



## Diversity, Equity and Inclusion Strategic Plan Five-Year Strategic Objectives, Measures and FY20 Actions

### I. Diversity Equity and Inclusion Strategic Plan: Overview

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#### **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.*



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***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

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#### **Implementation Leads**

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

#### **Implementation Team**

- David Gier, Dean
- Mark Clague, Associate Dean of Academic and Student Affairs
- Jason Corey, Associate Dean for Graduate Studies and Research
- Terri Glazier, Assistant to the Dean and 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
- Deedee Ulintz, Director of Student Affairs and Program Evaluation

#### **DEI Focused Working Groups**

- DEI Student Ambassadors – Undergraduate and Graduate Students
- Staff Representative Group
- Faculty & Staff Allies Network

#### **Year Three Implementation Highlights & Planning Process**

The third year of implementation was heavily guided by the concerns and needs of students to ensure their experience in and out of the classroom was safe, equitable and inclusive. There were multiple efforts made by students, faculty & staff to bring attention to issues of sexual misconduct and develop ways to discuss and prevent unlawful bias incidents of all types. Below are some of the highlights of the initiatives and groups brought together with the shared aim of confronting sexual misconduct and gender-based harassment:

- Sexual Misconduct Prevention Forum (students) – Offered explanation of the reporting and investigative processes, as well as resources for counseling and more. The panelists included representatives from the Division of Public Safety and Security, Associate Dean of Students, Counseling and Psychological Services, Sexual Assault Prevention and Awareness Center and the Office for Institutional Equity
- Sexual Violence Prevention Training (faculty & staff) – Presentation by U-M Division of Public Safety & Security and Office of Institutional Equity



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- Children on Campus training (faculty and staff) – Presentation by U-M Risk Management Services
- Sexual & Gender-Based Misconduct Awareness and Prevention in Performing Arts Event – Panel & Performance (Available to the public)

In addition to these activities, conversations were encouraged among students to bring awareness to and appreciation of the diversity of religion, politics, race/ethnicity, ability, sexuality, and gender. Several SMTD DEI Student Ambassadors took the initiative to develop workshops, proposals, dialogue sessions, performances, and more to get their peers talking and listening to one another. Overall, the SMTD community experienced a robust year of facilitation, consultation and implementation. The following are a few highlights from Year 3:

### Recruitment, Retention, and Development

- The SMTD Office of Admissions reported on the development of strategic recruitment with 17 schools during the 2018-2018 year.
- There were 22 Diversity and Inclusion Grants (DIGs) awarded throughout the year to SMTD 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.
- The EXCEL department continued to provide guidance and funded an array of projects that furthered diversity, equity and inclusion within a variety of performing art fields. In addition, SMTD's EXCEL department & Office of DEI partnered to host a Career Expo which focused on how to be a socially engaged artist. The day featured panels and guest artist discussions around community engagement and diversity, equity & inclusion in the performing arts field. Sixty students were in attendance.

### Education and Scholarship

- Faculty continued to utilize mini-grants and consultation to enhance curriculum and diversify productions to further reflect and expand upon their research, teaching, or service. Fourteen out of seventeen departments shared examples of DEI-related efforts.
- SMTD Office of DEI supported and coordinated several events for the School and collaborated 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

- Staff Representative Meeting (SRM) group focused this year on the implementation of a Peer-to-Peer recognition system. The group created five categories: 1.) Above and Beyond, 2.) Solved It, 3.) Excellence, 4.) Teamwork, and 5.) Leadership, to recognize each other's work within the SMTD community. Recognized staff were announced via email and encouraged individuals to learn more about one another's roles and responsibilities.



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- SMTD DEI Student Ambassadors Program fostered the ambitions of student leaders to individually commit time throughout the year with the Chief Diversity & Inclusion Officer to address specific issues including disability awareness and accommodation support, gender inclusivity of restrooms, DEI training for faculty and staff, immigration rights, sexual misconduct awareness and prevention, and diversity of learning and performance experiences.
- The Faculty & Staff Allies Network was formed by a collection of volunteer leaders dedicated to fostering a nurturing, respectful, and safe SMTD community, free from sexual misconduct, harassment, and gender bias. Within its first year, the group organized a symposium that included a panel and set of performances to bring awareness to sexual misconduct and gender-based harassment in the performing arts.
- The North Campus schools and colleges collaborated to host a set of events called ImpactXchange to encourage voting registration and uplift the non-partisan values we hold as a community.

