School of Music, Theatre & Dance

Diversity, Equity and Inclusion Strategic Plan | FY 2025

Strategic Plan Overview

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.

Implementation Highlights and Planning Process Used

Planning Lead(s):
Juan Florencia, Director of DEI and Caitlin Taylor, Assistant Director of DEI

Planning Team:
David Gier, Dean
Ben Thauland, Student Affairs Assistant Director
- 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
- Shandell Bruu, DEI Office Coordinator

Implementation Highlights and Planning Process Summary:
The SMTD DEI 2.0 planning process began in summer 2022 after the university-wide DEI retreat. A DEI 2.0 Planning Team was assembled and met monthly. DEI 2.0 was also

discussed in key meetings and 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.

We also administered a DEI 2.0 survey to 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.

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 and initiated a feedback process on the objectives and associated actions. After careful review, the strategic objectives and action items that appear in this plan were based on the broader SMTD community feedback.

Year 2 Process Summary:

Our Year Two Process was informed by the outcomes of our Year One Plan. In Year One, we completed a wide-variety of engagement activities including Community Building Events, DEI Trainings and Workshops, Artistic-DEI Integrations, Surveys, Public Presentations, Listening Sessions, and Discussion opportunities. These engagement activities served the entire SMTD Community and beyond, supporting our focus on strengthening trust amongst all constituents and a sense of belonging.

In Year One, our team experienced significant changes due to the departure of the Chief Diversity Officer. This change led to a restructuring of the DEI Office and to the addition of a faculty advisor to better connect our office to the work of faculty foremost, while buttressing relationships with all stakeholders. In response to our restructure, we planned a multitude of community engagement activities to meet SMTD community members, provide information about our office, and receive real-time feedback. Additionally, we were able to make strides within Year One thanks to on-going support from our unit leaders, which included an affirmed investment in the DEI budget that allowed for continued programming innovations, an expansion of our grant program, and an improvement to our office operations.

While there were advancements in Year One, there were also challenges that our team navigated. Our reorganization, while a benefit to our office and unit, made for challenges in regards to division of labor, connection to school leadership, and long-

term planning. We also saw our capacity shift, as our full-time staff transitioned from four people to three, which impacted our decisions about taking on new projects and the thorough attention to detail DEI operations deserve. Finally, our unit has struggled with ongoing climate issues that we are actively addressing as part of our Plan.

For our Year Two Plan, we utilized a variety of data sources. We utilized the Annual DEI Demographic Metrics Report from 2022 and 2023. We also initiated a number of new surveys to gain anonymous feedback from community members including The SMTD DEI Climate Survey, The SMTD DEI Academic Year Survey, The SMTD DEI Student Survey. Additionally, we conducted in-person feedback sessions as part of our Roadshow program, which was designed to inform the changes to our office and outline the numerous ways our team can support the larger SMTD community in their DEI efforts. Finally, we completed a number of DEI 2.0 Tabling events in each primary SMTD building to meet folks in their work and learning spaces, socialize our DEI 2.0 Plan, and receive real-time feedback about the needs of our community. All of these data sources informed the continuation and real-time pivots made to our Year 2 DEI 2.0 Plan.

Furthermore, statistical analysis was used to analyze all of the quantitative and qualitative survey data and then used to inform future DEI centered programming, engagement, and other SMTD related events. For example, based on feedback from data, multiple types of modalities for presenting information and for participation were included in such activities as Grant writing workshops, DEI 2.0 information sharing sessions, the type of learning and professional development opportunities that were made available, etc.

Data and Analysis: Key Findings

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, and data from the SMTD DEI 2.0 survey. As part of Year 2, we also utilized more current feedback including but not limited to the 2023 Metrics Report, The SMTD DEI Academic Year Survey and the SMTD DEI Student Survey. In addition to surveys and anonymous feedback, DEI 2.0 listening sessions, Roadshow feedback sessions, and DEI 2.0 Tabling provided insights related to the three (3) distal objectives: people, process, products.

Key Findings, Themes and Recommendations:

Based on the most recent data collection and analysis, it continues to be the case that a

strong focus on SMTD's current community is a main area of focus, while continuing to make intentional efforts to broadly diversify incoming community members, particularly as it relates to new staff hires and staff retention concerns. Additionally, we are continuing to focus on past recommendations based on the previous DEI 1.0 metrics and summary reports, as the need to create strategic objectives specifically for staff remains a high priority and area of slower growth. 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, which continues to be the case and focus. However, to accomplish our aspirational strategic objectives, there has been a shift in how broad and in-depth education for the SMTD community members is administered, where expectation has given way to support, accessibility, and uplift-suasion. Many of the strategic objectives continue to be focused on discovery, learning, and exploration, however, with greater flexibility and access.

