

University of Missouri Columbia 2017-2018 Inclusive Excellence Plan

MU Approach to Inclusive Excellence

MU began its journey with Inclusive Excellence in 2017. Student, faculty, and staff governance groups approved the 2017/18 Inclusive Excellence framework in late Spring 2017; the call for each school, college, and functional division to write Inclusive Excellence plans went out from the Chancellor's Office in late July.

Our adoption of the Inclusive Excellence framework makes explicit the University of Missouri's commitment to center inclusivity, equity, and diversity within our understanding of organizational excellence as well as our excellence in teaching, research, and service missions. MU is at a critical juncture as an institution. In the wake of the protests of 2015, MU decided to meaningfully invest in building a university in which all of its constituents can create, investigate, learn, and work in environments that are inclusive and which seek to redesign processes and structures creating disparate outcomes for faculty, staff, and students.

The plan below aggregates the plans submitted to the Division of Inclusion, Diversity, and Equity in the Fall 2017. Each school, college, and functional division is represented and the ongoing and proposed initiatives and activities are presented by unit within each dimension of the framework. Due to the length of the plan, we cut out most of the data tables, but included the list of metrics each organization is currently or is planning to use to track the impact of each activity.

We look forward to feedback from the Advisory Council. There are many strong submissions from across the MU campus as well as some unevenness.

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.

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
A&S	<i>Track enrollments of underrepresented student populations by department.</i>	Enrollment data, disaggregated	Department chairs
A&S	<i>Review departmental recruiting materials for issues of inclusion and diversity</i>	Enrollment data, disaggregated	Department chairs Associate dean
CAFNR	<p><i>Build a network of statewide partners for diversity representing diverse populations to serve as pipelines for future students.</i></p> <ul style="list-style-type: none"> • <i>Missouri high schools and community colleges:</i> <ul style="list-style-type: none"> ○ <i>target schools with high levels of underrepresented student populations for visits;</i> ○ <i>encourage students at these schools to apply for CAFNR summer camps (LSQ, SNR);</i> <p><i>work with counselors and teachers at these schools to arrange campus visit days for underrepresented students</i></p>	<p># of Applications Yield rate All measures disaggregated</p>	CAFNR coordinator of recruitment (Julie Scroggs)

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
CAFNR	<i>Businesses: recruit employers to campus for Career Fairs and internship interviews who are interested in employing our underrepresented students</i>	interviews with diverse students by employers measure internship positions of diverse students	CAFNR coordinator of career services (Matt Arri)
CAFNR	<ul style="list-style-type: none"> • <i>Encourage representation on the CAFNR Ambassador team from a diverse group (majors, ethnicity, transfer students, rural and urban students</i> • <i>Encourage representation on divisional ambassador teams (SNR, Animal Sciences, AgEdLd) from a diverse group</i> 	Track ambassador applications and invitations	Shari Freyermuth Laura Hertel Hannah Alexander John Tummons
CAFNR	<i>Work with CAFNR partners to encourage scholarships for underrepresented students</i>	Track scholarships specifically for underrepresented/underserved students	CAFNR Development
Education	<i>Develop structure for Grow Your Own Partnerships with Participating School Districts (See proposal for funding at end of document)</i>	# of High School Students # enrolled students at Mizzou # of scholarships funded by donors and school districts GPA of Participants # hired by districts Number/percent of first-year Number/percent of transfer students disaggregated Yield rates for both first-year and transfer students	Lannin

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
		Timeframe: Annual	
Education	<i>Expansion of Dorsey Academy/Scholars Program (See proposal for funding at end of document)</i>	# of participants Retention data GPA Amount of Scholarship Support Job Placement Rate Timeframe: Annual	Metz & Smotherson
Education	<i>Bridge to Mizzou: AVID Mentoring Program</i>	# of MU students participating consistently # of CPS students who visit MU # of CPS students who enroll at MU Timeframe: Annual	Metz
Education	<i>Recruitment Efforts in Schools/Community Colleges</i>	# of Visits to Sites # of Recruitment Materials delivered to MO alumni classrooms # of high school students who visit/apply MU # of AAT applicants # of AA applicants # of students who enroll at MU GPA Retention Data Timeframe: Annual	Smotherson, Pantaleo
Education	<i>Dual Credit Opportunities with Partner Districts</i>	# of student credit hours Years to Completion	Okker, Drury, Chval, Lannin, March

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Education	<i>Collaborating with New Transfer Center</i>	TBD	Lannin and Pantaleo
Engineering	Targeted Recruitment Activities in Missouri from feeder schools	Identify schools that are considered feeders, Track students from initial interaction to application to acceptance and to enrollment.	Recruiter TBD
Engineering	Focus on National “Minorities in Science” Conferences like ABRCMS,SACNAS, etc in collaboration with Graduate Studies and Life Sciences groups	5+ National conferences -Track students as above 2017-2018 (yearly)	Tojan Rahhal, Director of Diversity and Outreach Initiatives
Engineering	Minority Engineering Program –Cohort for underrepresented students who are mostly undeclared in engineering to retain them and provide the support structure they need collaborating with Academic Retention Services for freshmen	On-going for approx. 25 students in total a year Provide events and programming, one on one sessions, cohort programming -Track retention and graduation rate	Tojan Rahhal, Director of Diversity and Outreach Initiatives
Engineering	STEM CUBS – a new K-5 camp primarily focused on underserved and underrepresented students from Missouri. This is a collaborative project between College of Education, Division of IDE, and College of Engineering that provides STEM activities in a Saturday camp-3x a year- to underrepresented and underserved students in the community.	Application #s, demographics, feedback from participants, COE student involvement Summer 2017, October 2017, March 2018- 3x a year in collaboration with IDE and CoED STEM CUBS initiated for the first time this July 2017 with over 200 applications. We were only able to accept 60 students due to budget limits. This is a great method to engage K-5 students	Tojan Rahhal, Director of Diversity and Outreach Initiatives

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		in STEM at an early age. Research shows that children, particularly minorities in STEM and young girls, disengage from STEM as early as 3 rd grade.	
Engineering	<i>High School Engagement via the annual COE Summer Camp which engages students from Missouri in STEM activities with our students, faculty and staff</i>	Track application #s, demographics, diversity scholarships awarded, application to Mizzou, acceptance, enrollment Time: Every Summer (July)	Recruiter- TBD
Engineering	<i>Girl Scout Day (Elementary)- an effort to engage local girl scouts in STEM activities with our female engineering students and faculty</i>	Track participants and form a method to stay in touch with them till college application time, then track application, enrollment status Time: Every Spring	Office of Diversity and Outreach Initiatives (Women in Engineering) and Student Orgs (Society of Women Engineers)
Engineering	Pre-Engineering program	Provides a method for underrepresented students to continue in engineering -Track recruitment into Pre-engineering, retention and graduation of Pre-engineering students Time: 2017- On going	Stephanie Praschan, Director of Advising
Engineering	Merit Badge University- Engineering (Middle School Boy Scouts)	Provide space, lectures, and activities for Boy Scouts focusing on STEM activities in the college. Time: 2017-2020.	Hani Salim, Associate Dean of Academic Affairs

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		Initiated for the first time in October 2017.	
Engineering	<p>Membership in National Association of Multicultural Engineering Program Advocates (NAMEPA)</p> <p><i>NAMEPA is a platform for identifying best practices among university programs in the diversity space.</i></p>	Utilize resources to expand programming and curriculum Time: 2017- Ongoing. MU COE joined NAMEPA in August 2017.	Dean's Office Tojan Rahhal, Director of Diversity and Outreach Initiatives
Engineering	<p>University Partner with the 50k Coalition <i>which is a pledge by national engineering minority organization leaders to graduate 50k underrepresented engineers by 2025. Mizzou Engineering took this pledge and is working on a plan with 50k to achieve this</i></p>	Launch Fall 2017 Metrics: Student engagement, enrollment, and graduation rates. Mizzou took the pledge this Fall 2017 and has extensive work to do as part of the coalition.	Dean's Office Tojan Rahhal, Director of Diversity and Outreach Initiatives
Human Environmental Sciences	<i>Hire diversity recruitment coordinator</i>	Minority student percentage in HES has fluctuated between 12 and 14% over the past five years. Target 15% by 2020; 20% by 2025	Student Services Coordinator Diversity Recruitment Coordinator Dean
Human Environmental Sciences	<i>Develop diversity recruitment plans for each HES unit</i>	Minority student percentage in HES units have fluctuated between 9 and 17% over the past five years.	Diversity recruitment coordinator Student Services Coordinator Unit Leaders
Human Environmental Sciences	<i>More so than "engage," make sure all groups are actively involved in ALL the decision making processes regarding recruitment material and strategies</i>	Ongoing; diversity of representation in preparation of materials, design of processes, participation in events.	Student Services Office Unit Leaders Academic Advisors

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Health Professions	<i>Assess, and where needed, enhance existing pipeline initiatives with the potential to make a UM System campus an organization of choice for historically underrepresented/ underserved populations</i>	Recruitment activities <ul style="list-style-type: none"> • Annual visits to 10+ Missouri high schools with high % of UR/US students. • 2-3 presentations by SHP faculty in rural community settings (e.g., schools). • Collaborate with MU-SOM on summer program for HS students in conjunction with MO AHECs. • 2-3 activities connecting with UR/US students at Boone County high schools (e.g., at Douglass HS in Columbia). Completed by 06/30/18	SHP Student Services and Recruitment, SHP Departments
Health Professions	<i>Implement selected pipeline initiatives to make a UM System campus an organization of choice for historically underrepresented/ underserved populations. More fully engage multicultural alumni in appropriate marketing and student recruitment and retention programs.</i>	Create and implement Summer Discovery for Health Professions, multi-day program aimed at current MU students from UR/US backgrounds. Plan completed by 06/30/18 Program implemented in Summer 2019 ----- Career Fair for current MU students highlighting careers in	SHP Student Services and Recruitment, SHP Departments SHP Student Services and Recruitment, Career Services

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		<p>and 2 Twitter events. Completed by 06/30/18</p> <ul style="list-style-type: none"> • Plan and implement “Seeing your Future in SHP” Fall Welcome event. Completed by 08/31/18 • Create 1-2 opportunities for socializing/ professional networking with alumni. Completed by 06/30/18 • Hold 2 social events to build community among students, including 1 specifically focused on transfer students. Completed by 06/30/18 	
Journalism	<p><i>1.1 The School of Journalism’s Student Recruitment, Diversity & Inclusion Program. Its purpose is: a) To increase the number of diverse students from high school to the School of Journalism to the industry by focusing on high school recruitment in 10 key cities around the country. We will engage multicultural alumni when available in the key cities on recruitment trips to help promote journalism, strategic communication and the university. b) To build out and expand our high school summer journalism workshops</i></p>	<p>Collect and report applications and admission data.</p> <p>Track the number of students from visits interested in the university and follow-up until enrolled at the university.</p> <p>Track the number of diverse students who enroll resulting from visits annually.</p>	Student Development, Diversity & Inclusion Program/Executive Director

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	<i>and be more intentional about recruiting for the J-School and the university.</i>	Track the workshop diverse participants who apply and enroll at the university and the School of Journalism annually.	
Journalism	<i>Graduate Studies Recruitment at HBCUs. Increase the number of diverse students in our graduate program by: a) Recruit at historically black colleges and universities. b) Recruit underrepresented students in target key universities with strong undergraduate journalism programs but no graduate program</i>	Track the number of underrepresented students from this group enrolled in master's and PhD programs in the next 12 to 24 months. Increase the contact with prospective underrepresented students and their advisors.	Graduate Studies/Associate Dean for Graduate Studies
Nursing	<i>Increase diversity in the undergraduate and graduate programs through continuous review of undergraduate and graduate admission and progression processes.</i>	Collect and report applications and admission data: Race/ethnicity, gender, first generation, Pell eligibility, disability, international status (annually). List of process improvement initiatives to support increases in underrepresented student enrollment (annually).	Student Admission and Progression Committee, BSN/DNP/PhD Program Directors, Associate Dean for Academic Affairs, Advising Staff

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Nursing	<i>Identify potential pipeline programs or initiatives to support increased enrollment of underrepresented students.</i>	List of potential pipeline programs or initiatives to consider for implementation (annually).	Diversity Recruitment & Retention Coordinator and senior Academic Advisor in the Office of Student Affairs
Nursing	<i>Attract diverse students to MUSSON through culturally sensitive and diverse marketing.</i>	Exemplars provided from website, social media, and print materials (annually).	Dean, Associate Dean for Academic Affairs, Communications Staff.
Trulaske College of Business (TCoB)	<i>Achieve equitable representation of diversity in undergraduate programs through establishing targets based on appropriate benchmarks while considering available talent amongst college-bound high school students and a review of admission and progression processes.</i>	<ul style="list-style-type: none"> - Increase the percentage of underrepresented minority students in each freshman cohort with a goal of 1% growth in the total of underrepresented student population - Increase number of Trulaske Business Academy participants by 10% each year for the next five years¹ - Convert 15% of Business Academy participants into FTC lower level students and measure their retention at MU 	Student Recruitment, Vasey Academy, Program Directors, Advising Staff
TCoB	<i>Mirror the diversity of the lower level in the BSBA program as it relates to underrepresented student populations</i>	- Increase the percentage of underrepresented minority students in the BSBA program with a yearly goal of 1% growth in the total of underrepresented student population	TCoB Advising

¹ Trulaske Business Academy – Pre college summer program for minority students interested in business <https://business.missouri.edu/trulaske-business-academy>

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Law	<i>Continue to develop pipeline program from middle school to Mizzou Law for underrepresented racial and ethnic populations</i>	Review existing pipelines Continue to develop and formalize pipeline projects- Fall 2019	Lidsky Heck Diversity Committee
Law	<i>Increase enrollment of underrepresented racial and ethnic populations through (1) holistic admissions decisions and (2) effective use of scholarships and tuition waivers</i>	Headcounts Funding for travel stipends \$ spent on diversity Scholarships & tuition waivers	Lidsky Heck Admissions
Law	<i>Increase enrollment of international students through the Law School LLM program</i>	# and % of international students matriculated in LLM programs each year	Ladehoff
Law	<i>Continue to evaluate the potential of accepting the GRE (in addition to the LSAT) on applications to the Law School</i>	Review validation studies on acceptance of GRE Review evidence and data regarding use of GRE as admissions test to law schools Stay apprised of developments at other law schools Admissions Committee to advise of status yearly	Lidsky Heck Admissions Committee
Medicine	<i>Programs for undergraduates</i> <ul style="list-style-type: none"> • <i>1010H Becoming a Physician (40/year)</i> • <i>Area Health Education Center Enhancement Scholars (200/year/rural focus)</i> • <i>Bryant Scholars (11/year rural focus)</i> • <i>Excellence in Learning (44/year inner city St. Louis)</i> 	Earliest program began in 1996	MU School of Medicine (SoM) partners with MU Honors College, MO high schools/community organizations, 13 other participating high education institutions in MO St Louis public schools and WUSTL

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	<ul style="list-style-type: none"> • <i>High school Mini Med School (112/year)</i> 		
Vet Med	<i>Enrich applicant/interview pool</i>	Compare applicants vs accepted offers – 2 yrs	Office of Academic Affairs
Enrollment Management	<i>As part of our campus-wide Strategic Enrollment Plan assess, and where needed, enhance existing gateway initiatives with the potential to make MU the institution of choice for high-achieving precollege historically underrepresented /underserved populations</i>	Increase the number of first-time full-time undergraduate or transfer students from historically underrepresented/underserved populations in accordance with the SEM plan’s metrics.	As part of our campus-wide Strategic Enrollment Plan assess, and where needed, enhance existing gateway initiatives with the potential to make MU the institution of choice for high-achieving precollege historically underrepresented /underserved populations
Enrollment Management	<i>Monitor the new, joint marketing and matriculation-enhancement programs initiated with MU Extension’s faculty and staff who work in 114 county offices to determine where adjustments may be made to improve the impact of the efforts.</i>	Document the total number of engagements for the initial year (2017-18) and increase the number of “touches” for 2018-19 in accordance with the SEM plan’s metrics.	Monitor the new, joint marketing and matriculation-enhancement programs initiated with MU Extension’s faculty and staff who work in 114 county offices to determine where adjustments may be made to improve the impact of the efforts.
Enrollment Management	<i>As part of our campus-wide Strategic Enrollment planning aim to reduce the gap in yield rates for admitted first-year or transfers of historically underrepresented/underserved populations.</i>	SEM process will set short and long-term goals and determine appropriate tactics identified by the committees and endorsed by MU administration	As part of our campus-wide Strategic Enrollment planning aim to reduce the gap in yield rates for admitted first-year or transfers of historically

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			underrepresented/underserved populations.
Enrollment Management	<i>Continue to support the efforts of the Missouri College Advising Corps (MCAC) to help high school students receive the information and guidance they need to pursue post-secondary education and collaborate closely with the Division of IDE to make MCAC student visits to MU exceptional.</i>	IDE will help facilitate MU student engagement with MCAC high school students during visits to MU this fall. This effort will be evaluated and potentially expanded based on feedback and a growing partnership.	Continue to support the efforts of the Missouri College Advising Corps (MCAC) to help high school students receive the information and guidance they need to pursue post-secondary education and collaborate closely with the Division of IDE to make MCAC student visits to MU exceptional.
Undergraduate Studies	<i>Participate in the KC Scholars program.</i>	Increase number of students attending MU with support of KC Scholars program funding.	Enrollment Management and Undergraduate Studies.
Undergraduate Studies	<i>The Summer Transition Program (STP) is an 8-week program that provides an academic learning community to bridge the gap between high school and college.</i>	Increased number of students successfully completing the summer program and their first year with increased persistence to sophomore year.	Center for Academic Success and Excellence (CASE)
Undergraduate Studies	<i>Continue to offer the Jim and Cathy Brazeal – Honors College Diversity Scholarship to a cohort of four students (one in each class).</i>	Continue to enroll a high ability student meeting criteria established by the donors.	Honors College
Undergraduate Studies	<i>Guarantee the recipient of the Donald G. Suggs Award (as bestowed by ARS and the Donald G. Suggs Foundation) a research position through the Honors College in their first year.</i>	Increased enrollment of underrepresented minority students.	Honors College and Center for Academic Success and Excellence (CASE)

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Inclusion, Diversity, and Equity (IDE)	<i>Complete the inaugural year MOCHA with Columbia Public Schools</i>	2017/18	UM System DEI Access & Leadership/IDE Columbia Public Schools (Annelle Whitt)
IDE	<i>Support Columbia Public Schools in developing 2018-19 MOCHA program</i>	Annual	UM System DEI Access & Leadership/IDE Columbia Public Schools (Annelle Whitt)
IDE	<i>Coverage of campus events that seek to broaden perspectives on IDE themes</i>	Number of events covered Number of mediums used to promote events Medium type Social media insights	Strategic Communication/IDE
IDE	<i>Participate in tabling at Summer, Fall and Winter Welcomes. Provide opportunities for students to sign up to receive further communications.</i>	Track students who engage at tables. Prepare for these events	Dept. of SJ staff, including GA and student staff.
IDE	<i>Partner in inclusion/diversity related video or other information to use during Summer Welcome or other events.</i>	Assess feedback from the video used at SW 2017 to determine changes. Update as needed, beginning Jan. 2018.	Asst. VC, IDE MarCom staff, SJ Associate Director and other SJ staff as appropriate.

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IDE	<i>Provide information for individual students and groups seeking information about the experience of marginalized students at MU.</i>	Institute tracking of the number of contacts seeking information (if not already done), Jan, 2018.	Dept. of SJ staff, including GAs.
IDE	<i>Provide information about services, resources, support and opportunities for underrepresented students to New Student Programs, Visitor Relations, Enrollment Management, Alumni Relations and others.</i>	Evaluate and update all printed materials provided to these groups on an ongoing basis. Establish learning objectives, and ensure that trainings provided to these groups meet those objectives (summer 2018).	All Dept, of SJ staff.
IDE	<i>Maintain a visible and vibrant presence on the web and social media.</i>	Ongoing.	SJ Center staff, including GAs and students, in collaboration with IDE MarCom staff.
IDE	<i>Development of the “Diversifying Faculty at MU : An Ecosystem Approach” – a comprehensive recruitment and retention plan</i>	Plan designed and revised – Fall 2017. Time frame for delivery – 2017-18 academic year. Number of new programs implemented to recruit faculty Number of new programs implemented to retain faculty Number of searches with a diverse pool of women and minority candidates over 20% Number of actual diverse faculty hired Number of faculty retained	Faculty Recruitment & Retention – Noor Azizan-Gardner

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IDE	<i>Faculty Inclusive Excellence Fund – Revision of policy to reflect changes in funding and accountability</i>	Policy guidelines and new proposal completion target – January 15, 2018.	Faculty Recruitment & Retention and Office of the Provost – Noor Azizan-Gardner, Mitchell McKinney and Christine Hotl
IDE	<i>Faculty Hiring Guidelines</i>	Clear, systematic and user-friendly manual for faculty hiring completed – August 2017.	Faculty Recruitment & Retention and Office of the Provost – Noor Azizan-Gardner, Mitchell McKinney & Christine Holt.
International Programs	<i>Outreach to student of color organizations – to engage and inform re study abroad opportunities, benefits, planning, and procedures.</i>	# of outreach sessions # of participants in these sessions # of study abroad applications from session participants	Study Abroad
International Programs	<i>Focus on finance – sessions on financing study abroad, including how to apply for scholarships available from internal and external sources (e.g., Gilman - Pell eligible – Scholarship)</i>	# of outreach sessions # of participants in these sessions # of Gilman Scholarship applications	Study Abroad
International Programs	<i>Develop and manage a study abroad program in partnership with the MU Black Studies Dept.</i>	# of program applicants and participants # student participant evaluations	Study Abroad

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

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
A&S	<i>Track academic success by department</i>	Persistence rates, 4 and 6 year graduation rates	Department chairs
A&S	<i>Create inclusive excellence culture within A&S advising</i>	Persistence rates, 4 and 6 year graduation rates	Dean Assistant Dean for Advising
A&S	<i>Expand successful mentoring programs (e.g., Biology Intensive Orientation Experience, a six-day residential intensive academic program)</i>	Persistence rates, 4 and 6 year graduation rates	Dean Associate Dean Assistant Dean for Advising
A&S	<i>Identify, review, and if appropriate, remove obstacles to student success</i>	Persistence rates, 4 and 6 year graduation rates	Associate Dean and college curriculum committee Assistant Dean for Advising
CAFNR	<i>Hold focus groups among underrepresented/underserved populations of current students to determine needs</i>	Spring 2018 semester Assessment and report of student needs	CAFNR Inclusion and Diversity Committee (CIDC)
CAFNR	<i>Survey campus programs that target underrepresented/underserved populations: TRIO, CASE, Express, McNair.</i>		
CAFNR	<ul style="list-style-type: none"> • <i>Identify CAFNR students in these programs</i> • <i>Alert their advisors (educate advisors about these programs)</i> • <i>Follow up with students throughout the year</i> • <i>Work with the programs to ensure success of CAFNR students</i> 	Academic success of these students; start: spring 2018	CAFNR Academic Programs office

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
	<i>Add information about these programs to departmental/college newsletters</i>		
Education	<i>Parent Student Population – Cub Hub Evening Childcare (Campus funding end December 2017; Needs funding to continue)</i>	# of student participants # of hours Satisfaction Timeline: Weekly	ParentLink/Mertensmeyer-Ryan
Education	<i>Eliminated caps on undergraduate degree programs</i>	Student Enrollment Retention Timeline: Initiated Fall 2017	Lannin
Education	<i>Option of Bachelor of Educational Studies</i>	Student Enrollment Time to Degree Completion # of campus departments involved Timeline: Initiated 2016	Lannin/Pantaleo/Curs
Education	<i>SSC 1150 Course</i>	Advising Data GPA/Retention Data by Advising Group	Lannin/Pantaleo
Education	<i>Expand and enhance Dorsey Academy</i>	# of participants Retention data GPA Amount of Scholarship Support Job Placement Rate First to second year persistence rates 4 and 6 years graduation rates Time to degree	Metz, Smotherson

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
		<p>Sense of belonging and intention to leave data from NSSE and/other campus surveys</p> <p>Timeframe: Annual</p> <p>Initiated Fall 2015</p>	
Education	<i>Dual Credit Opportunities with Partner Districts</i>	<p># of student credit hours Years to Completion</p> <p>Timeline: Campus to Determine</p>	Okker, Drury, Chval, Lannin, March
Education	<i>Education Freshmen Interest Group</i>	<p># of participants Retention data GPA Advising Data</p> <p>Timeline: Annual</p>	Metz, Pantaleo
Education	<i>Education Transfer Interest Group</i>	<p># of participants Retention data GPA Advising Data</p> <p>Timeline: Annual</p>	Metz, Benson
Education	<i>Dedicated space and programming in support of underrepresented students through the Bridge.</i>	<p># of participants Satisfaction data</p> <p>Timeline: Weekly</p>	Metz
Education	<i>Support of MU-NABSE Chapter</i>	<p># of participants Satisfaction data</p> <p>Timeline: Annual</p>	King

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Engineering	<i>Including Pre-Engineering in the College of Engineering</i>	2017- on going Track retention and graduation rates	Hani Salim, Associate Dean of Academic Affairs
Engineering	<i>Provide Centralized advising to allow for easy access for students</i>	2016- ongoing Track retention and graduation rates	Stephanie Praschan, Director of Advising
Engineering	<i>Implement MU Connect amongst student services and faculty in order to track students and catch any issues in advance</i>	2017- on going -Rate of flags raised and issues that remain unaddressed (decrease shows benefit of this system)	Stephanie Praschan, Director of Advising
Engineering	<i>Minority Engineering Program –Cohort for underrepresented students who are mostly undeclared in engineering to retain them and provide the support structure they need - collaborating with Academic Retention Services for freshmen</i>	On-going for approx. 25 students in total per year Provide events and programming, one on one sessions, cohort programming -Track retention and graduation rate	Tojan Rahhal, Director of Diversity and Outreach Initiatives
Engineering	<i>Tutoring for students</i>	On going Track retention improvement due to using this service	Stephanie Praschan, Director of Advising
Engineering	<i>Inclusivity Center Provide a welcoming environment for all students, staff, and faculty as well as prospective students in the College of Engineering and across campus. Everyone is diverse in their own way and we welcome you to our center to take part in activities, to have lunch, or to do your work.</i>	Opened in August 2017. -Track engagement in space with sign-ins -Track climate change or perception due to center presence - Track programming participation	Tojan Rahhal, Director of Diversity and Outreach Initiatives

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Engineering	<p><i>Women in Engineering program-</i> <i>Established in 2015 with donor funding, this program focuses on all activities that support and recruit women students via various programming throughout the year. Started by Dr. Kathleen Trauth and led by a faculty and student advisory board. Events hosted include: Love your mind week, women in engineering week, Fall Retreat for team building, Career Fair Prep, Leadership Seminar, Diversity Mix and Mingle</i></p>	<p>Continue to provide opportunities for our female engineering students to meet with female engineering faculty</p> <p>Provide space for female faculty to form a network</p> <p>Engage K-12 prospective female engineers</p> <p>Evaluation Survey showed "respondents felt that their involvement in the program has helped them establish a network on-campus within their field of study, established a stronger sense of community in the college of engineering and engineering community at large, and understand what they are learning in the classroom"</p>	Tojan Rahhal, Director of Diversity and Outreach Initiatives
Health Professions	<p><i>Work with CASE to develop and implement new program to support 2nd year CASE scholars in SHP.</i></p>	<p>Program developed by 03/31/18; implementation beginning 08/01/18</p>	SHP Student Services

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Human Environmental Sciences	<i>Identify, track and serve URM and USM in each HES unit</i>	Retention rates 4-year and 6-year graduation rates	Unit advisors
Human Environmental Sciences	<i>To facilitate greater participation of URM/USM populations in the premier HES undergraduate research program PURE # of PURE applications and projects completed starting next academic year</i>	# of PURE applications and projects completed starting in FY19 by URM/USM students	Associate Dean for Research and Graduate Studies in HES
Human Environmental Sciences	<i>Identify curricular issues that students are finding problematic to see if they may be related to curricular content issues or teaching methods or other issues related to the classroom environment</i>	Ongoing	Faculty Academic Advisors
Journalism	<i>2.1 A cohort of underrepresented/underserved School of Journalism students will be assigned to the Center for Academic Success and Excellence and be tracked academically.</i>	First-year to second-year retention, admission into the School of Journalism and graduation over a 4-6 year period.	Undergraduate Studies/Associate Dean for Undergraduate Studies
Journalism	<i>2.2 As a part of the Student Development, Diversity and Inclusion Program a mentoring program is being developed where underrepresented/underserved students will be paired with minority alumni and industry professionals who provide guidance for success in the classroom and preparation for their careers.</i>	Continued matriculation through the School of Journalism and graduation.	Student Development, Diversity & Inclusion Program/Executive Director

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Journalism	<i>2.3 Re-tooled JOURN 1010 Career Explorations class to provide all students with important advising and student success information, along with information about persistence and resilience.</i>	Matriculation into the School of Journalism. Retention from first-year to second-year.	Undergraduate Studies/Academic Advisors
Nursing	<i>Seek and provide financial support for underrepresented students in nursing.</i>	Number and list of financial support provided to underrepresented students (annually).	MUSSON New Careers in Nursing Program Liaison, BSN/DNP/PhD Program Directors, Development Officer
Nursing	<i>Provide academic support and professional/leadership development opportunities for underrepresented students</i>	Number and type of tutoring/professional development services provided (annually).	SNA Advisor, Student Success Center staff Student Support Specialist, Academic Advisors, BSN/DNP/PhD Program Directors, Student Admission, Progression Committee Chair, and select faculty
Nursing	<i>Track progression and program completion of underrepresented students.</i>	<ol style="list-style-type: none"> 1. FTC First to second year persistence rates 2. FTC Second to third year persistence rates 3. FTC 4 & 6 year graduation rates 4. FTC Time to degree 5. FTC First destination outcomes (use the definition for the 6th Performance Funding measure; provide additional 	Campus Administrative Services and reviewed by Diversity Recruitment and Retention Advisor

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
		<p>information if there are disparities in outcomes</p> <ol style="list-style-type: none"> 6. Sense of belonging and intention to leave data from NSSE and/other campus surveys 7. Participation rates in pipeline and undergraduate academic support programs. Success rates in these programs. 8. Persistence rates for transfers 9. 4 and 6 year graduation rates for transfer students (from first matriculation at initial institution, not UM institution) 10. Transfer time to degree 11. Transfer sense of belonging and intention to leave from NSSE and/or other campus surveys 12. Transfer participation in undergraduate academic support programs. Success rates in these programs. <p>(measure annually)</p>	

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Trulaske College of Business (TCoB)	<i>Improve the opportunities for underrepresented groups in leadership programs</i>	<ul style="list-style-type: none"> - Increase a diverse applicant pool for all academic leadership programs - Achieve a 95% six year graduation rate of students participating in the Vasey Academy² 	Cornell Leadership Program, Vasey Academy, TCoB Recruitment, TCoB Advising, TCoB alumni, faculty and staff
TCoB	<i>Increase academic success by adding academic support opportunities</i>	<ul style="list-style-type: none"> - Create a study hall program housed in Cornell Hall; measure student participation and success rate on a semester basis³ 	Student Organizations, Student Ambassadors, Advising, Academic Departments, Graduate Programs Office
TCoB	<i>Review and identify academic course that act as a barrier to the upper division</i>	<ul style="list-style-type: none"> - Withdrawal, fail, and D level grades for mandatory lower division business courses - Gather information before end of summer semester 2018 to identify academic barriers - Identify and implement strategies to diminish those barriers over five years 	Institutional Research, Advising, Undergraduate Programs Committee
Law	<i>Provide academic support classes for 1L students based on various academic and</i>	# of underrepresented/underserved students served as	Mitchell Heck

² Vasey Academy description - <https://business.missouri.edu/programs-and-admissions/undergraduate/student-development/leadership-development/vasey-academy>

³ Student organizations such as fraternities or sororities do this as well as athletics, we feel this would be a way to capture all willing TCoB students and one hour a week or one hour every two weeks would be a reasonable standard. These programs already in existence for Greek Life and for athletics helps support high graduation rates for participants in these programs.

