

## **Inclusive Excellence at the University of Missouri System 2016-2018 Framework**

The Inclusive Excellence Framework reaffirms the University of Missouri System's commitment to growing and sustaining a diverse and inclusive learning, living, and working environment. The UM System strives to be a 21st century learning community defined by excellence through the affirmation of differences in the composition of its leadership, faculty, staff, and students; the configuration of its policies, procedures, organizational structures, curricula, and co-curricular programs; and the fabric of its interpersonal relationships. This diversity framework expresses a plan for enacting the System's larger mission and for its values. The plan is shaped by UM's core mission to discover, disseminate, preserve, and apply knowledge. The plan outlined here is aligned with the University of Missouri System's goals articulated in the University of Missouri System Strategic Plan 2016 in which the institution expresses a desire for the development of:

[a] system-wide strategy for diversity and inclusion in collaboration with campus/hospital Chief Diversity Officers, HR Officers, Provosts, and other key leaders.

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

Inclusive Excellence is a framework designed to help the University of Missouri integrate diversity and quality efforts. As a model, Inclusive Excellence assimilates diversity efforts into the core of institutional functioning to realize the educational benefits of diversity. Applying Inclusive Excellence concepts leads to infusing diversity into an institution's recruiting, admissions, and hiring processes; into its curriculum and co-curriculum; and into its administrative structures and practices. Inclusive Excellence means an institution has adopted means for the cohesive, coherent, and collaborative integration of diversity, and inclusion into the institutional pursuit of excellence. Accepting the Inclusive Excellence model reflects the understanding that diversity and inclusion are catalysts for institutional and educational excellence, are to be invited and integrated into the very core of the educational enterprise and are not isolated initiatives.

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

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

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

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

## Multicultural Organizational Development<sup>2</sup>

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

- 1) The mono-cultural organization, where diversity is not valued, and compositional diversity is non-existent;
- 2) The compliant organization, where diversity efforts are motivated by staying out of legal trouble;
- 3) The multicultural organization, where many diversity activities and celebrations occur, there are visibly committed leaders, and bias is not tolerated, yet the comprehensive effort to weave diversity into the institutional fabric has not yet been fully achieved;
- 4) The inclusive organization where differences are recognized, valued, celebrated, and utilized, there is an emphasis on inclusive practices at all levels of institutional functioning, and all members of the organization are accountable for diversity and inclusion success. The UM System will use this framework as a backdrop against which to reflect on its progress in institutional and educational climate and practices.

## The Dimensions of Inclusive Excellence at the University of Missouri System

The model for Inclusive Excellence at UM System has four dimensions: 1) Access and Success, 2) Institutional Climate and Intergroup Relations, 3) Education and Scholarship, and 4) Institutional

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<sup>2</sup>Jackson, B. W (2006). **Theory and practice of multicultural organization development.** In Jones, B. B. & Brazzel, M. (Eds.), *The NTL Handbook of Organization Development and Change* (pps. 139-154). San Francisco, CA: Pfeiffer. Jackson, B. W., & Hardiman, R. (1994). Multicultural organization development. In E. Y. Cross, J.; H. Katz, F. A. Miller, & E. W. Seashore (Eds.), *The promise of diversity: Over 40 voices discuss strategies for eliminating discrimination in organizations* (pp. 231-239). Arlington, VA: NTL Institute; Jackson, B. W. and Holvino, E. V. (1988, Fall), Developing multicultural organizations, *Journal of Religion and Applied Behavioral Science* (Association for Creative Change), 14-19.

Infrastructure. This framework should be conceptualized as a matrix of integrated initiatives designed to achieve institutional excellence infused with evidence of diversity and inclusion. Each dimension of the model represents an area in which initiatives are designed to achieve excellence. For planning and implementation purposes, information needs to be collected and analyzed, and programs and policies need to be modified or developed to address deficiencies within each dimension. The dimensions create a framework that helps the institution monitor the progress of diversity and inclusion efforts to ensure that they remain integrated, intentional, and central to the core mission of the university.

The goals, objectives, strategies, and indicators outlined below are intended to guide the actions of appropriate university units, including senior management areas, colleges, schools, departments, and programs, in the delivery of initiatives, policies, and practices that advance diversity and inclusion. To coincide with the timeframe associated with the University Strategic Plan, initiatives outlined in this framework include the current year (2016) to 2018. As this framework is implemented, the creation of indicators for each of the four dimensions will result in an annual report to the Board of Curators that will include accomplishments, deficiencies, and plans for adjustments of efforts. The report associated with this plan will be presented annually, beginning in 2017.

Indicators included in this plan draw on existing datasets wherever possible, especially those reports submitted to state or federal authorities that use standardized definitions and may allow cross-institutional comparisons. Institutional and national surveys of faculty, staff, and students provide important information for monitoring progress, guiding continuous improvement, and benchmarking against others when possible. Many units at the System and its campuses participate in collecting and analyzing data cited below, including Institutional Research, Academic Affairs, Enrollment Management, Student Affairs, Human Resources, Graduate Studies, as well as Diversity, Equity, and Inclusion.

### **Additional Definitions:**

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

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

## Access and Success

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

Objective 1: To achieve increased enrollments of underrepresented student populations.

### Strategies:

1. Implement selected pipeline initiatives to make a UM System campus an organization of choice for historically underrepresented/underserved populations.
2. Assess, and where needed, enhance existing pipeline initiatives with the potential to make a UM System campus an organization of choice for historically underrepresented/underserved populations.
3. More fully engage multicultural alumni in appropriate marketing and student recruitment and retention programs.

