UMSL

The University of Missouri St. Louis

Inclusive Excellence Plan

2017-2019

October 31, 2017

Submitted by the
UMSL Office of Diversity, Equity and Inclusion

University of Missouri St. Louis Inclusive Excellence Plan

I. Introduction

III. Inclusive Excellence Dimensions

IV. Summary

Inclusive Excellence at the University of Missouri St. Louis

Introduction

The University of Missouri St. Louis is a premier metropolitan public research university that provides excellent learning experiences and leadership opportunities for a diverse student body. Outstanding faculty and staff, innovative research, and creative partnerships foster synergies that advance the welfare of our stakeholders and benefit the global society. Our institutional values include excellence, integrity, partnership, opportunity, stewardship and diversity. We value diversity among faculty, staff, and students and recognize its essential contribution to campus culture. Different cultural, intellectual, socioeconomic and regional perspectives add substantially to understanding, richness of debate, intellectual inquiry and knowledge development. Diversity is an integral part of the University of Missouri St. Louis fulfilling its land grant mission of teaching service and research to a vibrant and diverse world community. The University of Missouri - St. Louis is devoted to fostering a campus and regional culture of inclusion where diversity of all types is embraced and recognized as the strength of the communities, state, nation, and world we live, work, and learn in.

We strive to build an exemplary educational community characterized by the recognition and appreciation of the contributions of all people. We thereby stimulate learning that comprehends the reality of global interdependence and the importance of cross-cultural competence. Accordingly, institutional programs will prepare graduates for a rapidly changing global environment that calls for a dynamic and adaptable workforce where cooperation and competition are increasingly waged at the global level. Graduates will be prepared to engage in civil and constructive discourse, reasoned thought and sustained dialogue without degrading, abusing, harassing or silencing others. The University of Missouri - St. Louis is committed to maintaining a welcoming environment for all and will assume an expanded role as a valuable resource for work around social justice.

I.   The Inclusive Excellence Framework[1]

Inclusive Excellence is a framework designed to help campuses 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

---

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

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)

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

II.   Previous Model and Focus

Multicultural Organizational Development[2]

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

---

[2]**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.

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 University of Missouri St. Louis has gone through very similar stages of multicultural organizational development. The University was founded in 1963, at the height of the civil rights movements. Initially, there was very little diversity among the student body, faculty and staff. Gradually various departments that served diverse populations began to emerge, i.e., the Office of Minority Affairs and the Disability Office in the 1980's. The development of the Affirmative Action office in the 1990's demonstrated the University's movement into the compliance phase of development. This office gradually added programs and celebrations to it's compliance functions signaling the development of the organization into the third phase of multicultural development. UMSL is currently at the inclusive phase of its development, whereby diversity is more than a compliance function, it is an organizational value that is incorporated into every entity of the organization.

The University of Missouri St. Louis has begun to move into this framework as a backdrop against which to reflect on its progress in institutional and educational climate and practices.

III.   Inclusive Excellence Dimensions

The model for Inclusive Excellence at the University of Missouri St. Louis includes the four dimensions sited in the literature: 1) Access and Success, 2) Campus Climate and Intergroup Relations, 3) Education and Scholarship, and 4) Institutional Infrastructure. However, UMSL has also incorporated a fifth dimension because of its integral relationship with several community partners which are vital to the education, research and mission of the institution. 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 (2017) to 2019. As this framework is implemented, the creation of indicators for each of the five 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 2018.

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, Human Resources, Graduate Studies, as well as Diversity, Equity, and Inclusion.

Additional Definitions:

Underrepresented - **Underrepresented (URM)** 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.

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.

The Inclusive Excellence Framework at the University of Missouri St. Louis includes several strategies and initiatives recently completed. The campus engaged in a climate study in conjunction with the Missouri S & T campus in 2012. As a result of the study, a campus diversity action plan was developed which contained nine initiatives. Eight of the initiatives were fulfilled. The University engaged in two major efforts to assess the diversity and inclusion efforts and climate on each campus: a diversity audit conducted by IBIS which was an assessment of University equity, diversity and inclusion policies and procedures concerning and a campus climate study conducted by Rankin and Associates. The Chancellor's Cultural Diversity Council (CCDC) has been charged with reviewing the results of the climate study (reported this Fall) and making recommendations to the chancellor.

The UMSL Inclusive Excellence Plan was prepared drawing upon the input from every department and division within the campus community. Each unit was asked to examine the framework (using each dimension) in the context of their specific unit mission and work and to

develop strategies for addressing each dimension based upon relevant data for their respective areas. Each division head (provost and vice chancellors) were asked to submit an overall plan for their respective divisions. It is from these divisions that the following campus plan document has been prepared. For the sake of brevity, it was not possible to include every unit strategy but it was very clear from all of the documents submitted, there is clearly a commitment to diversity, equity and inclusion across every level of the campus community. The Office of Diversity, Equity and Inclusion (ODEI) is very appreciative of all of the hard work that is taking place across campus and in the community by faculty, staff, students, alumni and campus community partners to advance this work.

On the following pages, campus initiatives are listed within in the five dimensions. In some instances, an initiative may impact more than one dimension.

Access and Success

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

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

Initiatives and Actions	Measurement and Timeframe	Responsible Unit/ Process Owner
Initiative: Bridge Program Saturday Academy Expansion Build on the extremely successful Bridge Program Saturday Academy that equips students for success in their academic and career endeavors. The 12-week academy is conducted the first and second Saturday of the month from October through March. Students are provided course offerings in mathematics, science, written and oral communication, career research, personal and professional development and college planning. The Bridge Program continues to serve more than 132 seniors during the Saturday Academy who have been accepted into more than 100 colleges and universities collectively. For example, in the 2016-2017 academic year, **53% of the participating Bridge seniors were accepted to UMSL for the 2017-18 academic year, and over 37% of Bridge senior participants attend one of the UM-System schools.** More than 53% of senior participants overall selected majors in STEM fields. Seventeen percent of Bridge seniors received full cost scholarships and 58% received two or more scholarship offers from various institutions. Collectively, Bridge participating seniors were awarded more than three million dollars in scholarship offers from institutions throughout the US. Since 2003, the Bridge Program has maintained a **100% high school graduation and college matriculation rates.**	Metric for Success: Increase number of schools impacted from 111 to 116, and add 100 more students to the Saturday Academy Program Timeframe: 2018-19 Academic Year	Office of Pre-Collegiate Student Services – Bridge Program (PSS)\ Natissa Small, Senior Director

This year, the Bridge Program accepted more than 800+ students into the Saturday Academy Program from an applicant pool of more than 1,000 students. Action: Increase the number of students in the Saturday Academy by 100 and the possibly number of schools impacted. Cost Estimate: **$25,508** • *Instructors:* $18,085 - 8 Additional Instructors • *Supplies:* $6,703 (Course materials, lab materials, etc.)		
Initiative: Bridge Program 9th-10th Grade Summer Academy The 4-week Summer Academy offers academic enrichment courses in mathematics, science, written and oral communication, career research, personal and professional development and college planning for approximately 250 local high school students annually. In addition, students participate in developmental workshops, including social awareness and cultural diversity. The annual college and career fair was incorporated into the Summer Academy attracting more than 1,100 students and families. Action: Increase the number of students in the 9th-10th Grade Summer Academy by 100. Cost Estimate: **$17,070** • *Instructors:* $13,456 - 5 additional Instructors • *Supplies*—$3,614 (Course materials, lab materials, etc.)	Metric for Success: Increase the number of students in the 9th-10th Grade Summer Academy Program by 100. Timeframe: Summer 2018	Office of Pre-Collegiate Student Services – Bridge Program (PSS)\ Natissa Small, Senior Director
Initiative: Opportunity Scholars Program (OSP)Expansion This prestigious scholarship is aimed at first generation and/or students from populations	Measurement: Expand OSP interview day by 30% and increase the number of first	Pierre Laclede Honors College\ Dan Gerth, Interim Dean

under-represented in their particular majors. Among the many goals of OSP is keeping high-achieving students from those qualification groups in the St. Louis area for their undergraduate education and beyond. The program is highly successful. For example, **the program has a 92.3% retention + graduation rate since its beginning in 2011**. Additionally, while only six scholarships were awarded, ten of the twelve students who interviewed for the scholarship but did not receive it still chose UMSL this fall. The application process (particularly interview day) we have designed is very attractive to students. One of the interviewees who had gone through similar processes at other local institutions (including St. Louis University), remarked that our process was the most impressive. While she was not a scholarship winner, she is attending UMSL this fall. Another success is the improved relationships with area high schools. The proportion of students who choose the Honors College after a one on one session with an Honors faculty member has ranged between 87-93% over the past four years, which is an exceptionally high yield. The current interview event (approx. 17 students interviewed per year) is constrained by the number of faculty volunteers and the cost of the event, not the number of scholarship applicants. Action: Increase the number of volunteer interviewers at the Opportunity Scholars Program (OSP) interview day. Cost Estimate: **$8,000** This would expand OSP interview day by 30% -- increase the amount of food ordered, honorariums for the additional volunteer participation rates among faculty, staff, and students.	generation or under-represented students enrolled by 20%. Timeframe: OSP interview day will be held in February 2018, so expanding the number of on-campus interviews can take place in this academic year, with the goal of increasing enrollment for the Fall 2018 semester.	

