



Diversity, Equity and Inclusion Strategic Plan Five-Year Strategic Objectives, Measures and FY17 Actions

I. Diversity Equity and Inclusion Strategic Plan: Overview

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

Goals: Diversity, Equity, and Inclusion

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

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

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

Rationale:

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



II. Planning Process Used

Planning Lead(s):

Jason Geary, Associate Dean for Graduate Studies, Equity, and Inclusion
Gena Flynn, Director of Inclusion

Planning Team

Faculty Subcommittee for Diversity, Equity, and Inclusion

Daniel Cantor, Associate Professor of Theatre & Drama
Clare Croft, Assistant Professor of Dance
David Jackson, Professor of Music (Trombone)
Christianne Myers, Assistant Professor of Theatre & Drama
Stanford Olsen, Professor of Music (Voice)
Sile O'Modhrain, Associate Professor of Music (Performing Arts Technology) and
Associate Professor of Information, School of Information
Carlos Rodriguez, Associate Professor of Music (Music Education)
Louise Stein, Professor of Music (Musicology)
Robin Wilson, Associate Professor of Dance
Michael Gurevich, Assistant Professor of Music (Performing Arts Technology), Liaison
to the committee around the topic of inclusive teaching

Staff Subcommittee for Diversity, Equity, and Inclusion

Paul Feeny, Ensembles Manager and Librarian
Lindsay Frischmuth, Theatre Department Administrative Assistant
Julia Hoffert, Recruiting Coordinator, Office of Admissions
Emily Lamoreaux, Program Coordinator, Youth and Adult Programs
Robin Myrick, Program Coordinator, Youth and Adult Programs
Mary-Alice Wiland, Facilities Coordinator/Manager

Undergraduate Student Subcommittee for Diversity, Equity, and Inclusion

Timothy Brewer, freshman (cello performance)
Giovanni Bellegarde, sophomore (voice performance)
Abigail Choi, senior (viola performance)
Shenika John Jordan, senior (voice performance)
Mayumi Kimura Meguro, senior (composition)
Ellen Wallace, junior (dance)

Graduate Student Subcommittee for Diversity, Equity, and Inclusion

Leah Claiborne, DMA pre-candidate (piano pedagogy and performance)
Daniel Cuevas, master's student (music education)
Malcolm Dean, master's student (jazz piano)
Carolina Heredia, DMA candidate (composition)
Elizabeth McLain, PhD candidate (musicology)
Brandon Rumsey, DMA pre-candidate (composition)

Planning Process Summary



School of Music, Theatre & Dance

The process of gathering data used to inform the School's strategic plan was led by the Director of Inclusion, who also utilized long-term data that was collected by the Office of Admissions and Enrollment Management, led by Assistant Dean Laura Hoffman. Among the most useful sources of information was unit-specific data that tracked student application numbers and yield rates over time according to ethnicity and citizenship status. In addition, the University Office of the Registrar provided valuable data related to enrollment, retention, and rate of graduation for students at the School of Music, Theatre & Dance. The planning team also utilized the University of Michigan data warehouse to collect information about students by major, which in turn was converted to provide demographic information on a departmental level. With respect to graduate students in particular, the School also benefited from data provided by the Rackham Graduate School. Much of this data was provided to the School as part of Rackham's quadrennial Rackham Program Review, which also informed the planning process throughout. For faculty and staff demographics, the School utilized the university's Human Capital Reporting tool, which provided trend data by position classification between the years 2011 and 2015.

Having determined that the School had not previously collected data around climate, the planning team requested and received funds from the Office of the Vice Provost for Equity, Inclusion, and Academic Affairs to conduct a climate survey administered by the University's ADVANCE program. The survey instrument was adapted to address concerns specific to the School of Music, Theatre & Dance community and was further tailored to pose questions specific to the six constituent groups at which it was directed: undergraduate students, master's students, doctoral students, staff, lecturers, and clinical/tenure-track faculty. The assessment concluded in March 2016; ADVANCE will produce assessment reports for four of the six constituent groups (undergraduate students, doctoral students, staff, and faculty). Response rates for master's students and lecturers did not reach a level high enough to ensure reliable data. Information gleaned from the survey will be used to further tailor aspects of the School's strategic plan.

