

2017-2020 UO Diversity Action Plan Template

**School of Music and Dance
University of Oregon
Diversity Action Plan 2017-2020
Executive Summary**

The University of Oregon's School of Music and Dance is the largest comprehensive program of its kind in the Pacific Northwest. The school offers baccalaureate through doctoral degrees in music and through the master's level in dance. The school serves nearly 450 majors, 200-plus minors, and more than 6,000 UO students annually through its broad course offerings and performing ensembles.

The mission of the school is as follows:

- To prepare students to lead lives enriched by the arts of music and dance
- To provide comprehensive programs for those pursuing professional careers in music and dance and a broad range of courses for those seeking a liberal arts education
- To serve as an educational and cultural resource for the University of Oregon, the local community, and the state of Oregon

The school prides itself on the broad range of curricular offerings at the graduate and undergraduate levels. Degree offerings include curricula in composition, conducting, dance, jazz studies, music education, music theory, musicology, music technology, pedagogy, performance, popular music studies, and a general liberal arts degree through the BA or BS program options.

Diverse curricular offerings include such courses as those specializing in African music and dance, Hip Hop music and dance, Jazz History, Blues, History of Rock Music, Music of the Woodstock Generation, Music of the Beatles, World Music, Music of Hispanic and Latin American Cultures, Hip Hop Ensemble, Dema African Ensemble, Andean Music Ensemble, Ethnomusicology, and dance courses specializing in Salsa, Modern, Ballet, and African styles.

The school's diversity action plan was created after gathering input from two, day-long, all-school faculty retreats in September 2015 and 2016. The school's elected Faculty Advisory Committee, the school's designated planning committee, began working on ideas for a school-wide strategic plan in the fall term of 2016. A large section of the projected strategic plan was to include an entire component of goals related to diversity and inclusion. Once asked to develop the diversity action plan, the committee immediately reconsidered its plans, actions, and timing to focus on that portion of the strategic plan resulting in the document that follows. It was distributed to the entire faculty on March 8 and reviewed at the March 15 SOMD Faculty Meeting prior to submission to VPEI.

It was important to review available data related to equity and inclusion in regard to faculty, staff, and students in the school. We were very pleased to observe significant progress made over the past ten years. The total number of SOMD employees has remained consistent over the ten-year period with 191 in 2007 and 193 in 2016. These figures include our GEs. Total SOMD employees of color included 7.3% (14) in 2007 and 11.4% (22) in 2016. From Fall 2007 to Fall 2016, the faculty of color grew from 4 individuals or 4.9% to 10 faculty members or 12.8%. Gender categories of faculty during this same period include a consistent number of

males at 47, but female faculty members have decreased from 35 to 31. Total female employees during this period have remained stable and consistent at 46%.

Changes in student data during the same ten-year period reveal a remarkable change in diversity and internationalization. The undergraduate student body has grown from 11% to 30% in domestic minorities while the international student group has gone from less than 1% to 5%. At the Graduate level, the domestic minority population has remained at 9% while the international group of students has grown from 11% to 18%. In reviewing gender data, undergraduate students have generally included slightly more males, averaging 50-56% during the ten-year period and at the graduate level, female students have tended to be the majority ranging from a low of 45% to a high of 53% with females exceeding males in 6 of the 10 years.

In the coming years, the school will seek to improve its understanding of the overall climate within the school regarding equity, inclusion, and diversity through the development, completion, and analysis of a climate survey throughout the SOMD community. Plans are in place to begin improving recruitment efforts in schools and communities with high proportions of underrepresented minority students and families as well as underserved areas of lower socioeconomic populations. There is also a desire to explore improving the means for access whether through increased and improved financial aid packages or through the facilitation of admissions processes, transferability of coursework, or a reconsideration of admissions requirements, especially for international students and non-native English speaking applicants. Our discussions have led us to understand that there are numerous impediments to admissions, retention, and degree completion that often disadvantage prospective students from lower socioeconomic communities and underrepresented minority populations. It is the school's hope to remove some of these discovered barriers and assist those students in being successful in the completion of their desired goals and aspirations through enhanced mentoring programs.