### Service

- The office of Engagement & Outreach was created, bringing together Community Programs & Partnerships and Youth & Adult Programs to allow for the streamlining of logistics and communication with faculty, students, staff, and community members, including all matters relating to the Standard Practice Guide 601.34 for Children on Campus.
- SMTD Office of DEI continued the PEERs (Performance Engagement Educational Residencies) program that provides students with financial and mentorship support to engage with underserved communities in Michigan, and beyond, through performance and education. There were a total of 17 student-initiated projects funded in 2018-2019 year, which included the participation of 75 SMTD students and a combined total of 12 faculty and staff.
- Out of the Blue: A new outreach choir was formed this year by DEI Coordinator and SMTD alumna Rikki Morrow-Spitzer and DMA Choral Conducting candidate, Adrianna Tam titled *Out of the Blue (OOTB)*. The group was made up of twenty singers, representing seven departments and alumni. *OOTB* partnered with the Prison Creative Arts Project to bring interactive, educational choral concerts to prisons, juvenile detention centers and re-entry homes across Southeast, Michigan. The group performed at eight locations in its first year and will be offered as a class in FY20.

SMTD also seized the opportunity to more specifically address diversity, equity, and inclusion within the Michigan Marching Band (MMB). The MMB and Athletic Bands are performance opportunities open to all U-M students, including those on Dearborn and Flint campuses. The Michigan Marching Band is an organization within the School of Music, Theatre & Dance that is directed by faculty and graduate students. In 2016, the Michigan Marching Band instituted the Diversity & Inclusion Committee in concert with the DEI strategic plan implementation. The D&I Committee serves alongside the other MMB committees that function to address band specific needs, including show design, recruiting, and systems & operations. The intent of establishing the Diversity and Inclusion Committee was to provide an opportunity for MMB members to voice areas for improvement and develop strategies to promote diversity, equity & inclusion. However, during the first year of implementation, it was realized that the SMTD



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strategic plan did not specifically address the unique culture of the marching band. The majority of the band members are not SMTD students and therefore did not always understand the relationship of SMTD’s strategic plan to their experience with the band. The fact that MMB members represent multiple schools and majors, yet share a commitment to MMB was a two-fold opportunity to bring attention to the benefit of diverse perspectives united by a shared purpose for coming together as musicians, as well as a way to acknowledge how the marching band culture is on the brink of transformation.

Therefore, the MMB directors and students decided in the summer of 2018 to make their ambitions and efforts more public. The MMB website was updated to include a DEI webpage outlining the MMB’s commitment and intent to develop a set of objectives and actions. As a result, the SMTD strategic plan now includes the MMB specific goals that will serve to guide the marching band’s daily actions and long-term goals towards a more diverse, equitable, and inclusive band for all members. The hope is for this change to be evident within the rehearsal hall and on the fields

The following are highlights of the MMB’s DEI-related strategic actions that were implemented over the past three years:

### Recruitment, Retention, and Development

- Identifying information is concealed during auditions for initial application to the Michigan Marching Band.
- The High Impact training provided by the Dean of Students Office during “Welcome Week” has become more effective in preparing students to manage the expectations of marching band life.

### Education and Scholarship

- Increased the number of students included in band performances throughout the year.
- Section leaders are volunteering their time for free music lessons.

### Promoting Equitable and Inclusive Community

- Additional meals are being organized and offered to everyone during the practice weeks prior to school starting.
- Financial support is available for necessary band equipment.
- Terminology for designation purposes has become more inclusive and positive.
- Internal campaigns that inequitably penalize or incentivize based on access to financial resources are being eliminated.

### Service

- More male MMB members have joined Tau Beta Sigma (band sorority) in response to adjustments in the messaging to be more inclusive and due to the organizations strong focus on service to the community.

## 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.

**Key Findings, Themes, and Recommendations**

Over the three years of implementation, the key findings and recommendations of the original strategic plan remain relevant with supplemental finding from the University DEI Climate Survey Report. We continue to progress towards changes that benefit our community based on the information we gather from open discussion and surveys. In addition, we are continually 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



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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.

For students, faculty, and staff, the expectation for a more inclusive and equitable learning and working environment has taken center stage. In particular, staff are seeking and initiating actions that can lead to concrete improvement in how staff are supported and recognized. 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



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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**

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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.

**FY20 Actions:**

1. Continue to establish strategic partnerships with 5-10 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



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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 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. Use existing resources to arrange recruitment visit(s) on the part of current faculty members and students to a potential partner institution.
  3. Develop admissions procedures that are more inclusive of and attractive to URM students, 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.
    - a. One method is to offer an audition stipend to SMTD candidates to travel for an in-person audition if they meet all criteria for admission and are eligible for an application fee waiver based on financial hardship
  4. 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, including utilizing the programs of SMTD's Engagement and Outreach Office.

*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.

**FY20 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



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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 as they complete their degree.
  - a. 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 Engagement & Outreach (E&O) Office 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 an Engagement & Outreach -sponsored program.

**FY20 Actions:**

1. Build on current efforts to fund E&O staff, faculty, and program development to recruit more students from underrepresented populations.
  - a. Recognizing that Engagement & Outreach 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 Engagement & Outreach 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 E&O 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



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**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.

**FY20 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. 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.

**FY20 Actions:**

1. Explore ways to enhance and formalize peer tutoring structures, with one option being the utilization of graduate students to provide undergraduates with tutoring in academic areas.