Undoubtedly the most important source of information for shaping the strategic plan was that gleaned directly from members of the School community. Such information-gathering assumed multiple forms, including small informal meetings, more formal meetings among members of the senior administration, meetings of four distinct subcommittees related to diversity, equity, and inclusion, and a town-hall-style event intended to solicit input from a broad range of students.

This process began in fall term 2015, during which time the Director of Inclusion met individually with department chairs to gain a sense of 1) the department's perceived strengths and weaknesses with regard to issues of diversity, equity, and inclusion; 2) potential strategies for enhancing these areas and likely obstacles to success; and 3) ideas for most effectively engaging faculty, staff, and students in the process of devising a strategic plan. Partly in response to these conversations, Associate Dean Geary sent an email message to the entire SMTD community in December 2015 soliciting volunteers to serve on one of four subcommittees that would be created (see "Planning Team" above). Each of these committees met three times (and in the case of the faculty subcommittee, five times) over the course of the winter term, and each was charged with arriving at a set of recommendations to inform the unit's five-year strategic plan. Membership on the four committees auspiciously represented multiple departments across the School and also provided diversity with respect to gender, ethnicity, age, nationality, disability status, degree programs, and professorial rank. Each committee considered in turn the four broad domains outlined under the strategic objectives below, and each offered invaluable insights and concrete recommendations that have informed the School's strategic plan at every turn.



III. Data and Analysis: Key Findings

Summary of Data

Students

Since 2010, the School of Music, Theatre & Dance has had higher percentages of students from all domestic racial/ethnic minority groups as compared with the University as a whole, the sole exception being students of Asian descent. Fall 2015 did provide one deviation from this trend when SMTD Latino enrollment fell below that of the institution.

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

Faculty

Information gathered from the human resource reporting tool indicates a slight improvement in the ratio of male to female faculty, though the faculty remains disproportionately male. Indeed, the roughly 60% of faculty who are male is inversely proportionate to the roughly 40% of staff members who are female. Likewise, the last five years have seen an increase in the percentage of every ethnic group represented in the faculty with the exception of White faculty. When taking gender and ethnicity into account, there has been an increase in each ethnic group of female faculty with the exception of White females, who have seen a 4.8% decrease. There has been a modest increase in the number of male faculty who identify as Black, Latino, or as belonging to two or more ethnic groups, while there was a slight decrease in the percentage of Asian and White men. See Appendix A.2 for more detailed information regarding trends among faculty ranks related to gender and race/ethnicity.

Staff

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



Key Findings, Themes and Recommendations

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

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

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

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

Another significant issue raised by the four subcommittees working toward the creation of a strategic plan concerns the overall climate of SMTD. Several students described interactions with faculty members at one time or another that left them feeling alienated or marginalized. In nearly every case, however, students were at pains to stress their belief that the faculty member in question was well intentioned but was nonetheless unaware of how a seemingly innocuous comment might be perceived by a student as sexist, racist, or otherwise offensive. Such concerns



underscored the need for ample training opportunities that could be offered to faculty as well as to staff and students, in particular graduate students who serve as GSIs. Committee members also stressed the importance of establishing a sense of community among faculty, staff, and students at SMTD and thus recommended actions designed to create opportunities for collaboration among and between various constituencies at the School.

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

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

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

IV. A. Recruitment, Retention, and Development

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

STUDENTS

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

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

FY17 Actions:

1. Begin to establish strong partnerships with several strategically chosen high schools and collegiate institutions with the aim of encouraging students at those schools, especially students from underrepresented minority groups, to apply to SMTD.
 - a. More specifically, we intend to undertake concerted efforts at recruiting high school and collegiate students that will involve thoughtful cooperation between individual faculty members, the Office of Admissions, the Office of Graduate Studies, Equity, and Inclusion, and whenever possible, current students. We will begin by identifying institutions with whom we could potentially establish meaningful and lasting partnerships. The goal is that each year a member (or



School of Music, Theatre & Dance

members) of our faculty would visit the partner school and give a masterclass, workshop, clinic, performance, lecture, or informal talk intended to both provide some idea of the high caliber of artistic and scholarly pursuits at SMTD and also to create a sense of enthusiasm around the possibility of attending SMTD as a student. Depending on the circumstances, faculty members who participated in such visits might be accompanied by a staff member from the Office of Admissions or perhaps by one or more current students.

