

## Co-Curricular Programming (CCP) Task Force

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In the beginning of our discussions, the CCP Task Force spent some time discussing what we all thought co-curricular programming meant and what it could bring to the College, the University, and to the broader community. We found that this type of collaborative, interdisciplinary, and outward-facing programming can be an important tool in creating opportunities for much-needed dialogue and for the COM to visibly communicate its commitment to a diverse, equitable, and inclusive environment to both campus culture and the wider community that the University of Colorado Boulder serves.

In our discussions, we found that proposals made by task force members fell into four categories. They are:

1. Large scale programming/events, such as festivals, dedicated to a theme (i.e., Black History Month), or an individual (i.e., George Walker), etc.
2. Smaller or individual collaborative programming or opportunities (smaller performance events, curricular or performative interdisciplinary collaborations, individual presentations with interdisciplinary appeal, etc.)
3. Long-term outreach and engagement partnerships (i.e. El Sistema Denver)
4. Shorter-term outreach and engagement opportunities (i.e., off-campus or non-traditional duplication of performances/presentations to reach different communities.

We noted that some of these types of activities require a College-level infrastructure to produce (especially #1), while others can be coordinated by individuals but require College-level visibility to reach their full impact.

While the CCP Task Force was charged with generating ideas related to campus-level programming, it was immediately clear to all members of the group that there is a natural and even necessary connection between CCP and Outreach and Engagement. We recognized that diversifying and expanding our collaborative and interdisciplinary performances, presentations, and educational opportunities can and should attract and serve communities who may not have been part of COM activities in the past. We did not generate specific program proposals for outreach and engagement, as it was beyond our charge, and we recommend that the COM appoint a separate task force to directly consider these issues. However, we did create action items (discussed below) to address issues of coordination, visibility, and best practices for DEI-related Outreach and Engagement, especially as they intersect with Co-Curricular Programming.

We want to stress that the sustainability of these efforts must be a priority, and that sustainability must function both inwardly and outwardly. By inward sustainability we mean that the COM needs to create a functional infrastructure that supports faculty and students in their efforts to create diverse, inclusive, and equitable programming. By outward sustainability, we mean that we need to nurture and build long-term relationships with community partners in order to create programming that is meaningful, collaborative, and responsive to community needs and/or interests.

## ACTION ITEMS

**The Co-Curricular Task Force recommends five action items** to promote and sustain diversity, equity, and inclusion through Co-Curricular Programming, Outreach, and Community Engagement. Two of these action items are programming-related and three are infrastructure-related. We believe that the College of Music should:

- 1. Create a College-wide Biennial Festival that supports DEI programming**
- 2. Recognize and celebrate Heritage Months throughout the academic year**
- 3. Create a central coordination and PR hub for Co-curricular and DEI-related events**
- 4. Create a central coordination and PR hub for Community Outreach and Engagement**
- 5. Have a clear policy and training protocol for Community Outreach and Engagement ethics and best practices.**

Each of these action items is discussed in detail below.

### Biennial Festival

The CCP proposes a biennial festival involving the entire College of Music. Each festival will have a central theme, such as “Queer and Trans\* Black composers.” The “festival” would not be a single event, but rather an ongoing celebration and exploration that would last the entire academic year and could feature various department and ensemble performances, presentations, workshops, and even courses. In order to have this festival running, these are our suggestions:

- I. Designate a standing committee to plan the theme, types of performances that can occur, guest speakers, etc.
- II. The theme should be chosen the year before the actual festival to ensure that departments and ensembles have enough time to find and prepare music, as well as learn about the impact and history of these underrepresented groups.
- III. Studios and departments will be expected to showcase a performance that will feature this theme, which can be part of their regular concert or program schedule.

- IV. The College of Music will have a set-aside budget for this programming, such as \$2000/biennially, to dedicate to these performances
  - A. Department and program heads should be encouraged to dedicate department funds to the biennial festival in coordination with the standing committee
  - B. Encourage collaboration with other departments at the University to provide more connections across campus and co-create festival programming, with possible cost sharing
- V. Encourage student-initiated / student-led events as part of the festival.

