

## PRELIMINARY AND ADVISORY PRIVILEGED AND CONFIDENTIAL

### School of Music, Theatre and Dance

Diversity, Equity, and Inclusion Strategic Plan | FY 2024

#### Strategic Plan Overview

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The School of Music, Theatre and Dance (SMTD) is inspired by the University of Michigan President's Charge for DEI 2.0. The following statements underscore our School's commitment to advancing diversity, equity, and inclusion.

- *We must act with deliberateness and humility as we seek to respect and leverage diversity, ensure equity, and promote inclusion.*
- *We must examine and learn from the outcomes of our past efforts and work to improve them.*
- *We must act on our commitment, in accordance with the law, to contribute to a just society and to affirm the humanity of all persons.*

#### **Goals [Diversity Equity & Inclusion]:**

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

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

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

#### **Rationale:**

The School of Music, Theatre and Dance is a premier, comprehensive performing arts school at the University of Michigan. Our mission is to create an environment of educational and artistic excellence by nurturing creativity, academic integrity, and professionalism in its faculty and students. As a comprehensive performing arts school set in one of the world's finest public institutions of higher education, the School is deeply engaged in the creation, practice, scholarship, and pedagogy of music, theatre, and dance.

- We aim to provide leadership, nationally and internationally, in all three fields.

- We assert and celebrate the value of the arts to the mission of the University of Michigan.
- We serve the community, the region, and the State of Michigan through public performances, cultural resources, arts education, and outreach programs.

The SMTD's mission is predicated on the belief that the study and practice of the performing arts depend upon a diverse community of learning in which a spirit of social responsibility and principled entrepreneurship is fostered.

### **Key Strategies & Constituencies\*:**

The current SMTD faculty (tenure and non-tenure track), staff, and undergraduate and graduate students are the main constituencies of this plan. Our SMTD DEI 2.0 Planning Team, supported by senior leadership, has identified a limited number of strategic objectives to further university-wide goals for DEI. These have been aggregated into the three (3) distal objectives determined by the university. Each of these strategic objectives is accompanied by metrics that will be tracked over time, as well as descriptions of single-and, in some cases, multiple-year actions SMTD will take to accomplish those objectives.

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

## **Planning Process Used**

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### **Planning Lead(s):**

Dr. Amber Benton, Chief Officer for Diversity, Equity, and Inclusion

### **Planning Team:**

- David Gier, Dean
- Ben Thauland, Student Affairs Assistant Director
- Caitlin Taylor, DEI Program Manager for Student Programs
- Christi-Anne Castro, Associate Dean for Faculty Development; Co-Chair of Musicology, and Associate Professor of Music
- Kate Fitzpatrick, Associate Dean of Undergraduate Academic Affairs and Associate Professor of Music Education
- Michael McElroy, Chair of Musical Theatre and Arthur E. and Martha S. Hearn Endowed Professor of Music

### **Planning Process Summary:**

The SMTD DEI 2.0 planning process began in summer 2022 after the university-wide DEI retreat. The Chief Officer for DEI, in partnership with the Dean of SMTD, identified SMTD faculty, staff, and leaders to serve on the DEI 2.0 Planning Team. The team met monthly with specific goals to gather information that would later inform the final DEI 2.0 plan. DEI 2.0 was also discussed in key meetings such as the annual faculty meeting, annual staff meeting, chairs meeting, executive committee meeting, Faculty DEI Action Team meeting, staff representatives meeting (SRM), and staff supervisors' meeting. We engaged the SMTD community by hosting feedback sessions to gather insights about DEI in SMTD from faculty, staff, and students.

During the DEI 2.0 planning process, the planning team met with five (5) different student

specific groups and one mixed member group that represented a broad base of students from across SMTD areas. During meetings, members of the DEI 2.0 planning team asked the students questions about their experience in SMTD, their views of the DEI 1.0 plan, and what they would like to see as part of the DEI 2.0 plan. Two (2) of the groups were composed of students who are engaged in DEI within their specific units. Two (2) of the groups included students employed as student workers in offices across SMTD. The final two (2) groups were assembled from faculty nominations.

We also administered a DEI 2.0 survey to collect qualitative and quantitative feedback from the entire SMTD community about what they would like the next phase of DEI to look and feel like in SMTD. Additionally, all SMTD faculty, staff, and students were encouraged to participate in the SMTD-wide feedback form. This form was distributed via the monthly SMTD DEI newsletter, advertised on social media, shared by faculty, and marketed to students via tabling events in each of the main SMTD buildings during the academic year.

From there, the DEI 2.0 Planning Team reviewed the initial feedback from the feedback sessions and DEI 2.0 survey. We organized the information into a draft of strategic objectives in alignment with the three (3) distal objectives. Then, we hosted additional feedback sessions for input on which strategic objectives should be prioritized for DEI 2.0. For members who could not attend feedback sessions, they were invited to complete a survey where they shared their preference for priority strategic objectives. Both groups were invited to provide action items for the strategic objectives they would like to prioritize. The DEI 2.0 Planning Team compiled the strategic objectives and potential action items into a final list of strategic objectives. We also reviewed action items and identified which action items should be prioritized for year 1 of the DEI 2.0 Plan. After careful review, the strategic objectives and action items that appear in this plan were based on the broader SMTD community feedback.

## **Data and Analysis: Key Findings**

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### **Summary of Data:**

There were a variety of data sources that informed the strategic objectives and action items in this plan. The data we reviewed focused on all constituencies in the SMTD (faculty, staff, students). Specifically, the DEI 1.0 metrics and summary report, DEI Climate Survey data, listening sessions feedback, and data from the SMTD DEI 2.0 survey. However, the DEI 2.0 survey and DEI 2.0 listening sessions provided insights specifically related to the three (3) distal objectives: people, process, products.

