

Diversity & Inclusion Implementation Strategy: Making Excellence Inclusive

This Diversity & Inclusion (D &I) Implementation Strategy establishes a list of strategic concepts that have been developed and reviewed by units and groups throughout campus. The items were developed to set aspirations and drive change, not as an exhaustive “to do” list.

This strategy differs from the diversity and inclusion items listed in the University’s annual action plan(s). This D & I Implementation Strategy is not a set of action items for which plans are underway to accomplish within a particular timeframe. Rather, this strategy is a list of concepts built on the goals set forth in the 2016-2021 Long Range Plan that particular units and personnel throughout campus can use as a starting place to develop particular programs, initiatives, goals, and action items if, as and when strengths, weaknesses, opportunities and threats are analyzed and resources are made available.

Access, Success and Equity *(Issues related to demographics: which students, faculty, and staff participate in the institution, as well as how they participate; their success (completion and the patterns of participation-major, campus role, etc.).*

1. **Increase enrollment and academic success of diverse and underrepresented undergraduate and graduate students.**
 - 1.1. Develop a data-based recruitment plan based on research regarding the reasons college ready underrepresented students decide to pursue undergraduate education from other four-year institutions
 - 1.2. Develop a data-based enrollment management plan to help recruit, retain and graduate underrepresented students in four years
 - 1.3. Identify barriers to academic progress and achievement of diverse and underrepresented students by analyzing existing data and obtaining additional data by conducting a mixed method study to learn about the characteristics of underrepresented students who have had satisfactory and unsatisfactory experiences trying to earn an undergraduate degree at Missouri State.
 - 1.4. Administer an academic advising satisfaction survey to students and utilize the data from that survey along with existing data to enhance advising for all students, with attention to the differing needs of students from diverse and underrepresented groups.
 - 1.5. Involve diverse, first generation, low-income, and underrepresented students in undergraduate research and experiential learning opportunities, evaluate the extent to which such opportunities are utilized, and communicate to students the importance of such experiences.
 - 1.6. Complete a benchmark study to identify access and other P-16 partnership programs that have successfully expanded academic program participation and completion by underrepresented students and develop and expand comparable programs at Missouri State.

- 1.7. Make campus facilities accessible by all populations regardless of disability status, gender identity, or other underrepresented status.
 - 1.8. Make campus facilities inclusive and available for religious, cultural and other uses by all members of the campus community.
- 2. Ensure diversity of faculty and staff.**
- 2.1. Implement robust efforts to recruit, hire, and retain employees from underrepresented groups at all levels of the University, including the most senior levels and highly visible positions.
 - 2.2. Develop University-wide protocol to implement cultural competency/consciousness professional development training opportunities for faculty, staff and students.
 - 2.3. Include demonstrated competence and commitment to diversity as a core requirement in all job descriptions.
 - 2.4. Revise policies to clarify that the University expects a diverse pool of candidates for any search and will evaluate all searches for such diversity.
 - 2.5. Develop programs to establish alternative pathways to increase and retain underrepresented faculty and staff (e.g. pre-doctoral fellowships, visiting faculty, grow-your-own, etc.).
 - 2.6. Implement workplace policies and work-life initiatives aimed at retaining faculty and staff.
 - 2.7. Encourage diversity goals in staff Appraisal and Development Plans to be meaningful assessments of the employee's demonstrated cultural competence.
 - 2.8. Encourage academic units to develop processes to assess faculty's demonstrated cultural competence through faculty tenure and promotions policies, performance evaluations, or otherwise.
 - 2.9. Encourage academic units to assist new faculty members in establishing meaningful relationships with experienced ranked faculty members.
 - 2.10. Implement a process for ongoing evaluation of retention factors to determine best practices and policy changes where needed (e.g. focus groups, exit interview data, etc.).

Learning and Development: Diversity in the Formal and Informal Curricula. *(Issues related to curriculum and co-curricular activities, including the development and assessment of related outcomes. This includes diversity content in the courses, programs, and experiences across the various academic programs and in the social dimensions of the campus environment)*

- 1. Engage students, faculty and staff in learning varied perspectives of domestic and global diversity, inclusion, and social justice.**
 - 1.1. Assess the current status of diversity curriculum and expand diversity course offerings and diversity elements in other courses.
 - 1.2. Provide faculty with professional development and training opportunities designed to infuse diversity, multicultural education and universal design into their courses.

- 1.3. Provide on-line and in-classroom development and training opportunities for students, faculty and staff designed to develop and improve cultural competencies, overall civility, and appreciation for domestic and global aspects of diversity.
- 1.4. Promote and encourage students, faculty and staff to participate in development and training opportunities designed to improve cultural competencies, appreciation for domestic and global aspects of diversity, and curricular and co-curricular diversity education.
- 1.5. Encourage faculty to conduct research and scholarship on matters related to diversity and inclusion and to involve students in such research.

2. Incorporate diversity experiences for faculty, staff and students by aligning student outcomes in and out of the classroom with diversity and inclusion in ways specific to the university's Public Affairs Mission (Cultural Competence, Ethical Leadership and Community Engagement).