Strategic Objectives, Measures of Success and Action Plans*

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)

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 broadly 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 2 Actions:
1) Pilot a peer-to-peer mentorship program for students. This will involve identifying a small pilot group, receiving applications from interested students, and matching student mentees to student mentors. Mentors will complete a short orientation to prepare them for mentoring. Participating students will be encouraged to communicate throughout the academic year.
1) Continued early fall programming focused on building community and relationships for first year students. This will 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. Also included in early fall programming is the *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.

Primary DEI Goal: Equity/Inclusion

GRADUATE STUDENTS
Strategic Objective 2: Increase the broad 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 2 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) Continued 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, disability, veteran status, and sex that are hired.

Year 2 Actions:
1) Continued 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 via the Dean's charge meeting. Also, by refining recruitment tools and processes for faculty searches centered around culture add.
2) Expand relationships with faculty who are advancing DEI in their field by continuing to invite them to campus for talks or as guest artists, as well as partnering with them on workshops, events, and potential symposia.
3) 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 2 Actions:
1. Continue to work with HR on the development of 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; parallel to the Dean's search charge and culture add presentation for faculty. Furthermore, provide training and information to search committee members regarding active recruitment prior to the start of the search process.
2. Continue to 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)

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 5: 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 2 Actions:
1) Improve marketing of DEI centered activities within SMTD, utilizing social media to effectively highlight the work of the community.

1) Continue to 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)
2) Provide more in-person opportunities for departments and grad students to share DEI-focused work with other departments and the rest of the SMTD community.
1)

Primary DEI Goal: Inclusion

Strategic Objective 6: 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 2 Actions:
1) Continue meeting with Chief Development Officer to discuss DEI efforts in relation to current fundraising priorities

Primary DEI Goal: Diversity

UNDERGRADUATE STUDENTS
Strategic Objective 7: 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 2 Actions:
1) Continue to socialize the multitude of affinity spaces by launching the affinity space database on the SMTD Backstage. Continue to market funding and mentorship

opportunities to student affinity spaces, including DIGS Funding, EXCEL Grant Programs, Arts Initiative Grants, among others.

1) Continue to 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.

2) Build a foundation of collaboration between SMTD DEI and SMTD Wellness to elevate student-centered programs that focus on student wellbeing and health.

3) Deploy and socialize the updated SMTD Toolkit on the SMTD Backstage, SMTD newsletter, and in communication from SMTD leadership.

4) Continue to provide support to students when there are conflicts that arise, including referrals to the CAPS, Dean of Students, and OSCR.

Primary DEI Goal: Inclusion

GRADUATE STUDENTS
Strategic Objective 8: 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 2 Actions:
1) Continue to socialize the multitude of affinity spaces by launching the affinity space database on the SMTD Backstage. Continue to market funding and mentorship opportunities to student affinity spaces, including DIGS Funding, EXCEL Grant Programs, Arts Initiative Grants, among others.

1) Continue to 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.

1) Build a foundation of collaboration between SMTD DEI and SMTD Wellness to elevate student-centered programs that focus on student wellbeing and health.
2) Deploy and socialize the updated SMTD Toolkit on the SMTD Backstage, SMTD newsletter, and in communication from SMTD leadership.
3) Continue to provide support to students when there are conflicts that arise, including referrals to the CAPS, Dean of Students, and OSCR.

Primary DEI Goal: Inclusion

<u>**STAFF**</u>
<u>**Strategic Objective 9:**</u> **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 staff who receive award/recognition from SMTD and across campus

Year 2 Actions:
1) Continue to demystify pathways for advancement for SMTD staff, by sharing more clearly defined paths to advancement and promotion for staff.
2) Continue to provide a wider set of professional development offerings, including DEI professional development, related to SMTD staff.
3) Provide support structures and accountability measures for supervisors to implement their learning from professional development opportunities.
4) Develop a SMTD staff retention plan including options for career development with the goal of retaining a broadly diverse SMTD staff community.
1) Celebrate the works of staff at award ceremonies and school-wide meetings and amplify the opportunities for staff recognition in newsletters, communications, and in meetings.