*Primary DE&I Goal:* Inclusion

*Other applicable domain:* Promoting an Equitable and Inclusive Community

**Five-Year Strategic Objective 6:** Enhance the provision of academic accommodations and learning access to students with disabilities.

**Measure of Success:** Student retention and graduation rates of students with disabilities.



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FY20 Actions:

1. Coordinate efforts with the University’s IDEA Board, Council for Disabilities, and the Services for Students with Disability Office to improve equity of access to learning, student experiences, and physical environments at SMTD for students with disabilities.

### **MMB STUDENTS**

Five-Year Strategic Objective 1: Increase the number of students who apply and are accepted into the Michigan Marching Band from underrepresented minorities.

Measures of Success: Number of total students who apply and number of students who are accepted into MMB from underrepresented minorities to the Michigan Marching Band.

FY 20 Actions:

1. Partner with other University recruitment programs to bring greater awareness to a wider pool of U-M students about the benefits of joining the MMB.
  - a. Consider new and deliberate ways for current MMB members to take part in recruiting student from diverse communities.
2. Collect feedback from entering MMB members as to what attracted them to the program and what could have been promoted better to encourage participation.
  - a. Use data to improve marketing of MMB to a diverse pool of potential applicants.
3. Enhance marketing to better explain the resources available to support equal participation, including the availability of instruments and scholarships for necessary band supplies.

*Primary DE&I Goal:* Diversity

### **FACULTY**

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

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

FY20 Actions:

1. Continue the use of Interfolio to collect data on the demographics of applicants and devise a plan of how to more effectively use data of applicants who apply to faculty positions to gauge the success of proposed efforts to diversify the 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.

**FY20 Actions:**

1. Establish a process for at least the chair of each search committee to attend STRIDE training before serving on a search committee (or have taken training within the last three years).
2. Establish multiple levels of review 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.
3. Revise faculty job posting language to more strongly highlight our commitment to DE&I and request faculty applicants to share their commitment to nurturing a broad range of students of diverse identities and experiences to be demonstrated through pedagogy, service, and activities.
  - a. This should put the prospective faculty members on notice that they will be expected to demonstrate how they integrate DEI through their CV and supplemental materials, rather than asking for a separate statement or set of activities. However, additional questions can still be asked during the interview process to allow the faculty candidates to further elaborate on how they intend to uphold the values of U-M and integrate the promotion of diversity, equity, and inclusion into their teaching, research, or service.

*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.

**FY20 Actions:**

1. Revise the staff hiring process such that the Assistant Dean of Student Affairs and Diversity, Equity & Inclusion must approve the wording of all job postings to ensure equity and inclusiveness and involve the use of search committees to offer additional perspective on a candidate's qualification, in addition to the oversight of a hiring supervisor.
2. Require all who hire staff to complete the staff-related STRIDE training through ADVANCE or Unconscious Bias in Hiring training offered by SMTD Human Resources.
3. Revise staff job posting language and interview process to more strongly highlight our commitment to DEI, such as including our diversity statement in the job description and



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giving specific examples during the interview of how we seek to promote diversity, inclusion and equity at SMTD.

*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.

**FY20 Actions:**

1. Explore opportunities to better advertise, educate, and encourage SMTD staff to attend the large variety of workshops sponsored by central Human Resources and other sources related to the arts.
  - b. This will require exploring the allocation of time throughout the year for staff to pursue professional development independently and/or organize a Professional Development day(s) on-site. This grant of time will benefit staff because they will have a chance to get out of their current space and network with staff from other units.

*Primary DE&I Goal:* Equity and Inclusion

*Other applicable domain:* Promoting an Equitable and Inclusive Community

### **IV. B. Education and Scholarship**

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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.

**FY20 Actions:**

1. Establish a faculty subcommittee to assess the undergraduate core of academic classes as well as the repertoire performed by major SMTD ensembles to enhance the goals and objectives around DEI as it relates to curriculum.



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- a. This action will include exploring the creation of a requirement for all undergraduates to take a course that somehow foregrounds issues related to diversity, equity, and inclusion, perhaps in relation 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.

**FY20 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
  - 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.

**FY20 Actions:**

- 1. Working with CRLT, establish a voluntary GSI Inclusive Teaching workgroup of faculty and graduate students to share their experiences and develop an Inclusive Teaching Series that provides more advanced focus on specific inclusive teaching topics throughout the year.

*Primary DE&I Goal:* Inclusion

*Other applicable domain:* Promoting an Equitable and Inclusive Community

### **MMB STUDENTS**



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

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

**FY20 Actions:**

1. Incorporate additional topics into the High Impact Training that covers MMB culture-specific issues related to diversity, equity, and inclusion.
2. Provide the Diversity & Inclusion Committee members with special training to be prepared to help MMB members discuss and appreciate a broad spectrum of identities and experiences.
3. Request for one student from each of the MMB committees and the Greek band chapters to serve as a representative of the D&I Committee to support more transparency, collaborative solutions, and increase in participation.
4. Disseminate to the entire band a bi-annual update of the Diversity & Inclusion Committee meeting discussions and activities.