- b. Such efforts, it should also be noted, are intended to increase the presence at SMTD of students from lower socioeconomic strata as well as students who are first-generation college students/graduates and first-generation U.S. citizens.
 - c. As noted above, student diversity at SMTD is uneven, with the presence of URM students in particular being concentrated most heavily in a handful of departments. Recruitment efforts will thus be focused on maintaining critical mass in those departments with relatively high numbers of URM students while at the same time pursuing strategies to achieve greater diversity in those departments that have historically been less successful in this endeavor. Specifically, we intend to pursue the strategic partnerships discussed above with an eye toward identifying institutions whose academic and artistic strengths align with precisely those departments at SMTD with lower percentages of URM students.
2. Explore the creation of a new staff position in the Office of Admissions to facilitate expanded recruitment efforts.
 - a. The key to successfully implementing such a recruitment program is the relationship with the partner institution. Without first establishing a sense of mutual trust and respect, any recruitment visit on the part of individual faculty members is likely to be of little consequence at best and, at worst, will appear insincere and self-serving. Thus we are proposing the creation of a new, full-time staff position in the Office of Admissions whose primary objective will be that of building partnerships with targeted institutions: working with and potentially visiting staff and faculty at the partner institution; setting up the logistics of visits from our own faculty, staff, and students; and serving as liaison between SMTD faculty and the faculty and staff of the partner school. Such efforts, we believe, are essential to creating a partnership that results in a mutual expectation that annual interactions will occur between members of the SMTD faculty and students at the partner institution and, moreover, that those interactions will be meaningful to the prospective students involved.
 3. Use existing resources to arrange recruitment visit(s) on the part of a current faculty member or members to a potential partner institution.

Primary DE&I Goal: Diversity

Five-Year Strategic Objective 2: Increase in the percentage of underrepresented minority students who accept offers of admission from SMTD (i.e., admissions yield rate).

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



FY17 Actions:

1. Explore the idea of designating some existing scholarship resources at the undergraduate and master's level specially for students who meet one or more of the same criteria used to determine eligibility for the Rackham Merit Fellowship at the doctoral level (i.e., superior academic achievement; underrepresented educational, cultural, or geographic background; demonstrated commitment to diversity; financial hardship; or first-generation college graduate or U.S. citizen).
 - a. This goal is closely related to, and yet somewhat distinct from, Strategic Objective #1. SMTD recognizes that diversifying its applicant pool is ultimately of little value if doing so does not result in even slight increases in the number of minority applicants who are admitted and who choose to enroll. We also believe, however, that if we are successful in recruiting a more diverse pool of applicants in the manner described above, we should be able to leverage the close relationships established with partner institutions to persuade students at those schools, including prospective minority students, that SMTD can provide them with the resources, opportunities, and support necessary for academic and artistic success. We further recognize that the ability to convincingly make such a claim is predicated on all of the efforts outlined in this plan to improve the climate and to strengthen resources for students at SMTD.

Primary DE&I Goal: Diversity

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

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

FY17 Actions:

1. Build on current efforts to fund staff, faculty, and program development to recruit more students from underrepresented populations.
 - a. Recognizing that Youth and Adult Community Programs have been an effective means of undergraduate recruitment to SMTD, we are seeking to find ways in which such recruiting efforts can be more effectively targeted to underrepresented groups. The Office of Admissions and the Youth and Adult Community Programs Office will work to better coordinate their efforts and to implement the sharing of tracking data.

Primary DE&I Goal: Diversity

Other applicable domain: Service

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

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



FY17 Actions:

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

Primary DE&I Goal: Diversity

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

Measures of Success: Student retention and graduation rates.

FY17 Actions:

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

Primary DE&I Goal: Inclusion

Other applicable domain: Promoting an Equitable and Inclusive Community

FACULTY

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

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

FY17 Actions:

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

Primary DE&I Goal: Diversity

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



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

FY17 Actions:

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

Primary DE&I Goal: Diversity

STAFF

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

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

FY17 Actions: Revise the staff hiring process such that the Director of Inclusion must approve the wording of all job postings to ensure equity and inclusiveness. Additionally, the staff hiring process will involve the use of search committees rather than being overseen by a single individual.

Primary DE&I Goal: Diversity

Other applicable domain: Promoting an Equitable and Inclusive Community

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

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

FY17 Actions:

1. Explore opportunities to provide staff with professional development training, especially that which can be tailored to meet the needs of working in the performing arts. We will further explore the opportunity to combine professional development training for faculty and staff on a designated Faculty and Staff Professional Development Day (see IV.C, Objective 1.2 below).

