



Diversity, Equity and Inclusion Strategic Plan Five-Year Strategic Objectives, Measures and FY18 Actions

I. Diversity Equity and Inclusion Strategic Plan: Overview

The School of Music, Theatre & Dance fully embraces the notion that academic and artistic excellence is inseparable from an abiding and pervasive institutional commitment to diversity, equity, and inclusion. The School is committed to furthering the university's mission of ensuring that each member of our community has an equal opportunity to thrive and to take full advantage of the resources afforded by the University of Michigan.

Goals: Diversity, Equity, and Inclusion

Diversity: *We commit to increasing diversity, which is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socio-economic status, language, culture, national origin, religious commitments, age, (dis)ability status, and political perspective.*

Equity: *We commit to working actively to challenge and respond to bias, harassment, and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status.*

Inclusion: *We commit to pursuing deliberate efforts to ensure that our campus is a place where differences are welcomed, different perspectives are respectfully heard and where every individual feels a sense of belonging and inclusion. We know that by building a critical mass of diverse groups on campus and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.*

Rationale:

In its quest to become the most relevant performing arts school in the world, the School of Music, Theatre & Dance is committed to the ideal of inclusion as one of its core academic and artistic pillars. We construe inclusivity in the broadest possible terms, encompassing the equitable and fair treatment of all members of our community as well as a commitment to diversity not only with respect to traditional markers such as race, ethnicity, and gender but also to diversity of thought, experience, and outlook upon the world. The School is proud of its past achievements in this area and yet recognizes fully the need to build on those successes by exploring new and creative ways of enhancing diversity, equity, and inclusion. We also recognize that the professional arts landscape has changed considerably in recent decades, and that in order to remain competitive among our peer institutions, we must adapt accordingly. Part of that adaptation includes a willingness to explore ways in which our curriculum can become more inclusive in nature. Therefore, in addition to implementing strategies to aid in diversifying our student body, faculty, and staff, the School of Music, Theatre & Dance also proposes strategies below intended to spur critical thinking about our mission as an institution and about the means by which we can attain our broader goal of relevancy by enhancing our visibility as scholars, performers, and creative artists and ultimately our position as leaders in the field.



II. Implementation Process and Highlights

Implementation Leads:

Freyja Harris, Chief Diversity & Inclusion Officer

Implementation Team

Four DEI Subcommittees comprised of undergraduates, graduates, staff, & faculty (open participation)

Melody Racine, Interim Dean

Mark Clague, Interim Associate Dean of Academic and Student Affairs

Jason Corey, Associate Dean for Graduate Studies and Research

John Ellis, Associate Dean for Productions, Programs, and Partnerships

Terri Glazier, Assistant to the Dean & Manager of Faculty Affairs

Laura Hoffman, Assistant Dean for Admissions and Enrollment Management

Paul Harkins, Chief Development & External Relations Officer

Christian Rafidi, Chief Administrative Officer

Year One Implementation

Based on the tremendous work performed during the planning phase by the previous Director of Inclusion, Dr. Gena Flynn, and Associate Dean for Graduate Studies, Equity, and Inclusion, Dr. Jason Geary, it became evident that implementation of the Diversity, Equity & Inclusion (DEI) plan would require full immersion into all elements of the school's policies, systems, and culture. In order for DEI initiatives to garner the support needed for implementation, the individual responsible had to be empowered to move ideas forward efficiently. As a result, the Chief Diversity and Inclusion Officer (CDIO) position was newly created and made a part of SMTD's Senior Administration Team. This restructuring has enabled the CDIO to report directly to the Dean of SMTD and be entrusted to make many of the time-sensitive and critical decisions necessary to implement the DEI plan objectives. The Chief Diversity & Inclusion Officer, Freyja Harris, started her role in July 2016.

The Chief Diversity and Inclusion Officer (CDIO) initiated the process by assessing the perception of the plan among the constituency, providing clarification of next steps for implementation, and explaining the scope of the CDIO role. Specifically, Ms. Harris met individually with department chairs and faculty to gain a sense of 1) the department's perceived strengths and weaknesses with regard to issues of diversity, equity, and inclusion; 2) potential strategies for enhancing these areas and likely obstacles to success; and 3) ideas for most effectively engaging faculty, staff, and students in the process of implementing the strategic plan.

The time to clarify and reflect on intentions for the strategic plan was necessary due to not receiving the winter 2016 climate survey results until August 2016. As a result, the plan had to be drafted without being fully informed by the key findings from the survey. Nevertheless, the most important source of information for shaping the strategic plan was gleaned directly from members of the School community during the planning phase. Such information-gathering assumed multiple forms, including small informal gatherings, more formal meetings among members of the senior administration, and the convening of four distinct subcommittees related to diversity, equity, and inclusion during the drafting phase.



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To further develop relationships and build confidence in the plan, Ms. Harris offered an open-door policy to reassure students, faculty, and staff that they could meet with her whenever she was in her office, with no appointment necessary. The hope was to limit the stress of waiting until later to discuss issues that were of serious concern or time-sensitive. Throughout the year, Ms. Harris met with many faculty members, students, and staff that stopped by for conversations about the climate and their ideas to promote diversity, equity, and inclusion at SMTD. This freedom to meet when needed was critical over this past year and is believed to have resulted in resolving issues sooner and empowering individuals to take on challenges and new ideas more confidently.

Also, during winter 2017, four distinct DEI subcommittees of undergraduates, graduates, faculty, and staff met three times each over the course of the winter term, and each was charged with assessing the key findings of the climate survey and arriving at a set of recommendations to further inform the unit's five-year strategic plan for year two. The subcommittees did not have limited membership, but were made open to all for participation every time. This approach was to promote diversity with respect to perspective, gender, ethnicity, age, nationality, ability status, degree programs, and professorial rank. As a result of the input collected during subcommittee meetings, formal and informal meetings, and workshops throughout the year, SMTD has incorporated new action items for year two of the DEI strategic plan.

Although the CDIO provides facilitation, consultation, and implementation support for all strategic objectives, all members of the Senior Administrator Team were also responsible for implementing action items throughout the year. In addition, implementation support and feedback were requested and offered regularly by faculty, students, and staff, which was crucial to instilling a sense of community and shared goals for the benefit of everyone. The following are some of the highlights of implementation from year one:

Recruitment, Retention, and Development

- Diversity and Inclusion Grants (DIGs) were offered throughout the year to any students pursuing projects or professional development that had the potential of fostering diverse perspectives and experiences in a field of study in the School of Music, Theatre & Dance.
- Prospective students who had received an application fee waiver for financial hardship and met criteria for admission to SMTD, but were unable to attend auditions in person due to financial hardship, were offered a travel stipend up to \$500.
- SMTD's EXCEL department has been extremely successful in exposing students to a diverse set of guest artists who share their personal experiences in achieving success in the performing arts. The program offers a variety of resources and mentorship opportunities to assist students in coordinating new ideas.
- Search committees are required for hiring of staff members, and language for all job postings are reviewed and approved by CDIO; STRIDE training is recommended during initial faculty search committee meetings, along with an overview of STRIDE recommended techniques to foster a diverse applicant pool and equitably consider candidates.



Education and Scholarship

- A DEI question was added to the annual Faculty Activity Report (FAR) related to research, teaching, or service.
- “Music Theory Boot Camp” began this past fall term for all incoming freshmen who under-performed on the diagnostic Theory Proficiency Exam.
- Faculty were supported with mini-grants and consultation to enhance curriculum and diversify productions.
- SMTD DEI Office supported and coordinated several events for SMTD, and in collaboration with other schools and colleges, to encourage performers, scholars, and creative artists to demonstrate the significance of diversity and inclusion in repertory and artistic tradition.