Initiative: Increase Targeted Solicitation of Donations The Office of Development will solicit and attract private grant/donations for scholarships, programs and faculty positions focused on underrepresented/underserved populations. Action: Identify additional donor sources for scholarships, programs and faculty positions for URM and underserved populations. Costs Estimated: $0	Measurement: Calculate annually the number of proposals made and dollars raised for undergraduate scholarships and programs focused on underrepresented\ underserved populations. Timeframe: Spring 2018 semester.	Office of Development\ Beth Krumm
Initiative: **Minimize Financial Obstacles** A proactive approach will be taken with student financial balances to prevent turning student accounts over to collection agencies. Students often face financial challenges in continuing their education. Having a financial balance at the end of the semester, prevents students from reenrolling the following semester. While this situation can impact any student, a larger percentage of URM and underserved students are affected by this challenge. 58% of the students sent to collections over the past 5 years were Pell eligible. Many of them could have had their balances deducted from their Pell award. Action: The Cashiers Office will have proactive contact with students to plan their payments and increase their awareness of charges due. They will: -allow students to enroll with a prior semester balance of up to $200. -maintain or increase the number of long term payment agreements to prevent a student from being referred to a collection agency. -maintain or increase the average number of prior balance agreements which will allow the student to enroll with a balance.	Measurement: Prior balance agreements - the 3-year average number is 275 agreements per year. 76% of these students are Pell eligible. 60% of the 500-600 agreements per year were Pell recipients. Timeframe: Reduce total number of students sent to collections by 10% for the 2017-18 Academic Year.	Cashiers\ Mitch Hess, Director I

The ultimate goal is to keep the students enrolled and making progress toward attaining their degree. Cost estimate: $18,000 for .5 FTE staff person or $44,000 for 1 FTE staff person.		
Initiative: **Create PR/Marketing Diversity Recruitment Brochure** While campus recruitment and marketing materials include diverse populations and organization, a specific brochure is needed that would be representative of a campus committed to the success of diverse individuals from varied academic and professional disciplines – including from historically underrepresented/ underserved populations. Action: Produce recruitment brochure (electronic and printed) targeted to diverse populations for Fall 2018 recruitment season. Cost Estimate: Design/printing of 10,000 brochures $6,000.	Measurement: Review annually the content on UMSL's main communication and marketing channels, materials and advertisements to ensure staff is producing materials representative of a campus committed to diversity and inclusion. Timeframe: Spring 2018 semester.	Marketing & Communications\ Bob Samples, Asst. Vice Chancellor Enrollment Management\ Alan Byrd, Vice Provost
Initiative: **Student Employment Program** Remove economic barrier to higher education for underserviced students by creating flexible and part-time employment opportunities to assist in offsetting the cost of higher education. In addition to the student employment opportunities listed through UMSL Career Services, the Facilities Management and Campus Parking & Transportation departments will expand their student employment programs initiated in the Spring 2017 semester. While the program is open to all students, it has proven to be especially beneficial to underrepresented groups. In additional to the financial benefits, on campus jobs increase students' connectivity to the campus contributes to the retention of students.	Measurement: This program, with 20 available positions, was initiated in spring 2017 and had an average student participation of 14 students. For fiscal year 2018, the number of positions available has been increased to 24, a 20% increase. The number of students in the program is expected to increase by 6/30/2018. Campus police seeks to maintain its current 66% female and 66%	Facilities Management\ Larry Eisenberg, Associate Vice Chancellor University Parking and Transportation\ Captain Marisa Smith

Action: Increase student on campus employment by 20% in Facilities Management and Campus Parking and Transportation departments. Cost Estimate: Cost will be covered by departments.	minority composition of student staff.	
Initiative: Engagement of Alumni from Diverse Populations in Recruitment The UMSL African American Alumni Chapter has won many chapter awards for its service to the campus community. It is very engaged in campus life; endowing 3 scholarships, serving in leadership roles on campus committees and mentoring currently enrolled students. Engagement in the University's recruitment efforts to reach African American students would be a natural next step for the chapter. Additionally, alumni from other diverse populations such as international alums, veteran alums and Hispanic alums could also be invited to assist with the recruitment of similar student populations. Action: The Offices of Alumni Engagement and Enrollment Management would review University recruitment strategies and markets to determine natural connections for the engagement of alumni from various diverse populations. A plan would be developed for the 2018-19 academic year. Cost Estimate: Cost would be minimal since alumni would serve in volunteer capacity. Costs would be covered by Offices of Alumni Engagement and Admissions	Measurement: The Offices of Alumni Engagement and Admissions would develop metrics and goals based upon populations that have a natural connection. A system would be developed to track and record the use of diverse alumni in recruitment activities. Admissions would collect data from prospective to enrolled students about the influence of alumni on their decision. Document the number of events/activities and individuals involved or served at each – including any information card requests/applications generated by students. Timeframe: Spring 2018 semester.	Alumni Engagement\ Jennifer Jezek-Taussig, Associate Vice Chancellor Enrollment Management\ Alan Byrd, Vice Provost

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

Initiatives and Actions	Measurement and Timeframe	Responsible Unit\ Process Owner
Initiative: Gateway Course Support Increase funding for course-specific academic support in gateway courses with ? Spell out DFW grade rates > 30% in URM student populations. Action: Collaborate with academic departments in identifying upperclassmen in majors who can provide tutoring in high DFW grade rate courses. Cost Estimate: **$18,750** 50 course sections x 10 hours of tutoring per week at $10 per hour x 15 weeks x 2.5 semesters (include summer)	Metric for Success: 5% decrease in DFW grade rates for URM student populations in targeted courses. Timeframe: 2018-19 Academic Year	Student Success\ Elizabeth Eckelcamp, Associate Provost
Initiative: STEM Supplemental Instruction Provide secure funding for Supplemental Instruction in large multi-section courses predictive of success in STEM majors with DFW grade rates > 30% among URM student populations. Action: Faculty will identify URM students who were successful in predictive courses in the preceding year to undergo training as Supplemental Instructors. Cost Estimate: **$15,000** 20 course sections x 20 hours of tutoring per week x 15 weeks x 2.5 semesters (inclusive of summer)	Metric for success: 15% increase in pass rate for URM student populations in targeted courses and 80% success in subsequent major course. Timeframe: 2018-19 Academic Year	Center for Teaching and Learning / Andy Goodman, Associate Provost
Initiative: Online Tutoring Over the last decade colleges and universities have seen a steep increase in the enrollment and demand for on-line courses. As the need for online programs continues to rise, the need for online academic support services increase	Measurements: -MyConnect Tracking. - Mid-term and End of Semester.	Student Support Services, Campus Tutoring Center\ Elizabeth Eckelcamp,

as well. In order to provide the best service possible to our students, and to make academic support services more accessible to our students, the following online tutoring initiative is proposed. Action: The Tutoring Center would pilot an on-line tutoring initiative utilizing Canvas. For the first semester, two to three online courses will be selected to provide online tutoring. For each class, five hours of tutoring support will be offered, and times will be made available to students. During the indicated times, students could log-on to canvas to received support on various assignments. Cost Estimate: **$14,000** • *Tutors:* $5,000--For 3 tutors (paid $9/hr.), who would each provide academic support for five hours a week, over the course of an academic year (in targeted courses). • *Equipment/Training*: $4,000—for equipment and training to be used to conduct online tutoring sessions (camera, etc.). • *Marketing:* $5,000 (promotional materials, brochures, etc.).	Surveys will be given to attendees (tutees) each semester. - Mid-semester Tutee Focus Group. - Mid-term and Semester Surveys will be given to tutors each semester. - Tutor Observations. Timeframe: March 2018	Associate Provost

