to ongoing professional development modules.**
- 5. When possible, appropriate and in keeping with overall Meta-Strategy goals, position COTA programs with opportunities to garner resources through entrepreneurial activity.**
- 6. Increase broad COTA participation in the cultivation and allocation of individual donor and corporate funding (development and fundraising).**
 - a. Develop and implement training.
 - b. Develop and implement structures for unit participation.
- 7. Identify and incentivize increased COTA entrepreneurial activity.**
 - c. Share techniques, resources, and success stories to cultivate unit, college and individual entrepreneurial endeavors.
 - d. Cultivate and allocate resources as seed funding.



IMPLEMENTATION BY PILLAR:

Pillar I: Access, Equity, And Inclusion As Functional Catalysts

Year 1:

- 1. Establish a college AEI committee** structure from the foundation of the existing DEI committees.
- 2. Provide training** to develop broad cross-functional shared language and capacity for engaging in negotiations of power and privilege as defined by organizational structures in the College of the Arts.
- 3. Incorporate AEI strategies into core college functions.** Examine and reposition Western, white, male privilege implicit in the foundations of the style, techniques, and methodologies of historical works and traditional performance and practice. Address cultural differences within the disciplines represented in COTA.

Year 2:

- 1. Provide training** to develop broad cross-functional shared language and capacity for engaging in negotiations of power and privilege as defined by organizational structures in the College of the Arts.
- 2. Conduct AEI audit.** Use a power analysis and best practices in AEI and racial equity spheres to identify and document institutional practices that are barriers to a thriving pluralistic multi-cultural diversity.
- 4. Incorporate AEI strategies into core college functions.** Examine and reposition Western, white, male privilege implicit in the foundations of the style, techniques, and methodologies of historical works and traditional performance and practice. Address cultural differences within the disciplines represented in COTA.

Year 3:

- 1. Conduct AEI audit.** Use a power analysis and best practices in AEI and racial equity spheres to identify and document institutional practices that are barriers to a thriving pluralistic multi-cultural diversity.
- 2. Incorporate AEI strategies into core college functions.** Examine and reposition Western, white, male privilege implicit in the foundations of the style, techniques, and methodologies of historical works and traditional performance and practice. Address cultural differences within the disciplines represented in COTA.



Year 4:

- 1. Incorporate AEI strategies into core college functions.** Examine and reposition Western, white, male privilege implicit in the foundations of the style, techniques, and methodologies of historical works and traditional performance and practice. Address cultural differences within the disciplines represented in COTA.

Year 5:

- 1. Incorporate AEI strategies into core college functions.** Examine and reposition Western, white, male privilege implicit in the foundations of the style, techniques, and methodologies of historical works and traditional performance and practice. Address cultural differences within the disciplines represented in COTA.



Pillar II: Adaptive And Distinctive Curricula

Year 1:

- 1. Make all necessary adjustments** to ensure health, safety, and quality curricular delivery despite the current pandemic.
- 2. Prepare to or continue to engage** race and racism curricularly.

Year 2:

- 1. Develop COTA** Universal Learning Outcomes (ULOs).
- 2. Develop frames** by which academic units engage in program-level analysis, using curriculum maps to assess where current curriculum introduces, reinforces, and emphasizes Universal Learning Outcomes.

Year 3:

- 1. Design and implement** a curricula-focused communications strategy. **Develop frames** by which academic units engage in program level analysis, using curriculum maps to assess where current curriculum introduces, reinforces, and emphasizes Universal Learning Outcomes.
- 2. Systematically review** and, as appropriate, restructure the Curricular Approval Process (CAP) to support ULO/SLO/CLO accomplishment.

Year 4:

- 1. Systematically review** and, as appropriate, restructure the Curricular Approval Process (CAP) to support ULO/SLO/CLO accomplishment..
- 2. Design and implement** a curricula-focused communications strategy

Year 5:

- 1. Design and implement** a curricula-focused communications strategy.



Pillar III: Shared Governance

Year 1:

- 1. Increase awareness** of shared governance.
 - a. Standardize shared governance definitions and its distinction from service.
 - b. Establish shared governance values. Work with other Meta-Strategy pillar implementation. Develop annual college-level and unit-level trainings on how to exercise shared governance power. **Increase and focus participation** in shared governance.
- 2. Assess, review, and evolve** shared governance processes.

Year 2:

- 1. Increase awareness** of shared governance
 - a. Implement annual college-level and unit-level trainings on how to exercise shared governance power. Post university-, college-, and unit-level shared governance documents, processes and opportunities on accessible websites. Develop standard communication requirement of units conducting shared governance processes to regularly inform students, staff, and faculty of shared governance events and outcomes. **Increase and focus participation** in shared governance. **Assess, review, and evolve** shared governance processes.

Year 3:

- 1. Increase awareness** of shared governance.
 - a. Implement standard communication requirement of units conducting shared governance processes to regularly inform students, staff, and faculty of shared governance events.
 - b. Determine mechanism for systematic report out of college-level shared governance efforts/impacts. **Increase and focus participation** in shared governance. Implement annual college-level and unit-level trainings on how to exercise shared governance power. **Assess, review, and evolve** shared governance processes.

Year 4:

- 1. Increase awareness** of shared governance.



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- 2. Increase and focus participation** in shared governance. Implement annual college-level and unit-level trainings on how to exercise shared governance power. **Assess, review, and evolve** shared governance processes.

Year 5:

- 1. Increase awareness** of shared governance. **Increase and focus participation** in shared governance.
 - a. Implement annual college-level and unit-level trainings on how to exercise shared governance power.
- 2. Assess, review, and evolve** shared governance processes.



