



FACULTY DIVERSITY INITIATIVE DIVISIONAL ACTION PLAN

PREAMBLE

The Johns Hopkins University launched Faculty Diversity Initiative (FDI) in November 2015 to locate, attract, and retain the best and most talented faculty, representing a broad diversity of backgrounds, thought, and experiences.²

The Peabody Institute's FDI Action Plan consists of the three components:

- I. A divisional self-assessment noting previous efforts, our current faculty demographic, and the discipline-specific challenges for a classical music conservatory;
- II. A statement of the division's three year goals, FY 2017 to FY 2019; and
- III. An inventory of divisional resources and strategies to achieve the FDI goals.

A short appendix follows providing the charge and mustering for the Peabody Diversity Pathway Task Force.

FDI PROVENANCE

The Dean of the Peabody Institute has overseen a small working group charged with producing Peabody's FDI Action Plan. The Associate Dean for Academic Affairs and the Divisional HR Manager have collected much of the data and produced the first five drafts of the report. The Divisional Business Officer and the Dean's Executive Assistant have provided invaluable input on the faculty demographics and contractual details.

In June 2016, the University adopted a common template for reporting progress on divisional goal and clarified the metrics for reporting faculty data. The Senior Associate Dean for Institute Studies has directly overseen subsequent work on Peabody's FDI Action Plan and deliverables.

¹ This is Version 8 from September 2016

² <http://releases.jhu.edu/2015/11/30/faculty-diversity-initiative/>

PART I: DIVISIONAL SELF-ASSESSMENT

A. Previous Efforts

In FY 2010, the Conservatory announced a plan for recruiting faculty from diverse backgrounds and experiences. The implementation of the plan began with two new policies:

1. Beginning immediately, faculty were required to engage in external searches for all continuing faculty positions. Previously, part-time positions were often filled by informal processes that prioritized recommendations. By engaging in formal searches for continuing positions, Peabody is able to draw from a broader, more diverse pool of applicants.
2. Peabody's divisional Human Resources manager attends the first meeting of every search and distributes readings from Johns Hopkins' "Resource Guide for Faculty Searches." This manager remains attached to the proceedings and completes the Affirmative Action Report.

Beginning in the fall semester 2015, the Conservatory strengthened its commitment to search committee procedures that promote diversity and inclusion with two additional measures:

1. All members of a search committee are required to complete a training module that raises awareness about unconscious bias.
2. For each search process, the Dean selects and appoints one member of the committee to serve as a diversity advocate.

While these two additional measures have been implemented in advance of the three-year FDI period, Peabody will assess the efficacy of these new measures as part of the first goal of the FY 2017 deliverables.

The Conservatory has promoted a culture of inclusion by celebrating diversity in less formal ways. For over ten years, the Peabody Institute Diversity Committee has promoted diversity and inclusion through a grass-roots effort. The staff, faculty, and student representatives serving on the Diversity Committee fulfill an independent mission to foster and sustain an inclusive and respectful environment for all members of the Peabody community. Moreover, the Peabody faculty retreat held in January 2012 focused on the challenges faced by international students, and hosted a guest to discuss specific intergenerational challenges and the perception of diversity in comparison to cultural norms.

More recently, the entire Institute has invested in University-wide initiatives. Peabody fully participates in the Diversity Leadership Council and was proud to be represented in the first round of Diversity Innovation Grant (DIG) winners. Faculty and staff attend the annual Diversity Conference, and the campus community participated in the climate surveys of 2007, 2009, and 2010.

One notable demonstration of Peabody's renewed focus on diversity and inclusion was the successful nomination of Larry Williams for a provostial fellowship. Serving on the team of the Vice Provost for Faculty Affairs, Professor Williams' fellowship overlaps the fellowship of Dr. Jennifer Haythornthwaite, Professor of Psychiatry and Behavioral Sciences at the School of Medicine.

