



## School of Music, Theatre & Dance

# Diversity, Equity and Inclusion Strategic Plan Five-Year Strategic Objectives, Measures and FY21 Actions

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

### Our Mission

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

### Our Vision

The School of Music, Theatre & Dance is committed to the ideal of inclusion as one of its core academic and artistic pillars. We construe inclusivity in the broadest possible terms, encompassing the equitable and fair treatment of all members of our community as well as a commitment to diversity not only with respect to traditional markers such as race, ethnicity, and gender but also to diversity of thought, experience, and outlook upon the world. The School is proud of its past achievements in this area and yet recognizes fully the need to build on those successes by exploring new and creative ways of enhancing diversity, equity, and inclusion.

We also recognize that the professional arts landscape has changed considerably in recent decades, and that in order to remain competitive among our peer institutions, we must adapt accordingly. Part of that adaptation includes a willingness to explore ways in which our curriculum can become more inclusive in nature. In addition, the School of Music, Theatre & Dance also proposes strategies intended to spur critical thinking about our mission as an institution and about the means by which we can attain our broader goal of relevancy by enhancing our visibility as scholars, performers, creative artists, and leaders in the field.

### Our Goals

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

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



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

## II. Implementation Process and Highlights

### Implementation Leads

- Julio Cardona, Assistant Dean for Student Affairs, Human Resources and Diversity, Equity & Inclusion
- Rikki Morrow-Spitzer, Diversity, Equity & Inclusion Program Manager

### Implementation Team

- David Gier, Dean
- Ericka Bigelow, Chief Advancement Officer
- Mark Clague, Associate Dean of Academic and Student Affairs
- Jason Corey, Associate Dean for Graduate Studies and Research
- Anita Gonzalez, Associate Dean for Faculty Affairs
- Laura Hoffman, Assistant Dean for Admissions and Enrollment Management
- Lorie Kochanek, Special Project and Faculty Affairs Manager
- Deedee Ulintz, Director of Student Affairs and Program Evaluation

### DEI Focused Working Groups

- SMTD DEI Student Ambassadors – Undergraduate and Graduate Students
- SMTD Staff Representatives Group
- SMTD Faculty & Staff Allies Network
- SMTD DEI Student Advisory Board
- SMTD DEI Faculty and Staff Action Teams

### Year 4 Programming:

#### Accessibility Training and Artist-in-Residency

In October 2019, Elizabeth McLain, a SMTD PhD Musicology Candidate and Instructor of Musicology at Virginia Tech, facilitated a training titled “Disability Awareness and Universal Design for Learning” for SMTD faculty, staff and Graduate Student Instructors. Participants left the training with an improved understanding of disability issues, concrete ideas to implement in their courses, and resources to help them support disabled students and colleagues.

In January 2020, the SMTD DEI Office hosted musician and disability activist Gaelynn Lea for an Artist-in-Residency that included a lecture and discussion with community members within and outside of SMTD.



### Navigating and Advocating Queerness in the Performing Arts

In January 2020, the SMTD DEI Office collaborated with the Spectrum Center and SMTD's EXCEL Program for an event titled "Navigating and Advocating Queerness in the Performing Arts". This collaborative effort brought student voices to the forefront during the planning, executing and evaluating stages. The event ultimately had three components: an SMTD faculty panel facilitated by Spectrum Center staff, a workshop portion where students guided small-group discussion using questions that were created by the planning team, and a Q&A section for the faculty panel. The faculty panel included Matthew Ozawa (Opera), Charlie Brissy (Dance) and Matthew Albert (Chamber Music).

### Sexual Misconduct Trainings, Strategic Partnerships, and Resources

Multiple actions were taken during the 2019-2020 Academic Year to improve sexual misconduct prevention efforts. The SMTD DEI Office worked to build new partnerships with staff at OIE and SAPAC. Two workshops were held for faculty and staff that were co-designed by SAPAC, OIE, and the SMTD DEI Office. The first workshop took place in November 2019, addressing existing policies, cultivating a culture of respect, and working through a case study. OIE, SAPAC and the SMTD DEI Office then worked collaboratively to create an entirely scenario-based training for SMTD faculty and staff, which took place in February 2020.

SMTD's Faculty and Staff Allies Network (FASAN) continued to meet during the Winter 2020 semester. Due to staff turnover in the Fall 2019 semester, the group was unable to meet. SAPAC and OIE staff were brought in to discuss specific questions members had, and to collaborate to understand the unique needs of SMTD.

Members of FASAN, SMTD DEI Office, SAPAC and OIE began working collaboratively to create a Sexual Misconduct Resource Toolkit for use by SMTD faculty and staff. The toolkit will include on campus resources, specific SMTD scenarios, best practices, among other inclusive teaching resources.

### International Student Programming

During the 2019-2020 Academic Year, the SMTD DEI Office worked to increase programming and support for international students. We hired a SMTD graduate student and helped to create and advertise events while serving as a liaison for international students. We also received a grant from the U-M International Center on campus to assist in this work. During the Fall 2020 semester we had two successful student gatherings, one in October 2019 and a winter party in December 2019. A substantial part of the grant was intended for an international student performance, where students would perform pieces from their home countries. This performance would provide a space for international students to share their home cultures, validate the importance of the arts in all cultures (as opposed to the mainly western repertoire majority of our students are trained in) and educate the student body, faculty and staff on the experiences and repertoire of different countries. Unfortunately, due to the COVID-19 pandemic the performance was postponed. We hope to have this performance take place next academic year or the soonest possible.