Pillar IV: Student Experience Lifecycle

Year 1:

- 1. Form a college-level working-group** of advisors, faculty, students, and alumni to review the student experience lifecycle as it currently exists.
- 2. Produce a report** that describes current COTA processes at each stage and assesses our strengths, weaknesses, opportunities, and threats relative to the elements we've defined as components of a thriving student experience.

Year 2:

- 1. Create a comprehensive Student Experience Improvement Plan** from recruitment through graduation and alumni engagement, based on the Year 1 approach.

Year 3:

- 1. Implement** a Student Experience Improvement Plan.

Year 4:

- 1. Implement** a Student Experience Improvement Plan.
- 2. Assess** and adjust Student Experience Improvement Plan.

Year 5:

- 1. Implement** a Student Experience Improvement Plan.
- 2. Assess** and adjust Student Experience Improvement Plan.



Pillar V: Research And Creative Work

Year 1:

- 1. Amplify and support** the visibility and impact of COTA faculty research.
- 2. Increase levels of external** funding for COTA faculty research.
- 3. Facilitate the expansion** of disciplines, new perspectives, ideas, and methodologies.
- 4. Increase multi-disciplinary** engagement and innovative research.
- 5. Increase COTA participation** in UF and college-level opportunities to expand faculty/student collaborative research.

Year 2:

- 1. Amplify and support** the visibility and impact of COTA faculty research.
- 2. Increase levels of external** funding for COTA faculty research.
- 3. Facilitate the expansion** of disciplines, new perspectives, ideas, and methodologies.
- 4. Increase multi-disciplinary** engagement and innovative research.
- 5. Increase COTA participation** in UF and college-level opportunities to expand faculty/student collaborative research.

Year 3:

- 1. Amplify and support** the visibility and impact of COTA faculty research.
- 2. Increase levels of external** funding for COTA faculty research.
- 3. Facilitate the expansion** of disciplines, new perspectives, ideas, and methodologies.
- 4. Increase multi-disciplinary** engagement and innovative research.
- 5. Increase COTA participation** in UF and college-level opportunities to expand faculty/student collaborative research.

Year 4:

- 1. Amplify and support** the visibility and impact of COTA faculty research.
- 2. Increase levels of external** funding for COTA faculty research.



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- 3. Facilitate the expansion** of disciplines, new perspectives, ideas, and methodologies.
 - 4. Increase multi-disciplinary** engagement and innovative research.
 - 5. Increase COTA participation** in UF and college-level opportunities to expand faculty/student collaborative research.

Year 5:

- 1. Amplify and support** the visibility and impact of COTA faculty research.
- 2. Increase levels of external** funding for COTA faculty research.
- 3. Facilitate the expansion** of disciplines, new perspectives, ideas, and methodologies.
- 4. Increase multi-disciplinary** engagement and innovative research.
- 5. Increase COTA participation** in UF and college-level opportunities to expand faculty/student collaborative research.



Pillar VI: Resource Allocation And Cultivation

Year 1:

- 1. Research peer institution** best practices for garnering additional resources to supplement State funding (entrepreneurial, philanthropic, corporate partnership). Apply research to COTA practices and to ongoing professional development modules.
- 2. Research best practices** in academic budget models. Apply research to COTA practices and to ongoing professional development modules.
- 3. Strategically** position COTA programs with the highest probabilities of garnering additional resources to do so.
- 4. Identify and incentivize** increased COTA entrepreneurial activity.

Year 2:

- 1. Strategically** position COTA programs with the highest probabilities of garnering additional resources to do so.
- 2. Develop** a college-wide fiscal communications strategy to educate and update the COTA community as to State, Sponsored Projects, Research, and Foundations funding structures, allocations, and developments.
- 3. Identify and incentivize** increased COTA entrepreneurial activity.

Year 3:

- 1. Strategically** position COTA programs with the highest probabilities of garnering additional resources to do so.
- 2. Implement** a college-wide fiscal communications strategy to educate and update the COTA community as to State, Sponsored Projects, Research, and Foundations funding structures, allocations, and developments.
- 3. Increase broad COTA participation** in the cultivation and allocation of individual donor and corporate funding (development and fundraising).
- 4. Increase capacities** for academic fiscal analysis across COTA faculty and staff leadership through professional development modules.
- 5. Identify and incentivize** increased COTA entrepreneurial activity.



Year 4:

1. **Strategically** position COTA programs with the highest probabilities of garnering additional resources to do so.
2. **Implement** a college-wide fiscal communications strategy to educate and update the COTA community as to State, Sponsored Projects, Research, and Foundations funding structures, allocations, and developments.
3. **Increase capacities** for academic fiscal analysis across COTA faculty and staff leadership through professional development modules.
4. **Increase broad COTA participation** in the cultivation and allocation of individual donor and corporate funding (development and fundraising).
5. **Identify and incentivize** increased COTA entrepreneurial activity.

Year 5:

1. **Strategically** position COTA programs with the highest probabilities of garnering additional resources to do so.
2. **Implement** a college-wide fiscal communications strategy to educate and update the COTA community as to State, Sponsored Projects, Research, and Foundations funding structures, allocations, and developments.
3. **Increase capacities** for academic fiscal analysis across COTA faculty and staff leadership through professional development modules.
4. **Increase broad COTA participation** in the cultivation and allocation of individual donor and corporate funding (development and fundraising).
5. **Identify and incentivize** increased COTA entrepreneurial activity.