UM System Diversity, Equity & Inclusion Task Force Initial Response to the IBIS Audit Report

Response prepared by Task Force Chair S. David Mitchell
with feedback from Task Force members

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INTRODUCTION

Diversity. Equity. Inclusion. Each of these principles is of critical importance to the success of the University of Missouri System and campuses. As an institution, there had often been a lack of direction and a clear plan on how to ensure that each of these concepts is integrated throughout the university. The success of each has often been predicated upon the commitment of a few dedicated individuals sprinkled throughout the university. Moreover, because the importance of these three concepts has waxed and waned over time based upon changing leadership priorities and resource allocation, the success of these concepts has been inconsistent often coming across as haphazard and lacking institutional importance. Events on campuses around the country including our own signal that it is imperative that universities not only emphasize the importance of these concepts but devote the necessary capital, both financial and human, to achieving their success.

It is also imperative that we recognize that dissatisfaction around / the unrealized fulfillment of these three concepts is not a contemporary phenomenon. Universities and society have historically struggled with diversity, equity and inclusion reducing these qualities to discussions of race and gender alone while ignoring other important identities such as class, religion or sexual orientation, to name just a few.

In order for the University of Missouri System to effectively and adequately address these issues, we must have a concrete plan of action to make diversity, equity and inclusion a practical, collective reality for its constituents. The university must create an environment where each constituent is not just welcomed, but able to thrive and succeed. By acknowledging the multiple identities of our constituents, the university will be giving voice or recognizing the value therein of each member of the community. By creating a plan of action or recommendations that can be measured, constituents will be able to hold the university accountable and in turn the university can track its own progress in and across these areas.

In this report you will find context for the IBIS audit engagement and a summary of the UM System Task Force Retreat, where members reviewed and discussed the Audit Report and identified recommendations that could work best for the unique campuses and system-wide. Additionally, the Task Force identified recommendations that can be coordinated by the System to address diversity, equity and inclusion at the institutional level.

BACKGROUND

The University of Missouri Board of Curators (Board) announced a series of strategic initiatives[1] on November 9, 2015, to be implemented to address areas of diversity, equity and inclusion across the four campuses, University of Missouri-Columbia (MU), University of Missouri-Kansas City (UMKC), University of Missouri St-Louis (UMSL), and Missouri University of Science & Technology (S&T), and system administration offices (UM System or System). Implementing the

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[1] Further information on the Strategic Initiatives and their status can be found here: https://www.umsystem.edu/president/dei

Board's initiative to create a task force that would develop both a short- and long-term strategy, plans for action and metrics to be used system-wide based on an inventory and audit of current programs, policies and practices, Interim President Michael Middleton chartered the UM System Diversity, Equity and Inclusion Task Force (DEI Task Force) and on December 17, 2015, appointed Dr. S. David Mitchell, Associate Dean of Academic Affairs and the Ruth L. Hulston Professor of Law at the MU School of Law to serve as the chair.

The initial purpose of the DEI Task Force was to conduct a thorough, wide-ranging and unflinching study of the programs, policies and practices regarding diversity, inclusion, and equity that have been institutionalized throughout the System. It was recognized early on that UM System does not exist within a vacuum and that the programs, policies and practices that may originate at the System level have either a direct or indirect impact on each of the campuses and thus input from each campus was integral in assessing diversity, equity, and inclusion practices at the System.[2] Consequently, it was deemed critical that the Task Force not only have representation from each of the System units but also have representatives from each of the constituencies – students, staff and faculty – from each of the campuses. While alumni were not invited to participate at this stage of the process, it is recognized that their voices are valuable. It is our recommendation that their input be solicited and their comments on the DEI Task Force Response and the IBIS Audit Report be considered as the university continues to moved forward in this area. The initial plan to populate the membership of the DEI Task Force was designed to include key constituents who would examine the university critically and make diversity, equity and inclusion recommendations that the System's Chief Diversity Officer would utilize in developing a plan of action. The first round of members, Phase I, was appointed by UM System based on nominations from the campuses and system units and announced on January 17, 2016.[3]

Recognizing the extent of the impact that changes at the System level with respect to diversity, equity, and inclusion would have for each of the four campuses, it was decided that the scope of the inquiry be expanded to examine the interplay between UM System and campuses. Hence, the audit would seek input from administrators, faculty, students and staff on each of the campuses as

