

# **Missouri University of Science and Technology 2016-2020**

## **Inclusive Excellence Framework**

The Inclusive Excellence Framework reaffirms the Missouri University of Science and Technology's commitment to growing and sustaining a diverse and inclusive learning, living, and working environment. Missouri S&T 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 Missouri S&T's core mission to integrate education, research and application to create and convey knowledge while fostering its core value of creating a welcoming inclusive environment. 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.

This plan also aligns with Missouri S&T's strategic plan to provide a top return on investment among public research universities to students, employers, research partners and donors through extraordinary access to renowned expertise, services and experiential learning opportunities.

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

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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.

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:

Diversity – The term diversity is used to describe the various mix or combinations of human differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, 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.  
[\(https://www.aacu.org/making-excellence-inclusive\)](https://www.aacu.org/making-excellence-inclusive)

Equity – The creation of opportunities for historically underrepresented populations to have equal access and equitable opportunity to and participate in educational programs designed to reduce the academic/opportunity gap

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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](#).

in student success and completion. Equity is also the process of allocating resources, programs, and opportunities to staff, faculty, and students without historical discrimination and addressing imbalances.

## **Multicultural Organizational Development<sup>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. Missouri S&T will use this framework as a backdrop against which to reflect on its progress in institutional and educational climate and practices.

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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.

## The Dimensions of Inclusive Excellence at the Missouri University of Science and Technology

The model for Inclusive Excellence at Missouri S&T has five dimensions: 1) Access and Success, 2) Institutional Climate and Intergroup Relations, 3) Education and Scholarship, 4) Institutional Infrastructure, and 5) Community involvement. 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**.

**Representation** - focuses on the inclusion and success of previously underrepresented groups. This is the most commonly understood element of diversity initiatives, and it has emerged from a social and historical context of exclusion and resulting underrepresentation.

**Campus climate and intergroup relations** - this addresses the impact of the collegiate environment on institutional and student success. It also addresses underrepresented groups that experience hostility or marginalization because of their backgrounds, and increasingly focuses on efforts to bring students together across boundaries. Addressing this dimension might include activities which seek to prevent students from experiencing campuses as alienating, hostile, and "chilly." It also has come to involve identifying institutional characteristics that affect the psychosocial environment and therefore may influence all students' experiences, levels of involvement, and academic achievement.

**Campus diversity--education and scholarship** - involves the inclusion of diverse traditions in the curriculum, the impact of issues of diversity on teaching methods, and the influence of societal diversity on scholarly inquiry. The core of higher education, after all, is made up of: 1) the curriculum--what we teach; 2) pedagogy--how we teach it; and 3) scholarly inquiry--what we value. Perceiving that the curriculum was connected to student success and recognizing that much had been omitted from traditional academic fields, many campus diversity efforts have focused on the curriculum--from the development of ethnic studies and women's studies programs to the development of general education diversity course requirements (see *Diversity Digest*, [Winter, 1997](#)). This dimension underscores that curricular change is at its core a reflection of new areas of scholarship, new questions, and the contributions of decades of research that are now being seen as central to a good education.

**Institutional transformation**- refers to deep, reorganizing questions which build upon the many changes prompted in the earlier dimensions. The many "diversity initiatives" on campus necessarily raise questions about traditional practices and approaches. Indeed, it is clear that a focus on diversity often raises issues which have needed attention for some time. Student success in the form of graduation rates, the significance of mentors, the campus climate for many students, issues of community, intergroup and intragroup relations, links between in-class and out-of-class learning have been concerns for years in higher education. Recent

diversity efforts, taken seriously from an institutional point of view, can prompt fundamental improvements in these areas. And, the research is beginning to suggest that strong and visible leadership is key to the success of any diversity initiatives.