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
	<i>diversity factors, including undergraduate GPA, LSAT score, race, gender, veteran status, and age, among others</i>	proportion of incoming 1L class # of veterans served Proportion of women students served The law school will develop a plan to analyze short term and long term data on student success after academic support interventions by Spring 2019	Alexander Desnoyer Academic Success Committee
Law	<i>Faculty give lectures on study skills, test-taking strategies, and law school competitions</i>	List of talks Attendance	Various faculty Academic Support Committee
Law	<i>Previously held program prior to orientation for underrepresented/ underserved entering 1L students</i>	Program description	None – program no longer active
Law	<i>Reconsider the Law School rules and policies related to probation, dismissal, and the mandatory curve and scholarship awards tied to those measures</i>	# of underrepresented/ underserved students dismissed Law School will develop a plan to review by Spring 2019	Mitchell Boessen Academic Success Committee Reappointments Committee
Law	<i>Improve academic advising</i>	Law School will implement new academic advising plan by Fall 2019	Lidsky Mithcell
Law	<i>Provide low-cost, online academic support materials so that underserved students have increased access to study aids.</i>	LSSE data	Diamond Library Committee
Vet Med	<i>Provide academic advising and support (all students) to CVM professional students beginning with the Veterinary Enrichment and Teambuilding Program prior to the start of 1st year classes in August and continuing throughout 4 years</i>	Decrease of absolute attrition rate – 2 yrs.	Offices of Student and Academic Affairs.

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Vet Med	<i>Provide academic advising</i>	Increase the number of underrepresented and underserved graduate and undergraduate researchers affiliated with VMDL – 3 yrs	VMDL, Shuping Zhang
Enrollment Management	<i>Task the Strategic Enrollment Management committees focusing on student success and retention to identify specific barriers to the academic progress and achievement of historically underrepresented/underserved populations and determine tactics such as ensuring broad participation of historically underrepresented/underserved populations in undergraduate research and experiential learning opportunities or programs that demonstrate contributions to success and other demonstrated</i>	SEM committee will set specific goals for short and long term efforts. Examples are measuring first to second year retention rates of historically underrepresented/underserved populations. Second to third year retention rates. The graduation rates of historically underrepresented/underserved populations. Comparison of the academic progress and success of historically underrepresented/underserved populations who participate in selected academic support programs with students with similar entry profile who do not participate and benchmarking MU's success indicators with peer or aspirational institutions	Enrollment Management and Strategic Development

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Human Resources	<i>Engage with student governance organizations and committees to increase impact on student population</i>	Number of coaching/mentoring opportunities provided	VC Human Resources HR Management Team
Human Resources	<i>Continue to look for ways to give student opportunities for employment and meaningful job experience to increase their marketability for employment</i>	Number of experiential opportunities provided Career Outcomes	VC Human Resources HR Management Team
Undergraduate Studies	<i>Sustain the TRiO Grant program by renewing the grant.</i>	Grant income. Successful grant renewal in 2020.	Learning Center and Director of the TRiO Grant program
Undergraduate Studies	<i>Ensure eligible students are utilizing resources available through TRiO Grant program</i>	Number of students served will meet maximum limits as established by the grant each year of the grant.	Learning Center and Director of the TRiO Grant program
Undergraduate Studies	<i>Maintain partnership between Disabilities Office and Learning Center.</i>	Monitor number of students registered with Disability Office qualifying for services through the Learning Center. Track using MU Connect.	Learning Center in partnership with Disability Office
Undergraduate Studies	<i>Maintain partnership between Learning Center and Student Veterans Center.</i>	Monitor academic success of student veterans and connect Learning Center Services as appropriate. Increase utilization by 20% from 2018 to 2022.	Learning Center in partnership with Student Veterans Center
Undergraduate Studies	<i>Create a Transfer Student Center.</i>	Increase retention of Transfer Students by 20% from 2018 to 2022.	Vice Provost for Undergraduate Studies and Vice Provost for Enrollment Management
Undergraduate Studies	<i>Charge working group to implement First Generation Awareness Program</i>	Increase academic success (retention and graduation	Vice Provost for Undergraduate Studies

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
		rates) of first generation students.	
Undergraduate Studies	<i>Expand Student Success Course pilot to incorporate career assessments and academic planning.</i>	Increase numbers of first generation, URM and Pell recipients who enroll in SSC course.	Vice Provost for Undergraduate Studies
Undergraduate Studies	<i>Develop Financial Wellness working group (Office of Financial Success, Cashiers Office, and Financial Aid) to serve low income and Pell eligible students.</i>	The number of students leaving the institution due to past due balances will decrease.	Vice Provost for Undergraduate Studies in partnership with Office of Financial Success, Financial Aid and Cashiers Office.
Undergraduate Studies	<i>Center for Academic Success and Excellence (CASE) Program implemented a cohort program with the target population for CASE being first-year Diversity and Summer Transition Scholarship recipients.</i>	Increased success rate of scholarship recipients.	Center for Academic Success and Excellence (CASE)
Undergraduate Studies	<i>Undergraduate Success (US) program that provides Brooks and Suggs scholars with tools to ensure intellectual and individual success while enrolled at Mizzou.</i>	Increased success rate of scholarship recipients.	Center for Academic Success and Excellence (CASE) in collaboration with the Honors College
Undergraduate Studies	<i>Peer Undergraduate Mentoring Program (PUMP). Upperclassmen (PUMP mentors) mentored first and second-year students through one-on-one meetings and group socials.</i>	Increased success rate of students participating in the program.	Center for Academic Success and Excellence (CASE) in collaboration with the Fellowships Office and Honors College
Undergraduate Studies	<i>IMSD EXPRESS Undergraduate Research Program</i>	~80-100 URM students participate annually. Outcome measures include	Office of Undergraduate Research (funding from NIGMS grant)

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
		retention/graduation rates; successful completion of STEM degrees; participation in research activities and presentations; and numbers of students that begin graduate study or secure STEM employment.	
Undergraduate Studies	<i>Freshman Research in Plant Sciences (FRIPS)</i>	~8-12 students participate annually – we are especially interested in selecting first generation and rural students into this program. Outcome measures include retention/graduation rates; successful completion of STEM degrees; participation in research activities and presentations; and numbers of students that begin graduate study or secure STEM employment.	Office of Undergraduate Research (funding from various faculty NSF grants)
Undergraduate Studies	<i>Summer Undergraduate Research Program – 9 week summer program for MU and visiting students to conduct research with MU faculty and participate in professional development activities. Funding is from various sources. Students are recruited from all over the country; however, we have special recruitment targets with MSI’s</i>	# of UR students participating each summer/# of students entering MU graduate programs	The Office of Undergraduate Research recruits and provides support for URM students to participate in our summer program and expose them to MU as a graduate school destination. However, it is the responsibility of the academic

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
	<i>Lincoln, New Mexico State, Barry, Medgar Evers, Fort Valley State, and Tuskegee.</i>		departments to purposefully recruit them for graduate programs. Graduate recruitment success depends on the efforts outside of the Office of Undergraduate Research.
Undergraduate Studies	<i>Recruitment at minority STEM conferences (ABRCMS, SACNAS, ERN, etc)</i>	# of graduate applications and matriculation	Coordinated by Life Sciences Fellows Program (Life Sciences Center/Mark Hannink); however, undergraduate presence at ABRCMS and distribution of summer undergraduate research program material aid in the recruitment efforts.
International Programs	<i>International Student Experience – increase awareness and campus dialogue about academic challenges faced by MU international students</i>	Ongoing, relaunched Winter semester, 2018 # of participants at sessions	
International Programs	<i>Design Study Abroad programs to accommodate and support participation by students with disabilities</i>	Ongoing # of student applications # of student participants Student (and program leader) evaluations	
Student Affairs	<i>Identify strategies for improving students' sense of belonging to improve retention of students (integrated into the Keeling &</i>	Timeframe: Spring 2018	Division of Student Affairs/Gary Ward

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
	<i>Associates recommendations and strategies).</i>	<p>Baseline: The Campus Climate Survey Data as well as the Student Life Survey data indicate sense of belonging is an area for improvement that influences student retention and students' thoughts of leaving Mizzou.</p> <p>Metrics: Sense of belonging and intention to leave data for students including underserved and underrepresented students from Student Life Survey (captured from the student life survey); persistence rates for students</p>	
Student Affairs	<i>Representatives from the divisions of student affairs, IT, marketing & communications, and inclusion, diversity & equity developed the new Digital Accessibility Policy (BPPM 13:010), which went into effect Aug. 1, 2017. Student Affairs and IDE also partnered to revise the campus service animal policy.</i>	The Digital Accessibility Advisory Board (DAAB) has met once and is scheduled to meet again October 26 – the DAAB will oversee implementation of the policy, including establishing annual strategic goals and deliverables (e.g. creation of campus liaisons; requesting completion of a campus-wide audit).	Abbie O'Sullivan, Associate Director, Information Technology; Jason Rollins, Associate Director, Information Technology; Amber Cheek, Director of Accessibility and ADA Compliance; Barb Hammer, Director, Disability Center.

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
		Formation of the Digital Accessibility Working Group (DAWG) is underway; this group will be assist with training and education for the campus community; develop, review and approve updates to the Digital Accessibility Standards; and review applications for exceptions to the policy.	
Student Affairs	<i>Faculty Mentor program for students with disabilities.</i>	The program is in its infancy - this is its first year. Currently we have over 20 faculty members who have volunteered to serve in this capacity. We are following those students who signed up for, and have connected with a mentor this fall semester as well as with the mentors to assess efficacy. Metrics: Number of students and faculty participating	Disability Center/Barb Hammer
IDE	<i>MOCHA (Men of Color, Honor, and Ambition) is a leadership, personal, and professional development program geared</i>	Percent of students fulfilling program requirements	Access and Leadership/IDE

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
	<i>to men of color and historically underserved and underrepresented students. This program focuses on 5 goals: to increase the retention rates of men of color, foster a sense of community; support and challenge men of color to achieve academic success; develop an increased awareness surrounding business acumen, etiquette, professional attire, academic support mechanisms, and various social activities.</i>	Percent of students graduating from MOCHA MOCHA participant GPAs	
IDE	<i>One-day Men of Color conference in Spring 2018</i>	Persistence rates of MOCHA students	Access and Leadership/IDE
IDE	<i>Share success stories of current students and alumni</i>	Number of stories shared Number of mediums used to share stories Medium type Social media insights	Inclusive Engagement/IDE
IDE	<i>Implement Digital Accessibility Policy</i>	Evaluation survey	Civil Rights and Title IX/IDE
IDE	<i>Provide academic accommodations and referral to campus complainants and respondents during equity resolution process</i>	Evaluation survey Data from Conduct Coordinator system	Civil Rights and Title IX/IDE
IDE	<i>Identify practices within specific courses/departments that may disparately impact underrepresented, underserved</i>	Inventory of suggested changes Climate survey results related to	Civil Rights and Title IX/IDE

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
	<i>and/or often over-looked populations. Suggest changes to promote inclusivity, equity, and awareness.</i>	level of comfort in academic settings	
IDE	<i>Offer initiatives such as MBMI and MBWI, which place an emphasis on academic success.</i>	Create and/or evaluate learning objectives, making changes where needed. Ongoing.	GOBCC Coordinators and other Social Justice Center staff.
IDE	<i>Build strong relationships with CASE and other campus resources which support students in their academic endeavors.</i>	Ongoing.	All Dept. of SJ staff.
IDE	<i>Form relationships with academic advisors, and encourage students to utilize those advisors.</i>	Ongoing.	Social Justice Center Coordinators.
IDE	<i>Provide study skills programming and study hours throughout the semester. (The Women's Center stays open 24/7 during finals week each semester, and provides food and beverages for students during that time. The GOBCC and MCC and related student orgs also schedule study times, particularly around finals.)</i>	Establish learning objectives if not already in place, and conduct ongoing assessment of current initiatives, making changes as needed. Ongoing.	GOBCC, MCC, KGBTQ Resource Center, Women's Center staff.
IDE	<i>Encourage the presence and participation of faculty in the Social Justice Centers as presenters and members of the Advisory Boards in the interest of providing students opportunities for connection and engagement.</i>	Asses the participation of faculty in programs from Fall 2017, and ensure participation moving forward. Establish Advisory Boards Jan. 2018.	Asst. VC, Assoc. Director, SJ Center Coordinators.

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

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
A&S	<i>Partner with existing undergraduate student organizations (e.g., Missouri Black Pre-Law Association or Muslim Student Organization) to promote enrollment in MU graduate programs</i>	Enrollment data, disaggregated	Dean Associate Dean
A&S	<i>Identify existing scholarships that can be used to recruit a diverse graduate and professional student community</i>	Enrollment data, disaggregated	Associate Dean
CAFNR	<i>Hold focus groups among underrepresented/underserved populations of current students to determine needs</i>	Spring 2018 Assessment and report of student needs	CIDC
CAFNR	<ul style="list-style-type: none"> <i>Encourage/incentivize faculty to go to minority serving undergrad institutions to do research/recruiting talks</i> <i>Partner with Debbie Allen in LSC to attend conferences (e.g. ABRCMS, SACNAS) to recruit minorities into graduate programs</i> 	Division Directors report number and location of visits; Directors of Graduate Studies report number of applications of students from these institutions 2018-2019 academic year	Dean's office – request report from DDs
Education	<i>Provide orientation for Graduate Students</i>	# of student participants graduation/completion rates by program Timeline: Annual	Bollinger (Lembke)

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Education	<i>Provide transition support for graduate students to larger Columbia community,</i>	# of student participants graduation/completion rates by program Timeline: Annual	Bollinger (Lembke)
Education	<i>Support specific department graduate student leadership organizations and initiatives with funding.</i>	# of student participants graduation/completion rates by program Timeline: Annual	Bollinger (Lembke)
Education	<i>Provide family support for graduate families, i.e. ParentLink</i>	# of student participants # of hours Satisfaction Timeline: Weekly	Mertensmeyer-Ryan
Education	<i>Increase targeted assistantships for graduate students.</i>	% of graduate assistantships filled with underrepresented groups per department (Tableau Data) Timeline: Annual	Department Chairs
Education	<i>Investment towards for endowed scholarships for graduate students from diverse backgrounds supporting professional development.</i>	% of graduate assistantships filled with underrepresented groups per department (Tableau Data) Timeline: Annual	Roberts, Chval
Education	<i>Sponsorship for travel and conference participation for graduate students from diverse backgrounds, supporting</i>	# of participants Amount funded Timeline: Annual	Department Chairs

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
	<i>professional development. Leverage existing mechanisms on campus available.</i>		
Education	<i>Provide a portion of graduate student stipends for underrepresented groups.</i>	# of participants Amount funded Timeline: Annual	Department Chairs
Education	<i>Real Talk & Cookies w/Dean Chval to provide open forum to raise questions/concerns/contributions to community</i>	<i>Attendance data & satisfaction survey</i> Timeline: Annual	Metz, Chval
Education	<i>The Bridge Programming</i>	<i>Attendance data & satisfaction survey</i> Timeline: Annual	Metz
Engineering	Recruit Graduate Students at National UGrad Minorities in Science conferences	2017-2018 (yearly) 5+ National conferences -Track students as above	Recruiter Hani Salim, Associate Dean of Academic Affairs
Engineering	Provide a graduate fellowship for underrepresented prospective PhD students in Engineering as an incentive to attend MU Engineering. Award is to be used for traveling to conferences or professional development. This award is for underrepresented minorities and women applicants.	Year 1: 2017-2018 recruitment cycle Currently only have funds for 3 fellowships at \$3000 for only 1 year. To be competitive with other AAU COE schools we need to increase this	Tojan Rahhal, Director of Diversity and Outreach Initiatives Dean Loba
Engineering	Provide a more comprehensive fellowship for underrepresented prospective PhD students in Engineering students	Proposal 2017-2018, Approval and Implementation 2018-2019	Hani Salim, Associate Dean of Academic Affairs

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
			Tojan Rahhal, Director of Diversity and Outreach Initiatives
Engineering	Grad 101+ Preview Weekend Propose to provide a preview weekend to underrepresented prospective graduate students to encourage them to apply and enroll in our graduate programs. This will include lab tours, PI meetings, info sessions, etc	2018 Track if attendance results in an application → enrollment	Needs funding but would be under the Recruiter
Engineering	Marketing materials – Ensure inclusive and diverse messaging and content	2016-ongoing -Revamped Student recruitment material	Danene Brooks, Director of Communications Tojan Rahhal, Director of Diversity and Outreach Initiatives
Human Environmental Sciences	Develop diversity recruitment plans for each HES unit and include people from historically underrepresented populations in the preparation and review of all recruitment material.	Ongoing; diversity of representation in preparation of materials, design of processes, participation in events	Unit leaders Associate Dean for Research & Graduate Studies and Directors of Graduate Studies
Human Environmental Sciences	To use existing recruitment scholarships to enhance diversity. Currently we have over 60-70K per year for graduate recruitment scholarships. We are reviewing the criteria and process to include and reflect diversity objectives.	# and \$ amount of recruitment scholarships given to students starting in FY19	Associate Dean for Research and Graduate Studies in HES
Health Professions	Continue recruiting a diverse graduate and professional student population with the goal of making each UM System campus the destination of choice for graduate students	Advance holistic admissions (HA) approach across SHP professional programs by hiring	SHP Inclusion Committee – Holistic Admissions subcommittee, SHP Dean’s office

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
	<p>from historically underrepresented/underserved populations.</p>	<p>staff person to facilitate work, including:</p> <ul style="list-style-type: none"> • Gathering resources on programs using HA nationally. • Engaging faculty in 1-2 learning experiences about HA (e.g., presentations). • Documenting current admissions practices. • Evaluating program mission and vision in the context of HA, and • Revising admission practices to implement holistic review. <p>Staff hired – 02/28/18 Process initiated – 05/31/18 Admissions practices revised and implemented through 05/31/21 -- Graduate program recruiting</p> <ul style="list-style-type: none"> • Participate in 1-2 graduate program recruiting events focused on students from UR/US backgrounds. • Pursue 1-2 opportunities for developing pipelines from 	<p>SHP Student Services and Recruiting, SHP Inclusion Committee, SHP Departments</p>

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
		<p>colleges with high % of UR/US students.</p> <ul style="list-style-type: none"> Hold 1-2 events focused on recruiting MU students from UR/US populations. <p>Completed by 06/30/18</p>	
Health Professions	<i>Create a benchmark to assess the effectiveness of key graduate student recruitment or retention initiatives to ensure that efforts and outcomes are aligned with goals and that opportunities for continuous improvement are identified.</i>	Annual tracking of % of students from UR/US groups.	Academic Programs and Departments, SHP Dean's office
Health Professions	<i>Connect graduate/ professional students with faculty and alumni mentors</i>		
Journalism	<i>Graduate Studies Recruitment: The graduate program is identifying and making contact with colleges and universities that serve underrepresented/underserved populations. Graduate Studies has begun to track students who would benefit from our program.</i>	Track the number of students who become part of program in the next 12 to 24 months.	Graduate Studies/Associate Dean for Graduate Studies
Nursing	<i>Continue recruitment and retention efforts among underrepresented students across SSON programming.</i>	List of recruitment and retention efforts to support increases in underrepresented student enrollment (annually).	PhD, MS, DNP Program Directors
Nursing	<i>Determine effectiveness of existing student recruitment and retention efforts on</i>	Percent/counts of applications to MU undergraduate,	Associate Dean for Academic Affairs

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
	<i>promoting underrepresented student enrollments and retention.</i>	graduate, professional, and certificate programs Yield rates for undergraduate, graduate, professional, and certificate programs Yield rates by recruitment effort (annually)	
Nursing	<i>Connect students with faculty, alumni, and mentors.</i>	Number of students connected with, mentored by current faculty, alumni, and matched mentors (annually).	Diversity Recruitment and Retention Advisor
Law	<i>Increase recruitment of diverse students</i>	List of recruitment activities	Heck Ladehoff Admissions Committee
Law	<i>Increase recruitment of veterans</i>	# of veterans matriculated each year Veteran recruiting materials Pursuit of new Veterans' programs	Lidsky Heck Drake Admissions Committee
Law	<i>Facilitate ways to compensate diverse students with stipends for unpaid clerkships or other internships</i>	Grant funds List of stipends opportunities	Key Office of Career Development & Student Services
Law	<i>Facilitate successful student experiences at diversity job fairs</i>	List of diversity job fairs	Office of Career Development & Student Services
Medicine	<i>Hire Senior Associate Dean for Diversity and Inclusion</i>	Complete	Dean
Medicine	<i>Create post-baccalaureate program in concert with graduate program in biomedical sciences targeting URM students</i>	Approval of business plan (complete) Planning (complete)	Warren Lockette

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
		Selection/enrollment of students (first class begins Sept. 2018)	
Medicine	<i>Increase the number of scholarships being offered to URM students who are traditionally underrepresented in medicine</i>	Eight full-tuition, four-year scholarships (total of 15 URM students receiving 4-year full tuition scholarships in 2016-17, scholarship to URM increased 36% over past 4 years)	
Medicine	<i>Create a program specifically for MU undergraduates from URM and disadvantaged backgrounds to specifically assist them in preparing for medical school</i>	Students enrolled in program	
Medicine	<i>Establish partnerships with, and target recruitment by visits to selected Historically Black Colleges, Hispanic serving institutions, and/or tribal colleges (HBCUs)</i>	Annual visits to at least four HBCUs or Hispanic serving institutions with large enrollment of pre-medical students	
Medicine	<i>Focused under-represented minority interview days, and create summer session targeted to URM students to engage students prior to matriculation through activities with other URM students/faculty; strengthen counseling and remediation services</i>	Scheduled gatherings on interview dates; summer sessions organized and commenced	
Medicine	<i>Task force to enhance academic assistance, resilience training, and support for enrolled SoM students</i>	Enacted recommendations 2017	Laine Young-Walker
Medicine	<i>Preparation and Recruitment to SoM</i> <ul style="list-style-type: none"> <i>Minorities in Medicine Outreach (# varies)</i> 	From 2014 to 2017 entering classes number of admissions offers to URM applicants	Student National Medical Association

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
	<ul style="list-style-type: none"> Minority Association for pre-health students (#varies) Mizzou MedPrep I and II (50 in I and 100 in II) PreMed day (100/year_ Recruitment/career fairs (~1000 contacts/year) <p>Summer research internship in Medical Sciences (3/year)</p>	<p>increased from 13 to 29, acceptances increased from 3 to 13</p> <p>Offers to socioeconomically disadvantaged students increased from 17 to 60, acceptances increased from 14 to 38</p> <p>Offers to rural students decreased from 18 to 14, acceptances decreased from 14 to 9</p>	MU campus
Trulaske College of Business (TCoB)	<i>Participate in the PhD Project</i>	Increase intention and effort in recruiting minority students	Associate Dean for Graduate Programs and Research and PhD Coordinator
TCoB	<i>New Horizons</i>	Increase recruitment for Native Americans graduate students	Graduate Programs
Vet Med	<i>Increase recruitment efforts at historically black colleges</i>	Track applications from targeted colleges – 3 yrs	Office of Academic Affairs
Vet Med	<i>Targeted recruitment in conjunction with Veterinary Research Scholars Program and other internship opportunities to bring students to our campus</i>	Demonstrate an increase in enrollment of diverse professional student community over next 3 years	Dean’s Office and VRSP Program
Vet Med	<i>Target graduate recruitment at HUUP centered events at local & national conferences</i>	Immediate/annually; Goal- 25% of new students from HUUP	BMS Director of Graduate Studies
Vet Med	<ul style="list-style-type: none"> Increase participation in science training programs directed toward HUUP, e.g. EXPRESS 	Annually. Goal- 1 student per year	BMS Director of Graduate Studies, Dept. Chair

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Enrollment Management	<i>Task the Strategic Enrollment Management committees focusing on student success and retention of graduate and professional students to identify specific barriers to the academic progress and achievement of historically underrepresented/underserved populations and determine tactics effective tactics to counteract them.</i>	SEM process will set short and long-term goals and determine appropriate tactics identified by the committees and endorsed by the graduate and professional programs along with the MU administration.	Enrollment Management and Strategic Development along with the graduate and professional degree programs.
International Program	<i>Sponsored international student program.</i>	Ongoing. # of sponsored students enrolled in graduate and professional programs # of countries	
IDE	<i>MOLSAMP: a collaborative effort sustained by a coalition of six public universities, one private university, and one community college to significantly increase the number of underrepresented minority students (URM) statewide who complete undergraduate and advanced degrees in STEM fields. The goal will be accomplished through the implementation of a variety of activities and cohesiveness among the individual campuses to promote recruitment, retention and graduation of URM students.</i>	<p>Increase number of URM graduating with STEM degrees from participating institutions from 283 to 636 in 5 years</p> <p>Increase first and second year persistence rates of URM in STEM to 60%</p> <p>Increase URM transfer from 2-4 year institutions by 25%</p> <p>Increase the number of URM entering STEM graduate programs by 25%</p>	Access and Leadership/IDE

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
		Currently in year 1 of 5 year cycle	
IDE	<p><i>McNair Scholars Program: The MU McNair Scholars Program prepares MU students who meet federal income guidelines, whose parents have not completed an undergraduate degree, and/or students from groups underrepresented in graduate education. The purpose of the program is to provide enriching experiences that prepare eligible students for doctoral study-- including faculty guided undergraduate research; workshops/seminars on the graduate school process; professional development; and travel to academic and research conferences.</i></p>	<p>88% of scholars will complete all aspects of a rigorous undergraduate research experience.</p> <p>65% of graduating seniors will enroll in a graduate program the fall semester immediately following completion of their bachelor's degree</p> <p>80% of first year graduate students will be retained in their graduate program</p> <p>Currently in year 1 of 5 year cycle</p>	Access and Leadership/IDE
IDE	<p><i>National GEM Consortium: GEM's mission is to enhance the value of the nation's human capital by increasing the participation of underrepresented groups (African Americans, Native Americans, and Hispanic Americans) at the master's and doctoral levels in engineering and science. GEM recruits high quality underrepresented students looking to pursue master's and doctoral degrees in applied science and engineering, and provides them with opportunities to acquire the much needed</i></p>	<p>Number of GEM applicants that apply to MU</p> <p>Number of GEM applicants that enroll at MU</p> <p>Number of GEM applicants receiving the GEM fellowship</p> <p>MU enrolled GEM applicants who received fellowships</p>	<p>Access and Leadership/IDE</p> <p>MU is part of a consortium of more than 110 universities and 30 corporate partners</p>

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
	<i>financial support that is often the deciding factor in pursuing graduate education</i>	(university and/or departmental) retained at MU	
IDE	<i>National Name Exchange (NNE): established to, through the creation and utilization of a national database, help match graduate schools with minority students interested in graduate education. The NNE seeks to: Increase the number of qualified minority students accepted into graduate school; Improve student access to information on graduate school opportunities Work towards personalizing the recruitment effort by designating a NNE representative to facilitate information exchange between institution and prospective students. Assist graduate schools in identifying qualified minority candidates for consideration for graduate study.</i>	Number of: NNE participants that apply to MU NNE participants that enroll at MU MU enrolled NNE participants that receive assistantships and/or fellowships (university and/or departmental and/or other?	Access and Leadership/IDE MU is part of a network of over 60 universities
IDE	<i>Unconscious Bias Training</i>	20 Emergency Medicine Faculty	Education and Outreach/IDE
IDE	<i>Share success stories of current graduate/professional students and alumni</i>	Number of stories shared Number of mediums used to share stories Medium type Social media insights	Strategic Communication/IDE
IDE	<i>Engage with prospective and current graduate/professional students at recruitment events, resource fairs, etc... to</i>	Inventory of events Evaluation surveys	Civil Rights and Title IX/IDE

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
	<i>increase OCRt9 visibility, make commitment to inclusivity clear, increase awareness of processes for resolving concerns/incidents</i>		
IDE	<i>Consistently enforce University anti-discrimination and accessibility policies</i>	Evaluation surveys Analyze data from Conduct Coordinator--annually	Civil Rights and Title IX/IDE
IDE	<i>Conduct specific outreach to graduate/professional student organizations to introduce OCRt9 and associated campus/community resources</i>	Evaluation survey Inventory of events	Civil Rights and Title IX/IDE
IDE	<i>Collaborate on events and distribute resource lists tailored to audience</i>	Evaluation survey Inventory of events	Civil Rights and Title IX/IDE
IDE	<i>Recruit and hire diverse graduate assistants.</i>	Make plans regarding recruiting Dec. 2017. Hire by March 2018.	Social Justice Center staff who hire graduate assistants.
IDE	<i>Increase marketing of the Centers and their services (e.g. Family Room) to graduate and professional students..</i>	Track attendance and participation of graduate and professional students. Ongoing.	Social Justice Center staff.
IDE	<i>Offer programs of specific interest to graduate students, such as the Grad Students of Color panel offered by the MCC and the College of Education.</i>	Develop learning objectives for programming for graduate and professional students. Assess progress toward those objectives through program evaluation. Ongoing.	Social Justice Center staff.

