DIVERSITY, EQUITY AND INCLUSION: A ROADMAP FOR THE FUTURE

University of Missouri Diversity, Equity and Inclusion Audit

University of Missouri

DIVERSITY, EQUITY AND INCLUSION: A ROADMAP FOR THE FUTURE

Presented by IBIS Consulting

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Executive Summary

Context

The University of Missouri System, as part of a renewed focus on Diversity, Equity and Inclusion (DEI) throughout its four campuses and at system-level, sought to ensure that its core policy documents, practices and procedures were in alignment with its commitment to serving its diverse learning communities. The impetus for the audit was a series of highly public events, starting with racially and religiously charged incidents, which led to widely publicized campus protests that culminated in the resignations of the MU's Chancellor and the System's President. Eager to do what it could to further a climate of inclusion for its diverse communities — and prevent such incidents in the future — the University of Missouri System brought in the IBIS Consulting Group (IBIS) to conduct the policy audit and help guide the organization forward.

Goals of the Audit

The goals of the audit were two-fold: one, ascertain that all the System's policies, procedures, and practices were in full legal compliance, and two, identify best practices in place in similar state systems of higher education which the UM System may wish to adopt in furtherance of its DEI vision. IBIS proposed that an accurate picture of the existing policies required a determination of the extent to which they were being implemented and an assessment of their effectiveness in promoting DEI. To achieve this, IBIS used multiple approaches:

1. Partnered with the law firm of Quarles and Brady LLP to conduct the legal review of the System's and campuses' policies;
2. Conducted interviews with various senior administrators throughout the system to hear their perceptions of the effectiveness of the policies;
3. Held focus groups with randomly selected faculty, staff, and students to learn their perceptions of the level of inclusivity in the overall climate in the system in the context of the participants attitudes and beliefs on DEI;
4. Distributed a Unit Level Survey to all department heads (administrative and academic) to determine what best practices were being utilized;
5. Initiated an inventory of all DEI-related offerings at the campuses; and
6. Researched best practices in other higher education systems, as well as recommendations in the current literature.

Some of the numbers:

- 100 interviews with senior administrators
- 100+ focus groups, with approximately 500 participants from all levels and campuses across the UM system
- 200 respondents to the online unit level survey
- 88 policies reviewed for legal compliance
- 4 additional Collected Rules & Regulations proposed + several policy recommendations
- Inventory (still in process) with several hundred DEI offerings

[Note: A comprehensive Climate Survey, in which all members of the system will have on opportunity to respond to questions regarding their experiences of inclusion at UM, was administered by a separate organization during the fall of this academic year.]

What is Meant by DEI

DEI is more than the simple presence of diverse demographics. Fully integrated DEI is premised on the following principles:

- Commitment to DEI is built into all policies and plans;
- The different experiences and perspectives of all individuals are welcomed, valued, and respected;
- Access and equity opportunities for all are increased by expanding how requirements and qualifications are defined;
- Individuals have the cross-cultural skills necessary to engage with others in ways that open dialogue and understanding;
- The dominant norm is recognized as only one way of viewing or being in the world;
- Ongoing efforts are made to increase diversity, ensure equity, and identify and remove all barriers to inclusion.

True DEI in an organization depends upon systems that incorporate ways of valuing difference, and individuals whose interactions are informed by self-awareness and respect for others.

Organizing Structure for the Report

The report is structured along the lines of the Inclusive Excellence Change Model (Williams, Berger, & McClendon, 2005), modified by IBIS. It has been organized into these categories:

- Leadership
- Access and Equity (addressing recruitment, retention, and advancement of students, faculty, and staff, as well as curricular diversity)
- Campus Climate (addressing campus life, DEI training, Communications, and the legal review findings)
- Leveraging Resources and Building Capacity
- Recommendations

This Executive Summary contains highlights from each of these areas, as well as the 10 most important recommendations.

Main Findings

In general, widespread support for DEI was articulated throughout the system. Many administrators, faculty, staff, and students recognize the value of having a campus environment with members who are diverse in multiple dimensions — race, gender, sexual orientation, age, nationality, political beliefs, thinking styles, and so on. Many, too, understand the importance of preparing today's students with the cross-cultural competencies that will allow them to take their place in tomorrow's work environments with colleagues from around the globe. Several staffing changes reflect an emphasis on DEI, including the newly created role of Chief Diversity Officer at the System level; this CDO has already begun collaborating with the CDOs at the individual campuses to share resources. Successful DEI endeavors were identified in various parts of the system: University of Missouri-Kansas City (UMKC) in particular has developed many effective programs and is in alignment with best practices IBIS identified in its research; faculty and staff at University of Missouri-St. Louis (UMSL) expressed a vision for the institution's future of a diverse, communicative, and urban campus — free from outmoded thinking; University of Missouri-Columbia (MU) shared enthusiasm for a range of emerging DEI initiatives, from listening circles to blind recruiting to enlightening curriculum; Missouri University of Science and Technology (S&T) has recently increased the number of women on faculty and in leadership. The legal review found that all policies are in compliance with the law.

Leadership

Information gathered in IBIS' interviews and focus groups indicated that 92% of senior administration, 80% of faculty and staff, and nearly 65% of students believe DEI is important to their campus' mission and future success.

However, impediments to DEI receiving the necessary attention and commitment include:

- A general belief that many senior leaders do not fully understand what DEI is and why it matters
- Skepticism that DEI is a priority for the University given the paucity of diversity "at the top" and the perceived insufficiency of response to DEI issues
- Minimal focus on DEI in the System's Strategic Plan (which addresses DEI in terms of numbers only and limits which areas of the system are charged with responsibility for DEI)
- Inadequate accountability measures — both for leadership, as well as imposed by leadership but not consistently or well enforced
- Too few Administrative Units have their own strategic plans addressing DEI.

Access and Equity

Recruitment and Hiring

Faculty: There is a discrepancy between Academic Units' stated beliefs in their attentiveness to DEI and the current campus demographics. The number of diverse candidates is low, the number of diverse hires even lower, and lowest of all is the number of tenured faculty who are diverse.

Staff: The same discrepancy exists in Administrative Units, with the number of diverse applicants not commensurate with the surrounding populations and a disproportionate number of diverse staff at the lower ranks of the system.

For both groups, there is a perception that salaries are not competitive, making recruitment more challenging. It is believed that the University's diversity recruitment efforts will also be enhanced by interaction with the community.

Change will best be achieved by developing a system-wide approach to recruitment and retention that is consistently applied across all campuses. This will include examination of existing protocols and requirements, as well as training on unconscious bias for those who interview and hire. Policy and strategic prioritization of DEI, along with identified target numbers, will provide benchmarking and accountability metrics.

Promotion and Retention

Faculty: The number of tenured and tenure-track faculty of color is disproportionate to white faculty numbers; it is especially low given the size and diversity of the student body. Race and gender imbalances in the composition of Tenure Review Committees may negatively affect the Tenure Review process. Additionally, women and diverse faculty report a disproportionate number of assignments, the undervaluing of service activities, and unequal teaching responsibilities, which may negatively affect tenure decisions. One important finding that IBIS made in its best practices review of policies implicating promotion and retention, was that CRR320.035 may actually hinder efforts to promote women or faculty of color.

Staff: Employees perceive a lack of effort or emphasis on the retention and promotion of diverse colleagues. Staff sometimes feel invisible and/or ignored; they do not view DEI as an important priority for the University.

A lack of mentoring and professional development was considered to adversely impact retention of diverse faculty and staff. As with Recruitment and Hiring, identification of specific target numbers, a thorough review of priorities and processes, and unconscious bias training for those involved in decision-making will be necessary to make significant inroads into changing the demographics.

Recruitment, Retention, and Admissions of Students

Each of the campuses has its own unique character and offerings, and each is situated in a different geographic and demographic region. These all inevitably result in differences in the composition of the campuses' student bodies.

Data shows that, nonetheless, the DEI challenges — and IBIS's recommended solutions — are, to varying degrees, consistent across four campuses:

- Marketing/recruitment and admissions materials should reflect the University of Missouri's constituents more broadly, including multiple races, nationalities and other dimensions of diversity.
- Outreach programs to cultivate and recruit a more diverse student body can be created or expanded.

- Traditional obstacles to college admission (low test scores, unsophisticated applications from first-generation applicants, etc.) must be removed and nontraditional entry pathways created.
- Orientation programming for incoming students provide a rich and vital opportunity to equip students with rudimentary skills for engaging across difference and instill in them the expectations of respectful, inclusive behaviors and accountability for DEI system-wide.
- Ongoing support for historically marginalized groups and individuals must be provided, including equipping others with resources and skills for assisting them.

Curricular Diversity

Inconsistent standards for curricular diversity are observed throughout the system, with requirements being established largely at the campus level. The depth and breadth of DEI-related course offerings differ significantly from campus to campus and from department to department. There is a perceived lack of departmental commitment to DEI. Additional faculty support is needed to successfully incorporate DEI into classrooms and curricula.

Many perceive that unconscious/implicit/unperceived biases undermine DEI efforts in the classroom. There are discrepancies in perceptions about the extent to which faculty are held accountable for inclusivity in the classroom.

Campus Climate

Campus Life

Students on all campuses tend to segregate into discrete and sometimes isolated groups, and the environment is not inclusive enough to draw them out. Better visibility, programming resources, and an integration of services across all student service offices would be invaluable.

DEI Training

The current online training is perceived to have limited impact and effectiveness. Training for all constituencies at all campuses must be offered consistently and on an ongoing basis. Topics for everyone should include unconscious bias, DEI awareness, and skills for engaging across difference; additional trainings should be offered for those involved in making decisions about hiring, promotion, tenure, advancement, etc.

Communications

Communications at the University suffers from a lack of clarity between the System and its campuses. The University is undergoing a learning process, which may result in messaging shifts. Communicators have mixed reactions to the current messaging.

Legal Review Recommendations by Quarles and Brady LLP

In connection with the University of Missouri System's diversity and inclusion audit, Quarles & Brady LLP, reviewed and proposed revisions to Collected Rules and Regulations, Human Resources Policies, and campus-specific policies touching on issues relating to diversity, equity, and inclusion to ensure legal compliance and incorporate best practices. A description of Q&B's recommended revisions to those policies is provided in the report. In addition to these revisions, it was also recommended that the University remove certain of its existing policies, as well as adopt new policies, to best address DEI.

Leveraging Resources and Building Capacity

The campuses were brought together to maximize efficiencies and resources. Within the system of the University there exist many rich, knowledgeable, and proven resources for furthering DEI. However, tensions between the campuses, and between the campuses and the System, interfere with effective and efficient leveraging of these resources. A concerted effort to move beyond these tensions and unify the campuses so that they have a shared mindset about DEI and an equal commitment to it would be enormously useful.

KEY RECOMMENDATIONS

- Ensure that DEI is integrated into all key aspects of the System's and Campuses' strategic plans, with timelines and accountability measures for the leadership and high level administrators and metrics that include levels of engagement and sense of inclusion for students, faculty, and staff.

- Have each department (academic and administrative) create specific DEI goals and plans tied to the strategic DEI plan for the campus.

- Provide essential DEI training throughout the system that includes understanding of DEI, identity self-awareness, unconscious bias, and skills for bridging differences. Include further training as appropriate for particular functions (e.g., health services, admissions, etc.) and for those who make hiring/advancement decisions.

- Offer cross-race mentoring as an opportunity for majority faculty to serve as agents of change in building a more inclusive academic community. The creation of formalized departmental mentoring programs, where departments pair an experienced faculty member with a new faculty member, can also be effective and can be cross-departmental.

- Re-examine and review overall requirements and course distribution options related to DEI. Determine which curriculum-related decisions should be centralized and which should be left up to the discretion of each individual campus.

- Strengthen DEI as a foundational component of new student orientation.

- Coordinate messaging among strategic communications leadership and staff between the System and four campuses. Convene regular meetings quarterly or bi-monthly to share information and best practices, coordinate topics and timing, and define message goals and challenges and how best to address them.

- Develop funding models that reallocate significant resources to support widespread organizational transformation. For example, every unit should allocate a percentage of total operating budget to a central fund that will be used to develop diversity programs and initiatives.

- Put additional resources and systemic support behind cultivating the pipeline of diverse students into the University of Missouri system via the local public education system as is already being done at varying levels across the four campuses (i.e. MizzouK-12 online, S&T summer programs, UMSL Bridge Program, and UMKC Saturday Academy).

- Develop and implement, in partnership with the Missouri Department of Elementary & Secondary Education, an initiative to provide a deep investment in improving the quality of the state's K-12 schools so they can (a) better identify strong students of color early and contribute to developing their skills, (b) improve the educational quality of the largest source of student applicants, and (c) provide incentives to faculty who participate in community partnerships, including necessary leaves and appropriate training to engage in community-based educational partnerships.

Section I:

Introduction and Background

"Education is the most powerful weapon which you can use to change the world."

Nelson Mandela

Mission Statement

The mission of the University of Missouri System, as a land-grant university and Missouri's only public research and doctoral-level institution, is to discover, disseminate, preserve, and apply knowledge. The University promotes learning by its students and lifelong learning by Missouri's citizens, fosters innovation to support economic development, and advances the health, cultural, and social interests of the people of Missouri, the nation, and the world.

UM System Strategy Statement

"As the state of Missouri's publicly supported research and land-grant university, the UM System is accountable to the citizens of the state including students, elected officials, alumni and other stakeholder groups for the actions it takes now and in the future."

University of Missouri System Administration Strategic Plan 2013-2018

Structure/Stakeholders/Accountability

The leadership of the University of Missouri serves many: it is governed by a Board of Curators appointed by the Governor and the State Legislature and, by extension, the constituents of the state of Missouri; it provides centralized administrative guidance to the four UM campuses; it is accountable to the communities in which those various campuses are situated; it houses multiple research, technology, and medical facilities; it strives to identify future needs of the marketplace to ensure its curricular offerings are in alignment. Most of all, UM serves the students, providing them with the academic opportunities and learning environments that will enable them to develop intellectually and socially as they prepare to take their positions as global citizens.

Every state university attracts a student population that differs in many dimensions: socioeconomic background, age, career interests, amount of experience with the world at large, and so on. Because the University of Missouri has four different campuses, situated in locations ranging from rural to metropolitan, varied in size, each with its own distinctive character and areas of focus, the System has a difficult and complicated challenge: how to serve these four separate institutions in ways that are fair, equitable, reasonable, and consistent.

Historical/Social/Political Context

Beginning in 2010,* a series of racially and religiously charged events at the University of Missouri-Columbia (MU), incited numerous and increasingly larger protests; among these were a hunger strike by one student and a boycott in which the entire MU football team refused to play until the System's President, Tim Wolfe — whose responses to all of this were deemed "too little, too late" — stepped down.

The different entities reacted to the protests in radically different ways. Some took up the clarion call for systemic reform; some chastised the students for what they saw as inappropriate and unjustified behaviors; still others praised the student protestors for their passion and conviction and for exercising their right to free speech. The widely-reported events at MU triggered a wave of protests on campuses across the country, some of which resulted in the shucking off of long-held campus traditions in an effort to pave the way for more egalitarian reforms.

MU's sibling campuses — University of Missouri-Kansas City (UMKC), Missouri University of Science and Technology (S&T), and University of Missouri-St. Louis (UMSL) — found themselves pulled unwillingly and unwittingly into the fray. Though not directly involved in any of the precipitating incidents or the protests, they were painted with the same brush as MU by dint of an affiliation most of them hadn't wanted in the first place.

Under pressure and protest, the System's leadership yielded and UM System President Tim Wolfe stepped down, as did MU's Chancellor, R. Bowen Loftin. Shortly thereafter, the state legislature censured the System and its four campuses by slashing the University's budget. While the majority of the budget cuts were restored, the equilibrium of the campuses was not.

*the series of racially and religiously charged incidents precipitated with cotton balls on the ground outside of the MU Black Culture Center

The events had laid bare tensions that had been simmering for decades on all four campuses.

Diversity, Equity and Inclusion Audit

The request for a Diversity, Equity and Inclusion (DEI) Audit was made by the University of Missouri Board of Curators as part of a sustained effort to build a more cohesive, empowered, and accepting culture. IBIS Consulting Group (IBIS) was brought on to conduct the DEI Audit in order to create a deeper understanding of the charge of institutional bias and to help guide the organization forward. The goals of the audit included (1) an assessment of the University of Missouri (UM) system's policies, procedures, and practices for legal compliance and (2) to analyze the specific ways in which the policies, management, leadership criteria, and culture are supporting or acting as barriers to diversity and inclusion.

As part of the audit process, IBIS was also charged with a number of objectives that would act as a foundation for future DEI efforts. These included:

Data Gathering – Policies and Impact: IBIS collected data on the implementation and execution of DEI-related policies to determine the efficacy and achievement of desired impact. We also explored the campus community's perceptions of the effectiveness of the DEI-related services and programs provided by the UM System and campuses.

Data Gathering – Climate, Resources, and Readiness: IBIS gathered data on staff, faculty, and student perceptions about inclusivity across the system and included in the audit an evaluation of attitudes and beliefs on DEI, as well as existing resources and the willingness to embrace change.

Opportunities and Recommendations: This report also proposes recommendations that support the University's efforts to enact positive change based on the opportunities identified during the audit process.

IBIS took a multi-phased approach to the methodology for data gathering, using a combination of interviews, focus groups, and surveys. A thorough policy review was conducted and recommendations were made regarding 88 policies.

Several Positives on Which to Build

While the audit identified many opportunities for furthering DEI in the system, it also identified some remarkable accomplishments.

"We have a culture that has a radar on looking for opportunities for inclusion" (MC/W-M, UMKC)

"We have a diversity of the student body at UMSL - 25-30% students of color, and it feels like there's more. And there's age diversity, LGBTQ and gender identity diversity." (LGBT*Q-FAC, UMSL)

"There are some good resources for students now with a new year long International Engineering course, an alternative spring break trip to Nicaragua, and an Engineers Without Borders group." (POC-STU, S&T)

"The College of Education has done the best job. Diversity is part of their strategic plan. They have had the most success in hiring a diverse faculty. The new Dean is among the strongest leaders on campus for DEI."

(Sr. Leader, MU)

UMKC

There is great pride in the campus community about the DEI work being done at UMKC, which is seen as leading "the system and other campuses in this area." Those at UMKC recognize and appreciate the efforts of the campus's Division of Diversity & Inclusion (DDI), noting the trainings and tools it offers to students, faculty, and staff. Diversity is one of the 5 goals UMKC has listed in its strategic plan; DDI also has its own strategic plan with five clear areas of focus. A major resource to the Greater Kansas City Metropolitan area, UMKC has received special recognition for its community partnerships addressing health disparities in the African American community, Hispanic student retention and graduation, and community issues related to developmental disabilities, aging, diversity and inclusion.

S&T

Over the last three years Missouri S&T has made significant inroads in developing new policies and practices designed to recruit more diverse faculty. The Chancellor, the Provost, and the Office of Institutional Equity, Diversity, and Inclusion have been widely recognized for their efforts to promote diversity on many levels, including elevating its importance by building DEI action steps and goals in the most recent campus strategic plan. Many faculty and staff spoke with pride about S&T's role as a leader in the system. In their 2016 Annual report S&T mentions actions such as ensuring diversity and inclusion

themes are incorporated into experiential learning opportunities; providing an orientation session for faculty that includes diversity of scholarship; increasing the diversity of faculty and staff by providing financial incentives to departments that hire female or underrepresented minority faculty; reallocating money and matching System strategic funds to support Human Resources, Student Affairs, and Title IX.

UMSL

Several focus group participants highlighted the work being done by the Office of Diversity and Inclusion (ODI) at UMSL, which has demonstrated its commitment to serving many different types of students, particularly in the Greater St. Louis Metropolitan area. UMSL takes special pride in the services it provides to military veterans; its Bridge Program for students who complete high school and transition to a post-secondary institution (UMSL's program has an unrivaled 100% graduation rate); and its role as a resource to the St. Louis community.

MU

MU has extensive resources and initiatives related to DEI. The strategic plan includes specific DEI goals to increase the diversity of the campus community; there have been measurable changes in the composition of the student body, and nearly 100 recently hired tenure/tenure-track faculty are part of historically under-represented groups.

The Division of Inclusion, Diversity, and Equity (DIDE) provides a rich array of resources and a trove of information, such as guidelines for engaging across difference, an extensive list of training programs available in person or online, and links to offices, organizations, and activities that are DEI-related. MU connects with people of all demographics not only through its campus offerings, but also through Extension, community involvement, economic development, healthcare services, and a vast number of other activities and services. Many of these –including, for example, the College of Education and UM Extension – have their own strategic plans for diversity.

Opportunity to Model DEI

This report focuses on the opportunities to improve on the consistent delivery of an inclusive educational experience throughout the many learning environments encompassed by University of Missouri.

The very request for a DEI audit, along with the other DEI-related initiatives such as a climate survey and a recent sizable financial commitment to hiring diverse faculty, demonstrates the University's commitment to creating a diverse, equitable learning environment for everyone. Change can only start once the problem is understood, and the desire to understand the problem clearly exists at some levels of the University.

The University of Missouri is a prominent institution and asset to the state of Missouri. The University is the state's second largest employer awarding more than half the degrees in the state. Its visibility and impact are undeniable. This is an opportunity for the University to model what it is to be truly diverse, inclusive and equitable.

Section II:

Project Overview

A. Audit Objectives

- Assess the University of Missouri System's policies, procedures, and practices for legal compliance.
- Analyze the specific ways in which the policies, management, leadership criteria, and system are supporting or acting as barriers to diversity and inclusion.
- Gather data on the implementation and execution of such policies to determine how effective they are, and whether or not they are having the desired impact.
- Gather data on the perceptions of the effectiveness of the services/programs provided by the system and campuses relative to diversity and inclusion ("end-user experience").
- Gather data on staff, faculty, and students' perceptions on how inclusive the overall climate is on our campuses and in the System.
- Evaluate attitudes and beliefs on diversity, equity, and inclusion, as well as existing support and willingness to embrace change.
- Propose recommendations that the University of Missouri can incorporate to address the opportunities for improvement identified through the DEI Audit.

B. Methodologies

Interviews	89 Participants total across 4 campuses and the System: Senior Administrators/Leaders identified by campus CDOs and Chancellors
Focus Groups	100 Focus Groups (24 groups/campus and 4 at the System), composed of: 505 Participants Total: 148 Faculty 264 Staff 93 Students
Academic Unit Level Survey	200 completed out of 281 distributed across 4 campuses
Administrative Unit Survey	182 completed out of 261 distributed across 4 campuses and System
Policies, Procedures, & Practices	88 Policies reviewed; recommendations proposed to several 4 CRR additions suggested
DEI Inventory Templates ** Not all inventories are complete*	Inventories of DEI-related offerings received from the 4 campuses and the System*

Focus Groups Organized by Demographics

Staff **Due to size some groups of color were organized as managers of color (mixed gender), with men of color/women of color /non-people managers separate*	Caucasian/White Women - Managers Caucasian/White Women – Non-Manager Caucasian White Men - Manager Caucasian/White Men – Non-Manager Staff of Color* (Non-People Manager) Women of Color* - Manager Men of Color* - Manager LGBT*Q Staff LGBT*Q: Lesbian, Gay, Bisexual, Transgender, Gender Non-Conforming, Questioning
Faculty	Tenure-track Faculty of Color Tenured Faculty of Color Tenure-track Caucasian/White Men Tenured Caucasian/White Men Tenure-track Caucasian/White Women Tenured Caucasian/White Women International Faculty LGBT*Q Faculty

Students *IBIS reached out to sophomore-senior undergraduates, and graduate and professional students*	African America/Black - Students Asian Students Latino/Hispanic - Students Mix of Races (I.E. American Indian, Mixed Race, Pacific Islander) Caucasian/White Men - Students Caucasian/White Women - Students International Students LGBT*Q Students

C. Data Analysis

Best Practice Narrative and Recommendations

The best practices review of the areas in this report were determined through review of the Collected Rules and Regulations of the University of Missouri System, review of the publicly available policies available through the campus websites, and as research via literature and online sources to identify best practice standards in higher education regarding DEI. Peer institutions cited in this report were identified through the Office of Institutional Research for the University of Missouri System, as well as through references in reports.

Legal Review and Recommendations

As a component of the 2016 University of Missouri Diversity, Equity and Inclusion Audit, the law firm Quarles and Brady LLP conducted a review of equity-related sections of the University's Collected Rules and Regulations (CRRs). Quarles and Brady LLP also reviewed and proposed revisions to the University's Human Resources Policy Manual and campus-specific policies and procedures. The purpose of this review was to ensure legal compliance and suggest best practices for diversity, equity, and inclusion. As part of the review, the University's Office of the General Counsel and the Equity Officers and Title IX Coordinators were consulted, as they regularly work with the University's existing diversity, equity, and inclusion-related CRRs. Their feedback was then incorporated into the recommended revisions, to be further reviewed by additional University governance groups.

Academic and Administrative Unit Level Survey Data

Goals: The goals for the Unit Level Surveys were two-fold: one, the surveys were designed to inform department heads about key emerging best practices related to DEI; and two, surveys gave departments information to use to benchmark their approaches in comparison with best practices. In addition, the Unit Level Surveys can serve as a baseline to help departments measure their progress over time. The results can identify areas in which departments are doing well and gaps and opportunities for improvement. They can also facilitate sharing of best practices between academic and administrative units.

Calculations: Calculations only include responses of "Never," "Intermittently," "Usually," and "Consistently." Answers of "N/A" and skipped questions were not factored into final calculations.

Sampling or Representativeness of Samples: With small populations in the range of 250 to 300 people, sample sizes of around 70% of each population are really not ideal; they are sufficient to say some things about the population of administrative or academic unit heads as a whole, but insufficient to do any more fine-grained analysis by campus with confidence. Furthermore, since not all respondents in the samples responded to all of the items in the two surveys, the actual sample sizes for some items are substantially smaller than the number of respondents. This further reduces the predictive value of those items to the population as a whole.

Assuming a random sample, the number of responses sufficient to assure confidence intervals of plus or minus 5% with a 90% level of confidence are achieved with the overall results presented. The Administrative Unit Level Survey was sent to 261 individuals, and in order to achieve a 90% confidence level of results, a minimum of 133 responses (51%) are needed. Similarly, the Academic Unit Level Survey was sent to 281 individuals, requiring a minimum of 138 responses (49%) in order to achieve a 90% confidence level. Because the sample sizes on individual campuses are smaller, a higher response rate is needed in order to achieve an accurate confidence level, assuming a random sample. The smaller the sample size, the higher the response rate needed.

Administrative Unit Level Survey

Campus	Population	Actual Sample Size	Actual Response Rate	Required Sample Size (SS)	Required Response Rate
MU	114	77	68%	81	71%
UMKC	52	31	60%	44	85%
System	41	32	78%	36	88%
UMSL	28	21	75%	26	93%
S&T	26	21	81%	24	92%
Overall	**261**	**182**	**70%**	**133**	**51%**

Academic Unit Level Survey

Campus	Population	Actual Sample Size	Actual Response Rate	Required Sample Size (SS)	Required Response Rate
MU	132	103	78%	89	67%
UMKC	87	56	64%	66	76%
UMSL	37	25	68%	33	89%
S&T	25	16	64%	23	92%
Overall	**281**	**200**	**71%**	**138**	**49%**

Key:

1. Population: The total number of people asked to complete the survey (assumed to be the total number of academic and administrative unit heads).
2. Actual sample size: The number of respondents who completed part of all questions in each survey.
3. Actual participation rate: Actual sample size as a percentage of the population.
4. Required sample size: For the specified population size, the number of respondents required to achieve confidence intervals of + or – 5% with a 90% level of confidence.
5. Required response rate: Required sample size as a percentage of the population.

Notes: Some respondents found the phrasing in questions to be confusing; others found some questions irrelevant for their department or unit. The surveys were not customized for departments, which caused some issues in the response rates and prompted the occasional commentary. The participation rate was likely affected because of many of these factors.

Potential for Bias: The respondents were not uninvolved objective respondents, but rather adminsitrators directly involved in, and to some extent responsible for the activities they were being asked to evaluate. The auditors recognize that the respondents may have chosen to portray things more positively than others in the various academic and administrative units might have.

D. Attributions Key

Below is the key to be used when reading the quotes that are included throughout the report.

Staff (STA)

- ❑ POC – People/Person of Color (Latino/Hispanic, African American/Black, Asian, American Indian, Pacific Islander, Native Hawaiian, Mixed Race)
- ❑ C/W – Caucasian/White
- ❑ LGBT*Q
    - When preceded by an "F or an M", this stands for Female or Male
    - If there is no preceding letter, this indicates a group of mixed gendered participants
    - When followed by an "M" or an "NM", this stands for "Manager of People" or "Non-People Manager

Student (STU)

- ❑ POC – People/Person of Color (Latino/Hispanic, African American/Black, Asian, American Indian, Pacific Islander, Native Hawaiian, Mixed Race)
- ❑ C/W – Caucasian/White
- ❑ INTNL – International (Non-US Resident)
- ❑ LGBT*Q
    - When preceded by an "F or an M", this stands for Female or Male
    - If there is no preceding letter, this indicates a group of mixed gendered participants

Faculty (FAC)

- ❑ POC – People/Person of Color (Latino/Hispanic, African American/Black, Asian, American Indian, Pacific Islander, Native Hawaiian, Mixed Race)
- ❑ C/W – Caucasian/White
- ❑ INTNL – International (Non-US Resident)
- ❑ LGBT*Q
    - When preceded by an "F or an M", this stands for Female or Male
    - If there is no preceding letter, this indicates a group of mixed gendered participants

Leader/Administrator – used to denote those quotes that came from interviews

E. University of Missouri Naming Conventions Key

Below is the key to be used when reading references made to the University of Missouri System and campuses that are included throughout the report.

- ❑ University of Missouri/the University – will refer to all four campuses and the System
- ❑ MU – University of Missouri-Columbia
- ❑ UMKC – University of Missouri-Kansas City
- ❑ S&T – Missouri University of Science and Technology
- ❑ UMSL – University of Missouri-St. Louis
- ❑ System – the administrative offices in Columbia

Section III:

Demographic Data: UM and the Region

The following data highlight the demographics of the four University of Missouri campuses and the System.

- All data, other than County Demographics, were provided by University of Missouri and reflect 2016 statistics; County Demographics were sourced from Census.gov "QuickFacts" data tables and reflect 2015 numbers.
- The demographic data are broken out by the following roles: Staff, Faculty, and Students; data are further broken by various diversity dimensions, including numbers of years at the University, tenure status, and other diversity dimensions.
- The final data set shows relevant statistics for the communities in which these entities operate. It should be noted that the majority of staff, faculty, and students on each campus and at the System come from the surrounding communities.

