

Inclusive Excellence at the University of Missouri System 2016-2018 Framework

The Inclusive Excellence Framework reaffirms the University of Missouri System's commitment to growing and sustaining a diverse and inclusive learning, living, and working environment. The UM System strives to be a 21st century learning community defined by excellence through the affirmation of differences in the composition of its leadership, faculty, staff, and students; the configuration of its policies, procedures, organizational structures, curricula, and co-curricular programs; and the fabric of its interpersonal relationships. This diversity framework expresses a plan for enacting the System's larger mission and for its values. The plan is shaped by UM's core mission to discover, disseminate, preserve, and apply knowledge. The plan outlined here is aligned with the University of Missouri System's goals articulated in the University of Missouri System Strategic Plan 2016 in which the institution expresses a desire for the development of:

[a] system-wide strategy for diversity and inclusion in collaboration with campus/hospital Chief Diversity Officers, HR Officers, Provosts, and other key leaders.

The Inclusive Excellence Framework^[1]

Inclusive Excellence is a framework designed to help the University of Missouri integrate diversity and quality efforts. As a model, Inclusive Excellence

means for the cohesive, coherent, and collaborative integration of diversity, and inclusion into the institutional pursuit of excellence. Accepting the Inclusive Excellence model reflects the understanding that diversity and inclusion are catalysts for institutional and educational excellence, are to be invited and integrated into the very core of the educational enterprise and are not isolated and ancillary.

Infrastructure. This framework should be conceptualized as a matrix of integrated initiatives designed to achieve institutional excellence infused with evidence of diversity and inclusion. Each dimension of the model represents an area in which initiatives are designed to achieve excellence. For planning and implementation purposes, information needs to be collected and analyzed, and programs and policies need to be modified or developed to address deficiencies within each dimension. The dimensions create a framework that helps the institution monitor the progress of diversity and inclusion efforts to ensure that they remain integrated, intentional, and central to the core mission of the university.

The goals, objectives, strategies, and indicators outlined below are intended to guide the actions of appropriate university units, including senior management areas, colleges, schools, departments, and programs, in the delivery of initiatives, policies, and practices that advance diversity and inclusion. To coincide with the timeframe associated with the University Strategic Plan, initiatives outlined in this framework include the current year (2016) to 2018. As this framework is implemented, the creation of indicators for each of the four dimensions will result in an annual report to the Board of Curators that will include accomplishments, deficiencies, and plans for adjustments of efforts. The report associated with this plan will be presented annually, beginning in 2017.

Indicators included in this plan draw on existing datasets wherever possible, especially those reports submitted to state or federal authorities that use standardized definitions and may allow cross-institutional comparisons. Institutional and national surveys of faculty, staff, and students provide important information for monitoring progress, guiding continuous improvement, and benchmarking against others when possible. Many units at the System and its campuses participate in collecting and analyzing data cited below, including Institutional Research, Academic Affairs, Enrollment Management, Student Affairs, Human Resources, Graduate Studies, as well as Diversity, Equity, and Inclusion.

Access and Success

Goal: Achieve a more diverse and inclusive undergraduate and graduate student body, faculty, and staff.

Objective 1: To achieve increased enrollments of underrepresented student populations.

Strategies:

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Objective 3: To increase the recruitment and retention of a diverse graduate and professional student community.

Strategies:

1. Continue recruiting a diverse graduate and professional student population with the goal of making each UM System campus the destination of choice for graduate students from historically underrepresented/underserved populations.
2. Create a benchmark to assess the effectiveness of key graduate student recruitment or retention initiatives to ensure that efforts and outcomes are aligned with goals and that opportunities for continuous improvement are identified.
3. Connect graduate/professional students with faculty and alumni mentors.

Indicators:

1. Number of students from historically underrepresented/underserved populations admitted to graduate school.
2. Time-to-degree and graduation rates of historically underrepresented/underserved populations.
3. The number of graduate degrees awarded to historically underrepresented/underserved populations.

Objective 4: To achieve and retain a more diverse faculty and staff

Strategies:

1. Increase the likelihood of diverse faculty and staff applicant pools by developing and implementing a comprehensive recruitment and retention plan - focusing on advertising, job descriptions, career ladders, search committee processes and education, and special faculty recruitment initiatives like cluster hires, “targets of excellence,” and “future faculty.”
2. Implement outreach and recruitment strategies to increase staff applicants and hires from historically underrepresented populations.
3. Implement faculty/staff exit surveys and use the results for identification of issues and opportunities for continuous improvement.
4. Create leadership development and career path programs for faculty and staff (with special attention given to historically underrepresented populations to enhance their leadership opportunities.)

Indicators:

1. Number and proportion of the various categories of historically underrepresented faculty.
2. Number and proportion of historically underrepresented staff by major employee group.
3. New historically underrepresented faculty and staff by type of employee.
4. Voluntary departure rates of historically underrepresented faculty and staff (or turnover rates as defined by the state for staff) by employee type.
5. Number and proportion of historically underrepresented faculty who achieve tenure and promotion by cohort.

Institutional Climate and Intergroup Relations

Goal: Create and sustain an organizational environment that acknowledges and celebrates diversity and employs inclusive practices throughout its daily operations.

Objective: Create a climate that is supportive and respectful and that values differing perspectives and experiences.

Strategies:

1. Use surveys and/or focus groups to periodically assess student and employee feedback on the climate for diversity and inclusion.
2. Create meaningful dialogue between and among groups that increases understanding of varied perspectives and the nature of social and economic inequalities.
3. Educate the campus community on the prevention of harassment, discrimination and productive ways to resolve conflict. Effectively address concerns and complaints.
4. Offer educational and celebratory events for students, faculty, staff and the community that recognize, value and honor diversity and promote inclusion. Evaluate selected programs for their impact on the climate for diversity and inclusion.
5. Develop and maintain high visibility of UM System's Principles of Community including annual on- and off-campus promotions such as student and employee orientations and athletic events and posting the principles in classrooms and offices.
6. Increase recognition programs that acknowledge contributions made to advance diversity and inclusion.

Indicators:

1. Perceptions of the climate for diversity as measured by relevant questions on the Employment Climate Survey analyzed by race/ethnicity, gender, sexual orientation, gender identity, employee type and senior management area.
2. Awareness and understanding of the UM System's Principles of Community as measured by questions on the Employment Climate Survey.
3. Benchmark comparisons of diversity and climate-related perceptions and experiences as measured by national or multi-institution surveys (e.g. National Survey of Student Engagement (NSSE), Profile of Today's College Student (National Association of Student Personnel Administrators)).

2. Seek corporate and foundation support for key pipeline and academic support programs that serve women, international, historically underrepresented populations, and/or students with diverse abilities.
3. Engage women alumni, international alumni, alumni from historically underrepresented populations, and alumni with diverse abilities in diversity and inclusion efforts (e.g. reunions, yield events, speaker series, recognition events, student mentoring, etc.).

Indicators:

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2. Grow supplier diversity spending by UM System major supplier's utilization of diverse suppliers as part of their contractual obligation. Target goal of \$3 million dollars of annual spending.
3. Expand and focus communication of UM Supplier Diversity initiatives, efforts and results across all areas of the operation (leadership, faculty, staff).
4. Assist and drive business opportunities to diverse suppliers in mid-Missouri. Help with supplier development in mid-Missouri working with City of Columbia, REDI and other corporate stakeholders.

Indicators:

1. Annual supplier diversity report issued reflecting annual progress.
2. Quarterly review of spending results to insure work is on-track and/or if adjustments to plans can be made if results fall short.
3. Included as part of annual report on diversity to the Board of Curators.