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

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
A&S	<i>Expand use of required diversity statements by candidates for A&S faculty positions. These statements have been shown to increase the diversity of hiring pools.</i>	Percent/counts of faculty by rank and tenure status	Dean Associate Dean Department chairs
A&S	<i>Develop action plan based on COACHE exit survey data</i>	Percent/counts of faculty Success rates for retention efforts	Dean
A&S	<i>Emphasize inclusive excellence in chair training (at chairs' retreat, monthly meetings, etc.)</i>	Percent/counts of faculty	Dean Department Chairs
CAFNR	<i>Diversity statement required on all faculty applications</i>	On all new posted positions immediately	Dean's office
CAFNR	<i>Faculty and staff search committees given strong encouragement to solicit applications from underrepresented populations</i>	CAFNR Dean to speak to faculty search committee chairs – task with mandate to advertise and solicit applications from underrepresented populations	Dean's office
Education	<i>Through College of Ed Office of Research Support (ORS) providing resources and support in research activities.</i>	# of faculty funded by ORS Amount funded by ORS # of grants submitted # of grants funded Timeline: Annual	Burns, ORS
Education	<i>Monthly professional development gatherings for post-doctoral and first year faculty via ORS.</i>	# of faculty who attend professional development Satisfaction Timeline: Annual	ORS -Burns/Lembke
Education	<i>Dedicated staff position focusing on Faculty and Professional Staff Diversity Engagement and Enhancement.</i>	# of PD sessions offered # of faculty who attend professional development	Jackson

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
		# of staff who attend PD Satisfaction Initiated in July 2017 Timeline: Annual	
Education	<i>Day-long Diversity Training for staff; Continued diversity training opportunities in collaboration with Division of Inclusion, Diversity & Equity</i>	Diversity Champions Program participation data Core Concepts data Timeline: Annual	Green/Lembke Jackson/Metz
Education	<i>Faculty hires</i>	% of faculty from underrepresented groups % faculty of color Map current content expertise of faculty around diversity, inclusion, identity, culture, STEM application Number of hires with diversity content expertise Timeline: Annual	Chval
Education	<i>Continued mentorship programming consistently across College</i>	List of mentor/mentees # of Mentors trained Satisfaction Timeline: Annual	Supervisors
Education	<i>Current Dean Monthly Open Houses for Faculty & Staff to provide open forum to raise questions/concerns/contribution to community</i>	<ul style="list-style-type: none"> • Modern Think data Spring 2015 • Climate Survey 2017 Timeline: Every two years	Chval

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Engineering	Marketing materials – <i>Ensure inclusive and diverse messaging and content</i>	2016-ongoing – Revamped Student recruitment material	Danene Brooks, Director of Communications Tojan Rahhal, Director of Diversity and Outreach Initiatives
Engineering	<i>Placing hiring ads on over 20 diversity focused boards (women in computing, higher ed, Diversity etc)</i>	Spring 2017- Spring 2018, measure by clicks on ads, ad views, applicant reports of how they heard about the job if possible	Sheila Grant, Associate Dean of Research Tojan Rahhal, Director of Diversity and Outreach Initiatives
Engineering	<i>Provide in-person “Hiring Search Committee” Training for current faculty and committee members</i>	Fall 2016 (repeat each Fall) Provide adequate trainings to search committees to obtain a diverse candidate pool	Tojan Rahhal, Director of Diversity and Outreach Initiatives
Engineering	<i>Including a non-voting diversity and inclusivity adviser in search committee meetings and to provide insight into revamping job ads</i>	2017	Tojan Rahhal, Director of Diversity and Outreach Initiatives
Engineering	<i>Insuring Diverse applicant pool and selection committee</i>	On going	Sheila Grant, Associate Dean of Research
Engineering	<i>Letter of Welcome for Minority and Women Candidates who are offered a position is sent to encourage acceptance and inform of all the resources available to them</i>	To provide sense of belonging at the start Spring 2017- on going	Tojan Rahhal, Director of Diversity and Outreach Initiatives
Engineering	<i>Develop and Provide On-boarding orientation to all new faculty to discuss COE values, policies, culture, etc to continue cultivating an inclusive culture.</i>	Survey Faculty experience Survey perceived benefits of orientation	Sheila Grant, Associate Dean of Research Tojan Rahhal, Director of Diversity and Outreach Initiatives Faculty Advisors

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Engineering	<i>Provide annual departmental retreats that focus on diversity and inclusion topics, team building, and information of resources available to faculty and their students</i>	2017- annually Survey of impact and impression as well of gauge interest level by attendance	Tojan Rahhal, Director of Diversity and Outreach Initiatives
Human Environmental Sciences	<i>Strengthen our cohorts of Latino and African-American faculty</i>	# and % of Latino and African-American faculty; present baseline is 12% Latino and 8% African-American	Unit leaders Search Committees Dean and Associate Deans
Human Environmental Sciences	<i>To equally celebrate research, extension, and engagement activities of all faculty and staff</i>	# of people with diverse research experiences and backgrounds involved in research professional development activities both on campus and off-campus	Associate Dean for Research and Graduate Studies in HES
Human Environmental Sciences	<i>Actively search web for potential URM faculty hires (e.g., from largely teaching institutions who may want to re-enter research)</i>	Already initiated, ongoing, no end date planned. Measurement is the invitations to campus of such faculty and eventual hires.	Various chairs and faculty
Human Environmental Sciences	<i>Examination of processes from hire letter to 3rd year review to Promotion & Tenure</i>	Documentation of individuals from historically underrepresented populations serving on these committees and reviewing these policies and procedures.	Unit leaders and faculty Dean and Associate Deans Faculty Committee on College Policy
Health Professions	<i>Increase the likelihood of diverse faculty and staff applicant pools by developing and implementing a comprehensive recruitment and retention plan - focusing on advertising, job descriptions, career ladders, search committee processes and education, and special faculty recruitment initiatives like cluster hires, "targets of excellence," and "future faculty."</i>	Participating in MU career laddering initiatives <ul style="list-style-type: none"> • Participate in diverse post-doctoral fellow program. Ongoing ---- Enhance climate of inclusion in SHP with school-wide educational offerings and	SHP Departments

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Health Professions	<i>Implement faculty/staff exit surveys and use the results for identification of issues and opportunities for continuous improvement.</i>	Continue with exit surveys for faculty and staff as part of SHP HR standard practice.	SHP Human Resources
Journalism	<i>The School of Journalism has a mentoring program for new faculty that addresses the retention of diverse faculty. The mentoring program provides help with research and creativity support for faculty.</i>	Increased productivity of underrepresented faculty in publications, presentations.	Dean's Office/Associate Dean for Graduate Studies, Associate Dean for Undergraduate Studies
Journalism	<i>Collaborate with Historically Black Colleges and Universities (HBCU) with strong journalism and communication programs to create potential opportunities that will include faculty exchanges, joint research teams, and workshops that can turn into future diverse faculty leads.</i>	Increased number of underrepresented faculty from partnership.	Dean's Office/Associate Dean for Graduate Studies
Journalism	<i>Faculty chairs are required to go through inclusive hiring training before starting faculty searches to ensure successful and inclusive searches.</i>	Diverse faculty candidate pools.	Dean's Office/Executive Staff Assistant
Journalism	<i>Faculty chairs of emphasis areas are tasked each academic year with bringing in visiting professionals who may be potential candidates for tenure-track and non-tenure-track faculty. The goal is to have them interact with faculty for the purpose of recruitment.</i>	Look at the number of open positions and track the timing of inviting past visitors to apply depending on the open position.	Faculty Chairs

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Law	<i>Support faculty attendance at professional development events related to recruiting diverse faculty and staff</i>	List of attendance at events	Lidsky Litton
Law	<i>Engage in best practices for hiring diverse faculty and staff</i>	# of diverse faculty & staff By Spring 2019, the Law School will develop a plan to increase diversity of Faculty & Staff	Litton
Medicine	<i>Chancellor 's Diversity Initiative</i>	Salary support awarded to faculty	Dean
Medicine	<i>Ensure at least two representatives from traditionally under-represented populations or women on the search committee for candidates in senior faculty and administrative posts (professor, associate deans, and above)</i>	Identify all senior positions within the School of Medicine. Subsequently, each unit will report the names of female /minority search committee members	Dean
Medicine	<i>Search committee members have diversity and inclusivity training</i>	Search committee rosters reviewed	Office of Faculty Affairs
Medicine	<i>Tracking all ACGME applicants and appointments (Accreditation Council for Graduate Medical Education)</i>	Demographic data being collected	Office of Faculty Affairs
Medicine	<i>Establish senior faculty liaisons</i>	Members accept liaison role	Warren Lockette
Nursing	<i>Create and employ a comprehensive recruitment and retention plan focused on diverse faculty and staff.</i>	Track number of diverse faculty applicants and current faculty members (annually) Track number of diverse staff (annually)	Faculty Search Committee, Dean, Associate Dean of Academic Affairs
Nursing	<i>Identify and request resources available to support diverse faculty/staff hires and retention.</i>	List of available resources and funds available to support diverse hires and retention (annually)	Faculty Search Committee
Nursing	<i>Mentor underrepresented faculty and staff to support their career growth and leadership opportunities.</i>	Mentor/mentee faculty mentoring program evaluations for FT faculty (annually)	Associate Dean of Academic Affairs

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Nursing	<i>Achieve a supportive and inclusive work environment for faculty and staff through participation in diversity and inclusivity training, faculty/staff mentoring, and socialization.</i>	Number of staff/faculty participating in training. Types/list of training attended. (annually)	Dean & Associate Dean of Academic Affairs
TCoB	<i>Faculty search committee members required to complete diversity training and search chair attends the implicit bias training and shared the training with committee members⁴</i>	Active search committees will have completed a to be determined diversity training with campus resources	Hiring unit/Department Chair/ Director of Finance and Administration
TCoB	<i>Require HR Manager to ensure hiring managers and hiring committees undergo diversity training before hiring for all staff positions</i>	Active search committees will have completed a to be determined diversity training with campus resources	Hiring Manager/Director of Finance and Administration
TCoB	<i>Analyze full-time position grade by gender and ethnicity to understand the landscape of staff and staff responsibility⁵ As part of the annual faculty evaluation, department chairs will examine minority faculty workload to ensure faculty's university service matches department's expectation</i>	Analyze by end of fiscal year 2018 and going forward	Institutional research and diversity committee
TCoB	<i>As part of the annual faculty evaluation, department chairs will examine minority faculty workload to ensure faculty's university service matches department's expectation</i>	Begin working with executive committee on proposing change to annual reviews for AY 2018-2019	Department Chairs

⁴ While diversity training is already required by campus. We intend this to go further than campus requirement of yearly mandatory diversity training.

⁵ Staff grade refers to the University of Missouri's grading system for staff which relates to staff function such as administration and support.

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Vet Med	<i>Targeted recruitment and retention in veterinary diagnostic medicine</i>	Track applications and outcomes – 3 yrs Actively recruited and retained 5 traditionally underrepresented staff (16.7% of total) and 2 underrepresented faculty (11% of total).	VMDL/VPB and Shuping Zhang
Vet Med	<i>Targeted recruitment of HUUP faculty in BMS</i>	Increase HUUP representation in future applicant pools to 20%	BMS Department Chair, Search Committee
Vet Med	<i>Seek funding to provide equitable salaries for HUUP within BMS</i>	Equitable salary across all faculty	BMS Chair/ CVM Dean
Advancement	<i>Attend CASE conference on Recruitment and Retention of Diverse Employees</i>	April 2018 Implement 5 ideas by July 1, 2018	Erin Teeple Talent Specialist Mizzou Advancement
Advancement	<i>Obtain conference proceedings from Diverse Talent Recruitment and Retention conference</i>	October 2017 Implement ideas or reach out to attendees by December 31, 2017	Deb Snellen Director Mizzou Advancement
Advancement	<i>Review, revise, and improve job postings to attract diverse candidates to Advancement</i>	Now and Ongoing More diverse applicant pool	Erin Teeple Talent Specialist Mizzou Advancement
Advancement	<i>Train all search committee members on diversity/inclusion as it relates to the hiring process</i>	Ongoing, improvements to process by January 1, 2018	Erin Teeple Talent Specialist Mizzou Advancement
Advancement	<i>Conduct exit interviews with all staff</i>	Now and Ongoing 0 departures due to D&I issues	Deb Snellen Director Mizzou Advancement
Advancement	<i>Enhance on boarding process to include actions/tasks to provide more welcoming environment</i>	March 31, 2018 0 departures due to D&I issues	Stephanie Webster Talent Specialist Mizzou Advancement

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Advancement	<i>Provide training on how to navigate GGS hierarchy and job families for career path development</i>	December 12, 2017 and Ongoing Established career paths for staff	Deb Snellen Director Mizzou Advancement
Advancement	<i>Work with Council for Advancement and Support of Education (CASE) for new ways to promote Internship program to recruit underrepresented students (pipeline of talent for Advancement)</i>	March 1, 2018 At least 3 new avenues of recruitment implemented	Erin Teeple Talent Specialist Mizzou Advancement
Enrollment Management	<i>Increase the likelihood of diverse faculty and staff applicant pools by developing and implementing a comprehensive recruitment and retention plan - focusing on advertising, job descriptions, career ladders, search committee processes and education, and special faculty recruitment initiatives like cluster hires, "targets of excellence," and "future faculty."</i>	New historically underrepresented faculty and staff by type of employee. Require an annual reports on diversity recruitment, retention and make-up of staff by department to determine trends and identify gaps in the plan. Re-evaluate plan annually.	Human Resources in conjunction with a Task Force appointed cooperatively with the Vice Chancellor for Inclusion, Diversity and Excellence.
Enrollment Management	<i>Increase the diversity of the faculty achieving tenure by developing a mentoring program to pair tenured faculty with non-tenured specifically to focus on preparing for and navigating the process, enabling tenure seeking faculty to collaborate with identified mentor faculty members to increase the likelihood of tenure approval and/or full professorship for faculty members from diverse backgrounds.</i>	Increase in the number of faculty from under-represented groups (by discipline determination).	Faculty Fellow in Office of the Provost in cooperation with a committee appointed by the Vice Chancellor for Inclusion, Diversity and Excellence.

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
International Programs	<i>IP IDE advisory group</i>	Ongoing Annual report, beginning in 2017-18.	VPIP
International Programs	<i>Policies and Procedures for recruitment, selection, onboarding and retention of employees</i>	2017 and ongoing. Demographic data on all hiring.	VPIP and IP unit leaders
Human Resources	<i>In collaboration with Office of the Provost, developed an “Educational Module on Equitable and Inclusive Hiring Practices” which is housed on our website.</i>	Completed	VC Human Resources
Human Resources	<i>Develop a recruitment strategy template for colleges, schools and divisions to complete when they have a vacancy they wish to fill. The recruitment strategy should outline what advertising avenues will be utilized to cast a wide enough net in order to reach the largest possible number of highly qualified candidates that include women, minorities, veterans and persons with disabilities, in accordance with our Affirmative Action Plan.</i>	Template developed Percent/counts staff by function Percent/counts by of hiring managers Percent of hiring managers who participate in “Educational Module on Equitable and Inclusive Hiring Practices” Percent of hiring managers trained in non-biased hiring practices	VC Human Resources Associate Director Recruitment—Recruitment Staff
Human Resources	<i>Provide full-service recruitment (which includes initial phone screenings, in-person exploratory interviews, departmental interviews, pre-employment testing and</i>	Percent/count applications for openings Percent/count campus interview offers	VC Human Resources

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
	<i>employment checks, references, job offers, post-employment testing) to colleges, schools and divisions to ensure that those candidates considered, interviewed and selected are in accordance with our EEO/Affirmative Action policy.</i>	Percent/count job offers Yield rates on offers Yield rate by recruitment initiative Promotion rates	Associate Director Recruitment—Recruitment Staff
Human Resources	<i>Community and diversity outreach - network and partner with community-based diversity organizations to connect our jobs with active and passive job seekers (minorities, Women, People with Disabilities, Veterans, state workforce agencies, construction/skilled trades, professional/technical groups</i>	Percent/count job offers Yield rates on offers Yield rate by recruitment initiative Promotion rates	VC Human Resources Associate Director Recruitment—Recruitment Staff
Human Resources	<i>Ensure the physical and digital accessibility for applicants and employees on campus</i>	Number of facilities, applications, software, platforms, websites, etc... that are accessible for all employees and applicants	VC Information Technology VC Human Resources VC Chief Diversity Officer
Human Resources	<i>Offer the following Professional Development opportunities for staff that is housed on our website:</i> http://hrs.missouri.edu/training/all-employees/other-campus-training-resources/index.php	Completed	VC Human Resources

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Human Resources	<i>Review/redesign policies and processes to ensure they do not disparately impact applicants or employees.</i>	Retention rates Success rates for retention efforts Sense of belonging and intention to leave using staff satisfaction/engagement survey and other campus/unit level information	VP Human Resources (UM HR Council)
Human Resources	<i>Review current performance evaluation tool for effectiveness, explore other strength-based tools.</i>	Review complete Tool developed and socialized	VP Human Resources (UM HR Council)
Human Resources	<i>Review staff job classification structure and FLSA status of employees</i>	Review completed Appropriate classification adjustments made	VP Human Resources (UM HR Council) UM Compensation
Human Resources	<i>Thorough compensation analysis for internal equity and external market competitiveness</i>	Analysis completed Equity/market issues addressed	VP Human Resources (UM HR Council) UM Compensation
Finance	<i>Training on equitable and inclusive hiring practices for all hiring managers and staff when involved in hiring.</i> https://understand.missouri.edu/staffsearch	FY18; All managers and staff participate in training.	Cindy Cover

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Finance	<i>Advertise for future openings in newspapers/journals that are targeted to minorities such as The St. Louis American, a newspaper directed to the African American community in St. Louis and Diversejobs, the job site of Diverse: Issues in Higher Education, IMDiversity.com, and Diversityworking.com</i>	FY18; All applicable position openings will be posted on at least one site catering to diverse population recruitment.	Cindy Cover
Operations	<i>Training on equitable and inclusive hiring practices for all hiring manager (https://diversity.missouri.edu/education/)</i>	FY18 Percentage of hiring managers that have completed the training	Mary Haskamp, HR specialist II
Operations	<i>Provide captioning at division leadership forum</i>	Spring 18 Captioning provided	Hao Mu, Systems Development manager *Funding requested through Student Affairs for joint leadership forum with Operations
Student Affairs	<i>Training on equitable and inclusive hiring practices for all hiring manager (https://diversity.missouri.edu/education/)</i>	Timeframe: FY18 Metric: Percentage of hiring managers that have completed the training.	Student Affairs/Alysha O'Neil
Student Affairs	<i>Provide captioning at spring division leadership forum</i>	Timeframe: Spring 2018 Metrics: Captioning is provided; staff satisfaction	Student Affairs/ Ellen Guthrie & Nicole Beaumonte *Funding requested

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner																
IDE	<p><i>Southern Regional Board of Education (SREB) Doctoral Scholars Program (DSP): The goal is to increase the number of minority students who earn doctorates and choose to become faculty at colleges and universities. Through a multi-pronged approach, the program is structured to offer direct services, including academic, personal and motivational support for students engaged in doctoral study; career counseling, job postings and a scholar directory for networking and recruiting; continued mentoring and advocacy for scholars into early careers as graduates become faculty members; and access to SREB partner organizations to extend networking, professional development, and career preparation benefits of the program.</i></p>	<p>Year 1 of initiativeL August-July Doctoral level (1st year PhD students): 4 Dissertation Level (final year PhD students): 1</p> <p>Consortium Data</p> <table border="0"> <tr> <td>Currently Matriculating:</td> <td>432</td> </tr> <tr> <td>Graduates by Category:</td> <td></td> </tr> <tr> <td> Doctoral</td> <td>556</td> </tr> <tr> <td> Dissertation</td> <td>334</td> </tr> <tr> <td> Employed Graduates</td> <td>787</td> </tr> <tr> <td> Percent employed in education</td> <td>81</td> </tr> <tr> <td> Percent employed in higher education</td> <td>92</td> </tr> <tr> <td> Tenured graduates</td> <td>121</td> </tr> </table>	Currently Matriculating:	432	Graduates by Category:		Doctoral	556	Dissertation	334	Employed Graduates	787	Percent employed in education	81	Percent employed in higher education	92	Tenured graduates	121	<p>Access and Leadership Development/IDE</p> <p>MU serves as a partner institution w/ SREB. MU is part of consortium of institutions who actively participate in the DSP.</p>
Currently Matriculating:	432																		
Graduates by Category:																			
Doctoral	556																		
Dissertation	334																		
Employed Graduates	787																		
Percent employed in education	81																		
Percent employed in higher education	92																		
Tenured graduates	121																		
IDE	<p><i>Unconscious bias training for hiring committees</i></p>	<p>Trained Chancellor's hiring committee, Engineering hiring committee</p>	<p>Education and Outreach/IDE</p>																
IDE	<p><i>Share stories regarding IDE work done by faculty and staff</i></p>	<p>Number of stories shared Number of mediums used to share stories Medium type Social media insights</p>	<p>Strategic Communication/IDE</p>																
IDE	<p><i>Explore the creation of training for supervisors at all levels</i></p>	<p>Analyze data from Conduct Coordinator Evaluation surveys</p>	<p>Civil Rights and Title IX/IDE</p>																

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
		Climate Survey results Inventory of events	
IDE	<i>Hire an affirmative action/EEO manager to ensure that implementing affirmative action plans are part of achieving inclusive excellence</i>	Fill position Reports evaluating affirmative action plans	Civil Rights and Title IX/IDE
IDE	<i>Ensure that the SJ Centers create a sense of belonging and create opportunities for connection for faculty and staff as well as students by inviting faculty/staff participation in programs and events, as well as on the Advisory Boards.</i>	Assess numbers and level of participation of faculty/staff in SJ Center events. Ongoing.	Asst. VC, All Dept. of SJ staff.
IDE	<i>Provide opportunities for faculty and staff to connect with and/or mentor students who frequent the SJ Centers.</i>	Ongoing.	Social Justice Center Coordinators.
IDE	<i>Support, publicize and/or participate in faculty/staff organizations such as MIZ-OUT, and the IDE gatherings.</i>	Track participation and informally assess satisfaction. Ongoing.	All Dept. of SJ staff.
IDE	<i>Implement intentional, strategic hiring practices within the Department of SJ.</i>	Evaluate recent hiring process. Develop guidelines for hiring, summer 2018.	Asst. VC, SJ Assoc. Director.
IDE	<i>Develop intentional onboarding processes for new staff.</i>	Gather information regarding best practices, meet with recently hired staff to discuss their onboarding. Ongoing.	IDE Committee, Dept. of SJ staff.
IDE	<i>Participate in campus search processes for faculty and staff when invited to do so.</i>		All Dept. of SJ staff.
Extension	<i>Diversify recruitment strategies for faculty and staff positions</i>	Staff counts	Extension HR

Responsible Unit	Initiatives and Actions	Measurement and Timeframe				Process Owner																																																									
	<ul style="list-style-type: none"> • <i>Expand variety of advertising venues/social media platforms for position announcements</i> • <i>Market positions in local newspapers in rural areas</i> • <i>Increase presence at regional job fairs</i> <p><i>Improve workplace satisfaction/retention</i></p> <ul style="list-style-type: none"> • <i>Clarify job expectations for all positions</i> • <i>Increase professional development opportunities</i> • <i>Establish career paths</i> • <i>Consider transferable skills to make regional talent more diverse</i> • <i>Begin employee recognition program</i> • <i>Revamp onboarding process</i> • <i>Nurture connectivity among employees</i> • <i>Conduct stay interviews</i> 	<table border="1"> <thead> <tr> <th>Year</th> <th>Male</th> <th>Female</th> <th>Total number of Minorities</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>191</td> <td>465</td> <td>73</td> </tr> <tr> <td>2013</td> <td>183</td> <td>419</td> <td>75</td> </tr> <tr> <td>2014</td> <td>179</td> <td>436</td> <td>84</td> </tr> <tr> <td>2015</td> <td>180</td> <td>449</td> <td>93</td> </tr> <tr> <td>2016</td> <td>165</td> <td>428</td> <td>79</td> </tr> </tbody> </table>	Year	Male	Female	Total number of Minorities	2012	191	465	73	2013	183	419	75	2014	179	436	84	2015	180	449	93	2016	165	428	79	<table border="1"> <thead> <tr> <th colspan="5">Faculty counts</th> </tr> <tr> <th>Year</th> <th>NTT</th> <th>Ranked NTT</th> <th>On NTT track</th> <th>Tenured</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>255</td> <td>70</td> <td>2</td> <td>23</td> </tr> <tr> <td>2013</td> <td>219</td> <td>84</td> <td>1</td> <td>23</td> </tr> <tr> <td>2014</td> <td>223</td> <td>95</td> <td>1</td> <td>22</td> </tr> <tr> <td>2015</td> <td>236</td> <td>109</td> <td>1</td> <td>15</td> </tr> <tr> <td>2016</td> <td>195</td> <td>106</td> <td>1</td> <td>15</td> </tr> </tbody> </table>	Faculty counts					Year	NTT	Ranked NTT	On NTT track	Tenured	2012	255	70	2	23	2013	219	84	1	23	2014	223	95	1	22	2015	236	109	1	15	2016	195	106	1	15	
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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.