Promoting Equitable and Inclusive Community

- DEI training and dialogue workshops were made available for staff, faculty, students, and departments.
- SMTD website was updated with pages specific to diversity, equity, and inclusion related news, events, and resource information.
- Key findings of Winter 2017 Climate Survey results were assessed during DEI subcommittee meetings to further inform the DEI plan for year two.
- Wellness Coordinator position was created to arrange a variety of drop-in workshops and semester courses to help students, faculty, and staff manage mental and physical stress.

Service

- Financial and/or administrative assistance was provided for outreach efforts of volunteer student organizations, such as Music Matters, MPOW, Seven Mile Music, and Our Own Thing.
- Initiated pilot program with Youth & Adult Programs to offer students financially supported opportunities to engage with underserved communities in Southeast Michigan through performance and education. The program has been designated PEERs (Performance Engagement Educational Residencies).
- Michigan Artist Citizen Program continues into its fourth year of partnership with Ann Arbor Public Schools as well as U-M School of Social Work and School of Education. It is now offered for both string and band instruments and is open to all fifth graders. The MAC program will expand further by offering SMTD students the opportunity provide lessons to Flint Community School students enrolled in the Sphinx Overture program, which delivers access to music education through free beginning group violin lessons for all students in 2nd and 3rd grades attending the participating schools.



III. Data and Analysis: Key Findings

Summary of Data – As of November 2016

Students

Since 2012, the School of Music, Theatre & Dance has had higher percentages of students from all domestic racial/ethnic minority groups as compared with the University as a whole, the sole exception being students of Asian descent. Fall 2016 enrollment did provide one deviation from this trend when SMTD Latino enrollment fell below that of the institution.

Enrollment of students from underrepresented minority groups has steadily increased over time for undergraduate and master's students. This increase, however, has not applied to doctoral students over the same time period, where the pattern is far more inconsistent. Our data analysis also revealed that, while SMTD enrolls on balance a more ethnically diverse student body than the University, this diversity is highly uneven across the School's sixteen departments. Among these, the Departments of Voice, Musical Theatre, and Jazz and Contemporary Improvisation have a disproportionately high percentage of underrepresented students relative to other departments, some of which have few, if any, students from underrepresented minority groups. See Appendix A.3 for more detailed information regarding trends in student enrollment related to gender and race/ethnicity.

Faculty

Information gathered from the human resource reporting tool in Fall 2015 indicated a slight improvement in the ratio of male to female faculty since 2010, though the faculty remains disproportionately male. The roughly 60% of faculty who are male is inversely proportionate to the roughly 40% of staff members who are female. Yet, as of Fall 2016, there has been an increase of female faculty members of 4% with a corresponding decrease of male faculty members. During the same five years, when considering race and gender, there was an increase of Latino and Asian female faculty members, with decreases in all other ethnic groups. The number of male faculty members who reported as Asian or belonging to two or more ethnic groups has also increased, while there has been a decrease of Black and Latino male faculty. See Appendix A.2 for more detailed information regarding trends among faculty ranks related to gender and race/ethnicity.

Staff

As noted above, the staff revealed a nearly inverse proportion of female to male employees (roughly 6:4) as compared to the faculty. With less than 100 staff members, each individual person lost or gained per category equals more than a 1.0% net change. Although there was an increase in the percentage of male staff between 2011 and 2015 of 5.2%, there is presently a slight decrease of male staff employees hired between 2012 and 2016. When considering race and gender, there was an increase of Black, Latino, and Asian female staff members during the same period, while there was a decrease of White women. By the same time period, the number of male staff employees who reported as White or belonging to two or more ethnic groups increased, while Latino men decreased by 15%. As of November 2016, there are no Black, Asians or Native American male staff members. See Appendix A.1 for more detailed information regarding trends among staff members related to gender and race/ethnicity.



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Key Findings, Themes and Recommendations

One of the key findings to emerge from the information-gathering phase was a widespread conviction that, despite percentages of underrepresented students that were generally higher than the university at large, the School of Music, Theatre & Dance must become a more broadly diverse and inclusive community in order to reach its full potential and impact on the field. And while certain areas for improvement suggested themselves more readily than others (e.g., increasing the number of underrepresented students at the graduate level or increasing the number of men among the staff ranks), we understand the phrase “broadly diverse and inclusive” to refer to any number of demographic groups, including but by no means limited to race, ethnicity, gender, gender identity, sexuality, socioeconomic status, religion, national origin, language, culture, geography, political outlook, and (dis)ability status. We are further concerned to foster an environment characterized by a diversity of thought, extending in particular to artistic and intellectual interests.

Toward this end, we determined that efforts around recruitment, specifically the recruitment of a more diverse faculty, staff, and student applicant pool, would take on a particular importance in the strategic objectives outlined below. Such recommendations entail revisions to the process of searching for and hiring qualified faculty and staff candidates, along with efforts to enhance the recruiting of a more diverse student body. Concerning the last-named of these, SMTD regards the establishment of strategic partnerships with key institutions as a vital component of undertaking more concerted efforts to recruit a more diverse applicant pool at both the undergraduate and graduate levels.

Another key finding was that instructors at SMTD, both faculty and Grate Student Instructors (GSIs), often felt ill-equipped to confront issues of diversity, equity, and inclusion as they may arise in the classroom. Among the concerns expressed were handling “hot-button” issues related to race, gender, or sexuality, implementing effective strategies for creating an inclusive classroom environment, and making appropriate accommodations for students with disabilities. From such discussions emerged a clear desire for greater training opportunities for instructors at SMTD along these lines. Thus the recommendation below that the School establish an inclusive teaching series in partnership with the university’s Center for Research on Learning and Teaching (CRLT), one example of which has already taken place in the form of an inclusive teaching workshop offered separately for GSIs and for faculty in March 2016.

Students and faculty in particular articulated a desire to see SMTD become more inclusive not only with respect to the delivery of curriculum but to the curriculum itself. In particular, concerns were expressed that the repertoire studied in courses or performed on stage is too frequently exclusive of works that fall outside of the Western canon, whether construed in terms of music, theatre, or dance. Such concerns are the reason why SMTD will embark upon an effort to determine how aspects related to diversity, equity, and inclusion can more effectively be integrated into the curriculum, including the possibility of a required course (or courses) for all undergraduates. As a part of this conversation, SMTD will involve its ensemble directors as a way of ensuring that we are being mindful about how issues of diversity, equity, and inclusion are manifested in the repertoire that we teach to our students and that we perform for the University community.



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Another significant issue raised by the four subcommittees working toward the creation of a strategic plan concerns the overall climate of SMTD. Several students described interactions with faculty members at one time or another that left them feeling alienated or marginalized. In nearly every case, however, students were at pains to stress their belief that the faculty member in question was well intentioned but was nonetheless unaware of how a seemingly innocuous comment might be perceived by a student as sexist, racist, or otherwise offensive. Such concerns underscored the need for ample training opportunities that could be offered to faculty as well as to staff and students, in particular graduate students who serve as GSIs. Committee members also stressed the importance of establishing a sense of community among faculty, staff, and students at SMTD and thus recommended actions designed to create opportunities for collaboration among and between various constituencies at the School.

IV. Strategic Objectives, Measures of Success and Action Plans*

The School of Music, Theatre & Dance Diversity, Equity, and Inclusion Strategic Plan pertains to faculty, staff, graduate students, undergraduate students, and post-doctoral fellows. The strategic objectives necessary to further the university-wide goals of diversity, equity, and inclusion have been aggregated into four domains determined by the University. Each of these strategic objectives is accompanied by measures of success that will be tracked over time, as well as descriptions of single and multiple-year actions that will be taken to accomplish those objectives. For additional detail on assignments, timeline, and accountability, see Section VI.