- 2.1. Assess students' awareness, knowledge and skills related to diversity before they begin coursework and after they complete coursework to assess the impact of their experiences at Missouri State University.
- 2.2. Communicate the University's expectation that faculty and staff provide a welcoming environment for all persons by developing and administering cultural competence professional development for faculty, staff and administrators.
- 2.3. Develop one or more institutes wherein students, faculty and staff can take diversity courses during the summer or intercessions and participate in other emersion programs.
- 2.4. Develop a diversity engagement course for student leaders.
- 2.5. Provide opportunities for students to develop cultural competence through co-curricular activities.
- 2.6. Demonstrate the commitment to cognitive complexity as it relates to Inclusive Excellence and the Public Affairs Mission of the University by higher administration discussion, as well as through developing materials to be distributed to all faculty, staff, and students.
- 2.7. Develop faculty trainings to facilitate knowledge of how to infuse diversity experiences into curriculum as well as how to appropriately assess outcome measures.
- 2.8. Create and support community-based research projects that reflect a deeper understanding of achieving Inclusive Excellence and are mutually beneficial in developing the community's self-understanding, clarification of issues and possible solutions, and the University's engagement with and contribution to the wider community.
- 2.9. Prepare graduates to excel in a challenging and diverse work environment, to be responsible citizens in a diverse democracy, and as lifelong learners engaged in ongoing professional development by developing systems to ensure that all students complete coursework and engage with diversity in multiple contexts (i.e. co-curricular, student events, formal coursework, service learning).

Campus Climate *(The development of a psychological and behavioral climate supportive of all students, faculty, and staff).*

- 1. Partner with students, faculty and staff to create and sustain a campus climate that welcomes, supports, respects and values differing perspectives, experiences, and social conditions that have created barriers for underrepresented groups.**
 - 1.1 Design and administer a climate survey to be repeated every 3-5 years.
 - 1.2 Utilize the results of the climate survey to contribute to University planning and decision-making.
 - 1.3 Define and prioritize an Inclusive Excellence model for our campus that is consistent with and contributes to the University's existing Public Affairs Mission, and promote the model and solicit participation in the model by all faculty, staff and administrators.
 - 1.4 Develop a vigorous advertising campaign that affirms the University's commitment to Inclusive Excellence, especially as it relates to the Public Affairs Mission.
 - 1.5 Maintain a high profile in leadership and collaboration with other higher education institutions, community groups, local government, and regional businesses and organizations in promoting a more inclusive community.

- 2. Create an institutional infrastructure that effectively supports progress in achieving goals in the diversity strategic plan.**
 - 2.1. Maintain high visibility of the three correlates of the Public Affairs Mission (Cultural Competence, Community Engagement and Ethical Leadership), and how this mission is related to Inclusive Excellence. Post these principles in classrooms and offices.
 - 2.2. Expand the employee-training program to include diversity competencies, and increase to an annual program.
 - 2.3. Continue to develop affinity groups to facilitate support of campus community.
 - 2.4. Institutionalize the use of campus climate research (both surveys and focus groups) to assess attitudes and perceptions and to monitor the accomplishment of campus climate goals.
 - 2.5. Each University unit should establish diversity plans with accountability procedures that align the division with Inclusive Excellence goals. Performance criteria should be included in staff and administrator evaluation documents.
 - 2.6. Develop guidelines and incorporate into existing documents, criteria which describe how individuals or departments work towards enhancing diversity competence and collegial campus climate.
 - 2.7. Annually recognize faculty, staff, administrators, and departments who have made significant contributions to enhancing the campus climate and achieving diversity goals.

Institutional Commitment—Inclusion as a Value *(Issues related to the degree of integration of policies, practices, finances and institutional support of Inclusive Excellence. Recognition that Inclusion is necessary for true excellence in higher education.)*

- 1. The University will undergo regular review of policies and practices to determine impact on historically excluded groups (HEG's)/Historically Underrepresented Groups (HUGs).**
 - 1.1 Inclusion will be stated as a core value in the university's values statements.
 - 1.2 Develop strong organizational/financial support for diversity programming, activities, and cultural competence professional development.
 - 1.3 Assistant to the President/Chief Diversity Officer will be consulted as new policies are developed.
 - 1.4 Each College will develop a diversity committee or work group to develop and review Inclusive Excellence strategic planning.

- 2. The Office of Diversity and Inclusion will be structured to maximize institutional impact.**
 - 2.1 Develop and widely distribute an organizational chart designed to educate campus constituents about the structure of the Office of Diversity and Inclusion.
 - 2.2 The Assistant to the President/Chief Diversity Officer will lead efforts to foster understanding of, and commitment to a diverse and inclusive campus.
 - 2.3 Enhance and maintain a centralized electronic calendar of diversity related events.
 - 2.4 Enhance training for members of search committees to address the issue of implicit bias in searches and hiring decisions.
 - 2.5 Develop the process for the collection and reporting of diversity and inclusion data for the university scorecard and for recommendations for improvement.

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