Primary DE&I Goal: Equity and Inclusion

Other applicable domain: Promoting an Equitable and Inclusive Community



IV. B. Education and Scholarship

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

UNDERGRADUATE STUDENTS

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

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

FY17 Actions: Explore the creation of a requirement for all undergraduates to take a course that somehow foregrounds issues related to diversity, equity, and inclusion, perhaps in relationship to the arts.

Primary DE&I Goal: Diversity and Inclusion

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

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

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

FY17 Actions:

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

Primary DE&I Goal: Equity and Inclusion

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



GRADUATE STUDENTS

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

Measures of Success: Periodic climate surveys, focus groups.

FY17 Actions:

1. Explore the possibility of requiring CRLT GSI-orientation training for all masters and doctoral students who serve as GSIs students. This training would be in addition to SMTD's current requirements around GSI training.
2. Inclusive Teaching workshop series for GSIs (see IV.C, Objective 1.1 below).

Primary DE&I Goal: Inclusion

Other applicable domain: Promoting an Equitable and Inclusive Community

FACULTY / STUDENTS

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

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

FY17 Actions:

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

Primary DE&I Goal: Inclusion

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

FACULTY

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

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



FY17 Actions:

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

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

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

IV. C. Promoting an Equitable and Inclusive Community

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

STUDENTS / FACULTY / STAFF

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

Measures of Success: Periodic climate surveys.

FY17 Actions:

1. Use the results of the Winter 2016 ADVANCE survey to suggest potential revisions to the five-year strategic plan.
 - a. During the summer of 2016, final results of the ADVANCE survey will be made available to the Dean, the Associate Dean for Graduate Studies, Equity, and Inclusion, and the Director of Inclusion. These individuals will also receive executive summaries compiled by ADVANCE, which will be shared with the



School of Music, Theatre & Dance

SMTD community. Sometime during the ensuing fall term, students, faculty, and staff will be invited to take part in a town hall forum at which results of the climate survey will be discussed and ideas on how we might respond to its findings will be considered in light of the five-year strategic plan.

Primary DE&I Goal: Inclusion

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

STUDENTS / FACULTY / STAFF

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

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

FY17 Actions:

1. Establishment of an Inclusive Teaching Series for faculty and GSIs.
 - a. The Director of Inclusion has already begun working with CRLT and other relevant campus units (Spectrum Center, Program on Intergroup Relations, Services for Students with Disabilities, etc.) to offer a series of workshops for the upcoming academic year that will be tailored to the teaching and advising needs of our unit.
2. Establishment of an Inclusion Series aimed more broadly at faculty, staff, and students.
 - a. Building off of #1a immediately above, the Director of Inclusion has already scheduled a series of workshops that explore more generally issues related to diversity, equity, and inclusion. Among them is one devoted to diversity skills and sensitivity training that will be offered for faculty, staff, and students.
3. Explore the idea of creating a Faculty and Staff Professional Development Day(s) at SMTD.
 - a. The proposed idea is to designate one day out of each academic year that will be used to offer workshops and seminars to faculty and staff. The workshops will be centered on issues related to diversity, equity, and inclusion. Examples might include inclusive teaching practices, bystander intervention training, or raising awareness of LGBTQ issues. The current thinking is that a morning and an afternoon session could be offered so as to accommodate teaching schedules. The ultimate goal would be to standardize the date and method, so that the event is seen as routine and thus becomes a permanent fixture within the professional life of SMTD faculty and staff. The logistics of this plan will be fully worked out in FY17, during which time the school is likely to organize an event that can serve as a test case.

Primary DE&I Goal: Equity and Inclusion

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



STUDENTS

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

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

FY17 Actions:

1. Devise ways to more effectively convey to students the resources available to them at SMTD, including the embedded CAPS counselor.
2. More effectively publicize the new role of Director of Inclusion as a resource for all students and as a source of information for additional SMTD and university resources.
3. Explore the idea of dedicating a staff member who is trained and equipped to help meet the unique needs of international students, many of whom require academic assistance and help with English-language skills beyond the available resources of the school.

Primary DE&I Goal: Inclusion

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

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

FY17 Actions:

1. Provide training to faculty on how to better meet the needs of students requiring accommodations as a result of a disability. This training should also include information about what is and is not legally permissible with respect to inquiring about the disability status of students or about whatever accommodations may be required to meet the needs of certain students.