Initiative: STEM Peer Mentoring Program Target: Recruiting and retention of women/underrepresented minorities as is appropriate for the field. Rationale: According to the American Physical Society, women are underrepresented in most STEM fields (excepting biology), earning <20% of B.S. degrees in Physics, Engineering, and Computer Science. What is particularly troubling is that according to a recent NPR report, women comprised 37% of Computer Science majors in 1984, and this number has steadily fallen to only 18% in 2014. African Americans and Hispanics are underrepresented at every degree level in every STEM field according to an NSF report on STEM Education. Institutional Research data for UMSL shows that both Freshman and Transfer students in STEM fields have consistently longer times to degree completion than non-STEM majors. Also, 6 year graduation rates for African American students are consistently lower (by about 15% on average) than those for white, non-Hispanic students in STEM fields. While women have comparable degree completion rates as men in STEM fields, they remain underrepresented in those majors (excepting biology). Action: Retention by peer mentoring by upperclassmen. Student mentors will be trained through CTL or other appropriate group, supervised by a faculty member, and paid to devote 4/hours a week to provide a sounding board, advice, mentoring and social interactions with the target group of students (women, underrepresented minorities, and first-generation college students). To begin, 3 mentors per department is proposed.	Metric: Improved retention and graduation rates for these students. Timeframe: Can commence as soon as funding is available.	College of Arts & Sciences/ Terry Thiel, Interim Dean and Chairs of: Biology Chemistry Math & Computer Science Physics

Cost Estimate: $20,000 for an academic year Action: Conference Attendance Funding. Funding is requested to provide students with funds to attend a professional conference in their field. Cost Estimate: $6,000 *3 students/dept. will be supported at $500/student = $6000 to cover registration fees and some travel. Students will apply for funding and the applications will be reviewed by faculty.* Action: Recruitment: STEM Open House. In Fall 2017, the Biology, Chemistry, Physics, and Psychological Sciences departments are coordinating a STEM Open House evening. Prospective students, high school counselors, and their parents are invited to tour the labs in our new Science Learning Building, attend free Planetarium shows, and meet with students and faculty. Student volunteers help guide the tours and discuss our programs. There is an Escape the Lab activity, and refreshments are provided. As part of this proposal, we would like to expand to include the Department of Mathematics and Computer Science. Cost Estimate: $1,000 *For refreshments and promotional T-shirts for those who complete the game.* **Cost Estimate: $27,000**	Metric: Increased retention, graduation and job placement for the targeted students. Timeline: Can commence as soon as funding is available. Measurement: A sign-in sheet will be used to track attendees and follow up on admission and acceptance. Timeline: Can commence as soon as funding is available.	
Initiative: Student Organizational Tutoring Study Nights In Fall 2016, the Office of Multicultural Student Services' Peer Tutoring Center, launched its' first-ever Student Organizational Tutoring partnership with the Associated Black Collegians (ABC). During the fall 2016 semester, the department had 28 students participate in MSS Student Organizational Study Nights. Ninety-six percent of the students participating in the program	Metrics for success: - A sign-in sheet will be used to track attendees at each study hall hour event. -Mid-term and End of Semester Surveys will be given to attendees (tutees) each semester. -Mid-semester Tutee	Student Support Services, Campus Tutoring Center\ Elizabeth Eckelcamp, Associate Provost

experienced an increased GPA. During the spring 2017 semester, 20 students participated in MSS Student Organizational Study Nights, with 95% of participants, achieving a GPA increase. Action: Since the creation of the Student Organizational Tutoring Component, other student organizations such as: IFC (Inter-Fraternity Council) and PHC (Pan-Hellenic Council) have shared an interest in MSS offering tutoring services at their study hall events. The following proposal would allow MSS to expand its Student Organizational Tutoring services to additional clubs and organizations on UMSL's campus. Cost Estimate: **$27,500** • *Tutors:* $4,500--For 5-10 tutors (paid $9/hr.), who would each provide academic support for two hours at student organizational study hall hour events, on a bi-weekly basis, each semester. • *Graduate Assistant: $18,000*—One GA (study hall emphasis) to allow the office to be open past 7pm to cater to the needs of our students, who often have to juggle full-time and part-time employment, with child care, and going to school. • *Marketing - $5,000* (promotional materials, brochures, etc.).	Focus Group. -Mid-term and End of Semester Surveys will be given to tutors each semester. -Tutor Observations. Timeframe: Can commence as soon as funding is available.	
Initiative: Study Hall Hour Programs (Open to All Students) Due to the high demand for Peer Tutoring Services through Multicultural Student Support Services, (serving over 400 students an academic year), the department typically has a wait list of 200 students each academic year. In order to ensure that students are able to receive on-going academic support and	Metrics for success: - A sign-in sheet will be used to track attendees at each study hall hour event. - Mid-term and Semester Surveys will be given to attendees (tutees) each semester. - Mid-semester Tutee	Student Support Services, Campus Tutoring Center

on-going study skills development, while waiting to receive a tutor, a general study hall program is proposed. Action: The targeted program would provide instruction regarding study habits the first and third week of the month and academic support via tutoring assistance every second and fourth week of the month. The day of the weeks is yet to be determined. Study habits to be discussed include: time-management, note taking, memorization/concentration techniques, exam preparation, learning styles, writing preparatory methods, and test-anxiety coping strategies. Cost Estimate: **$24,500** • *Tutors:* $1500--For 3-7 tutors (paid $9/hr.), who would each provide academic support for two hours at each study hall hour event (2 per month). • *Graduate Assistant*: $18,000—One GA (study hall emphasis) to allow the office to be open past 7 pm to cater to the needs of our students, who often have to juggle full-time and part-time employment, with child care, and going to school. • *Marketing*: $5,000 (promotional materials, brochures, etc.).	Focus Group. - Mid-term and Semester Surveys will be given to tutors each semester. Timeframe: Can commence as soon as funding is available.	
Initiative: Minimize Technology Obstacles With the increased use of technology in the instructional setting and the increasing number of students as well faculty with various types of disabilities, IT staff must continually review hardware and software to insure accessibility. Action: Continue support of Read and Write Gold, Dragon Naturally Speaking and Windows Eyes as accepted by Disability Services on our disability image in their lab and our labs/classroom environment.	Measurement: Review of classroom and computer labs will be conducted to insure compliance with ADA requirements, educational and instructional needs. Timeframe: December 30, 2017. Identifying rooms for a rebuild of a classroom	Information Technology Services\ Jane Williams, Executive Director

Initiatives and Actions	Measurement and Timeframe	Responsible Unit/ Process Owner
IT staff will review and report on current status of accessibility in classrooms by lab, stick, TEC and FlexRooms for both instructors and students. Installation and maintenance of accessibility software in the student computing labs and classrooms will be done. (example: Jaws) IT staff will insure the availability of physical accessibility computing stations in the student computing labs and classrooms. Build new technology classrooms with accessibility features.	with accessibility features by June 30, 2018.	
Initiative: Wheelchair-accessible pottery wheel Currently, wheelchair bound students enrolled in the Fine Arts Department do not have access to a wheelchair-accessible pottery wheel. This semester (Fall 2017), the department had to borrow this equipment from St. Louis Community College at Florissant Valley (STLCC-FV). Business services assisted with the Memorandum of Understanding (MOU) with STLCC-FV, the insurance and transportation requirements. Action: The Fine Arts Department would purchase a wheelchair accessible pottery wheel for current and future students with a similar disability. Cost Estimate - $5,000	Measurement: Students in wheelchair will have access to accessible pottery wheel to perform their assignments. Timeframe: The wheelchair –accessible pottery wheel would be purchased as soon as the funds would become available.	Business Services/ Catherine Jochens, Senior Manager Fine Arts Department/ Maureen Quigley, Department Chair