Primary DEI Goal: Inclusion; Equity

<u>**FACULTY**</u>
<u>**Strategic Objective 10:**</u> **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 2 Actions:
1) Further pathways that center DEI within research, course work, and artistic practice, by continuing to connect faculty across SMTD units to foster:
   a) Continued support to 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 even more low-stakes social opportunities for faculty to connect (e.g., bagels and coffee, faculty pop-up lounge) by supporting and collaborating with SMTD faculty development and affairs.
   c) Continue to foster and support 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)

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 11: 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 2 Actions:
1) Refining what community partnerships mean to SMTD. This includes:
   a) Discussing what SMTD can contribute to broadly underresourced communities.

b) Discussing what SMTD is hoping to gain from community partnerships.
2) Supporting existing engagement and outreach efforts for youth and adults
3) Continue to 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.
1) Organize symposia, set for Fall 2025, centered on diversity in the performing arts.

Primary DEI Goal: Inclusion

UNDERGRADUATE STUDENTS
Strategic Objective 12: 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 2 Actions:
1) With collaboration from the Associate Dean for Undergraduate Academic Affairs and Associate Dean for Graduate Studies, continue the work of the Diversity Curricular Review committee to support the development and adjustment of new or current courses to meet the RE requirement.
1) Continue to provide incentives and support for faculty to create new courses for the Race and Ethnicity requirement.
2) Refine the mechanism to collect and analyze feedback of students related to RE courses to assess impact

Primary DEI Goal: Inclusion

GRADUATE STUDENTS
Strategic Objective 13: 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 2 Actions:
1) Continue to provide training and resources for Graduate Student Instructors (GSIs) to practice equitable teaching including providing an orientation on equitable 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 14: 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 2 Actions:
1) Continue to support buy-in with staff regarding DEI training concepts by providing a wider array of learning activities and socialization opportunities, e.g. the *SMTD DEI Book Club*.
2) Continue to provide support to staff when there are conflicts that arise, including referrals to the Staff Ombuds, FASSCO, and ECRT.
3) Provide offices and units more accessible DEI centered learning opportunities and workshops by providing Lunch and Learn and other guided scenario-based interactions via department retreats and other staff gatherings.

Primary DEI Goal: Inclusion

FACULTY
Strategic Objective 15: 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 2 Actions:
1) Expand training and resources related to inclusive and innovative teaching for all SMTD instructors; increased access to Change it Up Anti Blackness Racism intervention training.
2) Continue to highlight curricular change and innovations that will do the following:
    a) Represent the Dean's and UM's 2034 vision.
    b) Engage students.
    c) Represent desired change to SMTD's culture via platforms like Culture Journey.
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
    4) Continue to provide support to faculty when there are conflicts that arise in and out of the classroom, including referrals to the Faculty Ombuds, FASSCO, and ECRT.

Primary DEI Goal: Inclusion

Goal-related Metrics – SMTD Measures Tracked Over Time (updated May 2, 2023)

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 broadly diverse undergraduate student community and support their thriving and success.	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	1. 1. Pilot a peer-to-peer mentorship program for students. This will involve identifying a small pilot group, receiving applications from interested students, and matching student mentees to student mentors. Mentors will complete a short orientation to prepare them for mentoring. Participating students will be encouraged to communicate throughout the academic year. 2. 2. Continued early fall programming focused on building community and relationships for first year students. This will 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.	SMTD Office for DEI (in partnership with Associate Dean for Undergraduate Academic and Student Affairs
Graduate Students	Increase the broad diversity of the SMTD graduate student population (recruitment).	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	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. Continued exploration of additional funding support which may include but is not limited to travel and Application funds or waivers and scholarships, grants and fellowships.	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	1. Number of databases faculty positions are shared for the purposes of active recruitment 2. Number of applicants by race and sex in faculty search processes 3. Number of faculty of color by rank that are finalists in search processes 4. Number of faculty by race and sex that are hired	1. Continued 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 via the Dean's charge meeting. Also, by refining recruitment tools and processes for faculty searches centered around culture add. 2. Expand relationships with faculty who are advancing DEI in their field by continuing to invite them to campus for talks or as guest artists, as well as partnering with them on workshops, events, and potential symposia. 3. Explore the creation of a postdoctoral fellows program to increase the pipeline of future faculty in SMTD and performing arts faculty, in general.	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	1. Number of databases staff positions are shared for the purposes of active recruitment 2. Number of applicants by race, disability, veteran status, and sex in staff search processes (retrospective data pull) 3. Number of staff by race, disability, veteran status, and sex that are finalists in staff search processes (retrospective data pull) 4. Number of staff by race, disability, veteran status, and sex that are hired (retrospective data pull)	1. Continue to work with HR on the development of 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; parallel to the Dean's search charge and culture add presentation for faculty. Furthermore, provide training and information to search committee members regarding active recruitment prior to the start of the search process. 2. Continue to build relationships with potential staff who are advancing DEI in their areas of influence.	SMTD Human Resources

