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Designing the Future: A Plan to Strengthen the Arts and Arts Education in Oklahoma

The DaVinci Institute

Abstract

Plan Overview:

The plan consists of three objectives, each supported by strategies to accomplish the objective. Communication, cooperation and collaboration among Oklahoma member colleges and universities as well as with groups and agencies that impact the arts and arts education in Oklahoma are key to the successful implementation of the plan.

The plan is intended to serve as a multi-year guide to direct and support the work of the... [Read More](#)

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Designing the Future: A Plan to Strengthen the Arts and Arts Education in Oklahoma

A joint strategic plan of the DaVinci Institute. Planning sponsor: The Kirkpatrick Foundation, Oklahoma City, Oklahoma.

Goals Statement

The goal of the joint strategic plan of the DaVinci Institute is to

Help create and provide a vibrant arts environment for all Oklahomans by

- (1) Partnering with others to ensure that all Oklahoma students participate in arts education programs that are on-going, sequential and comprehensive and that advanced students continue to have access to quality programs.
- (2) Strengthening arts education programs and arts offerings on Oklahoma campuses
- (3) Increasing public awareness of collegiate arts programs and the arts in general.

Plan Overview:

The plan consists of three objectives, each supported by strategies to accomplish the objective. Communication, cooperation and collaboration among Oklahoma member colleges and universities as well as with groups and agencies that impact the arts and arts education in Oklahoma are key to the successful implementation of the plan.

The plan is intended to serve as a multi-year guide to direct and support the work of the joint committees, and committee members reserve the right to modify the plan over time in order to maintain an effective and efficient planning tool. It is anticipated that sub-committees will implement strategies and will report their progress during the monthly meetings of the committees and that the plan will be formally reviewed annually.

Objectives and Strategies

Objective One: Parallel to the continued support of existing programs for advanced students in the arts, support the development and implementation of ongoing, sequential, comprehensive programs of study that include all students, enabling them to meet basic arts proficiencies.

Strategy 1-1: Create partnerships with organizations that work with the policy-making and regulatory bodies that influence K-12 standards, support the efforts of those organizations and provide input.

**Partners may include the Business Circle for Arts Education in Oklahoma, the Oklahoma Arts Council, Oklahoma State Department of Education, public and private schools, home school associations, the State Chamber, legislators, professional arts organizations and others. Linkages may be created by inviting partners to meet with the Resource Committee during the committee's monthly meetings.*

Strategy 1-2: Using state-mandated academic requirements as a base and national standards as a guide, define ongoing, sequential and comprehensive arts education for grades K-12 and share definitions with partners

Strategy 1-3: Share the findings of relevant studies reflecting the advantages of arts education with partners so that they might utilize the information when meeting with policy-making and regulatory bodies.

Strategy 1-4: Created the pilot arts education reform model utilizing the North Carolina A+ Schools Program as a guide. A select group of 14 Oklahoma teachers and principals will train with North Carolina faculty over the next twelve months with implementation scheduled for fall of 2002. Twenty schools will participate in the initial pilot.

Objective Two: Solidify unity among Oklahoma college and university arts programs as a means of strengthening programs and enhancing offerings.

Strategy 2-1:

- a. Maintain and promote a list serve for exchanging information (via discussion) among Oklahoma college and university arts faculty.
- b. In addition, continue to encourage the exchange of information at the monthly meetings of the DaVinci Institute.

Strategy 2-2 Maintain a directory and/or an on-line database and list serve of college and university arts faculty, faculty expertise, and interests.

Strategy 2-3: Share fees and resources for guest artists and traveling exhibits.

Strategy 2-4: Establish on-going entity comprised of higher education representatives to advance arts and cultural education.

Strategy 2-5: Expand DaVinci membership to institutions statewide.

Objective Three: Increase the general public's awareness of college and university arts programs as a means of strengthening interest in and support of those programs, as well as the arts in general.

Strategy 3-1: Partner with and provide information to print and electronic media—both public and commercial.

Strategy 3-2: Develop an awareness campaign that uses widely recognized role models and business leaders to publicize the importance of the arts and arts education.

**Utilize Oklahoma college and university alumni as spokespersons, as well as spokespersons from areas customarily (but in some cases mistakenly) seen as being adversarial to or in competition with the arts, such as scientists and athletes.*

Strategy 3-3 Maintain the DaVinci website.

Strategy 3-4: Explore feasibility of primary and secondary schools distributing information about “family friendly” collegiate performances and exhibits to K-12 students and their families.

Strategy 3-5: Collect data on enrollments in collegiate arts programs by majors, general studies students, continuing education students and others and disseminate to the media, policymakers and others.

**The italicized text that follows selected strategies contains information offered by planning committee members during discussions and further explains the committee’s intent in carrying out the strategy. Committee members have not4d that in some cases information contained in the supplemental text may form the foundation for tactics to implement strategies.*

Background

In February 2000, arts and education faculty and deans from ten central Oklahoma colleges and universities joined together to write a strategic plan to strengthen arts education and cultural development in central Oklahoma. Their unprecedented joint initiative was supported by the Kirkpatrick Foundation of Oklahoma City.