Finally, and most recently, Dean Bronstein announced the formation of the Peabody Diversity Pathway Task Force on 20 January 2016. The Task Force, with 30 members representing the perspectives of faculty, staff, students, and alumni, is charged with examining Peabody's current demographics and establishing a long-term plan that addresses the diversity pipeline for students, faculty and staff. It seems clear that a long-term plan will engender an ongoing conversation about the culture of diversity at Peabody and in the world of classical music. Peabody Diversity Pathway Task Force is one of four far-reaching initiatives underway at Peabody and proceeds with the same momentum and urgency as the task forces charged to remake the curriculum the performing ensembles, and the faculty governance. More particular for the FDI, receiving the report of the Peabody Diversity Pathway Task Force comprises Goal Three for FY 2017; the recommendations of that report will become action items in the subsequent years of the FDI period.

B. Current Demographic

In the fall semester of AY 2015-2016, there are 69 full-time faculty (FTE) teaching in the Conservatory of the Peabody Institute.³ The Conservatory, like most of its peer institutions, does not rank faculty.

| Gender | FTE | |
|--------|-----|------|
| Female | 23 | 33% |
| Male | 46 | 67% |
| TOTAL | 69 | 100% |

| Race or Ethnicity | FTE | |
|---------------------------|-----|------|
| Asian | 5 | 7% |
| Black or African American | 2 | 3% |
| Hispanic/Latino | 1 | 1% |
| White | 61 | 88% |
| TOTAL | 69 | 100% |

A useful point of comparison is the Peabody Self-study that comprises Appendix I from the 2014 Self-study Report for the University's Decennial Evaluation for the Middle States Commission on Higher Education. The Peabody Self-study provides an analysis of a faculty snapshot from AY 2012–2013.⁴

| YEAR | Race or Ethnicity | | Gender | |
|----------|-------------------|--------|--------|----------|
| | Total | URM | Total | Female |
| 2012 FTE | 70 | 2 (3%) | 70 | 21 (30%) |
| 2015 FTE | 69 | 3 (4%) | 69 | 23 (33%) |

³ The Conservatory's faculty snapshot was taken from the document "Peabody Institute Faculty Mentoring Participants" provided by Institutional Research on 8 December 2015.

⁴ JHU 2014 Self-Study Appendix I, pp. I-38–I-40.

To expand beyond simply the full time employees, in the fall semester of AY 2015-2016 there were 155 faculty teaching in all categories of employment, including adjunct faculty, part-time faculty, limited-time faculty, and full-time faculty: the aggregate is here identified as “xTE.”

| Gender | xTE | |
|---------------|------------|------|
| Female | 52 | 34% |
| Male | 103 | 66% |
| TOTAL | 155 | 100% |

| Race or Ethnicity | xTE | |
|---------------------------|------------|--------|
| Asian | 8 | 5.2% |
| Black or African American | 5 | 3.2% |
| Hispanic/Latino | 2 | 1.3% |
| White | 140 | 90.3% |
| TOTAL | 155 | 100.0% |

Using data from the most recent report from a discipline accreditor, one can see that the male-to-female ratio has been remarkably consistent for the last 25 years.⁵

| xTE Gender | 1992-1993 | | 2003-2004 | | 2015-2016 | |
|-------------------|------------------|------|------------------|------|------------------|------|
| Female | 43 | 32% | 55 | 33% | 52 | 34% |
| Male | 93 | 68% | 111 | 67% | 103 | 66% |
| TOTAL | 136 | 100% | 166 | 100% | 155 | 100% |

C. Discipline-Specific Challenges

There is no question that the discipline of western art music poses historical and ongoing challenges for Peabody’s Faculty Diversity Action Plan. The music of nineteenth century composers from central Europe typically dominates performances and sales of recordings. Music schools are designed to prepare students for careers playing the same music. As a result, music schools have not been effective in attracting the students necessary to achieve diverse student populations. Moreover, it is difficult to locate any evidence that music schools have been successful in any coordinated effort to broaden the scope of their efforts and offerings.