### **Key Findings, Themes and Recommendations:**

Based on the data, it was strongly recommended for SMTD to focus on its current community while making intentional efforts to diversify incoming community members. In addition, based on the previous DEI 1.0 metrics and summary reports, there was a need to create strategic objectives specifically for staff. In DEI 1.0, many of the staff objectives were not actualized so there was an intentional effort to create strategic objectives for staff along all three distal objectives. However, to accomplish our aspirational strategic objectives, there is a need for broad and in-depth education for the SMTD community members. Many of the strategic objectives are focused on discovery, learning, and exploration.

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

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### **Introduction:**

The SMTD plan covers staff, faculty (tenure and non-tenure track), graduate and undergraduate students. The strategic objectives needed to further the university-wide goals of diversity, equity and inclusion have been aggregated into three distal objectives determined by the University. Each of these strategic objectives is accompanied by metrics that will be tracked over time, as well as descriptions of single and multiple year actions we will take to accomplish those objectives. For additional detail on assignments, timelines, and accountabilities, see the Action Planning Table.

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

### **PEOPLE (Recruit, Retain & Develop a Diverse Community)**

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Strategies and action items for **People** are designed to bolster and extend the work of all units by introducing effective programs and procedures aimed at recruiting, retaining, and supporting a diverse campus community. DEI-related recruitment and retention efforts across campus reflect the varied needs and goals of specific units and groups.

### **UNDERGRADUATE STUDENTS**

**Strategic Objective 1: Retain a diverse undergraduate student community and support their thriving and success.**

#### **Metrics:**

- Number of SMTD undergraduate students (including number of URM undergraduates) enrolled
- SMTD undergraduate retention rate across all years
- SMTD undergraduate success rate
- Satisfaction of students related to welcome programming
- Number of undergraduate students participating in/engaged in community building activities

#### **Year 1 Actions:**

- 1) Fostering connections between students, faculty, staff and alumni by exploring a mentorship program that will pair students with a faculty member, staff member or SMTD alum. Assess types of mentoring programs to create a mentoring framework that is conducive to SMTD students, faculty, and alumni. Engage students, instructors, and alumni in the mentoring process. This may include, but not limited to hosting coffee chats with faculty (for students) that include opportunities for question and answer (Q&A)
- 2) Early fall programming focused on building community and relationships for first year students. This may include, but not limited to This is How We Brunch, an annual brunch gathering focused on building community for BIPOC students, faculty and staff and open to all in the SMTD community. First Gen Gathering, an annual mixer for First Gen students focused on building community for First Gen students, faculty, and staff and open to all in the SMTD community.
- 3) Exploring the creation and launch of an early arrival summer program for first year students

**Primary DEI Goal:** Equity/Inclusion

## **GRADUATE STUDENTS**

**Strategic Objective 2: Increase the diversity of the SMTD graduate student population (recruitment).**

### **Metrics:**

- Number of graduate student applications including number of URM graduate student applications
- Number of master students enrolled including number of URM master students enrolled
- Number of doctoral students enrolled including number of URM doctoral students enrolled
- Number of graduate students participating in/engaged in recruitment activities
- Race and sex of graduate students participating in/engaged in recruitment activities

### **Year 1 Actions:**

- 1) Specific, targeted recruitment of doctoral students. This may include hosting non-committal meetings in-person and/or virtually for those interested in specific doctoral programs and providing prospective doctoral students connections to current PhD students.
- 2) Specific, targeted recruitment of master level students. This may include hosting non-committal meetings in-person and/or virtually for those interested in specific programs and providing prospective master students connections to current master level students.
- 3) Exploration of additional funding support which may include but is not limited to travel and Application funds or waivers and scholarships, grants and fellowships.

**Primary DEI Goal:** Diversity

## **FACULTY**

**Strategic Objective 3: Increase the number of qualified faculty who will add to the culture of SMTD**

### **Metrics:**

- Number of databases faculty positions are shared for the purposes of active recruitment
- Number of applicants by race and sex in faculty search processes
- Number of faculty of color by rank that are finalists in search processes
- Number of faculty by race and sex that are hired

### **Year 1 Actions:**

1. Develop active recruitment of qualified persons who will add to the culture of SMTD for faculty searches, by continuing to provide training and information to search committee members regarding active recruitment prior to the start of the search process. Also, by enhancing recruitment tools and processes for faculty searches.

2. Build relationships with potential faculty who are advancing DEI in their field by inviting them to campus for talks or as guest artists.
3. Create a resource that lists databases (e.g., BIPOC composers databases) or research being conducted in respective fields that focus on diversity, equity, and inclusion; widening the pool of potential candidates.
4. Explore the creation of a postdoctoral fellows program to increase the pipeline of future faculty in SMTD and performing arts faculty, in general.

**Primary DEI Goal:** Diversity

**STAFF**

**Strategic Objective 4: Increase the number of qualified staff who will add to the culture of SMTD**

**Metrics:**

- Number of databases staff positions are shared for the purposes of active recruitment
- Number of applicants by race, disability, veteran status, and sex in staff search processes (retrospective data pull)
- Number of staff by race, disability, veteran status, and sex that are finalists in staff search processes (retrospective data pull)
- Number of staff by race, disability, veteran status, and sex that are hired (retrospective data pull)

**Year 1 Actions:**

1. Develop recruitment tools and processes for staff searches, and hiring committees for hiring qualified persons who will add to the culture of SMTD for staff searches. Furthermore, provide training and information to search committee members regarding active recruitment prior to the start of the search process.
2. Build relationships with potential staff who are advancing DEI in their areas of influence.