*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 the musicianship development of MMB members.

**Measures of Success:** Student retention rates.

**FY20 Actions:**

1. Explore ways to enhance and formalize a peer music instruction, with an eye especially toward utilizing band student leadership to provide entering members with mentorship and musicianship support as needed.
2. Provide further development of drills and optimal field conditions for the reserve band members to create equal opportunity for improvement.

*Primary DE&I Goal:* Equity and Inclusion

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

### **FACULTY / STUDENTS/STAFF**

**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



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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.

**FY20 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 including input of those individuals who have demonstrated a commitment to DEI, as well as those individuals who are routinely involved in choosing curriculum and repertoire 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.

**FY20 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 **they** have pursued such objectives in relation to research/creative activity, teaching, and/or service. The



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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.
3. Explore establishing a faculty advisory committee focused on bringing greater awareness of diversity, equity, & inclusion to enhance curriculum, research, teaching, and service.
- a. This committee will serve to advise senior administration and all faculty to benefit the overall academic experience of students.

*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**

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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.

#### **FY20 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.



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2. Establish an Inclusion, Diversity, Equity & Access (IDEA) Training Series aimed more broadly at faculty, staff, and students that is integrated into the student curriculum, onboarding process, and continuing education expectations
  - a. There will need to be exploration as to the best way to coordinate into existing processes and employee requirements to promote participation and connect the relevance of the training to specific roles and job responsibilities.
  - b. Examples of workshop topics might include sexual misconduct prevention, bystander intervention, disability awareness, stereotype threat, and raising awareness of LGBTQ issues.
  - c. In addition, more focus will be placed on proactive approaches to addressing challenging issues through a regular series of roundtable and Q&A sessions for students, with the guidance of Assistant Dean of Student Affairs and DEI, facilitators and/or guest presenters.

*Primary DE&I Goal:* Equity and Inclusion

**Five-Year Strategic Objective 2:** Improve transparency of processes and training on reporting procedures that are intended to promote safety, address discrimination, and support the overall well-being of students, faculty & staff.

**Measures of Success:** Periodic climate surveys.

**FY20 Actions:**

1. Increase awareness and assist community members in reporting incidents of sexual misconduct or gender-based harassment through University-wide resources and SMTD supports
  - a. This action includes the creation of an Assistant Dean of Student Affairs and Diversity, Equity & Inclusion position who will serve as an internal liaison to assist students in connecting with OIE and DPSS to address discrimination/harassment and sexual misconduct. The position will become effective July 1, 2019.
2. Pursue ways to include input from students, faculty, and staff as new policies and procedures are developed to improve physical safety and encourage inclusive and equitable behavior in order to prevent sexual misconduct and gender-based harassment.
3. Require all faculty and staff to complete the mandatory sexual misconduct training.
  - a. The online module is titled "Creating a Culture of Respect: Sexual Harassment and Misconduct Awareness."
4. Support the continued efforts of the newly established Faculty & Staff Allies Network (FASAN) to provide additional internal support and resources related to sexual misconduct and gender-based harassment prevention.
  - a. This group was formed during FY19 in response to our constituents seeking greater clarity on internal procedures and supports, as well as desiring a space to express concerns and recommend solutions proactively.



*Primary DE&I Goal:* Equity and Inclusion

**Five-Year Strategic Objective 3:** 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.

**FY20 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 Assistant Dean of Student Affairs and Diversity, Equity & Inclusion 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 4:** 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, faculty, and staff.

**FY20 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 students, faculty, and staff of policy and physical changes to the School that may affect the equity and inclusiveness of experiences at SMTD, and pursue ways to incorporate the input of students, faculty, and staff when considering future modifications.

*Primary DE&I Goal:* Inclusion

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



**MMB STUDENTS / FACULTY / STAFF**

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

**Measures of Success:** Periodic climate surveys.

**FY20 Actions:**

1. Use the results of the students, faculty, and staff monthly and annual surveys offered by the MMB to suggest potential revisions to the five-year strategic plan.
2. Further develop a standardized policy for behavior (e.g. band traditions), terminology, attire, and appearance when representing and participating in MMB activities.
  - a. Develop a way to make compliance positive and easy to remember, such as including specific examples of violations, potential responses, or a tag line.

**Primary DE&I Goal:** Equity and Inclusion

**FACULTY**

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

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

**FY20 Actions:**

- 1 Working with CRLT, establish an inclusive teaching series of workshops for faculty and GSIs.
  - a. The Assistant Dean of Student Affairs, Diversity, Equity & Inclusion 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 each 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.
3. Establish a voluntary Faculty Peer Support Network for Inclusive Teaching, modeled on the concept of a teaching circle.
  - a. Faculty participants will engage in classroom teaching observation, syllabus review, video review, reflective practice, reading inclusive teaching literature, etc.
  - b. 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 Assistant Dean Student Affairs and Diversity, Equity & Inclusion



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4. Research, compile, and make more accessible multiple funding resources and consultative support to faculty, in order to prepare more faculty to promote 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

### **MMB STUDENTS**

**Five-Year Strategic Objective 1:** Improve the spirit of equity and inclusion among all band members and within band sections.