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[2] Interim President Michael Middleton's "Task Force Charter – Diversity, Inclusion & Equity" was finalized December 2015. The Charter defines the scope of the Task Force as follows:

> The Task Force is limited to those areas that are within the direct scope of work of the UM System and its organizational units (i.e., Board of Curators, President's Office, Academic Affairs, Finance, General Counsel, Human Resources, Information Technology, University Relations). While the direct scope of the Task Force work does not extend specifically to campus, policies, programs and resources, the Task Force may have recommendations and initiatives to be considered at the system level that may intersect and overlap with the existing and ongoing work on each of the four campuses. In those instances, the Task Force hopes that each of the four campuses with their unique concerns will work collaboratively and in partnership with the Task Force to craft recommendations that respect the individuality of each campus and the collective mission as members of the University of Missouri.

[3] See Phase I Membership at https://www.umsystem.edu/ums/news/news_releases/news_011516

well as from each of the System administrative units. When the focus of the proposed audit changed from an examination solely of UM System to an exploration of the entire University of Missouri System and campuses, it was necessary to expand the representation of campus participants whose responsibilities included in whole or in part the coordination and implementation of diversity, equity, and inclusion efforts. Hence, Phase II membership not only invited self-nominations but also considered accepted nominations from existing Task Force members.

The DEI Task Force was comprised of a diverse collection of individuals from System administrative units, each of the four campuses, and included representatives from University of Missouri Healthcare and University of Missouri Extension.

DEI TASK FORCE RETREAT

On November 28-29, 2016, the DEI Task Force convened for a retreat in Columbia, MO. The purpose of the retreat was to discuss the IBIS Consulting Group's Audit Report (IBIS Audit Report) and to identify short- and long-term recommendations that can be implemented on each campus and at UM System as well as short- and long-term recommendations that can be coordinated system-wide. Prior to identifying a set of recommendations, the DEI Task Force undertook a critical review of the IBIS Audit Report.

For some members, the IBIS Audit Report was lacking in depth of analysis or specificity of recommendations, as well as an institutional data analysis that some had anticipated. Additionally, some members stressed that the report did not strongly address issues of power, privilege and intersectionality. Some members were concerned that the history of events presented in the Audit Report was too brief, and thus did not provide a longer historical context of the genesis of the initiatives announced in November 2015. Others raised questions about methodology, specifically calling attention to the small sample size of students, and that some protected classes appeared to have been omitted, such as veterans for example. Lastly, some members wanted concrete suggestions on how to recruit and hire a diverse faculty.

IBIS consultants responded to these concerns on the second day of the retreat. Given more time, the Audit Report could have addressed the scope and breadth of the inquiry. The complex nature of the University of Missouri System and its campuses presented unique challenges to compiling a report that could address each aspect of the university or each campus with the level of detail that was desired. To be clear, the IBIS Audit Report was neither designed nor contemplated to be a campus climate survey and thus receive feedback from every university community member. A broader campus climate survey of the University of Missouri System and its campuses occurred simultaneous to the IBIS audit. Unlike that survey, IBIS data was gathered using individual interviews and focus groups of randomly selected participants on each of the four campuses and System. In brief, the audit was designed to review the policies, practices, and programs[4] related to

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[4] A separate review of the Collected Rules and Regulations (CRRs) was conducted and completed by Quarles & Brady, LLC, a law form affiliated with the IBIS Consulting Group.

diversity, equity and inclusion and to gather feedback from a sample of members of the community.

In addition to the critiques that were raised, the DEI Task Force identified parts of the IBIS Audit Report that were praiseworthy. The collection and populating of a DEI Asset Inventory was identified as a key strength of the audit, as it provides preliminary information on current programing and practices. Also, it was appreciated that the IBIS Audit Report highlighted the need for sustained funding as a critical component of diversity, equity and inclusion work. Task Force members reported that the Audit Report served as a good bridge for ongoing conversations about next steps and for the creation of metrics for assessing progress. For some members, the information collected from the interviews and focus groups forming the basis of the qualitative data validated the experiences and concerns of individuals on each of the campuses and at the System. Others appreciated the open-ended nature of the recommendations that IBIS made, thus allowing the individual campuses to uniquely implement the recommendations. Lastly, other noted strengths included the recommended readings following sections, as well as specific sections highlighting how to achieve greater curricular diversity, how to improve upon promotion and tenure process, and how to improve recruitment and hiring.