### Engagement and Outreach

The SMTD Office of Engagement and Outreach successfully launched a new program named "Michigan - Success Through Artistry and Readiness (MSTARS)" in collaboration with Cass Technical High School, Detroit School of Arts, MLK Jr Sr High School, Renaissance High School and the Mosaic Youth Theater, representing youth from all across Metro Detroit. Students participated were invited to attend the SMTD college fair and received a tailored workshop about making the most of a college recruitment fair. They also received coaching sessions from the Office of Engagement and Outreach staff and were given the opportunity to audition for summer programming in Detroit at no cost. The Office of Engagement and



Outreach were able to execute an MOU with the Detroit Public School Community District for a long-term partnership.

In addition to MSTARS, the Office of Engagement and Outreach formalized a partnership with Wolverine Pathways, ultimately creating SMTD Pathways that will provide music, theatre, and dance opportunities for Wolverine Pathways students, allowing them the possibility to enroll in SMTD following the completion of the SMTD Pathways program and pending admission into the School. Additional programming including master classes and additional workshops were scheduled to occur during the Winter 2020 semester but were postponed due to the COVID-19 pandemic.

**Reorganization and Turnover:**

During Year 4, there were multiple staff changes in SMTD, but most impactful to SMTD’s ongoing DEI efforts was the turnover of Assistant Dean of Student Affairs and Diversity, Equity & Inclusion Freyja Harris. While DEI Coordinator Rikki Morrow-Spitzer continued the planned programming during the interim, much of our DEI-related efforts paused until the position was filled in January 2020.

In January 2020, Dr. Julio Cardona was hired as Assistant Dean of Student Affairs and Diversity, Equity & Inclusion. With his wealth of knowledge on diversity, equity, and inclusion on college campuses, and specifically at the University of Michigan, Dr. Cardona advanced many aspects of SMTD’s DEI efforts within his first few months. In March 2020, he promoted Rikki Morrow-Spitzer to DEI Program Manager.

In December 2019, the role of Chief Administrative Officer transitioned into a Director of Budget and Finance position which should be filled by the end of Summer 2020. Once SMTD leadership had determined that there would no longer be a CAO position, the Office of Budget and Finance and Office of Human Resources separated. In Summer 2020, the Assistant Dean of Student Affairs, Human Resources, and DEI began oversight of the Office of Human Resources.

**COVID-19 Limitations and Opportunities:**

Due to U-M’s COVID-19 related health and safety guidelines, we were unable to hold in-person events after the second week of March 2020. This resulted in canceling student events, training workshops, end of year gatherings as well as community engagement activities.

The SMTD Wellness Initiative increased programming following U-M’s move to virtual operations in Winter 2020. Wellness sessions were opened to the entire campus and had extraordinary attendance, reaching over 1,200 participants in less than two months. For the first time, we were able to offer free wellness programming to many who otherwise would not be able to participate in this opportunity. The expanded wellness sessions aimed to provide members of the University a sense of community and belonging during a time of high stress, isolation, and uncertainty.

Despite the ongoing pandemic, continued financial support provided to the SMTD DEI Office from the SMTD Dean’s Office coupled with new staff leadership that joined the SMTD Senior Administrators group (SAM), were pivotal to success of SMTD’s DEI efforts during the 2019-2020 Academic Year. In addition, SMTD launched an SMTD DEI Student Advisory Board and SMTD DEI Faculty and Staff Action Teams that will continue supporting and scaling DEI efforts throughout the School. Moreover, the SMTD Climate Survey conducted by Giffen & Kaminski, LLC highlighted specific relevant recommendations that has propelled our DEI efforts forward.



### III. Data and Analysis: Key Findings

In 2018, SMTD learned about what became two high profile sexual misconduct matters regarding previous SMTD faculty members. Since revelation of the misconduct to SMTD, the School has initiated a series of actions, including educational sessions and symposia, physical changes to our facilities, and updated building access policies.

In 2019, SMTD undertook a study to assess its climate from the many perspectives of all those who interact with the School. The SMTD leadership decided it should see, hear, and know about the experiences of its undergraduate and graduate students, alumni, faculty, and staff so that issues did not fester and negatively impact the climate of the School.

SMTD interviewed potential providers to design the SMTD Climate Survey (“Climate Survey”) in 2019. After a rigorous process, SMTD hired Giffen & Kaminski, LLC (“Giffen & Kaminski”) to design, execute, and analyze the Climate Survey. Giffen & Kaminski is experienced in Title IX, climate assessments, surveys, and investigations and is a women-owned law firm with no prior connection to SMTD or to the University of Michigan.

The Climate Survey commenced in January 2020. The Climate Survey was designed to gain data regarding discrimination, sexual misconduct and issues impacting the quality of life within SMTD.

#### Development of the Climate Survey

The goals of the Climate Survey were to:

- Understand the frequency and nature of any sexual harassment and sexual misconduct involving the SMTD community;
- Further develop meaningful prevention, education and awareness programs;
- Learn ways to further encourage a safe environment;
- Understand issues impacting the quality of life for Students, Staff and Faculty; and
- Improve the general SMTD climate.

After the Climate Survey closed, Giffen & Kaminski conducted an additional 55 in-person interviews on the SMTD campus of randomly-selected current SMTD students from each of the departments. Information learned from the in-person interviews is included in this Climate Survey Report as part of the anecdotal information gathered. All students were interviewed anonymously.

The Climate Survey sample size was representative of SMTD. The survey was anonymous. The response rate (excluding alumni) was 37%, which is well above the national average for similar climate surveys. The response rates of faculty at 64% and staff at 73% are exceptional.

#### Climate Survey Report: Results

The results of the survey were categorized in the Climate Survey Report as follows: “General Climate”, “Disability”, “Discrimination”, “Sexual Misconduct”, “Reporting Discrimination and Sexual Misconduct”, “Training About the Title IX Process”, “Staff and Faculty”, and “Narrative Suggestions”.