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	1.The number of communication platforms where core values of DEI are being shared (e.g., newsletters, social media, advertising) 2.Number (and types) of changes to processes that include DEI 3,Number of opportunities provided where departments share DEI-focused work (e.g., brown bag curricular sharing, information sessions, workshops, etc.)	1. Improve marketing of DEI centered activities within SMTD, utilizing social media to effectively highlight the work of the community. 2. Continue to 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 in-person opportunities for departments and grad students to share DEI-focused work with other departments and the rest of the SMTD community.	SMTD Office for DEI
All Constituencies (faculty, staff, students)	Work in partnership with SMTD Chief Development Officer to integrate DEI into SMTD fundraising priorities, including upcoming comprehensive fundraising campaigns.	1.SMTD fundraising goal 2. Impact of securing funding from fundraising	1. Continue meeting with Chief Development Officer to discuss DEI efforts in relation to current fundraising priorities	SMTD Office of Advancement
Undergraduate Students	Create a caring, equitable and inclusive climate for students by developing processes that support their thriving and success.	1. Number of student affinity groups or spaces 2. Satisfaction of students with affinity spaces 3. Sense of belonging of students 4. Awareness of resources related to mental health and wellbeing, with a focus on resources related to different student populations	1. Continue to socialize the multitude of affinity spaces by launching the affinity space database on the SMTD Backstage. Continue to market funding and mentorship opportunities to student affinity spaces, including DIGS Funding, EXCEL Grant Programs, Arts Initiative Grants, among others. 2. Continue to 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	SMTD Office for DEI

			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. 3. Build a foundation of collaboration between SMTD DEI and SMTD Wellness to elevate student-centered programs that focus on student wellbeing and health. 4.Deploy and socialize the updated SMTD Toolkit on the SMTD Backstage, SMTD newsletter, and in communication from SMTD leadership. 5. Continue to provide support to students when there are conflicts that arise, including referrals to the CAPS, Dean of Students, and OSCR.	
Graduate Students	Create a caring, equitable and inclusive climate for students by developing processes that support their thriving and success.	1. Graduate student participation and engagement in ideation processes 2. Climate survey feedback 3. Sense of belonging of students 4. Awareness of resources related to mental health and wellbeing, with special focus on resources related to all students, including in particular, underrepresented students	1. Continue to socialize the multitude of affinity spaces by launching the affinity space database on the SMTD Backstage. Continue to market funding and mentorship opportunities to student affinity spaces, including DIGS Funding, EXCEL Grant Programs, Arts Initiative Grants, among others. 2. Continue to 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. 3. Build a foundation of collaboration between SMTD DEI and SMTD Wellness to elevate student-centered programs that focus on student wellbeing and health. 4. Deploy and socialize the updated SMTD Toolkit on the SMTD Backstage, SMTD newsletter, and in communication	SMTD Office for Graduate Academic Affairs

			from SMTD leadership. 5. Continue to provide support to students when there are conflicts that arise, including referrals to the CAPS, Dean of Students, and OSCR.	
Staff	Increase opportunities for SMTD staff in order to create a more inclusive climate for SMTD staff.	1. Number of SMTD staff who attend professional development offerings provided at the School level 2. Number of career pathways created for SMTD staff 3. Number of staff who are promoted within SMTD 4. Number of staff by race, age, and sex who are promoted within SMTD 5. Number of staff who receive award/recognition from SMTD and across campus	1. Continue to demystify pathways for advancement for SMTD staff, by sharing more clearly defined paths to advancement and promotion for staff. 2. Continue to provide a wider set of professional development offerings, including DEI professional development, related to SMTD staff. 3. Provide support structures and accountability measures for supervisors to implement their learning from professional development opportunities. 4. Develop a SMTD staff retention plan including options for career development with the goal of retaining a broadly diverse SMTD staff community. 5. Celebrate the works of staff at award ceremonies and school-wide meetings and amplify the opportunities for staff recognition in newsletters, communications, and in meetings.	SMTD Office for DEI & SMTD Human Resources

Faculty	Integrate and center DEI within SMTD through research, course work, and artistic practice	1. Number of opportunities offered for faculty to connect across SMTD units
		