**Primary DEI Goal:** Diversity

**PROCESS** (Create an Equitable and Inclusive Campus Climate)

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Strategies and action items for **Process** are designed to support and strengthen the development of policies, procedures, and practices that create an inclusive and equitable campus climate and encourage a culture of belonging in which every member of our community can grow and thrive.

**ALL CONSTITUENCIES**

**Strategic Objective 1: Heightened awareness of DEI as a core element of SMTD that contributes to the innovation of our school and serves as a means of enacting justice and achieving and sustaining excellence.**



**Metrics:**

- The number of communication platforms where core values of DEI are being shared (e.g., newsletters, social media, advertising)
- Number (and types) of changes to processes that include DEI
- Number of opportunities provided where departments share DEI-focused work (e.g., brown bag curricular sharing, information sessions, workshops, etc.)

**Year 1 Actions:**

- 1) Increase communication among SMTD about the core values of DEI, along with the benefits of implementing DEI.
- 2) Promote specific outcomes from DEI initiatives. This may include, but not limited to: promoting successful curricular approaches advanced by faculty in various disciplines that other faculty may model; visible DEI bulletin board(s) in high traffic areas in SMTD that highlight specifically how racial, ethnic, and gender diversity are contributing to the strategic outcomes of the school (via performance, education, theory, etc.).
- 3) Provide more opportunities for departments and grad students to share DEI-focused work with other departments and the rest of the SMTD community.
- 4) Provide opportunities for student performances/involvement at faculty meetings that highlight diversity of ideas, performances, experiences, etc.

**Primary DEI Goal:** Inclusion

**Strategic Objective 2:** Work in partnership with SMTD Chief Development Officer to integrate DEI into SMTD fundraising priorities, including upcoming comprehensive fundraising campaign.

**Metrics:**

- **SMTD fundraising goal**
- **Impact of securing funding from fundraising**

**Year 1 Actions:**

1. SMTD Dean, Chief Development Officer, and Chief Officer for DEI meet bi-annually to discuss DEI funding needs and priorities for the unit.

**Primary DEI Goal:** Diversity

**UNDERGRADUATE STUDENTS**

**Strategic Objective 3:** Create a caring, equitable and inclusive climate for students by developing processes that support their thriving and success.

**Metrics:**

- Number of student affinity groups or spaces
- Satisfaction of students with affinity spaces
- Sense of belonging of students
- Awareness of resources related to mental health and wellbeing, with a focus on resources related to different student populations

**Year 1 Actions:**

- 1) Support student affinity groups and when appropriate, create student affinity groups or spaces for all SMTD students. Support student affinity groups by creating official channels for students to receive mentorship for student affinity groups, creating a database for students to seek out affinity spaces, and providing funding assistance for events created by student affinity groups.
- 2) Normalize and promote the use of student services internal and external to UM, including gathering resources relevant to all students, including in particular, underrepresented students within SMTD including raising awareness of CAPS and other mental health resources on campus, including making connections to outside resources when applicable and create resources that give information about external mental health practitioners that may have more experience working with broadly diverse student populations. This will also include referring students to The Spectrum Center, MESA, Trotter Multicultural Center and SAPAC when appropriate and applicable.

**Primary DEI Goal:** Inclusion

**GRADUATE STUDENTS**

**Strategic Objective 4: Create a caring, equitable and inclusive climate for students by developing processes that support their thriving and success.**

**Metrics:**

- Graduate student participation and engagement in ideation processes
- Climate survey feedback
- Sense of belonging of students
- Awareness of resources related to mental health and wellbeing, with special focus on resources related to all students, including in particular, underrepresented students

**Year 1 Actions:**

- 1) Create a more caring and collegial culture among graduate students and faculty by partnering with current graduate students to identify actions needed to promote a caring and collegial culture for graduate students. Additional work to build rapport between graduate students, faculty and staff to explore event interest and ideas.
- 2) Normalize and promote the use of student services internal and external to UM, including gathering resources relevant to all students, including in particular, underrepresented students within SMTD including raising awareness of CAPS and other mental health resources on campus, including making connections to outside resources when applicable and create resources that give information about external mental health practitioners that may have more experience working with broadly diverse student populations. This will also include referring students to The Spectrum Center, MESA, Trotter Multicultural Center and SAPAC when appropriate and applicable.



**Primary DEI Goal:** Inclusion

## **STAFF**

**Strategic Objective 5: Increase opportunities for SMTD staff in order to create a more inclusive climate for SMTD staff.**

### **Metrics:**

- Number of SMTD staff who attend professional development offerings provided at the School level
- Number of career pathways created for SMTD staff
- Number of staff who are promoted within SMTD
- Number of staff by race, age, and sex who are promoted within SMTD
- Number of teaching, learning or creative opportunities available for staff to participate in within SMTD
- Number of staff who participated in teaching, learning or creative opportunities available to them within SMTD
- Qualitative feedback from staff regarding their participation in teaching, learning, and creative opportunities

### **Year 1 Actions:**

- 1) Increase pathways for advancement for SMTD staff, by sharing more clearly defined paths to advancement and promotion for staff. Also, provide a wider set of professional development offerings, including DEI professional development, related to SMTD staff. Furthermore, provide support structures and accountability measures for supervisors to implement their learning from professional development opportunities. Lastly, develop a SMTD staff retention plan including options for career development with the goal of retaining a broadly diverse SMTD staff community
- 2) Increase opportunities for staff to connect to teaching, learning, and creative opportunities, by identifying existing opportunities for staff to connect to teaching, learning, and creative opportunities. Also, increase staff engagement in teaching, learning, and creative opportunities through awareness of how current engagement can or already lends itself to DEI efforts.