Federal Department of Education IPEDS data collected by JHU Institutional Research demonstrates the effect of this historical legacy.⁶ In FY 2011 through FY 2013, only 6% of the doctoral degrees completed at AAU private and public research universities with the designation CIP 50.0900 were awarded to underrepresented minorities. As a result of the severely limited pool of doctorates awarded to URM candidates, there is a corresponding dearth of URM faculty.

⁵ National Association of Schools of Music Self-Study Data presented for consideration by the NASM Commission on Accreditation by The Peabody Institute of the Johns Hopkins University (2003): 33.

⁶ The data collected by JHU Institution Research does not directly correspond to the faculty of the Peabody Institute in that their enumeration of the faculty demographic “excludes non-tenure track faculty,” and thus excludes all faculty at the Peabody Institute and many other peer music schools. However, one assumes the general percentages would map to faculty across a larger span of categories and classifications.

| URM (3 years) | | | |
|---------------|----------|---------|--------|
| AAU | | Hopkins | |
| Total | URM | Total | URM |
| 2098 | 120 (6%) | 47 | 4 (9%) |

Doctoral Degrees Awarded, FY 11 to FY 13

| FACULTY RANK | URM | not URM | Total | % URM |
|---------------------|-----|---------|-------|-------|
| Professor | 22 | 551 | 573 | 4% |
| Associate Professor | 23 | 413 | 436 | 5% |
| Assistant Professor | 11 | 175 | 186 | 6% |
| TOTAL | 55 | 1139 | 1195 | 5% |

Faculty Demographics, FY 11 to FY 13

Music schools have always taught females alongside males: indeed, music schools were the only co-ed schools in the nineteenth century. Accordingly, approximately half of all doctoral degrees completed between FY 2010 and FY 2013 were awarded to female candidates. Unfortunately, females holding the doctoral degree have not fared as well in ascending the ranks of the professorate.

| GENDER (4 Years) | | | |
|------------------|---------------|---------|-------------|
| AAU | | Hopkins | |
| F | Σ | F | Σ |
| 2806 | 1367 (49%) | 52 | 33 (63%) |

Doctoral Degrees Awarded, FY 10 to FY 13

| AVERAGE (4 Years) | | | | |
|---------------------|-----|-----|------|-----|
| FACULTY RANK | M | F | Σ | %F |
| Professor | 435 | 137 | 573 | 24% |
| Associate Professor | 301 | 135 | 436 | 31% |
| Assistant Professor | 121 | 66 | 186 | 35% |
| TOTAL | 857 | 338 | 1195 | 28% |

Faculty Demographics, FY 10 to FY 13

Peabody can rightly note that the Conservatory awards 50% more doctorates to URM candidates than is the national average and 28% more doctorates to female candidates than is the national average. Otherwise, it would be difficult to find any measure of satisfaction, much less accomplishment, in this data. It is not enough to recruit more: music schools must become a partner in efforts to develop admissible students.

Joseph Polisi, the long-serving president of the Juilliard School has observed that “an incoming first-time college student in a Bachelor of Music degree program must make certain career and life choices two of three years before a liberal arts major must make the same choices.”⁷ In fact, an incoming first-time college student in a Bachelor of Music degree program must make those decisions far earlier. To be admissible to Juilliard or Peabody, a student must begin playing the violin or piano in elementary school. Building a pipeline of admissible students must be a multilateral effort and must continue far beyond the three-year window considered for the FDI. While it is beyond the scope of this report, Peabody’s bold entrance into this effort – with such partners as the University and the Baltimore Symphony Orchestra – will form the work of the Peabody Diversity Pathway Task Force.

⁷ Joseph Polisi, *The Artist as Citizen* (New York: Hal Leonard Corporation, 2005), 32-3.

