



Diversity, Equity and Inclusion Strategic Plan Five-Year Strategic Objectives, Measures and FY19 Actions

I. Diversity Equity and Inclusion Strategic Plan: Overview

Our Mission

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.

Our Vision

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. In addition, the School of Music, Theatre & Dance also proposes strategies 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, creative artists, and leaders in the field.

Our Goals

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.



II. Implementation Process and Highlights

Implementation Leads:

Freyja Harris, Chief Diversity & Inclusion Officer
Rikki Morrow-Spitzer, DEI Coordinator

Implementation Team

Focus groups 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 Two Implementation Highlights

The second year of implementation was fueled by the energy of SMTD students, faculty and staff seeking more opportunities to learn and grow together through projects, conversations and engaging experiences. Students took the initiative to consistently convene their peers to address issues that were affecting their lives in and out of the classroom. There was also a common ambition of students, faculty, and staff to use performing arts as a vehicle for expression and change related to DEI for the SMTD constituency and broader community. As a result, the performances, repertoire, and outreach included a diverse set of perspectives, history, and forms of representation. In the case of staff, they were offered opportunity and took ownership of actions that can potentially improve the quality of their work experiences.

Through the combined efforts of the SMTD Office of DEI and Senior Administration we experienced another robust year of facilitation, consultation and implementation of action items. Many of the activities that were initiated in Year 1 were continued into Year 2, along with some new highlights:

Recruitment, Retention, and Development

- A new student organization, Project SOAR (Project for Student Outreach through Arts and Recruitment), was launched by a set of SMTD student from theatre, music, and dance with the support of the SMTD Office of Admissions, Office of DEI, and Office of Productions, Programs, & Partnerships. This group is purposely interdisciplinary with the intent of connecting and building relationships with the younger artist in the community and fostering arts education in the next generation of leaders.
- 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



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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.

Education and Scholarship

- Faculty continued to utilize the DEI questions within the annual Faculty Activity Report (FAR) to further reflect and expand upon their research, teaching, or service. A total of 36 faculty members (31 faculty members in Year 1) shared specific activities with the Chief Diversity and Inclusion Officer to for the progress report.
- Faculty continued to seek and be 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

- First SMTD Staff Professional Development Day held in November 2017 through the combined coordination of SMTD Office of DEI and Wellness Coordinator.
- Staff reestablished holiday potluck and SMTD Office of DEI incorporated award recognition for individuals who served 30 years or more for SMTD. Ten staff members were recognized.
- The pilot launch of SMTD DEI Ambassadors Program to empower a diverse group of current SMTD students to strengthen our community by engaging with and learning from leaders in society and each other. The student ambassadors were not only diverse in their ages, majors, gender, race, but also in religious affiliation, political views, genders and sexual identity, and experience in diversity, equity and inclusion work.
- SMTD website was fully updated and the DEI specific pages were reorganized to allow for greater ease in seeking support and becoming involved.
- DEI training and dialogue workshops were made available for staff, faculty, students, and departments.
- SMTD Wellness Coordinator continued to arrange a variety of drop-in workshops and semester courses to help students, faculty, and staff manage mental and physical stress.

Service

- SMTD was featured as the finale event for the Center for Educational Outreach Faculty Forum, which allowed for faculty, staff and students to share with the broader University community the wide scope of outreach and engagement efforts that have occurred over the years and the new initiatives taking shape through our students.
- SMTD Office of DEI and Youth & Adult Programs implemented the full launch of the PEERs (Performance Engagement Educational Residencies) program that provides students with financial support to engage with underserved communities in Southeast Michigan, and beyond, through performance and education. There were a total of 16



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student-initiated projects funded in 2017-2018, which included the participation of 88 SMTD students and a combined total of 17 faculty and staff.

- Financial and/or administrative assistance was provided for outreach efforts of volunteer student-led or involved organizations, such as Music Matters, MPOW, Seven Mile Music, and Our Own Thing, Project SOAR, Crescendo Detroit, and Michigan Artist Citizens.

III. Data and Analysis: Key Findings

Summary of Data

Originally in 2015, the process of gathering data used to inform the School's strategic plan was led by the Director of Inclusion, who also utilized long-term data that was collected by the Office of Admissions and Enrollment Management, led by Assistant Dean Laura Hoffman. In addition, the University Office of the Registrar provided valuable data related to enrollment, retention, and rate of graduation for students at the School of Music, Theatre & Dance. The planning team also utilized the University of Michigan data warehouse to collect information about students by major, which in turn was converted to provide demographic information on a departmental level. With respect to graduate students, in particular, the School also benefited from data provided by the Rackham Graduate School. For faculty and staff demographics, the School utilized the university's Human Capital Reporting tool, which provided trend data by position classification between the years 2011 and 2015.