Demographic Data of Staff by Campus

		Women	Men	White	People of Color	International/ Non-U.S. Born	With Disability
MU	Leadership	97	176	245	28	7	6
	Management	260	204	419	45	15	24
	Subject Matter Professional	867	763	1,422	208	65	81
	Support Task Expert	5,239	3,135	6,571	1,803	429	194
	Healthcare	565	90	590	65	9	19
	Service/Maintenance	244	591	595	240	39	59
UMKC	Leadership	44	59	78	25	3	3
	Management	107	49	126	30	3	4
	Subject Matter Professional	298	180	378	100	15	20
	Support Task Expert	1,015	536	858	693	238	30
	Service/Maintenance	40	114	66	88	20	4
S&T	Leadership	32	51	66	17	2	2
	Management	54	40	88	6	3	5
	Subject Matter Professional	115	124	215	24	12	9
	Support Task Expert	736	985	1,414	307	178	20
	Service/Maintenance	47	143	175	15	1	7
UMSL	Leadership	34	44	68	10	2	1
	Management	72	37	86	23	2	9
	Subject Matter Professional	233	166	298	101	14	22
	Support Task Expert	621	299	572	348	88	25
	Service/Maintenance	22	84	55	51	5	1
UMSYS	Leadership	20	35	48	7	1	3
	Management	29	7	33	3	0	3
	Subject Matter Professional	170	146	287	29	13	16
	Support Task Expert	77	39	103	13	0	6
Totals	Leadership	227	365	505	87	15	15
	Management	522	337	752	107	23	45
	Subject Matter Professional	1,683	1,379	2,600	462	119	148
	Support Task Expert	7,688	4,994	9,518	3,164	933	275
	Healthcare	565	90	590	65	9	19
	Service/Maintenance	353	932	891	394	65	71

*all numbers are for 2016

Demographic Data of Faculty by Campus

		Women	Men	White	People of Color	International/ Non-U.S. Born	With Disability
MU	Tenured	252	611	676	187	118	9
	Tenured (Avg #yrs@UM)	15.95	18	17.95	15.42	14.77	20.16
	Tenure-tracked	120	158	188	90	78	3
	Tenure-tracked (Avg #yrs@UM)	4.61	4.21	4.71	3.7	3.57	5.19
	Ranked Not Tenure-tracked	475	594	868	201	153	19
	Ranked Not Tenure-tracked (Avg #yrs@UM)	11.92	11.77	12.6	8.55	8.6	15.82
	Unranked/Not Tenure-tracked	1,730	1,645	2,280	1,095	991	43
	Unranked/Not Tenure-tracked (Avg #yrs@UM)	4.51	3.77	4.49	3.44	3.05	5.81
	Adjunct	189	274	427	36	15	2
	Adjunct (Avg #yrs@UM)	6.81	10.44	9.18	6.34	7.23	3.36
UMKC	Tenured	130	203	247	86	50	7
	Tenured (Avg #yrs@UM)	16.96	17.5	18.2	14.69	12.81	12.7
	Tenure-tracked	36	59	62	33	32	2
	Tenure-tracked (Avg #yrs@UM)	5.42	4.85	5.64	3.99	4.13	5.1
	Ranked Not Tenure-tracked	165	119	242	42	28	4
	Ranked Not Tenure-tracked (Avg #yrs@UM)	9.59	10.37	10.28	7.78	5.35	19.77
	Unranked/Not Tenure-tracked	557	648	833	372	267	11
	Unranked/Not Tenure-tracked (Avg #yrs@UM)	3.86	3.07	3.8	2.63	2.63	6.87
	Adjunct	217	290	436	71	36	9
	Adjunct (Avg #yrs@UM)	5.13	7.21	6.53	5.01	4.24	11.16
S&T	Tenured	41	181	156	66	52	4
	Tenured (Avg #yrs@UM)	13.79	19.82	19.46	16.92	12.3	16.96
	Tenure-tracked	24	56	46	34	55	0
	Tenure-tracked (Avg #yrs@UM)	4.18	4.41	4.72	3.83	3.68	
	Ranked Not Tenure-tracked	35	47	56	26	34	1
	Ranked Not Tenure-tracked (Avg #yrs@UM)	9.64	9.98	11.21	6.87	4.95	19.77
	Unranked/Not Tenure-tracked	175	452	293	334	408	4
	Unranked/Not Tenure-tracked (Avg #yrs@UM)	3.23	3.51	4.58	2.43	2.37	6.72
	Adjunct	2	31	29	4	2	0
	Adjunct (Avg #yrs@UM)	8.41	9.7	9.88	7.74	1.68	

*all numbers are for 2016

Demographic Data of Faculty by Campus

		Women	Men	White	People of Color	International/ Non-U.S. Born	With Disability
UMSL	Tenured	88	132	167	53	28	2
	Tenured (Avg #yrs@UM)	15.86	20.68	19.49	16.43	14.21	16.3
	Tenure-tracked	34	25	39	20	15	1
	Tenure-tracked (Avg #yrs@UM)	3.07	3.45	3.21	3.27	2.84	4.07
	Ranked Not Tenure-tracked	118	82	177	23	20	3
	Ranked Not Tenure-tracked (Avg #yrs@UM)	13.53	17.56	15.89	9.74	9.62	7.44
	Unranked/Not Tenure-tracked	265	220	352	133	93	12
	Unranked/Not Tenure-tracked (Avg #yrs@UM)	3.69	4.65	4.63	2.79	2.63	5.88
	Adjunct	240	103	281	62	16	1
	Adjunct (Avg #yrs@UM)	5	6.59	5.77	4.17	4.94	8.94
UMSYS	Unranked/Not Tenure-tracked	1	2	2	1	0	0
	Unranked/Not Tenure-tracked (Avg #yrs@UM)	2.341	8.048	7.133	4.17		
TOTALS	Tenured	511	1,127	1,246	392	248	22
	Tenured (Avg #yrs@UM)	16.02	18.51	18.39	15.65	13.79	16.85
	Tenure-tracked	214	298	335	177	180	6
	Tenure-tracked (Avg #yrs@UM)	4.45	4.31	4.71	3.73	3.64	4.97
	Ranked Not Tenure-tracked	793	842	1,343	292	235	27
	Ranked Not Tenure-tracked (Avg #yrs@UM)	11.57	12.03	12.56	8.38	7.77	15.62
	Unranked/Not Tenure-tracked	2,728	2,967	3,760	1,935	1,759	70
	Unranked/Not Tenure-tracked (Avg #yrs@UM)	4.22	3.65	4.36	3.07	2.8	6.04
	Adjunct	648	698	1,173	173	69	12
	Adjunct (Avg #yrs@UM)	5.58	8.5	7.4	5.05	4.98	9.67

*all numbers are for 2016

Demographic Data of Students by Campus

Total Enrollment by Gender and Ethnicity	MU	S&T	UMSL	UMKC
FEMALE UNDERGRADUATE				
American Indian or Alaskan Native	25	6	17	24
Asian	310	68	220	414
Black or African American, non-Hispanic	1,209	60	966	933
Hispanic/Latino	500	59	127	569
White, non-Hispanic	10,459	1,242	2,714	4,092
Native Hawaiian or Other Pacific Islander	6	0	8	11
Multiple Races	433	53	139	254
Non-Resident International	456	82	125	192
Unknown/ Not Reported	80	43	152	249
Total	**13,478**	**1,613**	**4,468**	**6,738**
FEMALE GRADUATE				
American Indian or Alaskan Native	9	0	3	10
Asian	46	1	62	58
Black or African American, non-Hispanic	161	0	320	158
Hispanic/Latino	105	3	55	61
White, non-Hispanic	2,448	33	1,243	1,115
Native Hawaiian or Other Pacific Islander	0	0	3	0
Multiple Races	420	1	21	24
Non-Resident International	558	88	141	354
Unknown/ Not Reported	109	2	100	83
Total	**3,856**	**128**	**1,948**	**1,863**
FEMALE PROFESSIONAL				
American Indian or Alaskan Native	0	1	2	4
Asian	7	11	6	161
Black or African American, non-Hispanic	21	17	4	51
Hispanic/Latino	15	7	1	43
White, non-Hispanic	582	106	78	527
Native Hawaiian or Other Pacific Islander	0	1	0	1
Multiple Races	2	3	3	44
Non-Resident International	1	116	3	11
Unknown/ Not Reported	217	6	4	35
Total	**845**	**268**	**101**	**877**
MALE UNDERGRADUATE				
American Indian or Alaskan Native	26	21	12	17
Asian	295	166	217	271
Black or African American, non-Hispanic	796	174	454	513
Hispanic/Latino	464	171	110	389
White, non-Hispanic	9,814	4,256	2,375	3,097
Native Hawaiian or Other Pacific Islander	6	3	9	7
Multiple Races	365	130	98	176
Non-Resident International	558	228	158	274
Unknown/ Not Reported	96	147	178	226
Total	**12,420**	**5,296**	**3,611**	**4,970**

Demographic Data of Students by Campus

Total Enrollment by Gender and Ethnicity	MU	S&T	UMSL	UMKC
MALE GRADUATE				
American Indian or Alaskan Native	7	0	2	4
Asian	49	7	37	31
Black or African American, non-Hispanic	91	10	93	81
Hispanic/Latino	87	5	27	64
White, non-Hispanic	1,519	119	634	754
Native Hawaiian or Other Pacific Islander	1	0	2	1
Multiple Races	33	3	8	12
Non-Resident International	776	339	113	600
Unknown/ Not Reported	96	13	59	61
Total	**2,659**	**496**	**975**	**1,608**
MALE PROFESSIONAL				
American Indian or Alaskan Native	0	3	0	2
Asian	7	45	1	99
Black or African American, non-Hispanic	24	32	1	43
Hispanic/Latino	13	38	1	44
White, non-Hispanic	382	579	61	619
Native Hawaiian or Other Pacific Islander	1	1	0	0
Multiple Races	6	12	2	27
Non-Resident International	0	301	1	11
Unknown/ Not Reported	63	26	0	43
Total	**496**	**1,037**	**67**	**888**
ALL STUDENTS				
American Indian or Alaskan Native	67	31	36	61
Asian	714	298	543	1,034
Black or African American, non-Hispanic	2,302	293	1,838	1,779
Hispanic/Latino	1,184	283	321	1,170
White, non-Hispanic	25,204	6,335	7,105	10,204
Native Hawaiian or Other Pacific Islander	14	5	22	20
Multiple Races	1,259	202	271	537
Non-Resident International	2,349	1,154	541	1,442
Unknown/ Not Reported	661	237	493	697
Grand Total	**33,754**	**8,838**	**11,170**	**16,994**

*all numbers are for 2016

Demographic Data by County

People	Boone County (MU & System)	Jackson County UMKC	Phelps County S&T	St. Louis County UMSL
Population				
Population estimates, July 1, 2015, (V2015)	174974	687623	44794	1003362
Population, percent change - April 1, 2010 (estimates base) to July 1, 2015, (V2015)	7.6	2	-0.8	0.4
Population, Census, April 1, 2010	162642	674158	45156	998954
Age and Sex				
Female persons, percent, July 1, 2015, (V2015)	51.6	51.6	47.7	52.6
Male persons, percent, July 1, 2015, (V2015)	51.5	51.7	47.7	52.7
Race and Hispanic Origin				
White alone, percent, July 1, 2015, (V2015) (a)	82.3	70.3	90.4	69.5
Black or African American alone, percent, July 1, 2015, (V2015) (a)	9.6	24	2.5	24.1
American Indian and Alaska Native alone, percent, July 1, 2015, (V2015) (a)	0.4	0.6	0.8	0.2
Asian alone, percent, July 1, 2015, (V2015) (a)	4.7	1.9	3.7	4.2
Native Hawaiian and Other Pacific Islander alone, percent, July 1, 2015, (V2015) (a)	0.1	0.3	0.1	Z
Two or More Races, percent, July 1, 2015, (V2015)	2.9	2.9	2.5	2
Two or More Races, percent, April 1, 2010	2.8	3.1	2.2	1.9
Hispanic or Latino, percent, July 1, 2015, (V2015) (b)	3.3	8.9	2.4	2.8
White alone, not Hispanic or Latino, percent, July 1, 2015, (V2015)	79.5	62.6	88.5	67.1
Population Characteristics				
Foreign born persons, percent, 2010-2014	5.9	5.7	4.2	6.7
Education				
High school graduate or higher, percent of persons age 25 years+, 2010-2014	93.2	88.7	87.4	92.6
Bachelor's degree or higher, percent of persons age 25 years+, 2010-2014	47.7	28	28.1	41.4
Health				
With a disability, under age 65 years, percent, 2010-2014	7.6	9.6	11.6	7.6
Income and Poverty				
Median household income (in 2014 dollars), 2010-2014	49059	46917	41942	59520
Per capita income in past 12 months (in 2014 dollars), 2010-2014	27098	26328	20900	35388
Persons in poverty, percent	19.5	16.5	21.6	9.6

Demographic Data by County

This geographic level of poverty and health estimates are not comparable to other geographic levels of these estimates.

Some estimates presented here come from sample data and thus have sampling errors that may render some apparent differences between geographies statistically indistinguishable.

The vintage year (e.g., V2015) refers to the final year of the series (2010 thru 2015). Different vintage years of estimates are not comparable.
(a) Includes persons reporting only one race
(b) Hispanics may be of any race, so also are included in applicable race categories
(c) Economic Census - Puerto Rico data are not comparable to U.S. Economic Census data

D: Suppressed to avoid disclosure of confidential information

F: Fewer than 25 firms

FN: Footnote on this item in place of data

NA: Not available

S: Suppressed; does not meet publication standards

X: Not applicable

Z: Value greater than zero but less than half unit of measure shown

QuickFacts data are derived from: Population Estimates, American Community Survey, Census of Population and Housing, Current Population Survey, Small Area Health Insurance Estimates, Small Area Income and Poverty Estimates, State and County Housing Unit Estimates, County Business Patterns, Nonemployer Statistics, Economic Census, Survey of Business Owners, Building Permits.

Section IV:

Inclusive Excellence: Framework for Reporting

Diversity in higher education is on the rise; the challenges of diversity in higher education remain unwieldy and hard to manage, address, resolve — or even discuss.

Researchers have learned that having diverse populations represented on campus can prompt challenges with communication, respect, identity, and anxiety. There must be active engagement with diversity in order to recoup the benefits of student, staff, and faculty development.

This conclusion, along with numerous other valuable findings, has emerged from scholarship undertaken over the course of the past few decades; it carries the potential to completely transform learning environments and workplace culture.

In order to coalesce and articulate those findings and key concepts — while making them actionable and resonant — the *Inclusive Excellence Change Model* was developed.

"Diversity, as a component of academic excellence, is essential to ensure higher education's continuing relevance in the twenty-first century," write the authors of the Inclusive Excellence Change Model (Williams, Berger, McClendon, 2005). By assessing powerful environmental factors, key elements of organizational culture, and dimensions of organizational behavior, the authors honed in on a unique and applicable model specifically designed for higher education settings.

This Inclusive Excellence Change Model can be used as a framework to assess diversity in educational settings or as a scorecard to drive change.

The auditors chose to use the components of the Inclusive Excellence Change Model as the foundation for the structure of this report with this aspiration: That over time the entirety of the University of Missouri will be able to put the Inclusive Excellence vision into practice and realize positive, sustainable outcomes.

The Inclusive Excellence Change Model has four main anchors.

- Access and Equity
- Diversity in the Formal and Informal Curriculum
- Campus Climate
- Student Learning and Development

Within the change model, equal importance is placed on each area of focus.

The authors have provided definitions for these anchors as follow:

Access and Equity: The compositional number and success levels of historically underrepresented students, faculty, and staff in higher education

Diversity in the Formal and Informal Curriculum: Diversity content in the courses, programs, and experiences across the various academic programs and in the social dimensions of the campus environment

Campus Climate: The development of a psychological and behavioral climate supportive of all students

Student Learning and Development: The acquisition of content knowledge about diverse groups and cultures and the development of cognitive complexity

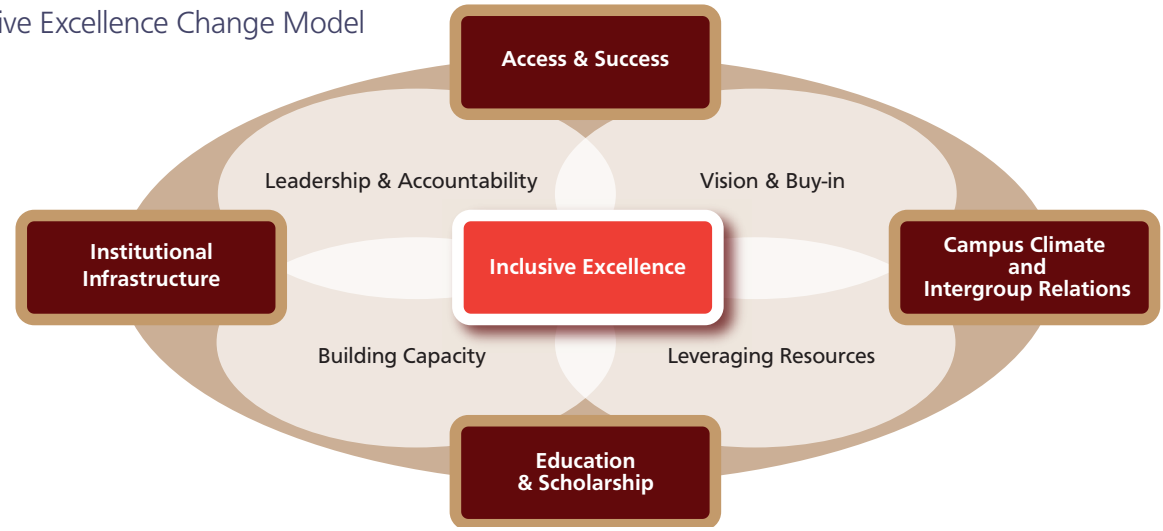
In addition to these areas of focus, the Inclusive Excellence Change Model delineates four key elements that can be leveraged to strategically impact the main focus areas:

- Leadership and Accountability
- Building Capacity
- Leveraging Resources
- Vision and Buy-in

These key elements are part of the strategic implementation of Inclusive Excellence, which uses tangible milestones to measure progress. The vision for change must incorporate specific objectives, sustainable long-term action, and accountability measures.

It is along these strategic pathways that skills and competencies can be developed and deployed. At the same time, careful planning can ensure that resources are positioned to maximally support the four main areas of focus.

Inclusive Excellence Change Model



The Inclusive Excellence Change Model can also serve as a valuable tool for actualizing the integration of systemic goals with external events, such as the community and campus response to the 2014 police shooting in Ferguson, MO.

"External forces can both hinder and facilitate organizational change, and how an organization "reads" and reacts to external forces is critical to efforts to advance inclusive excellence. Educational leaders must also evaluate and use formal structures as a means to coordinate Inclusive Excellence practices and making them routine throughout campus. Educational leaders at all levels must find ways for all constituents, particularly faculty, to engage in consensus decision-making processes and collaborative activities designed to advance inclusive excellence (Williams)."

Not only can this model assist in defining diversity, equity, and inclusion goals for the University of Missouri, it can also help place those goals at the center of institutional planning and community-building. In internalizing the goals, the organization will embody the success of long-term inclusion that is not subject to specific individuals or events but is embedded in the very presence of the University of Missouri and all that it sustains.

For this report, IBIS has aligned the policies it has reviewed with this framework. The outline of this report follows that same concept with slight modifications to better fit the content.

Section V:

Leadership Accountability and Vision/Buy-in

As a university system, the leadership of the University of Missouri serves many: it is governed by a Board of Curators appointed by the Governor and the state legislature, and by extension, the constituents of the state of Missouri; it is accountable to the communities in which its various campuses are situated; and it strives to meet the hiring needs of organizations. Most of all, UM serves the students — developing them intellectually and socially to take their positions as global citizens.

In the University of Missouri System Administration Strategic Plan 2013-2018, one of the opening sections describes *Emerging Trends in Higher Education*. The first trend listed is as follows:

> ***The need to differentiate to remain competitive:*** *Over the next five years the number of students graduating high school in Missouri and nationally is projected to decline, which increases the competition among institutions of higher education to recruit students. In addition, the demographics of the students will change with more high school graduates of Hispanic and Asian ethnicity and a higher percentage with lower socioeconomic status. In order to remain competitive, our campuses will need to differentiate themselves from other institutions by understanding these changes and by becoming and/or sustaining best-in-class performance in chosen areas that support growth in student recruitment and retention.*

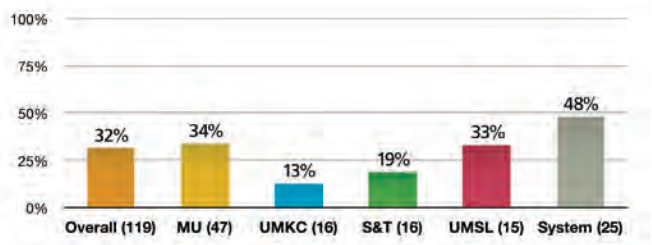
It is clear from this excerpt that the University knows the near future will bring more competition for fewer students, as well as demographic changes in the pool of potential applicants. It is also clear that the University knows its survival as a best-in-class institution of higher education depends on its ability to establish a learning environment that can attract and retain a diverse student body.

> "[It's time] for the campus to more directly align its mission, goals, and social actions with the communities it is a part of; see it as a responsibility for us to address and improve the challenges of families near us." (POC-FAC, MU)

The commitment of the System's leaders to own and drive DEI's integration throughout the system is essential, as is the need for that leadership to develop a clear vision of what a fully accessible, equitable, and inclusive system will look like. Finally, the University's leaders must be able to communicate that vision system-wide, inspire its constituents, and help build the scaffolding that will make that vision a reality.

WHILE MOST PEOPLE BELIEVE DEI IS CRITICAL TO THE CAMPUSES' MISSION AND FUTURE SUCCESS, DEI IS NOT ADEQUATELY ANCHORED IN THEIR STRATEGIC PLANS

Department/Unit efforts to address DEI "Never" or "Intermittently" include a strategic plan addressing DEI specifically



92% of senior administration interviewed believe DEI is Important to their campus' mission and future success. Approximately 80% of faculty and staff focus group participants, and nearly two-thirds of student participants also agreed on its importance. Yet despite their belief in the importance of DEI, less than one-third of Administrative Units reported "Never" or "Intermittently" making efforts to include a strategic plan addressing DEI specifically.

Among the most salient of IBIS' findings was this: the System's strategic plan needs a stronger, clearer vision of systemic DEI values and actions — and remain — the best-in-class institution of higher education to which it aspires. At present, the plan's focus on DEI is cursory and superficial at best, lacking in specifics, and without a galvanizing vision. What is needed to turn the fleeting mention of DEI into a more robust and substantive plan are the following:

1. Real understanding on the part of the leadership of what DEI is, what it can bring to the University and academic communities, and why inadequate attention to it will be at the University's peril;

2. The articulation of a clear, accessible, and transformative vision as part of the strategic plan, with goals that are stronger, broader, and more significant than mere numbers; and

3. Accountability, with people at all levels and in all parts of the system being held responsible for creating a working and learning environment in which everyone thrives.

"I'm not aware of a strategic vision for our university or workforce. There isn't something we are all striving for. That would be helpful." (FC/W-M, UMSL)

"You don't hear much about the System's diversity and inclusion goals." (FC/W-NM, S&T)

"We don't know what the goals are; we need something to measure [ourselves against]. We need a strong vision for the culture you are trying to build. Accountability is nudging people along toward vision. Need more than a check for doing training." (FC/W-M, UMSL)

"The school doesn't really know what kind of a university it wants to be. What type of students do we want? Once we're clearer, it will be easier to address inclusion issues; this can be an outstanding place for our community and our city. [We need a] clear definition of what we want to be as a university; stick to it and hold us to a standard." (MPOC-M, UMSL)

A review of the System's strategic plan made apparent to IBIS that though there is acknowledgement that the University of Missouri's constituencies are demographically varied, there is no indication that DEI is recognized as anything more or other than numbers on paper. Yet the information IBIS gathered through interviews, focus groups, and surveys indicates that the campus communities are hungry for DEI information, cross-cultural skills, connection across differences, and support in being inclusive and included.

Because the System's strategic plan is the basis for determining institutional priorities and the allocation of resources, it is essential that DEI be more robustly called out, with DEI goals clearly defined and metrics more explicitly delineated.

When the leadership does not provide a clear vision, define specific goals, or enforce accountability across the entire system, each campus flounders. In such a leadership vacuum, members of the culture develop their own interpretations of their environment and culture; they enact their own vision. Needless to say, those multiple perceptions are neither cohesive nor unified enough to create consistent forward momentum. Clarity of vision would do more than enrich the learning environment; given the current

strategic plan's emphasis on streamlining resources and sharing best-practices to the fullest extent possible, it would also be fiscally responsible.

As it is, the campuses in the system differ widely in their awareness of and attentiveness to DEI. UMKC in particular gets high marks; "Embrace Diversity" is in the *UMKC Strategic Plan*[1]; the campus also has a DEI strategic plan and has made numerous, sustained efforts to educate its various campus communities on DEI issues. There is also specific and clear reference to diversity in the *MU Strategic Plan*[2] (Continually strengthen a diverse, safe, and inclusive campus culture).

MANY UNIVERSITY LEADERS ARE PERCEIVED AS LACKING GENUINE UNDERSTANDING OF ISSUES RELATED TO DEI

"Leaders don't know the value proposition for DEI. They then just stand back, don't make the connection." (Sr. Leader, UMKC)

"I wish we could have more courage to discuss these issues and move beyond the fear of saying the wrong things. We need brave leaders who instill this mindset in their teams." (Sr. Admin., MU)

"A lot of our leaders want to continue the status quo. They don't see how systemic and institutionalized [racism] is." (POC-FAC, MU)

Across the system, the predominantly white male leadership was perceived to demonstrate limitations in their ability to connect with people in other demographics. Until the University's leaders genuinely understand that DEI is more than the presence of many different skin colors on campus, it will be impossible for them to develop a vision, much less commit to it. Multiple leaders across all four campuses were perceived as not having an awareness of the DEI issues experienced by the rest of their campus community, yet these same leaders are expected to take ownership and commit to resolving DEI-related issues. More often than not, organizational leaders are predominantly white and male; it is therefore incumbent on leadership to understand the limits that this can impose on the entire organization.

"A lack of diversity among our administration is a real issue." (INTNL-FAC, MU)

"They should lead by example. They could do better. They aren't against it but they aren't proactive... Most of the administration look alike. [They] aren't getting diverse perspective as [they] are having meetings." (FC/W-M, UMSL)

This is not by any means intended to imply that the current Leadership should therefore step down. Rather, it is mentioned here to illustrate that because of its homogeneity, the University's leaders must make an even greater effort to educate themselves about DEI, become aware of their own biases, understand the "business case" for DEI, learn how to identify and combat systemic bias, and develop the ability to appreciate others' realities and experiences. These are foundational skills that will position them to better serve and support the system in its entirety.

MORE ACCOUNTABILITY MEASURES MUST BE PUT IN PLACE TO BUILD A CULTURE THAT ENGAGES WITH AND VALUES DEI

Focus group and interview participants across the University of Missouri perceive a lack of sufficient accountability among most university leaders. This perception became apparent when discussing strategic planning, accountability for DEI measures, and the university's response to external social forces.

"There's an old guard here that it's going to be hard to change." (Sr. Leader, S&T)

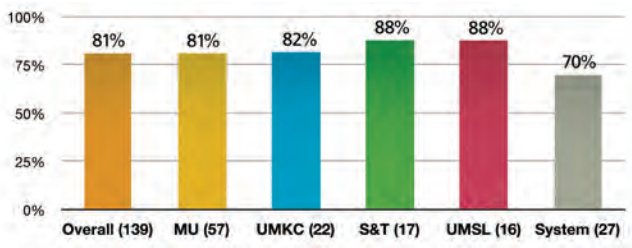
"We have a Chancellor's Diversity Initiative that should be blown up and started over. No accountability for that. They haven't provided the kind of leadership we need." (Sr. Leader, MU)

"We are disrespected and patronized by this administration; talked down to; they don't know us, have never been in the classroom." (MC/W-FAC, MU)

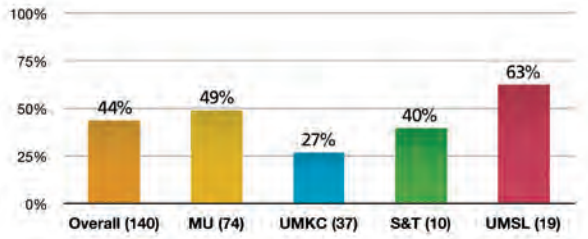
Connecting words and espoused values with clear and decisive action is a key indicator of accountability, and a gap between the two signals systemic dysfunction to stakeholders. While 81% of Administrative Units surveyed stated that leaders at the University of Missouri affirm the value of all underrepresented staff members, a frequent concern in focus groups was that leaders don't follow up their verbal affirmation with real action.

> "I've been involved in places [here] where there are bad managers, bad behaviors. The system does not have a way for them to be dealt with effectively." (LGBT*Q, Sys)

In my Department/Unit we "Usually" or "Consistently" have leadership that affirms the value of all underrepresented staff members



In my Department/Unit we "Never" or "Intermittently" include metrics to gauge progress in a Department/Unit diversity plan



The perceived lack of accountability among leaders regarding DEI issues at the System level as well as the individual campuses is perhaps the most significant barrier to culture change at the University of Missouri. 44% Academic Units reported "Never" or only "Intermittently" including metrics to gauge progress in a department/unit diversity plan. The Inclusive Excellence Change Model requires that DEI-related efforts be embraced by the Board of Curators, President, Provost, and other relevant senior administrators. Members of this senior leadership group must be committed to actively establishing inclusive excellence as an institutional priority and creating a sense of urgency for this work.

Focus group members expressed that this is felt so strongly that one UMSL participant told us: "Certain behaviors among certain classes of employees are tolerated. Tenured faculty, senior administrators. People that work closely with the Chancellor. Eyes roll up as soon as diversity is mentioned. Not taken seriously. They say we don't have a problem" (FPOC-M, UMSL).

"Culture change in academia is evolutionary; there is an old joke that change in higher education comes one death at a time." (Sr. Leader, MU)

"We told them at the listening session: there are no consequences for administrators with bad behavior." (POC-M, UMKC)

The dominant exclusion that many have experienced seems to have prevented dialogue that could lead to change, even among senior administrators, one of whom said: "I wish we could have more courage to discuss these issues and move beyond the fear of saying the wrong things. We need brave leaders who instill this mindset in their teams" (Sr. Leader, MU).

At both UMSL and within the system, perceptions arose that accountability was missing from the decision-making process as a whole and was often obscured within the shared governance model: "A lot of decisions are based on committees. Someone should make decisions and take accountability. We are really bad with shared governance... A lot of people are stifled in their offices" (FPOC-M, UMSL).