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
A&S	Establish Michael A. Middleton Center		Campus/Dean/Dept. Chair
A&S	Provide support for programming for Women's History Month, Black History Month, and Native American Heritage Month	Ongoing	Dean
CAFNR	<p><i>Connect CAFNR groups to minority groups on campus</i></p> <ul style="list-style-type: none"> • <i>Hold focus groups with non-underrepresented groups to get perspectives on inclusion and diversity</i> • <i>Discussion with and training of CAFNR student orgs on inclusion and diversity</i> 	<p>Assessment and report of student needs</p> <p>Start spring 2018</p>	CIDC
CAFNR	<i>Produce a survey that collects challenges as well as satisfactions on inclusion and diversity from students, staff and faculty</i>	<p>Assessment and report of student needs</p> <p>Start spring 2018</p>	CIDC
Education	<i>Create and offer recognition and celebratory programs that value, honor, and recognize</i>	<i>Measurement:</i>	Diversity Committee and Diversity Professional Staff

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
	<i>efforts to create a more inclusive community (e.g., Diversity Champions Program, Annual Diversity Awards)</i>	Count and track the number of applications, nominations, and awards that represent inclusive community, with a goal of increasing these by 10% each year from 2017-18 <i>Timeframe:</i> Monthly; Annually	(Jackson, Metz, Smotherson, Malfatti, Alexander)
Education	<i>Professional Staff Council's role in providing opportunity to recognize and celebrate staff.</i>	Monthly Staff Awardees Data from Professional Staff Council regarding events compared to turnover of staff Timeline: Annual	PSC Chair Simpson
Education	<i>Provide programs and events that increase the understanding of varied perspectives and social justice issues (e.g., The Bridge)</i>	<i>Measurement:</i> Administer surveys that gauge baseline knowledge of issues in social justice. Set up a kiosk in the Townsend Hall where people can respond to a few multiple-choice questions. <i>Timeframe:</i> Weekly; Monthly	Diversity Professional Staff (Jackson, Metz, Smotherson, Malfatti, Alexander)
Education	<i>Design and facilitate sessions that prepare faculty and professional staff to better understand and engage in diversity and inclusion efforts (e.g. Core Concepts Series for Faculty and Professional Staff)</i>	<i>Measurement:</i> Count and track the number of participants (faculty, staff) who participate in programming.	Jackson

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
		<i>Timeframe:</i> Annually, Monthly	
Education	<i>Establish and maintain college-wide committees that enhance diversity and inclusion efforts (e.g., Diversity Committee, Task Force for Recruitment & Retention of Faculty of Color, Diversity Committee)</i>	<i>Measurement:</i> For each department, count and track the number of faculty serving on at least one committee each year. Stagger terms in order to increase the number of faculty who participate. <i>Timeframe:</i> Annually, Monthly	Diversity Committee
Education	<i>Incorporate diversity efforts into the reporting of annual review for professional staff</i>	<i>Measurement:</i> Examine goals and personnel assessments in MyPerformance related to diversity efforts. <i>Timeframe:</i> Annually	Department/Unit Supervisors
Education	<i>Utilize multiple internal communication strategies to share information regarding efforts (e.g. diversity newsletter, monitors, social media)</i>	<i>Measurement:</i> At least 1 communication shared every 2 weeks. <i>Timeframe:</i> Monthly	Jackson, Metz

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Education	<i>Recognize dates and events that are important to a wide range of cultures and religions</i>	<p><i>Measurement:</i> Website maintains calendar of events for these dates, and posted on social media.</p> <p><i>Timeframe:</i> Monthly</p>	Jackson, Metz, Malfatti & Strategic Communication
Education	<i>Offer structured activities designed to assist international scholars to become more actively engaged with MU and the Columbia-community (e.g. Global Crossings)</i>	<p><i>Measurement:</i> Attendance data & satisfaction survey</p> <p><i>Timeframe:</i> Weekly, Monthly</p>	Global Engagement
Education	<i>Regularly encourage faculty and professional staff to attend diversity and inclusion-related programs within the College and across campus</i>	<p><i>Measurement:</i> Included on meeting agendas.</p> <p><i>Timeframe:</i> Monthly department meetings</p>	Department Chairs & Directors
Education	<i>Use surveys and focus groups to periodically assess faculty, professional staff, and student feedback on the climate of diversity efforts</i>	<p><i>Measurement:</i> Determine benchmark score, and at least 80% of faculty meet or exceed.</p> <p><i>Timeframe:</i> Annually</p>	Jackson, Metz, and Shivaprakash
Engineering	LIVEE Suggestion Box – <i>Third Party Consultants Listening intentionally to Various Experiences in Engineering</i>	End of year summary report of feedback and action items to address any strengths and weaknesses that were noted	Tojan Rahhal, Director of Diversity and Outreach Initiatives In collaboration with The

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
			Counseling Center
Engineering	Cultural Immersion Lunches Provide an opportunity for Faculty, Staff, and Students to share their different cultures and norms with one another. Effort to connect on a human level and initiate conversation about culture- embracing our differences	Feedback Surveys Attendance Launched fall 17	Tojan Rahhal, Director of Diversity and Outreach Initiatives
Engineering	Cultivating Professionalism and Understanding CPU series for faculty and staff Provide a minimum of 1 professional development opportunity a month for faculty and staff with topics like “building an inclusive classroom”	Feedback Surveys Attendance Launched fall 17	Tojan Rahhal, Director of Diversity and Outreach Initiatives
Engineering	When inclusivity really enhances diversity- WIRED series for students: Provide a minimum of 1 professional development opportunity a month focusing on Diversity and Inclusivity	Feedback Surveys Attendance Launched fall 17	Tojan Rahhal, Director of Diversity and Outreach Initiatives
Engineering	Diverse Engineering Professionals Conference Effort by minority student orgs in the college and the main DOI office to provide a “mini” national conference for the students that focuses on minority students. Will have companies, professional development sessions, and diversity education sessions.	Feedback Surveys Attendance Sponsorships First Conference Oct 17, will repeat yearly	Tojan Rahhal, Director of Diversity and Outreach Initiatives
Engineering	Diverse Engineering Professionals Conference Effort by minority student orgs in the college and the main DOI office to provide a “mini”	Feedback Surveys Attendance Sponsorships	Tojan Rahhal, Director of Diversity and Outreach Initiatives

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
	<i>national conference for the students that focuses on minority students. Will have companies, professional development sessions, and diversity education sessions.</i>	First Conference Oct 17, will repeat yearly	
Engineering	Diversity Celebration Banquet- <i>an effort to recognize our graduating minority seniors as well as provide role models to the undergrads that they too can be successful.</i>	Collaborating with the Academic Success center's Engineering Cohort program to have them join this event as well. Launch Fall 17- student engagement and feedback	Tojan Rahhal, Director of Diversity and Outreach Initiatives
Engineering	Faculty and Staff Field Day	To encourage team building amongst faculty and staff	Dean's Admin
Engineering	COE Values Statements drafted and being approved by Faculty and Staff for dispersal in the college	In line with the Inclusive Excellence Framework for Principles of Community	Danene Brooks, Director of Communications
Engineering	Office of Diversity and Outreach Faculty and Staff Advisory Council Mission: <i>The College of Engineering Diversity and Outreach Initiatives Advisory Council is a group of faculty and staff committed to advocating for a culture of inclusion, diversity, and equity; guiding the Office of Diversity and Outreach Initiatives; and serving as champions across the College.</i>	Participation and engagement levels Survey at the end of each semester Utilize feedback in a constructive and visible way	Tojan Rahhal, Director of Diversity and Outreach Initiatives

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
	<p><i>Vision:</i> To provide a safe space for Faculty and Staff to share their ideas, concerns, and suggestions to push forward Diversity and Inclusivity efforts in the College.</p>		
Engineering	<p>Office of Diversity and Outreach Student Advisory Council</p> <p><i>Mission:</i> The College of Engineering Diversity and Outreach Initiatives Student Advisory Council is a group of students committed to advocating for a culture of inclusion, diversity, and equity; guiding the Office of Diversity and Outreach Initiatives; and serving as champions across the College.</p> <p><i>Vision:</i> To provide an open space for student representatives from the College of Engineering to share their ideas, concerns, and suggestions to push forward Diversity and Inclusivity efforts in the College.</p>	<p>Participation and engagement levels</p> <p>Survey at the end of each semester</p> <p>Utilize feedback in a constructive and visible way</p>	Tojan Rahhal, Director of Diversity and Outreach Initiatives
Human Environmental Sciences	<p><i>Task Force on Diversity and Inclusivity (college-wide)</i></p>	Organized in 2016; ongoing	Dean Chair of Task Force
Human Environmental Sciences	<p><i>Increase presence of students/staff/faculty from underrepresented groups on planning committees for implementation of all strategies</i></p>	<p>#s of URMs on planning committees and other committees formed to</p>	Unit leaders Administrative Staff Council Dean and Associate Deans

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
		implement strategies for any college missions.	
Health Professions	<p><i>Facilitate 2-3 SHP-wide learning opportunities for faculty & staff annually, including presentations, movie viewing and facilitated discussion events, and workshops.</i></p> <p><i>Facilitate and encourage participation of student organization leaders in an annual workshop focused on inclusion.</i></p>	<p>Completed by 6/30/18</p> <p>Completed by 04/30/18</p>	<p>SHP Inclusion/Diversity graduate assistant, SHP Inclusion Committee, DHS Diversity Committee, SHP Dean's office</p> <p>SHP Inclusion Committee</p>
Health Professions	<p><i>SHP-wide learning opportunities described above.</i></p> <p><i>Traveling Diversity/ Inclusion library – move to new department/program home 1x/semester, with celebratory donuts and coffee gathering.</i></p>	<p>Completed by 06/30/18</p> <p>Completed by 05/20/18</p>	<p>As above</p> <p>SHP Inclusion Committee, Dean's office, SHP Departments</p>
Health Professions	<p><i>Bi-monthly Diversity/Inclusion Corner in SHP email newsletter.</i></p> <p><i>Annual SHP Inclusive Excellence Award presented to a faculty or staff member.</i></p>	<p>Ongoing through academic year</p> <p>04/30/18</p>	<p>SHP Inclusion/Diversity graduate assistant</p> <p>SHP Dean's office</p>
Journalism	<p><i>Twice in the spring of 2016 the School of Journalism hosted a diversity and inclusion expert, Dr. Brooke Barnett, to facilitate conversations and help greater numbers of faculty, staff and students understand what</i></p>	<p>Fewer complaints/grievances from faculty, staff and students related to issues of discrimination, bias or other issues related to isms'.</p>	<p>Dean's Office/Dean, Associate Deans</p>

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
	<i>scholars know about implicit bias. In Dr. Barnett's second visit, groups of faculty made commitments to work on diversity and inclusion goals.</i>		
Journalism	<i>Every year the School of Journalism awards the Missouri Honor Medal to journalists and strategic communication professionals for their life's distinguished work. In selecting the recipients the faculty makes sure the recipients are diverse or that their work represents diverse perspectives and viewpoints. The recipients teach master classes at all levels of our curriculum yearly.</i>	The number of diverse recipients.	Dean's Office/Faculty
Journalism	<i>The School of Journalism regularly brings professionals from the industry to speak at the school, participate on panels and speak in classes. The faculty and staff make a conscientious effort to make sure speakers come from diverse backgrounds and perspectives.</i>	Track the number of diverse speakers yearly.	Faculty Chairs/Faculty
Law	<i>Provide opportunities for students to participate in organizations promoting diversity</i>	List of student organizations and activities	Various faculty advisors Student Organization Leader
Law	<i>Fund a Director of Diversity Initiatives staff position</i>	Job responsibilities Expenditures	Lidsky Office of Career Development & Student Services Admissions

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Law	<i>Facilitate and encourage student-run, academic journals to publish faculty and student articles related to diversity</i>	List of publications	Trachtenberg Cecil Strong
Law	<i>Provide opportunities and/or support for faculty and staff to engage in committees and organizations that promote diversity, inclusion, social justice</i>	List of activities	Various faculty
Law	<i>Support community events on issues of diversity and social justice</i>	List of events	Diversity Committee Various student groups
Medicine	<i>Mandatory campus-wide diversity and inclusion training</i>	100% completion of mandated training	Office of Medical Education
Medicine	<i>Require educational activities of faculty and staff to learn to identify and to reduce bias and exclusionary practices; enhance opportunities for students and faculty to participate in activities that raise social awareness of diversity issues.</i>	Increasing number of faculty, staff, students who participate each year	Office of Medical Education
Medicine	<i>Institute the Ellis Ingram's Diversity Lecture series to invite speakers who are accomplished role models in medicine from under-represented backgrounds to address and work with all of our students and faculty</i>	Lecturers invited	Senior Associate Dean for Diversity and Inclusion
Nursing	<i>Provide opportunities for faculty/staff/students to participate in formal/informal interest groups and activities promoting diversity/inclusion/social justice.</i>	List of student groups/organizations or experiences outside of the classroom setting related to diversity/inclusion/social justice (annually).	Administration, Faculty, Staff, & Students
Nursing	<i>Demonstrate a climate of diversity/inclusion/respect through verbal</i>	Provide examples/exemplars of verbal and written	Administration, Faculty, Staff, & Students

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
	<i>and written communication from all faculty/staff/students within the SSON.</i>	communication reflecting inclusion/diversity/social justice (annually).	
Nursing	<i>SSON representation on campus wide committees related to inclusion/diversity/social justice.</i>	List of faculty on campus committees related to inclusion/diversity/social justice initiatives.	Policy Committee
TCoB	<i>Monthly staff lunch and learns with round table discussions with senior administrators⁶</i>	Institute in Summer 2018 and assess moving forward	Senior Administrators and Diversity Committee
TCoB	<i>Demonstrate a climate of diversity/inclusion/respect through verbal and written communication from all faculty/staff/students within TCoB</i>	Provide examples/exemplars of verbal and written communication reflecting inclusion/diversity/social justice (annually).	Administration, Faculty, Staff, & Student
TCoB	<i>Collaborate with student organizations on identifying their own needs for diverse practices</i>	Diversity committee meet with student organization representatives to identify organizations with low diversity, and/or barriers to membership, and create action plan	Student Organizations & Diversity Committee
TCoB	<i>Create a more inclusive environment by adding visual artifacts that promote diversity in business and business education to Cornell Hall</i>	Work with advancement on potential donor gifts and support and ask campus for funding to seek out visual artifacts	Dean and TCoB Staff

⁶ Lunch and learns could be across many different topics, sometimes solely about diversity and inclusion and other times including these topics tangentially

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Vet Med	<i>Civility Module</i>	Input from faculty/staff/students; for all faculty/staff/students In progress; Beta Testing timeline – January 2018; anticipated live fall 2018	CVM – Tennison Office for Inclusion, Diversity and Equity - Fults
Advancement	<i>Continue division wide Staff Engagement Survey including questions related to diversity and inclusion</i>	April 2017 - will conduct survey again every other year to track results with improved results	Deb Snellen Director Mizzou Advancement
Advancement	<i>Obtain results from survey (above) and prepare action items</i>	Now and On going	Deb Snellen Director Mizzou Advancement
Advancement	<i>Conduct focus groups of underrepresented staff members to understand issues</i>	Now and Ongoing	Deb Snellen/Tom Hiles Director/Vice Chancellor Mizzou Advancement
Advancement	<i>Address inclusion, diversity, and respect at all division meetings.</i>	Quarterly	Tom Hiles Vice Chancellor Mizzou Advancement
Advancement	<i>Designate an Advancement staff member to be accountable to drive initiatives, encourage new thinking, provide opportunities and programming, and promote collaboration for Diversity and Inclusiveness.</i>	By end of 3 rd Q for FY18	Shannon Tindall-Jarnegan/Tom Hiles AVC/Vice Chancellor Mizzou Advancement
Enrollment Management	<i>Based upon the findings of the recently-released Campus Climate Survey, establish a Chancellor appointed Task Force to focus on</i>	Increase the “sense of belonging” as documented in	Chair of the Chancellor-appointed committee

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
	<i>developing a comprehensive plan to improve the “sense of belonging” on campus.</i>	the survey results by the next campus-wide study.	
International Programs	<i>IP IDE advisory board meetings –design and support IP staff sessions to acknowledge and appreciate cultural differences</i>	Ongoing # of sessions # of IP staff participants	
Human Resources	<i>Collaborate with Staff Advisory Council to gather input on the climate survey results for staff to develop 3-5 action plans to improve campus climate.</i>	Action plan complete Progress reports throughout 2018	VC Human Resources Chief of Staff
Finance	<i>Self-assessment of units that have direct interaction with students. Seeking to understand how students experience day-to-day practices of units like the cashiers.</i>	FY18-19; Possible Student survey FY18; assessment and recommendations to vice chancellor FY19	Meghan Carr/Shelley Bush Rowe
Finance	<i>Regular team meetings within the Division of Finance to review practices. Ensuring the division is employing inclusive practices throughout daily operation</i>	FY18; continuous within scope of monthly meetings	Rhonda Gibler
IDE	<i>Guest Speaker: Dr. Eve Ewing Workshops/Poetry Reading centered on black girlhood and womanhood in general.</i>	Will measure community member engagement on campus (students, faculty and staff, Columbia community)	Access and Leadership/IDE
IDE	<i>Create meaningful dialogue between and among groups that increases understanding of varied perspectives and the nature of social and economic inequalities:</i>	Evaluation surveys	Education and Outreach/IDE

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
	<i>Develop two dialogue series (1) skill building and (2) creating spaces for open and safe conversations</i>		
IDE	<i>Develop online resources to support difficult dialogues about race in the classroom</i>	Evaluation surveys	Education and Outreach/IDE
IDE	<i>Create promotional pieces covering new and ongoing efforts geared toward fostering a supportive and respectful climate for university community members</i>	Number of promotional pieces created Number of mediums used to share content Medium type Social media insights	Strategic Communication/IDE
IDE	<i>Designed and delivered diversity & inclusion workshops for departments to prepare for a more diverse and equitable search process</i>	Delivered workshop for Dept. of Psychological Sciences – early Fall 2017.	Faculty Recruitment & Retention – Noor Azizan-Gardner
IDE	<i>Designed and delivered workshop for chairs on effective mentoring of diverse faculty</i>	Delivered to chairs of the College of Arts & Science and chairs in other colleges – Fall 2017	Faculty Recruitment & Retention, Diversity Assessment & Research and Office of the Provost – Noor Azizan-Gardner, Tara Warner-Griggs and Christine Holt
IDE	<i>International teaching assistant program review with Graduate Studies</i>	Report	Civil Rights and Title IX/IDE Graduate Studies
IDE	<i>Elevate and support the work of Chancellor's Task Force on Pregnancy and Parenting Policies</i>	Climate Survey results Evaluation survey Inventory of actions taken	Civil Rights and Title IX/IDE

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
IDE	<i>Provide targeting programming and development plans to key units</i>	Climate Survey results Evaluation survey Inventory of actions taken	Civil Rights and Title IX/IDE
IDE	<i>Advocate for implementation of Sexual and Intimate Partner Violence Task Force recommendations</i>	Inventory of actions taken AAU Sexual Assault Survey results	Civil Rights and Title IX/IDE
IDE	<i>Create and support the Task Force on Digital Literacy & Inclusion</i>	Evaluation surveys Inventory of actions taken	Civil Rights and Title IX/IDE
IDE	<i>Bring speak to the campus, engage in diversity/inclusion training (see Inclusive Excellence funding request)</i>	Climate Survey results Evaluation survey	Civil Rights and Title IX/IDE
IDE	<i>Train current staff in methods of dispute resolution to proactively identify and address individuals, policies, and practices which result in marginalization and/or systemic discrimination (see Inclusive Excellence funding request)</i>	Climate Survey	Civil Rights and Title IX/IDE
IDE	<i>Provide analytic support to units developing recommendations based on Climate Survey results</i>	Recommendations implemented	Assessment/IDE
IDE	<i>Coordinate activities that celebrate marginalized identities, such as the MCC's culturally specific orientations at the beginning of the school year, Fall Fest, Queer Spring and Fall Flings, "Ain't I a Black</i>	Continue existing activities that assessment has proven are worthwhile and contribute to creating a positive climate and fostering intergroup	Social Justice Center Coordinators, GAs and student staff

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
	<i>Woman”, Women’s History Month, and other such programs.</i>	relations. Plan for future events, establish learning objectives, and assess attendance as well as whether or not the programs and events met the learning objectives.	
IDE	<i>Maintain current, accessible resources in all the Centers.</i>	Evaluate current resources, and then update periodically. Track usage when possible.	Social Justice Center Coordinators, GAs and student staff.
IDE	<i>Hire diverse student staff, and train them on a broad range of social justice issues as well as on institutional resources.. Provide opportunities for interaction and co-training with staff from other social justice centers.</i>	Evaluate the all center training that occurred. Use that information to plan for upcoming trainings spring and fall 2018.	Dept. of SJ professional staff, including interested GAs.
IDE	<i>Engage with colleagues from other areas of IDE and outside of IDE (Student Affairs, The Bridge, etc.) to sponsor events (e.g. Social Justice Symposium), and provide resources and information for the campus.</i>	Establish learning outcomes for events. Track participation and evaluate success in reaching desired outcomes. Ongoing.	All Dept. of SJ staff.
IDE	<i>Collaborate on programs that address intersecting identities, such as the Solidarity Series.</i>	Establish learning outcomes for events. Track participation and evaluate success in reaching desired outcomes. Evaluate series at end of spring 2018 to determine whether and/or how to continue.	All Social Justice Center staff, including GAs and student staff.
IDE	<i>Oversee and/or participate in campus and community wide working groups such as the</i>	Develop learning outcomes if they don’t already exist.	Social Justice Center staff.

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
	<i>Green Dot Team, USART, the SIPV Task Force and others.</i>	Complete annual reports for the committees. Ongoing.	
IDE	<i>Participate on campus wide committees (Status of Women, SEM, etc.) to ensure that social justice perspectives are provided to the larger campus community.</i>	Ongoing.	All Dept. of SJ staff.
IDE	<i>Advise and support student organizations that celebrate and/or educate regarding diversity and inclusion.</i>	Ongoing.	Social Justice Center Coordinators and GAs.
IDE	<i>Provide training, support and consultation (budgeting, travel arrangements, contracts) to diversity/inclusion related student organizations and to those who receive discretionary diversity fee funding.</i>	Require students who utilize the University procards to attend trainings each semester, and track their participation. Ongoing.	Department of Social Justice Admin. Assistant, and SJ Center Coordinators and GAs.
IDE	<i>Provide consultation to faculty, staff and students on issues of diversity and inclusion.</i>	Ongoing.	All Dept. of SJ staff.
IDE	<i>Assist in crisis response for individual, campus, local, state, national and international situations.</i>	As needed.	All Dept. of SJ staff.
IDE	<i>Support professional development for staff, including GAs, to ensure they are aware of current issues and best practices in diversity and inclusion, and have opportunities for involvement in the field at a regional or national level.</i>	Each staff member will have a professional development plan by Dec. 2017. Look at involvement in	Asst. VC, Assoc. Director, SJ

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.

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
A&S	<i>Support and enhance A&S's new Diversity Intensive requirement through faculty and curricula development</i>	# of DI SCH per semester # of faculty participating in DI workshops	Dean Associate Dean
A&S	<i>Revive efforts to create minor/major in Disability Studies</i>		Dean
A&S	<i>Enhance the new minor in Native American and Indigenous Studies</i>	# of students completing minor	Associate Dean
CAFNR	<i>Survey all CAFNR majors to determine if varied perspectives of inclusion and diversity is part of any current courses</i>	keep a running list of these courses; Start spring 2018 Spring 2018	CAFNR Curriculum Committee
CAFNR	<i>Encourage and incentivize the addition of such courses into the curriculum of each major</i>	2018-2019 academic year	CAFNR Curriculum Committee
CAFNR	<i>Require faculty to include inclusion and diversity activities on annual report</i> <ul style="list-style-type: none"> • <i>Tie into P&T process</i> <i>Include in myVita reporting</i>	Begin discussion with DD and campus spring 2018	Dean

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Education	<i>ESCP 2000 Required Freshmen Diversity Course</i>	Participation, Course Evals, Climate Surveys <i>Timeframe:</i> Ongoing	ESCP – Riley-Tillman & Lisa Flores
Education	<i>LTC 2040 Required Sophomore Diversity Course</i>	Participation, Course Evals, Climate Surveys <i>Timeframe:</i> Ongoing	Tarr and Castro
Education	<i>SPED 4020 and LTC 4060 Required Junior Diversity Courses</i>	Participation, Course Evals, Climate Surveys <i>Timeframe:</i> Ongoing	Lembke and Metro
Education	<i>ELPA 4060 Required Senior Diversity Course</i>	Participation, Course Evals, Climate Surveys <i>Timeframe:</i> Ongoing	Curs
Education	<i>LTC Undergraduate and Graduate Courses</i>	Participation, Course Evals, Climate Surveys <i>Timeframe:</i> Ongoing	LTC - Department Chair
Education	<i>ESCP Graduate Courses</i>	Participation, Course Evals, Climate Surveys <i>Timeframe:</i> Ongoing	ESCP - Department Chair
Education	<i>SISLT Graduate Courses</i>	Participation, Course Evals, Climate Surveys <i>Timeframe:</i> Ongoing	SISLT - Department Chair

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Education	<i>SPED Graduate Courses</i>	Participation, Course Evals, Climate Surveys <i>Timeframe:</i> Ongoing	SPED - Department Chair
Education	<i>ELPA Graduate Courses</i>	Participation, Course Evals, Climate Surveys <i>Timeframe:</i> Ongoing	ELPA - Department Chair
Education	<i>Bridge Student Focus Activities – Varied Programing</i>	Inventory of Trainings/Workshops/Informational Programming, Programming, Participation <i>Timeframe:</i> Weekly	Lannin, Metz
Education	<i>Global Engagement – Varied Programing</i>	Participation, Program Evaluations, <i>Timeframe:</i> Ongoing	Chval, Malfatti, Alexander
Engineering	<i>Cultural Immersion Lunches</i> <i>Provide an opportunity for Faculty, Staff, and Students to share their different cultures and norms with one another. Effort to connect on a human level and initiate conversation about culture embracing our differences</i>	Feedback Surveys Attendance Launched fall 17	Tojan Rahhal, Director of Diversity and Outreach Initiatives

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Engineering	<i>When inclusivity really enhances diversity- WIRED series for students:</i> <i>Provide a minimum of 1 professional development opportunity a month focusing on Diversity and Inclusivity</i>	Feedback Surveys Attendance Launched fall 17	Tojan Rahhal, Director of Diversity and Outreach Initiatives
Engineering	<i>Diverse Engineering Professionals Conference</i> <i>Effort by minority student orgs in the college and the main DOI office to provide a “mini” national conference for the students that focuses on minority students. Will have companies, professional development sessions, and diversity education sessions.</i>	Feedback Surveys Attendance Sponsorships First Conference Oct 17, will repeat yearly	Tojan Rahhal, Director of Diversity and Outreach Initiatives
Engineering	<i>“Don’t Cancel that Class” initiative – replacing a class with a Diversity and Inclusivity Training</i>	Fall 2017 Student feedback surveys	Tojan Rahhal, Director of Diversity and Outreach Initiatives in collaboration with Campus IDE Educators
Engineering	<i>Incorporate Diversity and Inclusivity aspects into ENGR1000 and Capstone as well as integrate into existing classes</i>	Work in Progress	Diversity Faculty Committee
Human Environmental Sciences	<i>Most units have more than one course with diversity and inclusion as learning goals. Equality and equity are core values of two units. Virtually all students are exposed to cultural diversity at some point in their curricula in HES.</i>	Ongoing	Unit leaders Faculty
Human Environmental Sciences	<i>Evaluate participation of URM and USM in student organizations and leadership roles and implement appropriate</i>	#s and %s of URM and USM students participating in student organizations and leadership roles	Student Services Organization advisors Dean

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
	<i>recruitment and retention strategies to ensure equal access and enhance equal participation</i>	(e.g., HES Ambassadors, Dean’s Advisory Board)	
Journalism	<i>The School of Journalism has initiated a new strategic plan to maintain its leadership in education and to better prepare its students for the challenges of a new era. The comprehensive long-term plan elevates an already strong curriculum in critical thinking, writing and reporting. Overall, it addresses three broad goals: articulate, execute and promote the Missouri Method to prepare graduates for evolving professions; foster innovation and high-impact research to advance the professions of journalism and strategic communication; and implement a shared governance model that aligns structure, processes and resources in support of the School’s strategic priorities. Throughout the planning new learning opportunities to support diversity, inclusivity and social justice across the undergraduate and graduate programs will take place.</i>	During the remainder of this academic year, the Strategic Planning Leadership Team will help facilitate an effective strategic planning process that will work with faculty and staff aligning the School of Journalism structure and curriculum to carry out the school’s mission, vision and strategic priorities. The goal is to create an environment that takes into consideration current realities and be prepared to take advantage of future opportunities, outlines strategic priorities and defines measurable outcomes.	Dean’s Office/Associate Deans, Faculty Chairs
Medicine	<i>Develop a mandatory training in diversity and inclusiveness for all medical students, faculty, and staff</i>		SoM leadership

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Nursing	<i>Revise, update, and create new learning opportunities to support diversity, inclusivity and social justice across the undergraduate and graduate programs.</i>	List of courses with initiatives in both undergraduate and graduate programs with specific emphasis on diversity, inclusivity, and social justice (annually). Review student and faculty course/activity evaluations to determine achievement of learning goals related to diversity/inclusion (annually).	Undergraduate, MS/DNP, PhD Program/Curriculum Committees
Nursing	<i>Provide opportunities for students to participate in inclusive/diversity initiatives or interest groups.</i>	List of student groups/organizations or experiences provided to students outside of the classroom setting (annually).	Student Nurse Association (SNA) & Faculty Sponsor Undergraduate and Graduate Program Directors
Nursing	<i>Faculty engage in research and development of innovative programming to support inclusivity/diversity/social justice.</i>	List of faculty led research endeavors and programming with emphasis in diversity/inclusivity/social justice (annually).	Associate Dean of Research; Associate Dean of Academic Affairs
Nursing	<i>Program Outcomes reflect diversity/inclusion/social justice.</i>	Identify specific program outcomes for undergraduate and graduate programs (annually).	BSN, MS/DNP, & PhD Curriculum/Program Committees
TCoB	<i>Continue to develop undergraduate student competencies of empathy and valuing differences</i>	BA Curriculum and Professional Development Program opportunities	BA faculty and PDP Programming

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
TCoB	<i>Faculty development of innovative programming and curriculum to support inclusivity/diversity.</i>	List of faculty led research, program, and curriculum endeavors with emphasis in diversity/inclusivity (annually).	Associate Dean of Graduate Programs and Research
Law	<i>Creation and maintenance of Mizzou Law One Read Program to engage students and faculty in a discussion of diversity so that we can better empathize and understand those outside our own circles</i>	Attendance at programs Student / Faculty / Community Feedback	Bassett Litton
Law	<i>Offer courses (or class sessions within courses) focused on diversity, inclusion, and social justice</i>	List of courses and class sessions	Mitchell Curriculum Committee Various faculty
Law	<i>Law faculty lecture, give presentations and serve on panels for student groups</i>	List of presentations, lectures, panels	Various faculty
Law	<i>Faculty engage in research and publications related to underrepresented and underserved populations</i>	List of publications	Various faculty
Vet Med	<i>Cultural competencies are part of the accreditation outcomes we are required to track.</i>	Continuous as part of accreditation	Office of Academic Affairs
Vet Med	<i>Speaker – Dr. Mike Chaddock</i>	Open to all faculty/staff/students; January 25 th Lecture 1: How to Identify Culturally Diverse and LGBTQ+ Friendly Education and Employment Opportunities AND How to make the environment LGBTQ+ Friendly	CVM – Office for Student Affairs / Dr. Angela Tennison

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
		Lecture 2: Mental Health Outcomes and Stressors in LGBTQ+ DVM Workforce and Classroom	
Vet Med	<i>Speaker – Brittani Fults, M.Ed, Office for Inclusion, Diversity and Equity</i> <i>Fundamentals of Veterinary Business Management</i>	VM2 class; October 31st Cultural Competencies in the Workplace and Classroom	CVM - Dr. Angela Tennison
Vet Med	<i>Planning in process; Seminar discussing accessibility for veterinarians and clients</i>	Date not yet determined	CVM - Dr. Angela Tennison
Vet Med	<i>Student Leaders Meetings: student leaders gather with the dean to share diverse student perspectives and hear concerns.</i>		Office of Student Affairs, Dr. Angela Tennison
Vet Med	<i>Increase Seminar Speaker invitations from HUUP ; Potential recruitment of underrepresented faculty groups</i> <i>Increase faculty/student/ and staff interaction & exposure to underrepresented populations</i>	Annually; Goal of 1 speaker per academic year	Seminar Coordinator, Outreach Committee
Enrollment Management	<i>Expand the Diversity Requirement from an A&S requirement to a university graduation requirement.</i>	All undergraduate students admitted 2019 and after will be graduate having fulfilled a Diversity Requirement.	Faculty Council
Enrollment Management	<i>Develop opportunities that help faculty and instructional graduate students assess the achievement of diversity-related learning outcomes in class or co-curricular experiences.</i>	Develop and deploy new KPI's for diversity outcomes for undergraduate graduates.	Vice Provost for Undergraduate Studies.

