

In pursuing its mission of excellence in music performance and research, the Schulich School of Music is committed to fostering [equity, diversity and inclusion](#). Since each individual of our community is unique, it is difficult to be aware of hidden biases, privileges and constraints. Consultation will be sought periodically so that the guidelines reflect an inclusive and equitable approach representing our diverse community. To make a culture change which is effective and sustainable over time, patience, empathy, understanding and respect are required from every member of our community.

This document defines shared standards of behaviour, not rules and consequences. The point is to lay out a common framework for respectful dialogue and the resolution of misunderstandings. Those who experience inappropriate behaviour should start by speaking with the parties involved and appealing to these best practice guidelines. If the issue is not resolved, speak with the next person in the chain of responsibility or consult with an [Equity Advisor](#). Disciplinary action is a last resort and will only be initiated if deemed necessary by the Disciplinary Officer (for students) or supervisor (for staff).

These guidelines are meant to supplement existing universitywide [policies](#) (included in each section) and highlight issues specific to music instruction.

Four Issues of Equity, Diversity and Inclusion:

[I. Power and Voices](#)

[II. Cultures](#)

[III. Bodies and Identity](#)

[IV. Disability](#)

I. POWER AND VOICES

Key concepts:

- x Maintain professionalism.
- x Foster an atmosphere that encourages participation by all.
- x Recognize imbalances of power and avoid placing anyone at a disadvantage due to structures of authority.

A. General principles

- x Be aware of power dynamics, whether among faculty or between faculty and students.
- x Try to empower every individual to speak and recognize that disempowered individuals often do not feel comfortable doing so.

x Students: Whenever issues arise, be aware of and follow the chain of responsibility below. As a first step appeal to the responsible person closest to the issue. If the issue remains unresolved, proceed to the next step in the chain, or consult with an [Equity Advisor](#):

- o Instructor ~~AE~~Area Coordinator ~~AE~~Department Chair ~~AE~~Associate Dean Academic and Student Affairs or Associate Dean, Graduate Studies ~~AE~~Dean

- o The following student associations can also offer support for the resolution of an issue:
 - LVVXH NHHS LQJ VWXGHQWV [MUSA](#) LGHQWLW\ SULYDWH I
 - 6WXGHQWV [MUSA](#) RFLDWLIER QJDGXDW [MOSS](#), GHQWV 6R
 - 0XVLF (GXFDWLRQ 8QGHUJUDG [MEDUSA](#)). 6WXGHQWV \$V

B. Communication

1. Verbal:

a. Within the university setting:

x Speak in a respectful manner.

x Avoid language that can negatively affect others such as racist or sexist comments (e.g., "Z0 #y. n 8 • elJa y iÇ Q G... • elJa y Pe@BFLDWR æa<w:- z~~læ%† oye ÇSa8P1")

and

3. Social media platforms:
 - x Faculty and students who

II. CULTURES

Key concepts:

- x Create a safe space for learning.
- x Guard against oppression or discrimination based on race, culture, religion or politics.
- x Respect how individuals choose to identify themselves.

III. General principles

- x Treat people of all cultural backgrounds equitably. Respect and understand the unique cultural perspectives of students/faculty/staff from all racial, ethnic and socio-economic backgrounds. Avoid making assumptions about people based on their backgrounds.
- x Respect differences of religion and politics in the classroom and in communications.
- x Avoid racially charged language.
- x Be aware that disparaging or derogatory remarks

divided over whether warnings about troubling content help people who have