Moving forward, the University Office of Diversity, Equity & Inclusion will annually provide to units the DEI Metrics report for tracking at the unit level (See Section V for a list of metrics). The metric details will be made available by SMTD separate from this plan for ease of updating.

Based on the original data sources, the following analysis was provided of our constituency in 2015:

Students

Since 2010, 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 2015 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.

Faculty

Information gathered from the human resource reporting tool indicates a slight improvement in



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the ratio of male to female faculty, though the faculty remains disproportionately male. Indeed, the roughly 60% of faculty who are male is inversely proportionate to the roughly 40% of staff members who are female. Likewise, the last five years have seen an increase in the percentage of every ethnic group represented in the faculty with the exception of White faculty. When taking gender and ethnicity into account, there has been an increase in each ethnic group of female faculty with the exception of White females, who have seen a 4.8% decrease. There has been a modest increase in the number of male faculty who identify as Black, Latino, or as belonging to two or more ethnic groups, while there was a slight decrease in the percentage of Asian and White men.

Staff

As noted above, the staff revealed a nearly inverse proportion of female to male employees (roughly 6:4) as compared to the faculty. This imbalance follows a steady, though ultimately slight, increase in the percentage of male staff since 2011. With less than 100 staff members, each individual person lost or gained per category equals more than a 1% net change. When considering race and gender, there were decreases over the last five-year period in the number of Asian, White, and unknown ethnicity among female staff members and increases in the number of female staff members who reported belonging to two or more ethnic groups. The number of male staff employees during the same period has increased across all ethnic groups, notwithstanding Asians and Native Americans, of which there are none.

Key Findings, Themes, and Recommendations

Over the two years of implementation, the key findings and recommendations of the original strategic plan remain relevant and we continue to progress towards changes that benefit our community. Additionally, we are continual reflecting on new ways to reach our ultimate goals in response to the key themes of our strategic plan.

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. Therefore, we are further committed to fostering 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 Graduate 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 establishes an inclusive teaching series in partnership with the university’s Center for Research on Learning and Teaching (CRLT).

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.

Another significant issue that merits continued attention is 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. Generally, we recognize 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: 1.) Recruitment, Retention, and Development, 2.) Education & Scholarship, 3.) Promoting an Equitable and Inclusive Community, and 4.) Service. 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.

FY19 Actions:

1. Begin to establish strong partnerships with several strategically chosen high schools and collegiate institutions with the aim of encouraging all interested students at those schools, including students from underrepresented minority groups, students from lower socioeconomic strata as well as students who are first-generation college students/graduates to apply to SMTD.
 - a. 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.
 - b. 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



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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.

2. Explore the creation of a new staff position to facilitate the research and preparation around targeted and expanded recruitment efforts.
 - a. The key to successfully implementing such a recruitment program is to begin by laying the groundwork of research into which schools, institutions, and organizations SMTD has not already had contact and who might help increase our reach to underrepresented populations. One option is the use of an SMTD Dean's Liaison position, which is a position held by an SMTD student who is committed to supporting an office of SMTD administration over the course of an academic year. The Office of DEI Dean's Liaison would be a resource for both the SMTD Office of Admissions and DEI team whose primary objective will be that of researching and making the first contact with targeted institutions. Once this preliminary research and outreach is complete, the SMTD Office of Admissions and DEI team will meet with the liaison to talk about findings, outcomes, and determine next steps in how to build these relationships.
3. Use existing resources to arrange recruitment visit(s) on the part of current faculty members and students to a potential partner institution.
4. Develop admissions procedures that are more inclusive of and attractive to URMs, including collecting feedback from potential applicants and using such information to provide training to faculty and staff to promote assessment of all candidates more equitably and holistically.
5. Partner with other University recruitment programs, such as Wolverine Pathways, and develop internal processes to broaden potential SMTD candidates' access to scholarships and mentoring in preparation for pursuing college.
 - a. One method is to offer audition stipend to SMTD candidates to travel for an in-person audition if meet all criteria for admission and eligible for application fee waiver based on financial hardship

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.

FY19 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.,



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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 for 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 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.

FY19 Actions:

1. Build on current efforts to fund YAP 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, the 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.

FY19 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.

FY19 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



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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.