**All strategic objectives and related actions will be pursued in accordance with the law and University policy.*

IV. A. Recruitment, Retention, and Development

This domain compels us to ask the question: what is the makeup of our faculty, staff, and student body with respect to markers such as gender, race, ethnicity, national origin, and so on, and, furthermore, do we as an institution have in place structures intended to ensure the recruitment of sufficiently diverse applicant pools among these three basic constituencies? This domain is further concerned with the degree to which faculty, staff, and students are given equitable opportunities to succeed and to take full advantage of the resources afforded by the School of Music, Theatre & Dance and by the University as a whole. Among such resources are opportunities for training and professional development, some of which are being proposed as new initiatives in the objectives outlined below.

STUDENTS

Five-Year Strategic Objective 1: Increase the number of applicants to SMTD from underrepresented minorities.

Measures of Success: Number of total applications from underrepresented minority students to undergraduate and graduate programs at SMTD.

FY18 Actions:



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1. Begin to establish strong partnerships with several strategically chosen high schools and collegiate institutions with the aim of encouraging students at those schools, especially students from underrepresented minority groups, to apply to SMTD.
 - a. More specifically, we intend to undertake concerted efforts at recruiting high school and collegiate students that will involve thoughtful cooperation between individual faculty members, the Office of Admissions, the Office of Graduate Studies, and the Office of Diversity, Equity, and Inclusion, and whenever possible, current students. We will begin by identifying institutions with whom we could potentially establish meaningful and lasting partnerships. The goal is that each year a member (or members) of our faculty would visit the partner school and give a masterclass, workshop, clinic, performance, lecture, or informal talk intended to both provide some idea of the high caliber of artistic and scholarly pursuits at SMTD and also to create a sense of enthusiasm around the possibility of attending SMTD as a student. Depending on the circumstances, faculty members who participated in such visits might be accompanied by a staff member from the Office of Admissions or perhaps by one or more current students.
 - b. Such efforts, it should also be noted, are intended to increase the presence at SMTD of students from lower socioeconomic strata as well as students who are first-generation college students/graduates and first-generation U.S. citizens.
 - c. As noted above, student diversity at SMTD is uneven, with the presence of URM students in particular being concentrated most heavily in a handful of departments. Recruitment efforts will thus be focused on maintaining critical mass in those departments with relatively high numbers of URM students while at the same time pursuing strategies to achieve greater diversity in those departments that have historically been less successful in this endeavor. Specifically, we intend to pursue the strategic partnerships discussed above with an eye toward identifying institutions whose academic and artistic strengths align with precisely those departments at SMTD with lower percentages of URM students.
2. Explore the creation of a new staff position in the Office of Admissions to facilitate expanded recruitment efforts.
 - a. The key to successfully implementing such a recruitment program is the relationship with the partner institution. Without first establishing a sense of mutual trust and respect, any recruitment visit on the part of individual faculty members is likely to be of little consequence at best and, at worst, will appear insincere and self-serving. Thus we are proposing the creation of a new, full-time staff position in the Office of Admissions whose primary objective will be that of building partnerships with targeted institutions: working with and potentially visiting staff and faculty at the partner institution; setting up the logistics of visits from our own faculty, staff, and students; and serving as liaison between SMTD faculty and the faculty and staff of the partner school. Such efforts, we believe, are essential to creating a partnership that results in a mutual expectation that annual interactions will occur between members of the SMTD faculty and students at the partner institution and, moreover, that those interactions will be meaningful to the prospective students involved.



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3. Use existing resources to arrange recruitment visit(s) on the part of a current faculty members and students to a potential partner institution.
4. Develop admissions procedures that are more inclusive of and attractive to URM by collecting feedback from potential applicants and using such information to provide training to faculty to promote assessment of all candidates more equitably and holistically.
 - a. One method is to offer audition stipend to SMTD candidates to travel for in-person audition, if meet all criteria for admission and eligible for application fee waiver based on financial hardship.
5. Partner with other University recruitment programs, such as Wolverine Pathways, to broaden potential SMTD candidates' access to scholarships and mentoring in preparation to pursuing college.

Primary DE&I Goal: Diversity

Five-Year Strategic Objective 2: Increase in the percentage of underrepresented minority students who accept offers of admission and matriculate.

Measures of Success: Number of admitted students of underrepresented minority backgrounds who matriculate at SMTD.

FY18 Actions:

1. Explore the idea of designating some existing scholarship resources at the undergraduate and master's level specially for students who meet one or more of the same criteria used to determine eligibility for the Rackham Merit Fellowship at the doctoral level (i.e., superior academic achievement; underrepresented educational, cultural, or geographic background; demonstrated commitment to diversity; financial hardship; or first-generation college graduate or U.S. citizen).
2. Increase the professional development opportunities for students in preparation of pursuing employment options after graduation, which includes the use of SMTD's EXCEL department for entrepreneurial projects within the field of performing arts.
3. Offer grants to current SMTD students and recognize student organizations for professional development, conference attendance, or emergency support; students will be able to combine the grants with other funding sources to pursue their professional ambitions and complete their degree.
 - a. These goals are closely related to, and yet somewhat distinct from, Strategic Objective #1. SMTD recognizes that diversifying its applicant pool is ultimately of little value if doing so does not result in even slight increases in the number of minority applicants who are admitted and who choose to enroll. We also believe, however, that if we are successful in recruiting a more diverse pool of applicants in the manner described above, we should be able to leverage the close relationships established with partner institutions to persuade students at those schools, including prospective minority students, that SMTD can provide them



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with the resources, opportunities, and support necessary for academic and artistic success. We further recognize that the ability to convincingly make such a claim is predicated on all of the efforts outlined in this plan to improve the climate and to strengthen resources for students at SMTD.

Primary DE&I Goal: Diversity

Five-Year Strategic Objective 3: More effectively utilize the Youth and Adult Community Programs as a means of recruiting a more diverse undergraduate cohort.

Measures of Success: Number of students who apply to and/or matriculate at SMTD after having participated in a Youth-and-Adult-sponsored program.

FY18 Actions:

1. Build on current efforts to fund staff, faculty, and program development to recruit more students from underrepresented populations.
 - a. Recognizing that Youth and Adult Community Programs have been an effective means of undergraduate recruitment to SMTD, we are seeking to find ways in which such recruiting efforts can be more effectively targeted to underrepresented groups. The Office of Admissions and the Youth and Adult Community Programs Office will work to better coordinate their efforts and to implement the sharing of tracking data. In addition, continued effort will be made to devise a financing structure that makes participation in the YAP programs feasible for a wider variety of budgets and in a manner that is accessible and less stigmatizing.

Primary DE&I Goal: Diversity

Other applicable domain: Service

Five-Year Strategic Objective 4: Recruit and retain a more broadly diverse cohort of graduate students at SMTD.

Measures of Success: Percentage of graduate students who are underrepresented minorities, from lower socio-economic strata, or among the first generation in their family to have graduated from a four-year college.

FY18 Actions:

1. Require that all faculty members who serve on graduate admissions committees (or otherwise evaluate graduate applications) attend the Rackham Faculty Workshop on Graduate Admissions for Excellence and Diversity.
 - a. The expectation here is that, as of FY 2017–18, all faculty members who wish to be involved in evaluating graduate admissions applications will have attended the workshop in question and will be required to do so at least once every five years thereafter. This workshop is based on best practices as put forth by, among other entities, the Council of Graduate Schools and U-M's ADVANCE program, and is intended to maximize the likelihood that diverse, well-qualified applicants will be identified and selected for admission.