**Measures of Success:** Periodic climate surveys.

**FY20 Actions:**

1. Designate members of the Diversity & Inclusion Committee to serve as contacts for MMB students to share ideas and concerns that are noted in mid-month evaluations and that can be considered by the committee.
2. Encourage casual social events for students to get to know each other better across and within sections.
  - a. Include activities such as pot-lucks, team-building games, and ice-breakers.

*Primary DE&I Goal:* Equity and Inclusion

*Other applicable domain:* Recruitment, Retention, and Development

### **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

**FY20 Actions:**

1. Establish staff recognition awards to be given out at least annually, while additionally recognizing at more frequent intervals the contributions of staff



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- a. One option is to give three, monetary 'outstanding staff awards' once a year: one to a team, one to a staff person of less than 7 years and one to a staff person of more than 7 years.
  - b. The awards will be by nomination and selection will be by committee. Staff supervisors, students, and faculty will serve on the committee to recognize staff. The intention is to develop more understanding and appreciation for staff members' roles at SMTD through the process of reading nomination material.
2. Begin the practice of including in the SMTD social media, website, or alumni publication, *Michigan Muse*, profiles of staff members that highlight the roles they perform at the School.
    - a. This action is devised based on the strong and personal relationships that staff make with students and faculty over the years. Often times, staff are a consistent and reliable resource and support to students, proving to be just as valuable of a relationship as those maintained with faculty. We anticipate alumni will appreciate seeing the familiar faces of long term staff and value SMTD's acknowledgement of staff commitment.

*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.

**FY20 Actions:**

1. Devise an orientation process for new staff members.
  - a. The orientation can be offered in-person initially, as well as available online
2. Explore the idea of assigning new staff members a senior staff mentor for at least the first three months of employment at SMTD.
  - a. Participation in the mentorship program would be offered as an option and can be extended beyond three-months based on interest.

*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.

**FY20 Actions:**

1. Establish methods of better communicating with staff regarding existing resources at both the school and university level.



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- a. Examples may include using staff meetings as a time to share information about resources and having SMTD Human Resources annually send out an updated list of resources to all staff.
- 2. Bring awareness to and encourage the utilization of the University’s new Staff Ombudsperson.

*Primary DE&I Goal:* Equity and Inclusion

*Other applicable domain:* Recruitment, Retention, and Development

### IV. D. Service

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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.

**FY20 Actions:**

- 1. Undertake research with the Engagement and Outreach Office 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/
  - a. Such programs will include the Michigan Artist Citizens (MAC) program and the Performance Engagement Educational Residences (PEERs) program.

*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.



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

**FY20 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 an Equitable and Inclusive Community

### **MMB STUDENTS**

**Five-Year Strategic Objective 1:** Increase the engagement experiences organized by MMB students with underserved communities to foster mutually beneficial relationships.

**Measures of Success:** Number of student-community engagement experiences organized by the band sorority and fraternity

**FY20 Actions:**

1. Undertake research to discern roughly how often the sorority and fraternity reach members of the broader community outside of those individuals who are inclined toward attending MMB events; convene the student groups annually to network, share best practices, and leverage connections
2. Facilitate and support opportunities for MMB members to independently work with 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:** Heighten the awareness of MMB’s commitment to equity and diversity by ensuring that MMB is connecting with non-MMB members across the University in ways that are broadly inclusive.

**Measures of Success:** Number of non-MMB students who participate in auditions and MMB activities specifically marketed towards U-M students.

**FY20 Action:**

1. Assess the manner in which students across campus come to know about MMB activities, and audition for the Michigan Marching Band, ensuring that awareness and access to such opportunities are broad and equitable across campus.

*Primary DE&I Goal:* Inclusion



*Other applicable domain:* Promoting an Equitable and Inclusive Community

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

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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 campus-wide 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)



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- 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:



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- 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
- 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**

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### **VI. A. Recruitment, Retention and Development**

<b>Key Constituency</b>	<b>Strategic Objective</b>	<b>Measures Of Success</b>	<b>Detailed Actions Planned (measurable, specific)</b>	<b>Group/ persons accountable</b>	<b>Resources needed (if applicable)</b>
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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, Student Affairs & DEI, Engagement & Outreach	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.	Use existing resources to arrange recruitment visit(s) on the part of a current faculty member(s) and students to potential partner institutions.	Admission, Student Affairs & DEI, Faculty 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, provide training to faculty and staff to promote assessment of all candidates more equitably and holistically	Admissions, Student Affairs & DEI, Faculty 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, and develop internal resources to broaden potential SMTD candidates' access to scholarships and mentoring in preparation for pursuing college.	Admissions, Engagement & Outreach, Student Affairs & DEI	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.	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	Academic Affairs, Admissions, Student Affairs & DEI	N/A



