This second Annual Report serves a dual purpose as a reminder of the robust start of the Division for Diversity and Inclusion (DDI) and a snapshot of progress between July 1, 2013 and June 30, 2014.

Programs and services have continued as established with the onset of our division, but methodologies to more clearly define, augment and measure these programs and services are fast becoming unit priorities. Still, DDI has seen growth in each unit’s service capacity and we have developed staffing strategies to accommodate this growth. Evidence of our overall progress is the primary reveal of this year’s report. However, it is also apparent that opportunity for data collection and research-based decision making is being created as a prerequisite for understanding our growth and to make predictions that affect the DDI’s and the University’s bottom line.

The content of the report is fashioned to identify the four components of the DDI: Paradigms of Inclusion, within DDI’s major impact areas, while reporting progress with specific initiatives within each paradigm. Core components are Cultural Competence, Pedagogy, Research and Intervention. Initiatives representing impact areas are color coded as Red (Cultural Competence), Green (Pedagogy), Blue (Research) and Yellow (Intervention) respectively.

The first impact area is Institutional Leadership. Two goals are presented during 2013-2014 that marked significant progress with providing avenues for senior-level participation in diversion-based activity. One avenue was created with regard to alignment of DDI goals with goals set at the University level. Another avenue was created by inventing and engaging senior administrators in the DDI’s Annual Statewide Collaborative Diversity Conference.

Next is Co-curricular and Curricular Transformation. Progress with educational and co-curricular progress is provided as well as associated goals that prompted respective initiatives.

Third is Campus Climate, which contains notable efforts to work with external consultants for campus-wide benefit as well as for specific support to underrepresented groups. News about one of our high-participation warming activities is found in this section. We also provide an excerpt about progress with an Oral History Project for disabled constituents.

Compositional Diversity concludes the set of DDI pillars. In this section, goals associated with student recruitment and retention, on-site appeared for our annual Interview Day, and internal DDI unit progress with preparation for data generation are provided. There is a clear and short depiction of DDI intent and progress towards a data-driven 2014-2015 academic year.

This year’s report provides the snapshot necessary to assess that DDI is a high achieving entity of MSU, yet is very much a valuable work in progress. We hope you agree as you review this report’s contents.
This marks our second annual report on movement in the new era of diversity education and leadership at Missouri State University we declared last year. The Division for Diversity and Inclusion (DDI) moved forward in its first stage of development by aligning unit productivity with its mission and by reallocating its resources to ensure units were more empowered to execute their annual plans and goals.

The 2014 academic year provided expected challenges associated with our early stages of growth. DDI conducted its daily business with fewer staff and increased needs for space, continuity in service and unit redesign. These conditions provided the challenges that helped us forge into a more cohesive division and a more purposeful team of strategists about the business of diversity services, education, leadership and programs. We completed the year with several accomplishments, making good on the “A look ahead” section of the 2013 report.

Moving the DDI forward means to catch up with, keep pace with and outpace various facets of the national diversity agenda. We’ve worked to ensure that usage of services and foot traffic increased in every department. These increases are positive signs that tell us that our campus is becoming more diverse and our services should be more diverse in response. This also means that staff competencies regarding cultural differences, fiscal equity, integrated content and curriculum transformation must continue to evolve and ultimately outpace the need to create a globally-ready University. As introduced last year, DDI continues its quest for significant progress in meeting 21st century challenges in higher education. Our framework is outlined by concepts of institutional leadership, curricular and co-curricular transformation, campus climate and compositional diversity.

The DDI is pleased to present its second Annual Report. This report covers a 12-month period as opposed to our 18-month inaugural report. The intent of our report is to highlight matters of progress and provide insight into transformation the DDI departments are undergoing. Highlights and lists of division-wide accomplishments from July 1, 2013 until July 1, 2014 are provided as well. Again, all work presented in this report feeds into the MSU Long Range Plan and positions us for impact during the next planning cycle.

Readers of this Annual Report are welcome to review our works to date and provide feedback. As we seek to enhance our division programs and tactics for delivery, your timely input becomes a valued resource. I personally welcome feedback that helps better prepare DDI staff for needed leadership on campus and in the greater Springfield community.

Finally, we will continue to invite you to connect with us as we grow. The 2015 Annual Report is expected to be filled with results of new programs, space allocations, fiscal and staff reorganizations and expanded services. In turn, we expect to grow the number of diversity enthusiasts influenced by our energetic, talented and scholarly administration. You are also invited to visit the DDI in Carrington Hall, Suite 302. When you do, please drop by my office to say hello.

Let’s integrate, collaborate, and elevate... together!

Sincerely,

Ken Coopwood, Sr., Ph.D.
Vice President for Diversity and Inclusion
Missouri State University
Institutional leadership

Our Goal:
Each DDI unit will develop unit goals and statistical reports on productivity.