2. Explore how to more equitably fund terminal-degree graduate students and GSIs throughout their tenure; one approach is to evaluate the workload of GSIs to ensure assignments are sufficient to compensate graduate students time and effort.
3. More consistently inform graduate students of the financial and consultative resources available through Rackham Graduate School, and further develop and clarify requirements and opportunities for advisement to support graduate student progress towards matriculation.

Primary DE&I Goal: Diversity

Five-Year Strategic Objective 5: Enhance access to peer tutoring for students, particularly undergraduates.

Measures of Success: Student retention and graduation rates.

FY18 Actions:

1. Explore ways to enhance and formalize peer tutoring structures, with an eye especially toward utilizing graduate students to provide undergraduates with tutoring in academic areas.

Primary DE&I Goal: Inclusion

Other applicable domain: Promoting an Equitable and Inclusive Community

FACULTY

Five-Year Strategic Objective 1: Establish a reliable and efficient method for collecting demographic information from applicants to faculty positions at SMTD.

Measures of Success: Data maintained on applicants to faculty positions at SMTD.

FY18 Actions:

1. Devise or otherwise make plans to obtain a reliable method for collecting and maintaining data on the demographics of applicants who apply to faculty positions at SMTD; explore the possibility of adapting the University's E-Recruit system to fit our needs or of obtaining a different system altogether.
 - a. Maintaining such information will allow us to gauge the success of proposed efforts to diversify faculty applicant pools.

Primary DE&I Goal: Diversity

Five-Year Strategic Objective 2: Increase the number of applicants/hires to faculty positions from underrepresented minority groups.



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Measures of Success: Number of applicants/hires from underrepresented minority groups who apply to faculty positions at SMTD.

FY18 Actions:

1. Revise policy for faculty searches such that search committee members must attend STRIDE training before serving on search committees (or have taken the training sometime within the last three years). Also put in place some mechanisms for ensuring that search committees have made genuine efforts to diversify the applicant pool.
 - a. One proposed aspect of this mechanism is the establishment of multiple levels of review whereby the Chief Diversity and Inclusion Officer will be required to approve faculty job postings with an eye especially toward the use of inclusive language and the avoidance of language that could alienate diverse cross-sections of the potential applicant pool.

Primary DE&I Goal: Diversity

STAFF

Five-Year Strategic Objective 1: Increase the diversity of the staff, as represented by the percentage of underrepresented minorities and by men.

Measures of Success: Number of staff applicants/hires who are men and/or members of underrepresented minority groups who apply to staff positions at SMTD.

FY18 Actions: Revise the staff hiring process such that the Chief Diversity and Inclusion Officer must approve the wording of all job postings to ensure equity and inclusiveness. Additionally, the staff hiring process will involve the use of search committees rather than being overseen by a single individual.

Primary DE&I Goal: Diversity

Other applicable domain: Promoting an Equitable and Inclusive Community

Five-Year Strategic Objective 2: Provide more professional development opportunities for staff.

Measures of Success: Focus groups with staff members, periodic climate surveys.

1. *FY18 Actions:* Explore opportunities to provide staff with professional development training, especially that which can be tailored to meet the needs of working in the performing arts.

Primary DE&I Goal: Equity and Inclusion

Other applicable domain: Promoting an Equitable and Inclusive Community



IV. B. Education and Scholarship

This domain is concerned with the extent to which issues related to diversity, equity, and inclusion are manifest in the research, creative activity, and teaching of our faculty and staff. As mentioned above in the section on “Key Findings,” any such efforts to ensure sufficient coverage along these lines pertain not only to what is discussed in the classroom but also to the repertoire and to the larger artistic traditions to which our students are exposed as creative artists and as scholars.

UNDERGRADUATE STUDENTS

Five-Year Strategic Objective 1: Raise the awareness of issues related to diversity, equity, and inclusion among undergraduates.

Measures of Success: Student course evaluations, periodic climate surveys.

FY18 Actions: Explore the creation of a requirement for all undergraduates to take a course that somehow foregrounds issues related to diversity, equity, and inclusion, perhaps in relationship to the arts.

Primary DE&I Goal: Diversity and Inclusion

Other applicable domain: Promoting an Equitable and Inclusive Community; Recruitment, Retention, and Development

Five-Year Strategic Objective 2: Better address music theory deficiencies of incoming freshmen.

Measures of Success: Grades and rate of failure in music theory among freshmen and sophomores.

FY18 Actions:

1. Establishment of a “Music Theory Boot Camp” (i.e., a new, fall-term section) for all incoming freshmen who perform poorly on the diagnostic Theory Proficiency Exam
 - a. Students arrive at SMTD with vastly different backgrounds and experiences. Some of them have had little or no prior exposure to music theory, which is a foundational academic area for our students. This lack of exposure is frequently the case with respect to students of lower socio-economic strata and first-generation college students.

Primary DE&I Goal: Equity and Inclusion

Other applicable domain: Promoting an Equitable and Inclusive Community; Recruitment, Retention, and Development



GRADUATE STUDENTS

Five-Year Strategic Objective 1: Enhance teacher training for GSIs.

Measures of Success: Periodic climate surveys, focus groups.

FY18 Actions:

1. Explore the possibility of requiring CRLT GSI-orientation training for all masters and doctoral students who serve as GSIs. This training would be in addition to SMTD's current requirements around GSI training.

2. Inclusive Teaching workshop series for GSIs (see IV.C, Objective 1.1 below)

Primary DE&I Goal: Inclusion

Other applicable domain: Promoting an Equitable and Inclusive Community

FACULTY / STUDENTS

Five-Year Strategic Objective 1: Stimulate conversations around what diversity and inclusion mean relative to the repertory and artistic traditions with which our faculty and students engage as performers, scholars, and creative artists, with the hope that such conversations lead to a greater diversity of repertory performed and studied by faculty and students.

Measures of Success: Greater diversity of performance offerings by SMTD students in music, theatre, and dance as well as greater breadth of scholarly and creative engagement with artistic traditions from around the world.

FY18 Actions:

1. Compile data offering some sense of the diversity of student/ensemble performances, mainstage productions, and curriculum at SMTD over the past three years, using such measures as the presence of works by persons of color, women, or of offerings from outside the Western (European-based) canon.
 - a. Once collected, such data will be shared and discussed with faculty, especially those individuals who are routinely involved in choosing curriculum and repertory for ensembles and other performing groups. The hope is that such data, along with the attendant conversations, will lead to both a clearer definition and representation of diversity and inclusion with respect to performance, scholarship, and creative activity at SMTD.

2. Fund, coordinate, and support students, faculty, and staff engaging as performers, scholars and creative artists in SMTD and campus wide performances and events that demonstrate the value of diversity and inclusion in repertory and artistic traditions.

Primary DE&I Goal: Inclusion



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Other applicable domain: Recruitment, Retention and Development; Promoting an Equitable and Inclusive Community; Service

FACULTY

Five-Year Strategic Objective 1: Bring about greater awareness of issues of diversity, equity, and inclusion as they relate to research/creative activity, teaching, and service.

Measures of Success: Periodic climate surveys, student course evaluations, assessment of the annual Faculty Activity Report.