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

Initiatives and Actions	Measurement and Timeframe	Responsible Unit/ Process Owner
Initiative: Graduate Climate Survey	Measurement: CGS Survey	The Graduate School\ Wesley Harris,

In 2015, the Council of Graduate Schools (CGS) conducted a national survey of URM students on campus climate. Action: The Grad School will conduct a survey of URM students at UMSL using the same questions as the CGS survey. This will generate climate data specific to graduate students that can be compared to the CGS national data. Cost Estimate: $0	Timeframe: 2017-18 Academic Year	Assistant Dean
Initiative: Reestablishing the UMSL Black Graduate Student Association (BGSA) The UMSL BGSA was established in 1995, however, the organization has been inactive for the past several years. There is current interest in reactivating the organization. The primary aim is to foster community and relationships among all black graduate students across UMSL's schools/departments. The association will focus on providing members with academic and professional resources, and sponsor events that not only cultivate Black social experiences, but ideally enhance students' professional and scholarly identities and their overall well-being. Action: Faculty members in the College of Education will collaborate with the Offices of Student Involvement and Diversity, Equity and Inclusion, and any interested students to reestablish the organization as a recognized student organization by the Spring 2018 semester. After the association is established, the members will plan service projects with the aim of giving back to black communities throughout the St. Louis area and mentoring the Black undergraduate community at UMSL to increase the pipeline to graduate and professional school. Efforts will be made to connect the students to the National Black	Measurement: Assess student engagement by the level of involvement and interest in reactivating the organization, concerns expressed, and challenges faced. Obtain feedback from the students' graduate advisors. Increase Black graduate student connectivity to increase retention and success. A survey instrument will be developed to assess the retention and connectivity of the students involved in BGSA to the campus. Timeframe: Spring 2018 semester	The Graduate School/ Wes Harris Office of Student Involvement/Jessica Long-Pease Office of Diversity, Equity & Inclusion\ Deborah Burris, Chief Diversity Officer

Graduate Student Association for opportunities to present their research. Cost Estimate: $7,500		
Initiative and Action: Graduate Professional Development Program The development program will connect graduate students across all disciplines and a large portion of the program will work directly with issues related to the campus climate for URM students, including cultural competence and implicit bias. Action: The program has started in FS2017 and consists of monthly sessions on a series of topics and will include two overnight trips by MUY professional development staff to UMSL each year, and Hogan Leadership Focus assessment tests for 50 graduate student participants. Cost Estimate: **$8,120** • *AY17-18, AY18-19* • *Two overnight trips by MU professional development staff to UMSL each year: $560.* • *Hogan Leadership Focus assessment tests for 50 grad student participants: $3,500.*	Metrics: The success of the program will be measured in terms of an improvement in the results of a graduate student campus climate survey, and an improvement in degree completion rates for URM students. Timeframe: The program will begin in the current academic year (2017-18) and continue through the 2018-19 Academic Year.	The Graduate School/ Wesley Harris, Asst. Dean
Initiative: Graduate Student Networking with Faculty and Alumni Numerous studies have shown that mentoring and a sense of community have a significant impact on retention and completion by URM students. Most individual degree programs at UMSL lack a critical mass of URM students, so the sense of community must be created at the Grad School level. Action: It is proposed to hold a networking reception following each session of the Graduate Student Professional Development	Measurement: The results will be measured by the results of the graduate student campus climate survey and the degree completion rate for URM students. Timeframe: The program will begin in the current academic	The Graduate School\ Wesley Harris, Associate Dean

Program, which will include grad students, current and retired faculty, and alumni. Cost Estimate: **$10,800** Six receptions per year with light refreshments for approximately 75 people. Costs of food and room rental of approximately $900 per session. Total costs = $5,400 for six sessions – over two years.	year (2017-18) and continue through the 2018-19 Academic Year.	
Initiative: Inclusivity Internship An Inclusivity Intern will 1) help recruit and retain a diverse student population and 2) promote the engagement of students in international learning experiences. Action**:** International Studies Program (ISP) will create an Inclusivity Internship marketing position to promote international education experiences, actively engage potential stakeholders, foster the development of UMSL's university network, promote UMSL to international audiences and engage the wider community in celebration of the diversity of our campus. The Inclusivity Intern would assist Study Abroad in more actively engage students in study abroad, focusing on historically underrepresented/underserved populations. The Intern would assist the development of dynamic, culturally competent marketing materials for a global audience. **1) Recruitment and Retention of a Diverse Student Community:** Research by the Institute of International Education and the Council of Graduate Schools revealed high levels of concern about studying in the U.S. from students from regions that have traditionally been among the leading places of origin of students at institutions nationwide. UMSL faces unique challenges in its ability to effectively recruit and retain international	Measurement: -Increased participation by URM in study abroad programs -Diverse marketing materials as indicated -Increased positive visibility across campus of global diversity Timeframe: Spring 2018, 2018-19 Academic Year	International Studies and Programs\ Joel Glassman, Academic Director

students because many outside of Missouri are unaware of the division between St. Louis City and St. Louis County. This has caused many students and parents to erroneously believe that UMSL is located in one of "America's Most Dangerous Cities." *Forbes* recently ranked St. Louis City as the second most dangerous city in the U.S., with a violent crime rate of 1,857 per 100,000 residents. Statistics such as this, as well as international coverage of the 2014 unrest in Ferguson and the 2017 vandalism of the Chesed Shel Emeth Cemetery, only serve to heighten concerns of physical safety and being unwelcome. The Inclusivity Intern, under the supervision of professional staff members, would be tasked with developing web and social media content designed to market UMSL and St. Louis as a whole as an educational destination of choice to prospective students and their families. This content would highlight: • UMSL academic offerings and deadlines • Events hosted international student associations and the International House (iHouse) • Current international students • International faculty members • The diaspora communities in the St. Louis region • The success of UMSL's international alumni New content would be developed on a regular schedule and would include graphic design, digital photography and digital video projects. This content would take into account the diverse social, intellectual and aesthetic preferences of specific regions. This would demonstrate the welcoming and inclusive environment offered on UMSL's campus in a meaningful way to prospective students. **2) Engage Students in International Learning Experiences**		

A consistent barrier to participation in international events and programs on campus, including study abroad, is simply awareness, and this is most often true for minority students. Increasing awareness of our programs among minority student populations requires consistent, tailored engagement with these students, and our proposed inclusivity intern would engage in direct recruiting activities such as attending relevant student club and society meetings, giving presentations, and planning events. In addition, they would create targeted marketing and informational materials for multiple platforms (web, print, signage, radio, etc.). For example, they might create a series of webpages devoted to issues and opportunities in study abroad that face particular identity groups when they go abroad, much like the University of Wisconsin-Madison has done with these pages on Race/Ethnicity, LGBTQ+, and many more. In addition to the benefits to the campus and community, the Inclusivity Intern would personally benefit in a number of ways: • Increased understanding of racially and ethnically diverse populations worldwide • Learning the impact of media in other countries • Skills and experience directly transferrable to a career in international Inclusivity and media • A dynamic portfolio of work to present to potential employers after graduation **Cost Estimate: $20,000** • $6,000 for Spring 2018 semester • $14,000 for 2018-19 Academic Year		

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

Initiatives and Actions	Measurement and Timeframe	Responsible Unit/ Process Owner