Climate Survey Report: Recommendations

Recommendations were categorized in the Climate Survey Report as follows: “Steps to Improve Overall Climate”, “Steps to Reduce the Frequency and Nature of Discrimination”, “Steps to Reduce the Frequency and Nature of Sexual Misconduct”, and “Steps to Increase Satisfaction of Faculty and Staff”.

Addressing the Recommendations

Along with the dissemination of the Climate Survey Report to the entire SMTD community, a series of open forums will be hosted by SMTD leadership with faculty, staff, and students beginning in Summer 2020. These forums will include discussion of the results and provide an overview of actions that will be taken to address the recommendations.

In consultation with campus units such as the Office of Institutional Equity, Sexual Assault Prevention and Awareness Center, and the Office of Diversity, Equity, and Inclusion, various components of the recommendations will be addressed by existing SMTD working groups (e.g., SMTD Faculty and Staff Allies Network and DEI Faculty and Staff Action Teams) and new working groups will be formed as needed. It is expected that these working groups provide regular updates to SMTD leadership on their progress. These updates will also be relayed to the broader SMTD community on a regular basis.

Additionally, SMTD leadership will host periodic update forums for SMTD students, faculty, and staff to discuss the status of the actions taken relating to the Climate Survey recommendations. These forums are expected to begin during the Winter 2021 semester. To ensure the timeliness of updates and transparency, SMTD is hosting a webpage dedicated to this Climate Survey and related resources.

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

The School of Music, Theatre & Dance Diversity, Equity, and Inclusion Strategic Plan pertains to faculty, staff, graduate students, undergraduate students, and post-doctoral fellows. The strategic objectives necessary to further the university-wide goals of diversity, equity, and inclusion have been aggregated into four domains determined by the University: 1.) Recruitment, Retention, and Development, 2.) Education & Scholarship, 3.) Promoting an Equitable and Inclusive Community, and 4.) Service. Each of these strategic objectives is accompanied by measures of success that will be tracked over time, as well as descriptions of single and multiple- year actions that will be taken to accomplish those objectives. For additional detail on assignments, timeline, and accountability, see Section VI.

*\*All strategic objectives and related actions will be pursued in accordance with federal law and University of Michigan policy.*



V. A. Recruitment, Retention, and Development

**STUDENTS**

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

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

**FY21 Actions:**

- Continue to establish strategic partnerships with 5-10 high schools and higher education institutions with the aim of encouraging all interested students at those schools, including students from underrepresented groups, students from lower socioeconomic strata as well as students who are first generation college students/graduates to apply to SMTD.
- Update audition/interview requirements and processes to ensure a more inclusive and equitable approach to admission into SMTD.
- Build on current efforts to fund Engagement and Outreach Office efforts to recruit more students from underrepresented groups.

*Primary DE&I Goal: Diversity*

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

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

**FY21 Actions:**

- Offer grants to current SMTD students and 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.

*Primary DE&I Goal: Diversity*

**Five-Year Strategic Objective 3:** Recruit and retain a more broadly diverse cohort of graduate students at SMTD.

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

**FY21 Actions:**

- 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.
- 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 academic degree progress towards matriculation.

*Primary DE&I Goal: Diversity*



**Five-Year Strategic Objective 4:** 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.

**FY21 Actions:**

- Coordinate efforts with the U-M Student Inclusion, Diversity, Equity, and Accessibility (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.

*Primary DE&I Goal: Equity and Inclusion*

**MICHIGAN MARCHING BAND STUDENTS**

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

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

**FY 21 Actions:**

- Michigan Marching Band (MMB) faculty and staff to 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.
- Michigan Marching Band faculty and staff will update audition requirements and processes to ensure a more inclusive and equitable approach to joining the MMB.
- Michigan Marching Band faculty and staff to enhance marketing to better explain the resources available to support equal participation, including the availability of instruments and music education preparation resources.

*Primary DE&I Goal: Diversity*

**FACULTY**

**Five-Year Strategic Objective 1:** Increase the number of applicants/hires to faculty positions from underrepresented groups.

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

**FY21 Actions:**

- 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 pool.
- Establish a process to ensure that required Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE) training through the U-M ADVANCE Program is attended by all department chairs as well as faculty and staff involved with faculty hiring to ensure a more inclusive and equitable approach to hiring within SMTD.



## School of Music, Theatre & Dance

- In consultation with the U-M ADVANCE Program, Office of Institutional Equity, and Academic Human Resources, establish multiple review levels for faculty job postings with an eye especially toward the use of inclusive language that promote diverse applicant pools.
- Integrate an item(s) in the Interfolio process that highlights SMTD’s commitment to DEI 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.
- In collaboration with the U-M ADVANCE Program, Office of Institutional Equity, and Academic Human Resources, share best practices for the candidate recruitment as well as interview and evaluation process (e.g., recruitment resources, candidate selection process form, interview questions and process).

*Primary DE&I Goal: Diversity*

### **STAFF**

**Five-Year Strategic Objective 1:** Increase the diversity of the staff, as represented by the percentage of underrepresented groups.

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

**FY21 Actions:**

- Require bias mitigation training of all staff that will include unconscious/implicit bias awareness training as well as harassment and discrimination prevention training.
- Revise staff job posting language and interview process to clearly highlight our commitment to diversity, equity and inclusion such as including our DEI statement in the job description and giving specific examples during the interview of how we seek to promote DEI 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 that promote and support external professional development opportunities.

**Measures of Success:** Increased participation in professional development opportunities.

**FY21 Actions:**

- Offer professional development workshops and training sessions for staff that are specifically tailored to the SMTD context that are incorporated into the onboarding process and continue to be offered throughout the year.

