

STUDENT SENATE BILL 2024-1491

TITLE: Resolution Advocating for the Creation of a Committee/Mentorship Program for Dance Minors

AUTHOR(S): Senator Kayla Goldstein

SPONSOR(S): Minority Party Leader Anamika Naidu, Senator Hunter Monson, Deputy Minority Leader Isha Khan

WHEREAS, the University of Florida’s School of Theatre and Dance (SoTD) hosts students majoring in Dance, Musical Theater, Acting, as well as other programs. The school also facilitates a program in which students can pursue a minor in Dance, with around fifty students currently enrolled in the minor program; and,

WHEREAS, various committees currently exist within the school, made up by undergraduate and graduate students. These committees encourage the involvement of all students majoring in subjects within the SoTD, such as BA and BFA Dance degree tracks, yet currently do not qualify the school’s minors for participation. The subjects focused on by these committees include: SoTD Curriculum Committee, SoTD Season Planning Committee, SoTD Health & Safety Committee, as well as other topics; and,

WHEREAS, additionally, the Dance Area fosters a student-run mentorship program, titled “Mint/Mento” in which incoming freshmen majoring in Dance are paired with an acclimated Dance Area student in order to serve as a guide and source of information on the program during their first year. Many students utilize these relationships as a means of gaining advice and as an initiation for lasting connections, with many starting “lineages” of mentors, going back for years of students and now graduates; and,

WHEREAS, dance minors are not currently included in this process, nor do they have any arrangements as in events or email listings specifically to them. In actuality, dance minors often have to request to be added to the Canvas page of the Dance Area, which is where almost all information such as auditions, policies, job opportunities, and general announcements are communicated to dance students of the SoTD; and,

WHEREAS, in a case study that analyzed the resulting factors of mentorship relationships within tap-dancing communities of New York City, findings showed that “Personal mentor-mentee relationships increased confidence and self-esteem in young dancers.” The study’s determinations demonstrated “the value of arts-based mentorship,” [2] and an emphasis on “a culture of creativity and work ethic rather than a culture of competition” [2]; and,