Prior to the planning process, faculty and deans from many of the institutions had been meeting for approximately 1 ¼ years as members of two separate committees, both also under the sponsorship of the Kirkpatrick Foundation. The first committee, the Central Oklahoma College and University Arts Resource Committee, ahs been focusing primarily on issues relating to strengthening collegiate-level programs and enhancing public awareness of the arts and arts education. The committee had successfully applied for a matching grant from the Kirkpatrick Foundation and was developing a mutual web site for the posting of institutions’ arts offerings and events.

The second committee, the Central Oklahoma College and University Arts and Education Research Committee, was composed of deans and researchers from collegiate arts, arts education and teacher education programs, as well as representatives from the Oklahoma State Department of Education and the Oklahoma Arts Council. With arts education as its focal point, the committee ahs undertaken an extensive national survey of studies examining the correlation of arts education kindergarten through 12th grade to student academic achievement.

Institutional representatives on both committees had discussed a number of shared concerns and possible joint strategies. In January 2000, both the Kirkpatrick Foundation and institutional representatives realized the need for a plan formally outlining the committees’ concerns and proposing practical strategies to address those concerns.

Members of both the Arts Resource committee and the Arts and Education Research committee were invited to participate in the planning process, as well as arts faculty and deans from other central Oklahoma colleges and universities. Institutional

representatives were joined by a council of advisors from state agencies supporting education, the arts, arts education and cultural development.

All in all, some 26 individuals participated in the planning process which was undertaken February-May 2000. A list of participants and their institutions or agencies is attached (Addendum 1), as well as an outline of the planning process (Addendum 2).

The planning schedule consisted of four meetings: an initial four-hour session on February 25 followed by three sessions of two hours each on March 29, April 18 and May 17. A meeting was held on June 28 to review a draft of the plan with members of the Arts Resource Committee and the Arts Research Committee who were not involved in the planning process. All meetings were held in the Foundation Meeting Room at the Oklahoma Educational Television Authority, Oklahoma City.

Institutional representatives and Kirkpatrick staff also shared the draft with college and university presidents, administrators and faculty; the Kirkpatrick Foundation board of directors; various foundation directors; heads of appropriate state agencies; and others as a means of securing feedback and additional input.

On June 28, planning committee members met with members of the original two committees in order to review the plan and receive input. Members of the planning committee also discussed the responses that they had received from the various associations, faculty groups, administrators, boards and others with whom they had shared the plan. After reaching consensus on suggested modifications, the planning committee reworded the draft to reflect appropriate changes.

Committee members also discussed forming an on-going organization to carry out the plan and to address shared concerns and goals. They also volunteered to serve on committees that will address the objectives outlined in the plan. Implementation is scheduled to begin in the summer of 2000.

Addendum 1: Planning Committee Members and Participants

Planning Committee Members:

| | |
|------------------|--------------------------------|
| Ben Bates | Langston University |
| Mary Brodnax | University of Central Oklahoma |
| Pam Broyles | Southern Nazarene University |
| Karen Carter | University of Central Oklahoma |
| Sally Carter | Oklahoma State University |
| John Dobson | Oklahoma State University |
| Jim Faulconer | University of Oklahoma |
| Julia Haley | Oklahoma State University |
| Paul Hammond | Oklahoma Baptist University |
| Jerry Howard | Southern Nazarene University |
| Marvin Lamb | University of Oklahoma |
| Lee Neibert | St. Gregory's University |
| Judith Palladino | Oklahoma City University |
| Bob Palmer | University of Central Oklahoma |
| Mark Parker | Oklahoma City University |
| Peggy Poteet | Southern Nazarene University |

Pamela Shaw
Roberta Sloan
Jill Sullivan
Linda Tiller
Jim Vernon
Jeanie Webb

Oklahoma City University
University of Central Oklahoma
University of Oklahoma
University of Oklahoma
Oklahoma Baptist University
Rose State College

Advisory representatives:

Paulette Black
Kyle Dahlem
Gayla Foster
Suzanne Tate
Mac Wall

Oklahoma Arts Council
Oklahoma State Regents of Higher Education
Oklahoma State Department of Education
Oklahoma Arts Council
Oklahoma Educational Television Authority

Other participants:

Terri Cummings
Linda Lambert
Susan McCalmont

Kirkpatrick Foundation
Kirkpatrick Foundation
Kirkpatrick Foundation

Jeanie Edney

Facilitator

Addendum 2: Planning Procedure and Forum

Planning Procedure

- I. Conduct an Environmental Scan
- II. Identify Critical Issues Arising from the Environmental Scan
- III. Select Priority Critical Issues
- IV. Draft Objectives to Address Priority Critical Issues
- V. Identify Strategies to Meet Objectives

Forms (attached)