The IBIS Audit Report was never intended to be the singular source of data and recommendations for the university to rely upon to address diversity, equity and inclusion. The Audit Report should be viewed as one assessment tool among many as the university continues to critically review and improve its efforts around diversity, equity, and inclusion. The IBIS Audit Report does provide a comparative assessment of the current work of the University of Missouri System and campuses with the best practices of the field.

INCLUSIVE EXCELLENCE FRAMEWORK

Each campus has worked on issues related to diversity, equity and inclusion. As issues related to these efforts have arisen over time, campuses have had to be responsive to immediate events as well as maintain an ongoing plan to address a changing and fluid diversity, equity and inclusion landscape. The university can no longer simply measure its efforts with respect to diversity, equity and inclusion solely based upon compliance. The university must achieve more than just competence in these areas. It has to strive for excellence as it does in its academic, athletic, healthcare, and other programs. To assess whether the university has achieved excellence in this area, it is necessary to provide a common language for discussion and a lens through which the university can view diversity, equity, and inclusion.

The DEI Task Force therefore has presented its recommendations according to the structure of the Inclusive Excellence[5] Framework (IEF) that Dr. Kevin McDonald, the University of Missouri System Chief Diversity Officer (CDO) and University of Missouri-Columbia Interim Vice

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[5] Dr. Kevin McDonald, the University of Missouri System Chief Diversity Officer (CDO) and the University of Missouri Interim Vice Chancellor for Diversity, Equity and Inclusion laid out the "Inclusive Excellence at the University of Missouri System 2016-2018 Framework Draft."

Chancellor for Diversity, Equity and Inclusion, has proposed. Organizing around this structure will permit the ease of implementation across the four campuses and the System and enable the university leadership, more specifically the System CDO and the campus CDOs with a method to communicate the efforts around diversity, equity and inclusion to the other stakeholders necessary to make this work successful.

RECOMMENDATIONS INTRODUCTION

The following recommendations were developed during the DEI Task Force retreat on November 28-29, 2016, informed by the IBIS Audit Report. From the Task Force discussions and woven throughout the IBIS Audit Report, it was made abundantly clear that the success of any of the following recommendations and the implementation of any of the strategies requires the University of Missouri System and campus leadership to make a sustained commitment both in terms of funding support and personnel. The investment in diversity, equity and inclusion is a shared responsibility reflecting input from the System and its campuses. It is not enough for the System to create initiatives with the expectation of campus implementation without a consideration of funding support. Far too often, campuses have been asked to expend limited resources on newly proposed initiatives while maintaining the quality and effectiveness of existing programs. And yet, campuses must also continue to invest in diversity, equity and inclusion as well.

The DEI Asset Inventory[6] is one way that campuses and System will be able to collectively evaluate the success of the many programs and offerings in this area, as well as to identify places in which more work may be needed. With limited resources, accountability is paramount and diversity, equity and inclusion is not exempt from those constraints. However, diversity, equity and inclusion efforts have been underfunded and under resourced and often viewed in isolation apart from other critical areas of the university. With the hiring of a System CDO along with renewed attention and a coordinated effort at System level in partnership with each of the campuses, it is expected that this will no longer be the case.

The recommendations are broken out by campus / unit. Also, there is a set of recommendations for communication and opportunities for system-wide coordination and collaboration. An asterisk (*) indicates a high-priority recommendation. The Task Force recommendations can be mapped to the following sections of the IBIS Audit report.

Access and Success

- Page 57-58: Diversity Recruiting and Hiring of Faculty and Staff Recommendations
- Page 73: Diversity Promotion and Retention of Faculty and Staff Recommendations
- Page 88-89: Diversity Recruiting, Admission, and Retention of Students and Prospective Student Marketing Materials Recommendations

Education and Scholarship

- Page 100-101: Curricular Diversity Recommendations

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[6] A link to the preliminary DEI Asset Inventory can be found in the IBIS Audit Report.