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
International Programs	<i>Mizzou Mandarin (free non-credit classes in Chinese language and culture open to the campus community)</i>	2017 and Ongoing # of participants in Mizzou Mandarin	Confucius Institute
Operations	<i>Mizzou Botanic Garden graduate research assistant, as part of a George Washington Carver fellowship, has developed curriculum for an Honors College course "Seeds of Equity: Exploring race, class and gender in our food system"</i>	Spring 2018 Metrics: Number of students enrolled. Student self-reported growth in intra-cultural knowledge, inclusion and equity (course evaluation).	Pete Millier, Mizzou Botanic Garden director
Student Affairs	<i>Student employment core competencies – the Division of Student Affairs provides training and professional development opportunities for student employees in nine competency areas including intra-cultural knowledge, inclusion, and equity.</i>	Timeframe: FY17 & 18 Metrics: Number of diversity, inclusion, equity professional development opportunities; number of students attending; satisfaction and competency growth Current data: Student self-reported growth in intra-cultural knowledge, inclusion, and equity (data pulled from annual student employee survey). Baseline data from FY17 indicates a mean of 1.07 (agree) on a scale from -2 (strongly disagree) to 2 (strongly agree) as an	Student Affairs/Student affairs Council on Student Employment (Chair – Amanda Roberts)

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
		aggregate score for intra-cultural knowledge, inclusion, and equity. ⁷	
Student Affairs	<i>We collaborate across campus to plan and execute special events including Safe Mizzou Week, Veterans Week, Celebrate Ability Week, Women's Leadership Conference, and the Social Justice Symposium.</i>	Metric: Student participation	Dean of Students/Jeff Zeilenga and Disability Center/Barb Hammer
IDE	<i>Develop diversity for-credit online diversity course for students. The course will be offered through the Dept. of Communications</i>	Course evaluations Number of students	Education and Outreach/IDE Communication/A&S
IDE	<i>Develop and implement a 3 part series for graduate students and teaching assistants</i>	Evaluation surveys Number of participants	Education and Outreach/IDE Graduate Studies
IDE	<i>Provide consulting on diversity and inclusion research projects and initiatives</i>	In 2017 engaged with: School Health Professions Department of Communications Emergency Medicine Graduate student in Animal Sciences Undergraduate in Psychological Sciences	Education and Outreach/IDE
IDE	<i>Graduate student workshops</i>	Numbers of participants Participating departments/units	Education and Outreach/IDE

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
		Evaluation surveys Spring 2017: 20 participants (multiple depts) Fall 2017: 89 participants (Biol. Sci)	
IDE	<i>Latinx Student Leadership retreat</i>	Numbers of participants Participating departments/units Evaluation surveys Fall 2017: 20 participants	Education and Outreach/IDE
IDE	<i>Conversations about Diversity</i>	Numbers of participants Participating departments/units Evaluation surveys 20 participants (Nursing/Health Prof. students)	Education and Outreach/IDE
IDE	<i>Continue required "Not Anymore" training</i>	Evaluation surveys	Civil Rights and Title IX/IDE
IDE	<i>Offer education and materials regarding hate-motivated incidents</i>	Climate Survey Inventory of events/content Number of presentations Breadth of distribution	Civil Rights and Title IX/IDE
IDE	<i>Explore campus-wide diversity course requirement</i>	Recommendation report Implementation of recommendation(s)	Civil Rights and Title IX/IDE

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
IDE	<i>Offer programs such as MBMI which promote learning opportunities for undergraduate students as well as a broad range of programs and events in all the centers.</i>	Evaluate learning objectives and student experiences annually. Include GPA, as well as retention and graduation rates.	Social Justice Center Coordinators.
IDE	<i>Provide organized opportunities for mentorship through programs such as Proud Tigers.</i>	Evaluate success in reaching learning objectives. Increase participation for 2018.	LGBTQ Resource Center Coordinator and GA, and other SJ staff with similar programs.
IDE	<i>Facilitate conversations regarding diversity and inclusion for classes, living units, student organizations and other groups.</i>	Set learning objectives for these trainings, and gather feedback from faculty, Res. Life staff, etc., to measure success. Ongoing.	SJ Center Coordinators, DPE, RSVP Educators.
IDE	<i>Participate in training for Summer Welcome Leaders, Residential Life staff, SHAPE and other groups.</i>	Collaborate	SJ Center Coordinators, DPE, RSVP Educators.
IDE	<i>Offer diverse programs and events that provide both graduate and undergraduate students from across the campus the opportunity to engage in reflection and conversation and to increase their knowledge regarding diversity, inclusion and social justice.</i>	Set learning objectives for all programs and events. Track participation, and conduct assessment on progress toward learning goals. Ongoing.	SJ Center Staff, including GAs and student staff.
IDE	<i>Publish newsletters which provide information about events and resources.</i>	Ensure inclusion of accurate and timely information regarding programming and resources. Measure increase in distribution. Do occasional assessment to determine if students attending at	GOBCC, LGBTQ Resource Center and MCC Coordinators and designated student staff.

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
		events learned of them through the newsletter. Ongoing.	
IDE	<i>Create opportunities for undergraduate and graduate students to collaborate with faculty on research.</i>	Identify initial faculty Spring 2018, and begin creating contacts with faculty and identified students. This will primarily be a new initiative.	Asst. VC, Assoc. Director, and SJ Center Coordinators.

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

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
A&S	<i>Establish diversity and inclusion expectations for faculty and staff professional development. Include review of such expectations in annual review processes.</i>	# of faculty/staff who participate in professional development opportunities related to inclusive excellence	Unit leaders
CAFNR	<i>Encourage attendance at campus workshops/trainings on inclusion and diversity</i>	Faculty and staff will report on annual reports	
CAFNR	<i>Include information about campus events in departmental and college newsletters</i>	Start spring 2018	CAFNR Communications
Education	<i>Faculty & Professional Staff Diversity Enhancement & Engagement – Varied Programing</i>	Inventory of Trainings/Workshops/Informational Programming, Participation Satisfaction <i>Timeframe:</i> Ongoing	Jackson/Flores

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Education	<i>The Bridge Focus Activities – Varied Programing</i>	Inventory of Trainings/Workshops/Informational Programming, Participation Satisfaction <i>Timeframe:</i> Ongoing	Lannin- Metz
Education	<i>Global Engagement – Varied Programing</i>	Preparation for International Engagement, Receive Incoming International Scholars, Participation Satisfaction <i>Timeframe:</i> Ongoing	Chval, Malfatti, Alexander
Engineering	Hired <i>Director of Diversity and Outreach Initiatives</i>	2016-2017, hired Spring 2017	Dean Loba
Engineering	<i>Cultivating Professionalism and Understanding CPU series for faculty and staff</i> <i>Provide a minimum of 1 professional development opportunity a month for faculty and staff with topics like “building an inclusive classroom”</i>	Feedback Surveys Attendance Launched fall 17	Tojan Rahhal, Director of Diversity and Outreach Initiatives
Engineering	<i>Cultural Immersion Lunches</i> <i>Provide an opportunity for Faculty, Staff, and Students to share their different cultures and norms with one another. Effort to connect on a human</i>	Feedback Surveys Attendance Launched fall 17	Tojan Rahhal, Director of Diversity and Outreach Initiatives

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
	<i>level and initiate conversation about culture embracing our differences.</i>		
Engineering	Encourage participation in <i>Diversity 101</i>	Spring 16 Track #s of participants and their feedback, as well as level of engagement	Office of Diversity and Outreach Initiatives
Engineering	Share <i>Core Concept Series and Workplace Diversity Series</i> information as well as other campus events	Track attendance from engineering	Office of Diversity and Outreach Initiatives
Human Environmental Sciences	<i>Increase training on inclusivity and diversity at college-wide faculty and staff events</i>	Document collective activities for faculty and staff	Student Services (for HES roundtables); HES Staff Assoc. (for staff PD activities); Dean's Office (for division faculty meetings)
Journalism	<i>The School of Journalism's Library works with faculty to ensure there are adequate resources that reflect diversity in backgrounds, opinions, perspectives and experiences that can be incorporated into courses.</i>	The school will work to increase available resources by 3 percent each year, following a baseline inventory in the first year. Inventory will be conducted each year with lists available to the Diversity & Inclusion committee and faculty at the end of each spring semester.	School of Journalism Library/Librarian
Health Professions	<i>Facilitate 1-2 programs/year on topics related to inclusion/ diversity for all SHP.</i>	Completed by 06/30/18	Inclusion Committee, SHP Dean's office
Journalism	<i>Faculty members routinely travel abroad in support of student programs, to teach students</i>	Track the number of faculty who participate in the study abroad programs annually.	Journalism Global Programs/Associate Dean

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
	<i>within partner or prospective partner institutions, and to train both entry-level and mid-career journalists.</i>		
Nursing	<i>Participation in continuing education offerings to support faculty and staff development related to diversity/inclusion/social justice.</i>	Number of faculty and staff completing or participating in continuing education regarding diversity/inclusion on annual performance evaluations (annually).	Dean and Associate Dean of Academic Affairs.
TCoB	<i>Participation in continuing education offerings to support faculty and staff development related to diversity/inclusion</i>	Number of faculty and staff completing or participating in continuing education regarding diversity/inclusion (annually).	Department Chairs
Law	<i>Support faculty and staff facilitation and participation in professional development activities on campus on issues related to diversity</i>	List of activities	Various faculty
Vet Med	<i>Promotion and participation in Diversity and Inclusion On Air through AAVMC</i>	Nov 1, 2017 online program and available later through archive	Dean's Office
Advancement	<i>Attend CASE conference on Recruitment and Retention of Diverse Employees</i>	See page 1	Erin Teeple Talent Specialist Mizzou Advancement
Advancement	<i>Obtain conference proceedings from Diverse Talent Recruitment and Retention conference</i>	See page 1	Deb Snellen Director Mizzou Advancement
Advancement	<i>Promote Diversity and Inclusion events and learning opportunities to all staff and track participation</i>	Now and Ongoing Per cent of staff who participate	Stephanie Webster Talent Specialist

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
			Mizzou Advancement
Advancement	<i>Train all search committee members on diversity/inclusion as it relates to the hiring process</i>	See page 1	Erin Teeple Talent Specialist Mizzou Advancement
Advancement	<i>Provide opportunity to attend workshop with Paul Meshanko, author of The Respect Effect on the topics of respect in the workplace and unconscious bias.</i>	By May 31, 2018	Deb Snellen Director Mizzou Advancement
Advancement	<i>Provide a common read for all staff related to the topic</i>	By end of summer 2018	Tom Hiles Vice Chancellor Mizzou Advancement
Advancement	<i>Encourage system and campus HR to offer more D&I related learning opportunities on MyLearn as it relates to key factor on MyPerformance</i>	Now and Ongoing Suggested career paths with professional development support university-wide	Deb Snellen Director Mizzou Advancement
Enrollment Management	<i>Increase wellness – incentive points</i>	Document that 40% of all faculty and staff earn points by 2020.	Wellness Program
International Program	<i>Encourage and promote sessions and training courses offered by the Division of IDE and other MU academic divisions.</i>	Ongoing # of IP staff completing these sessions	VPIP and IP unit leaders
International Program	<i>Promote and support programs that encourage cross-cultural dialogue and appreciation.</i>	Ongoing # of participants in Multicultural Hour # of participants in Chinese cultural community activities	Asian Affairs Center Confucius Institute
Human Resources	<i>Facilitation of a Management Fundamentals Certificate Series which includes courses for managers/supervisors on empowering</i>		

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
	<i>employees, hiring best practices, creating a healthy culture, constructive conflict management, performance coaching and management.</i>		
Human Resources	<i>Facilitation of a training courses for staff which include inclusion in the workplace, email etiquette, generational differences, mentoring, mindfulness at work, managing stress, communication and connection</i>		
Human Resources	<i>New employee orientation for staff that includes topics around living our values, inclusion and sense of belonging.</i>		
Human Resources	<i>Work with UM to leverage professional development resources and tools to enhance this type of professional development for staff</i>		
Finance	<i>Encourage staff to attend trainings provided by Inclusion, Diversity & Equity https://diversity.missouri.edu/education/. Those who attend are given time away from work responsibilities.</i>	FY18; Number of staff who attend at least one training or event about diversity and inclusion.	Cindy Cover
Finance	<i>Fiscal Competency Training Series (FaCTS) developed, piloted, implemented and evaluated focusing on individual needs of learners, including learning style and needs of learner,</i>	FY18; number of UM employees with finance responsibilities who attend at least one training; Ensure	Shelley Bush Rowe

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
	<i>location of program, and delivery method of training.</i>	all colleges, schools and divisions are in attendance for each course.	
Operations	<i>Encourage staff to attend IDE trainings.</i>	FY18 Metric: Number of staff who attend at least one training or event about diversity and inclusion	Mary Haskamp, HR specialist II
Student Affairs	<i>Encourage staff to attend IDE trainings.</i>	Timeframe: FY 18 Metrics: Number of staff who attend at least one training or event about diversity and inclusion; by topic	Student Affairs/Inclusion Collective Committee (Chairs: Heather Birk and Sylvia Jaurequi)
Student Affairs	<i>RESPOND training and Take Action for a Friend training focuses on increasing mental health literacy, decreasing stigma, and empowering the campus community to respond in effective ways to mental health concerns. RESPOND is implemented at all four UM System campuses, and licensed to about 10 other universities worldwide. (Literally, Dubai.)</i>	Since August 2012, over 8,400 members of our campus community have been trained. Metric: Number of faculty, staff, and students that have completed the training	Counseling Center/Lynne Reeder
IDE	<i>Implement the Intercultural Development Inventory (IDI) to provide campus leaders with a measurement tool of diversity related outcomes. Can be done on an annual basis. Use of the IDI allows for the identification of specific learning needs</i>	Number of teams, work units, and/or departments Number of individuals who take the IDI and participate in the group level debrief	Education and Outreach/IDE UM System DEI

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
		6 teams, units, department in the 2017/18 fiscal year Ongoing	
IDE	<i>Develop new professional development series and increase number of participants in each session</i>	Number of programs Number of participants Goal increase participation by 20% by Fall 2018	Education and Outreach/IDE
IDE	<i>Conduct baseline intercultural competence using IDI</i>	Conducted assessment, provided full group debrief and 21 individual debriefs to Residential Life professional staff Completed	Education and Outreach/IDE
IDE	<i>Unconscious bias in the classroom</i>	18 faculty in Physics Completed in 2017, ongoing	Education and Outreach/IDE
IDE	<i>Diversity 101 online course</i>	238 faculty and staff System-wide Completed 2017, ongoing	Education and Outreach/IDE
IDE	<i>Work Place Diversity series (variety of topics-- multiple collaborators)</i>	Number of participants Number/list of departments/units List of topics Evaluation surveys Spring 2017: 85 participants	Education and Outreach/IDE

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
		Summer 2017: 68 participants Fall 2017: 50 participants Ongoing	
IDE	<i>Core Concepts series provides foundational understanding of IDE concepts</i>	Number of participants Number/list of departments/units List of topics Evaluation surveys Spring 2017: 87 participants Fall 2017: 40 participants Fall 2017: 96 participants (College of Education) Ongoing	Education and Outreach/IDE
IDE	<i>Constructive communication across differences series designed to increase skills in navigating differences at the university</i>	Number of participants Number/list of departments/units List of topics Evaluation surveys Spring 2017: 33 participants Fall 2017: 153 participants Ongoing	Education and Outreach/IDE
IDE	<i>Interactive Theater</i>	Spring 2017: 40 participants Ongoing	Education and Outreach/IDE

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
IDE	<i>Staff Recognition Week session</i>	Summer 2017: 27 participants Ongoing	Education and Outreach/IDE
IDE	<i>Offer ongoing professional development for equity officers, hearing panelists, and advisers</i>	Climate survey Evaluation survey	Civil Rights and Title IX/IDE
IDE	<i>Develop inventories of resources for various types of discrimination/harassment/violence including advocacy services and on/off campus educational sources to offer as sanctions or proactive education</i>	Inventory Use numbers/referrals Evaluation focus groups/survey	Civil Rights and Title IX/IDE
IDE	<i>In partnership with other IDE units and MU stakeholders review and revise diversity, inclusion, and equity learning goals for undergraduates.</i>	Updated learning goals communicated throughout the schools and colleges and posted prominently on the Provost's website	Civil Rights and Title IX/IDE
IDE	<i>In partnership with other IDE units evaluate all education/outreach programs offered through MU IDE</i>	Creation and application of evaluation rubric Recommendations for consolidation, deepening, improving existing education efforts for faculty, staff and students. Recommendations for new efforts	Civil Rights and Title IX/IDE
IDE	<i>Provide professional development opportunities for all staff in the Dept. of SJ.</i>	Each staff member will submit a proposal for their professional	All Dept. of SJ staff.

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
		development to the Assoc. Dir. By 11/17/17. Staff will share what they learn from their development opportunities with their colleagues in supervision meetings. Ongoing.	
IDE	<i>Attend conferences that have specific ties to the work of the Centers. This would include Big XII, Creating Change, NASPA Prevention Strategies Conference, NCORE and others.</i>	Create learning outcome and evaluate progress toward outcomes. Share information gained with colleagues. Track all conference, webinar, workshop participation. Ongoing.	All Dept. of SJ staff.
IDE	<i>Offer training and opportunities for collaboration in programs such as the Green Dot Team and Safe Space Trainers to intentionally identified individuals.</i>	Assess the nature of the training groups to determine who else needs to be at the table, and offer those opportunities as appropriate. Ongoing, beginning Jan. 2018.	Dept. of SJ Center staff.
IDE	<i>Serve on campus committees (Status of Women, SEM, SIPV Task Force, etc.) which provide opportunities to engage other staff and faculty in conversations about/awareness of diversity and inclusion.</i>	SJ staff will have a presence on campus committees that relate specifically to their roles or to issues of diversity and inclusion, and will keep their colleagues informed regarding the work of those groups. Ongoing.	Asst. VC, Assoc. Dir, and SJ Center staff.
IDE	<i>Serve as guest lectures in classes, working with faculty to ensure that the “special topics” on which staff are presenting are an integrated part of the curriculum.</i>	Track all requests, topics, and numbers. Provide faculty (and class members when possible) opportunities to provide feedback. Ongoing.	Social Justice Center Coordinators and GAs, as well as specific students (DPE, RSVP Educators).

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
IDE	<i>Provide training/education to campus entities to increase their understanding and knowledge of issues of diversity and inclusion (e.g. Safe Space Training for Chancellor's and Provost's staffs, presentations on SJ Centers to various groups, etc.)</i>	Track all requests, topics and numbers. Provide attendees the opportunity for feedback. Follow up with appropriate individuals. Ongoing.	Asst. VC, Assoc. Dir., SJ Center Coordinators as requested.
IDE	<i>Consult with faculty, staff and administration on issues of diversity and inclusion.</i>	Track all requests, topics, time spent, and any known outcomes. Ongoing.	Asst. VC, Assoc. Director, Social Justice Center Coordinators.

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.

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Engineering	<i>Compile data to develop an active inclusive excellence engagement plan</i>	2017-2018 Working on developing quantifiable method for measuring D&I in each proposal	Ann Baker, Director of Advancement
Health Professions	<i>Facilitate 1-2 programs/year on topics related to inclusion/ diversity for all SHP.</i>	Completed by 06/30/18	Inclusion Committee, SHP Dean's office
Journalism	<i>As a part of the Student Development, Diversity & Inclusion Program, the School of Journalism is seeking financial support from industry partners in journalism and strategic communication to become part of a consortium that supports the program's diversity pipeline initiative. The financial support will cover internships, housing stipends, and scholarships for diverse students. The funding will also help support the administrative efforts for recruiting diverse students and support high school summer workshops.</i>	The goal is to get at least 10 consortium partners to support the program in the first year and then build from there.	Student Development, Diversity & Inclusion Program/Executive Director

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Nursing	<i>Seek outside foundational/grant support to increase research and student learning experiences with diverse populations.</i>	Number of initiatives and number of grant funding applications submitted and received relevant to diversity, health disparities, etc. that can support student diversity/cultural learning experiences and meet IDE goals (annually).	Associate Dean of Research, Associate Dean of Academic Affairs, SSON Development Office
Nursing	<i>Seek potential donors and organizations to support scholarships and SSON funding in supporting diversity initiatives.</i>	Number of donors providing funding for diversity initiatives and amount of funding; number of diversity scholarships provided for diverse students/faculty (annually).	SSON Development Office, & Diversity Recruitment and Retention Advisor
Nursing	<i>Engage diverse alumni and friends of the SSON in diversity and inclusion efforts including student and faculty mentoring, student led organizations, and in guest speakers/course offerings.</i>	Number of alumni engaged in diversity initiatives with the SSON; number of diverse students participating in mentoring and diverse student led organizations; number of guest speakers presenting on diversity related topics (measure annually).	SSON Faculty, Diversity Recruitment and Retention Advisor
TCoB	<i>Seek corporate support to increase research and student learning experience with diverse population.</i>	Student participation in corporate support initiatives relevant to diversity in business that can support student diversity/cultural	Dean, TCoB Advancement

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
		learning experiences (annually).	
TCoB	<i>Seek potential donors and organizations to support scholarships and TCoB funding in supporting diversity initiatives.</i>	Number of donors providing funding for diversity initiatives and amount of funding; number of diversity scholarships provided for diverse students/faculty (annually).	TCoB Advancement,
TCoB	<i>3 Engaging diverse alumni and friends of the TCoB in diversity and inclusion efforts including student and faculty mentoring, student led organizations, and in guest speakers/course offerings.</i>	Number of alumni engaged in diversity initiatives ⁸	Associate Deans, TCoB Advancement, Department Chairs
Law	<i>Obtained grants and funding to support diversity initiatives</i>	\$ of funding List of funded activities	Various administrators Various faculty
Law	<i>Create and maintain the Lloyd Gaines Digital Collection</i>	Description	Bassett
Vet Med	<i>Explore T32 opportunities that would increase diversity</i>	Goal to submit URM-targeted T32 application within 2 years and increase URM candidates in current CMP T32	Dean's Office and Office of Research- Dr. Chris Lorson
Vet Med	<i>NSF Fellowship</i>	Award within 2 years	Shuping Zhang
Advancement	<i>Provide a staff member to work with the Division of Student Affairs and Division of Inclusion & Equity, as a fund raiser and steward of major gifts from individuals,</i>	Now and Ongoing Increase number of initiatives, donors and gifts	Tom Hiles Vice Chancellor Mizzou Advancement

⁸ Diverse alumni engagement will be measured through TCoB's Alumni Mentorship Program (AMP) or the Recent Alumni Advisory Board (RAAB) or we could create diverse mentoring program

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
	<i>corporations, and/or foundations; Specific responsibilities include directing development activities to ensure strong, ongoing financial support for endowed programs, capital projects, and other mission-critical initiatives, such as identifying prospects through various resources and means; cultivating and soliciting major gift donors; creating appropriate methods of recognition for donors; overseeing donor records and their use; and annual fund coordination with the university development staff.</i>		
Advancement	<i>Inventory philanthropically funded programs we have for underrepresented populations</i>	2018	Kevin Heyen Campaign Manager
Advancement	<i>Inventory underrepresented populations on our volunteer boards</i>	2018	Kevin Heyen Campaign Manager
Advancement	<i>Endow faculty positions that could be used to increase our numbers of underrepresented groups on our faculty</i>	By end of campaign	Kevin Heyen Campaign Manager
Advancement	<i>Review internal procedures to be inclusive of both partners in relationship management and written communications</i>	Now and Ongoing 2018	David Moore Relationship Manager Carin Grinch Manager of Donor Relations
Advancement	<i>Increase initiatives to engage women as philanthropists and leaders</i>	Now and Ongoing	Ellen McLain ED University Programs
Advancement	<i>Inventory current and endowed funds related to D&I</i>	2018	Tom Boren Director, Advancement Services

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Advancement	<i>Seek funding to support initiatives and programs designed to serve underrepresented populations</i>	End of campaign	Tom Hiles Vice Chancellor Iris Calloway Senior Director
Advancement	<i>Scholarship Fundraising Initiatives</i>	End of campaign	Jake Logan/AVC
Enrollment Management	<i>Develop an advisory committee to assist MU Endowment in designing a plan for specific tactics that will engage diverse alumni and increase their giving.</i>	Deploy 2-3 of the identified tactics over the next 18 mos.	MU Endowment
Enrollment Management	<i>Strategically engage alumni and friends in student recruitment events</i>	Increase the presence of alumni, Extension representatives and friends at yield events where traditionally under-served populations in Missouri and neighboring states attend, in accordance with the SEM plan metrics.	Enrollment Management in conjunction with Alumni and MU Extension.
Enrollment Management	<i>Engage women alumni, international alumni, alumni from historically underrepresented populations, and alumni with diverse abilities in diversity and inclusion efforts (e.g. reunions, yield events, speaker series, recognition events, student mentoring, etc.</i>	Increase the number of diverse individuals engaged in events and activities by 2% over next year.	Alumni and Endowment
Human Resources	<i>Work with Sponsored Programs with regard to grant possibilities and Advancement for potential donors who might be interested in funding these goals</i>		

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Operations	<i>Work with IDE to bring diverse programming to campus.</i>	Annually Metric: Tickets sold	Robert Wells, manager, University Concert Series
Operations	<i>Continue to seek funding through the Olson Fund for the Arts to provide diverse programming with the other System campuses.</i>	Annually Metric: Tickets sold	Robert Wells, manager, University Concert Series
IDE	<i>Ensure that all SJ Centers have a vibrant presence on the web, in social media, and in other campus communications.</i>	Conduct evaluation of current webpages, social media accounts, etc. Update as needed. Ongoing.	All Dept. of SJ staff in collaboration with IDE MarCom staff.
IDE	<i>Ensure that all SJ Centers have marketing pieces that explain their mission, services, resources and opportunities for engagement.</i>	Conduct evaluation of current materials. Develop new resources as needed. Begin January 2018, then annual review.	All Dept. of SJ staff in collaboration with IDE MarCom staff.
IDE	<i>Work with IDE Marketing & Communication to publicize the programs, events, student stories, etc., that will “tell the story” of the work being done in the Dept. of Social Justice.</i>	Determine programs, students, staff and resources that should be highlighted. Develop timelines by semester.	All Dept. of SJ staff in collaboration with IDE MarCom staff, Office of Parent Relations, and other groups as appropriate.
IDE	<i>Develop or improve methods of tracking and maintaining contact with alums from the Center staffs, groups (DPE, RSVP Educators) and affiliated student orgs.</i>	Evaluate current methods and information. Research best ways to gather and maintain data. Ongoing.	All Dept. of SJ staff in collaboration with Alumni Office.
IDE	<i>Provide ongoing updates and/or organize events for friends and alums around Homecoming, Center anniversaries, etc.</i>	Extend reach of newsletters and social media. Ongoing.	All Dept. of SJ staff in collaboration with IDE MarCom and Alumni Office.