## About this document

The Following framework was the result of the efforts of many committed individuals. As such, actions are annotated with the name of the recommending body, as per the abbreviations below:

- Missouri S&T Strategic Plan Item (SP)
- UM System CDO Council Commitment (CDO)
- Missouri S&T Diversity Task Force Recommendation (TF)

## Inclusive Excellence Area 1: Access and Success

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

**Objective 1: Increase student enrollment of historically underrepresented/underserved populations**

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Diversity, Equity, Inclusion	<i>Establish goals on the campus dashboard (SP)</i>	Goals developed Spring 2018 based on climate survey data	CDO
Enrollment Management	<i>Create a sustainable pipeline of URM K-12 students to Missouri S&amp;T. (TF)</i>	Apply for Upward bound grant when solicitation is released	Dean, Enrollment Management; Deans of CASB and CEC; CDO
Enrollment Management	<i>Identify target/feeder schools (SP)</i>	Schools have been identified	Director, Admissions
Enrollment Management	<i>Set up transfer articulation agreements with two-year institutions with large underrepresented minority populations (SP)</i>	Agreements set up with every in-state institution; survey of neighboring state institutions Summer 2018.	Dean, Enrollment Management
Enrollment Management	<i>Explore a scholarship structure that would serve to attract highly qualified URM students</i>	Discussions occurring; Plan developed by Summer 2018	Dean, Enrollment Management; Director, Financial Aid; CDO

## Objective 2: Increase the retention and academic success of underrepresented/underserved populations

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Enrollment Management	<i>Continue to support the work-study program aimed at supporting underrepresented populations (SP)</i>	Currently underway; key indicator: URM students enrolled	Director, Financial Aid
Student Affairs	<i>Ensure that Disability Support Services and other intervention programs engage and connect with DEI programs and services (TF)</i>	Currently underway; key indicator: number of joint projects/ workshops	Coordinator of Disability Support Services; Director, Equity and Title IX

## Objective 3: Increase the recruitment and retention of a diverse graduate student community

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Graduate Studies	<i>Dedicate Chancellor's Distinguished Scholarships for underrepresented populations (SP)</i>	Scholarship criteria set; key indicators: scholarships awarded	Vice Provost, Graduate Studies
Graduate Studies	<i>Establish targeted schools (SP)</i>	Currently underway; key indicators: schools contacted	Dean, College of Engineering and Computing
Graduate Studies	<i>Continue membership in GEM (SP)</i>	Membership currently in place, review annually	Vice Provost, Graduate Studies

## Objective 4: Achieve and retain a more diverse faculty and staff

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Diversity, Equity, Inclusion	<i>Establish goals on the campus dashboard (SP)</i>	Goals established based on Affirmative Action plan, Spring 2018.	Director, Equity and Title IX
Diversity, Equity, Inclusion	<i>Review job recruitment and hiring practices (TF)</i> <ul style="list-style-type: none"> <li><i>a. Review departmental job postings for wording and to identify areas of optimization;</i></li> <li><i>b. Train search committee and tenure review committees on unconscious bias</i></li> <li><i>c. Ensure diverse composition of search committees.</i></li> </ul>	Review done Spring 2017; implementing recommendations. Key indicator: URM candidates recruited	Director, Human Resources; Director, Equity and Title IX
Diversity, Equity, Inclusion	<i>Engage local stakeholders, staff, and students to recruit potential staff and faculty (greater St. Louis area). (TF)</i>	Discussion begun with stakeholders; match stakeholders with available adjunct opportunities by Fall 2018.	CDO, Chancellor's Committee on African American Recruitment and Retention

## Objective 5: Explore additional scholarship funding opportunities to be more competitive with underrepresented minority/female student recruitment

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Enrollment Management	<i>Streamline and consolidate funding sources for URM and female students</i>	Currently underway	Director, Financial Aid

<b>Responsible Unit</b>	<b>Initiatives and Actions</b>	<b>Measurement and Timeframe</b>	<b>Process Owner</b>
University Advancement	<i>Aggressively engage URM/ female alumni and corporate partners to increase giving to programs that benefit URM/ female students</i>	Plan developed Fall 2018	Vice Chancellor, University Advancement
Diversity, Equity, Inclusion	<i>Seek outside grant opportunities to fund URM/ female student scholarship</i>	Plan developed Fall 2018	Chancellor's Committee on Diversity and Inclusion

