

University of Oregon
Strategic Diversity Action Plan
SCHOOL OF MUSIC AND DANCE

I. Description of the unit's mission / guiding principals

The School of Music and Dance is dedicated to the enrichment of the human mind and spirit through the professional and intellectual development of artists, teachers, and scholars in a supportive and challenging environment.

II. Organizational structure / Unit organizational chart

Dean of School of Music and Dance, Associate Dean of Graduate Studies in Music, Associate Dean of Undergraduate Studies in Music, 65 full and part-time music faculty, 21 full and part-time music staff, about 425 music majors; Chair of Department of Dance, 13 full and part-time dance faculty, 1 full-time dance staff member, about 60 dance majors.

III. History of diversity efforts in unit

School-wide diversity plans and/or reports were developed in 1990 and again in 2000. Efforts to increase faculty and student diversity in the recent past have been ineffective in part due to a lack of financial and human resources, and possibly due to an inability to remain focused on diversity-related issues.

IV. Resource Statement

The School of Music and Dance struggles with a lack of adequate financial and human resources. Faculty salaries are among the lowest on campus and the School's General Fund budget is not sufficient to fund all faculty and staff salaries and OPE. Thus, the School regularly operates on soft money including student fees, UO Foundation interest earnings, and private gifts. The flexibility to operate and expand beyond the current status quo is unlikely.

V. Detailed process for plan development and planning committee description

The School of Music and Dance Faculty Advisory Committee (elected annually by the programmatic subgroups within the School) will coordinate and develop the Strategic Diversity Plan. Regular input and advice will also be sought from the Dean's Student Advisory Council and the entire support staff through their monthly meetings. Climate and Culture Surveys were utilized as a means of gathering input from faculty, staff, and students. Drafts of the report will be reviewed by the faculty and staff as well as the Student Advisory Council, and discussed in faculty and staff meetings to gather feedback and suggestions.

VI. Diversity value statement

It is important that students, faculty, and staff live and work in a collaborative, supportive, and nurturing environment. Living and working in the 21st century requires that we all have as complete as possible an understanding and awareness of our global society and diverse cultures and traditions. Well-trained dancers and musicians must be fully aware of the traditions of our disciplines in a wide range of

cultural backgrounds that are as comprehensive in nature as possible so they will be adequately prepared for their future careers in music and dance.

VII. For the purpose of this strategic plan, define diversity

The UO Diversity Plan describes diversity as, “Differences based on race and ethnicity, national origin or citizenship, gender, religious affiliation or background, sexual orientation, gender identity, economic class or status, political affiliation or belief, and ability or disability.” The School of Music and Dance would also add to that list the category of “age.”

<i>Point 1:</i>	<i>Developing a Culturally Responsive Community</i>
<i>Point 2:</i>	<i>Improving Campus Climate</i>
<i>Point 3:</i>	<i>Building Critical Mass</i>
<i>Point 4:</i>	<i>Expanding & Filling the pipeline</i>
<i>Point 5:</i>	<i>Developing and Strengthening Community Linkages</i>
<i>Point 6:</i>	<i>Developing and Reinforcing Diversity Infrastructure</i>

Point 1: Developing a Culturally Responsive Community

A. What this focal area means to our specific unit.

The School of Music and Dance understands a focus on “developing a culturally responsive community” to involve the experience of all individuals in their interactions within and through the School of Music and Dance. These individuals include faculty, staff, and students. A culturally responsive community includes clearly delineated channels for such individuals to express grievances, as well as mechanisms for the recognition of and response to such grievances. A culturally responsive community requires the recognition of cultural differences as realities both in and outside the classroom, and the guarantee that such differences will not be marginalized, but rather treated with respect.

B. What we have learned about developing a culturally sensitive community from the SOMD review.

The environmental scan conducted by the School’s Faculty Advisory Committee uncovered a mixed record in regard to this focus area. Proactive measures will be taken and implemented to inform students, faculty, and staff about existing options, such as the Bias Response Team, through which they might make their voices heard if abuse has occurred. In cases where grievances have been formally registered, the School has not had any systematic procedure for dealing with these grievances except to refer them to the Dean’s office, which then directed individuals to other campus offices such as the Office of Affirmative Action or the Provost. This has led to inconsistent responses. We plan to clarify this process.