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
IDE	<i>Facilitate giving by having “click to donate” options on all SJ Center websites.</i>	Determine which Centers have this option, and track money donated. Ongoing.	All Dept. of SJ staff.
IDE	<i>Publicize existing opportunities for giving (gift accounts, scholarships, endowments).</i>	Develop PR pieces, utilize newsletters, etc.. Track donations. Thank donors and report how their gifts are used. Ongoing.	Assoc. Dir. SJ and other SJ staff as appropriate in collaboration with Development Office and IDE MarCom staff.
IDE	<i>Maintain the RSVP Center’s Green Dot grant and pursue other grant opportunities.</i>	Research and submit appropriate grant proposals.	Assoc. Dir. RSVP Center staff, IDE fiscal officer as well as other SJ staff.

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.

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Engineering	<i>Introduce the Inclusive excellence Framework to Faculty and Staff as well as students via 1 hour sessions</i>	Fall 2017	Tojan Rahhal, Director of Diversity and Outreach Initiatives
Engineering	<i>Present to Alumni Stakeholders, Industrial advisory boards etc about the framework, COE efforts for recruitment and outreach, and the importance of their involvement</i>	Fall 2017	Tojan Rahhal, Director of Diversity and Outreach Initiatives Dean’s Administration

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Human Environmental Sciences	<i>For work groups with historically underrepresented/underserved undergraduate/graduate students and faculty/staff to review the same data and find out what questions they would ask of the data</i>	Use of participatory action research strategies	HES Task Force on Diversity & Inclusivity
Journalism	<i>The School's Diversity & Inclusion Committee is charged with routinely engaging the faculty, staff and students on issues related to inclusion and challenges around underrepresented/underserved populations.</i>	The number of events, communications the committee uses to communicate with faculty, staff and students to engage them related to issues around diversity and inclusion.	Dean's Office/Diversity & Inclusion Committee
Journalism	<i>The dean uses the Dean's Leadership Circle to provide updates on institutional information and engages the group in critical thinking and discussion about issues of diversity and inclusion with the School, our campus community and the nation.</i>	Frequency of communication with the Dean's Leadership Council.	Office of Advancement/Executive Director for Advancement
Journalism	<i>The Missourian Board, which is the governing board of the newspaper, the Missourian, and is composed of professional journalists from around the state and the country are routinely provided updates on the institution's and engages the group in critical thinking and discussion about issues of diversity and inclusion within the School, our campus community and the nation.</i>	Frequency of communication with the Missourian Board by the dean.	Dean's Office/Dean
Law	<i>Self-study</i>	Every seven years	Lidsky

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
			Self-study Committee
Medicine	<i>LCME Action Committee reviews metrics and progress</i>	Review metrics in Inclusive Excellence plan and others required for LCME	
Medicine	<i>Empanel advisory council of international and national experts on diversity and inclusion to review progress towards goals</i>		Warren Lockette
Medicine	<i>Increase outreach to minority alumni</i>		
Nursing	<i>Identify processes and opportunities for improvement by which students, faculty, and staff are recruited, apply, are selected, and on boarded.</i>	Report on the number of diverse students admitted and enrolled in various undergraduate and graduate programs; identify initiatives to support a more diverse student pool, identify retention strategies used to support diverse students (annually). Identify various strategies utilized to support diverse faculty hires; number of diverse faculty on faculty/staff (annually)	SAP-Undergraduate Undergraduate Curriculum committee MS/DNP Curriculum Committee PhD Program Committee Faculty Search Committee Associate Dean for Academic Affairs
Nursing	<i>Determine factors related to diverse faculty, staff, and student attrition.</i>	Annually aggregate attrition data and categorize reasons for diverse faculty/staff/student attrition.	SSON Human Resources Undergraduate and Graduate Program Directors

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Nursing	<i>Create a standing Diversity Committee structure into the SSON bylaws.</i>	Creation of standing committee by end of academic year.	SSON Diversity Task Force SSON Policy Committee
TCoB	<i>Identify processes and opportunities by which students, faculty, and staff are recruited, apply, are selected, and on boarded.</i>	Report on the number of diverse students admitted and enrolled in various undergraduate and graduate programs; identify initiatives to support a more diverse student pool, identify retention strategies used to support diverse students (annually). Identify various strategies utilized to support diverse faculty hires; number of diverse faculty on faculty/staff (annually).	TCoB Recruitment Staff, Dean, Associate Dean of Graduate Programs, PhD Committee, Faculty Search Committee, Academic Units
TCoB	<i>Determine factors related to diverse faculty, staff and student attrition.</i>	Annually aggregate attrition data and categorize reasons for diverse faculty/staff/student attrition.	TCoB Director of Finance and Administration, Associate Deans
Vet Med	<i>Diversity Committee – evaluate and promote diversity among students, staff and faculty</i>	Continuous	Dean’s Office
Vet Med	<i>CVM Strategic Advisory Board – recently reconfigured to have increased diversity in Board Members and areas/interests they represent.</i>	Board currently meets bi-annually	Dean’s Office

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Vet Med	<i>Focus Groups – plan to create two focus groups this year, one in St. Louis and one in Kansas City to serve as advisors to the dean regarding recruitment, retention, and public relations</i>	Currently being determined.	Dean’s Office
Vet Med	<i>Initiated BMS Outreach Committee charged with i. Enhancing graduate student interaction/recruitment; e.g. social networking ii. Assisting in recruitment of historically underrepresented students iii. Recommending seminar speakers from underrepresented groups iv. Advising search committees on recruiting strategies toward underrepresented candidates v. Recommending departmental actions that promote inclusivity</i>	Immediate	Biomedical Sciences Department Chair
IDE	<i>Minority Staff Initiative</i>	Focus group Number/topic of recommendations Number/type of activities	Education and Outreach/IDE College of Education (Norma Jackson) Guest Relations (Shane Stinson)
IDE	<i>Analyze and share specific results of Campus Climate survey and annual reports. Work with campus leaders and stakeholders to implement necessary changes in response to findings.</i>	Evaluation surveys Climate Survey Climate focus groups	Civil Rights and Title IX/IDE

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
	<i>Disaggregate results by undergraduate, graduate/prof, faculty, and staff</i>		
IDE	<i>Create dashboard for each school,college, and division to better understand the types of reports of discrimination and violence across campus. Use the dashboards to improve transparency and help units better invest in education/outreach</i>	Evaluation surveys Data from Conduct Coordinator	Civil Rights and Title IX/IDE
IDE	<i>Create mapping rubric for identifying objectives and metrics for the Inclusive Excellence framework</i>	Completion	Assessment/IDE
IDE	<i>Create/ provide analytical support for Inclusive Excellence Council as a Chancellor's standing committee charged with writing the annual campus Inclusive Excellence plan, provide feedback on unit plans, review and make recommendations based on review of data.</i>	Annual campus plan Number of analysis projects Recommendations implemented	Assessment/IDE
IDE	<i>Provide analysis on progress towards goals outlined in MU Inclusive Excellence plan</i>	Progress report	Assessment/IDE
IDE	<i>Provide campus wide leadership on implementation of Inclusive Excellence</i>	Meetings with campus stakeholders Progress reports Recommendations implemented	Assessment/IDE

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
IDE	<i>Create diversity, inclusion, equity dashboards for schools, colleges, and functional units</i>	Specs to be completed in 2018	Assessment/IDE
Enrollment Management	<i>Develop strategic analysis of data related to under-served and under-represented undergraduate student populations as part of the Strategic</i>	Develop and deploy the analysis plan within one year.	Enrollment Management Research in conjunction with the SEM Data Committee
Enrollment Management	<i>Develop strategic plan based upon data to increase the number of under-represented faculty and staff. This includes reporting on key areas in all four dimensions of the diversity framework</i>	Documented plan that includes specific tactics. Deploy 2 of the tactics.	Human Resources with assistance from Institutional Research.
Student Affairs	<i>Division Campus Climate Data Review: Each department in student affairs will review the campus climate data; and identify recommendations for strategies and action plans for both the division and departments to be shared with division leadership.</i>	Timeframe: Spring 2018 with recommendations for strategies and actions by May 2018. Follow-up focus groups and other assessment will be addressed. Metrics: Number of meetings scheduled for data/report review; number of constituencies involved in review; number of recommendations resulting from reviews; number of strategies implemented	Student Affairs/Ashli Grabau (project manager); Inclusion Collective will provide support
Student Affairs	<i>Division-Wide Mapping Exercise: Map current work (programs and services) to the IE</i>	Timeframe: Summer 2018	Student Affairs/Ashli Grabau (project manager); Inclusion

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
	<i>Framework to identify disparities, gaps, barriers, and opportunities for students to inform priorities and revision of the inclusive excellence plan. Conduct a planning session to specifically identify strategies.</i>	Metrics: Number of meetings scheduled for mapping exercise; number of constituencies involved in mapping exercise; number of recommendations resulting from mapping; number of strategies implemented; number of process and policy reviews via mapping; number of policy and process redesign projects recommended	Collective will provide support *Requesting funding for intern.
Student Affairs	<i>Student Affairs Leadership retreat – review mapping exercise results and campus climate data recommendations and determine plan for the division (this will serve as a revised Inclusive Excellence Plan)</i>	Timeframe: Late summer 2018 Metrics: Revised inclusive excellence plan; number of strategies identified and implemented; number of process and policy reviews; number of policy and process redesign projects implemented	Student Affairs/Ashli Grabau (project manager); Inclusion Collective will provide support External facilitator (ex. Tara Warne-Griggs)

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

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
A&S	<i>Create MU Art on the Move, the outreach arm of the School of Visual Studies. Will reach rural and underserved communities.</i>		Director of School of Visual Studies
Education	<i>Create a “Grow Your Own Initiative” where Mizzou intentionally recruits students from historically underrepresented/diverse populations throughout Missouri. The idea is to train these students to go back into their communities to teach, start businesses, work, serve, etc.</i>	Number of students from underrepresented groups Number of scholarship recipients in Dorsey Scholars Program. Number and scope of existing partnerships with non-traditional/diverse agencies and organizations. Number of new partnerships established	Smotherson, Metz, and Lannin
Education	<i>Create a “Teach in Hannibal, “Teach in Kansas City” Program that is modeled after Teach Abroad Programs, but will foster teaching in rural and urban settings.</i>	Number of participants in programs directed at diverse/underserved populations	Smotherson, Metz, and Lannin

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
		Number and type of communication about programming for diverse/underserved populations Funding rates for programming serving diverse/underserved populations <i>Timeframe:</i> Annual	
Engineering	<i>STEM CUBS</i> – a K-5 camp primarily focused on underserved and underrepresented students from Missouri. This is a collaborative project between College of Education, Division of IDE, and College of Engineering that provides STEM activities in a Saturday camp-3x a year- to underrepresented and underserved students in the community.	STEM CUBS v1.0 was this past July with over 200 applications. We were only able to accept 60 students due to budget limits. This is a great method to engage K-5 students in STEM at an early age. Research shows that children, particularly minorities in STEM and young girls, disengage from STEM as early as 3rd grade.	Tojan Rahhal, Director of Diversity and Outreach Initiatives
Engineering	<i>High School Day</i> - Weekend day camp that explores Mizzou and the CoE, Generates interest among Missouri students in Engineering and Mizzou. Builds relationships and creates a positive image for Mizzou with school counselors.	Engagement, attendance, applications, enrollment rates at MU COE	Recruiter Engineering Student Council

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Engineering	<i>High School Engagement via the annual COE Summer Camp has limited Diversity Scholarships to assist underserved/underrepresented students to attend</i>	Engagement, attendance, applications, enrollment rates at MU COE	Recruiter
Engineering	Mother Daughter Day - open to all of Missouri to provide STEM experience to prospective female engineers. Middle school age group. Women in Engineering Program	Engagement, attendance, applications, enrollment rates at MU COE	Tojan Rahhal, Director of Diversity and Outreach Initiatives
Human Environmental Sciences	<i>To offer service learning course redesign and research grants that would enhance outreach to diverse populations in Missouri</i>	# of courses that focusing on student learning with outreach components starting next academic year	Associate Dean for Research and Graduate Studies in HES HES Office for Community Engagement
Human Environmental Sciences	<i>Maintain wide array of ongoing projects that provide services, interventions, capacity-building and other forms of assistance to underserved and diverse populations through Missouri</i>	Ongoing activities involving communities and groups throughout the state, urban and rural.	Faculty Center for Family Policy and Research HES Extension
Journalism	<i>Continue outreach to underserved/diverse populations through the School's media outlets, which are an integral part of their outreach responsibilities to the communities they cover.</i>	The number of stories on underrepresented/underserved communities, issues and topics.	KBIA/KOMU/Missourian/News Directors, General Managers
Law	<i>Provide veterans with legal support through the Mizzou Law Veterans' Clinic</i>	From 2014 to present # of veterans served Outcomes for clients # of students in clinic	Drake
Law	<i>Provide underserved populations with access to mediation services through mediation clinic</i>	Description	Levin

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Law	<i>Family Violence Clinic serves underrepresented and underserved populations across Missouri</i>	1999 – ongoing Description of activities	Beck
Law	<i>Support underserved / underrepresented community business owners with legal issues through the Entrepreneurship Legal Clinic (ELC)</i>	List of activities	Niemann
Law	<i>Provide underserved and underrepresented populations with legal services through the Innocence Clinic</i>	Description # of clients served Demographics of clients	Uphoff
Law	<i>Provide underserved and underrepresented populations with tax services through the Volunteer Income Tax Assistance Program (VITA)</i>	Description # of clients served Demographics of clients	Cecil Andrew Zumwalt Judy Todd
Law	<i>Provide underserved and underrepresented populations with estate planning services through the Pro Bono Estate Planning Program</i>	Description # of clients served Demographics of clients Expenditures	Cecil Clark
Law	<i>Support the South Africa Summer Study Abroad Program</i>	Description Student attendance numbers	Levin Uphoff
Law	<i>Develop and maintain law teaching program at Frederick Douglass High School</i>	Since 2012 Description	Mitchell Henson
Medicine	<i>MedZou: student organized and run free clinic</i>	Since 2008 has served over 1,700 individuals	
Medicine	<i>Begin tracking faculty involvement in the community</i>		
Medicine	<i>Begin planning other Missouri medical schools to determine how cooperation might help reduce health disparities among underserved populations</i>		

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Nursing	<i>Evaluate existing and new partnerships with non-traditional/diverse agencies and organizations.</i>	Number and scope of existing and new partnerships with non-traditional/diverse agencies and organizations (annually).	Dean, Associate Dean of Academic Affairs, Associate Dean of Research
Nursing	<i>Increase awareness of, participation in, and benefit from programming among underserved/diverse populations</i>	Number of participants in programs directed at diverse/underserved populations (annually).	Dean, Associate Dean of Academic Affairs, Associate Dean of Research
Nursing	<i>Ensure equitable funding for programming serving underserved/diverse audiences</i>	Number and type of communication about programming for diverse/underserved populations (annually) Funding rates for programming serving diverse/underserved populations (annually).	Dean, Associate Dean of Academic Affairs, Associate Dean of Research
TCoB	<i>TCoB recruiters visiting highly diverse Missouri high schools, increasing follow up with a focus on underserved/diverse populations</i>	Work with campus to identify high schools for recruitment efforts by TCoB staff.	TCoB Recruitment Staff
TCoB	<i>Continue building TCoB relationship with Diversity Awareness Partnership to expand to an explore business program⁹</i>	Continue Explore Accounting and add an additional explore program each academic year	Academic Department
Vet Med	<i>VHC Shelter Medicine Program: The program provides exceptional medical care to shelter animals throughout mid-Missouri</i>	Continuous	Dr. Amie Burling

⁹ Diversity Awareness Partnership – Columbia <http://dapstl.org/columbia/>

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
	<i>through: preventive medicine service to animal shelters and spay/neuter ~130 shelter animals a month, stops the birth of many more unwanted dogs and cats in the process, saves lives by preventing disease outbreaks.</i>		
Vet Med	<i>Annual CVM Open House: An educational event geared toward the general public that highlights the veterinary profession and its role in animal health and disease prevention. Serves the community by educating about animals and public health.</i>	Reaches ~3000 people. One Saturday every April	Office of Academic Affairs, Office of Student Affairs, Dr. Linda Berent, Dr. Angela Tennison, Doug Tindall
Vet Med	<i>4H Dog Days Summer Camp for children 12-16 years old. The program reaches out to Missouri children to encourage and support interest in the veterinary profession.</i>	summer	Office of Academic Affairs, Dr. Linda Berent, Doug Tindall
Vet Med	<i>Veterinary Online Programs The program provides veterinary technicians the opportunity to complete their BS online, or to obtain a MS Degree. It reaches out to underserved communities for the training they need to apply. Graduate veterinarians may earn a MS Degree. The program also provides pre-veterinary elective courses online.</i>	Benefits Missourians by providing professional level advanced veterinary training to Missourians while they maintain their principal residence and employment.	Dr. Laurie Wallace
Vet Med	<i>Preceptorship program: Four week placements with veterinarians throughout the state and nation, in rural, suburban and urban locations in practice and non-practice environments.</i>	Veterinary students are required to complete 4 weeks of evaluated/graded preceptorship time to meet graduation requirements.	Office of Student Affairs, Dr. Angela Tennison

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
		Students most often complete more than 4 weeks.	
Vet Med	<i>Student Leaders Meetings: student leaders gather with the dean to share diverse student perspectives and hear concerns.</i>	Fall and Spring meetings with the dean	Offices of Student Affairs, Alumni Affairs, and Dean, Dr. Linda Berent, Dr. Angela Tennison, and Interim Dean Henry
Vet Med	<i>Initiate Seminar Speaker exchange program with colleges representing/ underrepresented /underserved populations</i>	1 for 1 exchange annually	BMS Outreach Committee and Seminar Coordinator
Advancement	<i>Engagement Officer- Get alumni and parents more engaged with MU as volunteers, ambassadors, supporters. Targeting international, historically underrepresented populations and diverse abilities alumni and parents through diverse and inclusive efforts (e.g. Reunions, yield events, recognition events, student mentoring etc.).</i>	Now and ongoing	Todd McCubbin/AVC Iris Calloway/Sr Dir
Enrollment Management	<i>Leverage the newly rejuvenated partnership pilot between MU Extension and Enrollment Management</i>	Increase the number of engagements in high schools and Extension events by 2% by May 2019.	Enrollment Management and MU Extension
Enrollment Management	<i>Continue to leverage Missouri College Advising Corps success in creating college-going rates among under-served communities in Missouri.</i>	Increase the number of schools served by the Missouri Advising Corps by 2 partner high schools.	Missouri College Advising Corps in Enrollment Management.

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Enrollment Management	<i>Expand MizzouMACC</i>	Expand the Community College Pathways Program to include one additional community college, leveraging fully online degree programs and enhance service to students who are place-bound.	Enrollment Management in conjunction with the Vice Provost for Undergraduate Studies.
International Programs	<i>Lincoln-University of Missouri Partnership</i>	2017 and ongoing # of jointly-sponsored public events # of people attending these events # of external grant proposals submitted # of external grant proposals approved/funded.	
IDE	<i>BackTALK: Youth Equity Project: (Initiative that supported students in creating art that centered on their experiences in regard to Inclusion, Diversity, and Equity)</i>	27 Total youth engagements (workshops, outreach) 151 total youth participants (high school and middle school students) 2017 was pilot year	Access and Leadership/IDE Community Partners: Rock the Community, City of Columbia, Central Missouri Community Action, MU Extension Family Impact Center, Heart of Missouri United Way, Jabberwocky
IDE	<i>STEM Cubs: a free engineering day camp that serves students in grades K-5 on the University of Missouri's campus at the College of Engineering. STEM Cubs seeks to</i>	K-5 students 200 applications received 60 students accepted	College of Engineering (Dr. Tojan Rahhal) Access and Leadership/IDE

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
	<i>engage elementary aged-students from underrepresented and low-income backgrounds in STEM activities.</i>	22 schools represented 52% female; 48% male	(provides outreach, program evaluation, and program support)
IDE	<i>Emerging Leaders Conference: is a summer camp for high school students across the state of Missouri. This program exposes minority students interested in public policy and pre-law to rigorous policy planning and engagement with Missouri state legislators. Students are also exposed to unique cultural benefits of Mizzou's campus that includes comprehensive education on the college planning process and how to access college.</i>	More than 200 student participants since 2015 across the Bootheel Region, Columbia Region, Kansas City Region, St Louis Region. Students are surveyed: results suggest that experiences at MU positively impact their decision to enroll at MU as undergraduates	Access and Leadership/IDE Missouri Legislative Black Caucus Student Affairs
IDE	<i>Missouri Science Technology Engineering Arts and Mathematics (MoSTEAM) is a state-wide initiative that focuses on exposing middle grades and secondary students to STEAM related academics and enrichment activities. This program is unique in its outreach in that it aims to target first-generation college students and students in rural areas throughout Missouri</i>	Web-based portal to track student engagement and matriculation within STEAM related coursework on the collegiate level	Access and Leadership/IDE
IDE	<i>MAC Scholars panel presenter</i>	Annual appearance on a panel	Education and Outreach/IDE
IDE	<i>4H Latino Youth, College within Reach Advisor/Mentor</i>	Number of participants Number of participants	Education and Outreach/IDE (Alejandra Gudiño)

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
		matriculating at postsecondary institution	
IDE	<i>Collaborate as needed with IDE: Access and Leadership</i>	Evaluation reports	Civil Rights and Title IX/IDE
IDE	<i>Provide analytic support for community partners working with underserved populations</i>	Consulting meetings to craft metrics/dashboards	Assessment/IDE
IDE	<i>Provide process support for program evaluation working with underserved populations</i>	1-2 projects with community/city/corporate partners	Assessment/IDE
IDE	<i>Participate in opportunities to provide information regarding social justice services and resources at MU by participating in orientation and recruitment events on and off campus (Summer Welcome, Tour Team tours, United Ambassadors, etc.).</i>	Track all participation. Gather contact info at SW and other tabling events to allow for communication with potential students. Ongoing.	Asst. VC, Assoc. Director, SJ Center Coordinators and GAs.
IDE	<i>Market events such as the annual Black Family Reunion, or the recent LGBTQ Resource Center Homecoming Social as well as Center anniversaries and special events to friends and alums.</i>	Compile a schedule of events to publicize. Track to whom info is sent, and whether or not those individuals respond and/or participate. Ongoing.	All Dept. of SJ staff in collaboration with Alumni Office and IDE MarCom.
IDE	<i>Collaborate with Division and campus colleagues to sponsor major speakers and cultural events, in conjunction with events before and after.</i>	Gather attendance data at all events, tracking who attended pre and post events as well as main event. Yearly.	All Dept. of SJ staff.

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
IDE	<i>Provide resources and referrals to other communities regarding issues of diversity and inclusion (e.g. engagement with high school students on campus tours or during summer programs, consultation with public schools on resources for lgbtq youth, etc.).</i>	Track all requests, including group or individual making request, topics, materials sent or other referrals made and time spent in response. Ongoing.	All Dept. of SJ Center staff.

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

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Education	<i>Create a coalition of consultants who create and implement professional development across Missouri around inclusion, diversity, equity. This coalition can divide into divisions to meet the needs of communities, schools and Universities.</i>	Number of IE presentations broken down by constituency Number of IE partnerships developed broken down by constituency Number of partnerships with non-profits designed to benefit underserved/diverse populations. Number of cross-system collaborations on diversity and inclusion efforts	Clifton Regional Professional Development Center-Vandelicht

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Engineering	STEM CUBS – a K-5 camp primarily focused on underserved and underrepresented students from Missouri. This is a collaborative project between College of Education, Division of IDE, and College of Engineering that provides STEM activities in a Saturday camp-3x a year- to underrepresented and underserved students in the community.	STEM CUBS v1.0 was this past July with over 200 applications. We were only able to accept 60 students due to budget limits. This is a great method to engage K-5 students in STEM at an early age. Research shows that children, particularly minorities in STEM and young girls, disengage from STEM as early as 3rd grade.	Tojan Rahhal, Director of Diversity and Outreach Initiatives
Engineering	Visiting schools in Missouri Dean Lobo and our Engineering Ambassadors visits several schools in KC and STL as well as Jeff City and Fulton (i.e. All-girls school: St. Theresa’s High School)	2016- on going Track how many students we have enrolled from these schools before we started visiting them and how many we have after the visits.	Dean Lobo Stephanie Praschan, Director of Advising Hani Salim, Associate Dean of Academic Affairs
Human Environmental Sciences	<i>Using Extension as the means, collaborate with local social workers who may be members of government entities or non-profit agencies</i>	# of contacts, # of clients served, # of faculty and staff involved	School of Social Work
Human Environmental Sciences	<i>For rural Missouri, work with Extension and have social work students perform community assessments with a focus on underserved populations</i>	# of assessments completed, # of students and faculty involved, # of potential clients served by assessments	School of Social Work
Journalism	<i>Through the dean’s work with the Missouri Press Association, the Missouri Broadcasters Association and the Missourian Publishers Association, he</i>	Accomplishments on diversity, inclusion, and equity in the School of Journalism and the University.	Dean’s Office/Dean

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
	<i>provides leadership by providing regular updates with these organizations on the School's and University's efforts on diversity, inclusion and equity. He stresses the importance of the work taking place in the school and the university in these areas and updates accomplishments on these topics.</i>		
Nursing	<i>Engage local business, government entities, and non-profit groups in learning about and applying the Inclusive Excellence framework</i>	Number of IE presentations broken down by constituency (annually).	SSON Faculty
Nursing	<i>Partner with international, state, and local non-profits to benefit underserved/diverse populations</i>	Number of IE partnerships developed broken down by constituency (annually).	SSON Faculty & Staff
Nursing	<i>Educate elected officials about inclusive excellence</i>	Number of partnerships with non-profits designed to benefit underserved/diverse populations (annually).	SSON Students & Faculty
Nursing	Number of cross-system collaborations on diversity and inclusion efforts (annually).	Number of cross-system collaborations on diversity and inclusion efforts (annually).	
Nursing	<i>Increase opportunities for UM faculty/clinicians working in inclusion, diversity, and equity to apply research to improve experiences and outcomes for underserved/diverse populations</i>	Number of/list of research initiatives focused on underserved/diverse populations (annually).	SSON Faculty
Nursing	<i>Collaborate with UM faculty/clinicians working in STEM or other fields not</i>	Number of/list of collaborations within STEM fields focused on	SSON Faculty

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
	<i>explicitly tied to inclusion, diversity, and equity to apply research to improve experiences and outcomes for underserved/diverse populations.</i>	outcomes for underserved/diverse populations.	
TCoB	<i>Develop leaders in Missouri business through execMBA program that fosters inclusion, diversity, and equity as a best practice in business</i>	Data already gathered as part of accreditation process	Associate Dean of Graduate Programs, execMBA
Law	<i>Host symposia that involve diversity issues</i>	List of symposia	Journals Veterans' Clinic
Law	<i>Faculty are writing about diversity issues in blogs</i>	Examples	Crouch
Law	<i>Faculty present on diversity issues at local, regional, national, and international venues</i>	List of presentations	Various faculty
Law	<i>Provide financial support for events that promote diversity</i>	List of donations	Lidsky
Vet Med	<i>Women's Veterinary Leadership Development Initiative Club: for all students and interested veterinarians</i>	Students are in process of gathering documents to petition for the club.	Office of Student Affairs, Dr. Angela Tennison
Enrollment Management	<i>Engage local business, government entities, and non-profit groups in learning about and applying the Inclusive Excellence framework by starting a conference series.</i>	Hold one, state-wide conference for community leaders, showcasing UM faculty research findings and providing hand's-on exercises designed to increase the understanding of the Inclusion Excellent framework and how to apply the principles practically in communities.	Division of Inclusion, Diversity and Excellence in conjunction with MU Extension.