*Primary DE&I Goal: Equity and Inclusion*

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



IV. B. Education and Scholarship

**GRADUATE STUDENTS**

**Five-Year Strategic Objective 1:** Enhance instructional training for Graduate Student Instructors.

**Measures of Success:** Course evaluations and participation in inclusive teaching workshops.

**FY21 Actions:**

- Working with Center for Research on Learning and Teaching and Rackham Graduate School, establish a voluntary Graduate Student Instructive Inclusive Teaching workgroup of faculty and graduate students to share their experiences and develop an Inclusive Teaching Series that provides focus on specific inclusive teaching topics throughout the year.

*Primary DE&I Goal:* Inclusion

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

**MICHIGAN MARCHING BAND STUDENTS**

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

**Measures of Success:** Periodic climate surveys and participation in DEI-related training.

**FY21 Actions:**

- Michigan Marching Band faculty and staff in collaboration with SMTD DEI staff to provide Diversity & Inclusion Committee members resources and training to support the MMB’s DEI efforts.
- Michigan Marching Band staff to disseminate to the entire band regular updates of the Diversity & Inclusion Committee meeting discussions and activities (e.g., Canvas folder with meeting agendas and minutes).

*Primary DE&I Goal:* Diversity and Inclusion

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

**FACULTY**

**Five-Year Strategic Objective 1:** Promote anti-racism and inclusivity in curriculum and teaching.

**Measures of Success:** Course evaluations, periodic climate surveys, and participation in DEI-related teaching and learning workshops.

**FY21 Actions:**

- Establish a faculty committee to assess core undergraduate academic classes to determine DEI-specific goals and objectives for the curriculum.
- Provide support for collaborative, anti-bias, and inclusive teaching, including opportunities for faculty to formulate syllabi and performance projects, and observe and provide feedback on each other’s classes, to ensure efficacy in student learning.



- Require department chairs to report on DEI efforts in their departments to ensure accountability and progress with SMTD’s DEI Strategic Plan.
- Further recognize students, faculty and staff who actively advance DEI efforts at SMTD.

*Primary DE&I Goal:* Diversity and Inclusion

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

**Five-Year Strategic Objective 2:** Support continuous learning of the scholarship about systemic racism and implicit bias to ensure a safe and inclusive environment where everyone at SMTD can thrive.

**Measures of Success:** Course evaluations, periodic climate surveys, and participation in DEI-related professional development workshops.

**FY21 Actions:**

- Provide guidance and best practices equip our faculty and staff to tackle systemic societal issues of racism, inequality, and injustice.
- Offer mandatory bias mitigation training to faculty and staff that will include unconscious/implicit bias awareness training as well as harassment and discrimination prevention training.
- Share anti-racism learning resources (e.g., web-based resources, and monthly reading and discussion groups) and require anti-racism training for faculty and staff (e.g., racial microaggression workshop offered during faculty and staff meetings).
- Offer intercultural learning opportunities to faculty and staff that will encourage global, inclusive, and growth mindsets around difference.

*Primary DE&I Goal:* Inclusion

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

**IV. C. Promoting an Equitable and Inclusive Community**

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**STUDENTS / FACULTY / STAFF**

**Five-Year Strategic Objective 1:** Educate our community on sexual and gender-based misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn, and thrive.

**Measures of Success:** Periodic climate surveys and participation in sexual misconduct-related training.

**FY21 Actions:**

- Increase awareness and assist community members in reporting incidents of sexual misconduct and gender-based harassment through University-wide resources and SMTD supports
- Include input from students, faculty, and staff by utilizing the DEI Student Advisory Board and DEI Faculty and Staff Action Teams as new and updated 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.

- Require all faculty and staff to complete the mandatory sexual misconduct training.
- Support the continued efforts of the Faculty & Staff Allies Network (FASAN) to provide additional internal support and resources related to sexual misconduct and gender-based harassment prevention.
- Support central campus efforts to educate faculty, staff, and students on the forthcoming University of Michigan Policy on Sexual and Gender-Based Misconduct prevention (“umbrella policy”).
- Develop and socialize unit-specific value statements that align and reinforce the forthcoming university level values that promote culture and climate change consistent with both the Diversity, Equity & Inclusion, and Sexual and Gender-Based Misconduct Prevention work that is already underway.

*Primary DE&I Goal:* Equity and Inclusion

**Five-Year Strategic Objective 2:** 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, and student retention rates.

**FY21 Actions:**

- Recognize and support the importance of maintaining mental health and well-being through stress-reducing programming as well as mental health awareness and management workshops for students, faculty, and staff.
- Publicize existing University pathways for reporting concerns and to encourage students, faculty, and staff to report concerns for resolution.

*Primary DE&I Goal:* Inclusion

**Five-Year Strategic Objective 3:** Improve awareness among faculty, students and staff of issues related to persons with disabilities.

**Measures of Success:** Periodic climate surveys, focus groups, and participation in disability and accessibility-related workshops.

**FY21 Actions:**

- 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.
- Regularly inform and incorporate the input of students, faculty, and staff regarding policies or physical changes that may affect the accessibility of SMTD’s spaces.

*Primary DE&I Goal:* Inclusion and Equity

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



**Five-Year Strategic Objective 4:** Elevate voices and representation of BIPOC (Black, Indigenous, and People of Color) community, among others, in the performing arts.

**Measures of Success:** Periodic climate surveys, focus groups, and number of events led by BIPOC students.

**FY21 Actions:**

- Increase funding, marketing, and space for SMTD student-led School and University performances, research, and events that elevate and celebrate artists and scholars of color (among others), artistic responses to racism and historic and ongoing oppression, and demonstrate the value of anti-racism, diversity, equity, and inclusion in the arts.
- SMTD leadership to engage in conversation about how to expand SMTD’s commitment to diversity, equity and inclusion as it is expressed in the academic and artistic traditions practiced and presented at SMTD in order to have an even greater diversity of repertory on our main stages.
- In coordination with other School and University units, launch a school-wide training curriculum focused on inclusiveness in our culture and day-to-day practices in order to elevate the voices of the BIPOC community, among others, in the performing arts.

