

## **Inclusive Excellence at MU 2016-2020 Framework Draft**

The Inclusive Excellence Framework reaffirms the University of Missouri's commitment to growing and sustaining a diverse and inclusive learning, living, and working environment. The university 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 university's larger mission and for its values. The plan is shaped by MU's core values: respect, responsibility, discovery and excellence. The plan outlined here is aligned with the university's goals articulated in the Mizzou 2020 Strategic Plan, in which MU vows

[to] continually strengthen a diverse, safe, and inclusive campus culture...; [by] creating a new campus structure for issues of inclusion diversity and equity...; [and by] increasing faculty, students, and leadership from underrepresented groups.

### **The Inclusive Excellence Framework<sup>1</sup>**

Inclusive Excellence is a framework designed to help the University of Missouri integrate diversity and quality efforts. As a model, Inclusive Excellence incorporates 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, inclusion and equity into the institutional pursuit of excellence. Accepting the Inclusive Excellence model reflects the understanding that diversity, inclusion, and equity 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 initiatives.

The Inclusive Excellence framework provides specific definitions for the terms diversity, inclusion and equity. Throughout this document, we use these terms to mean the following:

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<sup>1</sup> 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>). MU 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, MU 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 scholarly work, [Diversity's Promise for Higher Education](#).

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

Inclusion – The term inclusion is used to 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 emphatic understanding of the complex ways individuals interact with and within systems and institutions.<sup>2</sup>

Equity – The creation of opportunities for historically underrepresented populations to have equal access and equitable opportunity to and participate in educational programs designed to reduce the academic/opportunity gap in student success and completion. Equity is also the process of allocating resources, programs, and opportunities to staff, faculty, and students without historical discrimination and addressing imbalances.

## **Multicultural Organizational Development<sup>3</sup>**

The model for Inclusive Excellence is closely aligned with multicultural organizational development literature. Having evolved through three stages of organizational development, the inclusive organization fully embraces diversity and is characterized by an organizational culture that employ diverse, inclusive and equitable practices at all levels. This model of organizational development is one way to evaluate and make note of institutional growth and progress. The four stages outlined in the Inclusive Excellence model are:

- 1) The mono-cultural organization, where diversity is not valued, and compositional diversity is non-existent;
- 2) The compliant organization, where diversity efforts are motivated by staying out of legal trouble;
- 3) The multicultural organization, where many diversity activities and celebrations occur, there are visibly committed leaders, and bias is not tolerated, yet the comprehensive effort to weave diversity into the institutional fabric has not yet been fully achieved;
- 4) The inclusive organization where differences are recognized, valued, celebrated, and utilized, there is an emphasis on inclusive practices at all levels of institutional functioning, and

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<sup>2</sup> <https://www.aacu.org/making-excellence-inclusive>

<sup>3</sup> Jackson, B. W (2006). **Theory and practice of multicultural organization development.** In Jones, B. B. & Brazzel, M. (Eds.), *The NTL Handbook of Organization Development and Change* (pps. 139-154). San Francisco, CA: Pfeiffer. Jackson, B. W., & Hardiman, R. (1994). Multicultural organization development. In E. Y. Cross, J.; H. Katz, F. A. Miller, & E. W. Seashore (Eds.), *The promise of diversity: Over 40 voices discuss strategies for eliminating discrimination in organizations* (pp. 231-239). Arlington, VA: NTL Institute; Jackson, B. W. and Holvino, E. V. (1988, Fall), Developing multicultural organizations, *Journal of Religion and Applied Behavioral Science* (Association for Creative Change), 14-19.

all members of the organization are accountable for diversity and inclusion success. MU will use this framework as a backdrop against which to reflect on its progress in institutional and educational climate and practices.

## **The Dimensions of Inclusive Excellence at MU**

The model for Inclusive Excellence at MU has four dimensions: 1) Access and Success, 2) Institutional Climate and Intergroup Relations, 3) Education and Scholarship, and 4) Institutional 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 academic, social and career 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 2020. 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 on and off campus participate in collecting and analyzing data cited below, including Institutional Research, Academic Affairs, Enrollment Management, Student Affairs, Human Resources, Graduate Studies, MU Extension, as well as the Division for Inclusion, Diversity and Equity.

### **Additional Definitions:**

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 community. Typically, these groups of **students** include low-income, underrepresented, racially/ethnically diverse students, and first generation **students**.

## Access and Success

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

Objective 1: To achieve increased student enrollment of historically underrepresented/underserved populations.

### Strategies:

1. Implement selected gateway initiatives with the potential to make MU the institution of choice for high-achieving historically underrepresented/underserved populations.
2. Assess, and where needed, enhance existing gateway initiatives with the potential to make MU the institution of choice for high-achieving precollege historically underrepresented /underserved populations.
3. Reduce the gap in yield rates for admitted first-year or transfers of historically underrepresented/underserved populations, where applicable, through aggressive financial aid packaging, assessment of special initiatives, and broad engagement of the university community.
4. More fully engage multicultural alumni in appropriate marketing and student recruitment and retention programs.
5. Engage MU Extension's faculty and staff who work in 114 county offices in appropriate marketing and student recruitment programs.

### Indicators:

1. Number of gateway program participants who enroll at MU.
2. Increased yield for admitted first-year and transfer students from historically underrepresented/underserved populations.
3. The number of first-time full-time undergraduate or transfer students from historically underrepresented/underserved populations.