PART II: DIVISIONAL GOALS

Year One: FY 2017

- Goal One | Following full implementation of the new faculty search protocols announced October 2015, gather data from all searches in the prior eighteen months, consider results, and suggest improvements.
- Goal Two | Following the completed training of a staff member, evaluate our use of Interfolio and compare our results with other divisions.
- Goal Three | Collect and consider a report from the Peabody Diversity Pathways Taskforce. Effect a transparent response to recommendations.
- Goal Four | Ensure that all faculty and staff have received mandated Unconscious Bias Training.
- Goal Five | Guarantee that Unconscious Bias Training plays a role in the newly implanted faculty mentoring program.
- Goal Six | Collect data on the faculty demographics at peer institutions to more accurately understand Peabody's current position.
- Goal Seven | Enlist well-traveled and discreet faculty to assemble a list of suitable candidates for a Target of Opportunity Hire.

Year Two: FY 2018

- Goal One | Demonstrate action on the recommendations made by the Peabody Diversity Pathways Taskforce.
- Goal Two | Cultivate at least one candidate to the point of making an offer for a Target of Opportunity Hire.
- Goal Three | Open the newly created post-doctoral fellowship program for applications.
- Goal Four | Have faculty participate in at least one town hall meeting with an emphasis on diversity issues.

Year Three: FY 2019

- Goal One | Evaluate the total impact of the Peabody Diversity Pathways Taskforce.
- Goal Two | Evaluate the success of recruiting a suitable Target of Opportunity Hire.
- Goal Three | Engage a charge at least one applicant for the post-doctoral fellowship program.

PART III: DIVISIONAL STRATEGIES TO ACHIEVE FACULTY DIVERSITY GOALS

While the Dean of the Institute is ultimately responsible for ensuring delivery of the FDI goals, much of the work will be coordinated by the Senior Associate Dean for Institute Studies with reporting duties assigned to the Associate Dean for Academic Affairs.

For ease of tracking and later sorting, the FDI goals articulated in Part II have been renumbered by fiscal year and goal (with a leading zero).

Year One: FY 2017

- FY17.01 | Following full implementation of the new faculty search protocols announced October 2015, gather data from all searches in the prior eighteen months, consider results, and suggest improvements.
- FY17.02 | Following the completed training of a staff member, evaluate our use of Interfolio and compare our results with other divisions.

The Executive Staff oversees management of teaching and learning in the conservatory and the preparatory, as well as the staff who provide services to both divisions. All functions of institutional infrastructure such as security, human resources, financial management, and facilities management are coordinated through the Executive Staff, which has met regularly since 1979.

A subgroup of the Executive Staff consisting of the Dean of Institute, the Senior Associate Dean for Finance and Administration, the Senior Associate Dean of Institute Studies, and the director of Human Resources, with the support of the Dean's Executive Assistant, should be able to examine the data from searches and the personnel expenditures required to run the searches.

- FY17.03 | Collect and consider a report from the Peabody Diversity Pathways Taskforce. Effect a transparent response to recommendations.

The Dean of the Institute is leading each of the four task forces. It has been the practice of the Dean to regularly update the community on the status of ongoing initiatives with monthly newsletters called "From the Dean." Each of these newsletters is emailed to the entire community and made available to the public on the web.⁸ The Dean will receive this report, decide which parts are appropriate for public dissemination, and set the course for a response.

- FY17.04 | Ensure that all faculty and staff have received mandated Unconscious Bias Training.

A final plan for ensuring this training has not been adopted. It may form a part of enhancing the institution's record keeping on faculty demographics. A second idea is to link the training to finalizing yearly contracts.

- FY17.05 | Guarantee that Unconscious Bias Training plays a role in the newly implanted faculty-mentoring program.

The Associate Dean for Academic Affairs is responsible for implanting the Faculty Mentoring Plan in conjunction with the Chair of the Faculty Assembly, and in conjunction with the Associate Provost for Faculty Affairs.

- FY17.06 | Collect data on the faculty demographics at peer institutions to more accurately understand Peabody's current position.

The Associate Dean for Academic Affairs will work the Peabody Diversity Pathway Task Force and JHU Institutional Research to collect this data and present it to the Dean and Associate Dean for Institute Studies for consideration.

- FY17.07 | Enlist well-traveled and discreet faculty to assemble a list of suitable candidates for a Target of Opportunity Hire.

Of necessity, given the nature of the competition for faculty resources with peer institutions, this work will proceed in a less transparent way, coordinated by the senior leadership.