FY18 Actions:

1. Include a question on the annual Faculty Activity Report (FAR) that asks about activities undertaken during the prior year concerning issues of diversity, equity, and inclusion as they relate to one's research/creative activity, teaching, and/or service.
2. Put in place the requirement for the inclusion of a Diversity, Equity, and Inclusion (DEI) Statement in the promotion/tenure dossier that explains how s/he has pursued such objectives in relation to research/creative activity, teaching, and/or service. The expectation to include a DEI statement will be determined by hire date and/or position within the promotion and/or tenure schedule, such as:
 - a. Faculty members, hired in FY 2017 or after, who apply for tenure and/or promotion outside of an initial three-year grace period will include a Diversity, Equity, and Inclusion (DEI) Statement.
 - b. Faculty members, hired in FY 2017 or after, who apply for tenure and/or promotion within the three-year grace period will have the option of including such a statement in the promotion dossier.
 - c. Faculty members hired in FY 2016 or before, who apply for tenure and/or promotion will be held harmless for not having a DEI Statement; however, it is highly encouraged for reporting purposes.

Primary DE&I Goal: Diversity, Equity, and Inclusion

Other applicable domain: Promoting an Equitable and Inclusive Community; Recruitment, Retention, and Development; Service

IV. C. Promoting an Equitable and Inclusive Community

This domain is concerned first and foremost with creating a welcoming and supportive climate at the School of Music, Theatre & Dance. As such, it involves the deliberate and sustained effort to create an environment at SMTD in which difference is welcomed, different perspectives are respectfully heard and thoughtfully discussed, and in which all individuals feel a sense of belonging and connection. It also entails the equitable treatment of all individuals and maintains that each of us bears a responsibility to actively respond to or speak out against instances of harassment, bias, or discrimination.



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STUDENTS / FACULTY / STAFF

Five-Year Strategic Objective 1: Create a more inclusive environment overall.

Measures of Success: Periodic climate surveys.

FY18 Actions:

1. Use the results of the Winter 2016 ADVANCE survey to suggest potential revisions to the five-year strategic plan.
 - a. During the Fall of 2016, the final results of the ADVANCE survey were made available to the Dean and the Chief Diversity and Inclusion Officer. These individuals also received executive summaries compiled by ADVANCE, which were shared with the SMTD community. Students, faculty, and staff were invited to take part in a DE&I subcommittees to discuss the climate survey results and respond to the findings in light of the five-year strategic plan.

Primary DE&I Goal: Inclusion

Other applicable domain: Education and Scholarship; Recruitment, Retention, and Development

STUDENTS / FACULTY / STAFF

Five-Year Strategic Objective 1: Create a more inclusive and open classroom/studio/office environment.

Measures of Success: Student course evaluations, periodic climate surveys.

FY18 Actions:

1. Establishment of an Inclusive Teaching Series for faculty and GSIs.
 - a. The Chief Diversity & Inclusion Officer is working with CRLT and other relevant campus units (Spectrum Center, Program on Intergroup Relations, Services for Students with Disabilities, etc.) to offer a series of workshops for the academic year that will be tailored to the teaching and advising needs of our unit.
2. Establishment of an Inclusion Series aimed more broadly at faculty, staff, and students.
 - a. Schedule a series of workshops that explore more generally issues related to diversity, equity, and inclusion for faculty, staff, and students. Examples might include inclusive teaching practices, bystander intervention training, or raising awareness of LGBTQ issues. The current thinking is that a morning and an afternoon session could be offered so as to accommodate schedules.
 - b. Focus on proactive approaches to addressing challenging issues through a regular series of roundtable and Q&A sessions for students, with the guidance of facilitators and/or guest presenters.
3. Explore the idea of creating a Faculty and Staff Professional Development Day(s) at SMTD.
 - a. This proposed idea is to designate one day out of each academic year that will be used to offer workshops and seminars to staff and faculty related to the



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development of professional goals, stress management, and relationship building. The ultimate goal would be to standardize the date and method, so that the event is seen as routine and thus becomes a permanent fixture within the professional life of SMTD staff and faculty. The logistics of this plan will be fully worked out in FY18, during which time the school is likely to organize an event that can serve as a test case.

4. Research, compile, and make more accessible multiple funding resources and consultative support to faculty, in order to prepare more faculty to share the responsibility of promoting diversity, equity, and inclusion within the classroom and among colleagues.
 - a. Resources may include such approaches as offering support to build and sustain “communities” for dialogue, shared learning, and consensus building; making financial support available to initiate new projects, curriculum and performances that promote diversity, equity and inclusion; and fostering collaboration within SMTD and across with campus to leverage ideas, skill levels, and networks.

Primary DE&I Goal: Equity and Inclusion

Other applicable domain: Education and Scholarship; Recruitment, Retention, and Development

STUDENTS

Five-Year Strategic Objective 1: Increase student awareness of SMTD and university resources related to academic assistance, mental health and well-being, and conflict resolution.

Measures of Success: Periodic climate surveys, focus groups, student retention rates.

FY18 Actions:

1. Devise ways to more effectively convey to students the resources available to them at SMTD, including the embedded CAPS counselor and the new role of Chief Diversity and Inclusion Officer (CDIO) as a resource for all students and as a source of information for additional SMTD and University resources.
2. Explore the idea of dedicating a staff member who is trained and equipped to help meet the unique needs of international students, many of whom require academic assistance and help with English-language skills beyond the available resources of the school.
3. Recognize and support the importance of maintaining mental health through mental & physical stress reducing programming and mental health awareness & management workshops for students, faculty, and staff.

Primary DE&I Goal: Inclusion

Five-Year Strategic Objective 2: Improve awareness among faculty, students and staff of issues related to persons with disabilities.

Measures of Success: Periodic climate surveys, focus groups, number of complaints from students.



FY18 Actions:

1. Provide training to faculty on how to better meet the needs of students requiring accommodations as a result of a disability. This training should also include information about what is and is not legally permissible with respect to inquiring about the disability status of students or about whatever accommodations may be required to meet the needs of certain students.
2. Regularly inform and incorporate feedback from students, faculty, and staff of policies or physical changes to the School that may affect the equity and inclusiveness of experiences at SMTD.

Primary DE&I Goal: Inclusion

STAFF

Five-Year Strategic Objective 1: Do a better job of publicly acknowledging the contributions of the staff to the excellence of SMTD.

Measures of Success: Periodic climate surveys, focus groups with staff members, and awards

FY18 Actions:

1. Establish staff recognition awards to be given out at least annually, while additionally recognizing at more frequent intervals the contributions of staff
2. Begin the practice of including at least one article a year in the SMTD alumni publication, *Michigan Muse* that profiles a staff member and highlights the role s/he plays at the school.

Primary DE&I Goal: Inclusion

Other applicable domain: Recruitment, Retention, and Development

Five-Year Strategic Objective 2: Do a better job of helping new staff members acclimate to SMTD.

Measures of Success: Periodic climate surveys, focus groups with staff members.

FY18 Actions:

1. Devise an orientation process for new staff members.
2. Explore the idea of assigning new staff members a senior staff mentor during the first three months of employment at SMTD.

Primary DE&I Goal: Inclusion

Other applicable domain: Recruitment, Retention, and Development



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Five-Year Strategic Objective 3: Improve access to resources for staff concerning conflict resolution and equity issues.

Measures of Success: Periodic climate surveys, focus groups with staff members.

FY18 Actions:

1. Establish methods of better communicating with staff regarding existing resources at both the school and university level.
2. Explore the idea of establishing a formal grievance process internal to SMTD, including the possible creation of a staff ombudsperson.

Primary DE&I Goal: Equity and Inclusion

Other applicable domain: Recruitment, Retention, and Development

IV. D. Service

This final domain involves a purposeful effort to ensure that the School's service to the University community as well as its engagement with the broader local, state, and regional community reflects its commitment to the principles of diversity, equity, and inclusion.