Faculty need to be made more aware of resources that are currently available to assist students of all backgrounds and it is the planning committee's desire to facilitate and improve the dissemination of relevant information and data to more fully assist students and one another. Mentoring programs for students and faculty are an important component of this plan as we work together to create a more welcoming and informative orientation and onboarding process for incoming students, graduate employees, new staff, and new faculty.

We desire to create an SOMD Diversity Advisory Group and host a series of guest presenters on relevant topics related to diversity and inclusion throughout the academic year. These activities we believe will help improve the overall climate and atmosphere in regard to this important topic.

GOAL #1 (I: Inclusion): Create an inclusive and welcoming environment for all.

School, College, Research, or Administration Strategy 1 – Create a more welcoming, respectful and inclusive climate for all.

Tactics	Target	Resources to be used for this tactic	Name and title of lead personnel	Timeline
<i>1.1 Create an SOMD advisory group on diversity issues with a membership configuration that is inclusive of students, faculty, and staff members</i>	Advisory group is regularly meeting	SOMD faculty, staff, students and their time and effort in meetings	Dean	2017-18; Initial volunteer group of members will draft committee charge and membership information during fall term; Regular meetings will commence winter and spring terms.
<i>1.2 Explore opportunities for developing more flexible curricula to assist veterans and reservists with degree program completion; survey prospective students about what measures would be necessary to make this possible</i>	Increase number of non-traditional students matriculating and completing degree requirements in a timely manner	SOMD Graduate and Undergraduate Committees and Dance Committee	Associate Deans/Dept. Head of Dance	2018-19; Determine the type of curricular adjustments that would make a difference to prospective students in this category. Have faculty and associate deans determine feasibility of making the needed changes.

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

- 1.1 Membership, responsibilities and charge of committee to be announced at end of fall term faculty meeting. Regular meeting schedule to be established for winter and spring terms, and made known to the school; committee members will invite all interested parties to attend meetings. Regular assessment of SOMD climate, culture, and environment related to diversity matters to be discussed annually with Dean's administrative team.
- 1.2 Review current data of timeliness to degrees and then assess data in 3-4 years to determine if curriculum revisions have enabled an increase in applicants and degree completion times from the group of non-traditional student population category.

School, College, Research, or Administration Strategy 2 – Incorporate promising practices that eliminate implicit bias and combat racism as well as other forms of discrimination. Incorporate promising practices to increase equity, inclusion and inter-cultural understanding in onboarding, performance evaluations, tenure and promotion, and other unit processes and policies in ways that allow all members of the unit to thrive and succeed.

Tactics	Target	Resources to be used for this tactic	Name and title of lead personnel	Timeline
1.3 <i>Present an open forum once per term on topics related to Diversity, Equity, and Inclusion that are relevant to students, faculty, and staff; minimum three events per year with the first forum to include a school-wide retreat presentation by Erik Girvan on the topic of Implicit Bias in Fall 2017.</i>	Increase the size of applicant pools for future searches with greater diversity.	SOMD financial and staff resources allocated by the Dean from appropriate funding sources	Dean	2017-18

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
1.3 Faculty and Staff will be asked to provide feedback on the effectiveness of these workshops and/or forums annually. This information will assist the SOMD administration in assessing if search committees are better trained to be more cognizant of bias and promote more respectful and equitable hiring practices. Faculty and staff behaviors are more respectful and inclusive in their ongoing actions throughout the school, and over time an improved and enhanced climate related to matters of diversity, equity, and inclusion.

GOAL #2 (D: Diversity): Increase the representation of diverse students, faculty, staff, and community partners at all levels of the university.

School, College, Research, or Administration Strategy 1 – Incorporate active recruitment strategies, processes to eliminate conscious and unconscious bias, and other promising practices to recruit diverse staff, faculty, administrators, undergraduate, and graduate students from traditionally under-represented communities.