- FY17.08 | Convene a working group charged to develop a post-doctoral fellowship program.

⁸ <http://www.peabody.jhu.edu/about/people/leadership/fromthedean.html>

Pending preliminary work by the Peabody Diversity Pathway Task Force, the Dean will convene this working group in consultation with staff, faculty, and appropriate consultation from the Provost's offices.

Details for the deliverables for years FY 2018 and FY 2019 are very much dependent on the outcomes from FY 2017.

Year Two: FY 2018

- FY18.01 | Demonstrate action on the recommendations made by the Peabody Diversity Pathways Taskforce.
- FY18.02 | Cultivate at least one candidate to the point of making an offer for a Target of Opportunity Hire.
- FY18.03 | Open the newly created post-doctoral fellowship program for applications.
- FY18.04 | Have faculty participate in at least one town hall meeting with an emphasis on diversity issues.

Year Three: FY 2019

- FY19.01 | Evaluate the total impact of the Peabody Diversity Pathways Taskforce.
- FY19.02 | Evaluate the success of recruiting a suitable Target of Opportunity Hire.
- FY19.03 | Engage a charge at least one applicant for the post-doctoral fellowship program.

APPENDIX

From: Fred Bronstein
 Sent: Wednesday, January 20, 2016 9:57 AM
 To: The Peabody Community
 Subject: Peabody Diversity Pathway Task Force

To Members of the Peabody Community,

Questions of equity and diversity are sweeping across university campuses today. Here at Johns Hopkins, a new initiative focused on faculty diversity has just been launched. Peabody's own history as it pertains to representation of individuals from under-represented communities is not unlike that of most music schools and the traditional classical music field – consistently lacking in that diversity. Here at Peabody it is time to engage in a full-throated conversation and effort to positively impact change in this important area.

To accomplish this, Peabody is establishing the Peabody Diversity Pathway Task Force comprised of faculty, students, alumni and staff whose charge it will be to examine Peabody's current state of diversity with focus on under-represented communities and establish a long-term plan that addresses the diversity pipeline for students, faculty and staff, and in doing so, foster an ongoing conversation about the culture of diversity at Peabody and in the world of classical music. In establishing the Peabody Diversity Pathway Task Force at this moment in time, there is a unique opportunity to connect and intersect with the three other task forces that have been recently established and charged with reimagining curriculum, ensembles and faculty governance at Peabody.

The following is a list of members of the Task Force:

| | |
|--|---|
| Judah Adashi, Faculty ^{P,C9} | Sarah Hoover, Staff |
| Oscar Bettison, Faculty ^C | Megan Jeffrey, Staff |
| Paula Boggs | Ben Johnson, Staff |
| Peabody National Advisory Council | Anthony McGill, Faculty ^C |
| and JHU Board of Trustees | Brittani McNeil, Alumni ^C |
| Laura Brooks, Staff | Yong-Hi Moon, Faculty ^C |
| Abra Bush, Staff | Terrance Patterson, Alumni ^C |
| Donna Cureton, Staff | Awadagin Pratt, Alumni ^C |
| Terry Eberhardt, Alumni | Hollis Robbins, Faculty ^C |
| Vern Falby, Faculty ^C | Danielle Simms, Staff |
| Gavin Farrell, Staff | Jacquain Sloan, Student ^C |
| Carissa Fowlkes, Staff | David Smooke, Faculty ^C |
| Melina Garibovic, Student ^C | Kyley Sommer, Staff |
| Denyce Graves, Faculty ^C | Andrew Talle, Faculty ^C |
| Marian Hahn, Faculty ^C | Dan Trahey, Faculty ^{P,C} |
| Maureen Harrigan, Staff | Larry Williams, Faculty ^{P,C} |

I am grateful to all who have agreed to serve on the Peabody Diversity Pathway Task Force. I know we all look forward to a rich discussion and action steps around this important topic.

Sincerely,
 Fred Bronstein

⁹ P = Preparatory; C = Conservatory.