Primary DE&I Goal: Inclusion

STAFF

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

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

FY17 Actions:

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

Primary DE&I Goal: Inclusion

Other applicable domain: Recruitment, Retention, and Development



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

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

FY17 Actions:

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

Primary DE&I Goal: Inclusion

Other applicable domain: Recruitment, Retention, and Development

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

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

FY17 Actions:

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

Primary DE&I Goal: Equity and Inclusion

Other applicable domain: Recruitment, Retention, and Development

IV. D. Service

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

STUDENTS

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

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

FY17 Actions:

1. Undertake research to discern roughly how often SMTD ensembles are performing in venues that reach members of the broader community outside of those individuals who are inclined toward attending SMTD concerts.
2. Explore the idea of chamber music ensembles at SMTD being required to perform in underserved communities as part of the chamber music curriculum.



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

Primary DE&I Goal: Inclusion

Other applicable domain: Recruitment, Retention, and Development

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.

FY17 Actions:

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

Primary DE&I Goal: Inclusion

Other applicable domain: Promoting and Equitable and Inclusive Community

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

Measures of Success: Number of students involved in MAC.

FY17 Actions:

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

Primary DE&I Goal: Inclusion

Other applicable domain: Recruitment, Retention, and Development



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

Diversity

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

Equity

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

Inclusion

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



VI. Action Planning Tables with Details and Accountabilities

VI. A. Recruitment, Retention and Development

Key Constituency	Strategic Objective	Measures Of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)
Students	Increase the number of applicants to SMTD from underrepresented minorities (URM)	Number of applicants from URM students	Begin work to establish strategic partnerships with 5-10 high schools and colleges; arrange faculty recruitment visits to these institutions; explore the creation of a new staff position that would serve as liaison between SMTD and the partner schools and that would arrange the logistics of recruitment visits	Chief Diversity and Inclusion Officer (CDIO), Admissions Office, Faculty DEI Working Group	Funding for the creation of a new staff position in the Office of Admissions
Students	Increase the yield of URM students offered admission to SMTD	Number of admitted URM students who enroll in SMTD	Detailed assessment of current merit scholarship awards by demographic to determine the feasibility of designating resources for UG and master's students who meet one or more of the criteria used for awarding the Rackham Merit Fellowship at the doctoral level	Senior Administrators Meeting Group (SAM), Faculty DEI Working Group	NA
Undergraduate Students	More effectively utilize the Youth and Adult Community Programs as a means of recruiting a more diverse undergraduate cohort	Number of students who apply to and/or matriculate at SMTD after having participated in a Youth-and-Adult-sponsored program	Explore ways to build on current efforts to fund staff, faculty, and program development to recruit more students from underrepresented populations	Assoc. Dean for Productions, Programs and Partnerships, Admissions Office, Youth & Adult Community Programs Office	NA
Graduate Students	Recruit a more broadly diverse graduate cohort across all programs at SMTD	Number of URM, lower SES, and first-generation graduate students	Require all faculty who serve on graduate admissions committees to attend the Rackham Faculty Workshop on Graduate Admission for Excellence and Diversity	Dean, CDIO, Associate Dean of Graduate Studies & Research	NA
Students	Enhance access to peer tutoring at SMTD	Student retention and graduation rates	Undertake complete and detailed assessment of all existing tutoring structures offered at the School and determine where opportunities exist for enhancement	Senior Associate Dean of Academic, Faculty, and Student	NA



School of Music, Theatre & Dance

				Affairs, CDIO, Faculty DEI Working Group	
Faculty	Adopt or create a tool for collecting demographic information on applicants to faculty positions at SMTD	Data maintained on applicants to faculty positions at SMTD	Work with the university to determine if E-Recruit can be adapted to meet the needs of SMTD and/or explore the idea of obtaining a third-party vendor to collect such data	CAO, HR Director	Potential funding for the adaptation of the current system or purchase of a new one
Faculty	Increase number of URM applicants to faculty positions at SMTD	Number of URM applicants to advertised faculty positions	Establish process for all search committee members to attend STRIDE training before serving on a search committee (or have taken training within last three years); establish a mechanism for ensuring that committees have made genuine efforts to diversify the applicant pool	Dean, CIO	NA
Staff	Increase the number of URMs and men	Number of URM and male staff members	Require that search committees be constituted to hire staff members; require the language of all job postings to be approved by Chief Diversity and Inclusion Officer to ensure inclusivity	CAO, HR Director, CDIO	NA
Staff	Provide more professional development opportunities for staff	Focus groups, climate surveys	Offer workshops and training sessions for staff that are specifically tailored to the SMTD context; include staff training and development during dedicated Professional Development Days	CAO, CDIO, Staff DEI Working Group	NA



