

School of Music, Dance and Theatre
DEI Strategic Plan Table

Choice Point	Strategic Objective	Action Steps	Measure of Success	Who will Measure	Current Status
Budget	Dedicate material support to JEDI/DEIB initiatives across the school with at least one new student-facing and one faculty and staff-facing line item in the MDT budget devoted exclusively to this work.	<p>Action Step 1: By end of spring 2023 identify three or more members of the first MDT educational equity cohort to serve as peer mentors for the 23-24 cohort, supported by research funds.</p> <p>Action Step 2: Establish a budget of \$2250 for the Student IDEA Committee in support of expanding student events fostering inclusion and belonging and promoting MDT student cultural organizations</p>	By end of spring 2023, the program will have line items designated for action items 1 and 2.	School leadership and representation from faculty DEI and/or IDEA depending on the initiative.	<p>Action 1: In process</p> <p>Action 2: Confirmed; implemented as a result of listening session with students</p>
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Budget	Increase budgetary and power system transparency	<p>Action Step 1: Implement a self-nomination-based model for faculty selection for School Leadership positions including transparency about rationale for Director selections for program leaders and regular opportunities for self-nomination.</p> <p>Action Step 2: By end of spring 2023, season and artistic direction teams will produce new/revised models for season selection centering equity, inclusion, learning objectives including budgetary transparency and oversight for season selection committee.</p>	<p>Action Step 1: By-laws reflect self-nomination process beginning in fall 2022, and by end of spring 2023, policies and procedures document will reflect self-nomination processes for leadership positions.</p> <p>Action Step 2: By end of spring 2023/beginning of fall 2023, budget and season selection transparency system mentioned in step 1 will be announced.</p>	School Leadership, faculty, artistic direction and production management teams, representation from faculty DEI committee, and/or representation from student IDEA committee	<p>Action 1: Began in fall 2022; Assistant Director in Theatre was selected by nomination and faculty input.</p> <p>Action 2: In process</p>

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Organizational Culture	Implement consistent training to enhance capacity for care and build DEIB/JEDI competency among faculty and staff	<p>Action Step 1: Implement long-term cohort-based training model, the MDT Educational Equity Cohort, which all teaching faculty will be required to participate in once every 7 years.</p> <p>Action Step 2: By end of fall 2022 roll out interactive, evidence-based training on conflict navigation and mental health gatekeeping in partnership with ASU counseling services. These 1.5 hour trainings available for faculty, students, and guests will include direct experiential practice in managing common basic conflict situations, micro aggressions, and redressing of harm between faculty, students, and staff, with scenarios approached through an equity lens. Trainings are based on the Confess Project model, an equity-based intervention that focused on building capacity for care and mental health support in front-line community members in order to improve outcomes for entire communities.</p> <p>Action Step 3: Working with the Mediator's Collective, design and implement custom intensive trainings for MDT faculty and staff to build capacity for mediating difficult conversations in classrooms, including bystander intervention, equity-based conflict resolution, and responding to intersectional equity issues arising in conflicts among students. These 4-hour</p>	<p>By end of spring 2023, at least 33% of faculty will have participated in one of these training options, with capacity for another 33% of faculty to participate in a training or cohort for the following year.</p> <p>Faculty will feel more equipped to handle issues that arise in learning spaces; faculty will have a better understanding of how to prepare class for tackling complex and difficult material and/or addressing the context and importance of presenting work by under-represented artists and art forms.</p>	School leadership, representation from faculty DEI committee, representation from student IDEA committee, faculty and staff	<p>Action 1: First cohort in process during 2022-23 academic year</p> <p>Action 2: Plans in process for fall 2022 rollout</p> <p>Action 3: Curriculum and funding being negotiated</p>