STUDENTS

Five-Year Strategic Objective 1: Increase the number of performances given by SMTD students (and faculty) in underserved communities.

Measures of Success: Number of performances given by small and large SMTD ensembles and by individual students and student groups in venues outside of traditional concert halls.

FY18 Actions:

1. Undertake research to discern roughly how often SMTD ensembles and recognized student organizations are performing in venues that reach members of the broader community outside of those individuals who are inclined toward attending SMTD concerts; convene the student groups annually to network, share best practices, and leverage connections
2. Explore the idea of chamber music ensembles at SMTD being required to perform in underserved communities as part of the chamber music curriculum.
3. Facilitate and support opportunities for students and student groups to perform independently (i.e., not as part of a credit-bearing ensemble) within the broader community and particularly in underserved communities.

Primary DE&I Goal: Inclusion

Other applicable domain: Recruitment, Retention, and Development



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Five-Year Strategic Objective 2: Ensure that SMTD is serving the needs of students across the University in ways that are broadly inclusive.

Measures of Success: Number of non-SMTD students enrolled in SMTD courses as well as taking lessons and playing in ensembles for credit.

FY18 Actions:

1. Assess the manner in which students across campus come to know about and audition for various non-major ensembles at SMTD, ensuring that awareness and access to such opportunities is broad and equitable across campus.

Primary DE&I Goal: Inclusion

Other applicable domain: Promoting and Equitable and Inclusive Community

Five-Year Strategic Objective 3: Enhance the School's Michigan Artist Citizen (MAC) Program.

Measures of Success: Number of students involved in MAC.

FY18 Actions:

1. Find ways to offer better and more effective support to SMTD students participating in the Michigan Artist Citizen Program as it expands its scope and seeks to engage with a broader swath of the Southeastern Michigan region.
 - a. As one of the primary means by which SMTD students employ their art to engage with the community, MAC represents a significant component of the School's service-related initiatives.

Primary DE&I Goal: Inclusion

Other applicable domain: Recruitment, Retention, and Development



V. Goal-related Metrics – School, college or unit measures tracked over time

Diversity

- Makeup of student body by department
- Makeup of faculty by department
- Makeup of staff, with particular attention paid to gender representation

Equity

- Gender representation among professorial rank
- Salary equity with respect to gender among both faculty and staff

Inclusion

- Number of participants in inclusive-teaching series and other training and professional development workshops offered by SMTD
- Climate survey results
- Rackham program review survey data for Rackham programs at SMTD



VI. Action Planning Tables with Details and Accountabilities

VI. A. Recruitment, Retention and Development

Key Constituency	Strategic Objective	Measures Of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)
Students	Increase the number of applicants to SMTD from underrepresented minorities.	Number of total applications from underrepresented minority students to undergraduate and graduate programs at SMTD.	Begin work to establish strategic partnerships with 5-10 high schools and colleges; arrange faculty recruitment visits to these institutions; explore the creation of a new staff position that would serve as liaison between SMTD and the partner schools and that would arrange the logistics of recruitment visits.	Chief Diversity and Inclusion Officer (CDIO), Admissions Office, Faculty DEI Working Group.	Funding for the creation of a new staff position in the Office of Admissions.
Students	Increase the number of applicants to SMTD from underrepresented minorities.	Number of total applications from underrepresented minority students to undergraduate and graduate programs at SMTD.	Use existing resources to arrange recruitment visit(s) on the part of a current faculty member(s) and students to potential partner institutions.	Chief Diversity and Inclusion Officer (CDIO), Admissions Office, Faculty DEI Working Group.	N/A
Students	Increase the number of applicants to SMTD from underrepresented minorities.	Number of total applications from underrepresented minority students to undergraduate and graduate programs at SMTD.	Collect feedback from potential applicants and using such information to provide training to faculty to promote assessment of all candidates more equitably and holistically.	Chief Diversity and Inclusion Officer (CDIO), Admissions Office, Faculty DEI Working Group.	N/A
Students	Increase the number of applicants to SMTD from underrepresented minorities.	Number of total applications from underrepresented minority students to undergraduate and graduate programs at SMTD.	Partner with other University recruitment programs, such as Wolverine Pathways, to broaden potential SMTD candidates' access to scholarships and mentoring in preparation to pursuing college.	Chief Diversity and Inclusion Officer (CDIO), Admissions Office, Assoc. Dean for Productions, Programs	N/A



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				and Partnerships.	
Students	Increase in the percentage of underrepresented minority students who accept offers of admission and matriculate.	Number of admitted students of underrepresented minority backgrounds who matriculate at SMTD.	Detailed assessment of current merit scholarship awards by demographic to determine the feasibility of designating resources for UG and masters students who meet one or more of the criteria used for awarding the Rackham Merit Fellowship at the doctoral level.	Senior Administrators Meeting Group (SAM), Faculty DEI Working Group.	N/A
Students	Increase in the percentage of underrepresented minority students who accept offers of admission and matriculate.	Number of admitted students of underrepresented minority backgrounds who matriculate at SMTD.	Offer professional development opportunities for students in preparation of pursuing employment options after graduation, such as SMTD's EXCEL department for entrepreneurial projects within the field of performing arts.	Associate Dean of Academic and Student Affairs, EXCEL Dept.	N/A
Students	Increase in the percentage of underrepresented minority students who accept offers of admission and matriculate.	Number of admitted students of underrepresented minority backgrounds who matriculate at SMTD.	Offer all SMTD students grants for recognized student organization activities, professional development, conference attendance, or emergency support; students will be able to combine the grants with other funding sources to further pursue their ambitions and complete their degree.	Chief Diversity and Inclusion Officer, Associate Dean of Academic and Student Affairs.	N/A
Students	More effectively utilize the Youth and Adult Community Programs as a means of recruiting a more diverse	Number of students who apply to and/or matriculate at SMTD after having participated in a	Build on current efforts to fund staff, faculty, and program development to recruit more students from	Assoc. Dean for Productions, Programs and Partnerships, Admissions	N/A



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	undergraduate cohort.	Youth-and-Adult-sponsored program.	underrepresented populations.	Office, Youth & Adult Community Programs Office.	
Graduate Students	Recruit and retain a more broadly diverse cohort of graduate <i>students</i> at SMTD.	Percentage of graduate students who are underrepresented minorities, from lower-socio-economic strata, or among the first generation in their family to have graduated. from a four-year college.	Require that all faculty members who serve on graduate admissions committees (or otherwise evaluate graduate applications) attend the Rackham Faculty Workshop on Graduate Admissions for Excellence and Diversity.	Dean, Chief Diversity and Inclusion Officer, Associate Dean of Graduate Studies & Research.	N/A
Graduate Students	Recruit and retain a more broadly diverse cohort of graduate students at SMTD.	Percentage of graduate students who are underrepresented minorities, from lower-socio-economic strata, or among the first generation in their family to have graduated from a four-year college.	Research how to more equitably fund terminal-degree graduate students and GSIs throughout their tenure; one approach is to evaluate the workload of GSIs to ensure assignments are sufficient to compensate graduate students time and effort.	Chief Diversity and Inclusion Officer, Associate Dean of Graduate Studies & Research, Faculty and Graduate Student DEI Workgroup.	N/A
Graduate Students	Recruit and retain a more broadly diverse cohort of graduate students at SMTD.	Percentage of graduate students who are underrepresented minorities, from lower-socio-economic strata, or among the first generation in their family to have graduated from a four-year college.	Inform graduate students of the financial and consultative resources available through Rackham Graduate School, and further develop and clarify requirements and opportunities for advisement to support graduate student progress towards matriculation.	Chief Diversity and Inclusion Officer, Associate Dean of Graduate Studies & Research.	N/A
Students	Enhance access to peer tutoring for students, particularly undergraduates.	Student retention and graduation rates.	Undertake complete and detailed assessment of all existing tutoring structures offered at	Associate Dean of Academic and Student Affairs,	N/A