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			awarding the Rackham Merit Fellowship at the doctoral level.		
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.	Academic Affairs, Student Affairs & DEI, and 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.	Academic Affairs, Student Affairs & DEI, and EXCEL Dept.	N/A
Students	More effectively utilize the as a means of recruiting a more diverse undergraduate cohort.	Number of students who apply to and/or matriculate at SMTD after having participated in a Youth-and-Adult-sponsored program.	Build on current efforts to fund Engagement & Outreach Office staff, faculty, and program development to recruit more students from underrepresented populations.	Director of E&O, Academic Affairs, Student Affairs & DEI	N/A
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	Require that all faculty members who serve on graduate admissions committees (or otherwise evaluate graduate applications) attend the Rackham Faculty Workshop on Graduate Admissions	Graduate Studies & Research, Faculty Working Group	N/A



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		generation in their family to have graduated from a four-year college.	for Excellence and Diversity.		
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.	Graduate Studies & Research, Faculty Working Group, Graduate Student Working Group	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.	Graduate Studies & Research, Student Affairs & DEI	N/A
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.	Academic Affairs, Student Affairs & DEI Faculty Working Group, Student Working Group	N/A
Students	Enhance the provision of academic accommodations and learning access to students with disabilities.	Student retention and graduation rates of students with disabilities.	Coordinate efforts with the University's IDEA Board, Council for Disabilities, and the Services for Students with Disability Office to improve equity of access to learning, student experiences,	Academic Affairs, Student Affairs & DEI	N/A



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			and physical environments at SMTD for students with disabilities.		
MMB Students	Increase the number of students who apply and are accepted into the Michigan Marching Band from underrepresented minorities.	Number of total students who apply and number of students who are accepted into MMB from underrepresented minorities to the Michigan Marching Band.	Partner with other University recruitment programs to bring greater awareness to a wider pool of U-M students about the benefits of joining the MMB	Directors of MMB, Student Affairs & DEI	N/A
MMB Students	Increase the number of students who apply and are accepted into the Michigan Marching Band from underrepresented minorities.	Number of total students who apply and number of students who are accepted into MMB from underrepresented minorities to the Michigan Marching Band.	Collect feedback from entering MMB members as to what attracted them to the program and what could have been promoted better to encourage participation.	Directors of MMB, Student Affairs & DEI	N/A
MMB Students	Increase the number of students who apply and are accepted into the Michigan Marching Band from underrepresented minorities.	Number of total students who apply and number of students who are accepted into MMB from underrepresented minorities to the Michigan Marching Band.	Enhance marketing to better explain the resources available to support equal participation, including the availability of instruments and scholarships for necessary band supplies.	Directors of MMB, Student Affairs & DEI	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.	Continue the use of Interfolio to collect data on the demographics of applicants and devise a plan of how to more effectively use data of applicants who apply to faculty positions to gauge the success of proposed efforts to diversify the faculty applicant pools.	Human Resources, Student Affairs & DEI	N/A
Faculty	Increase the number of applicants/hires to faculty positions from underrepresented minority groups.	Number of applicants/hires from underrepresented	Establish a process for at least the chair of each search committee to attend STRIDE training before serving on a	Dean, Faculty Affairs, Human Resources, Dept. Chairs	N/A



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		ted minority groups who apply to faculty positions at SMTD.	search committee (or have taken training within last three years)		
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 multiple levels of review 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.	Dean, Faculty Affairs, Human Resources	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.	Revise faculty job posting language to more strongly highlight our commitment to DE&I and request faculty applicants to share their commitment to nurturing a broad range of students of diverse identities and experiences to be demonstrated through pedagogy, service, and activities.	Human Resources, Faculty Affairs, Academic Affairs, Student Affairs & DEI	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 Assistant Dean of Student Affairs and Diversity, Equity & Inclusion to ensure inclusivity.	Human Resources, Student Affairs & DEI	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	Require all who hire staff to complete the staff-related STRIDE training through ADVANCE or Unconscious Bias in Hiring training offered by SMTD Human Resources.	Human Resources	N/A



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		positions at SMTD.			
Staff	Increase the diversity of the staff, as represented by the percentage of underrepresented minorities and by men.	Number of staff applicants/hir- es who are men and/or members of underrepresente d minority groups who apply to staff positions at SMTD.	Revise staff job posting language and interview process to more strongly highlight our commitment to DEI , such as a including our diversity statement in the job description and giving specific examples during the interview of how we seek to promote diversity, inclusion and equity at SMTD.	Human Resources, Student Affairs & DEI	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.	Human Resources, Staff Representative Group	N/A

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 enhance the goals and objectives around DEI as it relates to curriculum.	Academic Affairs, Student Affairs & DEI, Faculty Working Group	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.	Academic Affairs, Chair of Music Theory.	N/A