VI. B. Education and Scholarship

Key Constituency	Strategic Objective	Measures Of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)
Undergraduates	Raise general awareness of issues related to diversity, equity, and inclusion (DEI)	Climate surveys, focus studies, course evaluations	Establish a faculty subcommittee to explore the creation of a DEI requirement for all undergraduates; assess the undergraduate core of academic classes as well as the repertoire performed by major SMTD ensembles to determine goals and objectives around DEI as it relates to curriculum	Faculty DEI Working Group, Ensemble Conductors	NA
Undergraduates	Better address music theory deficiencies among incoming freshmen	Grades and rate of failure in music theory courses	Establish a “Music Theory Boot Camp,” a new fall-term section for all incoming freshmen who perform poorly on the diagnostic Theory Proficiency Exam	Senior Associate Dean of Academic, Faculty, & Student Affairs, Chair of Music Theory	NA
Graduate Students	Enhance teacher training for GSIs	Climate surveys, focus groups	Working with CRLT, establish an Inclusive Teaching Workshop Series for GSIs; create a faculty/student subcommittee to explore the idea of requiring all incoming GSIs to attend the CRLT GSI orientation.	CDIO, Faculty and Graduate Student DEI Working Group	NA
Faculty/Students	Define what diversity and inclusion mean relative to the repertory and artistic traditions with which our faculty and students engage as performers, scholars, and creative artists	Greater diversity of performance offerings by SMTD students in music, theatre, and dance, and greater breadth of scholarship and creative activity	Compile data showing relative diversity of student/ensemble performances, mainstage productions, and curriculum at SMTD over the past three years, followed by sharing and discussing this data with relevant faculty.	CDIO, Conductors, Directors, Choreographers	NA
Faculty	Raise general awareness of DEI issues with respect to research, teaching, and	Climate surveys, course evaluations, asses-	Include a question on the annual Faculty Activity Report (FAR) asking about efforts undertaken in the realm of DEI as they relate to research, teaching, or service; require	Dean, CDIO	NA



School of Music, Theatre & Dance

	service	sment of annual FAR	that faculty, hired after FY 2016, being evaluated for tenure and/or promotion provide a DEI statement explaining how s/he has pursued such areas in relation to research, teaching, and/or service		
--	---------	---------------------	---	--	--



VI. C. Promoting an Equitable and Inclusive Community

Key Constituency	Strategic Objective	Measures Of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)
Student/faculty/ Staff	Create a more inclusive environment overall	Periodic climate survey	Use the results of Winter 2016 Advance Survey to suggest revisions to five year strategic plan	Dean, CDIO, All planning subcommittees	
Students/faculty/ staff	Create a more inclusive and open classroom / studio / office environment	Climate surveys, course evaluations	Working with CRLT, establish a series of workshops around the creation of an inclusive classroom and pertaining to other pertinent DEI issues, including diversity training for faculty, staff, and students; look into establishing Professional Developments Days at SMTD to facilitate training and ensure broad attendance	CDIO	NA
Students	Increase student awareness of SMTD and university resources for academic assistance, mental health and well-being, and conflict resolution	Climate surveys, focus groups, student retention rates	Form a working group to come up with more effective ways to inform students of the many resources on campus available to them and also to make students more aware of SMTD's new Director of Inclusion as both a resource and a referral source; also explore the idea of a dedicated staff person to assist with the unique needs of international students	Senior Associate Dean of Academic, Faculty, and Student Affairs, CDIO, Staff DEI Working Group	NA
Students	Improve awareness among faculty of issues related to students with disabilities	Climate surveys, number of student complaints	Provide training to faculty around issues related to (accommodating) students with disabilities	CDIO	NA
Staff	Do a better job of publicly acknowledging the contributions of the staff to SMTD	Climate surveys, focus groups, staff retention rates	Establish staff recognition awards to be given out annually; begin including at least one staff profile each year in SMTD's alumni publication	CAO, CDIO, Director of Communications	NA
Staff	Do a better job of helping new staff members acclimate to	Climate surveys, focus groups	Establish a working group to devise an SMTD orientation for new staff members and to explore the idea of establishing senior staff	CAO, CDIO, Staff DEI Working Group	NA