Progress:
The DDI took bold steps this year to redesign and align its unit productivity with major campus and division goals. Each unit reported data from its past two years of activity and these data were used as baselines of service output. Units began development of data collection plans and separation of responsibilities in effort to isolate unit contributions and to identify areas of resource shortfall. In 2014-2015, units will solidify unit marketing portfolios and functionality management.

Our Goal:
Engagement of senior leadership in diversity education and implementation of associated policies.

Progress:
DDI engaged senior leaders in several facets of its campus-wide activity this year. The president, vice presidents, board members and other senior administrators took part in annual events such as the Statewide Collaborative Diversity Conference and the Multicultural Leadership Scholarship Interview Day as well as new initiatives such as the faculty mentoring program and the Shattering the Silences series.

Red = Cultural Competence  Green = Pedagogy  Blue = Research  Yellow = Intervention
**Co-curricular and curricular transformation**

**Our Goal:**

Provide a diversity education series to the campus community.

**Progress:**

The Diversity Education series underwent a merger with its sister series, Faculty Diversity Development, hosted by the Faculty Center for Teaching and Learning. The merger is now called the “Shattering the Silences (STS)” series and consists of developmental and educational presentations, workshops and films focused on increasing cultural awareness and behavior change on MSU’s campus and in the Springfield community. The series is noted for exposure of truths and insights from professionals, practitioners and lay persons with regard to all aspects of human diversity. In September, 2014, the STS showcased a delegation from Nigeria, co-sponsored by MSU and the U.S. Embassy. The delegation provided presentations on Nigeria’s rich culturally diverse heritage and experiences of Nigerian students with disabilities. Similar presentations will be offered monthly throughout the academic year.

**Our Goal:**

Create a student research program whereby underrepresented students have the opportunity to engage in faculty research.

**Progress:**

A program to engage underrepresented students in faculty research called Supplemental Tuition and Research Training for Underrepresented Students (STARTUP) was drafted by the Office of the Vice President for Diversity and Inclusion (OVPDI) this year. The draft was reviewed by the diversity fellows and the program is scheduled for introduction and implementation in the 2014-2015 academic year. It is expected that faculty and students will have ample opportunity to develop productive and retention-friendly relationships while the students earn wages toward their tuition and the University increases its research activity. STARTUP is expected to be a collaborative between the OVPDI, the Office of the Provost, the Career Center and various academic departments.
Our Goal:
Collaborate with other University departments on the development and approval of a disability studies minor.

Progress:
In the spring of 2014, the disability studies minor was approved. The minor is an interdisciplinary program that will examine disability as a social, cultural and political phenomenon rather than a medical or therapeutic perspective. It rejects the idea that disability is an individual medical problem that needs to be fixed and embraces the notion that disability is a social construct.

Our Goal:
Development of student transitional programs.

Progress:
In April 2014, Bridge Springfield: Brother to Brother Program officially launched with college students from MSU, Drury, OTC, Evangel and Southwest Baptist as well as the five high schools in the Springfield Public School District. The student leaders developed goals for the current school year that focus on academics, retention, personal development and support with local mentors and advisors. The program provides mentors for each student. Students meet with mentors on a regular basis to stay focused on their goals. Each student has developed an individual development plan to meet their academic and personal goals. B2B joins over 8,000 other men across the nation as members of the Student African American Brotherhood. Members of this program have a 82% graduation rate for African American males compared to 46% in the nation.

Our Goal:
Continued development of the Diversity Library.

Progress:
Articles and information related to the areas of diversity training, education, leadership research, metrics, etc. continue to be added to the Diversity Library each year. Diversity literature and videos continued to be compiled on this page as they become available.
Our Goal:

Pilot a faculty mentoring program.

Progress:

The faculty mentoring program launched this year with a cohort of junior faculty from several academic units. The program is a partnership with the Provost Fellow for Faculty Development (PFFD) and provides a developmental activity for faculty from underrepresented groups. Core components of the mentoring program are: teaching, research, service, professional development and social/emotional support.

In addition, affinity group development got underway with several potential groups emerging from a series of campus-wide meetings. Affinity groups, or ERGs (Employee Resource Groups), will be used to help build supportive relationships among people with common interests and to help improve retention of talented personnel.

In March 2014, faculty and staff identified the top five ERGs that they wanted to start and the top three areas of focus for each group. In the Fall 2014, the groups convened and started the development of charters to start addressing the needs and concerns of faculty and staff.

The OVPDI was proud to initiate both the mentoring program and the affinity groups via start-up work by its diversity fellows. Drs. Sabrina Brinson and Steve Willis formed the team of fellows that provided leadership for strategic diversity programs and communication with academic departments. The diversity fellows were also engaged this year in the DDI’s Diversity Task Force, Supplemental Tuitions and Research Training for Underrepresented Students (STARTUP), Head of Educator Preparation Provider (EPP), faculty cultural competency development and service on search and diversity committees.