*Primary DE&I Goal:* Diversity and Inclusion

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

**MICHIGAN MARCHING BAND STUDENTS / FACULTY / STAFF**

**Five-Year Strategic Objective 1:** Create a more inclusive Michigan Marching Band environment overall.

**Measures of Success:** Periodic climate surveys and updated DEI-related policies and procedures.

**FY21 Actions:**

- Michigan Marching Band faculty and staff to use the results of the students, faculty and staff monthly and annual surveys offered by the Michigan Marching Band to suggest revisions to internal policies and procedures.
- Michigan Marching Band faculty and staff to further develop a standardized policy for behavior (e.g. policies and processes) when representing and participating in Michigan Marching Band activities that is applicable to all students, staff, and volunteers with the Band.

*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, and participation in inclusive teaching workshops.

**FY21 Actions:**

- Working with Center for Research on Learning and Teaching and other campus units, establish an inclusive teaching series of workshops for faculty and Graduate Student Instructors.
- Develop a set of templates and resources, with the advisement of Center for Research on Learning and Teaching, (teaching evaluation, syllabus content, classroom interaction, etc.) specifically designed for the teaching methods and classroom setting of SMTD.
- Research, compile, and make more accessible multiple funding resources and consultative support to faculty in order to prepare more faculty to share the responsibility of promoting diversity, equity, and inclusion within the classroom and among colleagues.

*Primary DE&I Goal:* Equity and Inclusion

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

**STAFF**

**Five-Year Strategic Objective 1:** Improve the public acknowledgement of staff contributions to SMTD.

**Measures of Success:** Periodic climate surveys and number of the staff recognized.

**FY21 Actions:**

- Include up to six staff spotlights each year on the SMTD webpage and/or social media channels.

*Primary DE&I Goal:* Inclusion

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

**Five-Year Strategic Objective 2:** Improve new staff onboarding policies and procedures.

**Measures of Success:** Periodic climate surveys and focus groups with staff.

**FY21 Actions:**

- Develop an SMTD orientation for new staff members.
- Improve communication with staff about existing University and SMTD support resources that includes the University’s Staff Ombudsperson and Organizational Learning resources.

*Primary DE&I Goal:* Inclusion

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



IV. D. Service

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**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.

**FY21 Actions:**

- Facilitate and support opportunities for students and student groups to perform independently (e.g., not as part of a credit-bearing ensemble) within the broader community and particularly in under-resourced communities.

*Primary DE&I Goal:* Diversity and Inclusion

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

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

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

**FY21 Actions:**

- 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



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

These are the metrics provided to units in the first release of the DEI Metrics report for tracking at the unit level. Data on demographic composition and climate survey indicators are provided for all units in the annual DEI Metrics reports that are provided to unit leadership and their designees. In addition, academic units receive graduation and enrollment data for students and tenure status data for faculty. Initial climate survey data were collected 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)
- Student class level (freshman, sophomore, junior, senior)

#### Climate Survey Indicators:

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

## **Staff**

### Demographic Composition:

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

### Climate Survey Indicators:

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

## **Faculty**

### Demographics 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

VI. A. Recruitment, Retention and Development

Key Constituency	Strategic Objective	Measure of Success	Actions Planned	Group/Persons Accountable	Resources needed (if applicable)
Students	Increase the number of applicants to SMTD from underrepresented groups.	Number of total applications from underrepresented minority students to undergraduate and graduate programs at SMTD.	Continue to establish strategic partnerships with 5-10 high schools and higher education institutions with the aim of encouraging all interested students at those schools, including students from underrepresented groups, students from lower socioeconomic strata as well as students who are first generation college students/graduates to apply to SMTD.	Admissions, Student Affairs, DEI Office, Engagement & Outreach	N/A
Students	Increase the number of applicants to SMTD from underrepresented groups.	Number of total applications from underrepresented minority students to undergraduate and graduate programs at SMTD.	Update audition/interview requirements and processes to ensure a more inclusive and equitable approach to admission into SMTD.	Admissions, DEI, Academic Departments	N/A
Students	Increase the number of applicants to SMTD from underrepresented groups.	Number of total applications from underrepresented minority students to undergraduate and graduate programs at SMTD.	Build on current efforts to fund Engagement and Outreach Office efforts to recruit more students from underrepresented groups.	Admissions, DEI Office, Engagement & Outreach, Academic Affairs	N/A
Students	Increase in the percentage of underrepresented students who accept offers of admission and matriculate.	Number of admitted students of underrepresented backgrounds who matriculate at SMTD.	Offer grants to current SMTD students and student organizations for professional development, conference attendance, or emergency support. Students will be able	DEI Office, Admissions, Academic Affairs, EXCEL Office	N/A



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			to combine the grants with other funding sources to pursue their professional ambitions as they complete their degree.		
Students	Recruit and retain a more broadly diverse cohort of graduate students at SMTD.	Percentage of graduate students who are from underrepresented groups, from lower socioeconomic strata, or among the first generation in their family to have graduated from a four-year college or university.	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 Office, DEI Office	N/A
Students	Recruit and retain a more broadly diverse cohort of graduate students at SMTD.	Percentage of graduate students who are from underrepresented groups, from lower socioeconomic strata, or among the first generation in their family to have graduated from a four-year college or university.	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 academic degree progress towards matriculation.	Graduate Studies & Research Office, Student Affairs, DEI Office	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 U-M Student Inclusion, Diversity, Equity, and Accessibility (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.	Academic Affairs, Student Affairs, DEI Office	N/A