FY19 Actions:

1. Devise a plan of how to more effectively use data on the demographics of applicants who apply to faculty positions at SMTD in order 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.

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

FY19 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.

FY19 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



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

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

1. **FY19 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.

FY19 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.

FY19 Actions:

1. Continue the established “Music Theory Boot Camp” (i.e., a new, fall-term section) for all incoming freshmen who perform poorly on the diagnostic Theory Proficiency Exam



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- 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.

FY19 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. Working with CRLT, establish a voluntary GSI Inclusive Teaching workgroup to share their experiences and determine where there is a need for more advanced focus on specific inclusive teaching topics throughout the year.
3. 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.

FY19 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.



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- 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

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.

FY19 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.

STUDENTS / FACULTY / STAFF

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

Measures of Success: Periodic climate surveys.

FY19 Actions:

1. Use the results of the student, faculty, and staff climate survey offered by the U-M Office of Diversity, Equity, & Inclusion to suggest potential revisions to the five-year strategic plan.
 - a. Town halls and focus groups will be convened to share and learn from the results and will be conducted every five years by the University.

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.

FY19 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. Develop a set of templates and resources, with the advisement of CRLT, (teaching evaluation, syllabus content, classroom interaction, etc.) specifically designed for the teaching methods and classroom setting of SMTD.
 - a. These resources will be updated as needed and provided to faculty and GSIs each year.



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3. Establish a voluntary Faculty Peer Support Network for Inclusive Teaching, modeled on the concept of a teaching circle. Faculty participants will engage in classroom teaching observation, syllabus review, video review, reflective practice, reading inclusive teaching literature, etc.
 - a. All participants will meet as a group at least once per semester, with a possible optional workshop organized in conjunction with the CRLT and the Chief Diversity and Inclusion Officer.
4. Establishment of an Inclusion Series aimed more broadly at faculty, staff, and students.
 - a. Schedule a series of workshops that explore more general 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.
5. 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 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 FY19, during which time the school is likely to organize an event that can serve as a test case.
6. 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 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.



FY19 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.

FY19 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

FY19 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 or other publication and/or social media and website.



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.

FY19 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

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.

FY19 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.



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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.

FY19 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. 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

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.

FY19 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 are 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.

FY19 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

These are the metrics provided to units in the first release of the DEI Metrics report for tracking at the unit level. Data on demographic composition and climate survey indicators are provided for all units in the annual DEI Metrics reports that are provided to unit leadership and their designees. In addition, academic units receive graduation and enrollment data for students and tenure status data for faculty. Initial climate survey data were collected campuswide during Years 1 and 2, and will be included in the first release of the DEI Metrics report; these data will once again be collected in Year 5.

SMTD will make the metrics available for our unit in a separate document when released annually by the University. The categories of metrics are organized by constituency and are as follows:

Undergraduate Students

Demographic Composition:

- Headcount
- Race/ethnicity
- Sex

Graduation Rates:

- 4-Year
- 6-Year

Enrollment:

- Entry status (new, continuing)
- Student class level (freshman, sophomore, junior, senior)

Climate Survey Indicators:

- Satisfaction with overall UM climate/environment
- Semantic aspects of the general climate of UM campus overall
- Semantic aspects of the DEI climate at UM campus overall
- Feeling valued at UM campus overall
- Feeling of belongingness at UM campus overall
- Assessment of UM institutional commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success at UM campus overall
- Feeling able to perform up to full potential at UM campus overall
- Feelings of academic growth at UM campus overall
- Feelings of discrimination at UM campus overall

Graduate Students

Demographic Composition:

- Headcount
- Race/ethnicity
- Sex



Enrollment:

- Student class level (Graduate-Masters/Doctoral/Professional)
- Climate Survey Indicators:
- Satisfaction with climate/environment in department of SMTD
- Assessment of semantic aspects of the general climate in department of SMTD
- Assessment of semantic aspects of the DEI climate in department of SMTD
- Feeling valued in department of SMTD
- Feeling of belongingness in department of SMTD
- Assessment of department in School/College commitment to diversity, equity, and inclusion Perceptions of equal opportunity for success in department of SMTD
- Feeling able to perform up to full potential in department of SMTD
- Feelings of academic growth in department of SMTD
- Feelings of discrimination in department of SMTD

Staff

Demographic Composition:

- Headcount
- Race/ethnicity
- Sex
- Age (Generation cohort)

Climate Survey Indicators:

- Satisfaction with unit climate/environment in work unit
- Assessment of semantic aspects of the general climate in work unit
- Assessment of semantic aspects of the DEI climate in work unit
- Feeling valued in work unit
- Feeling of belongingness in work unit
- Assessment of work unit commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success in work unit
- Feeling able to perform up to full potential in work unit
- Feelings of professional growth in work unit
- Feelings of discrimination in work unit

Faculty

Demographic Composition:

- Headcount
- Race/ethnicity
- Sex
- Tenure status

Climate Survey Indicators:

- Satisfaction with climate/environment in department of SMTD
- Assessment of semantic aspects of the general climate in department of SMTD



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- Assessment of semantic aspects of the DEI climate in department of SMTD
- Feeling valued in department of SMTD
- Feeling of belongingness in department of SMTD
- Assessment of department in SMTD commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success in department of SMTD
- Feeling able to perform up to full potential in department of SMTD
- Feelings of academic growth in department of SMTD
- Feelings of discrimination in department of 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 institutions.	Admissions Office, Faculty DEI Working Group, Chief Diversity and Inclusion Officer (CDIO)	
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.	Explore creation of a new staff position to facilitate the research and preparation around targeted and expanded recruitment efforts.	Admissions Office, Faculty DEI Working Group, Chief Diversity and Inclusion Officer (CDIO)	Funding for the Dean's Liaison from unit budget.
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.	Develop admissions procedures that are more inclusive, including collect feedback from potential applicants, offering provide training to faculty and staff to promote assessment of all candidates more equitably and holistically	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	Partner with other University recruitment programs, such as Wolverine Pathways, and	Chief Diversity and Inclusion Officer (CDIO),	N/A



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		students to undergraduate and graduate programs at SMTD.	develop internal resources to broaden potential SMTD candidates' access to scholarships and mentoring in preparation for pursuing college.	Admissions Office, Assoc. Dean for Productions, Programs, 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.	Associate Dean of Academic and Student Affairs, Office of Admissions, and 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	Number of students who apply to and/or	Build on current efforts to fund YAP staff, faculty, and	Assoc. Dean for Productions,	N/A



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	Community Programs as a means of recruiting a more diverse undergraduate cohort.	matriculate at SMTD after having participated in a Youth-and-Adult-sponsored program.	program development to recruit more students from underrepresented populations.	Programs, and Partnerships, Admissions 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, 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.	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.	Associate Dean of Graduate Studies & Research, Chief Diversity and Inclusion Officer	N/A



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Students	Enhance access to peer tutoring for students, particularly undergraduates.	Student retention and graduation rates.	Undertake a complete and detailed assessment of all existing tutoring structures offered at the School and determine where opportunities exist for enhancement.	Associate Dean of Academic and Student Affairs, Faculty DEI Working Group.	N/A
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.	Devise a plan of how to more effectively use data on the demographics of applicants who apply to faculty positions at SMTD in order to gauge the success of proposed efforts to diversify faculty applicant pools.	Chief Administrative Officer, and CDIO	N/A
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 a process for all search committee members to attend STRIDE training before serving on a search committee (or have taken training within last three years)	Dean, Chief Administrative Officer, 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 and require the language of all job postings to be approved by Chief Diversity and Inclusion Officer to ensure inclusivity.	Chief Administrative Officer HR Director.	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.	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 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	Dean, Associate Dean of Academic and Student Affairs, 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.	Continue 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.	Create a faculty/student subcommittee to explore the idea of requiring all incoming GSIs to attend the CRLT GSI orientation and ongoing inclusive teaching workshops.	Chief Diversity and Inclusion Officer, Associate Dean of Graduate Studies & Research, Faculty and Graduate Student DEI Working Group.	N/A
Graduate Students	Enhance teacher training for GSIs.	Periodic climate surveys focus groups.	Establish a voluntary GSI Inclusive Teaching workgroup to convene later in the semester to share their experiences and determine where there is a need for more advanced focus on specific inclusive teaching topics throughout the year.	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	Greater diversity of performance offerings by SMTD students	Compile data offering some sense of the diversity of student/ensemble performances and main	Dean, Assoc. Dean for Productions, Programs,	N/A



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	relative to the repertoire 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 repertoire performed and studied by faculty and students.	in music, theatre, and dance as well as the greater breadth of scholarly and creative engagement with artistic traditions from around the world.	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.	and Partnerships, Conductors, Directors, Choreographers.	
Faculty/Student	Stimulate conversations around what diversity and inclusion mean relative to the repertoire 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 repertoire 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 repertoire and artistic traditions.	Dean, Associate Dean of Students and Academic Affairs, Chief Diversity and Inclusion Officer.	N/A
Faculty	Bring about greater awareness of issues of diversity, equity, and inclusion as they relate to	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	Dean, Executive Committee, Chief Diversity and Inclusion Officer	N/A