The Disability Resource Center (DRC) collaborated with the faculty diversity fellows as well as the Faculty Center for Teaching and Learning on two programs:

- **Reframing Disability** - As part of the Diversity Fellow Conversations, the Reframing Disability program provided an introduction to conceptual models of disability and explored disability as a complex and valuable aspect of the human experience. The academic discipline of disability studies was also introduced with examples of how disability is a valued identity group and how it all intersects other academic disciplines. Participants left with an understanding of how disability is a social construct and how to apply this new paradigm.

- **Universal Design Workshops** - In the spring of 2014, four separate workshops were offered to faculty. In these workshops, it was discussed how our assumptions may create barriers to learning for students. Many students may not be able to integrate information, engage in course activities, or demonstrate their learning in the ways we might expect them to. Multiple ways to address preconceived notions that may be limiting equitable opportunity for students with disabilities were discussed. The titles of the workshops offered were:
  - How Can I Make My Course More Accessible?
  - How Can I Make the Activities in My Course More Inclusive?
  - How Can Backward Design Make My Course More Accessible?
  - How Can I Make My Exams Accessible?
Our Goal:
Identify potential components of a future campus diversity plan by getting an update on strategic areas of the campus.

Progress:
The Campus Climate Study Project (CCSP) activity moved at a steady pace throughout this year. Consultants, DiversityWorks, Inc., were on campus and in the community numerous times conducting focus groups and research activity. Primary work in the community was completed in December, 2013. Heavier campus work began in January, 2014. The study is scheduled to be completed in December 2014. Subsequent work will include conducting campus discussions to draw information for design of the first campus diversity plan.

Our Goal:
Enhancement of the disability climate on campus.

Progress:
The Disability Resource Center (DRC) established a Disability Oral History Project. The documents and oral histories are being archived in MSU's Meyer Library. The archives and oral histories provide a useful lens to examine the evolution of our culture, climate and movement. A presentation on this project was given at our own Statewide Collaborative Diversity Conference (Discovering yesteryear: Using archives and oral histories to unearth diverse pasts). In this presentation, we presented the results of our digital archive and oral history research exploring the history and evolution of our disability services, culture and climate at MSU. We also shared how others can integrate archiving and oral history into their organization’s practices.

Our Goal:
Diversity Landmarks - see this growing array of diversity sentiments each fall and spring that depict the hearts of the caring faculty, staff and students that populate MSU.

Progress:
Landmarks were repurposed this year to provide more emphasis on community engagement during the public affairs week in September, 2014. A refreshed array of personal sentiments, which are posted on beautifully decorated placards, were “planted” along sidewalks and corridors. The results of this call will be revealed during the upcoming Public Affairs Week. Watch for the pictures of the Landmark activity in the 2014-2015 Annual Report. In addition, quotes depicting eras of mass concentration will soon be among the growing number of submissions.
Compositional Diversity

Our Goal:
Increased integrated student recruitment and retention activity.

Progress:
DDI continued its leadership for student integration with the creation of a new position, the Co-Curricular Student Ombudsperson. This office provides student transition support and on-going campus orientation and navigation to ensure successful student recruitment, retention and persistence to graduation. The Co-curricular Student Ombudsperson will work directly with students from the College Bound, Kauffman and Wyman foundations to help improve retention and graduation rates for the scholars. Other efforts effecting student recruitment and retention include the vice president’s letter to parents of new students and DDI staff presence in recruitment videos and activity. In addition, establishment of a redesigned Multicultural Resource Center (MRC) brought new energy to underrepresented student activity and associations with general campus offices such as Admissions, Student Engagement and Student Government Association.

Our Goal:
Increased visitation to the Multicultural Leadership Scholarship Interview Day by parents and students from underrepresented backgrounds.

Progress:
This year’s Multicultural Leadership Scholarship Interview Day had an increase in the number of students, as well as an increase in the number of states.

<table>
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<th>Year</th>
<th># of students</th>
<th># of states</th>
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<td>9</td>
</tr>
<tr>
<td>2014</td>
<td>145</td>
<td>13</td>
</tr>
</tbody>
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Our Goal:
Create recruitment targets and retention goals.

Progress:
Given the increased preparation of DDI units, 2014-2015 promises to be a year where realistic recruitment and retention goals can be established for nearly every program or service provided. Watch for results of some of these goals in the 2014-2015 report.

All DDI units began processes to sharpen unit foci and create data stations within various programs and services. The progress to date positions units to access respective service data and make predictions about how many more can be recruited and/or retained each year. This focusing phase will conclude by end of spring 2015.
SAVE THE DATE!

Statewide Collaborative Diversity Conference
Preparing tomorrow’s leaders today

March 25-27, 2015
Robert W. Plaster Student Union, on the campus of Missouri State University

diversity.missouristate.edu/conference | #Diversity15
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