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Michigan Marching Band Students	Increase the number of students who apply and are accepted into the Michigan Marching Band from underrepresented groups.	Number of total students who apply and number of students who are accepted from underrepresented groups to the Michigan Marching Band.	Michigan Marching Band (MMB) faculty and staff to 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.	MMB Faculty and staff	N/A
Michigan Marching Band Students	Increase the number of students who apply and are accepted into the Michigan Marching Band from underrepresented groups.	Number of total students who apply and number of students who are accepted into MMB from underrepresented groups to the Michigan Marching Band	Michigan Marching Band faculty and staff will update audition requirements and processes to ensure a more inclusive and equitable approach to joining the MMB.	MMB Faculty and staff	N/A
Michigan Marching Band Students	Increase the number of students who apply and are accepted into the Michigan Marching Band from underrepresented groups.	Number of total students who apply and number of students who are accepted into MMB from underrepresented groups to the Michigan Marching Band	Michigan Marching Band faculty and staff to enhance marketing to better explain the resources available to support equal participation, including the availability of instruments and music education preparation resources.	MMB Faculty and staff	N/A
Faculty	Increase the number of applicants/hires to faculty positions from underrepresented groups.	Number of applicants/hires from underrepresented 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 pool.	Human Resources, DEI Office	N/A
Faculty	Increase the number of applicants/hires to faculty positions from underrepresented groups.	Number of applicants/hires from underrepresented groups who apply to	Establish a process to ensure that required Strategies and Tactics for Recruiting to Improve Diversity and	Human Resources, Faculty Affairs, DEI Office	N/A



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		faculty positions at SMTD.	Excellence (STRIDE) training through the U-M ADVANCE Program is attended by all department chairs as well as faculty and staff involved with faculty hiring to ensure a more inclusive and equitable approach to hiring within SMTD.		
Faculty	Increase the number of applicants/hires to faculty positions from underrepresented groups.	Number of applicants/hires from underrepresented groups who apply to faculty positions at SMTD.	In consultation with the U-M ADVANCE Program, Office of Institutional Equity, and Academic Human Resources, establish multiple review levels for faculty job postings with an eye especially toward the use of inclusive language that promote diverse applicant pools.	Human Resources, Faculty Affairs, DEI Office	N/A
Faculty	Increase the number of applicants/hires to faculty positions from underrepresented groups.	Number of applicants/hires from underrepresented groups who apply to faculty positions at SMTD.	Integrate an item(s) in the Interfolio process that highlights SMTD's commitment to DEI 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, DEI Office	N/A
Faculty	Increase the number of applicants/hires to faculty positions from underrepresented groups.	Number of applicants/hires from underrepresented groups who apply to faculty positions at SMTD.	In collaboration with the U-M ADVANCE Program, Office of Institutional Equity, and Academic Human Resources, share best practices for the candidate recruitment as well as interview and evaluation	Human Resources, Faculty Affairs, DEI Office	N/A



			process (e.g., recruitment resources, candidate selection process form, interview questions and process).		
Staff	Increase the diversity of the staff, as represented by the percentage of underrepresented groups.	Number of applicants/hires from underrepresented groups who apply to staff positions at SMTD.	Require bias mitigation training of all staff that will include unconscious/implicit bias awareness training as well as harassment and discrimination prevention training.	Human Resources, DEI Office	N/A
Staff	Increase the diversity of the staff, as represented by the percentage of underrepresented groups.	Number of applicants/hires from underrepresented groups who apply to staff positions at SMTD.	Revise staff job posting language and interview process to clearly highlight our commitment to diversity, equity and inclusion such as including our DEI statement in the job description and giving specific examples during the interview of how we seek to promote DEI at SMTD.	Human Resources, DEI Office	N/A
Staff	Provide more professional development opportunities for staff that promote and support external professional development opportunities.	Increased participation in professional development opportunities.	Offer professional development workshops and training sessions for staff that are specifically tailored to the SMTD context that are incorporated into the onboarding process and continue to be offered throughout the year.	Human Resources, DEI Office	N/A



VI. B. Education and Scholarship

Key Constituency	Strategic Objective	Measure of Success	Actions Planned	Group/Persons Accountable	Resources needed (if applicable)
Graduate Students	Enhance instructional training for Graduate Student Instructors.	Course evaluations and participation in inclusive teaching workshops.	Working with Center for Research on Learning and Teaching and Rackham Graduate School, establish a voluntary Graduate Student Instructive Inclusive Teaching workgroup of faculty and graduate students to share their experiences and develop an Inclusive Teaching Series that provides focus on specific inclusive teaching topics throughout the year.	Graduate Student Instructor Working Group, Graduate Studies & Research Office, DEI Office	Pending funding for GSSA position
Michigan Marching Band Students	Raise awareness of issues related to diversity, equity, and inclusion among Michigan Marching Band members.	Periodic climate surveys and participation in DEI-related training.	Michigan Marching Band faculty and staff in collaboration with SMTD DEI staff to provide Diversity & Inclusion Committee members resources and training to support the MMB's DEI efforts.	MMB Faculty and staff, DEI Office	N/A
Michigan Marching Band Students	Raise awareness of issues related to diversity, equity, and inclusion among Michigan Marching Band members.	Periodic climate surveys and participation in DEI-related training.	Michigan Marching Band staff to disseminate to the entire band regular updates of the Diversity & Inclusion Committee meeting discussions and activities (e.g., Canvas folder with meeting agendas and minutes).	MMB Faculty and staff	N/A
Faculty	Promote anti-racism and inclusivity in curriculum and teaching.	Course evaluations, periodic climate surveys, and participation in DEI-related teaching and learning workshops.	Establish a faculty committee to assess core undergraduate academic classes to determine DEI-specific goals and objectives for the curriculum.	Faculty Action Team, Faculty Affairs, DEI Office	N/A
Faculty	Promote anti-racism and inclusivity in	Course evaluations,	Provide support for collaborative, anti-bias, and inclusive teaching,	Faculty Affairs, DEI Office	N/A