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

### Strategies:

1. Identify specific barriers to the academic progress and achievement of historically underrepresented/underserved populations.
2. Ensure broad participation of historically underrepresented/underserved populations in undergraduate research and experiential learning opportunities or programs that demonstrate contributions to success.
3. Assess the effectiveness of one or more gateway or undergraduate academic support programs each year to ensure that efforts and outcomes are aligned with goals, and opportunities for continuous improvement are identified.

Indicators:

1. First to second year retention rates of historically underrepresented/underserved populations.
2. Second to third year retention rates.
3. The graduation rates of historically underrepresented/underserved populations.
4. Comparison of the academic progress and success of historically underrepresented/underserved populations who participate in selected academic support programs with students with similar entry profile who do not participate.
5. Benchmarking MU's success indicators with peer or aspirational institutions.

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 MU 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 students award assistantships/fellowships/tuition waivers awarded to historically underrepresented/underserved populations.
4. The number of graduate degrees awarded to historically underrepresented/underserved populations.
5. Increased number of academically prepared and viable candidates for MU faculty positions.

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).
5. Collaborate with community officials to develop a more comprehensive welcoming process for new employees' families.
6. Collaborate with identified faculty members to increase the likelihood of tenure approval and/or full professorship for faculty members from diverse backgrounds.
7. Ensure that systemic salary inequities for faculty and staff are reduced or eliminated.
8. Annual or regular reports on diversity recruitment, retention and make-up of staff or departments.

**Indicators:**

1. Number and proportion of the various categories of historically underrepresented faculty as well as retention rate.
2. Number and proportion of historically underrepresented staff by major employee group as well as retention rate.
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 a) qualified for tenure, b) denied tenure
6. Number and proportion of historically underrepresented faculty a) qualified for full professorship, b) apply for full professorship, and c) denied full professorship.
7. Number and proportion of historically underrepresented faculty who achieve tenure and full professorship and promotion by cohort.
8. Career pathway and promotion studies conducted a regular intervals
9. Salary equity studies conducted a regular intervals

## **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 University of Missouri community on the prevention of harassment, discrimination and identity-based violence as well as related equity policies. Promote productive ways to resolve conflict. Effectively address concerns and complaints.

4. Offer educational and celebratory events for students, faculty, staff, volunteers 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 MU 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.
7. Support physical spaces (e.g., Multicultural Center, BCC) that serve multicultural and underserved/underrepresented population.

**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 MU Principles of Community as measured by questions on the Employment Climate Survey.
3. Awareness and understanding of campus resources related to harassment, discrimination, and identity-based violence as measured by questions on a climate survey.
4. 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)).

## **Education and Scholarship**

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

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

**Strategies:**

1. Establish incentives for individual faculty and academic units to adapt existing courses and academic programs for global outreach education, and develop new courses and programs as needed.
2. Develop opportunities that help faculty assess the achievement of diversity-related learning outcomes in class or co-curricular experiences.
3. Hire faculty and staff with content expertise in areas of study that examine diverse identities and cultures.
4. Build co-curricular opportunities for students to learn about the institution's inclusive excellence framework including its Nondiscrimination policies, Equity Resolution Processes and resources for support.
5. Provide learning experiences that support faculty and others in developing or adapting existing courses and academic programs.

6. Establish incentives for research conducted by undergraduates, graduate and professional students, and faculty in areas related to diversity and inclusion.
7. Provide multifaceted training and education for faculty, staff and students on “difficult dialogues” in various settings, e.g. classrooms, living environments, organizations, offices, etc.

Indicators:

1. Participation by faculty and staff in professional development programs related to curricular transformation, diversity and inclusion.
2. Participation by students in co-curricular opportunities tied to inclusive excellence.
3. Research output related to diversity and inclusion topics.
4. Number of, and participation in, artistic events.

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

Strategy:

1. Establish on-line and in-classroom professional development opportunities designed to improve multicultural awareness of faculty and staff.
2. Assist faculty with assessing diversity related learning goals.

Indicator:

1. Participation by faculty and staff in professional development programs related to curricular transformation, diversity and inclusion.

## **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.

Strategies:

1. Incorporate diversity and inclusion interests into philanthropic campaign efforts.
2. Seek corporate and foundation support for key gateway 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:

1. Increased funding support for diversity and inclusion initiatives from philanthropic efforts.
2. Increased initiatives aimed at women and multicultural alumni cultivation.

3. A dedicated FTE for the engagement of multicultural alumni.

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, faculty, and staff and the loss of tenure-track women faculty and tenure-track faculty of color.

Strategies:

1. Schedule regular and on-going meetings with key leaders and relevant university committees to review data and reports to increase organizational learning and understanding of significant issues to be addressed.
2. Set expectations that practices and outcomes related to diversity and inclusion are vital measures of institutional excellence. Create a culture of organizational learning and continuous improvement at all levels.
3. Review and assess internal policies and procedures throughout the organization to identify opportunities for enhancement in furtherance of institutional excellence.
4. Institute systems of reporting and accountability and continuous improvement to optimize the realization of the university's diversity and inclusion goals.
5. Develop and report on key areas in all four dimensions of the diversity framework.
6. Increase research and grant funding opportunities, which include diversity/inclusion related outcomes.

Indicators:

1. An annual report to the Board of Curators on selected indicators outlined in the inclusive excellence framework.
2. Report on Inclusive Excellence goals, objectives, strategies and measures with academic and administrative units, commissions and other bodies as appropriate.