## Inclusive Excellence Area 2: Institutional Climate and Intergroup Relations

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

**Objective 1:** Develop infrastructure that allows the university to meet the need for diversity and inclusion

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Diversity, Equity, Inclusion	<i>Encourage pursuit of grants in the DEI area. (TF)</i>	Discussions underway; key indicator, # of grants applied for and secured	CDO, Vice Provost, Undergraduate Studies
Diversity, Equity, Inclusion	<i>Provide professional development and training for faculty, staff and students that provides awareness of diversity and inclusion issues and encourage them to develop skills that will make our campus a warm and welcoming environment (SP)</i>	Trainings developed; key indicator: total workshops held, individuals trained.	Director, Student Diversity Initiatives
Student Affairs	<i>Develop a diversity training workshop for recognized student organizations as part of leadership development training program (SP)</i>	Plan developed for implementation, Fall 2018	Director, Student Life; Director, Student Diversity Initiatives

## Objective 2: Create a climate that is supportive and respectful (SP)

<b>Responsible Unit</b>	<b>Initiatives and Actions</b>	<b>Measurement and Timeframe</b>	<b>Process Owner</b>
Diversity, Equity, Inclusion	<i>Create opportunities for students from underrepresented communities to connect with prospective students from similar backgrounds. (TF)</i>	Mentoring program developed for launch Fall 018	Director, Student Diversity Initiatives, Director, Career Opportunities and Employer Relations
Diversity, Equity, Inclusion	<i>Establish a council of student leaders passionate about connecting different campus groups (including awards for their efforts). (TF)</i>	Underway, Council to be established for Fall 2018, with a second round of additions Fall 2019 once additional affinity groups identified	Director, Student Diversity Initiatives
Diversity, Equity, Inclusion	<i>Reach out to LGBT/Q community to identify needs (consider attending groups meetings to better identify needs and concerns). (TF)</i>	Underway	Director, Student Diversity Initiatives
Diversity, Equity, Inclusion	<i>Develop faculty, student and staff affinity groups (SP, CDO)</i>	Underway, groups identified Spring 2018.	Director, Student Diversity Initiatives; Staff Council; Faculty Senate
Finance and Operations	<i>Increase the number of gender neutral/family restrooms on campus (SP)</i>	Seek opportunities for renovation based on space availability. Key indicator: number of GN restrooms	Director, Facilities and Maintenance
Finance and Operations	<i>Increase number of lactation rooms on campus.</i>	Seek opportunities for renovation based on space availability. Key indicator: number of lactation rooms	Director, Facilities and Maintenance



## Inclusive Excellence Area 3: Education and Scholarship

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

**Objective 1: Engage local, regional, and national leaders in diversity scholarship and thought**

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Diversity, Equity, Inclusion	<i>Engage local St. Louis citizen champions. (TF)</i>	Hold meetings with key partners Summer 2018.	CDO, Chancellor's Committee on African American Recruitment and Retention
Provost	<i>Bring underrepresented minority faculty to campus as visiting scholars (SP)</i>	Identify opportunities for adjuncts and visiting scholars by Fall 2018; placement by Fall 2019	Deans of CASB and CEC
Diversity, Equity, Inclusion	<i>Develop ongoing Diversity Speaker Series to highlight issues/topics and increase awareness (SP)</i>	Secure funding for series by Fall 2019; key indicator: speakers booked	CDO
Diversity, Equity, Inclusion	<i>Apply for Inclusive Excellence grants to support these activities (CDO)</i>	Proposal submitted to UM System 2018.	CDO

## Objective 2: Infuse curriculum and co-curricular experiences to enhance diversity and inclusion competencies (SP)

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Diversity, Equity, Inclusion	<i>Enlarge the Campus Committee on Diversity and Inclusion (by updating the members and charges for the Chancellor's Advisory Committee on Diversity &amp; Inclusion). (TF)</i>	Committee membership increased substantially in Fall 2017.	CDO, CCDI
Diversity, Equity, Inclusion	<i>Create a Diversity Certificate program for students, faculty and staff to enhance the campus climate (SP)</i>	Curriculum designed, Summer 2018; rollout Fall 2019.	Director, Student Diversity Initiatives; Director, Student Life
Undergraduate Studies	<i>Ensure diversity and inclusion themes are incorporated into experiential learning opportunities (SP)</i>	Set criteria Summer 2018.	Vice Provost, Undergraduate Studies
Diversity, Equity, Inclusion	<i>Develop a DEI Scorecard. (TF)</i>	Scorecard created Summer 2018	CDO, CCDI
Marketing and Communications	<i>Develop a database that captures the accomplishments of diverse faculty and students; highlight in marketing materials. (TF)</i>	Criteria to be established 2018; Database goes live 2018; materials used to identify diversity champions and in UM system-wide marketing 2019	CDO; Executive Director, Marketing and Communications
Finance and operations	<i>Encourage and engage faculty and staff to pursue educational program funding for both secondary and post-secondary learning. (TF)</i>	Plan developed Fall 2018	Deans, CASB and CEC