**Primary DEI Goal:** Inclusion; Equity

## **FACULTY**

**Strategic Objective 6: Integrate and center DEI within SMTD through research, course work, and artistic practice**

### **Metrics:**

- Number of opportunities offered for faculty to connect across SMTD units
- Number of opportunities provided to faculty to incorporate DEI within research, course work, and artistic practice
- Number of participants who attended opportunities for collaboration and connection
- Formal and informal feedback from faculty regarding opportunities

### **Year 1 Actions:**

- 1) Develop pathways to center DEI within research, course work, and artistic practice, by connecting faculty across SMTD units to foster:
  - a) Developing ways that create capacity for collaboration and to disrupt silos.
    - i) This includes creating opportunities for collaboration and connection at different times and on different days.
  - b) Provide lower stake social opportunities for faculty to connect (e.g., bagels and coffee, faculty pop-up lounge).
  - c) Foster cross-unit programming opportunities
    - i) Guest Lecturers and Artists
    - ii) Panel Discussions
    - iii) Brown Bag/Lunch and Learn

**Primary DEI Goal:** Inclusion

### **PRODUCTS** (Support Innovative and Inclusive Teaching, Research, and Service)

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Strategies and action items for **Products** are designed to integrate DEI solutions into our educational program offerings and teaching methodology, and to ensure scholarly research on diversity, equity and inclusion, and the scholars who produce it, are valued and supported.

### **ALL CONSTITUENCIES**

**Strategic Objective 1: Expand the reach of SMTD through community collaborations , locally and nationally.**

### **Metrics:**

- Inventory of current and existing community partnerships
- Number of newly created community partnerships
- Zip codes/locations of communities served
- Feedback from community partners

### **Year 1 Actions:**

- 1) Defining what community partnerships mean to SMTD. This includes:
  - a) Identifying what SMTD can contribute to broadly underresourced communities.
  - b) Identifying what SMTD is hoping to gain from community partnerships.
- 2) Examining existing engagement and outreach efforts for youth and adults
- 3) Support SMTD faculty, staff and students in building authentic and reciprocal relationships with underresourced communities , locally and nationally, through programs such as Musicians United for Social Equity (MUSE). In order to do this, we plan to: Incorporate education about working with underresourced as well as in particular marginalized communities into DEI learning opportunities (i.e., training and workshops) available to faculty, staff, and students; Expand curricula to teach students how to engage with broadly diverse communities; Listening to the needs of community partners (who represent marginalized communities) and implementing their feedback.
- 4) Partner with U-M Educational Outreach for identifying and sustaining community partnerships

**Primary DEI Goal:** Inclusion

### **UNDERGRADUATE STUDENTS**

**Strategic Objective 2: Expand opportunities for courses to meet SMTD race/ethnicity requirement (RE) which may include developing new courses or revising existing courses.**

#### **Metrics:**

- Number of courses offered in RE requirement
- Number of courses added to RE requirement
- Feedback of students in SMTD RE courses
- Effectiveness of incentives provided to faculty to create or revise RE courses
  - Number of faculty who participate in the creation or revision of RE courses

#### **Year 1 Actions:**

- 1) Reimagine race and ethnicity courses for the SMTD Race and Ethnicity requirement. This should include creating courses that uplift and center marginalized voices, creating courses that provide educational and learning opportunities for students of all races/ethnicities and creating courses that focus on a specific sociopolitical or historical event that impacts performing arts communities.
- 2) Provide incentives and support for faculty to create new courses for Race and Ethnicity requirement.
- 3) Create a mechanism to collect and analyze feedback of students related to RE courses to assess impact

**Primary DEI Goal:** Inclusion

### **GRADUATE STUDENTS**

**Strategic Objective 3: Increase support of inclusive and innovative teaching in SMTD and performing arts education.**

#### **Metrics:**

- Number of inclusive teaching training opportunities provided to GSIs
- Number of GSIs who participated in inclusive teaching training opportunities
- Feedback from GSIs enrolled in SMTD Equity-Focused Teaching Canvas course
- Resources allocated to support inclusive teaching

#### **Year 1 Actions:**

- 1) Provide training and resources for Graduate Student Instructors (GSIs) to practice inclusive teaching including providing an orientation on inclusive teaching to GSIs and encouraging participation in the Canvas course.
- 2) Work with SMTD GSIs to develop workshops/sessions relevant to their work.
- 3) Meeting with SMTD GSI leadership to establish relevant current topics.

**Primary DEI Goal:** Inclusion

## **STAFF**

**Strategic Objective 4: Increase opportunities to support SMTD staff in providing inclusive and equitable services.**

### **Metrics:**

- Informal and formal feedback from staff and staff supervisors
- Utilization of supportive services such as the staff ombudsperson
- Number of opportunities provided to support staff in providing inclusive and equitable services

### **Year 1 Actions:**

- 1) Create more buy-in with the staff regarding DEI training concepts by partnering with staff supervisors.
- 2) Providing support to staff when there are conflicts related to applying DEI learning and training concepts. This includes, identifying which offices and units can support staff, making this information more accessible to staff, and providing a Lunch and Learn (guided scenario-based roleplay).