School of Music, Theatre & Dance

	SMTD		mentors for the first three months of employment		
Staff	Improve access to resources for staff concerning conflict resolution and equity issues	Climate surveys, focus groups	Explore better ways of communicating with staff about existing university and school resources and consider the establishment of a formal grievance process internal to SMTD and that might include the creation of a staff ombuds-person	CAO, CDIO	NA



School of Music, Theatre & Dance

VI. D. Service

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



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

The School of Music, Theatre & Dance Chief Diversity and Equity Officer (Freya Harris) is the key contact for the stewardship of the Diversity, Equity, and Inclusion Strategic Plan during FY17. She will be assisted by several faculty members, staff members, and students who will form Diversity, Equity, and Inclusion Working Groups charged with overseeing and implementing various aspects of the plan.

These groups will conduct a review of the plan in Fall 2016 to gather feedback and additional ideas to be implemented throughout the year. A midyear status report will be presented to the Senior Administrator’s Meeting (SAM) group, and a final progress report on Year 1 objectives will be presented to this same group at the conclusion of the winter term. The DEI Working Groups will also arrive at a set of Year 2 recommendations by the end of Winter 2017.



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

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

Staff Gender Trends-2011 vs 2015 (percentages and actual count)

	2011	2015	Net Change
Female	63.4% (59)	58.2% (57)	-5.2% (-2)
Male	36.6% (34)	41.8% (41)	+5.2% (+7)

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

Staff Race/Ethnicity Trends-2011 vs 2015 (percentages and actual count)

	2011	2015	Net Change
White	84.9% (79)	82.7% (81)	-2.2% (+2)
African American	4.3% (4)	6.1% (6)	+1.8% (+2)
Latino	4.3% (4)	5.1% (5)	+0.8% (+1)
Asian	3.2% (3)	2.0% (2)	-1.2% (-1)
Native American	1.1% (1)	1.0% (1)	-0.1% (--)
2 or More	1.1% (1)	2.0% (2)	+0.9% (+1)
Unknown	1.1% (1)	1.0% (1)	N/C (--)

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



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

Faculty Gender Trends-2011 vs 2015 (percentages and actual count)

	2011	2015	Net Change
Female	37.3% (66)	41.1% (76)	+3.8% (+10)
Male	62.7% (111)	58.9% (109)	-3.8% (-2)

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

Faculty Race/Ethnicity Trends-2011 vs 2015 (percentages and actual count)

	2011	2015	Net Change
White	81.4% (144)	78.9% (146)	-2.5% (+2)
African American	8.5% (15)	8.6% (16)	+0.1% (+1)
Latino	2.8% (5)	3.8% (7)	+1.0% (+2)
Asian	5.6% (10)	7.0% (13)	+1.4% (+3)
Native American	0.6% (1)	0.5% (1)	-0.1% (--)
2 or More	1.1% (2)	1.1% (2)	N/C (--)

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



School of Music, Theatre & Dance

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

Student Gender Trends-2010 vs 2015 (percentages and actual count)

	2010	2015	Net Change
Female	46.7% (490)	50.1% (553)	+3.4% (+63)
Male	53.3% (559)	49.9% (550)	-3.4% (-9)

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

Student Race/Ethnicity Trends-2010 vs 2015 (percentages and actual count)

	2010	2015	Net Change
White	69.9% (733)	62.1% (685)	-7.8% (-48)
African American	5.0% (52)	6.7% (74)	+1.7% (+22)
Latino	4.2% (44)	4.2% (46)	N/C (+2)
Asian	6.1% (64)	6.9% (76)	+0.8% (+12)
Native American	0.0% (0)	0.0% (0)	N/C (--)
Hawaiian	0.0% (0)	0.2% (2)	+0.2% (+2)
2 or More	2.9% (30)	4.9% (54)	+2.0% (+24)
Unknown	5.5% (58)	6.7% (74)	+1.2% (+16)
Non-Resident Alien	6.5% (68)	8.3% (92)	+1.8% (+24)

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