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			the School and determine where opportunities exist for enhancement.	Chief Diversity and Inclusion Officer, Faculty DEI Working Group.	
Faculty	Establish a reliable and efficient method for collecting demographic information from applicants to faculty positions at SMTD.	Data maintained on applicants to faculty positions at SMTD.	Work with the university to determine if E-Recruit can be adapted to meet the needs of SMTD and/or explore the idea of obtaining a third-party vendor to collect such data.	Chief Administrative Officer, HR Director, Chief Diversity and Inclusion Officer.	Potential funding for the adaptation of the current system or purchase of a new one.
Faculty	Increase the number of applicants/hires to faculty positions from underrepresented minority groups.	Number of applicants/hires from underrepresented minority groups who apply to faculty positions at SMTD.	Establish process for all search committee members to attend STRIDE training before serving on a search committee (or have taken training within last three years); establish a mechanism for ensuring that committees have made genuine efforts to diversify the applicant pool.	Dean, Chief Diversity and Inclusion Officer.	N/A
Staff	Increase the diversity of the staff, as represented by the percentage of underrepresented minorities and by men.	Number of staff applicants/hires who are men and/or members of underrepresented minority groups who apply to staff positions at SMTD.	Require that search committees be constituted to hire staff members; require the language of all job postings to be approved by Chief Diversity and Inclusion Officer to ensure inclusivity.	Chief Administrative Officer, HR Director, Chief Diversity and Inclusion Officer.	N/A
Staff	Provide more professional development opportunities for staff.	Focus groups with staff members, periodic climate surveys.	Offer workshops and training sessions for staff that are specifically tailored to the SMTD context; include staff training and development during dedicated Professional Development Days.	Chief Administrative Officer, Chief Diversity and Inclusion Officer, Staff DEI Working Group.	N/A



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VI. B. Education and Scholarship

Key Constituency	Strategic Objective	Measures Of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)
Undergraduates	Raise the awareness of issues related to diversity, equity, and inclusion among undergraduates	Student course evaluations, periodic climate surveys.	Establish a faculty subcommittee to explore the creation of a DEI requirement for all undergraduates; assess the undergraduate core of academic classes as well as the repertoire performed by major SMTD ensembles to determine goals and objectives around DEI as it relates to curriculum	Faculty DEI Working Group, Ensemble Conductors	N/A
Undergraduates	Better address music theory deficiencies of incoming freshmen.	Grades and rate of failure in music theory among freshmen and sophomores.	Establish a “Music Theory Boot Camp” (i.e., a new, fall-term section) for all incoming freshmen who perform poorly on the diagnostic Theory Proficiency Exam.	Associate Dean of Academic and Student Affairs, Chair of Music Theory.	N/A
Graduate Students	Enhance teacher training for GSIs.	Periodic climate surveys, focus groups.	Working with CRLT, establish an Inclusive Teaching Workshop Series for GSIs; create a faculty/student subcommittee to explore the idea of requiring all incoming GSIs to attend the CRLT GSI orientation.	Chief Diversity and Inclusion Officer, Associate Dean of Graduate Studies & Research, Faculty and Graduate Student DEI Working Group.	N/A
Faculty/Student	Stimulate conversations around what diversity and inclusion mean relative to the repertory and artistic traditions with which our faculty and students engage as performers, scholars, and creative artists,	Greater diversity of performance offerings by SMTD students in music, theatre, and dance as well as greater breadth of scholarly and creative engagement with artistic traditions from around the world.	Compile data offering some sense of the diversity of student/ensemble performances and main stage productions at SMTD over the past three years, using such measures as the presence of works by persons of color, women, or of offerings from outside the Western (European-based) canon.	Chief Diversity and Inclusion Officer, Assoc. Dean for Productions, Programs and Partnerships, Conductors, Directors, Choreographers.	N/A



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	with the hope that such conversations lead to a greater diversity of repertory performed and studied by faculty and students.				
Faculty/Student	Stimulate conversations around what diversity and inclusion mean relative to the repertory and artistic traditions with which our faculty and students engage as performers, scholars, and creative artists, with the hope that such conversations lead to a greater diversity of repertory performed and studied by faculty and students.	Greater diversity of performance offerings by SMTD students in music, theatre, and dance as well as greater breadth of scholarly and creative engagement with artistic traditions from around the world.	Fund, coordinate, and support students, faculty, and staff engaging as performers, scholars and creative artists in SMTD and campus wide performances and events that demonstrate the value of diversity and inclusion in repertory and artistic traditions.	Dean, Chief Diversity and Inclusion Officer.	N/A
Faculty	Bring about greater awareness of issues of diversity, equity, and inclusion as they relate to research/creative activity, teaching, and service.	Periodic climate surveys, student course evaluations, assessment of the annual Faculty Activity Report.	Include a question on the annual Faculty Activity Report (FAR) asking about efforts undertaken in the realm of DEI as they relate to research, teaching, or service; require that faculty, hired after FY 2016, being evaluated for tenure and/or promotion provide a DEI statement explaining how s/he has pursued such areas in relation to research, teaching, and/or service	Dean, Chief Diversity and Inclusion Officer	N/A



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VI. C. Promoting an Equitable and Inclusive Community

Key Constituency	Strategic Objective	Measures Of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)
Faculty/Students/ Staff	Create a more inclusive environment overall.	Periodic climate surveys.	Use the results of the Winter 2016 ADVANCE survey to suggest potential revisions to the five-year strategic plan.	Dean, CDIO, All DEI subcommittees	N/A
Faculty/Graduate students	Create a more inclusive and open classroom/studio/office environment.	Student course evaluations, periodic climate surveys.	Working with CRLT, establish a series of workshops around the creation of an inclusive classroom and pertaining to other pertinent DEI issues, including diversity training for faculty, staff, and students; look into establishing Professional Developments Days at SMTD to facilitate training and ensure broad attendance.	CDIO, Associate Dean of Graduate Studies and Research, Chief Administrative Officer, Associate Dean of Academic and Student Affairs.	N/A
Faculty	Create a more inclusive and open classroom/studio/office environment.	Student course evaluations, periodic climate surveys.	Research, compile and make more accessible multiple funding resources and consultative support to faculty, in order to better prepare faculty to share the responsibility of promoting diversity, equity, and inclusion within the classroom and among colleagues.	Dean, Chief Diversity and Inclusion Officer.	N/A
Students	Increase student awareness of SMTD and university resources related to academic assistance, mental health and well-being, and conflict resolution.	Periodic climate surveys, focus groups, student retention rates.	Devise ways to more effectively inform students of the many resources on campus available to them and also to make students more aware of SMTD's new Director of Inclusion as both a resource and a referral source; also explore the idea of a dedicated staff person to assist with the unique needs of international students.	Associate Dean of Academic and Student Affairs, Chief Diversity and Inclusion Officer Staff DEI Working Group	N/A
Faculty/Students/ Staff	Increase student awareness of	Periodic climate surveys,	Recognize and support the importance of maintaining mental	Associate Dean of Academic	N/A