**Primary DEI Goal:** Inclusion

## **FACULTY**

**Strategic Objective 5: Increase support of inclusive and innovative teaching in SMTD.**

### **Metrics:**

- Number of instructor participants, who utilize training and other resource opportunities
- Training survey data and feedback
- Number of faculty who participated in inclusive teaching workshops
- Symposia hosted
- Number of new curricular innovations implemented as a result of symposia
- Resources allocated to support inclusive teaching

### **Year 1 Actions:**

- 1) Provide training and resources related to inclusive and innovative teaching for all SMTD instructors.
- 2) Highlight curricular change and innovations that will do the following:
  - a) represent the Dean's vision.
  - b) engage students.
  - c) represent desired change to SMTD's culture.
- 3) Hosting symposia on innovations that are happening nationally and worldwide.
  - a) Resources allocated for desired symposia.
  - b) Platforms and events where curricular change and innovations are highlighted.
  - c) Implementation of curricular innovations because of symposia

**Primary DEI Goal:** Inclusion

## Goal-related Metrics – SMTD Measures Tracked Over Time

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### SMTD Metrics:

The following measures will be tracked across time:

- 1) Undergraduate Students
  - a) Demographic Composition:
    - i) Headcount
    - ii) Race/ethnicity
    - iii) Sex
  - b) Graduation Rates:
    - i) 4-Year
    - ii) 6-Year
  - c) Enrollment:
    - i) Entry status (new, continuing)
    - ii) Student class level (freshman, sophomore, junior, senior)
  - d) Climate Survey Indicators (sample indicators listed below):
    - i) Satisfaction with overall U-M climate/environment
    - ii) Semantic aspects of the general climate of U-M campus overall
    - iii) Semantic aspects of the DEI climate at U-M campus overall
    - iv) Feeling valued at U-M campus overall
    - v) Feeling of belongingness at U-M campus overall
    - vi) Assessment of U-M institutional commitment to diversity, equity, and inclusion
    - vii) Perceptions of equal opportunity for success at U-M campus overall
    - viii) Feeling able to perform up to full potential at U-M campus overall.
    - ix) Feelings of academic growth at U-M campus overall
    - x) Feelings of discrimination at U-M campus overall
- 2) Graduate Students
  - a) Demographic Composition:
    - i) Headcount
    - ii) Race/ethnicity
    - iii) Sex
  - b) Enrollment:
    - i) Student class level (Graduate-Masters/Doctoral/Professional)
  - c) Climate Survey Indicators (sample indicators listed below):
    - i) Satisfaction with climate/environment in department of School/College
    - ii) Assessment of semantic aspects of the general climate in department of School/College
    - iii) Assessment of semantic aspects of the DEI climate in department of School/College
    - iv) Feeling valued in department of School/College
    - v) Feeling of belongingness in department of School/College
    - vi) Assessment of department in School/College commitment to diversity, equity, and inclusion
    - vii) Perceptions of equal opportunity for success in department of School/College
    - viii) Feeling able to perform up to full potential in department of School/College
    - ix) Feelings of academic growth in department of School/College
    - x) Feelings of discrimination in department of School/College

- 3) Staff
  - a) Demographic Composition:
    - i) Headcount
    - ii) Race/ethnicity
    - iii) Sex
    - iv) Age (Generation cohort)
- 4) Climate Survey Indicators (sample indicators listed below):
  - a) Satisfaction with unit climate/environment in work unit
  - b) Assessment of semantic aspects of the general climate in work unit
  - c) Assessment of semantic aspects of the DEI climate in work unit
  - d) Feeling valued in work unit
  - e) Feeling of belongingness in work unit
  - f) Assessment of work unit commitment to diversity, equity, and inclusion
  - g) Perceptions of equal opportunity for success in work unit
  - h) Feeling able to perform up to full potential in the work unit.
  - i) Feelings of professional growth in work unit
  - j) Feelings of discrimination in work unit
- 5) Faculty
  - a) Demographic Composition:
    - i) Headcount
    - ii) Race/ethnicity
    - iii) Sex
    - iv) Tenure status
  - b) Climate Survey Indicators (sample indicators listed below):
    - i) Satisfaction with climate/environment in department of School/College
    - ii) Assessment of semantic aspects of the general climate in department of School/College
    - iii) Assessment of semantic aspects of the DEI climate in department of School/College
    - iv) Feeling valued in department of School/College
    - v) Feeling of belongingness in department of School/College
    - vi) Assessment of department in School/College commitment to diversity, equity, and inclusion
    - vii) Perceptions of equal opportunity for success in department of School/College
    - viii) Feeling able to perform up to full potential in department of School/College
    - ix) Feelings of academic growth in department of School/College
    - x) Feelings of discrimination in department of School/College



## Action Planning Tables with Details and Accountabilities

Fill in the tables with additional details about actions, including deliverables and assignments.

### PEOPLE (Recruitment, Retention & Development)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
Undergraduate Students	Retain a diverse undergraduate student community and support their thriving and success.	<ul style="list-style-type: none"> <li>Number of SMTD undergraduate students (including number of URM undergraduates) enrolled</li> <li>SMTD undergraduate retention rate across all years</li> <li>SMTD undergraduate success rate</li> <li>Satisfaction of students related to welcome programming</li> <li>Number of undergraduate students participating in/engaged in community building activities</li> </ul>	<ol style="list-style-type: none"> <li>Fostering connections between students, faculty, staff and alumni by exploring a mentorship program that will pair students with a faculty member, staff member or SMTD alum. Assess types of mentoring programs to create a mentoring framework that is conducive to SMTD students, faculty, and alumni. Engage students, instructors, and alumni in the mentoring process. This may include, but not limited to hosting coffee chats with faculty (for students) that include opportunities for question and answer (Q&amp;A)</li> <li>Early fall programming focused on building community and relationships for first year students. This may include, but not limited to This is How We Brunch, an annual brunch gathering focused on building community for BIPOC students, faculty and staff and open to all in the SMTD community. First Gen Gathering, an annual mixer for First Gen students focused on building community for First Gen students, faculty, and staff and open to all in the SMTD community.</li> <li>Exploring the creation and launch of an early arrival summer program for first year students.</li> </ol>	SMTD Office for DEI (in partnership with Associate Dean for Undergraduate Academic and Student Affairs)

