**Inclusive Excellence at the University of Missouri System**

**2017-2018 Template**

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]](#footnote-2)[1]**

Inclusive Excellence is a framework designed to help the University of Missouri integrate diversity and quality efforts. As a model, Inclusive Excellence assimilates diversity efforts into the core of institutional functioning to realize the educational benefits of diversity. Applying Inclusive Excellence concepts leads to infusing diversity into an institution’s recruiting, admissions, and hiring processes; into its curriculum and co-curriculum; and into its administrative structures and practices. Inclusive Excellence means an institution has adopted means for the cohesive, coherent, and collaborative integration of diversity, and inclusion into the institutional pursuit of excellence.

The model for Inclusive Excellence at UM System has four primary dimensions: 1) Access and Success, 2) Institutional Climate and Intergroup Relations, 3) Education and Scholarship, 4) Institutional Infrastructure. Each campus may elect to include a fifth component of Community Engagement. This framework is 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 (2017) 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.

**Definitions:**

Diversity – The term diversity is used to describe the various mix or combinations of human differences (e.g., personality and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliation) that can be engaged in the service of learning and working together.

Inclusion – The term inclusion is describe the active, intentional, and ongoing engagement with diversity – in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect – in ways that increase one’s awareness, content knowledge, cognitive sophistication, and empathetic understanding of the complex ways individuals interact within systems and institutions. (https://www.aacu.org/making-excellence-inclusive )

Underrepresented - “**Underrepresented**” in higher education refers to racial and ethnic populations that are disproportionately lower in number relative to their number in the general population, and “**historically**” means that this is a ten year or longer trend at a given school.

Underserved - **Underserved students** are **defined** as **students** who do not receive equitable resources as other **students** in the academic pipeline. Typically, these groups of **students** include low-income, underrepresented, racially/ethnically diverse students, and first generation **students**.

**Instructions for Completing Campus UM Inclusive Excellence Plan**

**General:**

Each campus plan should reflect a synthesis of plans submitted by each academic and functional unit. Not all units’ plans will cover each dimension of the framework. Although many units’ work will cross several, perhaps all of them.

Unit and the campus level report may identify additional strategies, objectives, and indicators. The framework serves as a guide and should be viewed as flexible in order to serve unit and campus level needs and priorities for diversity and inclusion.

In each section of the template

* Provide data to provide a baseline against which measure progress towards identified goals.
* Indicate disparities amongst underrepresented and underserved populations.
* Describe current efforts aimed a mitigating disparities and improving student, faculty, and staff groups.
* Describe new and/or planned efforts
  + Anticipated impact of the new efforts
  + Planned metrics for measuring impact of new efforts

Where possible use data from existing data sets, surveys, and campus evaluation reports.

**UM System Inclusive Excellence funding:**

As indicated in the letter from President Choi and Vice President Kevin McDonald, there are funds available to help further campus work on the inclusive excellence framework. The final section of the template provides space for your campus to request funds to support strategic efforts in your campus plan.

In this section, provide a description of program(s) and/or initiatives aimed at addressing strategies, within your plan, for which your campus is seeking seed funding. This section should include the following information:

* Program description including target population and time frame
* Anticipated impact of the program/initiative
* Cost break-down
* Metrics for measuring impact/success
* Amount of funding sought

**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.

|  |  |  |
| --- | --- | --- |
| **Initiatives and Actions** | **Measurement and Timeframe** | **Responsible Unit/Process Owner** |
|  |  |  |
|  |  |  |

Objective 2:  To increase the academic success of historically underrepresented/underserved populations.

|  |  |  |
| --- | --- | --- |
| **Initiatives and Actions** | **Measurement and Timeframe** | **Responsible Unit/Process Owner** |
|  |  |  |
|  |  |  |

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

|  |  |  |
| --- | --- | --- |
| **Initiatives and Actions** | **Measurement and Timeframe** | **Responsible Unit/Process Owner** |
|  |  |  |
|  |  |  |

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

|  |  |  |
| --- | --- | --- |
| **Initiatives and Actions** | **Measurement and Timeframe** | **Responsible Unit/Process Owner** |
|  |  |  |
|  |  |  |

**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.

|  |  |  |
| --- | --- | --- |
| **Initiatives and Actions** | **Measurement and Timeframe** | **Responsible Unit/Process Owner** |
|  |  |  |
|  |  |  |

**Education and Scholarship**

Goal:  Engage students, faculty and staff in learning varied perspectives of domestic and international diversity, inclusion, and social justice.