### Recognize & Celebrate Heritage Months

In order to build further awareness of the needs of different marginalized groups and to pay homage to them through music, it would be beneficial for the College of Music to participate in celebrations of the various heritage months in the calendar year. This type of programming can be coordinated by ensembles and performers rather than being coordinated centrally, but the College should make an effort to educate the faculty about these month-long celebrations and remind them of the calendar for scheduling purposes. Celebration months include:

- Latinx Heritage Month (September 15- October 15)
- American Indian Heritage Month (November)
- Black History Month (February)
- Women's History Month (March)
- Asian/Pacific American Heritage Month (May)
- Pride Month (June)
- Black Music Month (June) and also Juneteenth (June 19)

### Central Coordination of Co-Curricular Activities

Recognizing that there are a large number of events that happen within the College of Music within an academic year, it is crucial that we have streamlined and centralized communication about performances and events occurring within and in collaboration with the College of Music. In order to highlight DEI events, we suggest the following:

- I. Encourage faculty and staff to collaborate with departments and groups outside of the College of Music to engage with a more diverse audience and events
- II. Centralized documentation of upcoming events on the DEI Website. This includes:
  - A. Performances and events put on by the College of Music
  - B. Collaborative events and performances with other departments at the University
  - C. Collaborative events and performances with community groups and organizations outside of campus
- III. Put a single person in charge of updating the DEI website with upcoming calendar events, collaborations, and contact information
- IV. Create better marketing and awareness of these events
  - A. This includes looking at CU Presents and the College of Music's current advertising and PR tactics and considering ways to improve our service to the broader community – especially marginalized groups on and off campus

- V. Identify key stakeholders who are already doing this work on campus
  - A. Create a centralized document that provides the contact information for these stakeholders and details of the work they are doing in order to identify potential collaborators and encourage interdisciplinary collaboration with the College of Music.

### Central Outreach Coordination:

The CCP Task Force recommends the creation and maintenance of a centralized location that highlights the COM's outreach and community engagement activities. This should be accessible to those both inside and outside of the COM in order for people to easily identify outreach opportunities, especially with regards to DEI. This Outreach and Engagement hub should include:

- I. Central documentation of all the different outreach programs and activities that faculty and staff are involved with in the College of Music.
  - A. This will include contact information, program description, audience/community impacts, and who can get involved.
  - B. This information will also be linked to the University's [Community Outreach and Engagement Programs](#) page.

Once a clear hub for the COM's Outreach and Engagement Activities is created and accessible, the COM should make efforts to:

- I. Incorporate outreach opportunities within our own PR external relations to let those within the College of Music and outside of it know what opportunities are available (especially when considering recruitment opportunities).
  - A. A link to the Outreach Hub or individual news stories should also be included on our newsletter, *This Week at the College of Music*
  - B. Outreach and Engagement activities should be highlighted on the COM's social media
- II. Include a link to the Outreach and Engagement hub on the [College of Music's DEI website](#)
- III. Create more engagement with our alumni network around possible outreach and engagement opportunities, including work being done by alumni. This will not only highlight efforts by our alumni, but also will help to build connections for students, faculty, and/or staff to reach out and build relationships and/or partnerships with them.

### Sustainable Outreach and Engagement

In order to ensure that we are working towards transformational change rather than transactional relationships, the College of Music must dedicate itself to sustainable outreach. This is to ensure that those involved in these projects recognize what actions and efforts need to be made and sustained to actually create meaningful ties with our community— something that is

particularly important for DEI-related outreach and/or partnerships with marginalized groups and organizations. The College of Music should:

- I. Provide information about and access to training on best practices of outreach and engagement offered by the Office of Outreach and Engagement.
  - A. Investigate the possibility of arts-specific training workshops that can be held within the COM for faculty, staff, and students. A possible contact for this type of training is [Lisa Schwartz, Community Outreach Program Manager](#)
- II. Promote a culture of Outreach that is centered around engaged listening practices and recognition of community needs, rather than a University-centered assumption of what the community needs.
- III. Consider “inreach” – bringing in experts or other representatives from the communities with whom we are trying to connect.
- IV. Identify already existing outreach programs at CU to do possible collaborations, such as [Alternative Breaks](#) and make those opportunities visible through the Outreach and Engagement hub.
  - A. A list of already existing programs can also be found on the Community Outreach and Engagement Programs page
  - B. Encourage any DEI outreach program collaboration within the College of Music to share resources and ideas
- V. Identify and facilitate connections between long-term outreach activities and co-curricular programming. This can include identifying alternative performance venues to promote more community engagement and making our performances and presentations more accessible to the broader public