Graduate Students	Increase the diversity of the SMTD graduate student population (recruitment).	<ul style="list-style-type: none"> <li>• Number of graduate student applications including number of URM graduate student applications</li> <li>• Number of master students enrolled including number of URM master students enrolled</li> <li>• Number of doctoral students enrolled including number of URM doctoral students enrolled</li> <li>• Number of graduate students participating in/engaged in recruitment activities</li> <li>• Race and sex of graduate students participating in/engaged in recruitment activities</li> </ul>	<ol style="list-style-type: none"> <li>1. Specific, targeted recruitment of doctoral students. This may include hosting non-committal meetings in-person and/or virtually for those interested in specific doctoral programs and providing prospective doctoral students connections to current PhD students.</li> <li>2. Specific, targeted recruitment of master level students. This may include hosting non-committal meetings in-person and/or virtually for those interested in specific programs and providing prospective master students connections to current master level students.</li> <li>3. Exploration of additional funding support which may include but is not limited to travel and Application funds or waivers and scholarships, grants and fellowships.</li> </ol>	SMTD Office of Admissions (in partnership with SMTD faculty and departments)
Faculty	Increase the number of qualified faculty who will add to the culture of SMTD	<ul style="list-style-type: none"> <li>• Number of databases faculty positions are shared for the purposes of active recruitment</li> <li>• Number of applicants by race and sex in faculty search processes</li> <li>• Number of faculty of color by rank that are finalists in search processes</li> <li>• Number of faculty by race and sex that are hired</li> </ul>	<ol style="list-style-type: none"> <li>1. Develop active recruitment of qualified persons who will add to the culture of SMTD for faculty searches, by continuing to provide training and information to search committee members regarding active recruitment prior to the start of the search process. Also, by enhancing recruitment tools and processes for faculty searches.</li> <li>2. Build relationships with potential faculty who are advancing DEI in their field by inviting them to campus for talks or as guest artists.</li> <li>3. Create a resource that lists databases (e.g. BIPOC composers databases) or research being conducted in respective fields that focus on diversity, equity, and inclusion; widening the pool of potential candidates.</li> <li>4. Explore the creation of a postdoctoral fellows program to increase the pipeline of future faculty in SMTD and performing arts faculty, in general.</li> </ol>	Associate Dean for Faculty Development in partnership with SMTD Office for DEI
Staff	Increase the number of qualified staff who will add to the culture of SMTD	<ul style="list-style-type: none"> <li>• Number of databases staff positions are shared for the purposes of active recruitment (retrospective data pull)</li> <li>• Number of applicants by race, disability, veteran status and sex in</li> </ul>	<ol style="list-style-type: none"> <li>1. Develop recruitment tools and processes for staff searches, and hiring committees for hiring qualified persons who will add to the culture of SMTD for staff searches. Furthermore, provide training and information to search committee members regarding active recruitment prior to the start of the search process.</li> <li>2. Build relationships with potential staff who are advancing DEI in their areas of influence.</li> </ol>	SMTD Human Resources

		<p>staff search processes (retrospective data pull)</p> <ul style="list-style-type: none"> <li>• Number of staff by race, disability, veteran status and sex that are finalists in staff search processes (retrospective data pull)</li> <li>• Number of staff by race, disability, veteran status and sex that are hired (retrospective data pull)</li> </ul>		
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**PROCESS** (*Promoting & Equitable & Inclusive Community*)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
All constituencies (faculty, staff, students)	Heightened awareness of DEI as a core element of SMTD that contributes to the innovation of our school and serves as a means of enacting justice and achieving and sustaining excellence	<ul style="list-style-type: none"> <li>• The number of communication platforms where core values of DEI are being shared (e.g., newsletters, social media, advertising)</li> <li>• Number (and types) of changes to processes that include DEI</li> <li>• Number of opportunities provided where departments share DEI-focused work (e.g., brown bag curricular sharing, information sessions, workshops, etc.)</li> </ul>	<ol style="list-style-type: none"> <li>1. Increase communication among SMTD about the core values of DEI, along with the benefits of implementing DEI.</li> <li>2. Promote specific outcomes from DEI initiatives. This may include, but not limited to: promoting successful curricular approaches advanced by faculty in various disciplines that other faculty may model; visible DEI bulletin board(s) in high traffic areas in SMTD that highlight specifically how racial, ethnic, and gender diversity are contributing to the strategic outcomes of the school (via performance, education, theory, etc.).</li> <li>3. Provide more opportunities for departments and grad students to share DEI-focused work with other departments and the rest of the SMTD community.</li> <li>4. Provide opportunities for student performances/involvement at faculty meetings that highlight diversity of ideas, performances, experiences, etc.</li> </ol>	SMTD Office for DEI
All constituencies (faculty, staff, students)	Work in partnership with SMTD Chief Development Officer to integrate DEI into SMTD fundraising	<ul style="list-style-type: none"> <li>• SMTD fundraising goal</li> <li>• Impact of securing funding from</li> </ul>	<ol style="list-style-type: none"> <li>1. SMTD Dean, Chief Development Officer, and Chief Officer for DEI meet bi-annually to discuss DEI funding needs and priorities for the unit.</li> </ol>	SMTD Office of Advancement