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	research/creative activity, teaching, and service.		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		
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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 student, faculty, and staff climate survey offered by the U-M Office of Diversity, Equity, & Inclusion to suggest potential revisions to the five-year strategic plan.	Dean, CDIO, All DEI subcommittees	N/A
Students/Faculty/Staff	Create a more inclusive and open classroom/studio/office environment.	Student course evaluations, periodic climate surveys.	Working with CRLT, establish a series of workshops and templates around the creation of an inclusive classroom and pertaining to other pertinent DEI issues for students, faculty, and staff.	CDIO, Associate Dean of Graduate Studies and Research, Chief Administrative Officer, Associate Dean of Academic and Student Affairs.	N/A
Students/Faculty/Staff	Create a more inclusive and open classroom/studio/office environment.	Student course evaluations, periodic climate surveys.	Develop a set of templates and resources, with the advisement of CRLT, (teaching evaluation, syllabus content, classroom interaction, etc.) specifically designed for the teaching methods and classroom setting of SMTD.	CDIO, Associate Dean of Graduate Studies and Research, Chief Administrative Officer, Associate Dean of Academic and Student Affairs.	N/A
Students/Faculty/Staff	Create a more inclusive and open classroom/studio/office environment.	Student course evaluations, periodic climate surveys.	Establish a voluntary Faculty Peer Support Network for Inclusive Teaching, modeled on the concept of a teaching circle. Faculty participants will engage	CDIO, Associate Dean of Graduate Studies and Research, Chief	N/A



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			in classroom teaching observation, syllabus review, video review, reflective practice, reading inclusive teaching literature, etc.	Administrative Officer, Associate Dean of Academic and Student Affairs.	
Students/Faculty/Staff	Create a more inclusive and open classroom/studio/office environment.	Student course evaluations, periodic climate surveys.	Establish an Inclusion Series aimed more broadly at faculty, staff, and students.	CDIO, Associate Dean of Graduate Studies and Research, Chief Administrative Officer, Associate Dean of Academic and Student Affairs.	N/A
Students/Faculty/Staff	Create a more inclusive and open classroom/studio/office environment.	Student course evaluations, periodic climate surveys.	Establish 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	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	Associate Dean of Academic and Student Affairs, Chief Diversity, and Inclusion Officer	N/A



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	and well-being, and conflict resolution.		resource and a referral source.	Staff DEI Working Group	
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.	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 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.	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.	Associate Dean of Academic and Student Affairs, Wellness Coordinator, Chief Diversity and Inclusion Officer, Chief Administrative 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.	Provide training to faculty around issues related to (accommodating) students with disabilities.	Associate Dean of Student and Academic Affairs, 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 the 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.	Chief Administrative Officer, Director of Communications, Chief Diversity &	N/A



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				Inclusion Officer	
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.	Begin including at least one staff profile each year in SMTD's alumni publication and/or social media and website.	Chief Administrative Officer, Director of Communications, Chief Diversity & Inclusion Officer	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.	Chief Administrative Officer, Chief Diversity and Inclusion Officer, Staff DEI Working Group.	N/A
Staff	Do a better job of helping new staff members acclimate to SMTD.	Periodic climate surveys focus groups with staff members.	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	Chief Administrative Officer, Chief Diversity, and Inclusion Officer.	N/A
Staff	Improve access to resources for staff concerning conflict resolution and equity issues.	Periodic climate surveys focus groups with staff members.	Explore the idea of establishing 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



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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.	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	Faculty DEI Working Group, Associate Dean of Production, Programs, and Outreach, YAP Office, Chief Diversity and Inclusion Officer	Funding to support independent student and student group performances.
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.	Facilitate and support opportunities for students and student groups not part of existing ensembles to perform within the community	Faculty DEI Working Group, Associate Dean of Production, Programs, and Outreach, YAP Office, 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-SMTD 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 (CDIO) is the key contact for the stewardship of the Diversity, Equity, and Inclusion Strategic Plan during FY19. The CDIO will be assisted by faculty members, staff members, and students who will form various 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 each fall term to gather feedback and additional ideas to be implemented throughout the year. A mid-year status report will be presented to the Senior Administrator’s Meeting (SAM) group, and a final progress report on yearly objectives will be presented to this same group at the conclusion of the winter term to arrive at a set of recommendations for the next academic year.