<b>Responsible Unit</b>	<b>Initiatives and Actions</b>	<b>Measurement and Timeframe</b>	<b>Process Owner</b>
Provost	<i>Identify DEI champions among faculty and establish a rewards system. (TF)</i>	Criteria to be established 2018; funding sources to be identified 2018; first awards 2019	CDO, Deans, CASB and CEC
Diversity, Equity, Inclusion	<i>Facilitate venues where students, faculty, and staff can participate in meaningful interaction and thoughtful engagement. (TF)</i>	Plan developed, including enhancement of “Let’s Talk” program, 2018. Key indicator: number of events held, number of attendees	CDO; Director, Student Diversity Initiatives; Chancellor’s Committee on Diversity and Inclusion
Provost	<i>Facilitate venues for students and faculty to connect, in an effort to increase informal mentoring. (TF)</i>	Explore possibilities, including CAFÉ for this. Plan developed by 2019	Provost, CDO
Student Affairs	<i>Create opportunities for diverse undergraduate communities and student organizations to connect and interact to gain understanding and perspective. (TF)</i>	Explore support for living/learning committees in Residence Life, Spring 2018	Director, Residence Life
Diversity, Equity, Inclusion	<i>Create opportunities for ‘train the trainer’ initiative for cultural competencies (CDO)</i>	Training completed fall 2017; further opportunities being explored	Director, Student Diversity Initiatives; Director, Counseling Services

## Inclusive Excellence Area 4: Institutional Infrastructure

**Goal:** Create and sustain an institutional infrastructure that effectively supports progress in achieving diversity goals in the university strategic plan

**Objective 1:** Secure funding sources to enhance strategic initiatives in diversity and inclusion.

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Provost	<i>Create a funding pool to supplement compensation to departments for diversity faculty/staff hire (CDO)</i>	Seeking funding for pool for Fall 2019; key indicator: funding secured	Provost, CDO
Provost	<i>Explore creating a mini-grant program aimed at providing funding for programs and initiatives that promote diversity and inclusion (SP)</i>	Pilot Program underway; securing regular funding for Fall 2019. Key indicator: number of funded proposals	Chancellor's Committee on Diversity and Inclusion

**Objective 2:** Create spaces on campus for the coordination and hosting of diversity initiatives and affinity groups

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Diversity, Equity, Inclusion	<i>Explore creating a multicultural center on campus for affinity groups (SP)</i>	Begin discussions Fall 2018, after realignment of diversity programming	Director, Student Diversity Initiatives

<b>Responsible Unit</b>	<b>Initiatives and Actions</b>	<b>Measurement and Timeframe</b>	<b>Process Owner</b>
Marketing and Communications	<i>Maintain the diversity and inclusion website to promote diversity and inclusion (SP)</i>	Currently underway; content updated regularly	Manager, Electronic Communications

## Inclusive Excellence Area 5: Community Involvement

**Goal:** Leverage the resources of S&T to extend concepts of inclusiveness into our service area, to the advantage of both on and off-campus constituents.