Tactics	Target	Resources to be used for this tactic	Name/title of lead personnel	Timeline
<i>2.1 Gather demographic data on Oregon schools to identify diverse/underrepresented populations of potential students and compare these data to that of the recruiting committee and strong arts school districts throughout Oregon to determine an intersection of these two categories</i>	Determine if a change in recruiting efforts will encourage a more diverse applicant pool	UO Admissions office data and knowledge and experience from the SOMD Admissions & Recruitment Committee	Assistant Dean for Recruitment and Financial Aid	2017-18; Oregon K-12 school data obtained in Spring 2017. Recruitment Committee to review and assess the information Fall and Winter terms; Develop plans for 2018-19 in Spring term
<i>2.2 Target recruiting efforts toward at least five of these identified schools per year following a careful analysis of the school areas identified, then mobilize resources and begin the development of relationship and pipeline building between SOMD and identified schools</i>	Increase % of diverse applicants	Appropriate UO Foundation accounts to support recruitment travel initiatives	Assistant Dean for Recruitment and Financial Aid	2018-19; Implement plan created in 2017-18 and begin visiting targeted schools during the 2018-19 recruiting cycle.
<i>2.3 Codify data on current regional, national, and international recruitment efforts following the same steps outlined above in 2.1 and 2.2, gather data related to these broader categories of potential recruitment with a continued emphasis on lower socioeconomic categories, underrepresented minority categories, and international student populations</i>	Increase applicant pools with a more diverse number of candidates	Assistant Dean for Admissions staff and Dean's office staff; review of annual reports and travel data	Assistant Dean for Recruitment and Admissions; Dean	2017-18; Follow the plans for national and international recruitment by assessing existing SOMD data from past five years develop a targeted plan to 2018-19.

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

2.1-2.3 Assemble the relevant data described above that includes targeted recruitment locations reflecting diversity of applicant pools, and potential locations or student populations that could enhance and grow student diversity in the school. After targeting newly chosen recruitment centers or targets, evaluate and assess the relevant data in 3 years to determine the success or not, why, or why not in improving diversity of applicant pools and growth of matriculated students from more diverse student groups.

School, College, Research or Administration Strategy 2 – Use promising practices and effective strategies to retain diverse staff, faculty, administrators, undergraduate, and graduate students from traditionally underrepresented communities.

Tactics	Target Measures	Resources to be used for this tactic	Name/title of lead personnel	Timeline
2.4 <i>Explore ways to remove barriers to admissions. Reconsider SOMD requirement for TOEFL; reconsider transfer credit agreements and develop more articulation agreements</i>	Attract a more diverse student applicant pool especially from international students and increase the pipeline of potentially more degree seeking students	Faculty/Staff FTE	SOMD Associate Deans for Graduate and Undergraduate Studies; Dept. Head of Dance; Graduate and Undergraduate Councils	2017-18; Determine acceptable TOEFL score range with Graduate School; Explore transfer articulation agreements with Oregon community colleges with music and dance programs
2.5 <i>Develop new graduate and review existing undergraduate curricula to serve a broader population (Certificate/Diploma programs, e.g.) By creating artist diploma or post baccalaureate certificate programs in areas such as music technology and performance fields, the SOMD hopes to attract more international students in areas that require little ESL and writing skills. We anticipate helping enrolled students to achieve higher levels of ESL skills to prepare them for degree programs. These students would be recruited using self-support and scholarship mechanisms as opposed to GEs</i>	Once program is established, review how it impacts diverse populations and an increase in applicants, pipeline building, and eventually an increase in degree seeking students.	Faculty/Staff FTE	SOMD Associate Deans for Graduate and Undergraduate Studies; Dept Head of Dance; Areas that may be interested in supporting Certificate/Diploma ideas	2017-2019. Review previously approved program from 2013-14 and determine what prevented its implementation; discuss with Graduate School to explore further refinement of curricula and eventual implementation
2.6 <i>Working with DEI, SOMD received a CODAC residency for one faculty member that enabled the school to develop a new curricular program option to attract a new and more diverse and non-traditional type of music</i>	Curriculum proposal was completed and approved; first cohort of students entered in Fall 2016; the number of majors has already shown growth in one	Faculty and Staff FTE time spent developing curriculum, approving it, and creating advising tools in the Undergraduate Office	Associate Dean for Undergraduate Studies and Staff	2015-17; newly developed and approved program was implemented in all 2016