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
Enrollment Management	<i>Educate elected officials about inclusive excellence positive impacts on economic development and opportunities.</i>	Host one, forum for elected officials at all levels, but especially focused on state representatives and senators.	UM Inclusion, Diversity and Excellence in conjunction with MU Extension and the IDE units from all four campuses.
IDE	<i>BackTALK Professional Development session at Columbia Boys & Girls Club</i>	27 B&G Staff members trained 98% of participants said yes the training increased their understanding of the topic (Asset-based approaches to working with students) 98% of participants said that they could apply what they learned on their own at work or in research	Access and Leadership/IDE Boys & Girls Club
IDE	<i>Create diversity and inclusion programming that both the campus and the Columbia community and discussions, such as the Breaking Barriers series and the DAP Dialogue series.</i>	Number of speakers per year Number of attendees at events	Education and Outreach/IDE Diversity Awareness Partnership (DAP)
IDE	<i>Provide capacity building professional development</i>	Number of events Number of participants 100 people at Nursing Outreach Conference	Education and Outreach/IDE

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
IDE	<i>Provide education and leadership training to MU Extension employees/offices throughout Missouri</i>	Evaluation survey Numbers of participants Numbers of events Content inventory	Civil Rights and Title IX/IDE
IDE	Partner with Diversity Awareness Partnership and Heart of Missouri United to spread the implementation of the Inclusive Excellence framework throughout Columbia and mid-Missouri region	Number of active partnerships Progress reports Consulting meetings	Assessment/IDE
IDE	<i>Present at local, state, regional and national conferences and/or assume leadership roles in professional organizations.</i>	Create an ongoing database of staff who have presented, or will be presenting and/or are involved in leadership roles.	Asst. VC, Assoc. Dir., SJ Center staff and GAs.
IDE	<i>Continue to host conferences or provide networking opportunities such as the Show Me Pride Summit or the Green Dot Networking reception, both held recently in collaboration with the state wide organization PIP (Partners in Prevention).</i>	Collect evaluations and/or satisfaction data regarding most recent events to use in future planning. Debrief events at their conclusion. Ongoing.	SJ Center Coordinators.
IDE	<i>Maintain relationships with other campuses throughout the state either through shared missions and goals, or through participation in statewide organizations such as PIP or MCADSV.</i>	Ongoing.	All Dept. of SJ staff.
IDE	<i>Serve as consultants to other campuses throughout the state (and nation, when asked), on inclusion and diversity initiatives, social justice centers, programs and initiatives, etc.</i>	Centers track own consultations and communications, including group and topic. Ongoing.	All Dept. of SJ Center staff.

Responsible Unit	Initiatives and Actions	Measurement and Timeframe	Process Owner
IDE	<i>Participate in community or state initiatives such as TED Talks, "Her Tomorrow", and others.</i>	Track attendees and utilize any available contact data to forward additional info. Ongoing.	Assoc. Dir., SJ Center Coordinators

Request for Inclusive Excellence Funding

Responsible Unit	Initiatives and Programs	Justification	Metrics and Timeline	Process Owner	Anticipated Costs	Funding Requested
A&S	Inclusive Teaching Practices/General Education	A&S has made significant progress with development of diversity intensive (DI) classes, including in general education, but neither the campus nor the college has fully addressed or systematically tracked whether our general education courses as a whole employ Inclusive Teaching best practices.	Immediate implementation Metrics: # of instructors trained in inclusive best teaching practices and # of student credit hours taught by instructors using inclusive best teaching practices	Dean	\$100,000 annually for 3-5 years	\$75,000 annually for 3-5 years

		A&S proposes immediately hiring two half-time Faculty Fellows for Inclusive Teaching Practices (one in arts and humanities, one in the sciences, broadly defined). These two fellows will share best practices for inclusion and diversity with instructors teaching general education courses, thus serving the entire campus.				
A&S	Inclusive Excellence in Advising	Academic and career advising is central to student success, but is often overlooked in regards to inclusive excellence. Challenges within the College of Arts and Science are two-fold: (1) Some A&S advisors have more than double the number of students, as compared to national norms. Such	Immediate implementation Metrics: first-year retention of underrepresented students and four-year graduation rate of underrepresented students.	Dean Assistant Dean for Advising	\$160,000 annually	\$120,000 annually

		<p>workloads likely have the greatest impact on our underserved students, who often need more intensive advising. (2) A&S currently has no advisors from underrepresented populations. These two factors suggest that we can do much better in serving our underserved students. We propose hiring three new academic advisors with expertise in inclusive excellence. These advisors will serve undergraduate students and help lead efforts to provide professional development opportunities related to inclusive excellence within A&S advising.</p>				
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A&S	Michael A. Middleton Center for Race, Social Justice and Citizenship	<p>The Michael A. Middleton Center for Race, Social Justice and Citizenship will focus on promoting dialogue and other forms of discourse on the enduring issues that threaten the sanctity of national and trans-national identities. The Middleton Center will attract and welcome a multitude of perspectives and ideas that allow for a robust engagement in critical conversations around race, identity, and social justice in America.</p> <p>The Centers scope includes research and creative activity, outreach and engagement, and curriculum development.</p>	The Center’s activities would be rolled out over a period of 3-5 years. Metrics include research productivity related to the mission of the Middleton Center, number of faculty, staff, students, and community members served with its programming, etc.	Dean Chair of Department of Black Studies	<p>Annual costs could range from \$50K to \$250K, depending on scope.</p> <p>Significant opportunities for fund raising to support the Center long term.</p>	\$50K, annually

		A full proposal is available, including a list of more than 65 faculty and staff, from almost all schools and colleges, who endorse the creation of this center.				
CAFNR	Focus groups	Determine needs of our underrepresented students	Spring 2018; assessment report by end of semester	CIDC	Food for group meetings	\$250
CAFNR	Travel money for faculty recruitment of graduate students	Most minority serving undergraduate institutions don't have funds to pay for travel costs for visiting speakers	2018-2019 academic year; each division to determine a list of institutions to visit; goal of one visit per division	Directors of Graduate Studies for each division	Travel costs (gas, meals, lodging)	\$5000
CAFNR	Money to fund the visit of a noted CAFNR or MU alum from an underrepresented group to give a talk/lecture and meet with	Have the opportunity to hear perspective of an alum in the field who has dealt with issues that may be facing our students; give our underrepresented students a role model	2018-2019 academic year	Office of Development	Travel costs, meals, lodging, honorarium	\$2000

	faculty and students					
Health Professions	<u>Access and Success</u> Create and implement <i>Summer Discovery for Health Professions</i> , a multi-day program of hands-on learning and relationship building (with current students and faculty), aimed at current MU students from UR/US backgrounds.	We believe there are many MU students from UR/US backgrounds, including those in our BHS in Health Science program, who have the interest and talent to succeed in our professional programs but need additional information and support early in their UG education. This program would provide them with a link to SHP and our programs.	Plan completed by 06/30/18 Program implemented in Summer 2019	SHP Student Services and Recruitment, SHP Departments	Total Anticipated Costs and Funding Requested: \$20,195 (see attachment 1)	
Health Professions	<u>Access and Success</u>	These events are designed to address one of the key factors that contribute to		SHP Inclusion Committee –	Total Anticipated Costs: \$5,000; Funding	

	<p>Belonging-focused activities</p> <ul style="list-style-type: none"> • Implement at least 3 academic-focused events, including 1 live presentation and 2 Twitter events. • Plan and implement “Seeing your Future in SHP” Fall Welcome event. • Create 1-2 opportunities for socializing/professional networking with alumni. <p>Hold 2 social events to build community among students,</p>	<p>students’ persistence and success in college – a sense of connection with their peers and academic unit.</p>	<p>Three events implemented by 06/30/18</p> <p>Event planned in Spring 2018, implemented in August 2018</p> <p>One to two events with alumni held by 06/30/18</p> <p>Two student-focused events, including 1 specifically for transfer students, held by 06/30/18</p>	<p>Belonging Subcommittee</p>	<p>Requested: \$3,000</p>	
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	including 1 specifically focused on transfer students.					
Health Professions	<p><u>Access and Success</u></p> <p>Advance holistic admissions (HA) approach across SHP professional programs by hiring staff person to facilitate work, including:</p> <ul style="list-style-type: none"> • Gathering resources on programs using HA nationally. • Engaging faculty in 1-2 learning experiences about HA (e.g., presentations) 	<p>We are requesting funding for a 1.0 FTE staff position, to hire an individual who can lead our professional programs' transitions to a HA approach for admissions. Our programs are already implementing some processes to increase student diversity, but we need expertise and dedicated FTE to fully transition to HA. We believe work in SHP can then serve as a model for other programs across campus and nationally seeking to implement HA.</p>	<p>Staff hired – 02/28/18</p> <p>Process initiated – 05/31/18</p> <p>Admissions practices revised and implemented through 05/31/21</p>	<p>SHP Inclusion Committee – Holistic Admissions subcommittee, SHP Dean's office</p>	<p>Total Anticipate Costs and Funding Requested: 1.0 FTE staff annual salary and benefits for 3 years (estimated salary range: \$50,000-70,000) (see attachment 2)</p>	

	<ul style="list-style-type: none"> • Documenting current admissions practices. • Evaluating program mission and vision in the context of HA, and Revising admission practices to implement holistic review.					
Medicine	Increase Chancellor's Diversity Hiring Support Initiative by two additional underrepresented minority faculty every year for 5 years	Increase underrepresented minority faculty in SoM	Successful hires	Dean	\$50k/year = \$100k/year	\$100k/year for 5 years
Law	The Law School requests that the University increase the average level of funding for diversity scholarships and	With law school applications down nationwide, there is intense competition for recruitment of diverse law school classes. Recent events at MU have	Three years (so incoming 1L students will have benefits for all of law school) Headcount to show increase in percentage	Lidsky Admissions Office Admissions Committee	\$1,369,286 This number represents the total of the past three years of money spent on diversity	\$273,857 This number represents a 25% increase each year for three years.

	tuition waivers by 25% for the next three year	exacerbated existing difficulties and also have highlighted the importance of diversity efforts	enrollment of students from underrepresented racial and ethnic populations		scholarships and tuition waivers plus a 25% increase	
Law	VAP Program The Law School requests funding to develop a Visiting Assistant Professor Program that seeks to identify up-andcoming faculty from underrepresented / underserved populations and provides a two-year faculty position	A two-year faculty position will allow those new faculty members the opportunity to work on research and increase their teaching experience so that they are more marketable	Two years	Lidsky Litton	\$200,000 (funding position for two years)	\$200,000
Law	Staff Position The Law School requests funding to hire a Diversity Coordinator or Academic Success Director	Academic success initiatives take into account race, gender, and performance on standardized tests that have differentiated outcome based on race and gender. A new staff member will help coordinate	The Law School would like to hire for this position to start in Fall 2018. The law school will review the job duties and reporting structure for this position by Spring 2018	Lidsky Mitchell Academic Success Committee Diversity Committee	Funding per year would be \$80,000 per year; the Law School asks this position be funded for two years	\$160,000

		diversity initiatives and facilitate training of faculty and staff. The Diversity Coordinator position existed previously at the Law School, but was cut as part of budget cuts				
Law	Diversity Grant The Law School requests that the University match the Shook, Hardy & Bacon diversity grant that the Law School receives yearly	The Law School currently receives an annual \$10,000 diversity grant from Shook, Hardy Bacon which funds, in part, facilitated study groups for academic success, diverse students' unpaid clerkships at the Missouri Supreme Court, and Black Law Student Association's participation in regional competitions. Doubling this funding would support additional facilitated study groups and at least one additional summer internship.	Two years of grant match Will collect metrics about demographics and continued success of students participating in facilitated study groups	Lidsky Key Academic Success Committee Diversity Committee	\$40,000	\$20,000 (matching \$10,000 grant over two years)

		The funding of the unpaid clerkship is invaluable not just to the student's success, but also to the state because it places diverse candidates in unpaid positions they otherwise could not afford to accept				
Law	Film Series The Law School requests funding to support further development of Law & Film Diversity Series	<p>The Law School diversity committee engages faculty, staff, and students through films and discussion. The diversity committee plans to show a documentary film that deals with issues of diversity and the law each month. The funds would pay for educational licenses to show the films and bring in one director per year. The Law School would also like to partner with the True / False Film Fest to (1) show a law and</p>	<p>The Law School has scheduled five films for the 2017-2018 academic year with one potential director visit. The Law School will extend this number to eight films for the 2018-2019 academic year. The Law School will keep data on attendance and discussion facilitators</p>	Diversity Committee	\$10,000	\$5,000

		diversity film at the law school during the festival, and (2) provide discounts to law students to view films at the festival. Collaboration with True/False would require additional funding in coming years				
Law	Diversity Training The Law School requests funding to support faculty & staff diversity and sensitivity training	The faculty of the Law School are primarily white and disproportionately male, and the staff of the Law School are primarily white and disproportionately female. Student groups have requested that the faculty and staff have multiple opportunities (and perhaps even be required) to attend diversity / sensitivity training to better be equipped to teach and interact with students that come	The Law School will develop a plan for diversity sensitivity training by Spring 2018	Lidsky Diversity Committee	\$5,000	\$5,000

		from underrepresented/ underserved populations				
Law	Lunch & Learn The Law School requests funding to develop a lunch and learn diversity series	This would be a regular opportunity for 1L students and faculty to meet for lunches to have casual discussions of diversity issues in the news or at the Law School	The Law School will keep a log of attendance, topics covered, and participants.	Diversity Committee	\$5,000	\$5,000
Law	Pre-Orientation The Law School requests funding to support for a preorientation program for underserved / underrepresented	The Law School previously had oneweek program called "Catalyst." The new program is needed to give confidence and law-school-ready experiences to underserved / underrepresented students prior to orientation	The Law School will redevelop this program to get buy-in from faculty, staff, and students and launch a new program in Summer 2019	Lidsky Mitchell Diversity Committee Academic Success Committte	\$10,000 per year	\$20,000
Nursing	Increase participation of diverse nursing undergrads in N4970 Study Abroad program;	Our Study Abroad program shows promise to increase cultural	2 trips in 2018; will conduct mixed-methods evaluation w/ cultural competency	School of Nursing; Dr. Bloom will take lead & involve N4970 faculty &	Support for diverse undergrads to study abroad (\$1500 X6); travel for grad	\$23,700

	involve graduate students in program & mentoring of diverse undergrads & educational & global health research	competence, ¹⁰ but more data needed. Study Abroad students are traditionally non-diverse, often due to financial barriers. Will support a future publication & extramural grant submission to Nat'l League for Nursing.	measures and qualitative interviews, including longitudinal follow up w/ participants X 1 year	graduate students	students (\$4500 X2); travel for faculty (\$4500 x 2) research related costs (recorders, analysis software; incentives for longitudinal follow up, etc. (\$1200)	
Nursing	Increase outreach to underrepresented and first generation college students at targeted high schools in Missouri (i.e. high schools with diverse student populations).	² DNP 2017 alumna Crysti Danahy conducted a DNP project that successfully implemented a 4-session "Nursing BootCamp" in a high school with a large Hispanic student population. At the conclusion of her pilot program, 57% of students indicated a desire to pursue/explore a nursing major upon	Overall objective: to diversify the nursing workforce MUSSON Aims to increase the number of diverse nursing students (undergrad) - which will in turn increase the pipeline for diverse graduate nursing students.	MUSSON : Maith Enriquez and Urmeka Jefferson will lead and involve current diverse nursing students in the outreach program.	Support for implementation of a program modeled on the successful DNP alumna project. We propose to implement at two high schools in Kansas City, Missouri with diverse student populations. Anticipated costs: Travel (mileage):	\$5,472

		high school graduation.			\$912 Printing and Supplies: \$400 Lunches (8 sessions x \$300): \$2,400 Stipends for current MU students participation in outreach program (\$50 per session x 4 MU students): \$1,600 Door prizes for each session: \$160 (\$20 x 8 sessions)	
International Programs	Lincoln – University of Missouri Partnership	Funding needed to provide staff support, marketing, communication	Annual for the next three years. Thereafter, the project will be externally-funded Outcome measures: # of people attending events	VPIP	\$30,000	\$15,000

			# proposals submitted – and total external funding awarded			
IDE	Assessment GA	The 5 Social Justice Centers offer a vast array of programs and services. This GA would assess needs of students as well as effectiveness of efforts for all Centers.	Request is for GA to begin Aug. 2018 and continue for 12 months, 20 hrs./wk.	Dept. of Social Justice, Assoc. Director	\$26,000 (projected GA salary for next year ofr 12 month, 20hr./wk. GA)	\$26,000
IDE	Student PR staff	The SJ Centers need to be able to have PR pieces (fliers, posters, stories about events, etc.) as well as a vibrant social media presence.		Coordinators of the 5 SJ Centers, Assoc. Director, working with IDE Marketing/ Communication staff for training	\$51,200 (5 staff, each working 12hrs./wk., 32 wks./yr. @ \$10/hr.	\$51,200
IDE	I MACS	In order for the PR staff to do the work being asked, they will need design I MACS.	Computers would be purchased spring 2018. They would also be available for use by student organizations affiliated with the SJ Centers.	Coordinators of the 5 SJ Centers	\$10, 495 (5 computers x \$2,099)	\$10,495
IDE	Design software	The needed design software, Adobe	Software would be purchased at the	Coordinators of the 5 SJ Centers	\$2,500	\$2,50

		Creative Cloud, requires an individual license for each computer.	time of the computer purchase, and funded for 5 yrs.		(\$100/computer for 5 computers for 5 yrs.)	
	Signature Cultural Events and Workshops	The Dept. of SJ will sponsor signature events and workshops to help raise awareness of and interest in inclusion and diversity issues.	Programs will take place in Spring 2018 or Fall 2019. The main event will have smaller events leading up to and following it to maximize the impact.	SJ staff	\$50,000	\$50,000
IDE	Advisory Board Retreats	Each SJ Center is establishing an Advisory Board of faculty, staff, students and community members. The Retreat will be the initial meeting of those groups, needed to set goals and plan.	Retreats will occur Spring/Fall 2018	Dept. of SJ staff; Asst. VC	\$5,000 (food, materials for 5 Boards of 10-20 people)	\$5,000
IDE	Dept. of SJ Marketing Plan	The individual SJ Centers have strong brands, but the Dept. itself has been in existence less than 2 yrs., and needs to develop its brand as well.	Ongoing, beginning Spring 2018 or Fall 2018	Assoc. Director, SJ & Asst. VC working with IDE Marketing/Communication staff.	\$8,000 (open house, brochures, PR/MU Info, branding swag, etc.)	\$6,000

IDE	Mentorship/student staff training program	The SJ Centers rely heavily on student staff. This initiative will encourage a stronger investment in/ commitment to the work.	Ongoing, beginning Fall 2018 (planning Spring 2018)	All Dept. of SJ staff; Asst. VC	\$12,500 (\$2,500/Center for food, materials, jackets or shirts for student staff, etc.)	\$10,000
IDE	LeaderShape	Minoritized students are not always as well represented in leadership positions, nor do they necessarily identify themselves as leaders.	LeaderShape is a nationally renown and respected program which has the potential to make a significant impact on the experience of minoritized students at MU. The program would be assessed before requesting funds to continue beyond the first year, which would be 2018-2019.	All Dept. of SJ staff, Asst. VC, Student Affairs staff	\$36,000 (program costs, staff, materials, venu)	\$36,000 (would seek support from Student Affairs as well)
IDE	The students who work in and frequent the SJ Centers come from a broad range of marginalized identities and	Ongoing, beginning Spring 2018. Assessment will be conducted on participant satisfaction as well as Grad School and Career placement	All Dept. of SJ staff working with Graduate Studies, Career Center and other appropriate partners.	\$5,000 (food, GRE study guides and other materials for participants)	\$5,000	

	face unique challenges when planning to attend Grad School or seek careers and/or leadership opportunities.	and persistence. A Grad School readiness program for students of color was piloted in the MCC Fall 2017. LeaderShape (proposed above) would also address the leadership readiness goal.				
IDE	Minoritized students do not participate in Study Abroad programs at MU at the same level as majority students.	Last year, an IDE Faculty Fellow and an Asst. VC took a group of students to Jamaica. The goal would be to expand on that initiative by working through the Social Justice Centers to encourage minoritized students to participate. Planning would occur during Spring 2018 with trips to occur the following year.	All Dept. of SJ staff, Asst. VC, Study Abroad Program, Black Studies, Women's & Gender Studies and other colleagues as appropriate	\$50,000 (\$10,00/Center for 5 Centers to provide financial assistance to participating students)	\$50,000	
IDE	Service Learning/Civic Engagement Programs	Some students who work at and/or are affiliated with the Social Justice Centers are engaged as	Planning would occur Spring 2018, with marketing to begin during Summer Welcome.	All Dept. of SJ staff, Asst. VC, campus and community collaborators	\$6,500 (materials, PR, swag, training for programs)	\$6,500

		individuals, and as members of organizations, in service learning and civic engagement opportunities. These initiatives would provide organized opportunities for this participation.	Initiatives would begin in Fall 2018.		across the 5 SJ Centers)	
IDE	MBMI/MBWI spring trip	MBMI/MBWI take a trip each spring break, which combines community service with cultural education.	Each spring break for 4 yrs.	GOBCC Coordinators, GAs	\$80,000 (\$20,000/yr. for 4 yrs. Includes, travel, lodging, food, cultural activities).	\$40,000 (Students raise part of the costs themselves, and additional support will be sought elsewhere.)

IDE	MBWI reorganization into class	MBWI has existed as a student organization, but it is now time to change it into the class format used for MBMI. Adding this dimension will require additional staff time.	Data from MBMI and assessment of MBWI participants have shown the need to do this. Planning will occur Spring 2018 for Fall 2018 implementation. Ongoing assessment will be done of participant satisfaction and academic and social success.	GOBCC Coordinators, GAs, Assoc. Director SJ, Asst. VC	\$8,000	\$8,000
IDE	“Beyond Year One” Initiatives for MBMI/MBWI participants	MBMI and MBWI (once it is revised) are primarily for first year students. There is an articulated need for continuing beyond that year, supporting those students for years 2-4 at MU.	Assess current programs, and work to develop ongoing initiatives. Assess leadership development (personal, social) as well as academic success and persistence. Pursue collaboration with	GOBCC Coordinators, GAs, Assoc. Director SJ, Asst. VC and other partners as appropriate	\$10,000 (materials, training, swag)	\$10,000
IDE	Graduate Assistant for new MBMI/MBWI initiatives	Changing MBWI to a class component will require additional staff time, as will		GOBCC Coordinators	\$26,000 (projected GA salary for next yr.	\$26,000

		implementing the "Beyond Year One" initiative.			for 12 month, 20 hr./wk GA	
IDE	Signature Event: Play the Part	This annual event helps create a sense of belonging for the students and also serves to educate and entertain the campus and community.	This event occurs each fall semester and historically fills Jesse Aud. or Missouri Theatre.	All GOBCC staff	\$8,000 (\$2,000/yr. for 4 years for venue, materials, costumes, awards)	\$6,400
IDE	Signature Event: Model PINK Breast Cancer Awareness	This event exemplifies the commitment of the GOBCC to community service and engagement, and provides education about breast cancer while also providing opportunities to support cancer survivors.	The GOBCC would like for this to be an annual event. It has historically been very well attended, and has attracted a high level of participation from students, faculty, staff and community. Assessment would be done on both attendance and impact.	All GOBCC staff	\$10,000 (\$2,500/yr. for 4 years for venue, materials, PR, flowers for survivors, etc.)	\$10,000
IDE	Black Culture educational and cultural programming	The GOBCC has ongoing programming throughout the year, but this programming	Campus needs and existing programs will be examined before developing these new	All GOBCC staff, Assoc. Director SJ, Asst. VC, campus colleagues	\$40,000 (\$10,00/yr. for 4 yrs.) (speakers, PR, materials, books	\$40,000

	and training for the campus	would have a broader educational focus for the campus community.	initiatives. Planning will occur Spring 2018 with implementation to begin Fall 2018.	(Black Studies, the Bridge, etc.)	for book club, etc.)	
IDE	Gus T. Ridgel Graduation Ceremony	This proposed graduation ceremony is to provide closure for the students who work at and/or are involved with the GOBCC, where they have had a sense of home and belonging.	The graduation ceremony would take place Spring of 2018. Its continuation in future years would depend on the assessment of its impact and success.	GOBCC Coordinators, GA	\$3,500 (venue, food, materials)	\$3,500
IDE	"You Belong Here"	This campaign is to help marginalized students feel that they truly belong not just at the GOBCC (or other Social Justice Centers), but at MU.	Marketing of this initiative has already begun, but the plan is to expand it in the coming semesters. It will be an ongoing initiative, and will be expanded to the other SJ Centers if it proves to make a difference to students.	All GOBCC staff, with potential expansion to all SJ staff	\$3,000 (PR, swag)	\$3,000
IDE	LGBTQ Mentorship Program	The Resource Center has offered a mentorship program,	The current program is being assessed for	LGBTQ RC Coordinator, GA	\$9,000 (\$3,00/yr. for 3 yrs. for	\$9,000

		Proud Tigers, for first year LGBTQ students who often struggle with feeling they belong at MU. The program needs to be expanded and revised.	effectiveness and participation. Assessment would be continued, as the desire is for this to be an ongoing program.		materials, food for events, swag, etc.)	
IDE	Alumni and Community Engagement	Creating a supportive alumni and community base is important for the LGBTQ Resource Center and the students, faculty and staff.	This initiative was piloted with a Homecoming Social this fall that proved to be a highly successful collaboration with Alumni Relations. The plan would be to continue and expand on this program to create a strong base of support to provide mentorship and connections for students as well as financial support for the Center.	LGBTQ RC Coordinator, GA, Alumni Relations	\$15,000 (\$2,400 for 1 yr.; \$4,200/yr. for 3 yrs. for venue, food, PR)	\$12,000 (will seek support from Alumni Relations as well)

IDE	Show Me Pride College Summit	MU hosted this 1 day conference for LGBTQA students and staff from across Missouri this past fall, in cooperation with Partners in Prevention. We would like to continue to serve as the host school for this annual event for the future.	Participants in the Summit this past semester have requested MU continue to serve as the host both due to location but also to establishing stability for the Summit, allowing it to grow. Evaluations will be provided to student participants as well as to staff.	LGBTQ Resource Center Coordinator, GA, Partners in Prevention Coordinator	\$10,500 (\$3,500/yr. for 3 yrs. for venue, materials, food)	\$10,500
IDE	Student Identity Support Graduate Assistant and programs	There are a number of different identities represented in the Resource Center, with widely varying needs. The current staff (Coordinator, 1 GA) are not able to adequately serve the basic needs of all those student populations while still doing broad based programming, training and	Funding this additional GA position beginning Fall 2018 for the Resource Center for one year would allow for a more in depth assessment of the needs of the students while at the same time providing more resources and programming across identities.	LGBTQ Resource Center Coordinator, Assoc. Director SJ	\$29,670 (\$8,000 for programs and resources; \$21,670 projected salary for 10 month, 20hr./wk. GA)	\$29.670

		consultation for the campus.				
IDE	DPE (Diversity Peer Educators) resources and training	DPE is the student group charged with facilitating trainings on topics related to diversity and inclusion for students across the campus. DPE members volunteer their time for this work.	DPE programs are widely requested, and all programs are and will continue to be evaluated by participants. In order to provide the best facilitations possible, up to date resources and more training for the DPE student coordinators and members are needed going into Fall 2018.	MCC Coordinator and GA(s)	\$8,000 (resource materials, trainings, shirts and jackets)	\$6,000
IDE	DPE Graduate Assistant	DPE requires strong support and training, and the current staffing of the MCC (Coordinator and 1 GA) does not allow for as much support as needed, given the	A DPE GA would start in Fall 2018 and assume responsibility for training and supervision.	MCC Coordinator	\$26,000 (projected salary for 12 month, 20hr./wk. GA)	\$26,000

		large number of identity groups served by the MCC as well as the MCC's campus-wide programs and initiatives.				
IDE	Cultural Programming GA	The MCC offers a broad range of programs to the campus while also supporting the programming of Asian American, Latin@, and Indigenous student organizations as well as a number of other groups. The level and diversity of the work cannot be adequately supported by the current staffing of the MCC (Coordinator and 1 GA), and the student organizations need more assistance to produce quality events.	A graduate assistant would start in Fall 2018 and work throughout the year to help plan and implement the diverse array of cultural programs and events of the MCC and the affiliated student organizations. Assessment would be done on the programs as well as on the students' experiences working with the GA, hoping to find an increase in both quality and participation.	MCC Coordinator	\$26,000 (projected salary for 12 month, 20hr./wk. GA)	\$26,000