**Objective 1:** Establish engagement programs with the larger S&T community (including St. Roberts, MO; Fort Leonard Wood, MO; Waynesville, MO and St. Louis, MO). (TF)

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Diversity, Equity, Inclusion	<i>Meet with civic, religious, and business leaders in local communities to discuss training opportunities in diversity and inclusion</i>	Meetings to be held in 2018-19; key indicator: meetings conducted	CDO
Diversity, Equity, Inclusion	<i>Establish MOUs for local agencies that include cross training in cultural competence</i>	Begun, ongoing process; key indicator: MOUs signed	Director, Equity and Title IX
Student Affairs	<i>Engage local chambers of commerce in bystander intervention trainings, specifically restaurants, bars, and other social establishments</i>	Key indicators: trainings conducted in the community	Coordinator, Student Wellness
Finance And Operations	<i>Coordinating volunteerism among S&amp;T employees as part of work/life balance in ways that serve the local community</i>	Policy for volunteerism approved; Volunteer Portal created in 2018; key indicator: number of volunteer hours	Director, Human Resources

<b>Responsible Unit</b>	<b>Initiatives and Actions</b>	<b>Measurement and Timeframe</b>	<b>Process Owner</b>
Diversity, Equity, Inclusion	<i>Offer to host and facilitate roundtable discussions in the community on pressing issues, leveraging university expertise and resources</i>	Dialog begun with local leaders; key indicator: roundtables conducted	CDO

## Objective 2: Open campus programs and services to communities within the S&T service area

<b>Responsible Unit</b>	<b>Initiatives and Actions</b>	<b>Measurement and Timeframe</b>	<b>Process Owner</b>
Marketing and Communications	<i>Increase social media presence and other marketing to publicize cultural celebrations hosted by Missouri S&amp;T, such as Celebration of Nations</i>	Currently underway; key indicator: number of stories	Executive Director, Marketing and Communications
Diversity, Equity, Inclusion	<i>Open university-sponsored dialogs like “Let’s talk” series to the local community, seeking input and attendance from local constituents</i>	Currently underway; key indicator: number of events, attendance numbers	Chancellor’s Committee on Diversity and Inclusion
Diversity, Equity, Inclusion	<i>Conduct and promote exhibits on local Missouri history and culture; ensure that local communities feel included in the diversity being championed by the university</i>	Plan developed, including funding sources, for fall 2019.	CDO; Dean, CASB

## Funding Requests\*

\*Items highlighted in green should be considered high priority

Responsible Unit	Initiatives and Programs	Justification	Metrics and Timeline	Process Owner	Anticipated Costs	Funding Requested
Diversity, Equity, and Inclusion (DEI)	Pilot: Nationally recognized speaker series on Diversity and Inclusion	S&T regularly hosts speakers of scholarly or entertainment merit, generally funded through departmental/college funds or through student activity funds. In order to properly highlight trends in diversity scholarship, and to have people of influence address topics of diversity and inclusion, it is necessary to bring in centerpiece events featuring speakers of national prominence.	Series kickoff Fall 2018; 2 events per academic year for life of grant; key indicator: attendance	Chief Diversity Officer, Chancellor's Committee on Diversity and Inclusion	Travel, lodging, meals, venue, honorarium for speakers	100,000 annually
DEI	Pilot: Community Outreach Program	Rolla is uniquely situated among the UM campuses in that it lacks a large metropolitan center and serves as the de facto cultural center for our service area. Diversity and Inclusion programs and workshops should be offered to partners in the local community to introduce these concepts. In speaking with local government and educational agencies, we have found that there is interest in such programming, but we are unable to meet those needs utilizing current resources.	Program implemented for Fall 2018; key indicators: menu of workshops and programs developed, number of workshops delivered	Chief Diversity Officer, Chancellor's Committee on Diversity and Inclusion	Hosted events on campus, materials and time for S&T staff to do workshops off campus	25,000 annually

<b>Responsible Unit</b>	<b>Initiatives and Programs</b>	<b>Justification</b>	<b>Metrics and Timeline</b>	<b>Process Owner</b>	<b>Anticipated Costs</b>	<b>Funding Requested</b>
DEI	Program Enhancement: Roundtable Discussion Series	S&T currently hosts the “Let’s talk” series on campus, which attempts to address controversial issues of the day in an open, facilitated dialog format. We have spoken with Rolla city officials about expanding the reach of this program to address local issues as well, leveraging the university’s facilities and expertise of its faculty and staff. Enhancement is requested to allow for incidentals associated with hosting such events to be offset, and to allow for the periodic invitation of outside experts. As S&T does not have a depth of expertise in its social sciences departments, this is a present need.	Series scheduled for Fall 2018; key indicator: events held, attendance	Chief Diversity Officer, Chancellor’s Committee on Diversity and Inclusion	Facilitator/ Panelist honorarium, refreshments * 4 events annually @ 2500 per	10,000 annually
DEI	Pilot: Annual Cultural Exhibit	As discussed, extending the reach of the university into our surrounding communities is a key part of improving campus climate; the second piece to this is the creation of spaces where community members feel included in the university’s culture of scholarship. We have had success in bringing traveling exhibits to campus in the past, and this would allow for a focused effort to bring an exhibit that showcases	Exhibit booked for Fall 2019; key indicator: attendance	Chief Diversity Officer, Chancellor’s Committee on Diversity and Inclusion	Costs for exhibit, marketing, staffing	75,000 annually