	priorities, including upcoming comprehensive fundraising campaigns.	fundraising		
Undergraduate Students	Create a caring, equitable and inclusive climate for students by developing processes that support their thriving and success.	<ul style="list-style-type: none"> <li>• Number of student affinity groups/spaces</li> <li>• Satisfaction of students with affinity spaces</li> <li>• Sense of belonging of students</li> <li>• Awareness of resources related to mental health/wellbeing, with special focus on resources related to all students, including in particular, underrepresented students.</li> </ul>	<ol style="list-style-type: none"> <li>1. Support student affinity groups and when appropriate, create student affinity groups or spaces for all SMTD students. Support student affinity groups by creating official channels for students to receive mentorship for student affinity groups, creating a database for students to seek out affinity spaces, and providing funding assistance for events created by student affinity groups.</li> <li>2. Normalize and promote the use of student services internal and external to UM, including gathering resources relevant to all students, including in particular, underrepresented students within SMTD including raising awareness of CAPS and other mental health resources on campus, including making connections to outside resources when applicable and create resources that give information about external mental health practitioners that may have more experience working with broadly diverse student populations. This will also include referring students to The Spectrum Center, MESA, Trotter Multicultural Center and SAPAC when appropriate and applicable.</li> </ol>	SMTD Office for DEI
Graduate Students	Create a caring, equitable and inclusive climate for students by developing processes that support their thriving and success.	<ul style="list-style-type: none"> <li>• Graduate student participation and engagement in ideation processes</li> <li>• Climate survey feedback</li> <li>• Sense of belonging of students</li> <li>• Awareness of resources related to mental health/wellbeing, with special focus on resources related to all students, including in particular, underrepresented students.</li> </ul>	<ol style="list-style-type: none"> <li>1. Create a more caring and collegial culture among graduate students and faculty by partnering with current graduate students to identify actions needed to promote a caring and collegial culture for graduate students, Building rapport with graduate students to explore event interest and ideas.</li> <li>2. Normalize and promote the use of student services internal and external to UM, including gathering resources relevant to all students, including in particular, underrepresented students within SMTD including raising awareness of CAPS and other mental health resources on campus, including making connections to outside resources when applicable and create resources that give information about external mental health practitioners that may have more experience working with broadly diverse student populations. This will also include referring students to The Spectrum Center, MESA, Trotter Multicultural Center and SAPAC when appropriate and applicable.</li> </ol>	SMTD Office for Graduate Academic Affairs

Staff	Increase opportunities for SMTD staff in order to create a more inclusive climate for SMTD staff.	<ul style="list-style-type: none"> <li>• Number of SMTD staff who attend professional development offerings provided at the School level</li> <li>• Number of career pathways created for SMTD staff</li> <li>• Number of staff who are promoted within SMTD</li> <li>• Number of staff by race, age, and sex who are promoted within SMTD</li> <li>• Number of teaching, learning or creative opportunities available for staff to participate in within SMTD</li> <li>• Number of staff who participated in teaching, learning or creative opportunities available to them within SMTD</li> <li>• Qualitative feedback from staff regarding their participation in teaching, learning, and creative opportunities</li> </ul>	<ol style="list-style-type: none"> <li>1. Increase pathways for advancement for SMTD staff, by sharing more clearly defined paths to advancement and promotion for staff. Also, provide a wider set of professional development offerings, including DEI professional development, related to SMTD staff. Furthermore, provide support structures and accountability measures for supervisors to implement their learning from professional development opportunities. Lastly, develop a SMTD staff retention plan including options for career development with the goal of retaining a broadly diverse SMTD staff community.</li> <li>2. Increase opportunities for staff to connect to teaching, learning, and creative opportunities, by identifying existing opportunities for staff to connect to teaching, learning, and creative opportunities. Also, increase staff engagement in teaching, learning, and creative opportunities through awareness of how current engagement can or already lends itself to DEI efforts.</li> </ol>	SMTD Office for DEI. SMTD Human Resources & SMTD Supervisors' Group
Faculty	Integrate and center DEI within SMTD through research, course work, and artistic practice	<ul style="list-style-type: none"> <li>• Number of opportunities offered for faculty to connect across SMTD units</li> <li>• Number of opportunities provided to faculty to incorporate DEI within research, course work, and artistic practice</li> <li>• Number of participants who attend opportunities for collaboration and connection</li> <li>• Formal and informal feedback from faculty regarding opportunities</li> </ul>	<ol style="list-style-type: none"> <li>1. Develop pathways to center DEI within research, course work, and artistic practice, by connecting faculty across SMTD units to foster: <ol style="list-style-type: none"> <li>a. Developing ways that create capacity for collaboration and to disrupt silos. <ol style="list-style-type: none"> <li>i. This includes creating opportunities for collaboration and connection at different times and on different days.</li> </ol> </li> <li>b. Provide lower stake social opportunities for faculty to connect (e.g., bagels and coffee, faculty pop-up lounge).</li> <li>c. Foster cross-unit programming opportunities <ol style="list-style-type: none"> <li>i. Guest Lecturers and Artists</li> <li>ii. Panel Discussions</li> <li>iii. Brown Bag/Lunch and Learn</li> </ol> </li> </ol> </li> </ol>	SMTD Office for Faculty Development