		advanced trainings will help train faculty and staff leaders and mentors capable of navigating more complex issues and mentoring peers toward more equitable responses to student needs.			
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Organizational Culture	Nurture a culture of transparency in which students clearly understand and readily make use of multiple options for sharing concerns and feedback particularly related to issues of equity, inclusion, belonging, and justice.	<p>Action step 1: Build a school-wide system for students to report concerns and encourage students to use it for resolution. Build a loop process to include how we will handle concerns; communicate with students and seek their ideas for resolution and/or solutions; determine actions and follow through; and provide a report back to students with information that we are able to discuss based on the individual situation. See objective below for crisis response process, a related initiative.</p> <p>Action Step 2: Per IDEA committee request, pursue expansion of existing safe set transparency and reporting systems used for theatrical production to other areas of the school. Plans include the use of print materials in all program classrooms, creation of a canvas class as a central location for resources on reporting systems, and student-produced training videos as an accessible alternative to the text-based delivery system for those materials for students/staff/faculty who require a different</p>	<p>By end of 2023, information about reporting options will be posted online and physically across MDT programs.</p> <p>By end of 2023, we will be able to analyze data on the number of reports received and resolved through the new system.</p> <p>Student culture and climate will improve; students will feel seen and heard; effective solutions will result in improvement to climate. Students will be given the opportunity to provide feedback on the system developed and suggested improvements.</p> <p>Faculty will include information on reporting system and direct contacts in all syllabi.</p>	School leadership, representation from faculty DEI committee, and representation from student IDEA committee	<p>Action Step 1: In process, currently in discussion about best practices; Crisis response loop process is currently in use in the 2022-23 academic year.</p> <p>Action Step 2: In discussion</p> <p>Action Step 3: New initiatives/expansions of existing systems</p>

		<p>means of accessing this material.</p> <p>Action Step 3: Creation (in fall 2022) of transparent and accessible reporting chain, for inclusion in syllabi and classrooms, informing students about options for reporting classroom issues (mirroring reporting and feedback options for production systems).</p>			
Choice Point	Strategic Objective	Action Steps	Measure of Success	Who will Measure	Current Status
Organizational Culture	Implement trauma-responsive practices in communication about crises and reporting systems.	<p>Action Step 1: Implement new trauma-responsive crisis response process, developed in collaboration with students in spring 2022, which prioritizes consultation with impacted parties throughout crisis response, clear and transparent communication and follow-up, and the use of resources such as counseling services as routine part of response to crises.</p> <p>Action Step 2: Communicate to students about new crisis response process.</p> <p>Action Step 3: Build “what to expect/how to report” modules into all ASU 101 equivalents to ensure students understand their reporting options in advance of needing them.</p>	<p>By end of spring 2023, students will understand what to expect in problem-solving and crisis situations and program leadership will consistently consult and apply the trauma-responsive crisis response model in appropriate situations.</p> <p>Student culture and climate will improve; students will feel seen and heard; effective solutions will result in improvement to climate.</p>	School leadership, representation from faculty DEI committee, and representation from student IDEA committee	<p>Action 1: Process developed, piloted and set for implementation school-wide in fall 2023 with revision to occur as needed</p> <p>Action 2: Currently in use during academic year 2022-23;</p> <p>Action 3: Developing content for fall 2023</p>
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HR	Build an equity-based model for review of guest	Action Step 1: By the end of spring 2023 we will have a new guest artist	Improved transparency on the connection	School leadership, artistic directors and ensemble	Action Step 1: New initiative; Building documents and review

	artist selection, hiring and onboarding.	onboarding system that requires guest artists to be trained in our systems for safeguarding equity, inclusion, wellbeing, and learner-centeredness in our processes prior to beginning work with our students.	between guest artist selection, hiring and program learning objectives, greater success at upholding program values pertaining to equity, inclusion, belonging and justice in any activity that includes guest artists.	conductors, production management team, representation from faculty DEI committee, and representation from student IDEA committee	process for guest artists into contract paperwork;
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HR	Increase efforts to diversity faculty	<p>Action step 1: We will double our efforts to build robust, healthy, diverse candidate pools for all faculty and staff jobs. This will include building a stronger process for search committees to follow when recruiting for positions, and holding purposeful discussions with all committees on best practices for recruitment, video interviews, and on-campus interviews.</p> <p>Action step 2: Work with TPOA/TFYC/Dance and Music faculty committee to create job ad for the PostDoc candidate we received as part of the LIFT initiative.</p>	<p>Applicants from underrepresented groups will increase and interview pools will show diversity equivalent to or beyond the demographic diversity of the State of Arizona.</p> <p>For action 2: We will hire a candidate who can contribute to the school and develop robust coursework that addresses representation and inclusion in the performing arts.</p>	School leadership, search committee chairs, and representation from faculty DEI committee.	<p>Action Step 1: In process for 9 searches currently underway, and additional searches yet to launch.</p> <p>Action Step 2: In process</p>
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Networks of Faculty, Curriculum and Pedagogy	Share best practices for equity based pedagogy across MDT	Action Step 1: In order to ensure sustained time to develop equitable practices across MDT, as well as build robust communities of practice and self-sustaining techniques for continual reflective practice as educators, in 2022-23 we will create an MDT Educational Equity Cohort, a year-long	<p>Action Step 1: By end of spring 2023, Equity Cohort members will:</p> <p>-Revise course syllabi that reflect equitable teaching practices</p>	School leadership, faculty, representation from faculty DEI committee	<p>Action 1: Created and implemented; First cohort in 2022-23 academic year.</p> <p>Action 2: Planned for spring 2023</p> <p>Action 3: Ongoing</p> <p>Action Step 4: In process</p>

engagement involving small-group seminars with ASU thought leaders in equity and pedagogy designed to produce the following:

- Robust understanding and application of rigorous practices for pedagogical development toward continual improvement in equity and access
- Immediate revisions to individual syllabi and teaching practices
- Connections across MDT divisions, growth of new communities of practice
- A growing collective of educational equity peer coaches who are trained through this process
- A community in which to envision expanding equity, access, justice, and inclusion, through the process of dream seeding and harvesting throughout the year, guided by Associate Dean for Culture and Access Melita Belgrave
- A visible presence for educational equity on MDT's website detailing all DEI initiatives.

Action Step 2: at the close of spring 2023, MDT educational equity cohort members will present lessons

-Demonstrate connections across school divisions and new communities of practice that center advancing equity within music, dance and theatre

-Present to MDT faculty sharing what they learned and next steps

Cohort members will become part of a growing collective of educational equity peer coaches; We will build connections across school divisions and new communities of practice.

Action Step 2: By the end of spring 2023, at least 75 percent of faculty will have attended at least one event at which best practices for equity-based pedagogy are shared and discussed across MDT, and at least two new events for the following academic year will be planned.

Action step 3: By the end of fall 2022, we will publish a dedicated page on MDT website that chronicles the progress of our dei initiatives, the Educational Equity Cohort and provides access to the resource portal for all faculty.

Action Step 4: Peer mentors will be supported with

		<p>learned/best practices at an mdt-wide faculty symposium to broaden the impact of cohort activities</p> <p>Action Step 3: The School of Music, Dance and Theatre has developed a set of materials and resources for equitable classroom spaces. We will continue to develop this resource and create a portal for all faculty to have access to the materials, and a place for them to contribute so that it is an ever-evolving portal of materials for use..</p> <p>Action Step 4: By fall 2025, we will have increased the number of faculty able to serve as educational equity peer coaches to 30% of the faculty.</p>	credit for their service and dedicated research funds.		
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Networks of faculty, curriculum and pedagogy	Conduct assessment of curriculum and pedagogy through an equity-oriented and learner-centered lens.	<p>Action step 1: The School of Music, Dance and Theatre has revised the student course feedback tool to focus on student centered learning and equitable learning spaces. The tool has been approved by faculty and we will begin collecting data from this tool in summer.</p> <p>Action step 2: As part of academic program review, MDT's 51 assessment plans have been revised to each include indirect assessment measures drawn from student assessment of program strength at providing them core skills for their chosen disciplines.</p>	<p>Action Step 1: MDT will increase our understanding, both individually and collectively, about how our students are experiencing the learning environments we are creating by: Demonstrating on school and faculty levels a deeper understanding of how our students experience learning within MDT.</p> <p>Completing an analysis of response data specific to questions related to equity and inclusion to outline needed areas of improvement each year.</p>	School Leadership, representation from faculty DEI committee, and representation from student IDEA committee	<p>Action 1: Implemented, data collection began summer 2022</p> <p>Action 2: Completed summer 2022; Implementation and data collection begins spring 2023</p>

			<p>Action Step 2: By end of spring 2023, all assessment processes for curriculum and instruction will include at least one measure directly connected to DEIB/JEDI and one measure directly drawn from student feedback.</p> <p>By the end of fall 2023, faculty and/or program heads will demonstrate increased understanding about how their students experience learning in MDT and students are achieving stated learning outcomes.</p>		
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Communities and Access	Increase efforts to build diverse student population.	<p>Action Step 1: Review data on admission and scholarship awarding for BIPOC students</p> <p>Action Step 2: Build new metrics for faculty in terms of BIPOC admission and recruitment; Dedicate a percentage of our allocated funding for recruitment and retention of BIPOC students.</p> <p>Action Step 3: Foster conversations around and compile resources for best practices for recruiting underrepresented artists.</p>	Applicants from underrepresented groups will increase; enrollment of BIPOC artists will increase.	<p>Action Step 1: Director and academic affairs staff</p> <p>Action Step 2: School Leadership and representation from faculty DEI committee</p> <p>Action Step 3: School Leadership, representation from faculty DEI committee, and Faculty</p>	<p>Action Step 1: 2021-22 Admission Cycle data in review in fall 2022.</p> <p>Action Step 2: Faculty will receive metrics during admission cycle in February 2023</p> <p>Action Step 3: In process</p>