<b>Responsible Unit</b>	<b>Initiatives and Programs</b>	<b>Justification</b>	<b>Metrics and Timeline</b>	<b>Process Owner</b>	<b>Anticipated Costs</b>	<b>Funding Requested</b>
		Missouri culture and history in a way that is accessible to local stakeholders.				
DEI	Program Enhancement: Cultural Film Series	Up until Spring 2018, S&T has hosted a cultural film series that showcases a wide array of narratives told by nontraditional directors, writers, and actors. This has been well-received by local constituents, but was scaled back due to budget considerations. We would like assistance in returning this to campus. The series has consisted of a 28-week run over two semesters.	Series in place Fall 2018; key indicator: attendance, satisfaction surveys	Chief Diversity Officer, Chancellor's Committee on Diversity and Inclusion	Film licenses, venue rental	40,000 annually
DEI	One-time funding: Media Campaign, Diversity as a Shared Value @ S&T	In the larger discussion of campus climate, public universities balance inclusion with free expression considerations. Quite often the two are at odds, and our students and other community members receive contradictory or ambivalent messaging about the university's role and commitment to diversity and inclusion. We would like to create and execute a sustained campaign to educate students about expression on campus, and also discuss how our commitment to Diversity	Campaign Launch Fall 2018	Executive Director, Marketing and Communications	Physical signage, copies for passive programming, refreshments for a public forum	2500

Responsible Unit	Initiatives and Programs	Justification	Metrics and Timeline	Process Owner	Anticipated Costs	Funding Requested
		as one of S&T's shared values interacts with it.				
Student Diversity Initiatives (SDI)	Pilot: Mentoring program for underrepresented minorities/women/ first generation students	With the movement of S&T to being a Highly Selective institution, there is an increased need to focus on recruiting and retaining high quality URM, female, and first generation students. We would like support for a mentoring program administered through SDI that 1) bolsters the financial incentive for students to attend and 2) provides the needed support to ensure these students persist. Y1 of the program would entail a regular series of enrichment activities; subsequent years would turn upperclassmen into peer mentors for new students. We feel very strongly that a sustained cycle of peer mentorship is the key to building the communities we want on campus.	Program launched Fall 2018; key indicator: students enrolled in program	Director, SDI	Awards, materials for Y1 workshops	100,000 annually
SDI	Program Enhancement: Cultural	Currently, all cultural programming is done through GRA funds or private donations. With the collapse of several programming offices during university restructure,	Program enhancements in place by Spring 2019; key	Director, SDI	Talent booking costs, materials, marketing	50,000 annually

<b>Responsible Unit</b>	<b>Initiatives and Programs</b>	<b>Justification</b>	<b>Metrics and Timeline</b>	<b>Process Owner</b>	<b>Anticipated Costs</b>	<b>Funding Requested</b>
	programming series	additional resources are required to provide an adequate amount of both passive and active programming. These efforts are vital for reaching the larger S&T community.	indicator: events/programs held			
SDI	Position: Program Coordinator, Advisor to minority affinity groups	Currently, Student Diversity initiatives provides a high level of support for URM affinity groups that match the engineering focus of the institution (NSBE, SWE, SHPE). With the growth of the College of Arts, Science, and Business, we would like to expand these efforts to the liberal arts students on campus, by founding or assisting affinity groups that match those areas of focus. At this time, a single professional staff member should be able to manage the need; a graduate assistant level position would also be suitable, but due to Rolla's location and the lack of graduate programs that feed into student services, we request a professional staff member.	Candidate hired by Fall 2018; at least 3 affinity groups identified and founded by Spring 2019.	Director, SDI	Salary and benefits	55,000 annually
Equity And Title IX (ETIX)	Position: Equity trainer	S&T has enjoyed a great amount of success by employing a Title IX educational coordinator to convey the rights and concepts that surround those policies. We	Candidate hired by Fall 2018; key indicator: trainings	Director, ETIX	Salary and benefits	65,000 annually