Initiative: Summer Research/Scholarly Pipeline Retreat for Equity and Diversity This initiative seeks to build structural supports that increase the representation, retention, and successful tenure of historically underrepresented scholars across all academic fields at UMSL. This will be accomplished in the following ways: - Mentor new and emerging scholars (assistant professors and graduate students) by serving as a support structure that encourages their scholarly and intellectual development. - Connect emerging scholars with a national network of scholars in their respective fields. - Strengthen collaborations across disciplines and universities through grant writing, the development and cultivation of research projects, and the publishing of scholarly manuscripts. - Provide direct feedback on manuscripts, grants, etc. - Support research travel and pilot projects through seed funding. Action: Organize 3-day Retreat, over 3-summers, to include Cost Estimate: **$39,000** 3 years, 20 people/yr - Food ($1,000/yr) - Venue Rental ($2,000/yr) - Honorarium ($2,000/person; 5 people/yr)	Metric: Increased position attainment and successful promotion for retreat participants. Timeframe: Summer 2018, 2019, 2020	Office of Research Administration\ Chris Spilling, Vice Provost The Graduate School\ Wesley Harris, Associate Dean
Initiative: **Utilization of NCFDD Resources for Faculty Development** The University of Missouri System Office of Diversity, Equity and Inclusion established a membership for the UM campuses during the Spring 2017 semester with the National Center for Faculty Development and Diversity (NCFDD). The organization provides weekly newsletters, webinars,	Measurement: Candidates chosen for the FSP will provide an inventory of strengths, growth areas and expectations based on the 5 core areas of the NCFDD. Upon completion of the	Diversity, Equity & Inclusion\ Deborah Burris, Chief Diversity Officer Office of the Provost/ Kristin Sobolik

courses, seminars and other resources addressing common challenges faced by URM and female faculty. Most of the services are free to any University employee who registers through the established membership. NCFDD offers an intensive 13-week Faculty Success Program (FSP) for $3,300 during the Spring, Summer and Fall. Feedback from participants in the program has been very positive; especially the mentoring and guidance provided about writing for publication. The program clearly supports the retention and success of URM assistant professors early in their careers (1st or 2nd year). Time management, writing for publication, work life balance, and supportive networks, are few of the key topics covered by the program. Action: The Office of Diversity, Equity and Inclusion (ODEI) will offer partial (up to ½) scholarships to academic units with tenure track faculty who are early in the careers (1-3 years) for the Fall 2018 and Spring 2019 sessions. Candidates from URM would be encouraged to apply. The department would cover the remaining cost. Cost: 3 scholarships @ $1,650 each for the Fall 2018 session = $4,950 3 scholarships @ $1,650 each for the Spring 2019 session = $4,950 Total $9,900	program, candidates will complete the inventory again based upon a reflection of their experiences. Participants will be tracked during their career to determine the overall impact of the program on their career. Timeframe: Fall 2018 and Spring 2019	
Initiative: **Promotion of UMSL Participation in the Dr. Elson S. Floyd Administrative Leadership Development Program (ALDP)**	Measurement: Each year, the Human Resources office and the Office of Diversity, Equity and Inclusion will encourage division	Human Resources/ James Hertel, Executive Director Diversity, Equity & Inclusion/

The Dr. Elson S. Floyd Administrative Leadership Development Program (ALDP) hosted by UM System is respected as a proving ground where emerging and current leaders alike can expand and refine their leadership skills. The UM System seeks applications from administrators each fall for a spring cohort to become a part of the ALDP. The program strives to select a diverse group of leaders that includes a wide range of experience and expertise. At the end of the program participants: • Learn more about themselves and their leadership characteristics • Offer guidance and support to the staff managed by ALDP members • Work with a network of peers to make a difference on their campus • Build commitment among colleagues toward excellence and the UM mission Over the past few years, UMSL has had very low overall participation of staff in this program; only 2 in 2016 while other campuses had 6-9 participants. Participation by UMSL URM has been minimal if at all. Action: Each division head and school/college dean will review their staff, consult with Human Resources and nominate an eligible staff member each year. This is a potential resource to help develop individuals from URM and underserved populations for this developmental opportunity. Cost: Travel expenses are covered by the participant's department.	heads and school/college deans to nominate staff for participation. Nominations will be tracked annually along with candidates selected for participation and their career paths to determine effectiveness. <u>Timeframe:</u> Nomination period for Spring 2018 is currently in progress and are due November 18, 2017.	Deborah Burris, Chief Diversity Officer
Initiative: Faculty Ambassador Program	<u>Metrics:</u>	

One of the greatest resources available to UMSL's pursuit of full inclusion is its diverse faculty. The United States faces increasing competition as a destination for inbound international from institutions worldwide. To maintain its relevance in an increasingly competitive global market, the University must develop and mobilize a collective university network, including faculty members, in the recruitment of international students. Many of the University's faculty members first came to the United States as international students, giving them an in-depth understanding of the many nuances that go into a prospective international students' decision-making process. Having chosen to study in the United States and UMSL as their place of employment, these faculty members are uniquely qualified to present UMSL as a destination of choice to prospective students and their families. The Faculty Ambassador program would serve to formalize and expand the informal efforts of faculty members by providing reimbursement for per diem and hotel expenses. The program would not provide reimbursement for overseas travel. Instead, it would provide the means for faculty members to extend already planned overseas travel for conferences, vacation, home visits, etc. Limiting the program to per diem and hotel expenses will serve the dual purpose of reducing costs to the Faculty Ambassador program and ensuring that the faculty members are going to areas where they have already established a network. To further maximize the use of funds available, the Faculty Ambassador program would: Be limited to countries designated as a recruitment priority by ISP	Increase the number of faculty recruiting internationally. Given faculty international travel, metrics cannot be exact. <u>Timeframe:</u> 2018-19 Academic year.	International Studies and Programs (ISP)\ Joel Glassman, Academic Director

Provide reimbursement for domestic airfare in limited cases where there is a demonstrated strategic benefit (example: Tokyo to Nagano) Cost Estimate: $7,500		
Initiatives: Create recruitment, outreach and promotional plan. Human Resources will campus workforce data as well as specific data from the campus affirmative action plan which identifies areas within the University's workforce where women and minorities are underrepresented. Those areas would be targeted for aggressive recruitment efforts. The department would establish relationships with recruitment sources that could yield diverse candidates, i.e. professional minority of women organizations, HBCU's, Hispanic serving Institutions and other organizations. Cost Estimate:	Measurement: The campus affirmative action plan as well as other reports that show the distribution of women and minorities at different levels of the organization would be reviewed to monitor progress. Their absence from certain levels would be monitored as well.	Human Resources/ James Hertel, Executive Director
Initiative: **Continue the use of 2013 Minority Recruitment and Retention Plan** The Campus Police department developed a strategic plan to hire and promote women and minorities at all levels within the department in 2013. The overall goal was to reflect the community that the department served. Finding and retaining diverse candidates was a major challenge for the department primarily due to the low salaries compared to other police departments. The department prepared a written document about specific actions that it would take to identify and hire diverse candidates well as promoting diverse employees into leadership roles.	Maintain the current 20% minority staff and 40% minority supervisor/manager composition of department.	Campus Police/ Dan Freet, Police chief

Action: Whenever a vacancy occurs in the department, the plan will be followed. Cost Estimate: $0		

Institutional Climate and Intergroup Relations

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

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

Initiatives and Actions	Measurement and Timeframe	Responsible Unit/Process Owner
Initiative: **Food Pantry** A survey implemented on campus indicated that HALF of students reported having experienced food insecurity in the last month and 1 in 5 have experienced very low food security or hunger. These students struggle with a reality that includes things like being unable to buy the food they need, have to cut the size of their meals, can't afford to eat balanced meals, and have anxiety about how they will get their next meal. (Student Hunger and Housing Stability Assessment, 2017) While this initiative does not target URM, a large portion of this population fall within this classification as well as underserved diverse (i.e. socioeconomic status) populations. Action: Create an on-campus food pantry for students facing food insecurities. Cost Estimate: $10,000	Measurements: This initiative will be the foundational step in implementing a food pantry on-campus. Timeframe: Starting in Spring 2018.	Division of Student Affairs\ Curt Coonrod. Vice Provost

Initiative: *Diversity Dialogues:* **Lunch and Learn: "Breaking Barriers-You Matter"**	Metrics for success:	Student Support Services, Multicultural Student Support Services
The mission of the Office of Multicultural Student Services (MSS) provides comprehensive student retention services to diverse student populations while increasing multicultural awareness within the campus community.	- Providing a pre-workshop survey to determine current beliefs, values, and stereotypes regarding differing cultures and ethnic groups.	
Action: MSS will provide a series of Lunch and Learn "Breaking Barriers - You Matter" workshops to promote the importance of creating a safe learning environment for all. All participants will engage in workshops intentionally designed to promote constructive dialogue regarding cultural differences and race relations. Each session will provide a variety of topics to support efforts for fostering a community of understanding and respect amongst cultural and racial differences. Additionally, engaging conversations will be provided to promote a greater understanding, awareness, and acceptance of differences amongst all identities.	- Program evaluation will be provided immediately following completion of each "Breaking Barriers-You Matter" dialogue session. - Follow-up post-assessment focus group will take place immediately following completion of each four-part series offered.	
Cost Estimate: $8,250 Marketing: $2,000 Print Materials: $3,000 *Training*: $2,500-Cultural competency training for 15 staff (MSS team and other campus partners) provided by the St Louis Anti-Defamation League. Curriculum Books: $750 ($50 ea.)	Timeframe: Implementation will begin immediately following receipt of funds.	