IDE	Student Retreats	The MCC oversees a number of student retreats which foster a sense of belonging at MU and support the efforts of minoritized and majority students to expand diversity and inclusion on campus.	Currently the MCC provides minimal support for the Latin@ Retreat, Womxn of Color Retreat, Community 360. Student organizers are tasked with raising the funds they need while also trying to plan the retreats.	All staff of the MCC	\$27,000 (\$3,000/yr. for 3 retreats/yr. for 3 yrs.)	\$27,000
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		expand diversity and inclusion on campus.	are tasked with raising the funds they need while also trying to plan the retreats.			
IDE	Titanium Database	The RSVP Center does not currently have an effective means of tracking the survivors served, referrals, etc. This database is currently in use by the MU Counseling Center as well as by a number of programs similar to the RSVP Center.	Titanium would allow for better service delivery to those individuals utilizing the RSVP Center, as well as providing accurate data regarding that work.	RSPV Center Managing Coordinator and Advocacy Coordinator	\$6,550 (initial costs and yearly costs for 3 yrs.)	\$6,500
IDE	PhotoVoice Study	PhotoVoice has become a widely used and highly respected tool in a number of areas, and one of the national leaders in using this tool, Dr. Abigail Rolbiecki, works at MU and was previously a GA in the RSVP Center. The Center participated in a study with sexual assault survivors	The study would be initiated in Fall 2018. (Dr. Rolbiecki has agreed to work with the RSVP Center if the project is funded.) The research findings would likely be published and could potentially add to the body of knowledge in the	RSVP Center Coordinators, Assoc. Director SJ, Dr. Abby Rolbiecki and other faculty, potential graduate student researcher	\$50,000 (researcher time, transcription costs, exhibit, publication costs). This amount is based on a currently funded research project of similar size.	\$50,000

		using PhotoVoice several years ago. This proposal is for a study that would be the first of its kind, doing parallel research with survivors and with MU staff involved in the process (advocates, hearing panelists, etc.)	field of working with power based personal violence.			
IDE	Healing Arts Program	The Arts have been found to be useful in the healing processes for those who have experienced power based personal violence. MU does not currently have any interventions of this nature.	This program would be planned during Spring 2018, with a pilot also occurring that semester, and then additional efforts beginning Fall 2018. If the program proves successful, it could become an ongoing offering for survivors. (This also has the potential to provide the opportunity for collaborative research among	All RSVP Center staff, campus collaborators as appropriate (Counseling Center, Student Health Center, School of Social Work)	\$7,800 (materials venues, etc., for 3 yrs.)	\$7,800

			faculty, staff and students.)			
IDE	Women's History Month programmatic support	The budget for WHM has historically come from W&GS. There are a number of campus offices who participate in making WHM happen, but most of them do not have financial resources to bring to the table. The Women's Center is the primary force behind organizing and implementing the programs, but also does not have significant funding to contribute. These additional funds would allow for the programs to be expanded, and to do a better job of addressing the intersections of women's lives.	Current and recent WHM events will be evaluated to see what needs to be done that is not. Assessment data from participants and from a broad range of members of the MU community will be considered in determining what other programming needs to occur each year.	Women's Center Coordinator, WHM Planning Committee	\$25,000 (\$5,000/yr. for 5 yrs. for venues, speakers, resources)	\$25,000
IDE	Women's History Month Keynote speaker	The keynote speaker for WHM has not historically been	Funds for the keynote would be utilized beginning	Women's Center Coordinator,	\$60,000 (\$30,000/yr. for 3 yrs.)	\$60,000

		someone of national renown who would draw a large and diverse audience from the campus and community.	in 2019. (They could still be utilized for 2018, depending on timing, as the keynote is not yet finalized.)	W&GS Chair, WHM Planning Committee		
IDE	Women's Center Library	The MU Women's Center library is one of the largest WC libraries in the country. It is, however, in need of new materials on issues of diversity and inclusion, parenting, women with disabilities, women of color, women in the military, trans women, and a number of other topics where the existing resources are either outdated, or simply not present. Additionally, the Women's Center tries to provide one copy of each of the books used by W&GS in	The current resources will be reviewed to determine more precisely where the most pressing needs for new resources exist. The Women's Center has been asking people to recommend books, and would continue to do so from faculty, staff and students.	All Women's Center and Dept. of SJ staff, appropriate campus colleagues	\$10,500 (\$3,500/yr. for 3 yrs.)	\$10,500

		their courses for students who cannot afford all their own textbooks to be able to utilize. Those books are often expensive.				
IDE	Assessment GA	.25 GA to work on dashboards and create data visualizations.	Completion of specs and templates 2018	Assessment	\$13,000	\$13,000
IDE	Seminar Day for Future Faculty	Recruit future faculty	Number of participants and candidacy for open searches at MU	Faculty recruitment and Retention	\$25,000	\$25,000
Advancement	Engagement Officer-1 FTE	Get alumni and parents more engaged with MU as volunteers, ambassadors, supporters. Targeting international, historically underrepresented populations and diverse abilities alumni and parents through diverse and	Record of engagement Now & ongoing	Todd McCubbin/AVC Iris Calloway/Sr Dir	85k	85K

		inclusive efforts (e.g. Reunions, yield events, recognition events, student mentoring etc.).				
Advancement	Diversity Development Officers Network	CASE & African American Development Officers Network: Conference on Diverse Philanthropy and Leadership – this will provide opportunities to network with potential candidates that could impact our diversity and provide insight into what others are doing to recruit diverse staff.	Increase Diversity Applicant pool Now & ongoing	Deb Snellen Director	\$3K	\$3K

<p>Advancement</p>	<p>On Campus division wide training</p>	<p>Sponsor Paul Meshanko, author of <u>The Respect Effect</u>, for a half day workshop for all staff on Respect and Unconscious Bias. Program description: Over the past half million years, the human brain has evolved to become the most sophisticated and successful survival computer that the planet has ever seen. Containing over 100 billion neurons, each capable of linking into an almost infinite number of synaptic pathways, it is fast, adaptable and efficient. These characteristics have allowed humans to rise to and remain at the top of the planetary food chain. Quite simply, we can out-think any other species known. At the same time, our brains are far from</p>	<p>Now</p>	<p>Deb Sn ell en Director Campus D&I Office</p>		<p>\$10K</p>
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		<p>perfect. Some of the same characteristics that make them so successful actually get in our way as often as they help us. That's because efficiency and speed often come at the cost of accuracy. Without even realizing it, we take mental shortcuts that often lead us to make inaccurate assessments of the situations and people with whom we deal. Put us in stressful environments, and a whole different array of short cuts, compromises and trade-offs emerge. Welcome to the world of unconscious bias.</p>				
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Enrollment Management	Missouri College Advising Corps Expansion	There is more unmet need and interest than can currently be provided. The model is strong but funding throughout the state is uneven and primarily based on external sources.	New partner schools can be added for the next academic year. There are multiple schools on the eastern side of the state with strong program familiarity and a strong desire to partner.	Missouri College Advising Corps through the Division of Enrollment Management and Strategic Development	Each partner school /adviser investment is approximately \$50,000 per year. This funding must be sustainable for multiple years in order to provide the most impact. This funding provides a full-time adviser, training, supervision and support, programming and supplies	\$500,000 over 5 years. (\$100,000 each year)
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Enrollment Management	Reinstate the Diversity Award and George C. Brooks Scholarship monetary amounts to previous levels	Increase the number of first-time full-time undergraduate or transfer students from historically underrepresented/underserved populations	Increase the number of first-time full-time undergraduate or transfer students from historically underrepresented/underserved populations in accordance with the SEM plan metrics.	Division of Enrollment Management and Strategic Development	SEM plan will detail the tactics/ expenditures	See SEM plan.
Student Affairs	NASPA Undergraduate Fellows Program (NUFP) https://www.naspa.org/constituent-groups/professionals/nufp/initiatives/summer-internship-host-institution-information	Fellow to facilitate mapping project.	Summer 2018 Host institution deadline: January 6, 2018	Student Affairs Assessment and Planning/As hli Grabau	\$1,500 for a 6-8 week ship Housing for intern in residence hall	\$1,500

Student Affairs	Captioning at spring division leadership forum	Models best practices for creating inclusive and accessible events by routinely incorporating universal design principles.	Spring 2018	Student Affairs Division (Guthrie/Beaumont)	\$100/hour	\$200 for 2 hours of captioning
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Request for Inclusive Excellence Funding

Unit	Initiatives and Programs	Justification	Metrics and Timeline	Responsible Unit/Processes Owner	Anticipated Costs	Funding Requested
Education	Create a coalition of consultants who create and implement professional development across Missouri around inclusion, diversity, equity.	See below	See below	Clifton, Professional Development Center	See below	\$300,000
Education	Expanding Grow Your Own	See below	See below	Lannin, Associate Dean for Academic Affairs	See below	\$100,000
Education	Programming for Faculty and Professional Staff	See below	See below	Jackson	See below	\$100,000
Education	Proposal for Expanding Undergraduate Diversity Class	See below	See below	ESCP, Riley-Tillman and Flores	See below	\$87,000

Unit	Initiatives and Programs	Justification	Metrics and Timeline	Responsible Unit/Processes Owner	Anticipated Costs	Funding Requested
Engineering	Increase Diverse Faculty	As part of the inclusive excellence framework and to meet our strategic plan, we need to increase the diversity amongst our faculty. This will create a more productive college as well as provide more role models for our minority students. Despite realizing the dire situation we are in with respect to low URM and Female Faculty, we still need to have motivation/incentive for our search committees to focus on diversity hires. This funding will help this.	Fall 2016- Fall 2018	Dean Lobo + Team	10 Faculty = \$200k in salary and benefits 10 faculty startups = \$500k \$20k each for salary and \$50k each for startup	\$700k for 10 new URM/Women faculty hires We have Dean Lobo's offer letter, however, without diversity funding it is not enough to achieve the diversity of faculty that the college so greatly needs. This is a critical need.

Unit	Initiatives and Programs	Justification	Metrics and Timeline	Responsible Unit/Processes Owner	Anticipated Costs	Funding Requested
Engineering	ZOUME- The College of Engineering Museum Goal is to include exhibits like “Hidden Figures” to highlight contributions from female African American Engineers, perhaps Alumni as well, to inspire many of our female engineering students, but also serve as a recruitment tool in college tours and activities	This is directly relevant to educating engineering leaders (one of our main pillars of pursuit), outreach efforts to underrepresented students, and feeds into the inclusive excellence framework goals. We would like to involve student orgs to help with choosing and designing exhibits with faculty. We request funding for the Hidden Figures exhibit in particular.	Spring 2018-Fall 2018 to launch, and become permanent in the College	Carlos Sun, Civil Engineering Faculty Dean Lobo	\$100k to \$250k obtaining estimates from Anthropology Museum	\$100k-\$250k Funding any portion of this will help provide seed money to leverage company and alumni sponsorships.
Engineering	Intercultural Development Assessments	We have paid to train a COE qualified administrator, however, to provide the test via the IDI (intercultural development inventory) program we need to pay for each faculty and staff to take it.	Ideally provide assessment early Fall 17 and a posttest Fall 18 and so on.	Tojan Rahhal, Director of Diversity and Outreach Initiatives	\$15/test * 300 tests = \$4,500 each fall with our internal qualified administrator	\$9,000 to do one set of pre and post assessment for Faculty and Staff in the College of Engineering

Unit	Initiatives and Programs	Justification	Metrics and Timeline	Responsible Unit/Processes Owner	Anticipated Costs	Funding Requested
Engineering	Pre-Engineering Program Sustainability – Increases underserved and underrepresented undergraduates staying in engineering if we provide long term support	A key component of recruiting students is being able to offer preengineering and support for them to be able to enter engineering courses and graduate. This is an important component of MU recruitment efforts as well	On going	Hani Salim, Associate Dean of Academic Affairs Dean Lobo	\$350k-\$500k	\$350k-\$500k. With the increase of our ACT requirement to enter the COE, this is a critical need.
Engineering	Minority Engineering Program Annual merit and need based scholarship for engineering students. Currently limited to undeclared or engineering students but not available to pre-engineering. Currently GPA impacts scholarship award amount.	Expand current program and add scholarships for Pre-engineering students as well. Research has shown cohort learning in groups where there are commonalities leads to more successful students	Fall 2018	Tojan Rahhal, Director of Diversity and Outreach Initiatives Hani Salim, Associate Dean of Academic Affairs	\$3000/student/year *10 new preengineering students = \$30k	\$30k /year

Unit	Initiatives and Programs	Justification	Metrics and Timeline	Responsible Unit/Processes Owner	Anticipated Costs	Funding Requested
Engineering	<p>K-5 Outreach Efforts: STEM Cubs – this is a collaborative project between College of Education, Division of IDE, and College of Engineering that provides STEM activities in a Saturday camp-3x a year- to underrepresented and underserved students in the community.</p>	<p>STEM CUBS v1.0 was this past July with over 200 applications. We were only able to accept 60 students due to budget limits. This is a great method to engage K-5 students in STEM at an early age. Research shows that children, particularly minorities in STEM and young girls, disengage from STEM as early as 3rd grade.</p>	<p>Survey student experience at the camp and obtain feedback from parents Long term metric: Engage with participants from the camp until they apply and enroll at Mizzou Fall 2017- on going</p>	<p>Tojan Rahhal, Director of Diversity and Outreach Initiatives</p>	<p>\$2000 for 60 students, 10 student facilitators, 4 volunteer staff/employees Expand to 100 students, 3x a year, anticipate \$4000/camp * 3 camps/ year = \$12000 a year for a collaborative effort with IDE and College of ED</p>	<p>\$12000 for 3 camps in a year</p>

Unit	Initiatives and Programs	Justification	Metrics and Timeline	Responsible Unit/Processes Owner	Anticipated Costs	Funding Requested
Engineering	High School Engagement via the annual COE Summer Camp has limited Diversity Scholarships to assist underserved/underrepresented students to attend.	Expanding Diversity scholarships will help encourage more diverse candidates to apply to Mizzou Engineering	Track applications to Mizzou Engineering for those awarded scholarship as well as those who attended the camp Summer 18 – on going	Recruiter	\$1500 /student * 20 URM students and 20 non-URM	\$1500/student *20 = \$30,000

Unit	Initiatives and Programs	Justification	Metrics and Timeline	Responsible Unit/Processes Owner	Anticipated Costs	Funding Requested
Engineering	Increase domestic underrepresented students in the Graduate Student population with a graduate fellowship for prospective PhD students in Engineering as an incentive to attend MU Engineering. Award is to be used for traveling to conferences or professional development. This award is for underrepresented minorities and women applicants.	Currently only have funds for 3 fellowships at \$3000 for only 1 year. To be competitive with other AAU COE schools we need to increase this	Year 1: 2017-2018 recruitment cycle	Dean Lobo and Tojan Rahhal, Director of Diversity and Outreach Initiatives	\$3000/student/year * 2 years * 20 students = \$120,000	\$120,000/2 years of awards.

Unit	Initiatives and Programs	Justification	Metrics and Timeline	Responsible Unit/Processes Owner	Anticipated Costs	Funding Requested
Engineering	Provide a more comprehensive fellowship for underrepresented, underserved and women graduate students fellowship plan proposal includes covering 20 students for their first and last year of the PhD.	Funding is needed in order to competitively recruit high achieving students	Proposal 2017-2018, Approval and Implementation 2018-2019	Hani Salim, Associate Dean of Academic Affairs Tojan Rahhal, Director of Diversity and Outreach Initiatives	\$10,000 *2 * number of students	\$10,000*2 * number of students. This provides the pipeline for more URM faculty. This is a critical need.

Unit	Initiatives and Programs	Justification	Metrics and Timeline	Responsible Unit/Processes Owner	Anticipated Costs	Funding Requested
Engineering	In an effort to recruit more diverse graduate students , we need to provide opportunities of engagement. What better way than to bring them for a campus visit and an informational session about grad school at Mizzou Engineering-Grad101 . They can meet faculty, students, the staff, and see the campus. This is done at Univ of Florida and has shown success.	To provide Access & Success as well as Education and Scholarship for underrepresented students in graduate studies and academia	Track if attendance results in an application Enrollment	Hani Salim, Associate Dean of Academic Affairs Recruiter	\$2000* number of students	Pilot with 5 students \$10000/year

Engineering	<p>Army Ants high-school robotics team (https://columbiarobotics.org/) is run by Dr. Kevin Gillis (BE professor) and operates out of the Agricultural Engineering building. The team currently has 33 students from four area high schools, grades 9- 12. The team focus is the FIRST/FRC competition, which involves building and competing with a ~100-lb robot each year. However, the team is also a service organization with a mission to inspire and educate younger kids about STEM careers. In fact, it can be argued that the largest impact of the Army Ants is at the middle-school level because of the hundreds of kids we</p>	<p>The Army Ants is conducting a full-day robotics camp for underprivileged kids in November that is sponsored by MU’s Broader Impacts network. We would like to offer at least two of these free camps per year. These camps use inexpensive fully programmable “mBot” robots (https://goo.gl/ZFpR86) that the kids get to keep at the end of the camp. Therefore campers get the experience of building the robots, learn how to program them using “scratch” software, and then take them home to continue to fuel their interests in STEM. The Army Ants sold out two camps last December charging \$159 per camper</p>	Spring 2018	Kevin Gillis, BE Faculty	<p>Therefore we request 15 scholarships (\$2,385) to hold a camp for underrepresented youth in April, 2018. If there are sufficient funds we would like to hold two camps, one in spring and one in summer. We will recruit kids for the camps from the Grade A Plus program (https://www.gradeaplusinc.com/) and Granny’s House (http://www.grannyshouse.org/).</p>	\$4,770 total to fund 15 students for each camp (two camps)
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Unit	Initiatives and Programs	Justification	Metrics and Timeline	Responsible Unit/Processes Owner	Anticipated Costs	Funding Requested
	<p>touch through outreach events and hands-on robotics camps. Most recently the team has been making special efforts to target our outreach efforts to kids in groups underrepresented in STEM to increase our impact and to promote diversity in STEM careers.</p>					

Engineering	<p>Social Justice Course- Dr. Miguel Ayllon (Director of International Engineering & STEM Programs in the COE) and Dr. Tojan Rahhal (Director of Diversity and Outreach Initiatives) would like to create a course curriculum for a gen Ed humanities that relates to engineering but also to social justice concepts. We will include topics like Racism, Prejudice, Bias and Stereotypes. All topics which Dr. Rahhal currently conducts workshops on. We will also discuss cross-cultural competence and tie in global studies with Dr. Ayllon's expertise. We plan on adapting existing courses at other</p>	<p>At COE, the issue is not just lack of URMs and Women engineers, but also a limited understanding of social justice issues due to those perspectives not being present. We envision this course being vital to providing material specific to engineers with a social justice lens. This course will also help in shaping the culture at Mizzou Engineering.</p>	<p>Spring 2018 and on going We will use the Intercultural Development Inventory Assessment to determine if this course benefits the students in regards to increased cultural competence.(\$15/person)</p>	<p>Dr. Miguel Ayllon (Director of International Engineering & STEM Programs in the COE) Dr. Tojan Rahhal (Director of Diversity and Outreach Initiatives)</p>	<p>Associated costs will be to facilitate trips to local volunteering venues, IDI assessment and any necessary speaker costs. Anticipated class size of 30 students – 30*15*2 = \$900 for IDI testing + facilitator costs, as well as faculty costs</p>	<p>\$15000 per semester though we anticipate revenue generation from student enrollment</p>
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Unit	Initiatives and Programs	Justification	Metrics and Timeline	Responsible Unit/Processes Owner	Anticipated Costs	Funding Requested
	universities such as that at Purdue.					

Human Environmental Sciences	Diversity Recruitment	We have no diversity in our central recruitment staff and insufficient participation of URM in the design and implementation of recruitment strategies	Would like to hire a person as soon as possible. Minority student percentage in HES has fluctuated between 12 and 14% over the past five years. Target of 15% by 2020; 20% by 2025. Minority student percentage in HES units have fluctuated between 9 and 17% over the past five years. Target is a minimum	Dean Director of Student Services	\$75,000 annually	\$50,000 annually
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Unit	Initiatives and Programs	Justification	Metrics and Timeline	Responsible Unit/Processes Owner	Anticipated Costs	Funding Requested
			of 15% in each unit by 2023.			
Human Environmental Sciences	Program for Undergraduate Research Diversity Initiative	Presently, URM and USM students comprise less than 10% of participants in our award-winning undergraduate research program.	Goal is to double our URM and USM students in the PURE program by 2023.	Associate Dean for Research and Graduate Studies	\$10,000 annually	\$10,000 annually

Unit	Initiatives and Programs	Justification	Metrics and Timeline	Responsible Unit/Processes Owner	Anticipated Costs	Funding Requested
Human Environmental Sciences	Embedding diversity and inclusivity in community engagement activities	HES has many community engagement activities and the largest Extension staff on campus. We plan to open an Office for Community Engagement and would like to include a special focus on diversity and inclusivity	Plan to start office in 2018. Variety of metrics could be utilized, including, #s and diversity of agencies involved, # of student participants, faculty and staff participants, # of units, projects started, grants and funding received, and partnerships facilitated.	Dean Associate Dean for Extension Associate Dean for Research and Graduate Studies	\$30,000 annually	\$20,000 annually

Unit	Initiatives and Programs	Justification	Metrics and Timeline	Responsible Unit/Processes Owner	Anticipated Costs	Funding Requested
Human Environmental Sciences	ADA accessibility and signage	To fully include students and faculty with equal access to programs and resources, we need to renovate doorway entrances and provide better and more appropriate signage	Could begin in 2018 and be completed by 2019; metrics include additional programs and facilities accessed, additional signage, and so on	Great Plains ADA Center Architectural Studies	\$48,000	\$24,000

Unit	Initiatives and Programs	Justification	Metrics and Timeline	Responsible Unit/Processes Owner	Anticipated Costs	Funding Requested																																																
Journalism	Start-up funds to create an Investigative Journalism Summer High School Workshop for diverse students for the first three years. Funds will be used to provide scholarships for students to attend the workshop and cover costs for room and board and to get the program on a solid foothold.	To increase the number of diverse students interested in journalism and introduce them to an area of journalism that needs more journalists with the skillset necessary to do investigative journalism. This workshop is to introduce them to the Missouri School of Journalism and introduce them to the University of Missouri.	The goal is 75 students over three summers.	Student Development, Diversity & Inclusion/Executive Director & State Reporting Director	<table border="0"> <tr> <td>Residence</td> <td>\$14,0</td> </tr> <tr> <td>Life</td> <td>40</td> </tr> <tr> <td></td> <td>\$6,91</td> </tr> <tr> <td>Dining</td> <td>2</td> </tr> <tr> <td>Programs</td> <td>\$600</td> </tr> <tr> <td>Parking</td> <td></td> </tr> <tr> <td>Passes</td> <td>\$150</td> </tr> <tr> <td>Van rental</td> <td>\$1650</td> </tr> <tr> <td>Visiting</td> <td></td> </tr> <tr> <td>Faculty -</td> <td>\$7,50</td> </tr> <tr> <td>Travel</td> <td>0</td> </tr> <tr> <td>Visiting</td> <td></td> </tr> <tr> <td>Faculty -</td> <td>\$6,48</td> </tr> <tr> <td>Lodging</td> <td>0</td> </tr> <tr> <td>Salaries/</td> <td>\$12,0</td> </tr> <tr> <td>Stipends</td> <td>00</td> </tr> <tr> <td>Pizza with</td> <td></td> </tr> <tr> <td>Faculty</td> <td>\$750</td> </tr> <tr> <td>Camp</td> <td></td> </tr> <tr> <td>Insurance</td> <td>\$120</td> </tr> <tr> <td>Miscellaneous</td> <td>\$3,00</td> </tr> <tr> <td></td> <td>0</td> </tr> <tr> <td></td> <td>\$53,2</td> </tr> <tr> <td>TOTAL</td> <td>02</td> </tr> </table>	Residence	\$14,0	Life	40		\$6,91	Dining	2	Programs	\$600	Parking		Passes	\$150	Van rental	\$1650	Visiting		Faculty -	\$7,50	Travel	0	Visiting		Faculty -	\$6,48	Lodging	0	Salaries/	\$12,0	Stipends	00	Pizza with		Faculty	\$750	Camp		Insurance	\$120	Miscellaneous	\$3,00		0		\$53,2	TOTAL	02	\$53,202
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Journalism	Summer Research Program for underrepresented students from HBCUs for four years. Students will be introduced to graduate education in journalism and mass communication for master's and doctoral work.	There is a need to increase the number of diverse students in the School's master's and PhD programs.	Number of applicants and admits to the master's and PhD program from this program over the 12 to 24 months.	Graduate Studies/Associate Dean for Graduate Studies.	<p>\$5,000 for summer fellowship + expenses for travel and housing for approximately seven students over four years. One for the first summer followed by two students for the next three summers.</p> <p>\$35,000 Fellowships \$17,500 Travel <u>\$35,000 Housing</u> \$87,500 Total</p>	\$87,500

Journalism	Schooljournalism.org Program. This is a program to provide online modules of fundamental lessons for high school teachers as a part of our diversity recruitment plan and pipeline program. It will create a resource of online modules that provide lessons in cross-cultural journalism, advocacy journalism and “fake” news.	To build relationships with high school teachers and counselors and provide them teaching materials on journalism related issues such as diversity, and ethics. These modules will serve both as a recruitment tool and an engagement tool. They will serve as resources to connect the School with high school teachers in underserved areas.	The number of diverse students applying to the university and being admitted from the schools we have developed a relationship.	Undergraduate Studies/Associate Dean/Executive Director for Student Development, Diversity & Inclusion	<p>\$15,000 – Educational Designer (includes initial project design and oversight of educational objectives, working with individual subject matter experts/paid out \$3,000 per semester over two-year project timeline, including \$3,000 overload summer pay)</p> <p>\$15,000 – Coder/Developer/Multimedia editor (initial project could be developed through 3rd party vendors/ongoing support needed for multimedia editing, paid out \$3,000 per semester over two-year project timeline, including \$3,000 support for summer pay)</p> <p>\$15,000 – Project Manager (covers project management</p>	\$53,000
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Unit	Initiatives and Programs	Justification	Metrics and Timeline	Responsible Unit/Processes Owner	Anticipated Costs	Funding Requested
					<p>and oversight for completion and delivery of modules; including creation of modules, finding and managing subject matter experts).</p> <p>\$8,000 (\$1,000/module) – Faculty members or subject matter experts paid on a per-module basis (Anticipate eight modules on subjects related to diversity and inclusion and their intersection with journalism in various specialty areas: Law, Ethics, Sports, Business, Science/Health, Entertainment, Courts, Education</p> <p>Max total: \$53,000</p>	

Unit	Initiatives and Programs	Justification	Metrics and Timeline	Responsible Unit/Processes Owner	Anticipated Costs	Funding Requested
Vet Med	Speakers representing/discussing underrepresented /underserved populations	Increase faculty, staff, and student knowledge for personal and professional success	Open to all	Office of Student Affairs	\$4,000	\$4,000
Vet Med	Recruitment/travel/sponsorship at URM STEM meetings	MU CVM is ranked in the bottom two US CVMs in URM enrollment; We must engage potential students and increase our targeted marketing efforts	5 new recruiting trips per year for Academic Affairs and 2 for dean's office	Office of Academic Affairs; Dean's Office	\$14,000	\$14,000
Vet Med	Departmental Seminar Speakers representing/discussing underrepresented /underserved populations	Potential recruitment of underrepresented faculty groups Increase faculty/student/ and staff interaction & exposure to underrepresented populations	Annual	Chair of Biomedical Sciences & Seminar Coordinator	\$1500/speaker	\$1500 annual

Unit	Initiatives and Programs	Justification	Metrics and Timeline	Responsible Unit/Processes Owner	Anticipated Costs	Funding Requested
Vet Med	Training grant administrator for implementation of a minority training grant	MU previously had an NIH minority training grant that provided for enhanced recruitment of a diverse population of clinician scientist	Continuous	MU Office of Research	\$80 K per year	Divided 80:20 between Office of Research and Depts with trainees
Vet Med	Additional VRSP and biomedical research student recruitment	We are far below the national average for recruitment of URM in veterinary-related STEM programs and subsequent workforce development	Add 2 URM VRSP positions and sponsor/attend Annual Biomedical Research Conference for Minority Students in 2018	Dean Henry	\$50K	\$40K