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		would like to replicate that success through the use of an educational coordinator to manage equity trainings and workshops. Currently, training is cooperatively done between SDI and ETIX; a dedicated staff member trained in diversity education would be useful for on-campus programming and the off-campus initiatives discussed elsewhere in this proposal.	conducted, audience surveys			
ETIX	Pilot: ADA Accommodation fund for staff	Currently, funding for ADA accommodations is done through individual departments. For some departments, this can cause financial hardship, and there is concern that this might have a chilling effect on staff and faculty requesting needed accommodations, or in transferring departments once accommodation is made. We would like to pilot a central fund in order to see whether there is an impact on utilization under a centralized funding model.	Fund in place for fall 2018; key indicators: number of requests	Director, ETIX	Variable; can be light sources, ergonomic workstations, displays	10,000

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Student Affairs (SA)	Program Enhancement: in DSS	The number of students utilizing Disability Services, especially in regards to testing, has increased dramatically in recent years. Processing student accommodations takes time from personal consultations with faculty, as well as hosting workshops on rights and responsibilities under the ADA.	Additional personnel and software licenses available for Fall 2018; key indicator: consultations and workshops conducted	Disability Services Coordinator	Software licensing, test proctor stipend, GA stipend	50,000 annually
Finance and Operations	Pilot: Equity Renovation fund	S&T, in an effort to become a more inclusive campus, requests assistance with non-critical renovation projects. These projects include: conversion of restrooms to gender neutral or family friendly facilities; installation of lactation rooms convenient to users, and installation of automatic doors in older buildings.	Needs identified by Spring 2019; Construction plan made by Fall 2019; Renovations completed by Fall 2020	Physical Facilities, Disability Services, ETIX	Renovation costs for restrooms, automatic doors	50,000
Provost	Pilot: Startup funds for scholars from underrepresented backgrounds	Recognizing the pushback to salary ‘bonuses’ paid to URM candidates from colleagues on campus, we are requesting additional support in startup funding, to make the move to S&T more attractive. We believe that long-term, this will make for smoother adjustment into the faculty ranks than other options.	Funding available to Provost for recruiting beginning fall 2018; expected date of first placement, Fall 2019.	Provost; Deans of CASB/CEC	Two startup packages per college	200,000

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Provost	Pilot: Salary offset for URM candidates	To incentivize hiring of URM candidates for academic departments, we are proposing an offset of salary expenses that increases each year for the first 5 five years of employment. This offset goes to the department, not the employee, but should have the following impact: 1) allow departments to make a higher initial offer to a qualified candidate that helps them meet their recruiting goals, and 2) rewards departments for retention as well as recruitment.	Funding available beginning fall 2018; expected first placement, Fall 2019.	Provost; Deans of CASB/CEC	Two per college, Y1: 10k, Y2: 20k, Y3: 30k, Y4:40k, Y5:50k	600,000 over 5 years
Provost	New program: Awards for faculty champions for DEI	In order to enlist faculty as allies in URM retention, we would like to offer an annual award that recognizes faculty serving as advisors. The award would be based on the retention rate of URM students working under the faculty member.	Funds available Fall 2018; program promoted on campus, first award Spring 2019. Key indicator: increase in URM retention as a result of this recognition.	Provost; CDO	Annual award amount	5,000 annually