"Faculty aren't held accountable and are never disciplined." (MC/W-M, S&T)

"There are department chairs who haven't had reviews in 15 years." (INTNL-FAC, MU)

"The shared governance model is a barrier for every policy and program. You have to have a clear delineation between what the system and campuses are doing. Shared governance doesn't allow people to take ownership of each piece. The projects that are successful are the ones where people actually take responsibility, and stay out of other's areas, and are held accountable." (FC/W-M, Sys)

RECOMMENDATIONS

- Ensure DEI is integrated into all key aspects of the System's and Campuses' strategic plans, with accountability measures for the leadership and high level administrators, and metrics that include levels of engagement.
- Require DEI strategic plans for each CDO office.
- Have each department (academic and administrative) create specific DEI goals and plans tied to the strategic DEI plan for the campus.
- Provide in-depth trainings on DEI issues tailored for UM leadership, including Board of Curators, with action plans, coaching, and mentorship groups between sessions.
- Conduct 360 degree evaluations of leaders with the most direct DEI-related responsibilities (e.g., CDO's, heads of Academic Affairs, etc.) to assess the amount of trust others have in them, the extent to which they are believed to be advancing DEI, and how effective they are perceived as being in their roles (Note: While it could be argued that ALL roles have DEI-related responsibilities, this refers to those roles responsible for making decisions about policies, programs, and procedures designed to improve the recruitment, retention, and development of members of the campus community).
- Create succession plans to build diversity on the leadership team over the course of the next decade; include recruitment and hiring of leaders from marginalized communities.
- Have Deans/Chairs prepare annual review documents that include assessing programmatic development in teaching; incentive structure; training and professional development offered and attended; DEI stats on acceptance, retention, and graduation rates of students of color; post-graduation opportunities offered and accepted; faculty/staff recruitment, hiring, and retention; outreach; research; and professional climate. The departmental plans should align with the overall college plan.
- Ensure leaders respond effectively and in a timely manner to all DEI related incidents that are brought to their attention. Integrate skills needed for addressing DEI related issues with the leadership competencies.
- Integrate DEI understanding, awareness, skills, and commitment in the performance evaluation procedures for leaders.

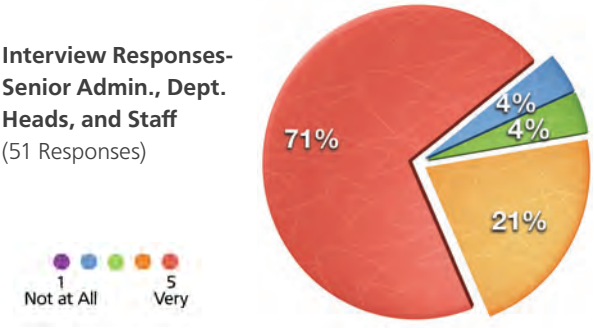
Websites and Resources:

1. UMKC's strategic plan
   https://www.umkc.edu/provost/downloads/strategic-plan-web-brochure-10-29-09.pdf

2. MU Strategic Plan
   http://strategicplan.missouri.edu/files/strategic-plan.pdf

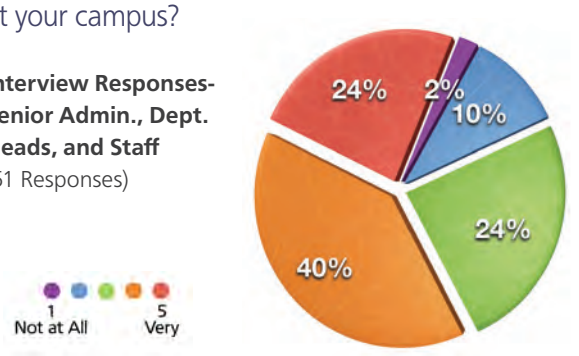
How important is DEI to your campus' mission and future success?

Interview Responses-Senior Admin., Dept. Heads, and Staff
(51 Responses)



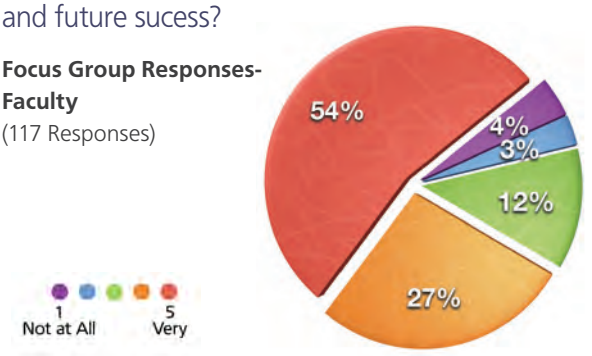
To what extent does DEI fit into the strategic plan at your campus?

Interview Responses-Senior Admin., Dept. Heads, and Staff
(51 Responses)



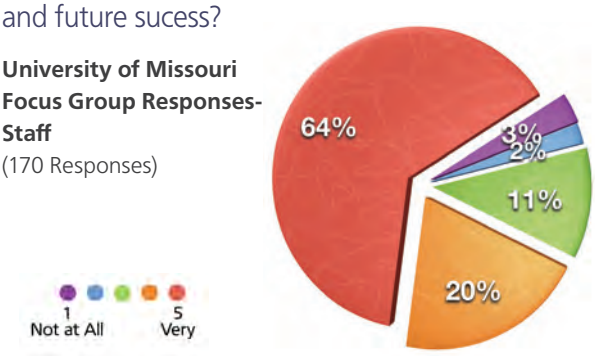
How important is DEI to UM/your campus' mission and future sucess?

Focus Group Responses-Faculty
(117 Responses)



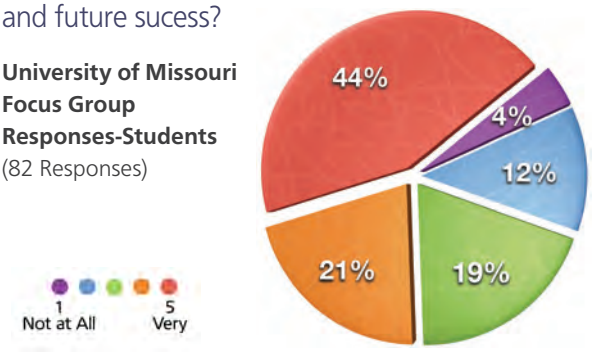
How important is DEI to UM/your campus' mission and future sucess?

University of Missouri Focus Group Responses-Staff
(170 Responses)



How important is DEI to UM/your campus' mission and future sucess?

University of Missouri Focus Group Responses-Students
(82 Responses)



Section VI:

Access and Equity

"It is extremely important to be exposed to a range of worldviews, experiences, and skills. Faculty and staff are in a position where they can really influence, so it is important for there to be greater diversity."
(MC/W-STU, UMSL)

"It takes the collaboration of people from all backgrounds to come together and create a great work and learning environment."
(MC/W-M, UMKC)

"Most organizations suffer without embracing DEI. Without it, group-think and bias continue to grow and negatively affect the bottom line."
(MPOC-M, UMKC)

Populations throughout the University of Missouri stated overwhelmingly that greater diversity in the learning environment supports student success. However, this stated belief in the value of Diversity Equity and Inclusion (DEI) is not reflected in the diversity of faculty, staff, and students.

This section on Access and Equity presents our findings and recommendations in each of the following categories as they relate to DEI:

- **Recruiting and Hiring of Faculty and Staff**
- **Promotion and Retention of Faculty and Staff**
- **Recruiting, Admission, and Retention of Students**
- **Prospective Student Marketing Materials**

A. Diversity Recruiting and Hiring of Faculty and Staff

IT IS WIDELY BELIEVED THAT HAVING DIVERSE FACULTY AND STAFF IS IMPORTANT FOR THE UNIVERSITY OF MISSOURI

> "It can be frustrating to be taught by a group of people that look or feel nothing like you. It detracts from the education process."
>
> (LGBT*Q-STU, UMSL)

> "This is an important issue, so our diverse student body has more role models for their group."
>
> (MC/W-FAC, UMSL)

> "We need more minority faculty in this campus. This is a constant point of discussion for students, staff, and faculty."
>
> (MPOC-NM, UMKC)

> "It's important to see one's own type in teaching positions and positions of leadership. We need employees to be a mirror of who we serve."
>
> (POC-M, UMKC)

Faculty and staff diversity are factors widely accepted as critical to the success of members of non-dominant groups and to the general development of all students. Across the University of Missouri, many faculty, staff, and students share the belief that not having enough diversity among the faculty and staff is problematic. Low diversity among faculty can even have a negative impact on the students — the very group the University of Missouri is bound to serve.

Some of the deepest frustration was expressed by diverse faculty, who feel underrepresented and undervalued.

> "I'm not seen or heard, unless you want me for a photo – token."
>
> (POC-FAC, MU)

There is a relatively low level of faculty and staff diversity across the four campuses and in the System. At the University of Missouri, 76% of the 1,638 tenured faculty are white, while only 24% of the full professors are people of color. International faculty account for 15% of tenured professors. 69% of the faculty identify as male, while 29% identify as female. The breakdown for staff is similar; of the more than 19,000 staff, 78% are white and 22% are people of color. Female staff members outnumber male staff members 58% to 42%.

These numbers tell one part of the story, and are a useful way to evaluate the University's policies and practices, especially regarding the effectiveness of the University's CRRs related to the recruitment and retention of diverse faculty, staff and students. In particular, CRR 320.010 and CRR 330.070 describe the rules and expectations surrounding recruiting and hiring practices. But a more detailed and nuanced narrative emerges in the review of the qualitative perceptions of the faculty and staff themselves; these inform many of IBIS's findings and recommendations.

THE UNIVERSITY IS PERCEIVED BY MANY AS NOT HAVING A TRUE COMMITMENT TO DEI

"[The University] does nothing to support the recruitment, retention, and advancement of diverse staff." (POC-M, UMKC)

"We clearly don't have a commitment to going after faculty of color." (FPOC-M, UMSL)

"There is no blueprint for how to hire or advance for diversity. No leadership. It can't just be something we espouse as a value. Have to hold people accountable." (MC/W-STU, MU)

"The faculty composition doesn't reflect the student body composition, and there's no strategic plan on the part of the university to improve that." (INTNL-FAC, UMKC)

The University of Missouri has been slow to advance the hiring, retention, and promotion of diverse faculty and staff. Whether this lag comes from unconscious resistance to change, failure to recognize the value and importance of DEI, the intentional omission of DEI in strategic plans and other comprehensive initiatives, or some other cause, this delay is seen by many as indicative of a lack of commitment to DEI. Some respondents surmised this perceived lack of commitment to be partially responsible for this year's decrease in enrollment.

Many think that as more people recognize the importance of DEI to the health of the University of Missouri, individuals throughout the system will be more likely to commit to it, developing and implementing recruitment, hiring, retention, and promotion processes that will result in a higher percentage of diverse faculty and staff. But individual commitment, while vital, cannot in and of itself drive the changes needed to move the system forward.

Schools that are truly committed to DEI include diverse hiring practices as a priority in their strategic plans, something that is not the case for the University of Missouri (Example: the Action Plan for Faculty Diversity and Excellence at the University of Pennsylvania (Penn)[1] requires that each individual school and all the departments in its larger schools develop their own plans to increase faculty diversity. Penn allocates substantial resources to support these initiatives). The University of Missouri will not be seen as genuinely committed to DEI until that commitment is demonstrated by a visible change in the demographic composition of the roles on the campuses: administration, faculty, staff, and students. This means making a firm and demonstrable commitment to DEI policies and following through until the goal of DEI becomes reality.

SOME PARTS OF THE UNIVERSITY OF MISSOURI HAVE MADE PROGRESS IN DEI

UMKC especially has made significant strides in strategy, processes, and programs related to DEI. The school also has its own strategic plan for diversity, containing specific timetables and resources highlighted to more effectively address campus needs. In addition, UMKC has an explicit set of easily accessible information on its Affirmative Action Program for Minorities and Females[2] (It is the only campus in the system with a schoolwide program like this).

UMKC and S&T both reported positive responses to their diversity approaches, their hiring processes, and the expansion of their inclusivity efforts.

A focus group participant at UMSL highlighted the efforts of the Office of Equal Opportunity and Diversity to connect with departments conducting faculty searches.

Positive comments were also made about the Division of Inclusion, Diversity & Equity at MU and the College of Education.

> "The College of Education has done the best job. Diversity is part of their strategic plan. They have had the most success in hiring a diverse faculty. The new Dean is among the strongest leaders on campus for DEI."
> (Sr. Leader, MU)

BUT THE UNIVERSITY OF MISSOURI NEEDS SYSTEM-WIDE APPROACHES AND PROGRAMS, CONSISTENTLY APPLIED ACROSS ALL CAMPUSES, TO ADVANCE DEI IN RECRUITMENT AND HIRING

To develop, improve and implement DEI recruitment and hiring efforts across the University of Missouri, a strategic and well-coordinated approach is required. Without this, the University of Missouri's stated commitment to DEI will be met with skepticism, fomenting resentment, anger, and mistrust.

The University of Missouri has made two very significant steps toward advancing DEI:

1. **Chief Diversity Officers (CDOs):** Each campus has a designated CDO and there is a new CDO at the System level. The CDO position, if well supported and tailored to the needs of the specific campus, can be a significant and concrete step in the right direction. There is still room for improvement in consistency and clarity about the role vis-à-vis scope of responsibilities, accountability, and various other issues (Note: There are differing perceptions about the effectiveness and influence of the current CDOs; this is discussed at greater length in the Leveraging Resources and Building Capacity section of this report).

2. **Training:** The University recently launched its "Diversity 101" online training system-wide. It is in place on all four campuses to help staff and faculty understand and address diversity biases. Before this, no formal, consistent, system-wide DEI training existed. More steps, however, need to be taken. For example, in reviewing published materials and HR manuals from across the system, IBIS found no common approaches for recruiting a diverse pool of applicants or suggestions for how managers or department chairs can address retention of minority faculty and staff. A more consistent approach in this area would enable each campus to reference and link back to a single system-wide set of CRRs for proper application of policies for the recruitment of faculty and staff.

RECRUITMENT AND HIRING PROCESSES MUST TO BE REVISED TO PRIORITIZE DEI, AND GUIDANCE ON EXECUTION MUST BE PROVIDED

"They do nothing to hire diverse faculty. They don't advertise. They keep everybody looking the same." (POC-FAC, UMKC)

"None of my teachers can relate to me. I've never had anything but white professors here. I assume that's all that my campus hires." (POC-STU, UMSL)

"The process for interviewing candidates should be more diverse and strategic. Sometimes friends of friends get hired." (POC-NM, UMSL)

"Lincoln University is not far north from here and is more diverse: why not pull from there? This is a missed opportunity for the entire system." (POC-FAC, S&T)

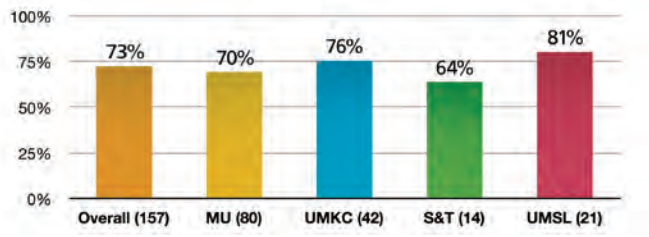
"We are supported to develop, but it is hard to find a diverse pool. Recruitment processes are not in place to do it." (FC/W-M, UMKC)

"We had a list of faculty candidates and were working our way down it. Numbers three and four were very close, and four was a woman. I wanted to hire her or pay for a fourth interview but was told we couldn't do that." (MC/W-FAC, UMKC)

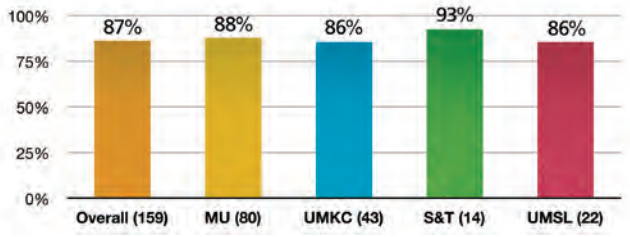
"It is hard for a person of color to be selected in this town. They have to be searching for a person of color in order to be selected." (FPOC-NM, Sys)

Though 73% of Academic Units reported including awareness of DEI in candidate criteria and 87% of Academic Units reported consistently "emphasizing commitment" to DEI in job postings, job descriptions, and outreach, the campus demographics indicate that these efforts remain inadequate. Exact requirements and expectations for diversity hiring may be unclear to those involved in the process. They may also be unaware of additional ideas for generating a more diverse faculty and staff.

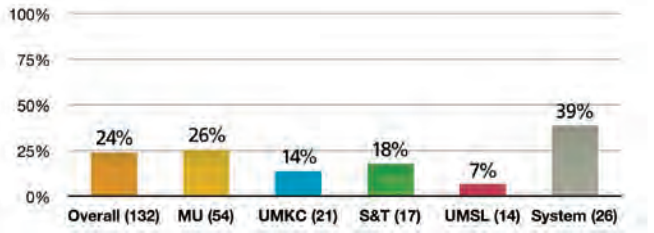
In my Department/Unit we "Usually" or "Consistently" include awareness of DEI in candidate criteria



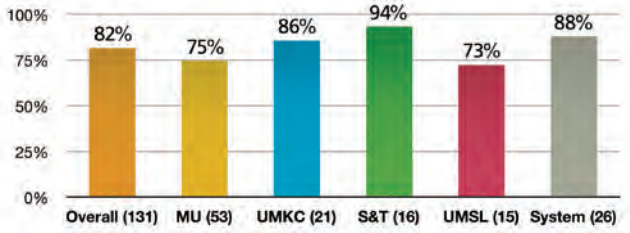
In my Department/Unit we "Usually" or "Consistently" emphasize commitment to DEI in job postings, job descriptions, and outreach



The hiring process for staff "Never" or "Intermittently" includes an effective system for the recruitment of applicants from underrepresented populations



The hiring process for staff does not disadvantage diverse candidates by purposely delaying decisions



On the Unit Survey, 24% of Administrative Units reported that they do not have consistent and effective systems for the recruitment of applicants from underrepresented populations. Yet 82% of Academic Units report that their hiring process for staff "does not disadvantage diverse candidates by purposely delaying decisions."

For some Academic Departments at the University of Missouri, the lack of faculty of color in their fields leads to even greater challenges. For example, in the STEM fields such recruitment is particularly challenging as the pipeline for faculty of color in the sciences is not especially robost (Kezar, 2012). Given the additional challenges for certain departments, the University may want to provide even greater support for recruitment in those fields as an investment in future results.

PERCEPTION IS THAT HIGHER SALARIES ARE NEEDED TO ATTRACT AND RETAIN DIVERSE CANDIDATES

"We've been losing faculty to other universities due to lack of competitive salaries." (Sr. Leader, UMKC)

"We lost two diverse [faculty] candidates because of money. We can't compete with [places like] Harvard. That is an issue I don't know how to address." (Sr. Leader, UMKC)

"[It's time to improve] salaries. Keep up. Come on. We have had a hiring freeze for a long time." (FC/W-M, UMSL)

"We have pay transparency. The Missouri blue book is public. [Candidates] can see that men get hired at higher pay." (FC/W-NM, UMSL)

"There is something wrong on the gender front here. Not sure how to fix it. There was a report done on gender pay differences that was dismissed as not statistically significant, when it is a real issue." (LGBT*Q-FAC, MU)

Multiple focus group participants expressed frustration about the University of Missouri's compensation practices, which are seen as a barrier to hiring and retaining women and faculty and staff of color. Salaries in public institutions are publicly available in what is known as the "Missouri Blue Book."

(Note: A separate compensation review is being considered by the System, apart from this audit; these findings are anecdotal.)

THE UNIVERSITY'S DIVERSITY RECRUITING EFFORTS WILL BE ENHANCED BY INTERACTION WITH THE COMMUNITY

Many of the campuses have acknowledged the importance of building stronger ties in the community through partnerships. By engaging in community partnerships, the greater environment can improve, which also benefits the University and campus environment. Building relationships within the larger community can also be a draw for junior faculty candidates, particularly if it relates to a specific university program.

All of the University of Missouri's campuses have a good start on this, with programs for high school students, from summer programs to Bridge programs, which meet many of the best practice standards. We see similar programs at other universities, as well. Consider Rutgers University, in Newark, N.J. The Rutgers Office of Community Partnerships[3] offers summer academies in collaboration with the Children's Defense Fund Freedom Schools and spearheads the Newark School Initiative to increase matriculation at Rutgers among students from Newark High School.

Each campus has its own recruitment and retention challenges related to its geographic location and the demographics of the surrounding area. For example, consider this reflection from a system manager:

> "I do wonder how you attract a more diverse population to a small rural area. You look across the nation and see where people like to live. Big cities are much more diverse. I would love for people to come to Columbia and see how wonderful it is." (FC/W-M, Sys)

Through greater community involvement, campus faculty and staff may discover lifestyle or other attributes they may not have previously known about or considered. Each campus will want to explore how to position, emphasize, and market these positive aspects and opportunities related to living in the larger community.

RECOMMENDATIONS

- Consider including DEI recruitment and hiring goals into the University of Missouri Strategic plan, consistent with the law and the University's affirmative action program initiatives.
- Provide formal, consistent DEI training system-wide on addressing conscious and unconscious bias in Recruitment & Hiring. As part of the post-training evaluation process, develop a method to measure accountability for changes in practices. Charge those leaders completing the training with devising a plan for passing on the related learning from the training to their departments/units.
- Strengthen ties with key stakeholders at the local level. Seek partnerships with underrepresented communities to devise programming that helps build a pipeline for a more diverse staff. When considering the performance and efficacy of hiring managers and faculty search committees, include assessment of commitment to diversity goals and priorities.
- Make sure that every job is posted and every job description exemplifies the best practices described in this section.
- Underrepresented faculty of color are more likely to be hired when the job description is written broadly, and when it contains a diversity indicator.

Diversity Recruitment Best Practices

- Underrepresented faculty of color are more likely to be hired when the job description is written broadly and when it contains a diversity indicator.
- Expand recruitment efforts beyond conventional networks and traditional recruiting resources.
- In job descriptions, use neutral terminology that reflects the most recent research on gendered language.
- Include text in job descriptions that ensures that candidates are able to exhibit professional experience with diversity in the work and/or academic environment.
- When reviewing candidates, consider recent minority doctoral recipients at "less prestigious" institutions, including those that may have assumed temporary, visiting, part-time, and postdoctoral positions. Recognize that the tendency to view graduates from prestigious universities as preferable to candidates from public research universities or state universities can be a barrier to hiring diverse faculty.
- Seek appropriate accountability, such as asking search committees what efforts it has taken in casting a broad net and determining if it meets system criteria.

- Review minimum qualifications for jobs posted to ensure they do not negatively impact certain under-represented groups.
- Provide spousal benefits including Dual Career Services to assist accompanying spouses/partners of newly recruited faculty interested in pursuing careers in Missouri.
- Create a central budget pool to facilitate hiring of a diverse workforce. Appoint a committee comprised of academic and administrative representatives (HR, CDOs, Faculty, Provost, Deans, Department Chairs) to review the criteria and practices around diverse recruitment & hiring.
- Provide additional funds and grant opportunities to support department chairs and deans in pursuing minority faculty and women.

Resources and Recommended Readings for Recruitment and Hiring of Diverse Faculty and Staff:

- 2006 AAUP essay, *How to Diversify the Faculty*,[4] American Association of University Professors & National College Athletic Association (2006). This particular resource highlights the legal contexts that inform how institutions of higher education should engage diversity, which is information that would be valuable for any search committee.
- Stanford University Publication, *Building on Excellence*,[5] Guide to Recruiting and Retaining an Excellent and Diverse Faculty" at Stanford University" by John Etchemendy (February 2008). This resource offers a sampling of resources that may generate ideas.
- *A Guide to Recruiting and Retaining a More Diverse Faculty*[6] by Ball State University's College of Sciences and Humanities Task Force on the Status of Women (Revised December 2008), offers suggestions for how to engage in the recruitment process. This guide is mentioned because it also is attentive to assessing departmental readiness for diverse faculty hires.
- *Faculty Search Committee Toolkit*[7] developed by the University of California, Los Angeles (Revised August 2015).
- "Faculty of Color in Academe: What 20 Years of Literature Tells Us,[8]" by Juan Carlos González of UMKC, and Caroline Turner and J. Luke Wood, both from Arizona State University, summarizes a great deal of both what is known and what is not understood about addressing the low numbers of faculty of color in the academy.
- *Best Practices: Recruiting & Retaining Faculty and Staff of Color*,[9] published in 2009 by Western Washington University, is a summary of some of the most effective approaches currently in practice.

- This series of three papers, published by the Association American Colleges and Universities, provides insights regarding the specific ways learning goals around inclusivity are at the center of this framework to better understand the role they contribute to the change of institutional culture around diversity on campuses:

  Making Diversity Work on Campus: A Research-Based Perspective[10] (Antonio, Chang, & Wilem, 2005)

  Achieving Equitable Outcomes with All Students: The Institution's Roles and Responsibilities[11] (Bartee, Bauman, Bensimon, Brown, & Bustillos, 2005)

  Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions[12] (Berger, McClendon, & Williams, 2005)

- *Synthesis of Scholarship on Change in Higher Education*[13] (Kezar, 2005) is a paper that explores planned change in the STEM arena. This paper synthesizes much of the research gathered regarding STEM education with suggestions for a proactive approach to recruiting, retaining, etc.

B. Diversity Promotion and Retention of Faculty and Staff

> "I know of too many people of color who leave because they are not supported." (POC-M, UMKC)

> "Everybody pays lip service to substantial female population on faculty/staff, but when it comes down to brass tacks, people who have the ear of administration are still Caucasian males." (FC/W-FAC, UMKC)

The hiring of more women and people of color is an essential step in bringing more diversity to the campus – however, they may not stay. The issue of advancement for faculty and staff is central to building diversity across the system, especially because of its relationship to retention. The commitment to professional advancement of people of color, women, LGBT*Q individuals, international students, and members of other distinct groups is essential, especially if the University of Missouri wishes to build its reputation nationally and on the world stage. Because it will likely take several years to realize significant

results, it is vital that the University of Missouri make rapid and immediate progress in both harvesting the "low hanging fruit" and preparing the soil for longer term activities.

The University of Missouri is not alone in some of the challenges it contends with. For example, it can be difficult for colleges in predominantly white areas to attract and retain professionals of color:

> "Location is an intrinsic problem." (INTNL-FAC, S&T)

This challenge especially holds true in rural areas, where residents may not have had as much interaction with people of different races, ethnicities, nationalities, etc. It is not unusual for a rural institution to succeed in recruiting, for instance, an African American professor, only to lose her within a short period of time because she feels isolated, conspicuous, or excluded — not only on campus, but in the surrounding community. There often needs to be a "tipping point" — in this case, a critical mass of people of color need to have been hired before the odds of retaining any of them increase (The University of Iowa system, a peer institution to the University of Missouri system, created a Minority and Women Educators Enhancement Program[14] to address this particular challenge). Given the recent events in Missouri, including racial incidents and their aftermath at MU, the retention of faculty of color may become even more problematic.

Several factors serve as impediments to retention. Feelings of isolation and tokenization, not being recognized or valued for their contributions, unconscious bias in people in positions of influence — these are only some reasons people may leave. This section of the audit report presents IBIS's DEI-related findings about faculty and staff advancement, tenure review challenges, and retention issues for both faculty and staff based on input from interviews, focus groups, and Unit Level Surveys, as well as IBIS' review of the University of Missouri policies.

THERE IS NO SYSTEM-WIDE PROTOCOL OR RUBRIC FOR SETTING DIVERSITY OBJECTIVES

Many strategic options exist for colleges and universities for how to increase the retention of diverse faculty and staff. As is mentioned elsewhere in this report, ensuring that DEI is a priority in the University's strategic plan (accompanied by specific goals and objectives) is key, as are sponsorship and buy-in from the System and campus leadership. Having the campus CDOs develop strategic plans — and providing them with adequate support and resources to put them into action — is another.

The percentages of faculty and staff who are female or people of color vary across the four University of Missouri campuses. In our research, we have found no one set of best practices or prescriptive measures that capture the specific number of women or faculty of color that a university should identify as a goal. This is a measure that must be determined by each institution. However, an aspirational goal frequently set by institutions is to mirror the demographics of the student population.

THE NUMBER OF TENURED AND TENURE-TRACK FACULTY OF COLOR IS DISPROPORTIONATE TO WHITE FACULTY NUMBERS; IT IS ESPECIALLY LOW GIVEN THE SIZE AND DIVERSITY OF THE STUDENT BODY

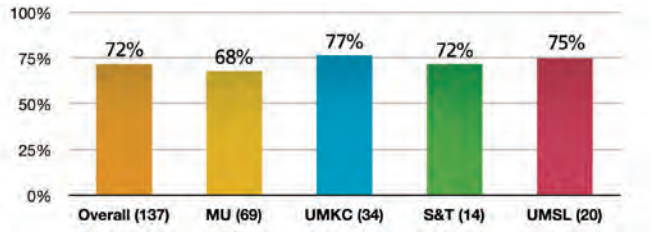
This is an extremely significant issue with implications in many areas. Here are just a few:

- In the learning environment, it can affect the student experience, classroom dynamics, course offerings, course content, theoretical frameworks, and teaching methodologies.
- It impacts the University's image.
- Students may interpret this imbalance as an indicator that issues of DEI are not paramount to the University.
- Students who consider DEI a priority may be uninterested in applying or attending.
- Potential candidates for faculty, staff, and administrative positions may similarly be disinclined to be affiliated with the system.
- It may strain the relationship between the campuses and their surrounding communities, especially those situated in more demographically diverse locations.
- It may undermine tenure opportunities for female and diverse faculty.

RACE & GENDER IMBALANCES MAY NEGATIVELY AFFECT THE TENURE REVIEW PROCESS

When there are few diverse faculty, it means that they are either called on with greater frequency than their colleagues to be on review committees or that the committees lack adequate diverse representation.

In my Department/Unit we "Usually" or "Consistently" ensure that Tenure Review Committees have diverse representation to the fullest extent possible (e.g., by gender, race, seniority, etc.)



72% of Academic Units report that they "Consistently" ensure that tenure review committees have diverse representation to the fullest extent possible (e.g., by gender, race, seniority, etc.).

"The fullest extent possible" in departments with few faculty who are female or people of color often translates into a disproportionate representation of white men on tenure review committees. The strain this may place on diverse faculty is sometimes a factor in their dissatisfaction with their institution.

These imbalances can be of even greater concern in the context of policies that mandate majority of a search committee be tenured faculty. While this is not illegal, the preponderance of white males in the ranks of tenured faculty automatically results in tenure review committees being white male dominant. Unless members of the review committee have learned how to mitigate their unconscious bias (especially affinity bias, which naturally predisposes individuals unconsciously to have a proclivity for others similar to themselves) these imbalances could disadvantage women and people of color. Social research has shown that, despite their best (conscious) intentions, people in positions to hire or promote others are likely to hire or promote people who are like themselves.