Education and Scholarship

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

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

Initiatives and Actions	Measurement and Timeframe	Responsible Unit/ Process Owner
Initiative: Multicultural Student Programming Grant UMSL currently has many active multicultural student organizations on campus as well as other student organizations that develop programs focused on diversity including but not limited to: • China America Corner • Chinese Student and Scholars Association • German Students Association • Hispanic Latino Association • International Students Club • Japan-America Student Association • Lingua • Pan-African Student Association • Vietnamese Student Association The goal of these funds is to encourage student organizations to develop and implement programming on campus that would bring cultural awareness, invoke critical conversations on diversity, and facilitate opportunities for underrepresented students to build leadership skills and connections with their peers. The purpose of these funds is to empower students to develop programs that they identify as integral to their peers. Action: Provide grants to international student organizations that will increase the presence of multicultural student organizations for the purpose of implementing multicultural programming on campus. All recognized student	Measurement: The visibility of multicultural student programs will increase. Each funded program will provide attendance and outcomes measures. Timeframe: AY18-19	Office of International Studies Programs

organizations would be eligible for these funds as long as the program incorporates multicultural elements into the program. Funds would range from $100-$1000 grants based upon the application submitted by the student organization. Within the application, a student organization would be required to outline how the program will promote diversity and inclusivity on campus, provide an itemized list for the funding they are requesting, and submit a follow-up report of attendance and outcomes. Cost Estimate: **$7,500**		
Initiative: Crooked Room Conference The 2017 Inaugural Crooked Room Conference specifically focused on the plight of black girls and women in K-12 academic institutions. In an attempt to shed light on their experiences and work being done to ensure equitable practices on their behalf, this conference invites leaders, educators, artists, and activists to join in this conversation. Cost Estimate: $9,500	Measurement: The visibility of multicultural student programs will increase. Each funded program will provide attendance and outcomes measures. Timeframe: AY18-19	College of Education\ Matthew Davis, Associate Professor

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

Initiatives and Actions	Measurement and Timeframe	Responsible Unit/ Process Owner
Initiative: Implement On-line Diversity 101 Training program. The Office of Diversity, Equity and Inclusion will work with the UM System Diversity, Equity & Inclusion office to implement an on-line Diversity 101 course on the UMSL campus. The UM Columbia campus has	Measurement: Participants will complete a self-reflection inventory about diversity. At the end of the course, participants	Office of Diversity, Equity and Inclusion\ Deborah Burris

developed an on-line, Diversity 101 Training course for faculty and staff. Diversity 101 is a highly interactive, fully online professional development course that explores the concepts of diversity and inclusion particularly as they pertain to the higher education workplace. This course is designed to engage mixed groups of faculty and staff in a learning process that will enhance our capacity to build a culture where everyone feels they are welcome, they belong, and they can thrive. A cohort of UMSL faculty and staff participated in a train the trainer version of the course during the Summer 2017 for the purpose of adopting the course for the UMSL community. The course functions in a Canvas environment which UMSL converted to this Fall. The course will serve as a foundation for subsequent face to face training which will cover specific diversity topics (explicit/implicit bias, microaggressions, LGBTQ) to increase the employee's knowledge and strengthen their understanding. Action: The UMSL cohort will review the Diversity 101 course content and recommend appropriate adjustments based on the characteristics of the UMSL workforce and campus culture. A course schedule will be developed for the Spring 2018, Summer 2018 and Fall 2018 semesters. An adjunct faculty member or experienced graduate student will be hired to manage on-line class postings and to assist with developing face to face training sessions. During the first year, approximately 7 on-line sessions will be held with a maximum of 50 participants in each session. Cost Estimate: $8,500 Adjunct/graduate assistant up to $2,000 per semester for 3 semesters. $6,000 Promotional materials $1,000	will complete an evaluation. At the end of each course participants will be invited to become a part of an on-line diversity dialogue community.	

Instructional materials $1,500		
Initiative: Faculty Cross-Cultural/Cross-Disciplinary Dialogue Program (CCCDDP) The Office of Diversity, Equity and Inclusion in collaboration with the Provost office is proposing a faculty lead organized series of cross-cultural and cross-disciplinary conversations about Diversity and Inclusion. During the campus forums, students expressed concerns that some faculty avoided conversations about Ferguson, the Mizzou protests and other issues around race and diversity. Several UMSL faculty have integrated diversity issues in the coursework, other may not be as comfortable. Conversations among faculty may provide opportunities for cross cultural and cross discipline sharing. The UMKC campus launched a similar program with their faculty during the Spring 2017 semester. The program is highly successful. The organizer is willing to assist our campus in developing a similar program. The goal of the program is to enhance the capacity of faculty to have respectful, quality dialogue about diversity, equity and inclusion, and to share strategies that promote responsive teaching and research. The program is administered by a faculty through advisory group, coordinator and facilitator. Faculty determine topics for one hour sessions over lunch. Cost Estimate: $5,880 a. Lunch: 20 faculty x 12 sessions ($12 per lunch): $2880 per academic year b. Dialogue Coordinator: $3000 per academic year	Measurements: Evaluations would be completed by faculty at each session. The data collected would be used to provide direction for future sessions. Timeframe: Spring 2018 semester	

Initiative: Fair and Impartial Policing and Racial Profiling training for campus police officers.	Metric:	Campus Police\ Dan Freet, Chief of Police
Fair and impartial policing training is provided by the Police Academy. The department will send at least 1/3 of its officers each year to receive this training. Racial profiling training is mandated by the State of Missouri. All officers will complete this training in 2018. Safe Zone Training – 5 officers will complete this training in 2018.	Approach to policing should be noticeable in all of the tasks of the officers once they complete the training. Behavior, will also influence others in the department.	
Cost Estimate: $0, This specific training will be part of the ongoing contract with St. Louis County Police Academy. Safe Zone is an on campus program.	Timeframe: Fair and Impartial policing - 1/3 of the officers each year for the next 3 years beginning in 2018. All officers will complete racial profiling training in 2018. Five officers will complete safe zone training in 2018	

Institutional Infrastructure

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

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

Initiatives and Actions	Measurement and Timeframe	Responsible Unit/Process Owner
Initiative: Black Cultural Center		Academic Affairs/Student Affairs\ Kristin Sobolik
		Facilities Management/

Initiative: The UM Suppliers Diversity Participation Program provides a direct way for the institution to generate economic development particularly for minority (MBE), women (WBE), veteran, disabled (DBE), and service disabled veteran (SDVE) owned businesses in Missouri. The goal is to ensure supplier diversity is part of the pool of suppliers in design and construction activities.
 	
To demonstrate a good faith effort, the contract bidder must keep a log of all telephone calls, bid notices,
 	
and advertisements to obtain bids from diverse firms. The bidder must also show all attempts to follow-up the initial solicitation with the diverse firms. Also, keep a log of all diverse firm bids received with reasons noted why a diverse firm was not awarded the work.
For projects $500,000 and up, the bidder should advertise in *two* minority-focused paper in St. Louis and send bid notices to all diverse firms in St. Louis with work in the project.
	Supplier Diversity participation goals as well as historical activity, at a percentage of total project cost, for the St. Louis campus are below. The Supplier Diversity participation goals should not be considered a ceiling. Contractors are encouraged to exceed the established goals, where possible.
	
	DESIGN:
	10% Combined for MBE, WBE, Veteran, DVE, and SDVE.
	
	CONSTRUCTION:
	Projects > $500,000, 15%
	
	MBE, 3% SDVE, and 10% WBE, Veteran, and DBE.
	
	Projects < $500,000, 20% combined for MBE, WBE, Veteran, and DVE; 3% SDVE
	
	High profile projects such as those receiving State funding: 25% MBE, 3% SDVE, and 10% MBE, Veteran, and DBE.
	