C. Our unit's strengths and challenges in this area.

Based on the above, a major challenge in addressing this target area is to connect members of the School of Music and Dance community with existing campus services, as well as to design a consistent protocol for dealing with relevant grievances. Strengths include a strong record among the School's faculty in willingness to respond to diversity issues when raised, as well as a conscious attempt by many faculty to incorporate multiple perspectives in course materials connected to culturally sensitive topics.

<u>Goal #1</u>	Measures of progress short / long term	Responsible entity / Accountability	Timeline for implementation
Increase the diversity sensitivity within the School of Music and Dance community.			
Action #1 Include Bias Response Team contact information on all course syllabi.	Move to 100% of syllabi in compliance with this directive each term over the next academic year.	A copy of all syllabi will be submitted by instructors to the dean's office for music, and to the department head's office for dance, who will review them for compliance.	All syllabi must include this information by fall term 2008.
Action #2 Include Bias Response Team contact information on flyers and posters to be placed throughout the Frohnmayer Music Building and Gerlinger Annex.	Posters are created during summer 2007 and displayed over the next academic year.	The Dean's office and Chair of Dance will have posters displayed at beginning of fall term 2007.	Posters remain displayed over the course of each academic year with annual updates each fall term.

Point 2: Improving Campus Climate**A. What this focal area means to our specific unit.**

The School of Music and Dance, as a member of the University Community, is a site of interaction for thousands of faculty, staff, students, and community members each year. Further, the school sponsors numerous programs annually that extend far beyond the immediate members of the school. Thus, all members of our School can and should strive to "improve their abilities to work and learn respectfully and effectively in a diverse community" (UO Diversity Plan, 26). Not only must all interaction between persons be respectful and safe, but the School of Music and Dance can strive, in its programmatic outreach to the campus at large, to incorporate recognition of and sensitivity to the experiences of all groups.

B. What we have learned about developing a culturally sensitive community from the SOMD review.

The environmental scan suggests a number of initiatives that could be developed in current School of Music and Dance diversity efforts relevant to campus climate. For example, the School has not actively sought collaboration with organizations such as the ASUO Multicultural Club in designing events to reach underrepresented groups. Further, room for improvement exists in the selection of speakers and guest lecturers invited to campus by the School. It is clear that certain members of the School's community believe there to be biases and discrimination that could in part be alleviated through more enhanced educational opportunities including presentations by guest speakers that specifically address certain diversity related topics. Further, while the School recognizes that campus climate involves a range of interrelated factors, many of those factors, such as critical mass, will be discussed at the appropriate place below.

C. Our unit's strengths and challenges in this area.

Many of the issues revealed by the environmental scan suggest challenges similar to those related to point 1 above. The School of Music and Dance must improve awareness of existing processes for individuals who wish to file grievances regarding campus climate issues, and the procedure for recognition of and response to these issues must also be strengthened. Additionally, a review of existing School programs reveals opportunity for tapping existing campus resources and incorporating diversity consideration in future planning.

Goal #1	Measures short / long term	Responsible entity / Accountability	Timeline for implementation
Increase faculty, staff, and student awareness of diversity issues.			
Action #1 Annually, host a school-wide guest who will speak on relevant diversity issues to faculty, staff, and students.	The dean's office will work with faculty, staff, and student leaders to plan and schedule an annual guest speaker/presenter who will address relevant diversity topics.	The dean's office will coordinate this action item with the school's calendar at least once annually.	Create a timeline to plan for one guest speaker beginning with the 2007-08 academic year.
Action #2 Distribute the recently completed summary results of the Culture and Climate Survey to faculty and staff to enhance their awareness of the attitudes and concerns expressed.	The dean's office will distribute the summary results during winter term 2007.	The dean's office will coordinate this action following the completion of the survey.	This action will be completed at the end of winter term 2007.
Action #3 Add questions to the year-end exit interviews that will facilitate the collection of data related to student perceptions and concerns about diversity throughout the School.	The dean's office will develop questions related to diversity to add to the year-end graduating student exit	The dean's office, with assistance from the associate deans and chair of dance, will develop	New exit interview questions and diversity-related topics to be developed by spring