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Graduate Students	Enhance teacher training for GSIs.	Periodic climate surveys focus groups.	Working with CRLT, establish a voluntary GSI Inclusive Teaching workgroup of faculty and graduate students to share their experiences and develop an Inclusive Teaching Series that provides more advanced focus on specific inclusive teaching topics throughout the year.	Graduate Studies & Research, Academic Affairs, Student Affairs & DEI, GSI Working Group	N/A
MMB Students	Raise awareness of issues related to diversity, equity, and inclusion among MMB members.	Student course evaluations, periodic climate surveys.	Incorporate additional topics into the High Impact Training that covers MMB culture-specific issues related to diversity, equity, and inclusion.	Directors of MMB, Student Affairs & DEI	N/A
MMB Students	Raise awareness of issues related to diversity, equity, and inclusion among MMB members.	Student course evaluations, periodic climate surveys.	Provide the Diversity & Inclusion Committee members with special training to be prepared to help MMB members discuss and appreciate a broad spectrum of identities and experiences.	Directors of MMB, Student Affairs & DEI	N/A
MMB Students	Raise awareness of issues related to diversity, equity, and inclusion among MMB members.	Student course evaluations, periodic climate surveys.	Request for one student from each of the MMB committees and the Greek band chapters to serve as a representative of the D&I Committee to support more transparency, collaborative solutions, and increase in participation.	Directors of MMB, Student Affairs & DEI	N/A
MMB Students	Raise awareness of issues related to diversity, equity, and inclusion among MMB members.	Student course evaluations, periodic climate surveys.	Disseminate to the entire band a bi-annual update of the Diversity & Inclusion Committee meeting discussions and activities	Directors of MMB, Student Affairs & DEI	N/A
MMB Students	Better address the musicianship development	Student retention rates	Explore ways to enhance and formalize a peer music instruction, with an eye especially toward utilizing band student	Directors of MMB, Student Affairs & DEI	N/A



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	of MMB members.		leadership to provide entering members with mentorship and musicianship support as needed.		
MMB Students	Better address the musicianship development of MMB members.	Student retention rates	Provide further development of drills and optimal field conditions for the reserve band members to create equal opportunity for improvement.	Directors of MMB, Student Affairs & DEI	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, 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 the 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.	Academic Affairs, Student Affairs & DEI, Faculty Working Group, Productions	N/A
Faculty/Student/Staff	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	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.	Academic Affairs, Student Affairs & DEI, EXCEL Dept., Productions	N/A



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	that such conversations lead to a greater diversity of repertory performed and studied by faculty and students.				
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, Executive Committee, Faculty Affairs, Student Affairs & DEI	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.	Explore establishing a faculty advisory committee focused on bringing greater awareness of diversity, equity, & inclusion to enhance curriculum, research, teaching, and service.	Dean, Executive Committee, Faculty Affairs, Student Affairs & DEI	N/A

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, Student Affairs & DEI	N/A



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Faculty/Students/Staff	Create a more inclusive environment overall.	Periodic climate surveys.	Establish an Inclusion, Diversity, Equity & Access (IDEA) Training Series aimed more broadly at faculty, staff, and students that is integrated into the student curriculum, onboarding process, and continuing education expectations	Human Resources, Student Affairs & DEI, Academic Affairs, Student/Faculty/Staff Working groups	N/A
Faculty/Students/Staff	Improve transparency of processes and training on reporting procedures that are intended to promote safety, address discrimination, and support the overall well-being of students, faculty & staff.	Periodic climate surveys.	Increase awareness and assist community members in reporting incidents of sexual misconduct or gender-based harassment through University-wide resources and SMTD supports	Dean, Human Resources, Student Affairs & DEI, Faculty & Staff Allies Network	N/A
Faculty/Staff/Students	Improve transparency of processes and training on reporting procedures that are intended to promote safety, address discrimination, and support the overall well-being of students, faculty & staff.	Periodic climate surveys.	Pursue ways to include input from students, faculty, and staff as new policies and procedures are developed to improve physical safety and encourage inclusive and equitable behavior in order to prevent sexual misconduct or gender-based harassment	Chief Admin. Officer, Building Facilities Manager, Student Affairs & DEI, Faculty & Staff Allies Network	N/A
Faculty/Staff/Students	Improve transparency of processes and training on reporting procedures that are intended to promote safety, address discrimination, and support the overall well-being of students, faculty & staff.	Periodic climate surveys.	Require all faculty and staff to complete the mandatory sexual misconduct training	Dean, Human Resources, Student Affairs & DEI	N/A



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Faculty/Staff/Students	Improve transparency of processes and training on reporting procedures that are intended to promote safety, address discrimination, and support the overall well-being of students, faculty & staff.	Periodic climate surveys.	Support the continued efforts of the newly established Faculty & Staff Allies Network (FASAN) to provide additional internal support and resources related to sexual misconduct and gender-based harassment prevention.	Faculty & Staff Allies Network, Dean, Student Affairs & DEI, Human Resources	N/A
Students/Faculty/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.	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 Assistant Dean of Student Affairs and Diversity, Equity & Inclusion as both a resource and a referral source.	Student Affairs & DEI, CAPS, Wellness Coordinator, Human Resources	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.	Explore the idea of a dedicated staff person to assist with the unique needs of international students.	Academic Affairs, Student Affairs & DEI	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.	Wellness Coordinator, CAPS, Student Affairs & DEI	N/A