Campus Climate and Intergroup Relations

- Page 111-112: Campus Life: Groups, Activities, and Resources Recommendations
- Page 122: DEI-Related Training Recommendations

Institutional Infrastructure

- Page 45: Leadership Accountability and Vision/Buy-in Recommendations
- Page 160-161: Leveraging Resources and Building Capacity Recommendations

Communication

- Page 131: Communications Recommendations

RECOMMENDATIONS

University of Missouri-Columbia (MU)

Access and Success

- *Include Diversity, Equity & Inclusion (DEI) student, faculty, and staff recruitment and hiring goals into the University of Missouri strategic plan, consistent with the law and the University's affirmative action program initiatives; ensure accountability, metrics and oversight.
- *Identify best practices and ways to expand existing programs to enhance retention for students, faculty and staff with appropriate funding, accountability, oversight and metrics. Include representatives from Human Resources (HR), Graduate Studies, faculty, staff, and students.
- Develop a check list for inclusive recruitment practices for faculty and staff searches, e.g. unconscious bias training, broad position descriptions etc., to be reviewed and approved by Provost prior to job offer. Work with HR to determine at which position grade levels that the checklist must be used for staff.
- Ensure effective communication between Promotion and Tenure (P & T) and search committees for faculty searches.
- Job description for faculty searches should include diverse research areas, methodologies and epistemology.
- Job description for staff should include inclusion and diversity goals and/or expectations.
- Recommend that search committees take the IAT assessments in at least two categories – race and gender; critically examine the composition of search committee members to reflect diversity of gender, age, tenure status, etc.
- Recommend that Promotion and Tenure standards be revised to value inclusion and diversity, including non-canonical research.
- Revise the bullet point in the Diversity Recruitment Best Practices to delete the "less prestigious" discourse as it reflects a power and privilege perspective of quality of candidates' scholarship. Emphasis should be made on the substance of the candidates and not the reputation of the schools where they trained.
- Develop a "grow your own" strategy that works for a research-extensive institution, i.e. increase consideration of hiring new faculty granted degrees from MU or other UM institutions.
- Revive the Colleagues Circle mentoring program for new faculty; explore similar programs for staff, particularly for exempt and/or management positions.
- Develop better mentoring programs for faculty, staff and students, both same identity and cross-race/identity pairings. Mentoring communication needs to flow both ways. With faculty mentoring, not only should mentors provide information to mentees, but that mentees provide feedback on their struggles to publish/obtain funding such that mentors can forward that information onto P&T committees and other decision-making bodies.
- Continue to include diversity and inclusion on webpages with students' recruitment and retention in mind and require this be included on individual academic department webpages.

- Disseminate information on diversity resources for incoming class of new students – explore using MUConnect to facilitate sharing this information with enrolled students.
- Provide faculty and staff, especially academic advisors, with information on affinity groups for students and have departments begin semester with email to all students in department of available affinity groups.
- To foster a sense of belonging, be more intentional about promoting affinity groups throughout campus, especially for students; encourage affinity groups to be thoughtful about their missions and purposes.
- Build the K-12 pipeline in Columbia and throughout the state.
- Support MU Academic Retention Services and its various programs and services.
- Recognize the value of service and teaching roles, particularly in tenure decisions.
- Ensure that the rate of participation among underrepresented students in the honors, study abroad and service learning programs are at rates consistent with their presence on campus. These areas can serve as recruitment and retention benchmarking indicators.
- Develop and implement more integrated recruitment and retention activities.

Education and Scholarship

- *Establish a robust business and research case for diversity at MU; conduct a study with the clearly stated financial implications of strategic diversity for MU.
- *Support a Center for Teaching and Learning that can:
  - "Offer training and support for faculty members and administrators in what it means to have DEI-related course content and curricula";
  - "Offer training and support for faculty members and administrators in cross-cultural competence, inclusive teaching methodologies, and how to create an inclusive teaching and learning environment. Share teaching approaches that include diversity as a lens for examining issues within a given course, such as directed readings or projects that incorporate issues of diversity into an established course structure";
  - Develop universal diversity modules that can be incorporated in different classes on Canvas. Ideally, this should be scalable or involve small-group breakouts after full-class discussion; and,
  - Assist with implementing diversity and inclusion measures in teaching evaluations as a measure of accountability include (i.e. "incorporate assessments of how inclusive the classroom environment and dynamics were in the student evaluations of their classes at the end of each term."
- Ask for diversity and inclusion teaching and scholarship information to be included in MyVita.
- Reward or incentivize faculty and staff on diversity and inclusion efforts.
- Develop rubrics and outcomes for diversity courses which can be adopted by faculty in different disciplines.
- Encourage the faculty production of articles, lectures, and new knowledge around issues of diversity" by expressly valuing such work in the promotion and tenure process.