The length of time tenured faculty have been at the University of Missouri seems to range between fifteen and nineteen years, with the number of years for junior tenure-track faculty in the four year range. According to a 2015 report on NPR[15] as well as other sources, there is increasing evidence that tenured college professors tend to retire far later than the typical population, often working well beyond seventy years of age. This means that without changes to the protocols for how tenure review committees are constituted and/or training on DEI and unconscious bias, women and people of color may remain at a disadvantage.

CRR 320.035 MAY ACTUALLY HINDER EFFORTS TO PROMOTE WOMEN OR FACULTY OF COLOR

The System's requirements for tenure, as outlined in Policy CRR 320.035, form the basis for departmental specifications for promotion. This policy is clear and makes allowances for faculty who may be short on publications but are highly regarded as teachers. It explicitly requires that faculty sustain high standards to qualify for tenure. While the legality of this CRR is not in question, its advisability related to retention of diverse faculty is, because of the following sentence:

> "Early recommendations for promotion and/or tenure should not be made primarily on the basis of market conditions which make it appear that a faculty member might accept an offer elsewhere."

If a highly sought-after professor has received a lucrative or professionally advantageous offer from another institution, CRR 320.035 may preclude the University of Missouri from making a competitive offer in an attempt to retain her/him. Whether or not this CRR gets changed, IBIS recommends that the University add the consideration of whether an instructor brings academic perspectives and/or areas of scholarship and research that are not yet represented among tenured faculty to the evaluation criteria for promotion and retention.

WOMEN AND DIVERSE FACULTY REPORT A DISPROPORTIONATE NUMBER OF ASSIGNMENTS, THE UNDERVALUING OF SERVICE ACTIVITIES, AND UNEQUAL TEACHING RESPONSIBILITIES, WHICH MAY NEGATIVELY AFFECT TENURE DECISIONS

"Volunteer positions – there is a huge gender divide. Primarily women get saddled with these responsibilities." (FC/W-FAC, UMKC)

"Tenure process isn't consistent with our jobs. Because we [tenure review committee] don't look at service and teaching, we don't take into account that a woman may have six advisees and a man has two – doesn't get valued in tenure process." (FC/W-FAC, MU)

"Women's teaching and service [such as informal advising] is discounted because women are expected to do it." (FC/W-FAC, MU)

"If you say yes to requests to volunteer you risk getting overloaded. If you say no you get dinged. You can't win." (FC/W-FAC, UMKC)

"Service obligations get dumped on untenured women." (FC/W-FAC, UMKC)

"You want me to teach these difficult classes but don't acknowledge that my evaluations will take a hit. I don't get to teach my specialty." (POC-FAC, MU)

Throughout the system many women faculty and faculty of color feel that their teaching and service roles are not respected and do not factor positively in tenure decisions. Another reason offered for why these roles are undervalued is that "It's [tenure review process criteria] about money and grants and research" (MC/W-FAC, MU). The same issues apply to volunteer activities, which women and faculty of color perceive they are pressured to take on; they often have even more responsibilities because of their efforts supporting diverse students:

> "Faculty of color tend to do more service. Students of color come to FOC for advice which leads to a heavy informal advising load; you carry the load or no one is going to carry it." (POC-FAC, MU)

This also includes the informal mentoring for students of color:

> "If you are a minority you get a bigger advising load. This includes informal advising and doesn't get counted." (POC-FAC, MU)

Changing these imbalances would address several important challenges at once. By increasing the value of service and teaching roles, particularly in tenure decisions, many of the barriers reported by women and people of color could be lowered. Additionally, the University would further achieve its objective of increasing the diversity of its tenured faculty. And lastly, for fewer senior faculty, greater recognition of the importance of service and teaching may improve their stature among their peers.

BIAS AND UNDERVALUING DIVERSITY AS A SCHOLARLY PURSUIT MAY ADVERSELY AFFECT THE TENURE REVIEW PROCESS SYSTEM-WIDE

> "Discrimination is on the mind of faculty of color. We experience it on every level, even applying for grants." (POC-FAC, MU)

> "My research is recognized all over the world and not appreciated here." (POC-FAC, MU)

> "In ELPA program, in our first year there was part of the curriculum on Cultural Competencies. The African American professor who taught it has retired. Anxious to see who they will get to replace her." (FC/W-STU, MU)

The auditors' findings reveal that research pertaining to diversity is perceived to be not as highly respected as research in other areas. Those who specialize in diversity research feel that the work is largely unappreciated, or less appreciated than research in other areas, which may disproportionately impact the regard and reviews of faculty of color. This was a common thread as noted by several focus group participants. One wondered about the perceived importance of classes focused on cultural differences.

The University should see this negative perception as an opportunity to change course by recognizing good scholarship among faculty who pursue diverse scholarship and supporting their areas of expertise in the curriculum and in making tenure decisions. Over time, this action may ignite a positive culture shift that would make the University of Missouri more attractive to people of color and those with related academic specialties. The University of Missouri may want to explore how those with diversity-focused expertise fare in reviews and tenureship across the campuses.

OPPORTUNITIES FOR FACULTY DEVELOPMENT ARE INCONSISTENT ACROSS THE SYSTEM

This suggests that the University may want to carefully review the resources available at each campus and determine which University supports should be adjusted for greater consistency.

As previously mentioned, all of the campuses currently have access to the online course, Diversity 101 and some offer additional resources, including the faculty Learning Centers on each campus (CERTI, FaCET, TLC, CTL) that offer resources. The extent to which they share best practices between campuses is unknown to the auditors. If they do not already, it is recommended that the campuses share resources to maximize efficiencies and support DEI.

In addition, information sharing between the campuses, and between campuses and the System, may provide each unit with new ideas to consider or adapt for their own use. This model engages the development of the multicultural organization through a process that is specific to the campus needs, helping them to assess if their organization is exclusionary, a club, a compliance organization, an affirming organization, a redefining organization, or a multicultural organization. Each campus within the University of Missouri may value engaging this developmental model to further inform the current stage of the campus on these issues.

A LACK OF MENTORING AND PROFESSIONAL DEVELOPMENT WAS PERCEIVED TO ADVERSELY IMPACT RETENTION OF DIVERSE FACULTY AND STAFF

> "Young women faculty come into my department – get no mentoring – possibly a gender issue." (MC/W-FAC, UMSL)

> "We could do more to mentor junior faculty, particularly faculty of color." (MC/W-FAC, UMSL)

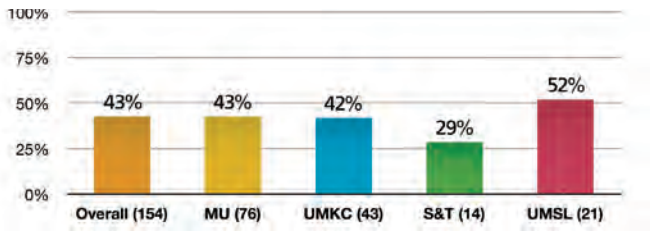
Several easily saw how a lack of mentoring affects retention rates:

> "No grooming or mentoring. That is why people leave. People max out. Limited opportunities here. People go elsewhere." (POC-NM, UMSL)

> "Can attract good young talent, but to retain, we need support — mentors, especially for faculty and staff of color." (MPOC-NM, UMKC)

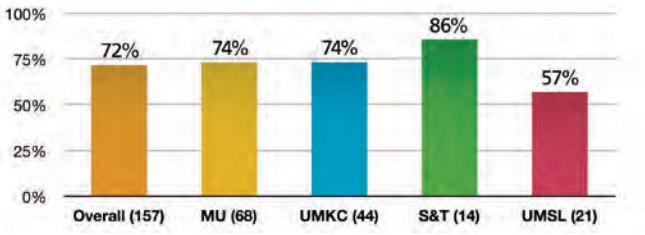
The above comments demonstrate how aware the University staff and faculty are of the potential positive effects of mentoring, along with their desire to see such efforts across the system. Retaining women and faculty of color is a challenge at many universities, including the University of Missouri system. This goes hand-in-hand with issues of promoting diverse faculty. When people feel unfairly skipped over for promotions, it is natural that they will look for opportunities elsewhere. One participant in an MU focus group advocated for "…more support for junior faculty of color," then emphasized the need to see committed action from the University by adding, "Put your backbone into making sure we stay" (POC-FAC, MU).

In my Department/Unit we "Never" or "Intermittently" select mentors from both within the Department/Unit and external to it



43% of Academic Units report that they "Never" or only "Intermittently" select mentors from both within the Department/Unit and external to it.

In my Department/Unit we "Usually" or "Consistently" provide access to informal mentoring to junior faculty



Our findings show a discrepancy — although faculty reported relatively low levels of mentorship, 72% of Academic Units reported "Usually" or "Consistently" providing access junior faculty with access to informal mentoring. This discrepancy needs to be explored.

Mentoring ideas implemented at other universities may be useful models for implementation at all or some of the campuses. At minimum, they can be used to generate discussions about expanding and/or refining mentoring efforts at the University of Missouri. The first idea is cross-race mentoring, which provides the opportunity for majority faculty to serve as agents of change in building a more inclusive academic community. A second approach is to create junior faculty clubs or discussion groups composed primarily of diverse tenure-track faculty who meet to review their progress and discuss topics of interest. Also of value are informal mentoring programs, which can provide important psychosocial support to diverse faculty.

THE UNIVERSITY NEEDS TO ADDRESS THE PERCEIVED GENDER GAP IN PROMOTIONS THROUGHOUT THE SYSTEM

"We attract women faculty but block their ability to get to full professor level, get promoted, and tenured — and then you're stuck."
(FC/W-FAC, UMSL)

"When you express the desire to advance you don't get feedback or opportunities." (POC-NM, UMSL)

Advancement for women in both faculty and staff positions was a much discussed topic throughout the audit process. The depth of comments reflects the level of discussion generated by this topic. It's also an indication that the University's DEI policies should not stop at race, but must also include other groups — particularly women — who may be experiencing bias.

In some cases, women feel that progress has been made: "historically there have been no opportunities for women to progress. It seems to be getting better as people retire or leave" (FC/W-M, UMKC). And: "Early female chairs of departments have set a good foundation for others" (FC/W-FAC, S&T). At UMKC, IBIS heard from a woman who was clearly frustrated: "There was a professional development initiative for Women in Leadership. I was told, 'that's not for your level'. It gets left up to the department, and if you can go without taking a sick day, etc." (POC-M, UMKC).

While there are some positive comments, women across the system voiced strong disappointment, and at times indignation about the perceived lack of opportunity for them to advance. Among staff, one participant perceived that this may be intentional: "Much quicker to promote the men in our office and there are so few men. Most of women are in titles that don't advance. They make up new titles for the guys" (FC/W-NM, UMSL).

This was also a perception among women faculty: "The University does not promote its accomplished women faculty" (FC/W-FAC, UMKC). There were other ways in which women felt stuck: "There are opportunities for professional development but limited opportunities for advancement — limited opportunity to move across organizational boundaries. Women are affected by this" (FC/W-M, UMKC).

Advancement of Women in Academic Science and Engineering Careers (ADVANCE) program strategies include:

- Search committee training programs
- Campus climate survey projects
- New Women in Science and Engineering research centers
- Equity workshops
- Targeted mentoring initiatives
- Department level diversity committees
- Family-friendly policies
- Policies designed to enhance the climate of inclusion for women
- Explicit and clear expectations for departmental civility that address the treatment of both faculty and staff by department chairs

Staff Diversity

One policy that IBIS reviewed intrinsically disadvantage recent hires: HR-111 – Direct Promotion of Staff. This policy states that:

> "When a promotion vacancy occurs, the employee in the department who, in the determination of the University, has the greatest ability, skill, training, and other relevant qualifications to fill the opening, shall be selected; provided that, in the event these factors are considered equivalent between employees, the employee with the longest seniority shall be selected. Any employee who is to receive a direct promotion will be subject to the same requirements as an outside candidate for the vacancy that exists."

While this policy is not illegal, it is also not a best practice for retaining diverse staff, especially in situations in which the diverse hires are the most recent ones. Diverse candidates may see this as a deterrent to accepting a position, as these potential hires may believe that their opportunities for advancement in the near future would be slim.

STAFF DO NOT SEE EFFORTS OR EMPHASIS ON THE RETENTION AND PROMOTION OF DIVERSE STAFF

> "Retention? Once you get people here, you have to support them. Professionals of color need to talk with people that look like [them]."
> (POC-M, UMKC)

> "[We need a] formalized professional development program for people who are ready for middle management. We have talented people here and they leave every time. They move on to other opportunities."
> (POC-NM, UMSL)

> "UMKC is good at hiring, but not good at advancing diverse staff."
> (MPOC-NM, UMKC)

STAFF SOMETIMES FEEL INVISIBLE AND/OR IGNORED; THEY DO NOT SEE THAT DEI IS CONSIDERED IMPORTANT TO THE UNIVERSITY.

"I don't think we focus on staff at all. There is a pecking order and staff is at the bottom." (FC/W-M, MU)

"We have gotten so big that we are not people or even faces; we are a number. They don't have a clue how most of us live. There isn't compassion. They are looking down on us — don't come down to our level to ask questions or seek input." (POC-NM, MU)

"When you express the desire to advance, you don't get feedback or opportunities." (POC-NM, UMSL)

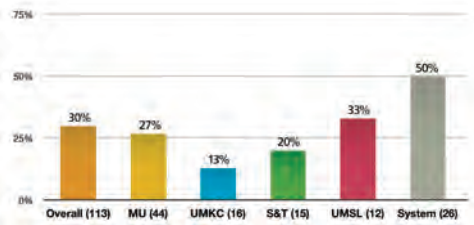
"I've not seen one person of color replaced by another person of color. Brothers get one chance! Policies? Who's pushing these people to advance?" (POC-M, UMKC)

Among POC professionals, there is a perception that the road can be harder:

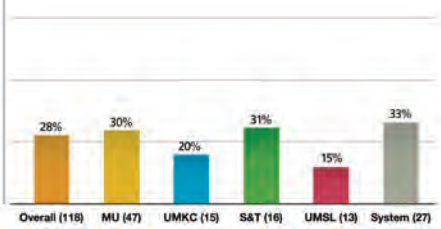
"There's not as fluid a path for professionals of color to upper levels of management." (MPOC-NM, UMKC)

Staff evaluations may contain hidden or inherent bias. Who designs them, what is valued and considered, and the unconscious bias the evaluator may have are all factors that can interfere with DEI. Nearly one-third of respondents to the Administrative Unit Level Survey said they" Never" or "Intermittently" design staff performance evaluations to consider the role of evaluator bias, collaborate with multiple stakeholders in the design, or reflect a process that considers different work styles.

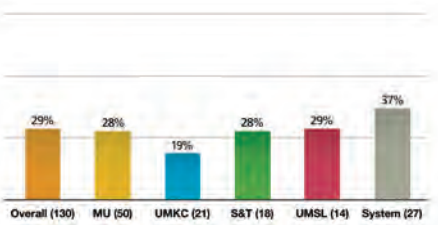
Adminstrative Units that "Never" or "Intermittently" design staff performance evaluations to consider the role of evaluator bias



Adminstrative Units that "Never" or "Intermittently" design staff performance evaluations in collaboration with multiple stakeholders (staff from all levels, along with HR)



Adminstrative Units that "Never" or "Intermittently" ensure staff performance evaluations reflect a process that considers different work styles



Given the limited number of people of color in administrative/staff positions throughout the system, and noting that the numbers are even lower at the System itself (52 POC compared to 976 white staff), it would be valuable for the University to review the average number of years staff have been employed, along with their paths to more senior positions. A similar review is recommended for tenure-track faculty. The information currently available does not offer a clear picture of staff longevity and how many POC remain for a sufficient amount of time to enjoy the benefits of promotion. The policy itself does have a measure to activate the EEO utilization, but there is no information available to better understand how often it is utilized.

The lack of effective guidance on how to more effectively promote and retain diverse staff affects people across the system — managers and department heads, staff who feel passed over, and students who don't see their own faces reflected in the administration and faculty. Lack of diversity among leaders plays a significant role in the overall campus climate and loops back on itself by making the University less attractive to diverse candidates.

The University of Missouri is meeting the state's EEO and Affirmative Action standards. However, there are no explicit or consistent system-wide policies that support those in positions to promote, provide relevant training, or offer resources to those seeking to advance. This puts more pressure on the sometimes under-resourced campus diversity offices to create their own support structures and resources. At the System level, the only relevant offering is the Diversity 101 training, which just scratches the surface. The real supports and resources for promotion and retention efforts are campus-specific, including direct coaching (UMKC and MU), search committee training (S&T), and the diversity office's assistance and guidance for submission of the search procedure form (UMSL). This lack of support for promotion and retention of diverse staff plays a huge role in defining campus culture, and since staff have family and other community ties it also affects the perception of the University of Missouri in the community at large.

RECOMMENDATIONS

- Conduct a compensation study of staff and faculty to address concerns about inequity in pay.
- Recognize the value of service and teaching roles, particularly in tenure decisions.
- Take steps to evenly balance service responsibilities between male and female faculty, as well as between white faculty and faculty of color.
- Ensure all tenure committees have received training on unconscious bias.
- Ensure the composition of search and hiring committees is diverse by gender, race, age and tenure status.
- Offer cross-race mentoring as an opportunity for majority faculty to serve as agents of change in building a more inclusive academic community. The creation of formalized departmental mentoring programs, where departments pair an experienced faculty member with a new faculty member, can also be effective and can be cross departmental.
- Develop system-wide standards embedded within policies to account for the increasing evidence that student evaluations are biased against not only faculty of color, but also against women, people who may have accents, and those with other attributes to which the largely white student body is not regularly exposed.
- Build support systems similar to student affinity groups for faculty and staff of color.
- Support with funding and tracking an increase in levels of research enriching inclusion, equity and diversity. In particular, research supporting reduction of health and economic disparities, coordinated with educational efforts should be supported. Collaborative, cross-discipline research efforts must be promoted.
- Efforts should be made to look at work-life programs and offerings on campus as these act as long-term retention boosters for staff. For example, affordable child care on campus; more accessible breast feeding places etc.

Resources and suggested readings:

- Taylor et al. (2010). *Diversifying the Faculty*.[16] *peerReview,* 12(3).
- Flaherty, C. (November 2016). *STEM Jobs and 'Ideal Worker' Women*[17]. *Inside Higher Ed.*
- Schneider, Carol (2005, Spring). "*Making Excellence Inclusive: Liberal Education & America's Promise in Liberal Education."*[18] *Liberal Education, Spring 2005, Vol. 98, No. 2.*
- The University is advised to avail itself of appropriate resources for ideas on how to reduce bias. One suggested resource is: "How do we evaluate teaching?" (Vassey & Carroll, 2016).
- The Berkley Blog post, "What Exactly Do Student Evaluations Measure?"[19](Stark, Oct. 13, 2013, Berkley Blog) addresses the limitations of student evaluations and how they reflect bias towards women and minority faculty.
- Muhs, G. G. & Niemann, Y. F. & González, C. G. & Harris, A. P.(2012). *Presumed Incompetent: The Intersections of Race and Class for Women in Academia.* Logan: Utah State University Press. This book offers valuable narratives to inform faculty of the experiences of women faculty of color in the academy.

C. Diversity Recruiting, Admission, and Retention of Students

DEI for students means they are part of a learning community that more than accepts and tolerates them — it invites and welcomes students of every race, gender expression, religion, sexual orientation, and other differentiators. It means they engage with peers, instructors, staff, and others in ways that introduce them to new concepts and ways of thinking and behaving, all while having their own identities respected and valued.

Colleges and universities play a critical role in supporting students' growth in multiple dimensions beyond the academic and intellectual; the institution must also be attentive and sensitive to students' emotional and psychosocial needs as well as their basic physical safety and wellness. The University of Missouri recognizes the need to support all students at every stage of the educational process, from pre-college to admission, and from orientation through graduation, as well as in their transition to the workplace or additional study. But many students may need additional support, such as students who:

- Are from groups that have been historically underrepresented in higher education
- Have special needs
- Come from other countries
- Are in "nontraditional" areas of study for their demographic
- Are balancing parenting with their education
- Struggle with financial challenges

These populations are among those for whom additional guidance and support can make the difference between academic success and failure. This guidance and support can further the University of Missouri's goals of having a broad range of diversity, treating all students equitably, giving them access to opportunities, and creating a campus community in which everyone feels valued and included.

Faculty and staff play a powerful role in student DEI issues. It is essential that they model inclusive behavior and do their best to ensure that all students, no matter what they look like, have a successful experience at their campus. As this manager of color shared, "I talk to students and they tell me there is no faculty they can relate to. And if no diversity at the top then it doesn't matter what is said in the levels below" (POC-M, Sys).

This section highlights the student experience and presents higher education DEI best practices, alongside IBIS' findings regarding students at the University of Missouri. Information in this section is divided into these DEI Access and Equity areas:

- The Admissions Process
- Awareness of Student Challenges
- International Students
- Schools on Campus
- Orientation (Onboarding)
- Outreach (Building the recruitment pipeline)
- Marketing/Recruitment and Admissions Materials
- University Websites
- Policies: 320.010 (EEO/AA), 390.010 (Discrimination Grievance Procedure), 200.010 (Code of Conduct), and selected campus-specific admission requirements.

(Note: Student retention is discussed in the Campus Climate section and we anticipate a wealth of information in this area will also come from the Campus Climate Survey conducted by Rankin.)

The Admissions Process

REMOVE BARRIERS AND CREATE PATHWAYS THAT ENABLE DIVERSE STUDENTS TO OVERCOME TRADITIONAL OBSTACLES TO COLLEGE ADMISSION

The University of Missouri CRRs provide the foundation for admissions procedures. They are tied to state and federal parameters establishing what institutions can legally do to recruit a more diverse student body. Each of the four campuses of the University of Missouri has its own identity, image, and characteristics. The University of Missouri-Columbia (MU) functions as the state's flagship research institution; Missouri University of Science and Technology (S&T or Rolla), has a particular focus on STEM; University of Missouri–Kansas City (UMKC) and University of Missouri–St. Louis (UMSL) are geared towards serving many different types of students, with a particular commitment to students and families in their surrounding cities.

Our findings showed that the admissions policies are clear for each campus and legally compliant.

That being said, there are two findings IBIS would like to highlight, as the approach and resources available to each campus determine the level of success in retaining a diverse body of students:

1. MU has a relatively high emphasis on minimum ACT scores compared to other University of Missouri campuses. This can be an obstacle for some students, including those whose academic potential is not accurately indicated by their ACT scores.

2. On the plus side, we found that UMKC has an impressive array of pathways for interested students. Some of these pathways are successfully designed to circumvent situations that often preclude college admission for diverse students. These pathways include attractive transfer or general admissions options for students at community colleges, veterans, and underrepresented populations from neighboring communities.

Two best practices that would benefit all of the University of Missouri campuses well would be providing comprehensive and ongoing diversity training for admissions officers and the system-wide promotion of the philosophy that a diverse student body is a well-rounded student body.

Awareness of Student Challenges

INCLUSIVENESS MUST ALSO EXTEND TO THOSE IN DIFFICULT FINANCIAL AND WORK-LIFE SITUATIONS, WHO OFTEN FEEL OVERLOOKED

"Lots of people live in a bubble here. People need to get to know what Missouri is like. Be aware of our own privilege as faculty. A lot of students are struggling." (C/WF-FAC, MU)

"Affordability of college is a big barrier." (LGBT*Q-STU, MU)

"[If I had a magic wand] I would give international students more of a break on tuition, scholarships." (POC-STU, S&T)

"Get rid of [money concerns]. It would remove a lot of stress and students would learn more." (POC-STU, S&T)

"My daughter was three months old when I started the program; having other people in PhD program who are also parents has been helpful. There are little bands of rogue parent groups. Post-partum depression is real and trying to make it in academia is tough enough. We found each other; I am not aware of a support group on campus for parents — ad-hoc communities. Every day last year I wanted to quit; I had a sense that I don't belong here because I have a child." (POC-STU, MU)

"[Administrators are] not accepting, understanding, or believing what is said by students about racial discrimination. Things that should be confidential, like student finances, are discussed openly; stereotypes and assumptions [are made]." (POC-STU, MU)

Many faculty and staff at the University of Missouri lack awareness of and sensitivity to the struggles some students have. Part of creating an inclusive and equitable learning environment requires that members of the campus community be able to recognize the indicators of these struggles — and reach out to students in need. In many cases the challenges intersect with diversity or socioeconomic issues, but not always. Some faculty and staff understand the challenges and have compassion for the students facing them. Basic diversity training for all faculty and staff would enhance their capacity to be supportive and relieve the burden on those faculty and staff members who are always called on to serve the students in a particular capacity.

International Students

MANY INTERNATIONAL STUDENTS FEEL THAT THE UNIVERSITY OF MISSOURI ACTIVELY RECRUITS THEM BUT PROVIDES LITTLE ONGOING SUPPORT

> "People need to be aware that it can be difficult for International students to put themselves out there. We can feel afraid or intimidated – doesn't mean we don't want to be a part (of the community)." (INTNL-STU, UMKC)

> "One of my major frustrations is not enough attention for International students who are not fully fluent. If you are taking their money, you should provide something that is going to help them be successful – [otherwise] we are setting them up to fail." (C/WF-FAC, UMKC)

> "For international students it is hard to find the right balance between connecting with people like you and connecting with people who are different. Opportunities to connect across cultural groups would be great." (INTNL-STU, MU)

Among the groups that feel marginalized are international students. Overall, it is hard for International students to connect across the cultural divide; for example, they may look and/or sound different from the majority of students, or be non-Christian (a potentially significant diversity issue in a state in which nearly 80% of residents identify as Christian).[20] The lack of communication and coordination between offices that provide services to international students is also problematic.

A reputation as a world-class university that welcomes students of any nationality can only be built by better integrating International students into campus life, helping them connect with each other for peer support, and providing additional support from faculty and staff.

Students on Campus

THERE ARE DISPARITIES IN STUDENT DEI FROM CAMPUS TO CAMPUS, AND FROM SCHOOL TO SCHOOL WITHIN THE CAMPUSES

> "You have to work hard to create your own network and get support. I've done that and stayed, but many friends of mine didn't get involved to that degree and dropped out." (POC-STU, UMKC)

In addition to the variations in access and DEI from campus to campus, there are variations between different schools within campuses. Some schools appear not to have yet reached a "critical mass" of students and professionals of color; in some parts of the University system, the low level of diversity is prominent:

> "It's worse at Hospital Hill – there are [only] two black people in the School of Medicine." (POC-STU, UMKC)

Certain schools reflect stronger diversity in one dimension, such as sexual orientation, than in another dimension, such as race:

> "In the conservatory of music and dance there is a strong LGBTQ representation but very little racial diversity. I don't think it's hostile, but it probably doesn't feel welcoming for students of color."
>
> (LGBT*Q-STU, UMKC)

This can lead to a sense of isolation for diverse groups within these settings. For this reason, the University of Missouri's student diversity efforts must address each school unit, in addition to each campus and department.

Some students are unaware of — or do not choose to be made aware of — diversity issues within their schools. This perception is typically seen among white students, as shown in this quote:

> "The discussion groups I've been in are pretty white. I've expressed my experience and had it dismissed as an outlier by another student."
>
> (POC-STU, UMKC)

This highlights the need to provide basic diversity awareness to all students system-wide if the University of Missouri wants to provide an atmosphere of inclusivity for everyone.

Student Orientation

ORIENTATION PRESENTS AN OPPORTUNITY FOR THE UNIVERSITY TO PROVIDE TARGETED SUPPORT FOR DIVERSE STUDENTS

> "At orientation there was no representation of D&I groups. I would have liked to see more student groups present." (LGBT*Q-STU, MU)

The student orientation period offers the University of Missouri the chance to address a number of issues related to DEI. The first step is to understand the orientation experience of diverse students. To do this, each campus must identify ways to solicit student opinions and listen carefully to the experiences that current students had upon matriculation.

Orientation is an opportunity at which to establish the University's commitment to an environment where everyone has an equal right to learn and develop, and also to emphasize the crucial role peer support can play in this effort.

Consider how experiences like this affect a student, educationally and socially:

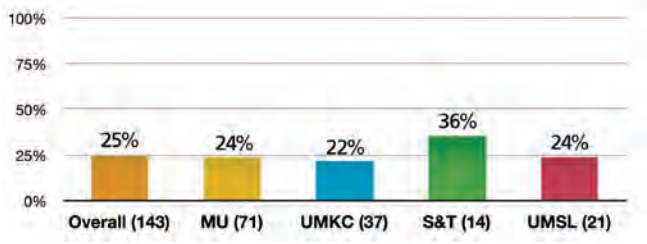
> "My first week in computer science I had three different students tell me I should quit because most girls do and I won't make it. There's a massive stigma among straight white dudes who don't like anyone not like them being there." (LGBT*Q-STU, UMKC)

> "People don't know what micro-aggressions look like." (INTNL-STU, UMKC)

Orientation programs for students were reviewed for all campuses. In these reviews IBIS assessed the new student portals, the number of staff assigned to each area, advertised cost of orientation, and programmatic offerings made available to the public. The orientation programs often depend on students having the time, availability, and financial resources to make a special trip to campus during the summer to participate in this required program. If a student needs financial or other assistance, they apparently must contact the appropriate office directly.

Since registration fees are wrapped into the overall orientation cost, they may offset these financial concerns for some students. From a DEI perspective, this can reflect a challenge to students who may not have the financial resources or transportation. Fortunately, some institutions seemed to provide on-campus housing for students in addition to other supportive resources. Some institutions offer an intensive program to incoming students at Orientation as well as during the preceding summer months. For example, the University of Minnesota offers TRIO, a set of federally funded college opportunity programs that support college students from disadvantaged and underrepresented backgrounds. It was not apparent that any of the University of Missouri campuses offer such programs for incoming students of color.

In my Department/Unit we cultivate interest in dept/unit majors through recruitment of, activities for, and outreach to diverse students



Across the system, the campuses present incoming students at orientation with a great deal of information designed to prepare them for their college experience. Yet our findings indicate that the student orientations may not adequately address DEI and the system-wide values. Additionally, 25% of Academic Units "Never" or "Intermittently" cultivate interest in department/unit majors through recruitment of, activities for, and outreach to diverse students. Orientation is a foundational and critical experience; this double missed opportunity to establish the precepts of DEI and the diversity inherent in particular majors and electives can resonate for students throughout their time in college.

Our review also showed that students help lead the orientation process, which is extremely important for building connections with incoming students. However, the offices responsible for coordinating student orientations are often understaffed. For example, the student orientation office at UMSL has a single full-time staff person, a graduate assistant, and several student leaders — resources far too limited to effectively manage such a massive and crucial program. If no additional paid staff can be provided to these offices, at the very least the University of Missouri needs to provide DEI training to students who lead orientation. This will equip them to effectively engage all students and establish a supportive environment — one that will ideally be a harbinger of fully inclusive and equitable college experiences.