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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, faculty, and staff.	Provide training to faculty around issues related to (accommodating) students with disabilities.	Student Affairs & DEI, Academic Affairs	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 Admin. Officer, Building Facilities Manager	N/A
MMB Students/Faculty/Staff	Create a more inclusive MMB environment overall.	Periodic climate surveys	Use the results of the students, faculty, and staff monthly and annual surveys offered by the MMB to suggest potential revisions to the five-year strategic plan.	Director of MMB, Student Affairs & DEI	N/A
MMB Students/Faculty/Staff	Create a more inclusive MMB environment overall.	Periodic climate surveys	Further develop a standardized policy for behavior (e.g. band traditions), terminology, attire, and appearance when representing and participating in MMB activities.	Director of MMB, Student Affairs & DEI	N/A
Faculty	Create a more inclusive and open classroom/studio/office environment.	Student course evaluations, periodic climate surveys.	Working with CRLT, establish an inclusive teaching series of workshops for faculty & GSIs	Academic Affairs, Student Affairs & DEI Faculty Affairs, Faculty Advisory Group, GSI Advisory Group	N/A



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Faculty	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	Academic Affairs, Student Affairs & DEI, Faculty Affairs	N/A
Faculty	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 Affairs, Faculty Advisory Group, Student Affairs & DEI	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.	Academic Affairs, Graduate Studies & Research, Student Affairs & DEI	N/A
MMB Students	Improve the spirit of equity and inclusion among all band members and within band sections.	Periodic climate surveys.	Designate members of the Diversity & Inclusion Committee to serve as contacts for MMB students to share ideas and concerns that are noted in mid-month evaluations and that can be considered by the committee.	Director of MMB, Student Affairs & DEI	N/A
MMB Students	Improve the spirit of equity and inclusion among all band members and within band sections.	Periodic climate surveys.	Encourage casual social events for students to get to know each other better across and within sections.	Director of MMB, Student Affairs & DEI	N/A



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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.	Staff Representative Group, Human Resources	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.	Begin including at least one staff profile each year in SMTD's alumni publication and/or social media and website.	Staff Representative Group, Human Resources, Development & Communications	N/A
Staff	Do a better job of helping new staff members acclimate to SMTD.	Periodic climate surveys focus groups with staff members.	Devise an SMTD orientation for new staff members.	Human Resources, Staff Representative 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.	Staff Representative Group, Human Resources	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	Human Resources, Staff Representative Group	N/A
Staff	Improve access to resources for staff concerning conflict resolution and equity issues.	Periodic climate surveys focus groups with staff members.	Bring awareness to and encourage the utilization of the University's new Staff Ombudsperson.	Human Resources, Staff Representative Group, Student Affairs & DEI	N/A

VI. D. Service

Key Constituency	Strategic Objective	Measures Of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)
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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	Academic Affairs, Engagement & Outreach, Student Affairs & DEI	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	Academic Affairs, Engagement & Outreach, Student Affairs & DEI	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.	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	Academic Affairs	N/A
MMB Students	Increase the engagement experiences organized by MMB students with underserved communities to foster mutually beneficial relationships.	Number of student-community engagement experiences organized by the band sorority and fraternity.	Undertake research to discern roughly how often the sorority and fraternity reach members of the broader community outside of those individuals who are inclined toward attending MMB events; convene the student groups annually to network, share best practices, and leverage connections	Directors of MMB, Student Affairs & DEI	



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MMB Students	Increase the engagement experiences organized by MMB students with underserved communities to foster mutually beneficial relationships.	Number of student-community engagement experiences organized by the band sorority and fraternity.	Facilitate and support opportunities for MMB members to independently work with the broader community and particularly in underserved communities.	Directors of MMB, Student Affairs & DEI	
MMB Students	Heighten the awareness of MMB's commitment to equity and diversity by ensuring that MMB is connecting with non-MMB members across the University in ways that are broadly inclusive	Number of non-MMB students who participate in auditions and MMB activities specifically marketed towards U-M students.	Assess the manner in which students across campus come to know about MMB activities, and audition for the Michigan Marching Band, ensuring that awareness and access to such opportunities are broad and equitable across campus.	Directors of MMB, Student Affairs & DEI	

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

The School of Music, Theatre & Dance Assistant Dean of Student Affairs and Diversity, Equity & Inclusion is the key contact for the stewardship of the Diversity, Equity, and Inclusion Strategic Plan during FY20. The Assistant Dean will be assisted by faculty members, staff members, and students who will form various Diversity, Equity, and Inclusion working groups charged with recommending, 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.