### Indicators:

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

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

### Strategies:

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

### Indicators:

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

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

Strategies:

1. Continue recruiting a diverse graduate and professional student population with the goal of making each UM System campus the destination of choice for graduate students from historically underrepresented/underserved populations.
2. Create a benchmark to assess the effectiveness of key graduate student recruitment or retention initiatives to ensure that efforts and outcomes are aligned with goals and that opportunities for continuous improvement are identified.
3. Connect graduate/professional students with faculty and alumni mentors.

Indicators:

1. Number of students from historically underrepresented/underserved populations admitted to graduate school.
2. Time-to-degree and graduation rates of historically underrepresented/underserved populations.
3. The number of graduate degrees awarded to historically underrepresented/underserved populations.

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

Strategies:

1. Increase the likelihood of diverse faculty and staff applicant pools by developing and implementing a comprehensive recruitment and retention plan - focusing on advertising, job descriptions, career ladders, search committee processes and education, and special faculty recruitment initiatives like cluster hires, “targets of excellence,” and “future faculty.”
2. Implement outreach and recruitment strategies to increase staff applicants and hires from historically underrepresented populations.
3. Implement faculty/staff exit surveys and use the results for identification of issues and opportunities for continuous improvement.
4. Create leadership development and career path programs for faculty and staff (with special attention given to historically underrepresented populations to enhance their leadership opportunities.)

Indicators:

1. Number and proportion of the various categories of historically underrepresented faculty.
2. Number and proportion of historically underrepresented staff by major employee group.
3. New historically underrepresented faculty and staff by type of employee.
4. Voluntary departure rates of historically underrepresented faculty and staff (or turnover rates as defined by the state for staff) by employee type.
5. Number and proportion of historically underrepresented faculty who achieve tenure and promotion by cohort.

## **Institutional Climate and Intergroup Relations**

Goal: Create and sustain an organizational environment that acknowledges and celebrates diversity and employs inclusive practices throughout its daily operations.

Objective: Create a climate that is supportive and respectful and that values differing perspectives and experiences.

### Strategies:

1. Use surveys and/or focus groups to periodically assess student and employee feedback on the climate for diversity and inclusion.
2. Create meaningful dialogue between and among groups that increases understanding of varied perspectives and the nature of social and economic inequalities.
3. Educate the campus community on the prevention of harassment, discrimination and productive ways to resolve conflict. Effectively address concerns and complaints.
4. Offer educational and celebratory events for students, faculty, staff and the community that recognize, value and honor diversity and promote inclusion. Evaluate selected programs for their impact on the climate for diversity and inclusion.
5. Develop and maintain high visibility of UM System's Principles of Community including annual on- and off-campus promotions such as student and employee orientations and athletic events and posting the principles in classrooms and offices.
6. Increase recognition programs that acknowledge contributions made to advance diversity and inclusion.

### Indicators:

1. Perceptions of the climate for diversity as measured by relevant questions on the Employment Climate Survey analyzed by race/ethnicity, gender, sexual orientation, gender identity, employee type and senior management area.
2. Awareness and understanding of the UM System's Principles of Community as measured by questions on the Employment Climate Survey.
3. Benchmark comparisons of diversity and climate-related perceptions and experiences as measured by national or multi-institution surveys (e.g. National Survey of Student Engagement (NSSE), Profile of Today's College Student (National Association of Student Personnel Administrators)).

## **Education and Scholarship**

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

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

### Strategies:

1. Establish incentives for individual faculty and academic units to adapt existing courses and academic programs for global outreach education, and develop new courses and programs as needed.
2. Develop opportunities that help faculty assess the achievement of diversity-related learning outcomes in class or extra-curricular experiences.
3. Hire faculty and staff with content expertise in areas of study that examine diverse identities and cultures.

### Indicators:

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

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

### Strategy:

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

### Indicator:

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

## **Institutional Infrastructure**

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

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

### Strategies:

1. Incorporate diversity and inclusion interests into philanthropic campaign efforts.

2. Seek corporate and foundation support for key pipeline and academic support programs that serve women, international, historically underrepresented populations, and/or students with diverse abilities.
3. Engage women alumni, international alumni, alumni from historically underrepresented populations, and alumni with diverse abilities in diversity and inclusion efforts (e.g. reunions, yield events, speaker series, recognition events, student mentoring, etc.).

Indicators:

1. Increased funding support for diversity and inclusion initiatives from philanthropic efforts.
2. Increased initiatives aimed at women and multicultural alumni cultivation.
3. A dedicated FTE for the engagement of multicultural alumni.

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

Strategies:

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

Indicators:

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

Objective 3: Provide economic inclusion opportunities for diverse suppliers in the state of Missouri by increasing UM System (campuses, health system, extension) purchases of goods and/or services from diverse suppliers.

Strategies:

1. Increase and improve diverse supplier spending within spend pools (Design and Construction and UM Supply Chain) collectively to a target of 15% annual spending by FY 2018 with diverse suppliers across the enterprise.



2. Grow supplier diversity spending by UM System major supplier's utilization of diverse suppliers as part of their contractual obligation. Target goal of \$3 million dollars of annual spending.
3. Expand and focus communication of UM Supplier Diversity initiatives, efforts and results across all areas of the operation (leadership, faculty, staff).
4. Assist and drive business opportunities to diverse suppliers in mid-Missouri. Help with supplier development in mid-Missouri working with City of Columbia, REDI and other corporate stakeholders.

Indicators:

1. Annual supplier diversity report issued reflecting annual progress.
2. Quarterly review of spending results to insure work is on-track and/or if adjustments to plans can be made if results fall short.
3. Included as part of annual report on diversity to the Board of Curators.