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	curriculum and teaching.	periodic climate surveys, and participation in DEI-related teaching and learning workshops.	including opportunities for faculty to formulate syllabi and performance projects, and observe and provide feedback on each other’s classes, to ensure efficacy in student learning.		
Faculty	Promote anti-racism and inclusivity in curriculum and teaching.	Course evaluations, periodic climate surveys, and participation in DEI-related teaching and learning workshops.	Require department chairs to report on DEI efforts in their departments to ensure accountability and progress with SMTD’s DEI Strategic Plan.	Faculty Affairs, DEI Office	N/A
Faculty	Promote anti-racism and inclusivity in curriculum and teaching.	Course evaluations, periodic climate surveys, and participation in DEI-related teaching and learning workshops.	Further recognize students, faculty and staff who actively advance DEI efforts at SMTD.	Office of the Dean, DEI Office, Human Resources	N/A
Faculty	Support continuous learning of the scholarship about systemic racism and implicit bias to ensure a safe and inclusive environment where everyone at SMTD can thrive.	Course evaluations, periodic climate surveys, and participation in DEI-related professional development workshops.	Provide guidance and best practices equip our faculty and staff to tackle systemic societal issues of racism, inequality, and injustice.	Faculty Affairs, DEI Office	N/A
Faculty	Support continuous learning of the scholarship about systemic racism and implicit bias to ensure a safe and inclusive environment where everyone at SMTD can thrive.	Course evaluations, periodic climate surveys, and participation in DEI-related professional development workshops.	Offer mandatory bias mitigation training to faculty and staff that will include unconscious/implicit bias awareness training as well as harassment and discrimination prevention training.	Human Resources, DEI Office	N/A



Faculty	Support continuous learning of the scholarship about systemic racism and implicit bias to ensure a safe and inclusive environment where everyone at SMTD can thrive.	Course evaluations, periodic climate surveys, and participation in DEI-related professional development workshops.	Share anti-racism learning resources (e.g., web-based resources, and monthly reading and discussion groups) and require anti-racism training for faculty and staff (e.g., racial microaggression workshop offered during faculty and staff meetings).	DEI Office	N/A
Faculty	Support continuous learning of the scholarship about systemic racism and implicit bias to ensure a safe and inclusive environment where everyone at SMTD can thrive.	Course evaluations, periodic climate surveys, and participation in DEI-related professional development workshops.	Offer intercultural learning opportunities to faculty and staff that will encourage global, inclusive, and growth mindsets around difference.	Human Resources, DEI Office, Faculty Affairs	N/A

**VI. C. Promoting an Equitable and Inclusive Community**

Key Constituency	Strategic Objective	Measure of Success	Actions Planned	Group/Persons Accountable	Resources needed (if applicable)
Students/Faculty /Staff	Educate our community on sexual and gender-based misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn, and thrive.	Periodic climate surveys and participation in sexual misconduct-related training.	Increase awareness and assist community members in reporting incidents of sexual misconduct and gender-based harassment through University-wide resources and SMTD supports	FASAN, Faculty Affairs, Human Resources, DEI Office	N/A
Students/Faculty /Staff	Educate our community on sexual and gender-based misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn, and thrive.	Periodic climate surveys and participation in sexual misconduct-related training.	Include input from students, faculty, and staff by utilizing the DEI Student Advisory Board and DEI Faculty and Staff Action Teams as new and updated 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.	DEI Office, Facilities	N/A
Students/Faculty /Staff	Educate our community on sexual and gender-based misconduct prevention	Periodic climate surveys and participation in	Require all faculty and staff to complete the mandatory sexual misconduct training.	Human Resources, Faculty Affairs	N/A



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	in an effort to promote a safe and supportive environment for all members to work, learn, and thrive.	sexual misconduct-related training.			
Students/Faculty /Staff	Educate our community on sexual and gender-based misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn, and thrive.	Periodic climate surveys and participation in sexual misconduct-related training.	Support the continued efforts of the Faculty & Staff Allies Network (FASAN) to provide additional internal support and resources related to sexual misconduct and gender-based harassment prevention.	DEI Office, FASAN	N/A
Students/Faculty /Staff	Educate our community on sexual and gender-based misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn, and thrive.	Periodic climate surveys and participation in sexual misconduct-related training.	Support central campus efforts to educate faculty, staff, and students on the forthcoming University of Michigan Policy on Sexual and Gender-Based Misconduct prevention (“umbrella policy”).	Human Resources, Student Affairs, Faculty Affairs, DEI Office	N/A
Students/Faculty /Staff	Educate our community on sexual and gender-based misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn, and thrive.	Periodic climate surveys and participation in sexual misconduct-related training.	Develop and socialize unit-specific value statements that align and reinforce the forthcoming university level values that promote culture and climate change consistent with both the Diversity, Equity & Inclusion, and Sexual and Gender-Based Misconduct Prevention work that is already underway.	Academic Departments, DEI Office, FASAN	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, and student retention rates.	Recognize and support the importance of maintaining mental health and well-being through stress-reducing programming as well as mental health awareness and management workshops for students, faculty, and staff.	Wellness Initiative, Human Resources, DEI Office	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, and student retention rates.	Publicize existing University pathways for reporting concerns and to encourage students, faculty, and staff to report concerns for resolution.	Wellness Initiative, Human Resources, DEI Office	N/A