**PRODUCTS** (*Education, Scholarship & Service*)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
All constituencies (faculty, staff, students)	Expand the reach of SMTD through community collaborations, locally and nationally.	<ul style="list-style-type: none"> <li>• Inventory of current and existing community partnerships</li> <li>• Number of newly created community partnerships</li> <li>• Zip codes/locations of communities served</li> <li>• Feedback from community partners</li> </ul>	<ol style="list-style-type: none"> <li>1. Defining what community partnerships mean to SMTD. This includes:               <ul style="list-style-type: none"> <li>• Identifying what SMTD can contribute to broadly underresourced communities.</li> <li>• Identifying what SMTD is hoping to gain from community partnerships.</li> </ul> </li> <li>2. Examining existing engagement and outreach efforts for youth and adults</li> <li>3. Support SMTD faculty, staff and students in building authentic and reciprocal relationships with underresourced communities, locally and nationally, through programs such as Musicians United for Social Equity (MUSE). In order to do this, we plan to: Incorporate education about working with underresourced as well as in particular marginalized communities into DEI learning opportunities (i.e., training and workshops) available to faculty, staff, and students; Expand curricula to teach students how to engage with broadly diverse communities; Listening to the needs of community partners (who represent marginalized communities) and implementing their feedback.</li> <li>4. Partner with U-M Educational Outreach for identifying and sustaining community partnerships</li> </ol>	Associate Dean for Strategic Partnerships/SMTD Engagement and Outreach
Undergraduate students	Expand opportunities for courses to meet race/ethnicity requirement (RE) which may include developing new courses or revising existing courses.	<ul style="list-style-type: none"> <li>• Number of courses offered in RE requirement</li> <li>• Number of courses added to RE requirement</li> <li>• Feedback of students in SMTD RE courses</li> <li>• Effectiveness of incentives provided to faculty to create or revise RE courses               <ul style="list-style-type: none"> <li>○ Number of faculty who participate in the creation or revision of RE courses</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Reimagine race and ethnicity courses for the SMTD Race and Ethnicity requirement. This should include creating courses that uplift and center marginalized voices, creating courses that provide educational and learning opportunities for students of all races/ethnicities and creating courses that focus on a specific sociopolitical or historical event that impacts performing arts communities.</li> <li>2. Provide incentives and support for faculty to create new courses for Race and Ethnicity requirement.</li> <li>3. Collect and analyze feedback of students related to RE courses to assess impact</li> </ol>	SMTD Office for Undergraduate Academic Affairs/CDR
Graduate students	Increase support of inclusive and	<ul style="list-style-type: none"> <li>• Number of training opportunities provided to GSIs</li> </ul>	<ol style="list-style-type: none"> <li>1. Provide training and resources for Graduate Student Instructors (GSIs) to practice inclusive teaching: Provide an orientation on</li> </ol>	SMTD Graduate Academic Affairs



	innovative teaching in SMTD and performing arts education.	<ul style="list-style-type: none"> <li>• Number of GSI participants in training opportunities</li> <li>• Feedback from GSIs enrolled in SMTD Equity-Focused Teaching Canvas course</li> <li>• Resources allocated to support inclusive teaching</li> </ul>	<p>inclusive teaching to GSIs, Encourage participation in the Canvas course.</p> <ol style="list-style-type: none"> <li>2. Work with SMTD GSIs to develop workshops/sessions relevant to their work.</li> <li>3. Meeting with SMTD GSI leadership to establish relevant current topics.</li> </ol>	
Staff	Increase opportunities to support SMTD staff in providing inclusive and equitable services.	<ul style="list-style-type: none"> <li>• Informal and formal feedback from staff and staff supervisors</li> <li>• Utilization of supportive services such as the staff ombudsperson.</li> <li>• Number of opportunities provided to support staff in providing inclusive and equitable services</li> </ul>	<ol style="list-style-type: none"> <li>1. Create more buy-in with the staff regarding DEI training concepts by partnering with staff supervisors.</li> <li>2. Providing support to staff when there are conflicts related to applying DEI learning and training concepts. This includes, identifying which offices and units can support staff, making this information more accessible to staff, and providing a Lunch and Learn (guided scenario-based roleplay).</li> </ol>	SMTD Human Resources & SMTD Supervisors' Group
Faculty	Increase support of inclusive and innovative teaching in SMTD.	<ul style="list-style-type: none"> <li>• Number of instructor participants, who utilize training and other resource opportunities</li> <li>• Training survey data and feedback</li> <li>• Number of faculty who participated in inclusive teaching workshops</li> <li>• Symposia hosted</li> <li>• Number of new curricular innovations implemented as a result of symposia</li> <li>• Resources allocated to support inclusive teaching</li> </ul>	<ol style="list-style-type: none"> <li>1. Provide training and resources related to inclusive and innovative teaching for all SMTD instructors.</li> <li>2. Highlight curricular change and innovations that will do the following: <ol style="list-style-type: none"> <li>a. represent the Dean's vision.</li> <li>b. engage students.</li> <li>c. represent desired change to SMTD's culture.</li> </ol> </li> <li>3. Hosting symposia on innovations that are happening nationally and worldwide. <ol style="list-style-type: none"> <li>a. Resources allocated for desired symposia.</li> <li>b. Platforms and events where curricular change and innovations are highlighted.</li> <li>c. Implementation of curricular innovations because of symposia.</li> </ol> </li> </ol>	SMTD Dean's Office

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

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The SMTD Chief Officer for Diversity, Equity, and Inclusion (DEI) is the key contact for stewardship of the plan. She will be assisted by the Assistant Director for DEI, DEI Program Manager, DEI 2.0 Planning Committee, and the Human Resource Director in tracking and supporting the plan implementation.

These individuals and groups will conduct an annual review of the plan with all relevant constituencies and gather feedback and additional ideas to be implemented throughout the year. A midyear status report on progress will be presented to SMTD's leadership (i.e., SAM) in January and a final evaluation of metrics and accomplishments against the plan, as well as recommendations will be presented to the SMTD leadership and the SMTD community beginning in April.