	FY2015 % $
	Design Contracts
	   MBE 2.9% $21,819
	   SDVE na na
	   Other BE 8.6% $65,550
	Construction Contracts
	   MBE 27.1% $5,315,962
		Larry Eisenberg

	SDVE na na Other BE 10.8% $2,110,861 FY2016 % $ Design Contracts MBE 17.9% $68,030 SDVE na na Other BE 28.0% $106,350 Construction Contracts MBE 15.9% $2,397,405 SDVE 0.0% 0 Other BE 16.3% $2,451476 FY2017 % $ Design Contracts MBE 0.0% 0 SDVE 0.0% 0 Other BE 0.0% 0 Construction Contracts MBE 24.4% $4,685,808 SDVE 0.0% 0 Other BE 10.6% $2,028,233 Other BE 0.0% 0	

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

Initiatives and Actions	Measurement and Timeframe	Responsible Unit/ Process Owner
Initiative: Chancellor's Cultural Diversity Council (CCDC) Climate Study Committee The CCDC was charged by the chancellor to review the results of the 2016 Climate Study and provide recommendations to the campus. In addition to the climate study, this group will also look at other supporting data concerning URM based on the results of the climate study.	Measurement: None	Office of Diversity, Equity and Inclusion\ Deborah Burrris

Community Engagement

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

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

Initiatives and Actions	Measurement and Timeframe	Responsible Unit/Process Owner
Initiative: Living Together in St. Louis: How do I talk about race? Serious issues have impacted St. Louis City, including a poverty rate of 25.5%, nearly twice the federal poverty rate (US Census Bureau, St. Louis City); unemployment rate of 5.1%, whereas the national unemployment rate is 4.4% (Federal Reserve September 2017); and racial segregation (according the 2016 census data, blacks comprise 47.2% of the population of St. Louis City, whites 46.8%, Latino 4%, and Asians 3.3%; St. Louis is ranked the fifth most segregated city according to fivethirtyeight's integration/segregation index).		College of Arts and Sciences (CAS) Terry Thiel, interim dean and the chairs of the following departments: Anthropology & Archaeology Art & Design History Theatre

		Sociology, Gerontology & Gender Studies
There are many myths about race and racial issues in the communities surrounding UMSL. The abundance of TV news stories and the articles, opinion pieces, and social media posts published since the 2014 death of Michael Brown and the more recent Stockley verdict attest to need for action. Racism continues to play a role in preventing integrative policies that might achieve more equitable outcomes. Disparities affect everyone, but often strong, emotionally laden opinions prevent dialogues and action. UMSL can make a difference. In order to increase outreach to historically and underserved/diverse populations in St. Louis, CAS proposes to develop an initiative with cross disciplinary activities to engage diverse populations in the St. Louis metropolitan area. These activities would be multidisciplinary and are intended to help the community explore questions of diversity.	Timeframe: March 12-16, 2018	College of Education (COE)
Action: Kick-Off Lecture

Journalist, activist and social historian Jimmie Briggs will visit the UMSL Campus on March 12-16, 2018, pursuant to a Visiting Scholar Grant awarded to the Department of Sociology, Gerontology & Gender (SGG) from the College of Arts & Sciences. Jimmie's visit plan will include class visits, public discussions and formal presentations around the following three themes: The Beloved Community (a philosophy of diversity and inclusion posited by Dr. Martin Luther King, Jr.), Burdens of History & Trauma (with an emphasis on historical trauma in African Americans), and Moral Courage in Difficult Times. This latter topic will be the focus of the Hellen & Will Carpenter Lecture on the afternoon of March 13th in the JC Penney Conference Center. Mr. Briggs will present a lunch and learn discussion on trauma on Friday, March 16th. | | Department of Sociology, Gerontology & Gender Studies |
| Mr. Briggs' visit is serendipitous with respect to the current Inclusive Excellence planning process, but is also indicative of the type of diversity work that happens on the UMSL campus each week and month. Mr. Briggs' visit will serve as a kick-off for a series of diversity efforts sponsored individually and collaboratively across Departments in the College of Arts & Sciences. Future events and programs will be announced during his visit. The themes of his visit also tie in beautifully with the goals of the present planning effort.

Cost Estimate: **$0**

No additional funds are necessary for these events.

Action: Community Workshops: How do I talk about race?

The workshops will build on two previously offered programs: The viewing of Ota Benga (spring 2016 with Deborah Burris and the | Metrics: Workshop participant and student pre/post course self-reflection on confidence and comfortability in sharing and asking questions about racial experiences and identity in multiracial settings

Timeframe: Can be scheduled fall or spring semester | |

Chancellor's Committee on Diversity, and CAS) and "Innovation through Migration: The Wealth of Nations" in St. Louis (Spring 2017 with CAS, Mosaic Project, World Trade Council, International Institute, SLU Medical School, and the Mayor of University City). The series will be presented in four workshops, offered one Saturday a month for four months (e.g., Feb, Mar, Apr, and May or Aug, Sept, Oct, and Nov). Each Saturday session will meet for two hours (e.g., 10:00 a.m. -12:00 noon) on the UMSL campus. Topics will include evolution, human and biological variation and racism and debunking biological and genetic race; social injustice and how to talk about race; ties to Arab Spring and other world-wide movements; historical insights in the St. Louis region and the roots of rebellion in Ferguson. Development of open source material to be made available to the public. Presenters include: **Jacqueline Lewis-Harris**, Ph.D., cultural anthropologist, former Director of the Center for Human Origins and Cultural Diversity, Associate Professor in Education, and community activist **Sheilah Clarke-Ekong**, Ph.D., cultural anthropologist, Founders Professor and faculty member, A&A **Anne Austin**, Ph.D. biological anthropologist, Assistant Teaching Professor in A&A **Jason Vasser**, B.A. and M.F.A., certified Diversity Facilitator **Jamala Rogers**, Community activist, author of "Ferguson is America: Roots of Rebellion", featured writer for the St. Louis American, and member of the editorial boards of BlackCommentator.com and The Black Scholar. Ms. Rogers was an Alston-Bannerman Fellow and is the 2017 Activist-in-Residence at the University of Wisconsin-Madison Cost Estimate: **$7,000** For presenters to develop materials and present workshops. Action: Mural Competition: Living together in St. Louis: Voices of the Community Mural is an art form that speaks directly to community spaces and community voices. The department would like to invite public muralists,	Metrics: Participant surveys Article in UMSL Daily Timeframe: Can be scheduled fall or spring semester Metrics: - Pre/Post survey data on student and workshop participants' knowledge and skills in video development and interviewing - Workshop participant and student pre/post course self-reflection on confidence and comfortability in	Department of Anthropology & Archaeology

including those with a previous relationship with UMSL via Gallery 210 such as Cbabi Bayok, for a day of lecture and hands-on experience. The day-long experience would lead to a community mural competition at a site to be determined. Cost Estimate: **$2,000** - *$1000 for the visiting artist to cover costs of materials and hosting.* - *$500 for the award for the winning design* - *$500 for materials to complete the mural* Action: New Course and Community Voices Documentary Project: Learning About Race Video documentary workshop project on the question: How Did I Learn about Race? The workshop project will train St. Louis community members and UMSL faculty and students to design and conduct video interviews with an intergenerational, multiracial cross-section of community members from St. Louis City and St. Louis County. Following the Anthropology Department's Community Workshop series "Talking about Race", and in concert with the Theater and Cinema Arts Department, the Missouri Historical Society, the Women's Group on Race Relations in St. Louis, and the Organization of Black Struggle, the History Department will develop a multi-day workshop during Summer 2018, with the goal of (a) producing and showcasing community video projects and (b) supporting the development of UMSL service-learning courses during the 2018-19 academic year. This project will (a) develop UMSL faculty capacity and (b) develop relationships with the community to foster future partnerships, courses, and campus programming for years beyond the cycle of this grant. **--** Preparation and delivery of undergraduate/graduate service learning courses titled "Documentary Filmmaking: How I learned about Race." An UMSL student produced, written, and directed 20 - 30 minute video documentary will serve as the course project. This multi-class project will engage both undergraduate and graduate students in the oral history and filmmaking practice. Video documentary, as a medium, is an analytic process akin to writing a thesis, as it explores an idea. Some students involved will work to design and conduct video interviews with an intergenerational, multiracial cross-section of community people from St. Louis City and its suburbs, while other students will work on additional aspects of the filmmaking process. Theater of the Oppressed methods embedded in the class will engage students in exercises that build comfortability interacting with others about racial experiences. The video documentary will be used to promote cross-campus and community discussions on the recent historical and contemporary persistence of race and racism in our society. The full interviews, from which the video documentary will draw, could be deposited in the State Historical Society Archives on the UMSL campus to serve as material for future community research. This course will be a model for future service-learning courses on different critical dialogue questions. -- Continuing Education opportunity for community members to build connections, conversations and participatory projects expands the capacity	building conversations about racial experiences and identity in multiracial settings - number of CEUs generated -Student retention and graduation data for participants in service learning course over a three year period -Number of documentary film-making service learning courses offered at UMSL over a 5-year period -Website visit analytics over a 12-month period -development of a future UMSL/Missouri History Museum large scale documentary project Timeframe: Can be shifted to coincide with grant funding -Spring 2018 Advisory Panel -May 2018 Marketing and Recruitment Begins -June 2018 Workshop -August 2018 Course development Complete -AY 2018-19 Service Learning Courses taught -Website completed	Department of Art & Design Department of History Department of Theatre Missouri Historical Society

of St. Louis community members to develop documentary films to tell their stories.