	interviews.	diversity related questions.	2007.
Action #4 The School of Music and Dance will encourage the University Senate or Academic Affairs division to explore the possibility of adding questions to the Student Evaluation instruments that will enable students to reflect and comment upon issues related to diversity in the classroom.	The School’s Diversity Planning Committee will determine the correct agency to work with regarding implementing this action.	The Planning Committee and the Dean will be responsible for pursuing this action.	Action to be explored during the 2007 calendar year with the University Senate leadership and Academic Affairs.
Action #5 Develop a five-year cycle for redistributing a Climate and Culture Survey throughout the School to reassess the School’s progress in addressing diversity.	Reviewing, updating, and distributing the Culture and Climate Survey with some regularity will be an important method of measuring progress.	The School’s FAC or Planning Committee and Dean’s Office will be responsible for follow-up in 2011-12.	Development of a five-year cycle, Winter 2007 to Winter 2012.

Point 3: Building Critical Mass

A. What this focal area means to our specific unit.

The School recognizes the need, as outlined in the UO Diversity Plan, to “develop a critical mass of persons from underrepresented groups...to cultivate and maintain a campus environment that embraces diversity.” In the case of the School of Music and Dance, this refers specifically to the levels of underrepresented individuals among faculty, students and staff.

B. What we have learned about developing a culturally sensitive community from the SOMD review.

Our environmental scan reveals the need for the School of Music and Dance to continue making progress towards diversifying the ranks of faculty and staff. The faculty/staff data from fall 2005 reflects the following percentages for gender and underrepresented groups: 91% white, 4% unknown or undeclared. The remaining 5% includes the following: 2% Hispanic, 1% each with Asian, African-American, and Native American backgrounds. Gender data reflects 54.8% male and 45.2% female. We have also become aware of the percentage of students from underrepresented groups majoring in our programs. Current Fall 2006 enrollments reveal that 75.8% of students are white and 6.8% of students are unknown or undeclared. The remaining 17.4% includes the following breakdown: 6% International students, 5% students of Asian descent, nearly 2% each of students with either Hispanic, African-American, or multi-ethnic backgrounds, and less than 1% of Native American descent. The student body consists of 50.5% female and 49.5% male individuals.

C. Our unit’s strengths and challenges in this area.

Challenges include increasing diversity among the School’s faculty given the constraints of a limited school-wide budget and a competitive national applicant pool. In addition, salary equity could become an issue as higher salaries are often needed to attract top-quality applicants of color.

Goal #1	Measures short / long term	Responsible entity / Accountability	Timeline for implementation
Encourage larger number of applicants for faculty and staff searches, especially from people of color.			
Action #1 Increase the potential for a greater number of applicants from underrepresented groups through enhanced advertising of position vacancies with historically Black, Hispanic, and Native American institutions of higher education.	Dean’s Office will identify a list of targeted institutions and begin sending vacancy notices to them.	Dean’s Office and Search Committees.	Plan implemented in Fall 2005 and it has become ongoing.
Action #2 Increase the number of personal contacts and invitations to potential applicants from faculty and staff.	Dean’s Office in consultation with Search Committees will develop lists of potential personal contacts.	Dean’s Office will oversee and coordinate these efforts.	Personal contacts and invitation strategy implemented in Fall 2005.
Goal #2			
Increase the diversity of prospective student applicant pools within the School within the next five years.			
Action #1 Implement the Recruitment Committee’s targeted recruiting plan that includes regular interaction with arts programs in Oregon High Schools with the largest minority populations.	Recruitment committee develops a plan following the review of appropriate school populations.	Recruitment Committee and Dean work to implement the plan.	Recruitment plan is implemented through reallocation of travel dollars beginning in Fall 2006 and continuing for three academic years.
Action #2 Increase significant personal contacts by working with larger numbers of prospective students including students of color.	Work with faculty and Recruitment Committee to identify and target schools and students.	Recruitment Committee will coordinate in consultation with the Dean’s Office.	Develop and outline a five-year plan to implement this action.