		 2. Number of opportunities provided to faculty to incorporate DEI within research, course work, and artistic practice
		
		 3. Number of participants who attended opportunities for collaboration and connection
		
		 4. Formal and informal feedback from faculty regarding opportunities
			1. Further pathways that center DEI within research, course work, and artistic practice, by continuing to connect faculty across SMTD units to foster:
			   a. Continued support to 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 even more lower stakes social opportunities for faculty to connect (e.g., bagels and coffee, faculty pop-up lounge
			) by supporting and collaborating with SMTD faculty development and affairs.
			
			   c. Continue to foster and support cross-unit programming opportunities
			    i. Guest Lecturers and Artists
			    ii. Panel Discussions
			    iii. Brown Bag/Lunch and Learn
				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.	1. Inventory of current and existing community partnerships
		
		2. Number of newly created community partnerships
		
		3. Zip codes/locations of communities served
		
		4. Feedback from community partners
			1. Refining what community partnerships mean to SMTD. This includes:
			
			  a) Discussing what SMTD can contribute to broadly underresourced communities.
			
			  b) Discussing what SMTD is hoping to gain from community partnerships.
			
			2. Supporting existing engagement and outreach efforts for youth and adults
			
			3. Continue to 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. Organize symposia, set for Fall 2025, centered on diversity in performing arts.
				Associate Dean for Strategic Partnerships/SMTD Engagement and Outreach

Undergraduate Students	Expand opportunities for courses to meet SMTD race/ethnicity requirement (RE) which may include developing new courses or revising existing courses.	1. Number of courses offered in RE requirement 2. Number of courses added to RE requirement 3. Feedback of students in SMTD RE courses 4. 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	1. With collaboration from the Associate Dean for Undergraduate Academic Affairs and Associate Dean for Graduate Studies, continue the work of the Diversity Curricular Review committee to support the development and adjustment of new or current courses to meet the RE requirement. 2. Continue to provide incentives and support for faculty to create new courses for the Race and Ethnicity requirement. 3. Refine the mechanism to collect and analyze feedback of students related to RE courses to assess impact	SMTD Office for Undergraduate Academic Affairs/CDR
Graduate Students	Increase support of inclusive and innovative teaching in SMTD and performing arts education.	1. Number of inclusive teaching training opportunities provided to GSIs 2. Number of GSIs who participated in inclusive	1. Continue to provide training and resources for Graduate Student Instructors (GSIs) to practice equitable teaching including providing an orientation on equitable teaching to GSIs and encouraging participation in the Canvas	SMTD Graduate Academic Affairs

		teaching training opportunities 3. Feedback from GSIs enrolled in SMTD Equity-Focused Teaching Canvas course ● Resources allocated to support inclusive teaching	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.	
Staff	Increase opportunities to support SMTD staff in providing inclusive and equitable services.	1. Informal and formal feedback from staff and staff supervisors 2. Utilization of supportive services such as the staff ombudsperson 3. Number of opportunities provided to support staff in providing inclusive and equitable services	1. Continue to support buy-in with staff regarding DEI training concepts by providing a wider array of learning activities and socialization opportunities, e.g. the SMTD DEI book club. 2. Continue to provide support to staff when there are conflicts that arise, including referrals to the Staff Ombuds and FASSCO. 3. Provide offices and units more accessible DEI centered learning opportunities and workshops by providing Lunch and Learn and other guided scenario-based interactions via department retreats and other staff gatherings.	SMTD Human Resources
Faculty	Increase support of inclusive and innovative teaching in SMTD.	1. Number of instructor participants, who utilize training and other resource opportunities 2. Training survey data and feedback 3. Number of faculty who participated in inclusive teaching workshops Symposia hosted 4. Number of new curricular innovations implemented as a result of symposia 5. Resources allocated to support inclusive teaching	1. Expand training and resources related to inclusive and innovative teaching for all SMTD instructors; increased access to Change it Up Anti Blackness Racism intervention training. 2. Continue to highlight curricular change and innovations that will do the following: a. represent the Dean's and UM's 2034 vision. b. engage students. c. represent desired change to SMTD's culture via platforms like Culture Journey. 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 4. Continue to provide support to faculty when there are conflicts that arise in and out of the classroom, including referrals to the Faculty Ombuds, FASSCO, and ECRT.	SMTD Dean's Office

Plans for Supporting, Tracking and Updating the Strategic Plan

The SMTD Director for Diversity, Equity, and Inclusion (DEI) is the key contact for stewardship of the plan. He will be assisted by the Assistant Director for DEI, DEI Office Coordinator, DEI 2.0 Planning Committee, Chief Development Officer, 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.