-- Partnership with Missouri History Society on a larger scale multiracial community history documentary video project

-- Website of the workshop and student project to provide long term public accessibility.

Key Personnel:

Louis Massiah: Award-winning documentary film maker and recipient of a MacArthur Fellowship, Massiah will serve as the project consultant and workshop leader. Louis Massiah is a documentary filmmaker who addresses important but often-neglected subjects with integrity, insight, and artistry.

Massiah's producing and directing credits include *Trash* (1985), *The Bombing of Osage Avenue* (1986), *Cecil B. Moore* (1987), *W.E.B. Du Bois: A Biography in Four Voices* (1995), and *Louise Alone Thompson Patterson: In Her Own Words* (2002). He also produced two films for the PBS series, "Eyes on the Prize II" (1990). In addition to his film work, Massiah founded the Philadelphia-based Scribe Video Center, which provides access to media production facilities for underrepresented segments of society. This center trains emerging video makers and helps members of community organizations to address issues of social concern through the creative use of video. At the Scribe Video Center, he served as executive producer for "Precious Places" (2005), a citywide, community, video history project in the form of twenty-one short documentaries. His recent work includes projects for the National Park Service.

Priscilla Dowden-White: Dowden-White is Associate Professor of History at the University of Missouri where she teaches a variety of courses on African American history and the history of St. Louis. She holds a B.A. in History from the University of Missouri – St. Louis, a M.P.S. in Africana Studies from Cornell University in Ithaca, New York, and a Ph.D. in History from Indiana University – Bloomington. Her scholarly interests include social welfare and civic activism among African Americans during the interwar period of WWI and WWII. Dr. Dowden-White is the author of the recently published book titled ***Groping toward Democracy: African American Social Welfare Reform in St. Louis, 1910-1949*** (University of Missouri Press, 2011). She serves on the advisory board for the Missouri History Museum, St. Louis #1 in Civil Rights exhibit and is currently editing and annotating the unpublished memoir of Urban League Executive Secretary John T. Clark, and has recently begun the research for a biography on the life of the late civil rights attorney Margaret Bush Wilson. Prof. Dowden-White has been a featured scholar in several historical documentaries. A native St. Louisan, Dowden-White was educated in the St. Louis public schools and maintains a deep commitment and connection to her city. She will serve as academic advisor, workshop leader, and develop and teach the campus course that results from this project.

Jacqueline Thompson: Thompson is a theatre artist passionate about providing students opportunities to explore their creativity and embrace their individuality. This actor and director has utilized her collective experiences to work as a teaching artist for regional theatres such as Actors Theatre of Louisville. Thompson has performed in myriad productions throughout her career. She has partnered with Theater of the Oppressed New York and is trained in its methods. She will provide coaching during the workshop and UMSL class. Cost Estimate: **$26,000** *Video Equipment $ 2000* *GRA for Service Learning course $ 5000* *Theater of the Oppressed, Faculty stipend $ 1500* *Faculty Course Development, Stipend $ 2500* *Workshop Leader Stipend and travel, $15,000* *Workshop materials provided by History Department & Missouri Historical Society* *Website work provided by CAS* Action: Marketing and Advertising for Initiative: Including print brochures, ads in local community papers, and a website Cost Estimate: **$3,000** **Total Cost Estimate for Initiative: $38,000**		
Initiative and Action: Honors 3030: Beyond the Buildings Offer Honors 3030: Beyond the Buildings with a specific St. Louis diversity focus. This initiative is aimed at both the Education and Scholarship goal and the Community Engagement goal. This course has been offered three times, but we are unable to do so again because of the high costs associated with it. The last time it was run, we were able to fund it with a grant but are no longer eligible for that same source. The primary goal of the "Beyond the Buildings" seminar is to promote projects to see how people are making a difference in St. Louis neighborhoods. It is an additional goal to inspire others to begin their own sustainable projects. Various areas have been the focus of the seminars, including Normandy and St. Louis City areas. The program promotes a strong collaboration between our students and several non-profit organizations that are attempting to make a positive contribution to the particular community. The videos that the students prepare with strong guidance and learning from the	Metrics: The most tangible results will be the lasting artifacts of the student produced films. Course syllabi and learning goals will be additional measurements. Timeframe: This course can be run in AY18 (and again in AY19), depending on funding.	Pierre LaClede Honors College

Nine Network Academy demonstrate what many people in St. Louis have been able to accomplish through hard work, determination, and opportunities. These service learning projects allow our students to connect with people and the community by moving outside of the classroom to the community itself; the people of the community become the "guiding" force of the learning experience. The students present their videos to members of the community, Honors faculty, and parents and peers of the Honors students. Diversity has been an integral part of all three previous seminars, and the instructor would like to expand the diversity focus and make it the course theme if it can be offered again.

The documentaries that the students produced are available to view on YouTube:
2013 – The People of St. Louis (13 films):
https://www.youtube.com/playlist?list=PLPydneHqH9R5rg0sSgTiyffr24h-y2tTs
2014 – Preservation Matters (11 films):
https://www.youtube.com/playlist?list=PLPydneHqH9R5ehquOy6WouIa5ayDP8-g7
2015 – Sustainability (12 films):
https://www.youtube.com/playlist?list=PLPydneHqH9R7VcLxm_6n7WrG03vr2b-45

Estimated Cost: $5,000
The course requires $5000 to cover the costs of film-making and travel. The Honors College used GRA and gift funding to pay for the class twice and grant funding the third time.

Initiatives and Actions	Measurement and Timeframe	Responsible Unit/Process Owner
Targeted outreach to increase trust with minority/international/LGBTQ	Attempt to interact with all identified groups minimum of once annually	Police/Marisa Smith

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

Initiatives and Actions	Measurement and Timeframe	Responsible Unit/Process Owner
Initiative: Office of Diversity, Equity and Inclusion will support the state conference of	UMSL Chief Diversity Officer will serve on state planning committee for state conference.	

MODAHE as well as the national conferences		

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

Initiatives and Actions	Measurement and Timeframe	Responsible Unit/Process Owner
Initiative: Support University Square The Business Services office will assist with the appraisals for North Hanley project and contract documents for proposed RCEW collaboration with surrounding municipalities in 2017; ongoing projects as needed. Most of the municipalities are comprised of individuals from URM with limited resources. This will also work to bring economic development to these areas.	Measurement: Will review total number of projects completed every 6 months. Timeframe: Currently available.	Business Services/Catherine Jochens
Initiative: Participate in UMSL Anchor Dashboard initiative. The goal of the UMSL Anchor Dashboard is to develop relationships with local businesses as one way to help play a role in strengthening and creating a positive economic impact in the communities around the campus. Landscape services has been selected as a pilot for this initiative. Number of service providers in the program; amount of spending on participating providers.	Measurement: Ph I – Local off-campus properties. UMSL identified 37 local properties with a total of 17 acres. The landscaping needs for these properties were contracted to 3 local businesses for mowing and snow removal services not to exceed $10,000 each. Two of the service providers employ < 5 employees; one service provider is minority-owned. Participants in the program will be measured by quality of work. Ph II (underway) – Main campus projects. 3 additional service providers identified for small landscape maintenance projects. Plans for projects and focus areas being developed.	Facilities Management/ Larry Eisenberg