Goal #3			
Increase the diversity of the School within the next five years through the hire of at least one new faculty member.			
Action #1 Request funding for one new faculty position to provide teaching in culturally diverse areas of music and/or dance that are presently not possible. (e.g. a faculty member with expertise in an area such as Asian, Hispanic/Latino, African, or Native American music or dance.)	FAC and Dean’s Office develops a proposal to the Provost requesting this kind of allocation.	Dean’s Office presents proposal to Provost’s Office.	Proposal sent to Provost by end of 2007.

Point 4: Expanding and Filling the Pipeline

A. What this focal area means to our specific unit.

The School of Music and Dance, like the University as a whole, is dedicated “to the principles of equality of opportunity and freedom from unfair discrimination for all members of the university community and an acceptance of true diversity as an affirmation of individual identity within a welcoming community” (UO Mission Statement). Thus, expanding and filling the pipeline means ensuring that members of underrepresented groups have access to an education within the School. Access comes in the form of affordability, preparedness, knowledge and motivation. Another of the UO’s goals is to develop “a faculty and student body that is capable of participating effectively in a global society” (UO Mission Statement). The School of Music and Dance is committed to this goal and is working to increase international-education opportunities for students, staff, and faculty through study, internship, teaching, and research opportunities abroad. The School understands that not all students, staff, and faculty have the time, capacity, or desire to explore the world abroad; nevertheless, we will work to ensure that everyone has access to international opportunities on campus. A crucial component of this is increasing international student and scholar enrollment. International students and scholars bring critical, national, and cultural diversity to campus.

B. What we have learned about developing a culturally sensitive community from the SOMD review.

Through the environmental scan, the School of Music and Dance assessed strengths, weaknesses, and opportunities within the area of expanding and filling the pipeline. Although there have not been in-depth outreach efforts by the School towards underrepresented groups in Oregon’s K-12 schools, or to international institutions with whom the UO has a relationship, several of the School’s faculty members have established connections in these areas. In addition, several free community and campus resources are available that can help establish and promote linkages. Importantly, the environmental scan reinforced our belief that the School’s reputation with the

community is strong and the K-12 schools and non-profit organizations would be excited to work with us on any new initiatives. There is a fear, however, that initiating new outreach efforts will take away from staff and faculty time needed for current students. To alleviate this potential challenge, we will enlist the help of students and volunteers as much as possible.

C. Our unit’s strengths and challenges in this area.

Limited financial and human resources will limit the School’s ability to add new initiatives that would take resources away from current programmatic expenditures of time and money. The School will need to find creative ways to combine pipeline-filling mechanisms with current or existing program areas.

Goal #1	Measures short / long term	Responsible entity / Accountability	Timeline for implementation
Build greater awareness of the School of Music and Dance among underrepresented populations in Oregon.			
Action #1 Explore the possibility of creating a means to provide accessibility scholarships to a diverse population of students to the School’s summer camp offerings for high-school-age students in band and jazz and for elementary age students in Suzuki strings.	Discuss with camp directors the possibility of creating this program.	Summer camp directors will need to set-up and monitor the program.	Explore putting this opportunity in place by summer 2008.
Goal #2			
Increase the percentage of international student applicants to the School of Music and Dance in the next five years.			
Action #1 Support the development and growth of the winter and summer, International Music/English Camp in cooperation with the American Children’s Music Institute (ACMI), China Center for International Educational Exchange (CCIEE), and Oregon Music Teachers Association that introduces Chinese children to the school.	Creation and continuation of International Music/English camps.	Dean’s Office will work with officials from ACMI and CCIEE to coordinate these programs.	First camps were held in Winter and Summer 2006 and are continuing into 2007.
Action #2 The dean of SOMD will meet each term with the Vice Provost of International Affairs and Outreach to improve access to the School’s classes by international exchange students and to develop stronger relationships with the International Affairs	Successful completion of the stipulated meetings each term over the next two years.	Dean’s Office will coordinate this action.	The first meetings were held in spring and summer 2006.