Tactics	Target Measures	Resources to be used for this tactic	Name/title of lead personnel	Timeline
<i>major</i>	year			

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

2.4 Assemble the relevant data reflecting current diversity of applicant pools and compare applicant pool data and matriculation numbers following the proposed changes and adjustments in three years to determine the level of improvement in diversity of applicant pools and increase in numbers of matriculated students.

2.5 Conduct feasibility study with faculty and Graduate School. Determine acceptable TOEFL scores with the Graduate School and SOMD faculty's admissions requirements to programs. If it is determined that the certificate/diploma programs can be implemented, then it will be important to compare diversity of applicant pools, especially from international applicants, both before and after implementation to determine the full effect on SOMD student diversity.

2.6 Study growth of major and impact on SOMD student diversity in 3-4 years. Explore growth of non-traditional student body as the course requirements are both broader in nature and genres of music are less traditional.

GOAL #3 (A: Achievement): Facilitate access to achievement, success, and recognition for under-represented students, faculty, staff, and alumni.

School, College, Research, and Administration Strategy 1 – Eradicate any existing gaps in achievement between majority and underrepresented students, faculty and staff in graduation rates, tenure and promotion, professional opportunities, leadership opportunities and recognition.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
<i>3.1 Increase faculty awareness for existing financial resources to support current and prospective students (expand website content, etc.) By collecting financial support data from all areas of the UO campus community and locating them in our two advising centers and our website, we would hope to improve the communication of available support mechanisms to aid our diverse student body and students from lower</i>	Updating and disseminating information as it is compiled; fall term faculty meeting primer on content; track growth in students obtaining increased levels of support. Faculty are advising students from lower socio-economic populations more effectively	Staff FTE	Undergraduate and Graduate Offices in Music; Dance Dept. Office Assistant with supervision of Associate Deans and Dance Head	2018-19

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
<i>socioeconomic categories.</i>				
<i>3.2 With SOMD Development staff, explore the possibility of establishing new funding mechanisms to support a more diverse student population (by creating and establishing targeted GE positions and scholarships to support a more diverse student body)</i>	New GE positions and/or scholarships are funded for diverse populations	Staff FTE time as well as meetings with the SOMD Advancement Council and key donors	SOMD Director of Development; liaison with Central Development and SOMD Advancement Council assistance	2018-20
<i>3.3 Revise policies on use of UO-owned instruments to facilitate student success and to increase and improve access for low income students</i>	Policies enable greater access to SOMD owned instruments.	Staff/SOMD Productions Manager	SOMD Productions Manager	Start revising policies in summer 2018; implement fall 2018
<i>3.4 Explore and share competitive funding opportunities for students traveling to conference or competition-type events by compiling and aggregating campus-wide resources and information into one central location to assist in increasing access to all students</i>	Partially completed through Graduate Office; add additional information from program areas, Graduate School, and other relevant sources	Faculty/Staff FTE	SOMD Associate Deans for Graduate and Undergraduate Studies; Graduate and Undergraduate Committees	2018-19
<i>3.5 Encourage social activities among areas of the School to increase networking opportunities for all students and increase connections with both students and faculty members</i>	Maintain an inventory of current activities; assess if the new activities are increasing a greater participation of both faculty, staff, and students of diverse backgrounds at these events and activities	Faculty and student leaders	Area Heads and Dance Dept. Head	2017-2018
<i>3.6 Consider implementing an SOMD writing assistance program by working with OIA and</i>	Institute workshop to develop writing skills; MUS 607 Thesis	Faculty FTE	THEME Group Faculty	2018-2019

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
<i>Dennis Galvan</i>	Organization is currently offered			some completed

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

3.1 Assess the growth in numbers of students obtaining increased levels of support as faculty members improve their knowledge of the resources available. Measure increase in faculty and student participation.