Other best practices in student orientations include strong faculty engagement and the effective use of technology to convey and receive information (ACPA Best Practices Roundtable, 2006). For international students, orientations should include peer mentoring, accessibility to faculty, and clear explanation of rules in the U.S. ("Seminar: Comprehensive Strategic International Enrollment Management: Recruitment, Retention, and Reentry," presented at the 2012 NAFSA Annual Conference in Houston, Texas, 2012). The National Orientation Directors Association offers access to the *Council for the Advancement Standards in Higher Education document*[21] (CAS, 2014), which outlines best practices for orientation programs in detail, including a section dedicated to addressing diversity in orientation design and programming.

Student Outreach: Building the recruitment pipeline

OUTREACH PROGRAMS TO RECRUIT A MORE DIVERSE STUDENT BODY CAN TAKE MANY FORMS, AS MODELED BY OTHER UNIVERSITIES

Savvy colleges and universities seeking to diversify their campuses begin their outreach to future applicants years before these students are college-eligible. Many admissions offices have found that outreach programs have the greatest success when directed at middle school students. In the University of Missouri, all of the campuses have such outreach programs but they vary in length and funding. The University of Missouri should explore how it can expand these programs more broadly to increase access for diverse students.

For students in high school, summer pre-college programs such as Upward Bound provide them with the opportunity to live on campus and take classes in a college setting. Other universities use different approaches for pre-college students, such as creating a recruitment and scholarship program that targets this group. The University of Missouri will want to look at the outreach resources within each campus.

> "I grew up locally and no one in my middle or high schools could tell you where UMKC was." (POC-STU, UMKC)

> "We need more people recruiting in the community. There is only one person who is the multi-cultural recruiter for the university."
> (POC-M, UMKC)

There are many other outreach programs and strategies to build a stronger pipeline for students of color. NACAC produced a report in March 2016, *Bridging the Research to Practice Gap: Achieving Mission Driven Diversity and Inclusion Goals*,[22] which offers admissions offices some valuable insights associated with recruiting a more diverse student body.

Toward a Model of Inclusive Excellence and Change in Postsecondary Education[23] (Williams, et al, 2005) offers valuable insights that address both admissions and building the pipeline of diverse students into the system. Though these efforts may not result in immediate gains, the future benefits could yield significant successes. If the University of Missouri follows some of their suggestions for building connections with families and students, it will help the system build greater trust with the communities of color in Missouri.

D. Prospective Student Marketing Materials

MARKETING/RECRUITMENT AND ADMISSIONS MATERIALS SHOULD REFLECT THE UNIVERSITY OF MISSOURI'S CONSTITUENTS MORE BROADLY, INCLUDING MULTIPLE RACES, NATIONALITIES AND OTHER DIMENSIONS OF DIVERSITY

Marketing/recruitment and admissions materials are designed to appeal to prospective students; what is depicted in them can convey powerful messages about what matters to the institution. Our review showed that while the materials published by the University of Missouri's admissions offices are easy to follow and clear about the admissions process, many of them don't paint a picture of an institution that prioritizes its commitment to DEI.

> "This University should take great pride in being a home to first generation students; we don't talk about this enough." (MC/W-M, UMSL)

> "The marketing materials are not working well; the marketing is terrible. It is not representative of the campus. They are targeting white students. They use photos of older white men. Will that attract young people of color? The "Smart Kids Choose UMSL" campaign [did not feature any] black kids." (FPOC-M, UMSL)

In our focus groups at UMSL we heard many comments reflecting the view that the school does a poor job of branding and creating a positive vision of the campus. One participant suggested that budget might be a factor: "Invest more in marketing and communication so we can tell the story of this place around the city. This would help to clarify mission and promote the story of our campus" (C/WM-NM, UMSL).

"Our request to get marketing materials to recruit students of color (e.g. Asians) is resisted." (POC-NM, UMSL)

"I don't know that UMSL has identified its brand and vision in any way that has changed anything significantly. It's hard to attract a rich diverse pool to come to our campus." (FC/W-M, UMSL)

"Marketing feels like they just want bodies here." (FC/W-STU, UMSL)

"We need to do a better job at promoting who we are; get away from 'UMSL — we're not as bad as you think.'" (MC/W-M, UMSL)

"The materials frustrate those who feel proud of the University: "[It's important to] improve our image with the high schools. We are a good university. You will get a good job. We are called DUMSL in the high school." (FC/W-M, UMSL)

(Note: We have been given to understand that UMSL is making efforts to diversify its admissions materials.)

UMKC offers an internal example of admissions materials that effectively reflect and promote student diversity. For an example outside of the University of Missouri, University of Massachusetts, Amherst[24] does an excellent job presenting a diverse student body.

When University marketing/admissions materials do feature diverse students, the primary graphic emphasis is clearly on students of color. It would be advantageous for the admissions offices to promote a culture that accepts a wide range of dimensions of diversity. Materials should also include language that affirms the University's commitment to diversity and share some of the resources available to help diverse students transition, feel connected, and fully participate in life at each of the four campuses.

College/University Websites

Auditors were looking to see how well the websites conveyed the offices' offerings, as well as assessing depictions of students from underrepresented groups, including students of color, LGBT*Q students, students with disabilities, and students from non-Christian religious backgrounds. In the audit IBIS reviewed these offices: Student Affairs, Residential Life, Student Activities/Campus Life, Student Conduct, Counseling Center, Disability Office, and Multicultural Affairs.

The images did not convey a sense of inclusivity beyond the racial dimensions, with the exception of pages that were specifically for international students or students with disabilities. In fact, rarely were non-black students of color represented on any of the websites across the system. One could easily view websites system-wide and conclude that all University of Missouri students are black or white, with the exception of a few students who may be international.

Broadening the representation on the web pages is highly recommended. An example of a school with a homepage that reflects a diverse body of students or has individual representations that are well balanced is the previously mentioned UMass-Amherst site, which conveys DEI as an institutional core value.

As to how well the websites present information about the services they offer, some are very effective in addressing diversity, with comprehensive information that is easy to locate. Examples include MU's Office of Student Conduct, UMKC's Counseling Center, and UMKC's Services for Students with Disabilities, which functions as a centralized clearing house of information for students, staff, and faculty. The websites surveyed all do a good job of avoiding language that may indicate biases.

While the homepages for each campus are easily navigable and capture the distinct cultures, the same cannot be said of all student services departmental sites. There is a lot of variability across the campuses and among departments on each campus in terms of how information is displayed. For example, it is fairly easy to identify the departmental staff, office mission, or purpose on the MU sites. UMSL sites, however, vary greatly in how information is presented; it is not as easy to identify how one accesses specific resources or gain a sense of an office's mission and purpose.

Two resources to consider reviewing regarding websites are:

- The HubSpot blog[25] offers a sampling of highly regarded websites, including peers such as University of Maryland and University of Michigan.
- This SlideShare offering by Jar Creative[26] shares best practices to keep in mind when designing sites. These sites are cited as providing users with useful information, such as statistics on one web page that are linked to actionable activities associated with that area.

RECOMMENDATIONS

- Put additional resources and systemic support behind cultivating the pipeline of diverse students into the University of Missouri system via local public education as is already being done at varying levels across the four campuses (i.e. MizzouK-12 online, S&T summer programs, UMSL Bridge Program and UMKC Saturday Academy).
- Develop and implement, in partnership with the state Department of Education, an initiative to provide a deep investment in improving the quality of the state's K-12 schools so they can (a) better identify strong students of color early and contribute to developing their skills, (b) improve the educational quality of the largest source of student applicants, and (c) provide incentives to faculty who participate in community partnerships, including necessary leaves and appropriate training to engage in community-based educational partnerships.
- Create a recruitment and scholarship program that targets students from pre-college programs across the system.
- Develop a mentoring program for new students of color. This program, which would involve returning students of color and faculty members, promotes both the sharing of strategies for academic success and experiences related to navigating campus culture at a predominantly white institute
- Cover diversity in orientation programs immediately as soon as students enter the university and set expectations early on.
- Place policies and resources related to diversity and inclusion prominently on webpages, since students will go there first to find out about anything they are interested in.
- Continue to catalog DEI programming at each campus and find ways to make the inventory known and available to the campus communities (e.g., informing students about it during Student Orientation.)
- Create additional opportunities for students from underrepresented communities to connect with those from similar backgrounds, setting a tone that reflects a commitment to the values of inclusivity and exploration for students

- Solicit the support of deans and department heads to further investigate the challenges faced by international students. In addition, do a review assessment of support services focused on international student to determine and fill gaps.
- Encourage more connection with organizations and groups across race, class, culture, religion, and ability. This recommendation is congruent with the standards of the ACPA/NASPA Principles of Good Practice for Student Affairs.[27]
- Send primary staff members for Orientation and Student Life from each campus to NODA conference[28] on a regular schedule to keep current on best practices around Orientation and retention of students.
- Ensure that the rate of participation among underrepresented students in the honors, study abroad and service learning programs are at rates consistent with their presence on campus. These areas can serve as recruitment and retention benchmarking indicators.
- Increase the number of students who have a global experience before graduating by investing in additional scholarships.
- Evaluate resource allocation to allow for additional benefits/discounts for students. This will increase the opportunity for low-income students and impact overall diversity of student body.

Website Resources:

1. http://www.upenn.edu/almanac/volumes/v60/n21/pdf/fdap.pdf
2. http://info.umkc.edu/hr/affirmative-action/
3. http://oucp.newark.rutgers.edu/
4. https://www.aaup.org/issues/diversity-affirmative-action/diversify-faculty
5. https://facultydevelopment.stanford.edu/sites/default/files/documents/Excellence.pdf
6. https://cms.bsu.edu/-/media/www/departmentalcontent/csh/pdf/guide%20to%20recruiting%20and%20retaining%20a%20more%20diverse%20faculty1.pdf?la=en
7. https://equity.ucla.edu/wp-content/uploads/2016/06/FacultySearchToolkit08072015.pdf
8. http://www.uaf.edu/files/uafhr/Turner,-Gonzalez,-and-Wood.pdf
9. https://www.wwu.edu/eoo/docs/Best%20Practices_Recruiting%20and%20Retaining%20Staff%20of%20Color.pdf
10. https://www.aacu.org/sites/default/files/files/mei/milem_et_al.pdf
11. http://www.aacu.org/sites/default/files/files/mei/bauman_et_al.pdf
12. https://www.aacu.org/sites/default/files/files/mei/williams_et_al.pdf
13. http://mobilizingstem.wceruw.org/documents/synthesis of scholarship on change in he.pdf
14. https://www.legis.iowa.gov/docs/code/262.82.pdf
15. http://www.npr.org/sections/ed/2015/10/09/446568519/on-campus-older-faculty-keep-on-keeping-on
16. https://www.aacu.org/publications-research/periodicals/diversifying-faculty
17. https://www.insidehighered.com/quicktakes/2016/11/02/stem-jobs-and-ideal-worker-women
18. https://www.aacu.org/liberaleducation/2014/fall/schneider-leap
19. https://www.aaup.org/article/how-do-we-evaluate-teaching#.WBsJby0rLIU
20. http://www.pewresearch.org/fact-tank/2016/02/29/how-religious-is-your-state/?state=alabama
21. http://standards.cas.edu/getpdf.cfm?PDF=E86E214E-E432-4BBA-8BCB03626D2495BD
22. http://www.nacacnet.org/issues-action/LegislativeNews/Documents/ADC_ResearchToPractice_March2016.pdf
23. https://aacu.org/sites/default/files/files/mei/williams_et_al.pdf
24. https://www.umass.edu/admissions/
25. http://blog.hubspot.com/marketing/best-college-websites%20-%20sm.0001sy4rmzrjze9cyyc24vys4jbi6.
26. http://www.slideshare.net/jarcreative/best-practices-for-university-websites
27. https://www.naspa.org/images/uploads/main/Principles_of_Good_Practice_in_Student_Affairs.pdf
28. http://www.nodaweb.org/?page=NODAC

Section VII:

Curricular Diversity

Curricular diversity means bringing DEI into the classroom through:

a. Courses explicitly focusing on DEI issues,

b. The incorporation of DEI issues into the standing non-DEI-specific curriculum, and

c. Creating inclusive learning environments and experiences.

Curricular diversity, done well, prepares students to become citizens of the world, navigate in a global economy, and contribute meaningfully within an increasingly complex, culturally diverse society.

Findings in this section are divided into two categories:

1. DEI in course content and curricula, and
2. DEI in classroom environments, teaching methodologies, and rubrics for determining the DEI competencies of instructors.

DEI in course content and curricula

Today's college students expect course offerings and/or requirements focused on DEI issues, including race, ethnicity, social identity, and socio-economic class. *The 2016 Diverse Learning Environments Survey*[1] (Ramirez and Zimmerman, 2016), published as a research brief for UCLA's Higher Education Research Institute, reported that "...more than half of the 30,000+ students who completed their survey completed at least one course that had materials or readings focused on differences in social identities."

Over half reported taking courses addressing race and ethnicity, and over half reported taking courses that addressed socio-economic class.

THERE ARE INCONSISTENT STANDARDS FOR CURRICULAR DIVERSITY THROUGHOUT THE SYSTEM, WITH REQUIREMENTS BEING ESTABLISHED LARGELY AT THE CAMPUS LEVEL

> "There is no explicit push by the college." (MC/W-FAC, UMSL)

There is only one system-wide requirement regarding curricular diversity: all students must take at least one course explicitly related to Cultural Diversity. The University has no focused, central approach, or prescribed guidelines regarding the number of courses with DEI-related content each campus should offer. Neither are there established guidelines regarding what is meant by "DEI-related," or what percentage of a DEI-related course's content should include a focus on DEI. As a result, students receive widely varied amounts of classroom exposure to concepts and conversations about difference, identity, and cross-cultural competence.

THE DEPTH AND BREADTH OF DEI-RELATED COURSE OFFERINGS DIFFER SIGNIFICANTLY FROM CAMPUS TO CAMPUS, AND FROM DEPARTMENT TO DEPARTMENT

(Note: Inventory of frequency of course offerings and size of enrollment in classes, as well as other key variables, were not included in this review.)

University of Missouri–Columbia (MU)

MU has DEI content widely distributed across the Humanities and Sciences. It offers a significant number of courses as part of the General Education (GE) program that either implicitly or explicitly deal with DEI issues. Some examples include African American History, Native American Religions, Education & Social Inequalities, and Women in Engineering (a course which creatively integrates gender into a historically male area of study). There do not seem to be any courses in Mathematics or the Physical Sciences that incorporate DEI issues, but this is not unusual.

University of Missouri–Kansas City (UMKC)

UMKC seems to have a balanced distribution of classes with DEI content within its GE requirements. There is DEI-related curriculum in courses on Reasoning and Values, Culture and Diversity, and Civic/Community Engagement. UMKC's framework for supporting DEI through its "Anchor and Discourse pairings" — which coordinate the student's exploration of different disciplines with community engagement — is a particularly effective approach to building students' DEI awareness and competence.

(Adams, M. Bell, L & Griffin (2010). *Teaching for Diversity and Social Justice* (2nd ed.). Taylor & Francis e-Library)

Missouri University of Science and Technology (S&T)

According to the campus website, students are required to complete nine hours (three courses) of classroom content that addresses culture and diversity. Our findings indicate that there is a perception that S&T offers an increasingly broader set of resources for students. Said a focus group participant of the school's diversity offerings, "There are some good resources for students here now, with a new year-long International Engineering course, an alternative spring break to Nicaragua, and an Engineers Without Borders group" (POC-STU, S&T).

University of Missouri–St. Louis (UMSL)

The GE requirements for UMSL include a range of relevant coursework in Humanities & Fine Arts, Social Sciences, Math & Sciences, and three hours each of writing, communication proficiency, mathematics proficiency, information literacy, and US Government and History. There is a Cultural Diversity requirement for students in some departments.

There is a widely shared perception across all UM campuses that there could — and should — be more course offerings directly addressing DEI issues. While some respondents believe that the current offerings are "adequate," more had a different opinion.

> "We teach classes with diversity built right into the course curriculum in the College of Education, but I think we need to offer more courses on specific diversity issues in our curriculum." (LGBT*Q-FAC, UMSL)

How UM's Curricular Diversity requirements compare to that of similar institutions

Required courses focused on DEI

The University of Iowa System and the University of Maryland, two state universities similar in mission, size, and structure to UM, have minimum DEI course requirements (three to six credit hours). This is comparable to those of three of UM's campuses (MU, UMSL, and S&T). Course offerings include Cultural Diversity, Cultural Competence, and Understanding Plural Societies. At the University of Maryland, students also have at least one requirement to reflect on their own actions; this may be a useful addition for the UM system.

Incorporating issues of DEI into an established course structure

Some universities include diversity as a component or module of a core course or as a lens for examining issues within a given course through directed readings or projects. Other approaches include linking professional standards and accreditation criteria to diversity-related curricular efforts.

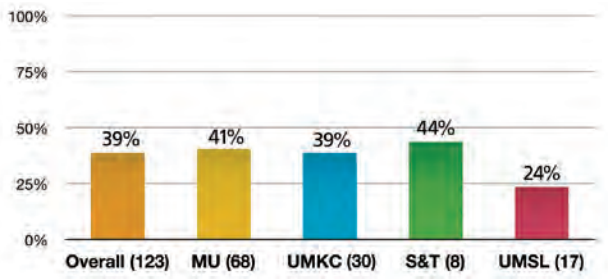
DEI in classroom environment, teaching methodologies, and rubrics

An inclusive educational process fosters full and equal participation among students with diverse backgrounds; they engage inclusively and respectfully in education experiences that expose them to multiple cultural and historical perspectives. Multiple factors affect the extent to which DEI is incorporated into the learning environment. Among these factors are departmental commitment, expectations and accountability, knowledge, and support. These are also factors for individual instructors.

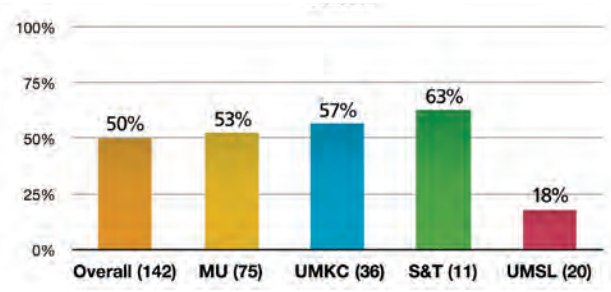
THERE IS A PERCEIVED LACK OF DEPARTMENTAL COMMITMENT TO DEI

Many of the University's Academic Units demonstrate a lack of commitment to a DEI approach. In fact, the Unit Level Survey showed that 39% of Academic Units "Never" or only "Intermittently" bring non-Western perspectives and materials into curricular offerings. This is reinforced by Academic Units (50%) who don't frequently offer courses with non-Western perspectives and materials (at least 1x/term). Academic Units must be able to hold frequent, meaningful, and productive conversations about diversity in terms of student learning outcomes, teaching styles, and classroom experiences, and then tie the outcomes of those conversations to action.

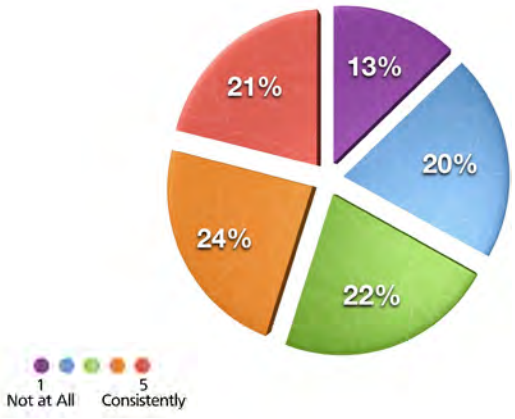
In my Department/Unit we "Never" or "Intermittently" bring non-Western perspectives and materials into curricular offerings.



In my Department/Unit we "Never" or "Intermittently" offer courses with non-Western perspectives and materials (at least 1x/term).

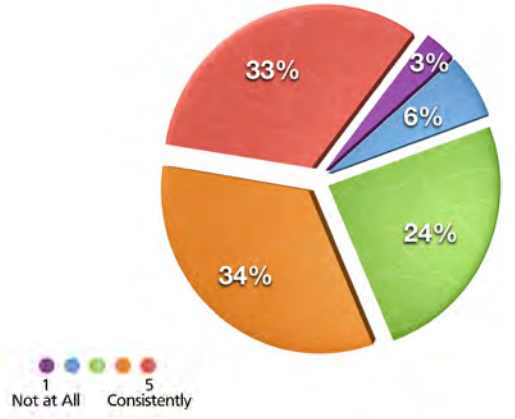


"How much does your Academic Department/ Unit encourage, support, or require teaching and scholarship addressing issues related to diversity?"



When 117 University faculty focus group participants were asked, one-third of the respondents said there was little or no support or encouragement.

"Do you think faculty should adjust their materials or teaching approaches to address different learning styles or cultures?"



When 117 University faculty focus group participants were asked this question, the overwhelming majority was in favor of making adjustments to be more inclusive.

ADDITIONAL FACULTY SUPPORT IS NEEDED TO SUCCESSFULLY INCORPORATE DEI INTO CLASSROOMS AND CURRICULA

"How can we better integrate conversations in the classroom about these issues when we're teaching students?" (FC/W-FAC, S&T)

"One strategy is exposure to role models. One of my former (underrepresented) students became a presidential appointee. I brought her here. Opened our students' eyes." (Sr. Leader, UMKC)

"A lot of underrepresented students doubt — can't envision. Example — student who was a vet and Hispanic — only goal was to be an occupational therapist. Now has graduated as a doctor. He could not envision that until we gave him that experience."

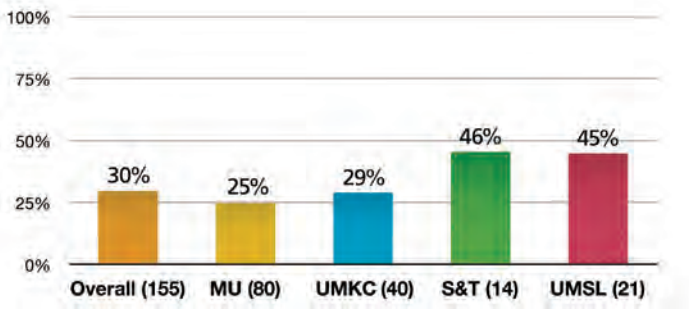
(Sr. Leader, UMKC)

Level of DEI awareness, understanding and skills greatly impact the students learning experience. In 2010, the American Association of University Professors completed a report called *Does Diversity Make a Difference?* (ACEAA, 2000) which concluded that there were benefits to having course content that was mediated by the faculty member's experience of engaging with diversity.

The extent to which instructors bring DEI into the learning environment is affected by:

- How much understanding the instructor has about what DEI is
- How well-versed instructors are on DEI issues
- The instructor's awareness of the broader social and economic forces affecting the competition for the recruitment of high-caliber faculty and students
- The instructor's awareness of the cultural competencies and skills emerging college graduates need to succeed in the face of rapidly changing demographics and cultural contexts
- The instructor's recognition of the impact DEI — or the lack of it — can have on a student's growth and success personally, socially, academically, and professionally
- The degree of self-awareness instructors have about their own biases (conscious and unconscious) and how to mitigate them
- The instructor's knowledge, skills, and abilities regarding how to build DEI content into the curriculum and how to create an inclusive learning environment
- The resources, support, rewards, and commitment the instructor receives from peers, colleagues, administrators, and the institution overall

In my Department/Unit we "Never" or "Intermittently" have ongoing conversations among faculty about efforts to incorporate diverse perspectives, research methods, or other aspects of diversity into the curriculum.



30% of Academic Units "Never" or only "Intermittently" have ongoing conversations among faculty about efforts to incorporate diverse perspectives, research methods, or other aspects of diversity into the curriculum. This leaves open questions such as how well-versed professors are on diversity issues and if there is a common understanding of how to bring inclusion to the classroom. Some faculty members are making an effort towards inclusion, however. At UMKC, some faculty reported that they do intentionally address the needs of underrepresented students and seek approaches that will make their classrooms more inclusive.

"To change your approach to your curriculum is challenging — [we faculty] lack confidence." (INTNL-FAC, UMSL)

"I don't do much. Not sure what to do." (MC/W-FAC, UMSL)

"A lot of our faculty have a 1970-80 mindset. Just use your basic PowerPoint lecture. No appreciation that students have different ways of learning. This would also help diversity, especially for 1st generation students." (Sr. Leader, UMKC)

MANY PERCEIVE THAT UNCONSCIOUS/IMPLICIT/UNPERCEIVED BIASES UNDERMINE DEI EFFORTS IN THE CLASSROOM

"There are a lot of white privileged kids who talk over those of us from diverse backgrounds. The professor tends to call on them more." (POC-STU, UMKC)

"When I first arrived there was an optional training session to help you to make your syllabus more inclusive. That was very helpful to me in realizing my own biases. I remember seeing some faculty reactions that were not appreciative. They were educated people but never thought about these things before." (INTNL-FAC, UMKC)

"When a class discussion had to do with gay marriage, the professor kept coming to me for the 'gay point of view.' And people could say what they wanted. But when we spoke about abortion, the professor took 20 minutes up front to tell people to be respectful of other points of view." (LGBT*Q-STU, UMKC)

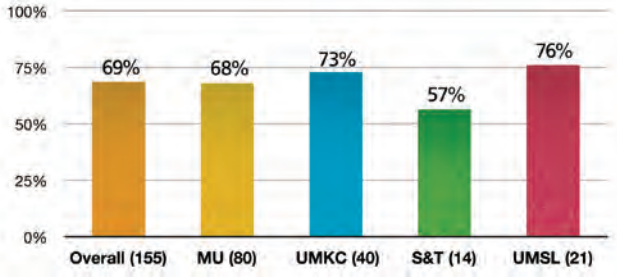
Bias, including unconscious bias, is an obstacle to DEI that can be difficult to identify and quantify, and even more difficult to challenge. Training to combat it is imperative, especially for faculty. Many faculty are unaware of their biases, how they bring them into the classroom, and the effect on students, especially those from marginalized groups who are expected to represent the entire group.

Some faculty reported their own resistance to accepting students' perceptions of bias in the classroom.

> "I had a student get very angry over a term used in class that she considered anti-Semitic. I looked it up and discovered it did not have the origin she thought. But she didn't care - still insisted we not use it. I know another professor who was berated for using the word 'slave' instead of enslaved person." (MC/W-FAC, UMKC)

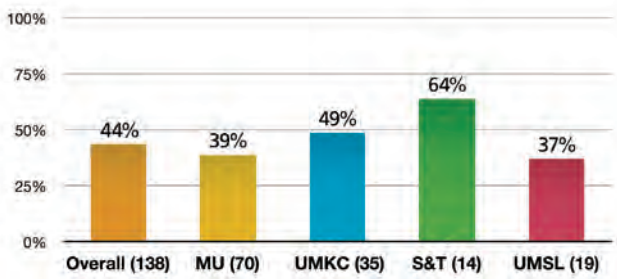
THERE ARE DISCREPANCIES IN PERCEPTION ABOUT THE EXTENT TO WHICH FACULTY ARE HELD ACCOUNTABLE FOR INCLUSIVITY IN THE CLASSROOM

Percentage of academic Units that Usually or Consistently hold instructors accountable for fostering an inclusive learning environment

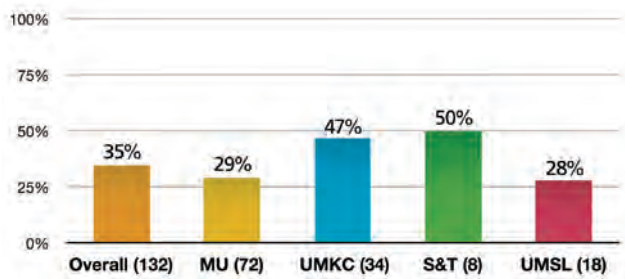


Over two-thirds of Academic Units system-wide reported that they hold instructors accountable for fostering an inclusive learning environment. Yet at the same time, nearly half of all Academic Units said that they do not routinely ask students to evaluate the inclusivity of the classroom environment on end-of-course evaluations, and only one third of Academic Units do not factor in potential built-in bias when reviewing teaching evaluations.

In my Department/Unit we "Never" or "Intermittently" ask about inclusivity of the learning environment on end-of-course evaluations



In my Department/Unit we "Never" or "Intermittently" consider potential built-in bias when reviewing teaching evaluations



RECOMMENDATIONS

IBIS strongly recommends that the University re-examine and review its overall requirements and course distribution options related to DEI. As part of that, we recommend that the University determine which curriculum-related decisions should be centralized and which should be left up to the discretion of each individual campus.

- Conduct annual reviews on the department level of representation of DEI in curricula, both as primary focus of course and as incorporated into non-DEI-specific offerings.
- Link professional standards and accreditation criteria to DEI-related curricular efforts.
- Explore various models to elicit the participation of underrepresented students and expose white and diverse groups to each other:
  - Require students to take two or more linked courses as a group and work closely with one another and with their professors.
  - Create learning communities that explore a common topic, with common readings through the lenses of different disciplines.
  - Offer collaborative learning and study groups within a course, responsible for team-based assignments requiring output such as writing or research.
- Offer training and support for faculty members and administrators in what it means to have DEI-related course content and curricula. Ideally, training would be live and in-person; minimally, there should be written material that contains the necessary information. Training should cover the following:
  - What is meant by DEI?
  - Why is it important to offer DEI-related course content?
  - How does DEI content offer support to students as they engage in identity formation?
  - How does DEI subject matter inform and prepare all students?
  - How can DEI issues and discussion be included in curriculum that is focused on other topics (e.g., math or science)?
  - What resistance might faculty and/or students express regarding this issue?
  - What can be done to overcome that resistance?

- Offer training and support for faculty members and administrators in cross-cultural competence, inclusive teaching methodologies, and how to create an inclusive teaching and learning environment. Share teaching approaches that include diversity as a lens for examining issues within a given course, such as directed readings or projects that incorporate issues of diversity into an established course structure.

- Consider the use of universal instructional design, such as that at the University of Minnesota:
  - Use faculty mentors to conduct peer outreach.
  - Put course material online.
  - Use group discussions and cooperative learning situations.
  - Employ a variety of instructional methods, such as providing illustrations on handouts, using auditory and visual aids, allowing students to record lectures, and providing students with alternative means to demonstrate knowledge of the subject matter.

- Include DEI oversight in Department Chairs' responsibilities. Provide them with information and support for initiating conversations with faculty about diversity in multifaceted ways that include discussion of course content, pedagogical approaches, and learning styles.

- Include awareness of and commitment to DEI in the learning environment among the criteria in recruitment, hiring, and advancement of faculty.

- Incorporate assessments of how inclusive the classroom environment and dynamics were in the student evaluations of their classes at the end of each term.

- Engage faculty in ongoing learning opportunities and conversations about DEI and how to incorporate it into the students' learning experiences. Encourage faculty members to bring non-Western perspectives and materials into curricular offerings whenever possible.

- Expand the tangible support provided for the development and growth of campus centers, institutes, and departments dedicated to exploring intercultural, international, and multicultural topics.