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Enrollment Management	Scholarships for URM students	To compete effectively with other STEM institutions for top tier URM candidates, we need to increase our financial commitment to cover their cost of attendance. Current institutional scholarships are insufficient to do so, so we are requesting supplemental funding.	Funding Available for Fall 2019 admissions cycle; key indicator: URM students recruited	Dean, Enrollment Management	Annual award amount	100,000 Annually
Undergraduate Studies	Program Enhancement: Orientation Week programming to highlight Diversity and Inclusion	Much of diversity programming is opt-in, and majority students receive at a best a passive experience with concepts unless they make a conscious decision to engage the material. In addressing climate issues, we have to examine the common gateways through which all students must pass. One such experience in Orientation week, an immersive experience that engages students in math workshops, engineering projects, and other team building exercises. Interspersed with these programs are opportunities for community engagement	Changes implemented Fall 2019; keynote speaker and mandated workshops on Diversity and Inclusion for all participating students	Vice Provost Undergraduate Studies	Speaker honorarium and other costs, stipend for Student Diversity Peer Educators	40,000

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		and workshops on diversity and inclusion competencies. We would like to fund a keynote that reinforces the message that S&T is an inclusive campus, and then engage in workshops to drive that point home when students are at their most formative stage.				
College of Arts, Science, and Business (CASB)	Pilot: Visiting Scholars Program	S&T currently hosts a Weiner Professor, a scholar of Humanities that serves a one-semester term as a visiting professor. This program allows S&T to bring internationally noted scholars to campus for the benefit of the students. We would like to propose an analog of this program specifically focused on multicultural studies. Aside from the benefits seen through the enhanced classroom experience, such a program significantly increases the likelihood that	Recruitment begins immediately upon approval, likely placement Spring 2019.	Dean, CASB	Salary for visiting scholar	75,000 Annually

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		we can bring URM scholars to campus while we build our URM recruiting efforts.				
Graduate Studies	Program enhancement: Chancellor's Distinguished Fellowship	The CDF is a prime recruiting tool for URM PhD candidates; This request would fund 4 more seats in that program.	Awarded for Fall 2019	Vice Chancellor, Research and Graduate Studies	30,000 per award	120,000 Annually
College of Arts, Science, and Business (CASB)	Program enhancement: Mini-grants for curriculum redesign	S&T is piloting a program to incentivize faculty re-design of courses to include diversity competencies; the program follows a successful model in place as administered through our educational technology group, and includes a proposal, community of scholarship, and presentation of findings. We would like to expand this program.	Funding available Fall 2019; proposals funded for Fall 2020 semester implementation	CDO; CCDI	2,500 per award * 10	25,000
College of Engineering and Computing (CEC)	Program Enhancement: Creation and Maintenance of pipeline programs for graduate students	S&T currently has an arrangement with the Barthwell group to facilitate a graduate student pipeline with HBCUs that match our enrollment profile. We funded this project from one-time money as a pilot of a larger, longer business arrangement that would address recruitment at both undergraduate and graduate levels, as well as address campus climate/retention.	Undergraduate pipeline agreement reached Fall 2018; Number of applicants and then number of placements through this source	Dean, Enrollment Management; CDO	25,000	25,000

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College of Engineering and Computing (CEC)	Program Enhancement: Mini-grants for curriculum redesign	S&T is piloting a program to incentivize faculty re-design of courses to include diversity competencies; the program follows a successful model in place as administered through our educational technology group, and includes a proposal, community of scholarship, and presentation of findings. We would like to expand this program.	Funding available Fall 2019; proposals funded for Fall 2020 semester implementation	CDO, CCDI	2500 per award*10	25,000
Human Resources	Diversityjobs.com membership	This year, S&T entered into an agreement with Diversityjobs.com to push job postings into niche markets; the analytics we have examined so far show an increase in reach into underrepresented populations and applications to S&T through that service. We funded the service out of one-time	Membership renewed; key indicator; number of URM applications and placement.	Director HR	Annual subscription	7,000 annually

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		funds, but would like to continue use of this tool.				
International and Cultural Affairs	Program Enhancement: Celebration of Nations	Celebration of Nations is a signature event for S&T, and provides an immersive experience that engages all of our international student groups and community stakeholders in a celebration of the many cultures represented in Rolla. The event is currently solvent, but sponsorship from UM would show support for this S&T event consistent with the diversity issues faced by our campus, and would allow for the addition of added attractions or a concert to cap the event.	Funding available Fall 2018; enhancements planned for Fall 2019 event	CDO; International Affairs	Talent/ attractions	10,000 Annually