Environmental Scan: Opportunities and Threats

Environmental Scan: Strengths and Weaknesses

Environmental Scan: Stakeholders, Competitors and Allies, and Change agents

**DaVinci Institute
Strategic Planning**

**Environmental Scan
Opportunities and Threats**

List the forces you believe have a major impact or will have a major impact over the next five years on arts programs and arts education (K-12, collegiate, continuing education, and teacher education, both pre-service and in-service) and identify them as opportunities or threats. Such forces may be social, cultural, economic, political or technological.

| Opportunities | Threats |
|----------------------|----------------|
| | |

**DaVinci Institute
Strategic Planning**

**Environmental Scan
Strengths and Weaknesses**

List the major strengths and weaknesses of arts programs and arts education (K-12, collegiate, continuing education, and teacher education, both pre-service and in-service).

| Strengths and Assets | Weaknesses and Liabilities |
|-----------------------------|-----------------------------------|
| | |

**DaVinci Institute
Strategic Planning**

**Environmental Scan
Opportunities and Threats**

In column one, list the stakeholders who are affected by arts programs and arts education (K-12, collegiate, continuing education, and teacher education, both pre-service and in-service). In column two, list allies (a) and competitors (c). In the last column, list the change agents who by their position or prestige can influence the future of arts programs and arts education. (Various change agents may be seen as positive (+), negative (-) or neutral (Ø)).

| Stakeholders | Allies (a) and competitors (c) | Change Agents |
|---------------------|---------------------------------------|----------------------|
| | | |

DaVinci Institute Strategic Plan Revisions
July 19, 2001

Action Items

Objective One – *“continued support of existing programs for advanced students in the arts,”* **Linda Tiller** will ask OU researchers to prepare a list of K-12 and arts institutes private offerings. **Bob Palmer** will contact Karen Sharp from the Oklahoma Arts Council for a list of private offerings. Once the offerings are identified, we can determine the best way to support them. Weblinks may also be of value in identifying offerings.

Strategy 1-1 – *“home school associations”* **Mark Parker** will ask JoBeth Moad to research this group and inform us of ways we can create partnerships.

Strategy 1-3- *“Share the findings of national studies reflecting correlation of arts education and academic performance with partners so that they might utilize the information when meeting with policy-making and regulatory bodies.”* **Linda Tiller** will request synopsis of research from OU. **Bob Palmer** will obtain visual arts standards and ask National Art Education Association for their most current information. **Mark Parker** will contact Judy Palladino about standards. Advocates for drama and dance need to be identified. Jamie Jacobson and Steve Wallace were mentioned. **Bob Palmer** recommended Ray McCarter as an arts advocate who could be a very influential liaison between government and the arts. **Mark Parker** suggested that Jerry Askins of Duncan also be contacted for this purpose.

Strategy 2-1 *“Utilize outside expertise to explore establishing a list serve...”* **Mark Parker** will contact Christolph to begin work on this.

Strategy 2-2: *“Investigate compiling a directory and/or an on-line database and list serve of college and university arts faculty, faculty expertise...”* **Mark Parker** and **Teresa Brekke** are starting this project. Faculty directories have been requested from **Linda Tiller, Manuel Prestamo and Bob Palmer**.

Strategy 2-3: *“Share fees and resources for guest artists and traveling exhibits”* **ALL Executive Committee Members** are asked to bring a wish list of guest artists, exhibits, etc. to the next meetings. Members are also requested to share information about upcoming performances and explore opportunities to expand planned visits.

Strategy 3-1: *“Partner with and provide information to print and electronic media...”* **Vickie Patterson** and **Public Awareness Committee** will be asked to boost efforts in this regard by establishing media contacts and sending information to local media.

Strategy 3-2: *“In cooperation with the Business Circle for Arts Education in Oklahoma, develop an awareness campaign that uses widely recognized role models and business leaders to publicize the importance of the arts and arts education.”* **All Executive**

Committee Members are asked to submit a list of “special” people from their respective universities.

Strategy 3-3: *“Expand and enhance the existing shared web site...”* **Mark Parker** will contact Christolph to create DaVinci Website linked to Access OKC (Cox Cable). **Mark Parker** will also find out if Access OKC is statewide or not. If not, an alternative needs to be identified. **Bob Palmer** will check on resources (computer people) at UCO, the feasibility of weekly updates, and research the availability of DaVinci as a domain name.

Strategy 3-4: *“Explore feasibility of primary and secondary schools distributing information about “family friendly” collegiate performances and exhibits to K-12 students and their families.”* **Mark Parker** will find out if Access OKC has a rating system for their calendar. **Mark Parker** will also try to obtain the state department of education teacher’s directory. **Teresa Brekke** will contact **Vickie Patterson** to get Public Awareness involved in this endeavor.

Strategy 3-5. *“Collect data on enrollments in collegiate arts programs by majors, general studies students, continuing education students and others and disseminate to the media.”* **Linda Tiller** will check with the research team and the State Regents to try to obtain this information.