- Encourage the faculty production of articles, lectures, and new knowledge around issues of diversity.

Website Resources:

1. *2016 Diverse Learning Environments Survey*

   http://www.heri.ucla.edu/briefs/DLE/DLE-2016-Brief.pdf

2. ***Does Diversity Make a Difference? Three Research Studies on Diversity in College Classrooms*** *(2000), Washington, DC: American Council on Education and American Association of University Professors.*

   https://www.aaup.org/NR/rdonlyres/97003B7B-055F-4318-B14A- 5336321FB742/0/DIVREP.PDF

Section VIII:

Campus Climate

A. Campus Life: Offices of Student Services

B. Communication

C. DEI Trainings

D. EEO, Sexual Harassment, Title IX, and Code of Conduct Campus Life

IBIS reviewed perceptions of student services across the University of Missouri. Audit findings are based on a combination of comments made in interviews and focus groups, as well as investigation into the homepages on the campus websites and the homepages of student services offices. Although the campus homepages are not specifically about Student Services, this audit report provides observations about them in this section because they can serve as simple portals for students seeking information related to those services. Auditors assessed the emphasis on DEI on the websites looking at:

- The extent to which DEI is referenced and/or (re)presented on the campuses' homepages
- The extent to which DEI is referenced and/or (re)presented on the Student Services' homepages
- Ease of finding information about various DEI-related events, services, organizations, activities, trainings, programs, etc.

Websites that were reviewed included the Offices of Disability Services, variations on Student Life (e.g., Student Affairs, Student Involvement), Residential Life, and Multicultural Affairs.

A. Campus Life

IBIS divided this category into the following sub-sections:

1. Disability Services
2. Student Life
3. Residential Life
4. Multicultural Offices

1. Disability Services

DISABILITY SERVICES OFFICES ARE UNDERRESOURCED – BUT WORKING HARD WITH WHAT IS AVAILABLE

Disability Services Offices across the system appear to be underresourced, with MU as the exception with seven staff and a graduate assistant. At UMKC there is a director and administrative assistant; Missouri S&T has a coordinator, advisor, and office assistant; and UMSL has a program coordinator. Peer institutions for each of these campuses have at least five staff members providing services. Peers reviewed include Georgia State[1] (5 staff members), the University of Illinois at Urbana-Champaign[2] (10), Georgia Tech[3] (5), and Cleveland State[4] (6).

> "[We need] more resources for people with disabilities." (POC-NM, S&T)

The office websites demonstrate efficient use of technological resources to coordinate the dissemination of information and organization of services. However, the staffing and resources appear inadequate for providing the extent of services needed to provide information, guidance, and support not only to people with disabilities, but also those who engage with them.

Although UMSL appears to be at the greatest disadvantage regarding staff size for their office, they still manage to serve the campus population and to cultivate a partnership with the Starkloff Disability Institute in St. Louis as part of The Next Big Step[5] program.* These successes indicate that there are additional and creative opportunities to optimize the abilities of a small staff size to the benefit of constituents. The SUCCEED[6] program was also mentioned: "It's a big example of being at the forefront of truly showing inclusion and access at the university level…it's one of only two programs in the state" (FC/W-FAC, UMSL).

*a job readiness program serving people with disabilities who are enrolled in or have graduated from college or a technical institute

In addition to considering the model for some of the programming that currently exists on the campuses, there could be a benefit to the system-wide creation of support groups and identification of ways to educate the campus community about disability issues. Examples of support groups at other universities include clubs for the hearing impaired, ADHD chat groups, chronic health support groups and support groups for students with depression and other mental health disorders. Such grouping may be in existence, but there was no mention of such groupings on the website. The DEI inventory of programs will provide an excellent starting point for assessing and evaluating any ad hoc support groups for students with disabilities and beginning a standardization of both funding and programming. This type of programming would work in conjunction with other offices such as academic assistance, counseling centers, and housing.

The challenge of trying to do so much with so little leads exactly to where one might expect: There were feelings that "Treatment of those with disabilities is uneven" (POC-STU, UMKC). While this audit did not include an assessment of physical accommodations at any of the campuses, it was clear that some would like to see improvement: "While the campus got some kind of award for disability access, the reality is that many buildings are not accessible for those with mobility issues" (POC-STU, MU). "An employee with a disability needed a standing desk. They couldn't buy one because it didn't match the design of the new building" (POC-NM, UMKC). "[We need] more resources for people with disabilities" (POC-NM, S&T).

In addition to physical accommodations, there is a perception that some UMKC faculty do not understand ADA and are not held accountable for their behavior: "There is a rigidity, lack of knowledge and failure to follow the full ADA process with students" (FC/W-STU, UMKC). A lack of awareness and understanding can result in outcomes that are exclusionary and isolating: "I had a friend with a disability who dropped out because he did not feel like his disability was being accommodated" (POC-STU, UMKC). These comments indicate that the problem goes well beyond the diversity offices themselves, extending to staff outside of the office, as well as faculty and others on whom the students rely for support.

Additionally, concerns arose about the requirements to access these services. One focus group participant at UMSL put it this way, "If you want to go through the Office of Disability Services [to receive accommodations] they want to see a lot of documentation which seems really shaming to me. Seems like the equivalent of going to a food bank and having to prove you're hungry" (FC/W-STU, UMSL).

The Association on Higher Education and Disability[7] program standards provide useful benchmarks to inform the provision of services.

2. Student Life

Findings about the Websites

The results of the website assessments were largely favorable. Discussed below are observations about the campuses' homepages and the campuses' Student Services homepages.

Campus Homepages

MU: DEI is prominently on display on MU's homepage. There is a dedicated diversity section, featured DEI-related stories (such as one about the 1950's interracial marriage that set a Supreme Court precedent), quotes from students talking about their experiences of inclusivity on campus, images of a broad swath of demographics, calendar announcements of DEI-related events, and several easy-to-spot links to other diversity-related MU websites and services.

UMKC: DEI is prominently on display on this homepage as well. There are stories related to Black Lives Matter, an LGBT*Q event, local socioeconomic policy decisions, and women athletes; an announcement about a theater event with diverse themes; various photos and a promotional video about UMKC, all of which feature racial diversity; and links to Disability Services.

S&T: This homepage has visuals that do an excellent job of challenging some common stereotypes: there is a photo of women at S&T engaged in science and one of S&T students playing football (showing that "smart students" can also be athletic). The page also has a prominent link for Disability Support, and an announcement about Take Back the Night has a convenient calendar feature that enables people to invite and connect with each other.

UMSL: This homepage has a strong focus on veterans, with a story about suicide prevention, a display of UMSL's identification as "Best for Vets," and a section for veterans in "Current Students." Visuals feature diversity as well. It would be helpful for UMSL to include more diversity dimensions and to provide easy links to Student Services and organizations.

Campuses' Student Services homepages

In general, there could be greater interconnectedness between the various Student Services offices on any given campus.

MU: The Student Life homepage does not explicitly mention DEI. There are DEI-related calendar events and rotating links to various organization – many of which, though they are DEI-related, are not immediately recognizable as such to the uninitiated. While the homepage for the campus has easy links to diversity, the Student Life homepage does not.

UMKC: There is a featured link on the Student Involvement page for LGBTQIA, but no clear links to other student services or DEI-related opportunities. The Multicultural Student Affairs office has a clear focus on racial diversity, but otherwise DEI-related issues are not especially visible.

S&T: The Student Life homepage features several DEI-related links and topics and the mission statement mentioning inclusion is prominent. While there is some representation of students of color in the visuals, there could be more. The multiple offerings at S&T that are DEI-related are not easy to find or noticeably interconnected.

UMSL: There are no obvious links from the Student Involvement page to DEI-related Student Services, neither is there any mention of DEI on the page.

Note: Auditors also reviewed the Diversity homepages for all the campuses. While each of the campuses has a Diversity Office homepage with excellent imagery, links, information, and language, the offices are not equally easy to find or link to from the campuses' homepages or Student Services.

Perceptions from Focus Groups and Interviews about Student Life

IBIS presents here a sampling of statements made that capture many of the perceptions shared during focus groups and interviews. This audit does not present any analysis or conclusion based on these comments as the sample sizes were small.

Desire for collaboration:

> "Lots of great student groups, but they don't work together. Would love to see that in the future." (INTNL-STU, UMKC)

"Programs are not very well coordinated. If I have an issue, where do I go?" (POC-STU, UMKC)

"UMKC would do well to incentive various cultural groups, fraternities, and sororities to collaborate, have events together, gain a better understand what groups stand for." (POC-STU, UMKC)

"Segregation of pockets of students...You can't talk about University diversity if you don't talk about Greek system, the dorms, 'Black Mizzou.'* These are the barriers. If you don't attend to these barriers, you can't make progress." (POC-FAC, MU)

*an informal cultural subset of students at University – not seen on any brochures

Desire for more accessible information:

"[I was] struggling with how to get information. At my previous school there was a big display at the plaza. I know there's a student organization room somewhere in the Student Union but I haven't been able to find a list of groups." (POC-STU, UMKC)

International students:

"Generally, there is a good relationship between the University and the community, but there are pockets of intolerance, particularly in respect to international students." (Sr. Leader, S&T)

"We don't really feel a part of the school." (INTNL-STU, S&T)

"International students are here to study, not to live. They don't really participate in other things." (POC-STU, S&T)

> "There was a 'tip sheet' passed around for international students that had some offensive things in it (ex. Here we bring food to our mouth not our mouth to the food)." (INTNL-STU, MU)

Involvement with the off-campus community:

> "[If] we engaged the students with the community more, they would see that everybody isn't a stereotype and it would open things up." (POC-M, S&T)

3. Residential Life

RESIDENTIAL LIFE ENGAGES WITH DIVERSE STUDENTS ON A DAILY BASIS

Residential Life engages with diverse students on a daily basis. The websites of the Residential Life offices system-wide effectively identify the benefits to students for living on campus and present the information clearly regarding available options. However, the Residential Life system appears to have administrative leadership that is not very racially diverse, an issue the campuses may want to consider. There does appear to be a great deal of diversity in student staff for the residence halls. The professional staff appears to work in collaboration with these students, training them to better serve their fellow residents.

> "There is training for us in Res Life which helps to address some of these [DEI] issues." (POC-STU, UMSL)

In focus groups and interviews, UMSL was the only campus where discussions arose about commuter versus residential campus identity. Student participants who live on campus felt more engaged and involved than the majority of their commuting peers. Additionally there was praise for the trainings available to Residential Life staff.

Residential Life has the opportunity to better understand and share the needs of students from underrepresented populations. According to the ethics and standards of the Best practices of the Association of College and University Housing Officers[8], diversity is one of many values that Residential Life offices are asked to address as part of their ongoing responsibilities.

4. Multicultural Affairs (Student-focused offices, not institutional)

Multicultural Affairs offices provide support to students from historically marginalized groups.

THE UNIVERSITY'S MULTICULTURAL AFFAIRS OFFICES HAVE OPPORTUNITIES TO MOVE THE BAR ON DEI

The Multicultural Affairs offices' programmatic offerings appear robust system-wide based on review of their websites, in addition to numerous participant comments.

While each of the campuses appears to have found successes in this area, there are variations in how the offices are organized on each campus and what programming and oversight they have. For example, S&T's Multicultural Affairs Office has an unusual grouping of services under one umbrella. These include Leadership and Cultural Programs (encompassing Safe Space trainings, the Sue Shear Institute for Women, Leadership programs, etc.), Student Development, Outreach and Women's Programs (encompassing numerous pre-college efforts, in addition to resources for current students), and the Office of International and Cultural Affairs (focusing on international students, study abroad, etc). While all of these provide excellent resources, they are not intuitive or simple to find. The other three campuses are more centralized in their approach to these offerings.

RECOMMENDATIONS

[Note: the upcoming Campus Climate survey being conducted by a separate firm will be addressing Campus Life in greater depth. For the purposes of this audit, IBIS gathered a modicum of data in this category; this section of the report consists primarily of recognized best practices, rather than system-specific recommendations.]

- Establish an advisory council on each campus with CDOs and representation from all student services departments to address continuity and consistency of support, share information, and make recommendations for process improvements. Include student representation from a broad range of demographics. Consider including faculty and staff representatives as well. Establish an intercampus group with representation from each of the campus advisory councils.

- Establish a council of student leaders from student groups for the purposes of defining strategies for building connections and collaborations across student groups and organizations. Establish recognitions and rewards for groups who connect and collaborate across cross-cultural, cross-race, and cross-identity lines; involve System and campus leaders in this recognition, and feature the stories prominently on the websites.

- Strengthen DEI as a foundational component of new student orientation:
  - Equip students with rudimentary skills for engaging across difference.
  - Create opportunities for students to engage with others who represent a broad range of differences.
  - Establish clear guidelines for respectful, inclusive behaviors.
  - Provide illustrations and examples of what inclusion looks like in classrooms, dorms, campus activities, etc.
  - Identify resources for support for all students.
  - Clarify protocols for immediately addressing problematic behaviors and situations in ways that protect "whistleblowers" and guard against retribution.
  - Emphasize accountability for an inclusive learning environment.
  - Inform students of consequences of violating DEI expectations.

- Bring together disability services directors to discuss their needs and assess if (and how) they are underresourced.
- Determine a systemic strategy to address ways to best support the LGBT*Q student population and to provide additional training for multicultural staff around LGBT*Q issues/ concerns.
- Consider approaches to providing student staff with leadership development opportunities in the context building support for DEI initiatives in various campus offices. As the students develop their leadership skills, coupled with gaining DEI knowledge, they can help champion DEI objectives among their peers at work, in the classroom, and in other areas of campus life.
- Undertake an assessment of judicial affair procedures on each campus and determine the demographics of who is most often brought before judicial affairs.

Recommended resources:

- Peer institutions that are leaders in this area; University of Minnesota Disability Resource Center[9] is strongly recommended. The center at UNM reflects an integration of service and scholarship by coordinating services, encouraging more scholarship addressing disability, offering programs in workforce development, and providing resources for faculty and staff. Other peer institutions whose disability services program are comprehensive and well-resourced are the University of Iowa[10] and the University of Kansas[11].

- The Association for Student Conduct[12] is one organization that attends to the best practices associated with student conduct. A peer institution that also holds an interesting set of programs to address student conflict is the Office of Student Conduct and Conflict Mediation at the University of Michigan-Flint. The coupling of these two offices provides additional opportunities for institutions to address behaviors and responses. The conduct office within the University of Missouri System at Columbia exceeds many of the operations at peer institutions. It not only reflects the standards of the Association for Student Conduct, but it also exceeds their standards through the ways it educates students, staff, and faculty about the process.

- Another resource in this area is the well-established Multicultural Organizational Development presentation[13] by Vernon Wall and Kathy Obear.

- A peer institution that has similar resources and programmatic offering to MU, in addition to a strong infrastructure, is the University of Michigan, with its Multi-Ethnic Student Affairs Office[14]. They have a distinguished body of literature for multicultural education and social justice in higher education.

- Reviewing UM's infrastructure and Multicultural Affairs offices in comparison to those at other institutions is recommended. The Consortium of Higher Education LGBT Resource Professionals[15] offers valuable best practices[16] to consider, such as offering LGBTQ specific programming and encouraging programming between offices. This resource also highlights approaches for integrating other campus life offices with LGBT*Q programming.

Website resources:

1. Georgia State
   http://disability.gsu.edu/

2. University of Illinois at Urbana-Champaign
   http://disability.illinois.edu/

3. Georgia Tech
   http://disabilityservices.gatech.edu/

4. Cleveland State
   https://www.csuohio.edu/disability/disability

5. The Next Big Step
   http://starkloff.org/the-next-big-step-to-independence-for-the-disabled/

6. SUCCEED
   http://www.umsl.edu/~pcs/succeed/

7. Association on Higher Education and Disability
   https://www.ahead.org/learn/resources

8. Association of College and University Housing Officers
   http://www.acuho-i.org/Portals/0/doc/res/acuhoi-standards-ethical-principles-2015-final.pdf

9. University of Minnesota Disability Resource Center
   https://diversity.umn.edu/disability/home

10. University of Iowa
    https://sds.studentlife.uiowa.edu/

11. University of Kansas
    http://access.ku.edu/

12. Association for Student Conduct
    http://www.theasca.org/

13. Multicultural Organizational Development presentation
    https://www.pdx.edu/sites/www.pdx.edu.studentaffairs/files/MCOD%20Best%20Practices.pdf

14. Multi-Ethnic Student Affairs Office
    https://mesa.umich.edu/

15. Consortium of Higher Education LGBT Resource Professionals
    http://www.lgbtcampus.org/

16. Best practices
    http://www.lgbtcampus.org/policy-practice-recommendations

B. DEI-Related Training

Integration and sustainability of DEI require that there be a dual focus on both policies and behaviors, on both systems and individuals. This section describes the auditors' findings regarding particular DEI topics and issues about which the University of Missouri should strongly consider having ongoing, and consistent training across all campuses. IBIS' recommendations on this come from their research into best practices as well as the knowledge and expertise they have gleaned from nearly three decades of DEI consulting and training.

Many different offices and departments offer training that falls into the broad categories of diversity, equity, and inclusion. For example, diversity education is frequently offered by the Division of Diversity and Inclusion at UMKC and focus group participants mentioned these with great frequency and enthusiasm. One popular program is a four-part lecture series "that is always filled to capacity;" the quality of the speakers was highlighted as a strength. The UMKC diversity office is also training dozens of "diversity ambassadors" who are "influential in their departments and their units." Their training includes skills related to unconscious bias, difficult conversations, and other pertinent topics.

> "In my office, there is an expectation that every person will attend some kind of diversity training." (POC-NM, UMKC)

The Colleges of Education at MU and UMSL often came up as being leaders "in increasing awareness" (MPOC-M, MU) and "being a model for the campus" (FC/W-FAC, UMSL). One faculty member shared this comment about S&T: "The equity training equips us to handle gender issues" (POC-FAC, S&T).

IBIS sometimes categorizes training into three types:

1. Fundamental, general training for all audiences (e.g., Diversity Awareness; Unconscious Bias)
2. Topic-specific training regarding particular issues/subjects (e.g., Faculty Searches with DEI in Mind; Disabilities in the Classroom)
3. Situation-specific training related to an event or circumstance (e.g., Departmental Retreats; Bridging the Post-election Divide)

The audit findings indicate that the offices of the campus CDOs provide trainings in all three of these categories. Additionally, specific departments within the various schools and administration offer trainings to their respective constituencies. This speaks well for the system; it illustrates that recognition of DEI's importance is widespread, as is the commitment to supporting it. It also means, however, that there is an unevenness of offerings from campus to campus and between functional roles.

> "I've heard faculty saying 'this isn't my issue, I don't know how to deal with this.' Some faculty wouldn't discuss it due to their own discomfort. Typically it gets relegated to School of Education or Social Work; should be owned by the culture overall." (FC/W-STU, MU)

Standardization of certain essential trainings would:

- Enable consistency of messaging;
- establish uniform behavioral expectations and accountability;
- facilitate dissemination of the skills and information needed to implement DEI-related policies; and
- leverage resources system-wide.

[Note: As part of this audit, each campus was asked to compile a list of all DEI-related trainings. These lists depict what IBIS has received to date from each of the campuses and System. A comprehensive inventory, when completed, will be highly useful to the System; it will make it easier to find out what is offered and by whom, help with identification and elimination of redundancies, and clarify decisions about where to allocate resources.]

This section on DEI Trainings presents our findings and recommendations as they relate to the following training topics:

- Basic Diversity and Inclusion Training
- Implementation of Training
- Accountability
- Prioritization of Training
- Mode of Training Delivery

BASIC DIVERSITY AND INCLUSION TRAINING IS NEEDED SYSTEM-WIDE

"There is a misunderstanding of what diversity is." (FC/W-FAC, UMKC)

Foundational trainings on understanding DEI, self-awareness and identity, mitigating unconscious bias, and skills for communicating across differences are essential for all students, faculty, and staff.

"There is a real need to educate all students, faculty, and staff because incidents of micro-aggression on campus abound." (INTNL-FAC, S&T)

"[People assume] that being Asian means I'm an international student." (POC-STU, UMSL)

"I speak English pretty well. But I know of other international students who are criticized for how they speak English. And then people don't get beyond that and recognize that person's true potential." (INTNL-STU, UMSL)

"The attitude of many male students to females in the humanities is that you're just here to get your Mrs. Degree." (FC/W-STU, S&T)

"There is not enough understanding of the distinctions between gender identity and sexual orientation." (LBGT*Q-STU, UMSL)

"People make EEO violations every day because they don't know what they can do or not do." (FC/W-M, UMSL)

These trainings would build overall awareness, provide basic skills for living and working in a diverse environment, and help to set a baseline for how to engage in respectful interactions while honoring cultural differences.

> "I don't understand what different learning styles has to do with DEI." (MC/W-FAC, UMSL)

Everyone has unconscious biases. Faculty biases can affect how they relate to their students, fellow educators, staff, and others across the system.

International grad students mentioned experiencing faculty biases quite sharply: "Many grad students are Indian and there is a lot of racism towards them – many are offended or discouraged because of certain faculty treatment, 'You Indians are like this'. Many won't take certain classes even as part of their major if there's a racist teacher" (INTNL-STU, UMKC).

Implementation of Training

PEOPLE NEED SKILL-BASED SUPPORT TO KNOW HOW TO IMPLEMENT/EXECUTE TRAINING CONTENT

> "Going through the training is one thing; knowing how to apply it at work is a totally different thing." (FC/W-M, UMSL)

> "Managers with little DEI-related experience need someone to support them in overall skill development...to support someone who looks like me." (POC-NM, Sys)

From an employee at S&T: "The administration needs to communicate clearly and concisely about the policies so that people know what we're supposed to do. Students and faculty don't understand the grievance policy and need clearer and more precise information about what to do if they have a problem." (POC-M, S&T)

Prioritization of Training

SOME PERCEIVE THE UNIVERSITY IS NOT FULLY COMMITTED TO DEI TRAINING

Some don't perceive that the University has fully committed to DEI. 25% Academic Units report "Never" or only "Intermittently" providing training and development opportunities for all staff and faculty related to DEI issues. The University needs to clarify that DEI is a strategic priority and then back it up with clear and decisive action.

> "On our performance evaluations each year, employees should be required to take training/education/professional development on DEI or Diversity 101 types of things." (LGBT*Q-STA, MU)

> "Some things are offered, but I haven't taken advantage of them. There is no incentive." (MC/W-FAC, MU)

Concerns were also raised by staff regarding equitable treatment for who gets to attend trainings. Training is not consistently supported by managers and leadership, leading to the perception that DEI is not a top priority.

> "Custodial staff not allowed to attend classes. They don't have time to do it. If you want to hire them, you have to support them in what they need to succeed." (POC-NM, MU)

> "It would be nice if your boss encouraged training. Maybe for the whole department." (FC/W-NM, UMSL)

> "Not all supervisors will give their staff time to go to things like that. Some people take their lunch break to go." (MC/W-NM, MU)

> "Head of our department mandates people to go to diversity training, but on their own time." (POC-NM, UMKC)

Ensuring that leadership for each of these constituent groups are on the same page regarding the prioritization of DEI trainings will be important to ensure that each facet of the culture operates with the same base understandings.

Mode of Training Delivery

CURRENT ONLINE TRAINING APPEARS LESS EFFECTIVE THAN DESIRED

> "Online training I think is pointless for faculty. A good discussion would be much more valuable." (INTNL-FAC, MU)

The online training for DEI that's in place now is not considered useful:

> "One thing we don't want is another stupid online thing you have to take. You might learn one thing in ten seconds but you spent 30 minutes going through it…training needs to be worthwhile, useful, engaging." (MC/W-FAC, UMKC)

There is also a perception that the online training is provided out of a sense of obligation:

> "We were asked to take an online training; I don't remember any needs analysis; they do this to check the box; evidence is pretty strong that online training has no positive benefit." (MC/W-FAC, MU)

This training is becoming a cultural indicator that the University doesn't take DEI seriously: "Training can be a waste of time. It doesn't go far enough and is all online and repeated every year. It's a joke to the student employees" (FC/W-M, S&T). This sentiment was echoed by a staff member at MU: "Trainings are viewed as just checking the box. What passes for training on this topic has been a joke thus far" (POC-M, MU).

We found evidence of resentment that the online training, unlike in-person approaches, is seen as a waste of time "There are policies in place that give exposure to the concepts. I don't think we are getting

educated, just exposed. I'd like to see a shift from a policy of diversity to a culture of diversity. I see lots of eye rolling. There is negativity around the idea of everyone taking an online diversity course – not transformative" (FC/W-STU, MU).

DEI training can be challenging, and at times painful. It requires that participants trust their environment enough to be open to dialogue and the genuine sharing of ideas. Without the opportunity to engage in dialogue, some current DEI trainings end up criticized as being unable to achieve significant results. "We are treating the symptoms, not the causes; putting band aids on huge wounds" (POC-M, MU).

One faculty member brought up an interesting suggestion related to Missouri itself: "Start having open conversations about the history of the university. Faculty has to learn about the history of Missouri, including its racial history" (FC/W-FAC, MU).

The University will need to decide what training is mandatory, what is optional and how to enforce policies, and then apply decisions consistently, with training goals implemented and modeled by leadership.

RECOMMENDATIONS

- Provide foundational DEI training throughout the system to all students, faculty, and staff. Topics should include: understanding DEI, self-awareness and identity, mitigating unconscious bias, and skills for communicating across differences.
- Conduct mandatory training on mitigating bias in recruitment, hiring, and advancement. This would be for faculty and staff who conduct searches, review applicant resumes/CV's, interview candidates, and make decisions regarding advancement/promotion/tenure.
- Train admissions officers on issues facing first-generation students, international students, nontraditional students, different socioeconomic levels, and other historically underrepresented groups for the purpose of reviewing applications.
- Provide open enrollment training to students, faculty, and staff on how to be an ally/advocate.
- Include an e-learning module on DEI as part of new student orientations.
- Offer culture-specific training for staff in Student Services regarding international student needs and support.
- Ensure that student orientation leaders have the skills needed to model and create an inclusive environment.
- Provide HR staff with training on how to serve as strategic diversity partners.
- Expand the existing Diversity 101 e-learning; consider using blended training modalities.
- Offer training and mentoring to faculty on how to incorporate diversity into their curriculum content, teaching methodologies, and classroom environments.
- Consider producing a UM video on the diversity of the system (For an example, see We Are Penn State).
- Hold a diversity conference on campus for all groups involved in diversity and inclusion activities.
- Review the offerings of the various faculty teaching support centers (CERTI, FaCET, CTL, TLC) to ensure they integrate DEI in their processes.
- Incentivize attendance for DEI training.

C. Communications

"There are four campuses. No one wants to brand the system."

Communication challenges around diversity, equity, and inclusion extend across the University of Missouri system. Unrest at MU highlighted the potential pitfalls when these challenges are not met and the opportunities for improvement are not taken.

For this portion of the audit, IBIS conducted individual interviews with strategic communications leadership and staff at the System and MU to explore communications strategies and actions before, during, and after the 2015 unrest. Most of the quotes used in this section came from these interviews. In order to protect anonymity of the interviewees the attributions have been eliminated. In addition, there are quotes from the focus groups that pertain to the topic of "official communications." IBIS also reviewed DEI-related news releases and talking points provided by the University of Missouri President's Office, MU, the President's blog, social media, and many local news stories.

EACH CAMPUS HAS DEVELOPED A DISTINCT IDENTITY, WITHOUT A UNIFIED PURPOSE THAT ENCOMPASSES ALL FOUR CAMPUSES

In 1963, the four campuses were unified into one system. Since that, each campus appears to have reclaimed its identity as distinct from the larger UM System. As a result, the University of Missouri brand is weak. "Now there's brand equity at each school…four distinct universities." At different times, each campus has been allowed to establish its own brand, complete with logo, build its own indentity, goals, channels, and messages with audiences.

Each campus generates its own communications independently; this makes it difficult to have a unified voice. "There has been a lack of coordination and a lack of cooperation [between the system and MU] …there's more coordination now, but the problems of November [2015] still linger." In this section IBIS reports on how improved, unified communications creates a stronger institution.

COMMUNICATIONS AT THE UNIVERSITY SUFFER FROM A LACK OF CLARITY BETWEEN THE OVERALL SYSTEM AND ITS CAMPUSES

> "You have to always make sure it's the University of Missouri *System* President, not the University of Missouri President."

There is significant confusion about which voice should have authority in any given situation — the campuses' leader or the System's leader. As one person asked, "How do you know when the President should weigh in?" along with and related to "You can't tie the President to any specific campus."

This lack of clarity about authority, process, and procedure results in poor coordination and delays. These complications are most significant at moments of crisis, but also negatively affect scheduled and/or routine communications.

> "Mizzou is the flagship. When they go down, we all go down. When Mizzou excels, others do too."

The Office of the President of the Missouri System is located in Columbia, which creates confusion for many. "Why are there two leaders on one campus?" "Who leads communications to students?" As the largest campus and the one with the most visibility, MU is perceived to have the strongest connection to the System: "There are lot of ties with Mizzou (and the System). The other campuses are like the red headed step children." This results in perceived disparities, resentment, and confusion within the System.

PRESSURES AND INFLUENCES FROM EXTERNAL AUDIENCES CAUSE TENSION

University communications are also influenced by alumni and state elected officials who can either threaten to, or actually withhold, financial and other support. One interviewee spoke of the University's ongoing concerns about reactions of the state level: "The legislature was mad about protests; thought the University embarrassed the state and students were taking over."

> "The legislature is using Mizzou as a political football."

University Communications are also impacted by other factors, including a negative relationship with state leadership. "The Board [of Curators] is hot and cold. They're not unanimous, not consistent. The legislature is inconsistent too." In this way, the Legislature is seen by the University as "a big weight on communications." Its influence is perceived by the University as affecting not only the content of their communications, but also the process by which communications are developed.

High visibility, differences in public perceptions and preferences, state influences, and internal tensions are stressors for those people responsible for University Communications: "No more finger pointing, but more stress." Some state that the preponderance of DEI-related communications can be perceived as "too much."

"DYSFUNCTIONAL LEADERSHIP PREVENTED COMMUNICATIONS"

> "The biggest challenge was that the people at the top level were not on the same page."

For System leadership and individual campus leaders to be able to work cooperatively on communications is of the utmost importance. As racial tensions escalated in Ferguson, MO, and across the nation, the lack of coordination and cooperation was significant. At that point, divisions between the then-system President and then-MU Chancellor dramatically impaired effective and timely communications. "The plan wasn't activated." Communications staff felt that "There was no direction. They didn't give us anything to communicate." In fact a crisis communications plan did exist; but Communications leaders expressed that they knew what to do, but no one in leadership called the team together. The Audit participants added that leadership disagreement added to the communication challenge: "It's extremely difficult to make decisions when the President and the Chancellor are not on the same page."

A greater effort to share communication approaches, a process for reaching leadership consensus, and a commitment to engage the existing communication plan would most likely have benefited each campus, and especially MU.