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Students/Faculty /Staff	Improve awareness among faculty, students and staff of issues related to persons with disabilities.	Periodic climate surveys, focus groups, and participation in disability and accessibility-related workshops.	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.	DEI Office, Faculty Affairs	N/A
Students/Faculty /Staff	Improve awareness among faculty, students and staff of issues related to persons with disabilities.	Periodic climate surveys, focus groups, and participation in disability and accessibility-related workshops.	Regularly inform and incorporate the input of students, faculty, and staff regarding policies or physical changes that may affect the accessibility of SMTD's spaces.	Facilities, DEI Office	N/A
Students/Faculty /Staff	Elevate voices and representation of BIPOC (Black, Indigenous, and People of Color) community, among others, in the performing arts.	Periodic climate surveys, focus groups, and number of events led by BIPOC students.	Increase funding, marketing, and space for SMTD student-led School and University performances, research, and events that elevate and celebrate artists and scholars of color (among others), artistic responses to racism and historic and ongoing oppression, and demonstrate the value of anti-racism, diversity, equity, and inclusion in the arts.	DEI Office, EXCEL Program, Communications	N/A
Students/Faculty /Staff	Elevate voices and representation of BIPOC (Black, Indigenous, and People of Color) community, among others, in the performing arts.	Periodic climate surveys, focus groups, and number of events led by BIPOC students.	SMTD leadership to engage in conversation about how to expand SMTD's commitment to diversity, equity and inclusion as it is expressed in the academic and artistic traditions practiced and presented at SMTD in order to have an even greater diversity of repertory on our main stages.	Office of the Dean, DEI Office, Academic Departments	N/A
Students/Faculty /Staff	Elevate voices and representation of BIPOC (Black, Indigenous, and People of Color) community,	Periodic climate surveys, focus groups, and number of	In coordination with other School and University units, launch a school-wide training curriculum focused on inclusiveness in our culture and	DEI Office	N/A



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	among others, in the performing arts.	events led by BIPOC students.	day-to-day practices in order to elevate the voices of the BIPOC community, among others, in the performing arts.		
Michigan Marching Band Students/Faculty/Staff	Create a more inclusive Michigan Marching Band environment overall.	Periodic climate surveys and updated DEI-related policies and procedures.	Michigan Marching Band faculty and staff to use the results of the students, faculty and staff monthly and annual surveys offered by the Michigan Marching Band to suggest revisions to internal policies and procedures.	MMB Faculty and staff	N/A
Michigan Marching Band Students/Faculty/Staff	Create a more inclusive Michigan Marching Band environment overall.	Periodic climate surveys and updated DEI-related policies and procedures.	Michigan Marching Band faculty and staff to further develop a standardized policy for behavior (e.g. policies and processes) when representing and participating in Michigan Marching Band activities that is applicable to all students, staff, and volunteers with the Band.	MMB Faculty and staff	N/A
Faculty	Create a more inclusive and open classroom/studio/office environment.	Student course evaluations, periodic climate surveys, and participation in inclusive teaching workshops.	Working with Center for Research on Learning and Teaching and other campus units, establish an inclusive teaching series of workshops for faculty and Graduate Student Instructors.	Faculty Affairs, DEI Office	Pending funding for GSSA position
Faculty	Create a more inclusive and open classroom/studio/office environment.	Student course evaluations, periodic climate surveys, and participation in inclusive teaching workshops.	Develop a set of templates and resources, with the advisement of Center for Research on Learning and Teaching, (teaching evaluation, syllabus content, classroom interaction, etc.) specifically designed for the teaching methods and classroom setting of SMTD.	Faculty Affairs, DEI Office	Pending funding for GSSA position
Faculty	Create a more inclusive and open classroom/studio/office environment.	Student course evaluations, periodic climate surveys, and participation in inclusive teaching workshops.	Research, compile, and make more accessible multiple funding resources and consultative support to faculty in order to prepare more faculty to share the responsibility of promoting diversity, equity, and inclusion within the classroom and among colleagues.	Faculty Affairs, DEI Office	Pending funding for GSSA position



Staff	Improve the public acknowledgement of staff contributions to SMTD.	Periodic climate surveys and number of the staff recognized.	Include up to six staff spotlights each year on the SMTD webpage and/or social media channels.	Human Resources, Communications	N/A
Staff	Improve new staff onboarding policies and procedures.	Periodic climate surveys and focus groups with staff.	Develop an SMTD orientation for new staff members.	Human Resources, DEI Office	N/A
Staff	Improve new staff onboarding policies and procedures.	Periodic climate surveys and focus groups with staff.	Improve communication with staff about existing University and SMTD support resources that includes the University's Staff Ombudsperson and Organizational Learning resources.	Human Resources	N/A

VI. D. Service

Key Constituency	Strategic Objective	Measure of Success	Actions Planned	Group/Persons Accountable	Resources needed (if applicable)
Students	Increase the number of performances given by SMTD students (and faculty) in underserved communities.	Number of performances given by small and large SMTD ensembles and by individual students and student groups in venues outside of traditional concert halls.	Facilitate and support opportunities for students and student groups to perform independently (e.g., not as part of a credit-bearing ensemble) within the broader community and particularly in under-resourced communities.	Engagement & Outreach, EXCEL, DEI Office	N/A
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 about and audition for various non-major ensembles at SMTD, ensuring that awareness and access to such opportunities are broad and equitable across campus.	Student Affairs, DEI Office	N/A



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

The School of Music, Theatre & Dance Assistant Dean of Student Affairs, Human Resources and Diversity, Equity & Inclusion and the Diversity, Equity and Inclusion Program Manager are the key contacts for the stewardship of the Diversity, Equity, and Inclusion Strategic Plan during FY21. The Assistant Dean will be assisted by faculty members, staff members, and students as part of 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 SMTD Senior Administrators group (SAM), and a final progress report on yearly objectives will be presented to this same group at the conclusion of the Winter 2021 semester to arrive at a set of recommendations for the next academic year.