Objective 1: Offer courses, curricula, and learning opportunities at the undergraduate, and graduate levels that achieve diversity and inclusion learning goals.

|  |  |  |
| --- | --- | --- |
| **Initiatives and Actions** | **Measurement and Timeframe** | **Responsible Unit/Process Owner** |
|  |  |  |
|  |  |  |

Objective 2: Increase the multicultural competencies and capacities of faculty and staff.

|  |  |  |
| --- | --- | --- |
| **Initiatives and Actions** | **Measurement and Timeframe** | **Responsible Unit/Process Owner** |
|  |  |  |
|  |  |  |

**Institutional Infrastructure**

Goal:  Create and sustain an institutional infrastructure that effectively supports progress in achieving diversity goals in the University Strategic Plan.

Objective 1: Sustain and increase university-wide efforts designed to amplify the potential to secure gifts, grants, and opportunities to advance the goals outlined in this framework.

|  |  |  |
| --- | --- | --- |
| **Initiatives and Actions** | **Measurement and Timeframe** | **Responsible Unit/Process Owner** |
|  |  |  |
|  |  |  |

Objective 2:  Engage key leaders and stakeholders in analyzing disaggregated data and special studies to better understand and address long-standing organizational challenges, recruitment and yield of historically underrepresented/underserved undergraduate/graduate students and the loss of tenure-track women faculty and tenure-track faculty of color.

|  |  |  |
| --- | --- | --- |
| **Initiatives and Actions** | **Measurement and Timeframe** | **Responsible Unit/Process Owner** |
|  |  |  |
|  |  |  |

# Community Engagement

Goal: Leverage the University’s mission as a state-wide system of institutions to improve outcomes and reduce disparities for historically underrepresented and underserved populations in Missouri and in global outreach efforts.

Objective 1: Increase outreach to historically and underserved/diverse populations throughout Missouri

|  |  |  |
| --- | --- | --- |
| **Initiatives and Actions** | **Measurement and Timeframe** | **Responsible Unit/Process Owner** |
|  |  |  |
|  |  |  |

Objective 2: Provide leadership in inclusion, diversity, and equity in throughout state

|  |  |  |
| --- | --- | --- |
| **Initiatives and Actions** | **Measurement and Timeframe** | **Responsible Unit/Process Owner** |
|  |  |  |
|  |  |  |

Objective 3: Increase positive economic impact of the University on their regions and state-wide

|  |  |  |
| --- | --- | --- |
| **Initiatives and Actions** | **Measurement and Timeframe** | **Responsible Unit/Process Owner** |
|  |  |  |
|  |  |  |

**Request for Inclusive Excellence Funding**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Initiatives and Programs** | **Justification** | **Metrics and Timeline** | **Responsible Unit/Process Owner** | **Anticipated Costs** | **Funding Requested** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

1. [1] The Inclusive Excellence model is based on three monographs disseminated by the Association of American College and Universities:  Making Diversity Work on Campus:  A Research-Based Perspective, Achieving Equitable Educational Outcomes with All Students:  The Institution’s Roles and Responsibilities, and Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions. The papers are available on the AAC&U website: (<https://www.aacu.org/making-excellence-inclusive>). The UM System gratefully acknowledges the work of these scholars and AAC&U as an association that has provided national leadership in the conceptualization and dissemination of this work.  Additionally, the UM System has intertwined the work of Daryl G. Smith, a Senior Research Fellow and Professor Emerita at Claremont University, who draws on 40 years of diversity studies outlined in her latest scholarly work, Diversity’s Promise for Higher Education. [↑](#footnote-ref-2)