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	SMTD and university resources related to academic assistance, mental health and well-being, and conflict resolution.	focus groups, student retention rates.	health through mental & physical stress reducing programming and mental health awareness & management workshops for students, faculty, and staff.	and Student Affairs, Chief Diversity and Inclusion Officer, Chief Administrative Officer.	
Faculty/Students/Staff	Improve awareness among faculty, students and staff of issues related to persons with disabilities.	Periodic climate surveys, focus groups, number of complaints from students.	Provide training to faculty around issues related to (accommodating) students with disabilities.	Chief Diversity and Inclusion Officer.	N/A
Faculty/Students/Staff	Improve awareness among faculty, students and staff of issues related to persons with disabilities.	Periodic climate surveys, focus groups, number of complaints from students.	Regularly inform and incorporate input of students, faculty, and staff regarding policies or physical changes to the School that may affect the equity and inclusiveness of experiences at SMTD.	Chief Administrative Officer.	N/A
Staff	Do a better job of publicly acknowledging the contributions of the staff to the excellence of SMTD.	Periodic climate surveys, focus groups with staff members.	Establish staff recognition awards to be given out annually; begin including at least one staff profile each year in SMTD's alumni publication.	Chief Administrative Officer, Director of Communications.	N/A
Staff	Do a better job of helping new staff members acclimate to SMTD.	Periodic climate surveys, focus groups with staff members.	Establish a working group to devise an SMTD orientation for new staff members and to explore the idea of establishing senior staff mentors for the first three months of employment.	Chief Administrative Officer, Chief Diversity and Inclusion Officer, Staff DEI Working Group.	N/A
Staff	Improve access to resources for staff concerning conflict resolution and equity issues.	Periodic climate surveys, focus groups with staff members.	Explore better ways of communicating with staff about existing university and school resources and consider the establishment of a formal grievance process internal to SMTD and that might include the creation of a staff ombudsperson.	Chief Administrative Officer, Chief Diversity and Inclusion Officer.	N/A



VI. D. Service

Key Constituency	Strategic Objective	Measures Of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)
Students	Increase the number of performances given by SMTD students (and faculty) in underserved communities.	Number of performances given by small and large SMTD ensembles and by individual students and student groups in venues outside of traditional concert halls.	Form a working group to explore the current number of such performances and explore the possibility of establishing a community performance requirement for students who play in chamber ensembles for credit; facilitate and support opportunities for students and student groups not part of existing ensembles to perform within the community.	Faculty DEI Working Group; Chair of Dept. of Chamber Music, Associate Dean of Production, Programs, and Outreach, YAP, Chief Diversity and Inclusion Officer	Funding to support independent student and student group performances.
Students	Ensure that SMTD is serving the needs of students across the university in ways that are broadly inclusive.	Number of non-STMD students enrolled in SMTD courses as well as taking lessons and playing in ensembles for credit.	Establish a working group to assess the manner in which students across campus come to know of and audition for various non-major ensembles at SMTD, ensuring that awareness and access to such opportunities is equitable across campus	Faculty DEI Working Group, Assoc. Dean Productions, Programs and Partnerships	N/A
Students	Enhance the School's Michigan Artist Citizen (MAC) Program.	Number of students involved in MAC.	Find ways to offer better and more effective support to SMTD students participating in the Michigan Artist Citizen Program as it expands its scope and seeks to engage with a broader swath of the Southeastern Michigan region.	Assoc. Dean Productions, Programs and Partnerships	N/A



VII. Plans for Supporting, Tracking and Updating the Strategic Plan

The School of Music, Theatre & Dance Chief Diversity and Equity Officer (Freya Harris) is the key contact for the stewardship of the Diversity, Equity, and Inclusion Strategic Plan during FY18. She will be assisted by several faculty members, staff members, and students who will form Diversity, Equity, and Inclusion Working Groups charged with overseeing and implementing various aspects of the plan.

These groups will conduct a review of the plan in Fall 2017 to gather feedback and additional ideas to be implemented throughout the year. A midyear status report will be presented to the Senior Administrator’s Meeting (SAM) group, and a final progress report on Year 2 objectives will be presented to this same group at the conclusion of the winter term. The DEI Working Groups will also arrive at a set of Year 3 recommendations by the end of Winter 2018.



VIII. Appendix A—Gender and Race/Ethnicity Trends at SMTD

APPENDIX A.1—Gender and Race/Ethnicity Trends for Staff at SMTD

Staff Gender Trends-2012 vs 2016 (percentages and actual count)

	2012	2016	Net Change
Female	63.0% (58)	64.0% (64)	+1.0% (+6)
Male	37.0% (34)	36.0% (36)	-1.0% (+2)

*Data acquired from the University of Michigan Human Capital Reporting Tool

Staff Race/Ethnicity Trends-2012 vs 2016 (percentages and actual count)

	2012	2016	Net Change
White/Unknown	81.5% (75)	83% (83)	+1.5% (+8)
African American	4.3% (4)	5.0% (5)	+0.7% (+1)
Latino	9.8% (9)	6.0% (6)	-3.8% (-3)
Asian	2.2% (2)	3.0% (3)	+0.8% (+1)
Native American	1.1% (1)	1.0% (1)	-0.1% (0)
2 or More	0.0% (0)	2.0% (2)	+2.0% (+2)
Non-resident Alien	1.1% (1)	0.0% (0)	N/C (--)

*Data acquired from the University of Michigan Human Capital Reporting Tool



APPENDIX A.2—Gender and Race/Ethnicity Trends for Faculty at SMTD

Faculty Gender Trends-2012 vs 2016 (percentages and actual count)

	2012	2016	Net Change
Female	37.2% (71)	41.2% (84)	+ 4.0% (+13)
Male	62.8% (120)	58.8% (120)	-4.0% (0)

*Data acquired from the University of Michigan Human Capital Reporting Tool

Faculty Race/Ethnicity Trends-2012 vs 2016 (percentages and actual count)

	2012	2016	Net Change
White/Unknown	77.5% (148)	76.5% (156)	-1.0% (+8)
African American	9.9% (19)	8.3% (17)	-1.6% (-2)
Latino	4.2% (8)	4.4% (9)	+0.2% (+1)
Asian	4.2% (8)	6.3% (13)	+2.1% (+5)
Native American	0.5% (1)	0.5% (1)	0% (0)
Native Hawaiian	0.5% (1)	0.5% (1)	0% (0)
2 or More	1.6% (3)	2.0% (4)	+ .4% (1)
Non-resident Alien	1.6% (3)	1.5% (3)	-0.1% (0)

*Data acquired from the University of Michigan Human Capital Reporting Tool



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APPENDIX A.3—Gender and Race/Ethnicity Trends for Students at SMTD

Student Gender Trends-2010 vs 2016 (percentages and actual count)

	2010	2016	Net Change
Female	46.7% (490)	52.0% (580)	+5.6% (+90)
Male	53.3% (559)	48.0% (536)	-5.3% (-23)

*Data acquired from the University of Michigan Office of the Registrar

Student Race/Ethnicity Trends-2010 vs 2016 (percentages and actual count)

	2010	2016	Net Change
White	69.9% (733)	60.2% (672)	-9.7% (-61)
African American	5.0% (52)	7.3% (82)	+2.3% (+30)
Latino	4.2% (44)	4.9% (55)	+0.7% (+11)
Asian	6.1% (64)	7.3% (82)	+1.2% (+18)
Native American	0.0% (0)	0.0% (0)	N/C (--)
Hawaiian	0.0% (0)	0.0% (1)	N/C (1)
2 or More	2.9% (30)	6.0% (67)	+3.1% (+37)
Unknown	5.5% (58)	6.4% (71)	+0.9% (+13)
Non-Resident Alien	6.5% (68)	7.7% (86)	+1.2% (+18)

*Data acquired from the University of Michigan Office of the Registrar