

## INCLUSION, DIVERSITY, EQUITY AND ACCESS PLAN KU School of Music

**Diversity Statement:** The School of Music (“School”) at the University of Kansas is committed to creating and maintaining a diverse, equitable, and inclusive environment for its students, faculty, and staff. As such the School pledges to:

- Recognize that diversity in the School’s faculty and staff, classrooms, ensembles, studios, and organizations is critical to maintaining academic and artistic excellence.
- Provide an equitable and safe environment that embraces and respects all people, regardless of their race, ethnicity, gender identity, age, disability status, religious beliefs, sexual orientation, first-generation status, socio-economic status, citizenship status, national origin, and veteran status.
- Acknowledge that sustained dedication to these values is only possible through:
  - ongoing professional and personal development in the areas of diversity, equity, inclusion, access, and social justice<sup>1</sup>
  - the development of policies that encourage the recruitment and retention of faculty, staff, and students from diverse backgrounds.

**Diversity Committee:** Inclusion, Diversity, Equity, and Access (IDEA). Currently, membership is appointed by the Dean and consists of four faculty members, including a faculty chair, and three staff members. Appointed members serve for a term of two years. At this point, this committee feels that student participation would be more effective through the creation of a SOM Diversity Student Organization supervised by a faculty member. The committee also feels that student feedback will be more accurate through anonymous annual surveys. The committee will meet no less than twice a semester to oversee and discuss all relevant IDEA initiatives and matters related to this action plan and to the School of Music as a whole. The committee recognizes that diversity is an evolving concept, which involves a variety of identities, perspectives, experiences, and actions. As such, we are committed to broadening our views and practices as they become vital to the mission of our School.

### **Diversity Goals:**

**Goal 1:** Develop and support policies, protocols and practices that lead to an inclusive and equitable environment for all.

**Action Steps:** Action steps are measurable in order to assess the implementation of the diversity plan:

**Action Step 1.1:** Make existing resource information relevant to DEI issues available on the School of Music website:

- Development of a resource guide of available services on campus.
  - Timeline: First year of implementation
  - Assessment Tool: Number of times accessed on website
  - Lead/monitor: Communications office

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<sup>1</sup> Social justice encompasses diversity (the presence of difference) and multiculturalism (inclusion of a multiplicity of cultures). "The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and all members are physically and psychologically safe and secure."\*

\*From Adams, M., Bell, L.A., & Griffin, P. (2007). Teaching for diversity & social justice (Second edition). Routledge. The KU library website provides information and resources for anyone interested in learning about social justice: <https://guides.lib.ku.edu/socialjustice>

- Establish a clear, safe, and no-consequential mechanism within the School for all students, faculty, and staff to report incidents of bias, discrimination, or harassment.
  - Timeline: First year of implementation
  - Assessment Tool: Number of times accessed and reports made
  - Lead/monitor: IDEA committee
- Require the use of consistent, up-to-date, inclusive language with respect to race, ethnicity, gender identity, sexual orientation, and so forth, for all students, faculty, and staff; e.g., syllabi, rehearsals, performances, searches, etc.
  - Timeline: First year of implementation
  - Assessment Tool: Number of reports of non-inclusive language
  - Lead/monitor: IDEA committee

**Action Step 1.2:** Increase inclusiveness in the School of Music by researching and proposing the following gender-inclusivity issues:

- Restroom in Murphy Hall.
  - Timeline: Second year of implementation
  - Assessment Tool: A gender-inclusive restroom
  - Lead/monitor: IDEA committee & Dean's Office
- Changes in course titles and description; e.g., Men's Glee, Women's Chorale, etc.
  - Timeline: First year of implementation
  - Assessment Tool: Change in course titles and description
  - Lead/monitor: IDEA committee & Associate Dean for Academic Affairs Office
- Changes in concert attire.
  - Timeline: First year of implementation
  - Assessment Tool: Change in concert attire
  - Lead/monitor: Associate Dean for Academic Affairs Office & Area coordinators

**Action Step 1.3:** School of Music faculty and staff participate in diversity and cultural competency trainings:

- Participate in university-level training sessions on DEI topics.
  - Timeline: First year of implementation
  - Assessment Tool: Percentage of completions
  - Lead/monitor: Vice Provost for Diversity and Equity
- Expand offerings of both voluntary and mandatory cultural competency trainings for the SOM faculty and staff; e.g., Safe Zone training in Murphy Hall, diversity-specific training at retreats, etc.
  - Timeline: First year of implementation
  - Assessment Tool: Number of participants
  - Lead/monitor: IDEA committee
- Develop a more concise and effective annual climate survey to assess how we are doing with our diversity goals.
  - Timeline: First year of implementation
  - Assessment Tool: Number of participants
  - Lead/monitor: IDEA committee

**Goal 2:** Recruit and retain a more diverse and representative student body.

**Action Step 2.1:** Increase visibility of multicultural students and events in the SOM promotion materials and publications:

- Require inclusion of multicultural content in the SOM promotion materials and publications (e.g. feature articles on experiences of international, multicultural, and underrepresented students and alumni)
  - Timeline: First year of implementation
  - Assessment Tool: Review of publications and promotion materials
  - Lead/monitor: IDEA committee
- Create a SOM Diversity Student Organization (student organization registered with KU) that can help with outreach and recruitment activities
  - Timeline: First year of implementation
  - Assessment Tool: Recruitment data
  - Lead/monitor: Recruitment office
- Increase efforts to bring students from underserved schools to campus visits and activities
  - Timeline: First year of implementation
  - Assessment Tool: Recruitment data
  - Lead/monitor: Recruitment office
- Increase faculty visits and activities in underserved schools, especially in KCK. These visits could include the SOM Diversity Student Organization and Recruitment Office to facilitate student involvement and the distribution of recruitment materials.
  - Timeline: First year of implementation
  - Assessment Tool: Recruitment data
  - Lead/monitor: Recruitment office
- Provide a limited number of free concert tickets to major ensemble performances to select schools.
  - Timeline: First year of implementation
  - Assessment Tool: Recruitment data
  - Lead/monitor: Recruitment office

**Action Step 2.2:** Increase efforts to retain students of diverse backgrounds

- Develop and implement a mentorship program using students from SOM Diversity Student Organization as peer mentors/advisors.
  - Timeline: First year of implementation
  - Assessment Tool: Retention data
  - Lead/monitor: IDEA and Recruitment office
- Look into scholarship/grant funds available through the Office of Multicultural Affairs, The Emily Taylor Center for Women and Gender Equity, and other sources. Make these resources available online.
  - Timeline: First year of implementation
  - Assessment Tool: Retention data
  - Lead/monitor: Scholarship Coordinator
- Create an award to recognize student involvement in advancing the diversity and equity goals of the School of Music
  - Timeline: First year of implementation
  - Assessment Tool: Recruitment data

- Lead/monitor: IDEA committee
- Create a direct link for Multicultural Scholars Program on SOM website
  - Timeline: First year of implementation
  - Assessment Tool: Recruitment data
  - Lead/monitor: MSP Director

**Action Step 2.3:** Increase multicultural diversity and inclusiveness in the content of academic classes and solo and ensemble repertoire.

- Provide training to academic faculty and GTAs about how to diversify class content and course offering (e.g. how to include multicultural aspects into lectures, class readings, rehearsals, concerts, and syllabi).
  - Timeline: Second year of implementation
  - Assessment Tool: Review of syllabi and class offerings
  - Lead/monitor: IDEA committee
- Provide training to performance and ensemble faculty about diverse and multicultural repertoire.
  - Timeline: Second year of implementation
  - Assessment Tool: Review of syllabi and class offerings
  - Lead/monitor: IDEA committee
- Explore the possibility and administration of introducing new popular and world music ensembles, such as Mariachi, Andean, Caribbean, R&B, and Hip Hop music ensembles.
  - Timeline: Second year of implementation
  - Assessment Tool: Adding at least two world music ensembles in the span of the next three academic years.
  - Lead/monitor: IDEA committee

**Action Step 2.4:** Increase multicultural diversity and inclusiveness of invited and sponsored performances, lectures, master classes, workshops, clinics, and festivals.

- Develop policies about the requirement of inviting at least a minimum number of multicultural and diverse guest speakers and performers.
  - Timeline: Second year of implementation
  - Assessment Tool: Existence of diverse events by 2020
  - Lead/monitor: IDEA committee
- Look into the possibility of promoting multicultural musical events not sponsored by the School of Music (e.g. performances of non-Western music and musicians at the Lied Center and Kauffman Center, events organized by the Office of Multicultural Affairs, Center for East Asian Studies, Center for Latin American and Caribbean Studies, Center for Russian, East European and Eurasian Studies, etc.)
  - Timeline: First year of implementation
  - Assessment Tool: Monitoring student attendance to these events through REC 100
  - Lead/monitor: REC 100 faculty on record

**Goal 3:** Recruit and retain a more diverse and representative faculty and staff.

**Action Step 3.1:** Expand job postings to enhance the pool of qualified minority applicants:

- Send job postings to peer institutions in more diverse regions, as well as HBCUs (historically black colleges)
  - Timeline: First year of implementation
  - Assessment Tool: Applicant data
  - Lead/monitor: IDEA committee

**Action Step 3.2:** Establish clear practices and process for search committees to enhance/align “Hiring for Excellence:”

- Work with HR to secure mandatory training for everyone serving on search committees.
  - Timeline: First year of implementation
  - Assessment Tool: number of participants
  - Lead/monitor: IDEA committee
- Ask that search committees report on what steps they took to enhance the pool of qualified minority applicants.
  - Timeline: Year 1 of its implementation
  - Assessment Tool: applicant data
  - Lead/monitor: IDEA committee
- Ask that search committees report on the rationale for the inclusion or exclusion of minority candidates from the final pool.
  - Timeline: First year of implementation
  - Assessment Tool: applicant data
  - Lead/monitor: IDEA committee

**Action Step 3.3:** Commit to training, support, professional development, and recognition of faculty and staff

- Develop a module on diversity to be included in future SOM new employee orientation.
  - Timeline: Second year of implementation
  - Assessment Tool: number of participants
  - Lead/monitor: IDEA committee
- Encourage faculty and staff involvement with affinity groups on campus and in the community
  - Timeline: First year of implementation
  - Assessment Tool: number of participants
  - Lead/monitor: IDEA committee
- Implement exit interviews when faculty and staff accept new positions or retire
  - Timeline: First year of implementation
  - Assessment Tool: number of participants
  - Lead/monitor: Dean’s office