3.2 Consult list of recent scholarship holders to evaluate demographic distribution and diversity of recipients. Inform the scholarship decision makers of the results of tracking recent recipients to encourage expanding the consideration of inclusivity in decision-making offers. Review with Development team the need to grow the donor pipeline with a focus on gifts in support of diversity financial aid resources.

3.3 After revision of policies to aid in supporting students from lower socio-economic groups to have full access to SOMD instrumental equipment, compare usage data before and after policy changes are implemented in three years to determine effectiveness of policy changes.

3.4 Assess the growth in numbers of students obtaining increased levels of support as faculty members improve their knowledge of the resources available. Measure increase in faculty and student participation

3.5 Student cohort, network-building efforts will be examined and inventoried initially. The new diversity advisory group, academic advisors, associate deans and area heads will be consulted to determine if increased activities will enhance student connections and improve retention rates and assist in future student recruitment as the environment and cultural climate is hopefully improved.

3.6 The number of international students and those from backgrounds with lower levels of English language skills (both written and spoken) are to be addressed with this tactic. Students will be supported and trained to enhance both writing and speaking skills through specialized workshops. Following the full implementation, the administration will solicit responses on whether these experiences are helpful and how they can be improved. These experiences will also be assessed to verify if these efforts are helping these students build a useful peer group and create cohort building opportunities.

School, College, Research, and Administration Strategy 2 – Increase faculty, student, staff, and alumni participation (with special focus on groups that are currently under-represented) in global leadership experiences, research, professional development opportunities, and scholarships (e.g. Rhodes Scholar and Marshall Scholar competitions) as well as other prestigious awards and recognitions.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
<i>3.7 Create a diversity climate survey for faculty, staff, and students in SOMD following a review of the format used in 2006. Administrate the survey; track percentage of completion and</i>	Identify ways SOMD can cultivate a more inclusive environment	Faculty/Staff FTE	FAC	Fall 2017

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
<i>then work with DEI to encourage SOMD participation in a campus-wide survey that will be formulated in the coming months</i>				
<i>3.8 Administer and evaluate data from this survey (possible external assistance required)</i>	Collection of data and management of results; use results to further refine the SOMD plan and make adjustments as determined following an analysis of the gathered information	Faculty/Staff FTE	FAC; external reviewer	Winter 2018 distribute survey, spring 2018 assess responses

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

3.7 The 2006-07 climate survey will be updated and revised during fall term 2017. Plans will be developed to administer it in Winter 2018, review the responses in Spring 2018 and compare the outcomes to those received in 2007. These comparative results will be useful in moving the SOMD forward as the University undertakes the plans to develop a campus-wide survey and SOMD determines the general sense of climate and culture regarding diversity, equity, and inclusion in the SOMD.

3.8 The SOMD Diversity Committee will employ the results of the climate survey data in refining the SOMD Diversity Action Plan in the coming years.

GOAL #4 (L: Leadership): Leadership will prioritize and incorporate diversity, equity, and inclusion in plans and actions.

School, College, Research, or Administrative Strategy 1 – Develop and promote programs that support, mentor and prepare members of under-represented groups for leadership opportunities (i.e. department heads, directorships, deanships, vice presidencies, etc.) at the UO.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
4.1 Create a program for onboarding and mentorship of all faculty patterned after that implemented in 2016-17 for UMRP supported faculty hires	Implement a regularized, consistent mentoring program and determine through discussion and surveys if faculty are feeling better informed of UO procedures and processes and if staff are encountering fewer obstacles in assisting new hires	Faculty FTE	Dean's Office	Fall 2017

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

4.1 The SOMD Administration, FAC, and new Diversity Advisory Group will schedule a meeting in June 2018 to get feedback about how the cohort of new faculty (six in 2017-18) felt they were informed, treated, and respected by their colleagues throughout the SOMD by faculty, staff, and students.

School, College, Research, or Administrative Strategy 2 – Utilize philanthropy and other resources to advance the work of diversity, equity, and inclusion in your unit and across the University.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
Not applicable				