ORGANIZATIONAL STRUCTURE HAS WEAKENED THE IMPACT OF THE SYSTEM'S COMMUNICATIONS TEAM

The UM System has been reorganized; the Communications function now reports to the Vice President for University Relations, who also serves as the System's chief lobbyist, instead of to the System President. With this structure, the strategic communications team is no longer on the front line of communications strategy and planning. Instead, the team implements decisions made by those who may not have experience or expertise in communications, or who may be motivated by other considerations, including political impact. At MU, during times of crisis, communicators have been hampered in their ability to take action because they lacked the authority or ability to engage directly with key leadership.

One participant remarked, "It's like they send us to Kinko's and say, 'make this copy.' We're not engaged in what's on the page or the decision about whether it should be copied or shared."

Auditors even heard this statement from the team: "Last fall, the President didn't read what we wrote and recommended. The advice of the professional communication team was not considered during decision making, wasting a valuable source of relevant expertise."

THE UNIVERSITY IS UNDERGOING A LEARNING PROCESS, WHICH MAY RESULT IN MESSAGING SHIFTS

> "We've learned a lot. It's a new day because we learned those lessons."

There are tensions and mixed opinions about how the University should communicate about issues related to DEI. Some Audit participants believe that there is too much communication about DEI; others perceived that there is too little. One participant states that the unrest in November 2015 wasn't as bad as the media reported: "It was not unsafe; there was nothing burning down." Other participants, however, want the University to be "proactive and promote DEI... be transparent... get it out there."

These conflicting viewpoints result in the lack of a unified message about the institution as a whole. One perspective would advocate for the message "It's a new day and our time to lead," which puts DEI issues and racial tensions in a secondary position, or even in the rear view mirror. Another perspective chooses to acknowledge that these issues and tensions exist and we should move forward informed by experience.

This second message conveys self-reflection and empowerment: "This is a learning experience for all of us… we're at an opportune moment to take some giant steps, beyond any movement we have seen in the past."

External consultants working independently of the DEI Audit have been and continue working with communications staff, principally at MU and the system but also across the other campuses, promoting these three key messages:

1. **It's a new day – and it's our time to lead.**
   "MU has been a premier institution for nearly 200 years. We are resilient and this is our time to lead."
2. **Improving experiences for all**
   "The University continues to invest significant resources — financial or otherwise — to improve the diversity, inclusion, and equity among all members of our University community."
3. **Premier public university**
   "The University system continues to be the premier provider of higher education in Missouri and is one of the state's greatest assets."

These three messages are each intended as a "counterbalance to the focus on the November 2015 anniversary at MU," according to an internal planning document. The goal is to "restore trust and faith in the University of Missouri leadership at system, campus, and local community levels." From the start of the fall semester through late September, messaging was aimed at reinforcing "It's a new day" and "Missouri cares about improving experiences for all its students." Neither message directly addresses issues of race, diversity, or inclusion.

COMMUNICATORS HAVE MIXED REACTIONS TO THE MESSAGING

> "We don't want to keep saying, 'in response to…'"

The opposing opinions of communications reflect the conflicting viewpoints discussed above. There are those who suggest that, system-wide, enough hand-wringing has already been done:

> "There are people at each extreme; we are aiming our communications right down the middle. It's about a new day, a new administration. We're forward focused."

> "We are acting like it's a new day. We're not going to spend another day to reflect."

There are others who want messages to acknowledge that the University needs to continue working on achieving DEI-related objectives:

> "We need to get to a place where DEI is part of our values, something that we ARE, not just what we talk about."

> "There's no conversation about the underside."

Those outside of the official Communications ranks felt the impact of lack of direction on how to address the incidents. A system-wide identification of key audiences for DEI communications is needed so that effective means of reaching these targeted audiences can be developed and implemented. Emails sent broadly across the student population may be effective for some messages, but these emails are frequently not opened: "[The only ways to communicate are] Triton sync – many people don't know even know about it; it's cumbersome — email if students check it; UMSL website to find out about stuff on campus" (FC/W-STU, UMSL).

Further investigation is needed to identify how to most effectively reach key audiences. Regular communications should also be developed to engage leadership groups within key audiences on DEI issues and initiatives to encourage dialogue and commentary: "I don't think we were included enough, particularly for all the calls coming in. Hard to field calls. Media points/talking points would have been helpful" (FC/W-NM, Sys).

THE LACK OF CLARITY ABOUT WHO MAKES DECISIONS LEADS TO SYSTEM-WIDE FRUSTRATION

A number of comments were made by focus group participants and interviewees regarding the lack of procedures and the slow response by administrators. Many across the system are frustrated, expressing that: "We can have a checklist for a tornado in a week, but it's been months and we still don't have a [procedure] for bias incidents" (FC/W-NM, MU). At campuses other than MU, there was a feeling of being "siloed" and disconnected, a further indication that system-wide communication is broken. At MU, slow reaction to events was felt most keenly, among both students and staff who said: "There needs to be a rapid response where either the Provost or Chancellor's messages are quicker in getting out [about] campus incidents and also community events" (Sr. Leader, MU).

> "We never would have gotten to last fall if we had a clear process for how we respond to these incidents." (FPOC-M, MU)

This frustration extended to senior leaders who also felt they did not receive the information necessary to address concerns of their constituents: "Last fall, when we met with Administration, we said that we needed to know what is going on. I was told, "This is a student issue, not a staff issue. All the staff needs to do is show up and do their job.' An email was finally sent out, way after that fact" (Sr. Leader, MU).

A PERCEIVED LACK OF TRANSPARENCY INHIBITS TRUST AND HONEST DIALOGUE

Lack of communication is an issue on many levels, but when a campus is in turmoil it is particularly distressing, as these two perspectives show:

> "I believe in being transparent and communicating everything you know at time, even if you don't know anything – that was not done. And we have no procedure, crisis communication plan, as far as I know. Some other universities have crisis plan on their website so that parents, students, etc. can see it and know what will happen." (FC/W-M, Sys)

> "For us to not communicate to students and parents that their children were safe. People drove hours to pick up their kids. There needs to be a step back, where Administrators figure out how to make this better. 6,500 students were terrified that night. For us not to have done something was irresponsible." (POC-STU, MU)

There are some who doubt the administration is capable of changing its communications approach: "If the administration's intent is honest communication, since the events of last fall it does not appear they are able to communicate in a manner that reaches the audience they hope to reach. I am not sure they are capable" (MC/W-FAC, MU).

THE PROCESS OF CONDUCTING THIS DEI AUDIT DEMONSTRATED THE CONTINUING IMPACT OF NOVEMBER 2015

Communications about the University of Missouri Diversity, Equity and Inclusion Audit were limited by concerns at the University of Missouri and across different campuses, particularly MU. But some important lessons can still be learned about communication across the University.

Because participation in the Audit was not open to everyone at each campus but rather to selected participants, there was both reluctance and even refusal to communicate broadly about the Audit for fear that would raise expectations about participation that would not be met: "People are fearful to speak; some are not comfortable, others are afraid it will get back to them, perhaps make them lose their jobs" (MC/W-M, MU). The proximity of the Rankin Climate Survey — which would engage the entire community at each campus — also fed a hesitancy to communicate about the DEI Audit because that might create confusion and reduce participation in it.

At MU, the concurrence of student and faculty focus groups with the return to school for the fall semester, and with the anniversary of the November 2015 unrest, also fed a reluctance to communicate on the DEI Audit, as that messaging might hamper the ability to deliver other messages aimed at moving beyond the unrest.

> "Feels like leaders lost sight of what students were saying, the experience they were describing." (LGBT*Q-FAC, MU)

A communications project that engaged outside consultants to advise the system and MU on communications strategies around the anniversary operated concurrently but on a separate track. This work, still ongoing, developed communications messages and activities aimed at moving beyond concerns about diversity, equity, and inclusion to clarify the overall progress and achievements of the University of Missouri. IBIS' coordination with this project was limited and did not influence a September event that publicized new DEI initiatives prior to completion of the Audit.

RECOMMENDATIONS

Reorganize

- Strengthen and elevate the influence of strategic communications staff, both internal and external communicators. At the system level, there should be a direct line report to the President.

Better coordination and communication

- Coordinate messaging among strategic Communications leadership and staff between the System and four campuses. Convene regular meetings — quarterly or bi-monthly — to share information and best practices, coordinate topics and timing, and define message goals and challenges and how best to address them.
- Create clear lines of authority for communications professionals to provide leadership in their area of expertise, working collaboratively across the DEI landscape but without obstacles that inhibit timely or effective communications.

More engagement with DEI

- Create procedures and practices that increase engagement between campus communications leadership and staff, and also between campus DEI leadership and staff, to identify opportunities for communication (Note: This is beginning at MU).
- Create space for DEI communications in campus publications and online content, including social media, providing interactive communications where possible and inviting voices from across UM audiences to participate.
- Devise specific communications strategies to counter efforts being made to minimize the student protests of last year.
- Build a stronger awareness of existing DEI policies, programs, practices, and procedures across the system that includes information about their impact.
- Publicize UM's hosting of the Higher Education Recruitment Consortium Diversity and Inclusion Summit this fall, and also publicize the fact that the System is now leading the Greater Missouri HERC.

Create 'frontline' space online for DEI communications: At the system and across the campuses, websites should provide homepage space for DEI communications — either providing easily visible homepage links to content or content itself. This could include interviews with students, staff or faculty; articles of interest, information on programming, where to go for help, etc.

Lessons Learned

STRONGER, BROADER COMMUNICATIONS ABOUT THE DEI AUDIT SHOULD HAVE BEEN PURSUED THROUGH THE SYSTEM AND EACH CAMPUS

- In addition to email, other communications channels should have been used. For example, campus newspapers and other media should have been engaged and encouraged to write stories about the Audit beginning last spring upon its launch and then again in the fall, as student and faculty focus groups began.
- A stronger, bolder online presence should have been implemented and consistently sustained across campuses. The System and each campus provided a link to information on the DEI Audit, but these links were not uniform in size or placement on the sites. In addition, at random points during the Audit the link to the DEI Audit information was removed — not by communications or DEI staff but by others.
- Social media directed at and powered by students should have been employed, both in the spring as the Audit launched and in the fall.

GREATER LEADERSHIP ENGAGEMENT AND SYSTEM-WIDE COORDINATION WOULD HAVE INCREASED PARTICIPATION

- More coordination across campuses and the System possibly could have limited the confusion that existed – even among communications leadership — about the DEI Audit and the Climate Survey.
- More engagement among communications leadership and staff across the campuses also could have been helpful. The DEI Audit did not seem to be a priority for all communications leadership and staff across the campuses, and there did not seem to be a shared sense of urgency to communicate about the Audit.

D. EEO, Sexual Harassment, Title IX, and Code of Conduct

Quarles & Brady LLP, the law firm that conducted the legal review portion of the audit, has released their findings and recommendations on the respective CRRs, which are included at the end of this section. Because of the legal nature of each of these policies, this section focuses on the recommendations from the Quarles & Brady report.

Themes that arose in focus groups around all of these topics fell into the following categories:

- **Transparency:** "There has to be more transparency; (these incidents) can't go into a vacuum." (POC-M, UMKC)
- **Accountability:** "People need to know that action will be taken, that there are consequences - or they won't report." (POC-M, UMKC)
- **Perception:** "It strikes me that Title IX and code of conduct are punitive programs if you do something wrong." (INTNL-FAC, MU)

Much of the commentary came from only one or two campuses. This does not mean that these concerns are not shared at other campuses, but rather that these topics came out more in some discussions than others.

University leadership's decision to open up discussion of the recommended CRR changes to the entire community, coupled with the results of the system-wide Climate Survey, will allow for assessment of whether concerns exist more broadly and/or if they will not be addressed by these initial recommendations.

[Note: The HR and campus-level policies listed below have yet to be reviewed by the Office of General Counsel, the Human Resources Council or the individual campuses.]

EEO/AA Regulations

Review of Policies/Practices by Campus

In connection with the University of Missouri System's diversity and inclusion audit, Quarles & Brady LLP, reviewed and proposed revisions to the following Collected Rules and Regulations, Human Resources Policies, and campus-specific policies touching on issues relating to equal employment opportunity and affirmative action to ensure legal compliance and incorporate best practices. What follows is a description of our recommended revisions to those policies. In addition to these revisions, and as reflected below, we recommend that the University remove certain of its existing policies, as well as adopt new policies, to best address equal employment opportunity and affirmative action principles.

Collected Rules and Regulations

- **§ 320.035 – Policy and Procedures for Promotion and Tenure.** We recommend that the University include within this CRR a statement of nondiscrimination. Consistent with existing best practices trends, we recommend that the University consider including contributions to equity, inclusion, and diversity as one factor in its promotion and tenure decision.
- **§ 320.070 – Employment and Termination.** We also recommend that the University include within this CRR a statement of nondiscrimination.
- **§ 340.010 – Policy Related to Family and Medical Leave.** We recommend that the University adopt this new CRR describing the rights and responsibilities of faculty and staff under the federal Family and Medical Leave Act.
- **§ 340.070 – Faculty Leave.** In light of recommendation that the University adopt a stand-alone CRR regarding the FMLA (See above), we recommend that the University remove the brief description of unpaid FMLA leave contained within this CRR.

Human Resources Policy Manual

- **HR 102 – Equal Employment Opportunity.** We recommend modifying the language within this policy to achieve alignment with CRR § 600.010. We further recommend that the University include a non-retaliation provision in this policy.
- **HR 105 – Employment Documentation.** We recommend revising the language under the I-9 section of this policy to better coincide with the language on the Federal I-9 form and to increase clarity regarding requirements relating to the provision of employment verification documents.
- **HR 107 – Attendance.** We recommend including language clarifying that the attendance guidelines identified in this policy are not intended to interfere with an employee's use of protected leaves of absence.
- **HR 110 – Interviewing.** We recommend adding policy language reinforcing that interview questions should focus solely on job-related factors such as applicant skills and experiences. We further recommend revision to the suggested interview questions regarding criminal history to ensure alignment with relevant guidance and legal trends regarding consideration of arrest and conviction records.
- **HR 407 – Family and Medical Leave Act.** In light of our recommendation that the University adopt a system-wide CRR describing employee rights and responsibilities under the FMLA, we recommend that the University remove this policy from its Human Resources Manual. However, the University should continue to make available its Q&A document regarding the FMLA as a resource for its employees.

MU Policies and Procedures

- **Equal Opportunity/Affirmative Action.** We recommend that MU expand the language under its equal opportunity statement to include the full list of statuses protected under applicable state and federal laws.
- **I-9 Employment Eligibility.** Consistent with our proposed revisions to HR 105, we recommend revisions to the language contained within this policy to better mirror that in the applicable federal immigration laws and employment verification forms.

UMKC Policies and Procedures

- **Faculty Ombudsman Diversity Statement.** We recommend modifying the language in the diversity statement to ensure consistency with CRR §§ 600.010 and 600.020 and other existing policies.
- **Affirmative Action.** We recommend modifying the language regarding the provision of reasonable accommodations to qualified applicants and employees to increase clarity and ensure consistency with CRR § 600.080 and other existing policies.

Missouri S&T Policies and Procedures

- **Administrative Appointments.** We recommend that S&T revise this policy to further clarify that qualified individuals with administrative appointments may be entitled to more than one month of leave during a twelve-month period under applicable state and federal laws, including the Family Medical Leave Act and the Americans with Disabilities Act.
- **Affirmative Action.** We recommend modifying the language in the non-discrimination and equal opportunity section to mirror that found in CRR § 600.010.

Sexual Harassment/Discrimination Policies

Review of Policies/Practices by Campus

In connection with the University of Missouri System's diversity and inclusion audit, Quarles & Brady LLP, reviewed and proposed revisions to the following Collected Rules and Regulations, Human Resources Policies, and campus-specific policies touching on issues relating to sexual harassment and discrimination to ensure legal compliance and incorporate best practices. What follows is a description of our proposed revisions to those policies. In addition to these revisions, as reflected below, we recommend that the University remove certain of its existing policies, as well as adopt new policies to best address sexual harassment and discrimination in employment and education.

Collected Rules and Regulations

- **§ 90.050 – Civil Rights Act of 1964.** We recommend that the University remove this provision, which is outdated and is not inclusive of all classes protected by applicable state and federal laws.

- **§ 180.060 – Personnel Files.** We recommend the deletion of the language within this policy suggesting that the University may not take into account discipline issued more than two years ago in making present disciplinary actions, as such language may hinder the University's ability to promptly recognize and appropriately address patterns of harassing or discriminatory behavior.

- **§ 300.020 – UMKC Faculty Bylaws.** We recommend modifying the language in the "Selection and Retention of Academic Faculty" section to make clear that the University and UMKC are equal opportunity employers who maintain and enforce a policy of nondiscrimination.

- **§ 300.030 – Missouri S&T Faculty Bylaws.** We recommend modifying the language in the "Rules and Regulations" section to make clear that the rules and regulations established by the committees and other permanent bodies shall be consistent with the University's Collected Rules and Regulations.

- **§ 310.025 – Extension of Probationary Period.** Because the Equal Employment Opportunity Commission has taken the position that under the Americans with Disabilities Act, date certain medical leave cut-offs may run afoul of an employer's duty to reasonably accommodate a qualified employee with a disability, we recommend deleting the language in this policy stating that a maximum of two on-year leave of absence extensions may be granted.

- **§ 330.065 – Consensual Romantic Relationship Policy.** We recommend expanding the language in this policy to describe the potential ramifications of consensual romantic relationships between individuals in positions of unequal power, including that such relationships may lead to later claims of sex discrimination or sexual harassment.

- **§ 300.010 – MU Faculty Bylaws**
  § 300.040 – UMSL Faculty Bylaws
  § 370.010 – Academic Grievance Procedure
  § 380.010 – Grievance Procedure for Administrative Service and Support Staff.
  We recommend modifying the language in these policies to clarify that complaints of discrimination, harassment, and sexual misconduct shall be investigated and resolved pursuant to the applicable Equity Resolution Process.

- **§ 600.010 – Equal Employment/Educational Opportunity and Nondiscrimination Policy.** We recommend that the University expand this policy to include statements of nondiscrimination and non-retaliation. We propose that the University modify its definitions of sexual discrimination (including by specifically recognizing discrimination on the basis of pregnancy as prohibited conduct) and the definition of discrimination based on other protected statuses. We also recommend that the University

define conduct that constitutes harassment. Finally, we recommend that the University specifically reference the four Equity Resolution Processes in place to address complaints of discrimination and harassment.

- **§ 600.020 – Sex Discrimination, Sexual Harassment, and Sexual Misconduct in Employment/ Education Policy.** We recommend that the University modify its definitions of sex discrimination and sexual harassment to align with the general discrimination and harassment definitions found at CRR § 600.010. We further recommend that the University expand its definition of sexual misconduct to include conduct such as the sexual touching of another's lips, groin, or buttocks. Consistent with best practices, we recommend that the University adopt an affirmative consent to sexual contact requirement, which makes clear that consent must be provided by each individual involved in the sexual activity and cannot be provided by those under the legal age of consent. We recommend further defining the Title IX Coordinator's role to include the investigation of complaints of sex discrimination, sexual harassment, and sexual misconduct. Finally, we recommend that the University remove from this policy the detailed language regarding the process of investigating such complaints, and instead refer to the University's four Equity Resolution Processes.

- **§ 600.030 (previously § 200.025) – Equity Resolution Process for Resolving Complaints of Discrimination, Harassment, or Sexual Misconduct against Students/Student Organizations.**

  § 600.040 – Equity Resolution Process for Resolving Complaints of Discrimination, Harassment, or Sexual Misconduct against a Faculty Member.

  § 600.050 – Equity Resolution Process for Resolving Complaints of Discrimination, Harassment, or Sexual Misconduct against a Staff Member.

  Where applicable, we recommend that the University modify numerous procedural aspects of its Equity Resolution Processes (e.g., adding a formal preliminary investigation, ensuring the provision of a notice of investigation, expanding and clarifying the Conflict Resolution Process, adding faculty members to the Hearing Panelist Pool and Hearing Panel, and expanding or setting certain pre-hearing deadlines) to ensure thorough, consistent, and efficient resolution of claims of discrimination, harassment, or sexual misconduct, as more fully described in the Executive Summary of Proposed Revisions to Collected Rules and Regulations. In addition, we recommend that the University provide for the option of a singular investigation for related or simultaneously alleged conduct generally covered by the non-equity grievance processes. We recommend that the University revise its standard of review at the Summary Resolution stage and expand the role of the advisor, including by permitting advisors to speak during

the phases of the Equity Resolution Process leading up to the hearing. We further advise allowing for the imposition of remedial measures to address the effects of violation(s) of the University's anti-discrimination policies. Finally, we recommend that the University include provisions prohibiting witness tampering or harassment and prohibiting retaliation against those who engage in protected activity under the University's Anti-Discrimination Policies or Equity Resolution Processes.

- **§ 600.060 – Equity Resolution Process for Resolving Complaints of Discrimination or Harassment against The University of Missouri.** We recommend that the University implement a fourth Equity Resolution Process to address institutional complaints of discrimination and harassment, including but not limited to claims against one of the campuses within the University of Missouri System or one of its educational programs or departments. With necessary modifications, this process generally mirrors that in place for resolving complaints of discrimination, harassment, or sexual misconduct against a staff member (CRR § 600.050).

- **§ 600.070 (previously § 240.040) – Policy Related to Students with Disabilities.** We recommend that the University modify this policy such that the Disability Support Services (DSS) Coordinator is solely tasked with making the initial determination regarding the provision of services and/or accommodations to qualified students with disabilities. We further recommend clarifying that all complaints of disability discrimination or failure to accommodate shall be investigated and resolved pursuant to the applicable Equity Resolution Process. Finally, we recommend that the University include a provision prohibiting retaliation against those who engage in protected activity.

- **§ 600.080 – Policy Related to Employees with Disabilities.** We recommend that the University implement a CRR regarding qualified applicants or employees with disabilities and the provision of reasonable accommodations to the same.

Human Resources Policy Manual

- **HR 113 – Transfers Between Academic and Administrative Positions.** To minimize the possibility of disparate treatment, we recommend removing the language permitting a supervisor to determine, at his or her discretion, whether a transferring employee will receive pay for unused vacation or, in the alternative, identifying the factors upon which such a decision shall be made.

- **HR 120 – Post Offer Pre-Employment Testing.** We recommend that the University remove language in the policy prohibiting individuals who fail a fitness for duty test to wait a period of six months before reapplying for the same or a similar position. We further recommend that the University clarify that reasonable accommodations are available to qualified individuals with a disability.

- **HR 121 – Fitness for Duty.** We recommend that the University expand the language regarding when it may require a fitness for duty evaluation to include circumstances where it appears that the employee poses a direct threat due to a medical condition. We further recommend that the University remove its policy language conditioning an employee's return to work on compliance with subsequent treatment or counseling. The University may substitute in language stating that employees are required to comply with medically recommended restrictions or treatments which relate to their performance of essential job functions.

- **HR 122 – Reasonable Accommodations.** In light of the recommended adoption of CRR § 600.080, we recommend that the University remove this policy from its Human Resources Manual.

- **HR 405 – Military Leave.** To ensure consistency with applicable federal laws, we recommend removing the language stating that an employee on military leave may not use accrued personal days during that leave.

- **HR 510 – Sexual Harassment.** As the University has adopted robust, system-wide CRRs regarding non-discrimination (CRR § 600.010) and sex discrimination, sexual harassment, and sexual misconduct (CRR § 600.020), we recommend that it remove this policy from its Human Resources Manual.

- **HR 519 – Consensual Romantic Relationships.** As the University has adopted a robust, system-wide CRR regarding Consensual Romantic Relationships (CRR § 330.065), we recommend that it remove this policy from its Human Resources Manual.

MU Policies and Procedures

- **M-Book Accessibility Policy.** We recommend that MU consider adopting a more comprehensive accessibility policy, particularly as it relates to the issue of IT accessibility. Within its existing policy, we recommend clarifying the language regarding reasonable accommodations to make clear that such accommodations may only be provided to qualified individuals with disabilities.

- **M-Book Policy on Service Animals.** We recommend that MU expand its definition of "handler" to expressly indicate that the University is not obligated to provide service animal handlers to individuals with disabilities. We further recommend that MU add language indicating that it may require proof that a service animal has received required vaccinations. Finally, to ensure consistency with the Americans with Disabilities Act, we recommend removing the language requiring service animals to wear a harness or identification tags.

- **M-Book Notice of Non-Discrimination.** As the University has adopted a robust, system-wide CRR prohibiting discrimination (CRR § 600.010), we recommend that MU remove this policy from its M-Book.
- **M-Book Rights and Responsibilities.** We recommend modification to the non-discrimination language in this policy to mirror that found in the CRRs.
- **Sex-Based Violence.** We recommend that MU reiterate at the start of this policy that the University prohibits discrimination on the basis of sex, pregnancy, gender identity, and gender expression. We further recommend that MU specifically reference CRR § 600.020 which governs sex discrimination, sexual harassment, and sexual misconduct.
- **Chancellor's Guidelines for Nondiscrimination in Employment Based on Disability.** We recommend modifying the definition of the term "essential functions" and clarifying the circumstances under which reasonable accommodations may be provided to ensure consistency with CRR § 600.080.
- **Individuals with Disabilities and Qualified Protected Veterans.** We recommend referencing CRR §§ 600.070 and 600.080, both of which cover individuals with disabilities.

UMKC Policies and Procedures

- **Disability Services: Grievances.** We recommend modifying the language in this electronic resource to clarify that complaints of disability discrimination or failure to accommodate should be investigated and resolved pursuant to the University's Equity Resolution Processes.

Missouri S&T Policies and Procedures

- **DSS Policy – Disability Support.** We recommend modifying the language of this policy to ensure consistency with CRR § 600.070. As described in that CRR, we recommend that the Disability Services Coordinator/Advisor make the initial determination regarding whether and what reasonable accommodations should be provided to qualified students with a disability. Finally, we recommend modifying the "Grievance and Complaint Process" section to make clear that complaints of disability discrimination or failure to accommodate shall be investigated and resolved pursuant to the appropriate Equity Resolution Process.
- Individuals with Disabilities. We recommend modifying the definitions of "disability" and "qualified person" to more closely reflect the language from the Americans with Disabilities Act and to mirror the language in the Americans with Disabilities Act, as well as to ensure consistency with the CRRs and other existing policies.

UMSL Policies and Procedures

- **Faculty Handbook - Student Rights and Responsibilities.** We recommend modifying the language regarding sexual harassment and discrimination grievances to align with CRR §§ 600.010 and 600.020.
- **Faculty Responsibilities and Support**. We recommend modifying the language regarding "Course Evaluations" to remove the requirement that evaluations include a question concerning the competency of the instructor in spoken English, and instead include a question regarding the instructor's ability to effectively communicate with students.
- **Procedures for Implementing the University of Missouri Collected Rules on Sexual Harassment.** We recommend modifying the language in this policy to ensure consistency with CRR § 600.020 and to clarify that complaints of sexual harassment shall be processed pursuant to the applicable Equity Resolution Process.
- **Procedures for Employees with Disabilities.** We recommend revising the language outlining the circumstances under which a qualified employee with a disability may be afforded reasonable accommodations. We further recommend that either Human Resources or the ADA Coordinator make the initial determination regarding whether and what type of accommodation may be provided to a job applicant or employee.
- **Students with Disabilities Policy.** We recommend modifying the language specifying the circumstances under which a student may be entitled to a reasonable accommodation to ensure consistency with § 600.070. We further recommend that the Coordinator of Disability Services make the determination regarding whether and what type of accommodation may be provided to a student.

Title IX

In connection with the University of Missouri System's diversity and inclusion audit, Quarles & Brady LLP, reviewed and proposed revisions to numerous Collected Rules and Regulations, Human Resources Policies, and campus-specific policies touching on the issues covered by Title IX of the Education Amendments of 1972 to ensure legal compliance and incorporate best practices. Many of the policies we reviewed, as well as our suggested revisions to the same, are identified in the EEO/Affirmative Action and Sexual Harassment/Discrimination sections above (see, e.g., CRR §§ 600.010-600.060).

In addition, we recommend that the University of Missouri System adopt CRR § 180.040 – Preferred Name Policy. This policy identifies the circumstances under which students and alumni may use a preferred name, as opposed to a legal name. The adoption of such a policy will help to ensure a consistent approach across the University's campuses.

Code of Conduct

In connection with the University of Missouri System's diversity and inclusion audit, Quarles & Brady LLP reviewed and proposed revisions to the following Collected Rules and Regulations, Human Resources Policies, and campus-specific codes of conduct, honor codes, and non-equity grievance policies and procedures to ensure legal compliance and incorporate best practices. What follows is a description of our recommend revisions to those policies and procedures.

Collected Rules and Regulations

- **§ 200.010 – Standard of Conduct.** We recommend modifying the definitions of "Violation of the University's Equal Employment/Education Opportunity and Nondiscrimination Policy" and "Violation of the University's Sex Discrimination, Sexual Harassment, and Sexual Misconduct in Employment/ Education Policy" to ensure consistency with the revisions to those CRRs (§ 600.010 and § 600.020).
- **§ 200.020 – Rules of Procedures in Student or Student Organization Conduct Matters.** We recommend revising the definition of Student Panelist Pool to more clearly articulate the option of requesting student representation on the Student Conduct Committee. We further recommend, consistent with best practices as well as the procedures outlined in the Equity Resolution Processes, that the University provide for the exchange of witness lists and documentary evidence prior to a Student Conduct Hearing.

- **§ 250.010 – Approval of Student Organizations.** We recommend removing the "Conduct Standards and Discipline" section, which references the creation of campus level policies. The University has implemented specific conduct standards and disciplinary procedures through its Collected Rules and Regulations.

- **§ 390.010 – Student Grievance Procedure.** As discussed below, we recommend that the University adopt a fourth Equity Resolution Process (CRR § 600.060), which shall govern allegations of discrimination and harassment against University institutions and entities. Accordingly, we recommend that the University remove this policy, which would otherwise be redundant.

Human Resources Policy Manual

- **HR 502 – Grievance Procedure.** We recommend that the University further clarify that complaints of discrimination, harassment, and sexual misconduct shall be investigated and resolved pursuant to the applicable Equity Resolution Process. To simplify the policy and reduce the likelihood of inconsistency, we recommend that the University refer to CRR §§ 370.010 and 380.010 in lieu of repeating the non-equity grievance procedures found therein.

- **HR 602 – Grievance Administration.** We recommend that the University further clarify that complaints of discrimination, harassment, and sexual misconduct shall be investigated and resolved pursuant to the applicable Equity Resolution Process. We further recommend that the University modify its non-retaliation language to ensure consistency with the CRRs and other existing policies.

MU Policies and Procedures

- **M-Book Standard of Conduct.** To avoid internal inconsistency, in lieu of reiterating the language within CRR §§ 600.010 and 600.020 regarding prohibited discrimination, harassment, and sexual misconduct, we recommend that MU simply reference by CRR number those policies.