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Point 5: Developing and Strengthening Community Linkages

A. What this focal area means to our specific unit.

As a public institution, the University’s primary responsibility is to serve the public. The University should be seen as a resource and should provide opportunities for the greater community. The School of Music and Dance believes that by working side-by-side with civic organizations, the public schools, governmental units, and individual community members, everyone will benefit from broader networks.

B. What we have learned about developing a culturally sensitive community from the SOMD review.

Through the environmental scan, the School of Music and Dance prepared a list of active community linkages that have supported students, staff and faculty as well as the greater community. The list reveals that the School has extensive networks within the Eugene-Springfield Arts Community with regular collaborations and interactions with the Eugene Symphony, Eugene Opera, Eugene Concert Choir, Oregon Mozart Players, the Eugene Ballet, DanceAbility, the Eugene Ballet School, the Eugene Symphonic Band, the Arts Umbrella, the Oregon Bach Festival, Oregon Music Educators Association, and the Oregon Music Teachers Association. There are additionally numerous linkages in place with public school music programs across the state of Oregon.

C. Our unit’s strengths and challenges in this area.

The School presently does a good job in making community connections and providing outreach opportunities across the state of Oregon. The challenge comes with trying to increase outreach linkages with limited financial and human resources. More creative and innovative measures will need to be developed with local arts agencies and school districts to provide financial assistance to facilitate expansion efforts. In addition, the School will need to enlist the help of more faculty and students so the workload and time commitments can be spread more evenly.

Goal #1	Measures short / long term	Responsible entity / Accountability	Timeline for implementation
Establish partnerships and joint programming with new community organizations.			
Action #1 Identify additional community groups such as DanceAbility with whom partnerships could be explored.	Identify organizations and initiate contacts.	Chair of Dance and/or Dean of SOMD will coordinate these efforts to initiate contacts.	Connections will be made with such organizations beginning winter 2008.

Goal #2			
Establish a partnership with a high school in Oregon that has a high percentage of underrepresented groups.			
Action #1 Draft a proposal for establishing a “sister city” style relationship with a high school that enrolls a high portion of underrepresented minorities.	Proposal developed and submitted to the Planning Committee by Winter 2008.	Dean and Planning Committee coordinates proposal development with appropriate faculty members.	Proposed program implemented in Fall 2008.

Point 6: Developing and Reinforcing Diversity Infrastructure

A. Define what this focal area means to your specific unit.

The School of Music and Dance is dedicated “to the principles of equality of opportunity and freedom from unfair discrimination for all members of the university community and acceptance of true diversity as an affirmation of individual identity within a welcoming community” (UO Mission Statement). Thus, developing and reinforcing infrastructure for diversity efforts and initiatives is instrumental. To the School, this diversity goal entails developing policies and procedures that enable and empower students, staff, and faculty to have the capacity, resources and support from the School’s administration to proceed with initiatives that will lead to improved levels of cultural competency with the university.

B. What we have learned about developing a culturally sensitive community from the SOMD review.

The environmental scan reveals that the faculty, staff, and students could be more aware of existing mechanisms for dealing with diversity related issues. (See under point one, goal one, action items 1 and 2 above).

C. Our unit’s strengths and challenges in this area.

(See B. above, as well as point one, goal one above.)

Goal #1	Measures short / long term	Responsible entity / Accountability	Timeline for implementation
Ensure that all new students, staff, and faculty are aware of internal policies, procedures and protocols relating to			

diversity issues.			
Action #1 Include diversity language as well as inclusive language in admissions materials as well as student, staff, and faculty orientation packets.	Documented changes made to previous literature in the next publication issued.	Dean's Office and Chair of Dance.	This action to be implemented in the next publication of the documents enumerated here.
Action #2 Seek assistance from OIED in developing a document describing diversity infrastructure for distribution in SOMD.	Contact Office of Institutional Equity and Diversity in Fall 2007.	Dean's Office and Chair of Dance.	This action to be completed during 2007.