- **Discipline.** Given the robust discipline policy contained within the Human Resources Policy Manual (HR 601), we recommend that MU remove this policy.

- **Grievance Procedure.** Given the robust grievance procedures contained within the Human Resources Policy Manual (HR 502 and 602), we recommend that MU remove this policy.

- **College of Veterinary Medicine Honor Code.** We recommend that the College adopt specific deadlines for challenging committee members and providing the Report of Findings and Determination

to the accused student and the Dean. In addition, we recommend that the College consider and further define the role of observers at the hearing and whether and when to grant continuances of the hearing.

- **School of Law Honor Code.** We recommend that the School of Law adopt specific deadlines for providing written notice of the hearing panel decision to the accused student and filing and accepting an appeal.

- **School of Medicine Honor Code.** We recommend that the School of Medicine consider and further define the "meeting" held within 48 hours of commencement of the formal investigation. We further recommend that the School of Medicine clarify that the Honor Code does not confer jurisdiction to the Honor Council to investigate or resolve claims of discrimination, harassment, or sexual misconduct, which claims are investigated and resolved pursuant to the applicable Equity Resolution Process.

UMKC Policies and Procedures

- **School of Law Honor Code.** We recommend that the School of Law institute a requirement that requests to disqualify a justice must be made prior to the commencement of a hearing. We further recommend modifying the informal disposition process to clarify the method for delivering the proposed sanctions to the accused student and to provide a deadline by which the student must accept or reject the proposed sanctions. Finally, we recommend removing the language indicating that a notice of hearing may, in some cases, be provided less than seven calendar days in advance of the hearing.

- **School of Medicine Honor Code.** We recommend modifying the nondiscrimination language to ensure consistency with CRR § 600.010 and other existing policies. We also recommend that in lieu of providing full definitions of the conduct prohibited under CRR §§ 600.010 and 600.020, the School of Medicine simply reference those CRRs by number. We suggest modifying the informal disposition process to clarify the method for delivering the proposed sanctions to the accused student and to provide a deadline by which the student must accept or reject the proposed sanctions. We further suggest removing the language indicating that a notice of hearing may, in some cases, be provided less than seven calendar days in advance of the hearing. We also recommend that the School of Medicine adopt a preponderance of the evidence standard for determinations of the Honor Council. Finally, we propose setting a definitive deadline for the creation and dissemination of the Honor Council's recommended disposition.

- **School of Nursing Honor Code.** We recommend modifying the nondiscrimination language to ensure consistency with CRR § 600.010 and other existing policies. In addition, we recommend modifying the informal disposition process to clarify the method for delivering the proposed sanctions to the accused student and to provide a deadline by which the student must accept or reject the proposed sanctions. We suggest removing the language indicating that a notice of hearing may, in some cases, be provided less than seven calendar days in advance of the hearing. We also recommend that the School of Medicine adopt a preponderance of the evidence standard for determinations of the Honor Council. Finally, we recommend setting a definitive deadline for the creation and dissemination of the Honor Council's recommended disposition.

- **School of Pharmacy Honor Code.** We recommend modifying the nondiscrimination language to ensure consistency with CRR § 600.010 and other existing policies. In addition, we recommend modifying the informal disposition process to clarify the method for delivering the proposed sanctions to the accused student and to provide a deadline by which the student must accept or reject the proposed sanctions. We suggest removing the language indicating that a notice of hearing may, in some cases, be provided less than seven calendar days in advance of the hearing. We also recommend that the School of Medicine adopt a preponderance of the evidence standard for determinations of the Honor Council. We propose setting a definitive deadline for the creation and dissemination of the Honor Council's recommended disposition. Finally, we recommend limiting the right of parties to present additional evidence to the Executive Committee following the Honor Council hearing.

Missouri S&T Policies and Procedures

- **Standard of Conduct for Recognized Student Organizations.** We recommend that Missouri S&T indicate that student organizations are subject to sanctions for condoning or sanctioning discrimination, harassment, or sexual misconduct under CRR §§ 600.010 and 600.020. We also recommend that S&T incorporate the sanction language found in CRR § 200.020 to further emphasize the ramifications to student organizations for engaging in prohibited conduct.

- **Residence Hall Guide 15-16.** We recommend modifying the list of examples of vandalism to make clear that it is non-exhaustive. We further recommend that the "Appropriate Resident Hall Conduct" section include language reinforcing that violation of the University's Anti-Discrimination Policies constitutes prohibited conduct.

UMSL Policies and Procedures

- **College of Optometry Student Statement of Ethical and Professional Conduct.** We recommend removing the language stating that students have a fiduciary obligation to their classmates and, in turn, their classmates' patients.

Additional Policies and Procedures

Review of policies/practices by campus

In addition to reviewing and recommending revisions to the previously mentioned policies and procedures, we also reviewed the following policies with the aim of enhancing diversity and inclusion within the University of Missouri System, decreasing the risk of disparate treatment, and ensuring legal compliance. What follows is a description of our recommended revisions to those additional policies and procedures.

Collected Rules and Regulations

- **§ 180.020 – Student Records.** We recommend modifying this policy to better mirror the language in the Family Educational Rights and Privacy Act, including by revising the definition of a student, expanding the circumstances under which a student may request a hearing regarding concerns related to their education record, and clarifying the circumstances under which the University may release information for health or safety emergencies.

Human Resources Policy Manual

- **HR 114 – Release of Employee Information.** For privacy and safety reasons, we recommend that the University limit the circumstances under which it will release information regarding an individual's employment with the University without the individual's authorization.

- **HR 513 – Volunteers.** We recommend restricting volunteers to performing only work which is not otherwise performed by University employees to further limit any risk that the individual is classified as an employee under the Fair Labor Standards Act.

- **HR 517 – Violence in the Workplace.** We recommend that the University add a non-retaliation provision to this policy.

- **HR 518 – Computer Utilization.** We recommend that the University add a policy indicating that employees may not use the University's information technology resources in a harassing, illegal, or defamatory manner.

- **HR 520 – Reporting University-Related Misconduct.** We recommend that the University further identify which University officials may receive employee reports of University-related misconduct. We further recommend modifying the non-retaliation language to ensure constituency with the CRRs and other existing policies.

MU Policies and Procedures

- **M-Book Acceptable Use Policy.** We generally recommend that MU consider adopting more comprehensive acceptable use policy language, particularly as it relates to security. With regard to the existing policy language, we recommend that MU modify the language to ensure consistency with HR 518. We further recommend that MU prohibit use of computing resources in a harassing, illegal, or defamatory manner. Finally, we recommend that MU specify the potential sanctions for violation of its Acceptable Use Policy.

- **M-Book Drug-Free School and Workplace Policy.** In the event this policy serves as MU's annual notification under the Drug-Free Schools and Communities Act, we recommend that the language therein be expanded to include a detailed list of legal sanctions under federal, state, or local laws for unlawful possession or distribution of drugs. Further, given the existence of this policy, we recommend that MU remove its Drug/Substance Abuse Policy from the M-Book, as it contains redundant information.

- **M-Book Family Educational Rights and Privacy Act.** Because the University of Missouri System has adopted a robust, system-wide CRR relating to Student Records and the Family Educational Rights and Privacy Act (CRR § 180.020), we recommend that MU remove this policy, along with the Supplemental Policy on Student Records, from its M-Book and instead simply refer to the relevant CRR.

- **Performance Appraisals.** Because the University of Missouri has adopted a comprehensive Performance Appraisal Policy in its Human Resources Policy Manual (HR 501), we recommend that MU remove this policy from its M-Book and instead simply refer to the relevant Human Resources Policy.

UMKC Policies and Procedures

- **Computer Usage.** We generally recommend that UMKC consider adopting more comprehensive computer usage policy language, particularly as it relates to security. With regard to the existing policy language, we recommend that UMKC modify the language of its policy to ensure compliance with HR 518. We further recommend that UMKC specify the potential sanctions for violation of its Computer Usage policy.

Missouri S&T Policies and Procedures

- **Computing & Network Acceptable Use Policy.** We generally recommend that Missouri S&T consider adopting more comprehensive acceptable use policy language, particularly as it relates to security. With regard to the existing policy language, we recommend that Missouri S&T modify the language to ensure consistency with HR 518. We further recommend that Missouri S&T prohibit the use of computing resources in a harassing, illegal, or defamatory manner. Finally, we recommend that Missouri S&T specify the potential sanctions for violation of its Computing & Network Acceptable Use Policy.

- **Residence Hall Acceptable Use Policy.** We recommend modifying the language of this policy to ensure consistency with HR 518 and Missouri S&T's Computing & Network Acceptable Use Policy, including by adding language specifying the potential sanctions for violations of these policies. To the extent Missouri S&T permits monitoring of devices or information shared through ResNet, we recommend adding policy language indicating the circumstances under which such monitoring may occur.

- **Conflict of Interest.** Because the University of Missouri has adopted a comprehensive Conflict of Interest Policy in its Human Resources Policy Manual (HR 507), we recommend that Missouri S&T remove this policy and instead simply refer to the relevant Human Resources Policy.

UMSL Policies and Procedures

- **Dismissal for Cause.** We recommend modifying the "Personal Conduct and Personal Indebtedness" section to increase clarity and remove immaterial information.

- **Faculty Rights, Legal Protections, Obligations and Discipline.** We recommend that UMSL consider further clarifying the circumstances under which faculty may be entitled to legal defense and protection against loss, damage, or expense.

Section IX:

Leveraging Resources and Building Capacity

In 1963 came the establishment of the University of Missouri System bringing together MU, Missouri S&T, UMKC and establishing UMSL. The intention was to streamline processes and economically provide more educational opportunities to underresourced and/or remote parts of the state. Many (but by no means all) administrative, budgetary, and policy decisions would come from the System. All four campuses were renamed and rebranded as "University of Missouri," each then separately identified by its location. UM-Columbia, with its undergraduate population virtually equal to the other three combined, became the flagship of the system.

In addition to perceived favoritism, the other three campuses bristled at what at times seemed loss of identity and independence. Despite attempts to present all the campuses as a unified family, the "UM" name continued to be synonymous with the Columbia campus. This only intensified when it dropped "-Columbia" from its name and became, once again, (The) University of Missouri — better known as Mizzou. The Rolla campus changed its name as well, becoming the Missouri University of Science and Technology, a rebranding that to the eye of the public removed it from the UM system. In fact, the website home pages of both these campuses only identify them as part of the larger System via an indistinct link at the bottom.

The campuses in the small "s" system are protective of their autonomy and do not necessarily recognize the authority of the big "S" System. They often withhold information (whether by intention or design is unknown to these auditors), leaving the System uninformed about what policies, programs, and protocols are in use on the various campuses. The big "S" System seems to lack "teeth" — the ability to make or impose decisions on the campuses and enforce them.

As a result, there is a lack of coordination of programs, information, and efforts across the system and between campuses. Not only does this lead to wasted resources — one of the main things the System was designed to prevent — it is an impediment to institutionalizing DEI.

This section focuses on opportunities for the System and the system to build an institutional infrastructure — or strengthen an existing one — so that DEI can successfully permeate the entire University of Missouri.

This section of the report addresses:

- The dysfunction of the current system
- The role of the CDOs
- The level of trust
- The level and allocation of funding

THERE IS LACK OF COLLABORATION AND COORDINATION BETWEEN THE SYSTEM AND THE CAMPUSES

As mentioned in the introduction to this section of the report, tensions and a lack of collaboration and coordination are quite apparent between the System and the campuses, and between the campuses themselves. Challenges in communication, limited sharing of information, and ill-defined roles and responsibilities regarding DEI were immediately evident from the onset of this audit. The auditors left the initial meeting with the planning team with the impression that an organizational intervention would serve the system well.

The University of Missouri does not have the organizational structure of many state campuses. Because each of the campuses existed as a separate institution before being made a part of the University of Missouri, each came into the system with its own structure and policies, which they continue to have. There is centralization of the Collected Rules and Regulations (CRRs) and many other shared policies, and those leading each campus have a solid reporting line to the System President; nevertheless, the campuses operate relatively independently, with their own Bylaws and other protocols.

> "Everyone wants to do their own thing. We need coordination."
>
> (Sr. Leader, MU)

> "You don't hear much about the System's diversity and inclusion goals."
>
> (POC-NM, S&T)

This makes DEI in the system challenging. Participants at all campuses perceive that the University is scattered and doesn't have a clear, consistent plan for implementation: "Have not seen a lot of involvement of system admin in terms of promoting DEI; seems like it is up to the campus" (MPOC-M, UMSL).

Some focus group participants expressed the potential for the System to take steps for the benefit of all campuses. "More strength from the system would be beneficial for new people and ideas coming in; would help get us out of the 'old St. Louis' mindset" (MPOC-M, UMSL). Similar feelings are expressed in smaller organization units as well: "We let departments operate as fiefdoms; need some overall control. I am concerned they may pay lip service" (Sr. Leader, MU).

THERE IS A WIDESPREAD LACK OF TRUST IN THE ADMINISTRATION'S COMMITMENT TO DEI, AND ITS ABILITY FULFILL DEI OBJECTIVES

Throughout interviews and focus groups across all the campuses, some leaders and faculty members expressed a lack of trust in the administration to fulfill a broad DEI vision; participations perceived an absence of tangible goals and milestones that would serve to connect a vision to an actionable plan.

Across the University of Missouri, when faculty and staff don't see a clear vision communicated or acted upon they interpret it as a lack of commitment: "It appears the University is dealing with diversity issues but in reality they are not" (POC-FAC, MU). During focus groups and interviews IBIS repeatedly heard the campus community getting mixed messages from the top, with language that is widely perceived as meaningless 'buzz' words: "They're just words. Written policies that are not actualized" (FC/W-FAC, UMSL).

One concern is that audit participants did not feel that leadership views DEI as something for which all people should be responsible: "If we are going to be DEI it needs to happen at every level; it's all smoke and mirrors" (POC-FAC, UMSL).

One faculty member of color reflected, "[Diversity, Equity, and Inclusion] are just buzz words. I don't think people are truly working towards racial and ethnic diversity at this campus." (POC-FAC, UMSL) A white female tenured faculty member at S&T echoed that sentiment: "It's easy to "check boxes off" about what we've done, but are we really being inclusive here?" (FC/W-FAC, S&T).

"We don't know what the goals are; we need something to measure [ourselves against]. We need a strong vision for the culture you are trying to build. Accountability is nudging people along toward vision. Need more than a check for doing training." (FC/W-M, UMSL)

"They want to do something, but they don't want to upset people. Sends a mixed message about what the campus really thinks about DEI." (POC-STU, MU)

"Mindset that this will all 'blow over'… so we really don't need to do things differently." (Sr. Admin., MU)

INADEQUATE INVESTMENT, COUPLED WITH "SILOED" UNITS, IS A RECIPE FOR DISJOINTED LEADERSHIP

Siloed units and limited investment in DEI inhibits stong, unified, and visionary leadership. As one non-tenured female faculty member observed, referring to the current Assistant Dean of Students and Title IX Coordinator, "Right now it all gets put on D'Andre Braddix (Assistant Dean of Students). It should be something we are all invested in as opposed to passing it off to the one person on campus to deal with" (FC/W-FAC, UMSL).

A senior leader at MU expressed hope that the university could become open to change: "End goal: a university that can be a national leader – open to different ways of experimenting with idea of inclusion, really operationalizing diversity… often we start with one paradigm; we need to be open to multiple paradigms; don't get stuck in one way of looking at diversity. We have to work with Columbia to create a more diverse city" (Sr. Leader, MU).

"We have to find ways for the whole university family to be invested. There are still pockets of resistance, either from exhaustion of the subject matter, but also overcoming long-held cultural and social beliefs of those who attend and work on campus." (MC/W-M, UMKC)

> "Our administrators really aren't receptive to what the students want or are saying." (Leader, S&T)

The silo mentality may add to perceptions among faculty of color that accountability will be a continuing concern.

> "They tell you to go to the diversity office, but when you go there, they tell you they have no power. I said 'I am being discriminated against'; they go to the faculty member and ask if they are discriminating; they say 'no;' and that is it." (POC-FAC, MU)

THE KNOWLEDGE, SKILLS, RESOURCES, AND EFFECTIVENESS OF CDOS CAN BE BETTER LEVERAGED

The National Association of Diversity Officers in Higher Education (NADOHE) has a clear set of professional standards of Chief Diversity officers. In the University of Missouri, each campus has senior leadership for diversity, as well as staff leadership at the Student Life level. The administrative leadership at MU, UMKC and S&T are represented through a Vice Chancellor, and the diversity leader at UMSL holds the title of Director and Chief Diversity Officer. Each of the system leaders in these positions holds advanced degrees, brings significant experience, and is knowledgeable about the legal frameworks that shape their responsibilities.

The recent hire of Kevin McDonald as the Chief Diversity Officer at the System level will continue to be critical to developing a coordinated set of institutional strategies across campuses. For maximum effectiveness, IBIS recommends all CDOs have a dotted line to the System CDO. While the CDO may be expected to engage in efforts to advocate for more inclusive hiring practices system-wide, DEI efforts will also depend on the full engagement of campus-specific DEI leadership. What emerges from our review of the comments from campus focus groups, as well as the 2016 MU Race Relations Report, is that the campus CDO positions are still considered relatively new; skepticism about these roles emerges in the narratives of faculty and staff.

> "All the officers in the diversity area don't seem to talk to each other."
> (POC-FAC, MU)

"The offices must be resourced to focus on a broad range of diversity," as this participant at an S&T focus group expressed, saying, "the DEI Office focuses only on certain types of diversity, like race and gender, and not on others, like religion and sexual orientation" (LGBT*Q-FAC, S&T).

> "The DEI Office focuses only on certain types of diversity." (LGBT*Q-FAC, S&T)

In comparing the work of DEI offices in the University of Missouri with peers such as the University of Iowa, the University of Missouri is comparable in areas addressed, with a notable absence of LGBT*Q and Disability inclusion messaging from the diversity offices. The University of Michigan flagship campus has a position dedicated to DEI strategy and assessment; the recent launch of their five-year strategic plan, which is inclusive of race, gender, sexual orientation, and ability, was launched with enthusiastic support from the president and provost; additionally each unit developed its own strategic plan.

THERE IS A PERCEIVED DISCREPANCY IN TREATMENT AND RESOURCES FOR MU COMPARED TO OTHER CAMPUSES

A consistent theme is the perceived gap in treatment and resources for MU compared to the other campuses: "They value Mizzou more" (FPOC-M, UMSL).

Focus group participants at UMSL shared many comments to that effect " If you look at the Board of Curators, that is inequitable - they are all alumni of MU. So, when they look at UMSL, which is much more diverse, they don't value it; may value S&T more because of the STEM. It's like we didn't take a bath or something" (FC/W-M, UMSL).

We heard that some at UMSL perceive that their programs suffer because of the overemphasis on MU: "We can't get a lot of programs. Took us a long time to get housing; they want students to go to Columbia…I'd like for our role as an urban campus to be highly valued. Resources might flow differently" (FC/W-M, UMSL).

Some at MU recognize that the intertwined relationship between MU and the system can strike other campuses as neglectful: "In talking with other campus staff councils, with the system located in Columbia, the other councils feel that System is more engaged with Mizzou and leave others out. The President rides in Mizzou's homecoming parade but not at other campuses" (Sr. Leader, MU).

While many who are not at MU experience that campus as the site to where the resources flow, some MU focus group participants experience those resources as having limited efficacy. They also feel that DEI efforts are not proceeding as they should.

ADEQUATE BUDGET AND RESOURCE ALLOCATION ARE NEEDED AT THE CAMPUS LEVEL TO DEVELOP DEI

Those performing DEI-specific roles at the campus level feel hindered by lack of staff and budget. A by-product of this is that many see the lack of resources as evidence that UM leaders are not prioritizing DEI. Perceptions such as not having the resources to succeed or that financial constraints are an "excuse" not to fund DEI efforts arose: "We hear a lot about UMKC being broke, but see hires in some places and new furniture. It's all about how you prioritize" (MPOC-NM, UMKC).

> "We always hear that there's a lack of money, but I think that's code – it's really about DEI not being a priority. If we have clear value and are prioritizing this work, this would not be the case." (LGBT*Q-FAC, UMSL)

> "I would love to see institutions try as hard when money is good as when money is tight." (FC/W, UMSL)

> "In spirit, we love the idea; but resources are so scarce that Diversity is a luxury." (LGBT*Q-FAC, MU)

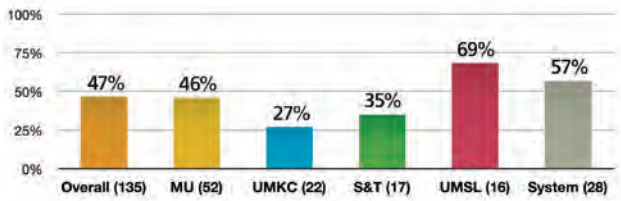
> "They seem to support DEI verbally, but have not seen financial support or resources." (MC/W-M, MU)

> "I wonder if we are understaffed in some of those areas, like the multicultural center, LGBTQ center. When we reach out to them, they are tapped out." (FC/W-NM, MU)

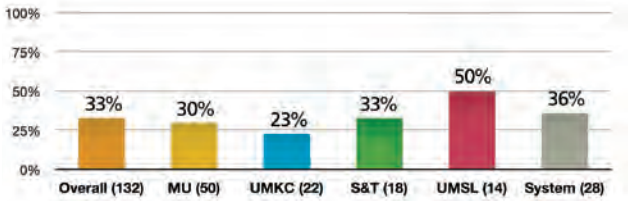
Any institution seeking a culture change needs strong leadership that provides both a clear vision and the resources to back it up. Without those two elements, it won't get the support it needs from the people who drive change.

In results from the Administrative Unit Level Surveys, 47% report the funding, resources, and support in their office for staff "Never" or only "Intermittently" include systems for rewarding staff and departments/units whose work is exceptional; and 33% indicate that the formal process for advocating for additional resources is "Never" or only "Intermittently" fair.

The funding, resources, and support in my office for staff include systems for rewarding staff and Departments/Units whose work is exceptional

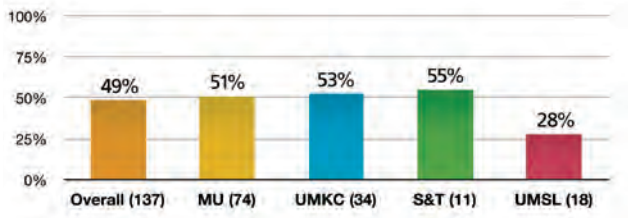


The funding, resources, and support in my office for staff "Never" or "Intermittently" indicate that the formal process for advocating for additional resources is fair

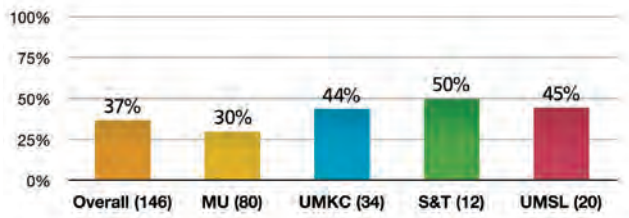


A staff member at UMSL said, "We just went through layoffs; it is hard to consider race in hiring when there is no hiring." Being short-staffed was a common complaint, with this UMSL manager echoing that "a focus on diversity seems like a luxury when there is so much to do" (MC/W-M, UMSL).

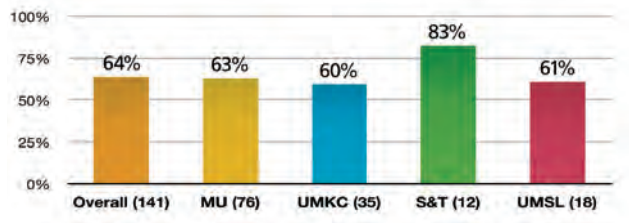
In my Department/Unit we "Never" or "Intermittently" dedicate adequate funding and budgetary resources to DEI



In my Department/Unit we "Never" or "Intermittently" receive policy and funding support and endorsement for DEI from Deans, Chancellors, and other key upper level administrators



In my Department/Unit we "Never" or "intermittently" establish incentives and rewards dedicated to DEI



The academic side doesn't fare well either. 49% Academic Units report "Never" or only "Intermittently" dedicating adequate funding and budgetary resources to DEI; further, 37% Academic Units report "Never" or only "Intermittently" receiving policy and funding support and endorsement for DEI from Deans, Chancellors, and other key upper level administrators.

64% of Academic Units report "Never" or only "Intermittently" establishing incentives and rewards dedicated to DEI. This was echoed in a comment from a faculty member in our focus group: "We can't admit/attract [students] because it's a money issue. Haven't had a [student] stipend increase in 25 years" (FC/W-FAC, UMSL).

A student at UMSL reported that graduate students are considering leaving the school due to cuts in financial aid: "Funding [cuts] for Teaching Assistants exacerbate poverty issues; people using student loans to live would have used TA pay instead." (FC/W-STU, UMSL).

As a general comment about how resources affect the ability to address challenges related to DEI, a focus group participant at MU commented on the gap between aspiration and reality: "We need an infrastructure. We don't all know what is happening in different in pockets. Need resources to build the infrastructure" (POC-FAC, MU).

It is critical that a powerful vision for DEI is communicated system-wide, along with providing the necessary financial, technical, and human resources to drive the process. Best practices indicate that new initiatives require either a reallocation of current resources or additional resources. This means making financial decisions that help put into action an institution's espoused values regarding inclusion and excellence. Funding models that we reviewed reallocate significant resources to support widespread DEI organizational transformation. For example, in the late 1980s, leaders at the University of Michigan called for every unit in the entire university to allocate one percent of their total operating budget to a central fund that was used to develop diversity programs and initiatives. This resource allocation process was highly formalized and authoritative and leveraged the vision of that institution's president.

RECOMMENDATIONS

- Add a dotted line reporting relationship from campus CDOs to the System CDO.
- Establish a process of achieving an aligned DEI scorecard/dashboard throughout the organization. A scorecard decentralizes the vision and provides everyone with the opportunity to contribute to the vision at multiple levels of the institution. Have each unit develop a portion of the scorecard from its own vantage point.
- From an organizational development perspective, determine, communicate, and enforce the role, relationship, and relative authority of the System vis-à-vis the campuses.
- Identify DEI champions among the students, faculty, and staff (i.e., those actively engaging in efforts that enhance DEI on campus), and create opportunities for them to share their skills, strategies, and experiences. Give formal credit for these contributions (e.g., give course credit to students, evaluate this as part of the work load for faculty and staff, etc.).
- Identify a diversity and inclusion liaison for each department who will coordinate diversity and inclusion efforts with the Diversity Steering Committee at each campus.
- Develop a diversity and inclusion award and recognition program that rewards individuals and departments/ divisions for innovative diversity and inclusion efforts, practices, and results.
- Develop and implement a database that captures the accomplishments of diverse faculty and students that can be highlighted in marketing materials.
- All Departments engage support from the Office of DEI/CDO in order to maintain an open dialogue and address DEI issues.
- Provide CDOs with appropriate funding and resources so they can adequately support their strategic goals.
- Develop funding models that reallocate significant resources to support widespread organizational transformation. For example, every unit should allocate a percent of total operating budget to a central fund that will be used to develop diversity programs and initiatives.

- Ensure the HR manual and campus level policies are consistent with the (and link to) the CRRS where appropriate**.**
- Ensure alignment of individual department and college leadership. This can begin with the continuation of the effort to catalog all DEI programming across campuses/system and then borrow from the best practices of each campus.

Additional Considerations & Next Steps

The activities conducted for this University of Missouri Diversity, Equity and Inclusion Audit encompassed the review of policies, practices, and procedures related to DEI across the UM system. We gathered pertinent data to illustrate data points about DEI practices. We also gathered perceptions from a broad cross-section of the UM community representing a wide variety of perspectives. Our interviewees and focus groups included people in a variety of roles at the campus-level and System; dominant and diverse groupings of individuals; and students at all four campuses.

In this audit report IBIS has attempted to provide a fair and balanced view of DEI efforts at UM and made recommendations. Additional areas to review would be supplier diversity, campus complaints, athletics, health centers, extension centers, and campus police activities. Additionally, these pieces fell outside of the scope and timeline for this project.

We also want to acknowledge other reviews that occurred during the timeframe of this audit that intersect with these findings or run parallel to them. The LCME report on the MU Medical School, completed in June and released more broadly in September, highlights the topic of gender discrimination in addition to other DEI infringements. The overlapping system-wide Campus Climate Survey will provide additional data that will enhance the findings from this audit. Both of these data sets will likely help the University prioritize recommendations, as well as inform future conversations regarding planning and implementation strategies.

Additionally, there were announcements made regarding progress that the University has made in the DEI arena, including:

- Changes to the postdoctoral policies
- Monies allocated for diverse faculty hiring at MU
- Missouri S&T's annual progress report on their strategic plan
- Development of an eight-module professional development series for academic administrators
- On the horizon for UMSL is a newly restructured Office of Diversity and Inclusion, which will be more focused on program development and delivery.
- Another bright spot is UMKC, which continues to track movement forward on its best practice setting Strategic Diversity Plan.

It would be incorrect to say that UM has not made progress on DEI efforts. To the contrary, there are many positive and worthwhile steps already in progress, particularly on the campus-level, to increase the DEI efforts system-wide. There are also many opportunities to make the University of Missouri a model of change and a leader in organizational DEI efforts — effectiveness. We at IBIS hope this report acts a guide to directing future changes and meeting UM's DEI goals.

Lastly, we would be remiss not to underscore the importance of the DEI Task Force as the stewards of accountability for ensuring progress and continued conversations. This group of key stakeholders can advocate for the necessary changes, in the appropriate order of implementation, to move the needle on the DEI initiatives to come. In conclusion IBIS hopes that this report will act as a guide to directing future changes and meeting UM's DEI goals.

IBIS wishes to thank all who contributed to the audit process, especially the internal advisory team.

Special Note:

University of Missouri Diversity Asset Inventory

As part of this audit, there was a system-wide effort to inventory all of the DEI-related programming on each campus and at the System. The level of completion for each inventory varies among the campuses, and what is reflected is what has been submitted to date. Further data collection is encouraged to obtain a complete repository of DEI-related programs system-wide in order to continue the discussion around DEI activities and leveraging the positive elements that are already happening across the University of Missouri.

By examining existing programming activities, the University of Missouri can begin to making programming decisions that will be built into DEI strategic plans at appropriate levels system-wide.

Important steps in the initial phase would include:

- Gather DEI programming information from across the system into a central repository.
- Explore commonalities and differences in DEI programming among the campuses and System.
- Identify best practices and explore critical success factors.
- Determine programs that should be made available at each campus and System.
- Determine which programs should be adapted at the campus level and how they will be resourced.
- Analyze staffing and budgeting resources required to support each program.
- Explore how to incorporate best practices in programming into strategic plans.

The inventories, which will be updated on a regular basis, can be found here.

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