Campus Climate and Intergroup Relations

- *Establish an oversight council for accountability of implementation of ongoing and integrated DEI training and orientation throughout campus that can:
    - Consider Citizenship@Mizzou as a semester-long course; hire a coordinator to map out a more robust extended orientation that focuses on inclusion, diversity and core values;
    - Incentivize diversity and inclusion training or professional development for faculty, staff and students; Fund and support programs such as Difficult Dialogues, Bystander Intervention and Courageous Conversations;
    - Establish accountability measures for DEI as part of annual performance reviews (e.g. myPerformance) or student registration;
    - Integrate diversity and inclusion co-curricular activities in both Summer Welcome and Fall Welcome and Graduate orientation, including outlining expectations for civil, respectful community at MU; and,
    - Listen to and empower students.
- *Establish incentive measures for DEI training and education.
    - Ensure that faculty and staff are compensated for their diversity and inclusion work and not just as an additional add-on to what they are already doing.
    - Ensure that students get course credit for their diversity and inclusion activities.
    - Establish regular and substantive communication with a student-led council of student leaders from student groups for the purposes of defining strategies for building connections and collaborations across student groups and organizations.
    - Establish recognitions and rewards for groups who connect and collaborate across cross-cultural, cross-race, and cross-identity lines; involve System and campus leaders in this recognition, and feature the stories prominently on the websites.
    - Continue to incorporate diversity and inclusion into FIGS and develop a FIG pilot that would "explore various models to elicit the participation of underrepresented students and expose white and diverse groups to each other."

Institutional Infrastructure

- *"Establish a process of achieving an aligned DEI scorecard/dashboard throughout the organization. A scorecard decentralizes the vision and provides everyone with the opportunity to contribute to the vision at multiple levels of the institution. have each unit develop a portion of the scorecard from its own vantage point."
    - "Ensure that DEI is integrated into all key aspects of the system's and campuses' strategic plans, with timelines and accountability measures for the leadership and high level administrators and metrics that include levels of engagement and sense of inclusion for students, faculty, and staff."
- *Diversify the strategic communications staff and leadership team & provide inclusion and diversity training for communications staff.
- Diversify senior leadership across campus.
- Rely less on external consultants.
- Communicate extensively information and programs to show that we are making progress and to highlight work that went unrecognized.

- "Have each department (academic and administrative) create specific DEI goals and plans tied to the strategic DEI plan for the campus.
- "Develop funding models that reallocate significant resources to support widespread organizational transformation."

University of Missouri-Kansas City (UMKC)

Access and Equity

- Faculty and Staff
    - Coordinate advertising for faculty and staff positions to save dollars and expand diversity of applicant pool by posting one large advertisement in national publications (to improve visibility and outreach to diverse applicants).
    - *Promote the practice that advertising alone is not sufficient. Encourage departments to expand outreach during professional meetings, with underserved and minority population professional groups, etc.
    - Promote cluster hiring to reduce isolation and lack of critical mass for faculty of color (FOC) and under-represented groups.
    - Include unconscious bias training for hiring committees and personnel engaged in hiring that focuses on applicant screening, interviewing and selection.
    - Expand resources available on the day of interview for candidates of color and other under-represented groups. These candidates often have questions about the community that are pertinent to their minority status, but that cannot be answered by current faculty and staff. Expanded resources will improve the likelihood they will consider Kansas City/UMKC.
    - Expand capacity for faculty retention initiatives. University leadership needs flexible mechanisms to move swiftly when a retention issue arises (often involving money or a change in duties). To this end, dedicated financial support for retention initiatives would be helpful.
    - Address the issue of faculty of color and female faculty being burdened with a disproportionate share of service obligations by channeling service requests through the chair, who would be expected to distribute the obligations evenly.
    - Some deans/chairs have to limit promotions to full professor due to budgetary concerns or constraints. We should address how to change this and evaluate whether faculty from under-represented groups are disproportionately impacted by this policy.
    - Affinity groups are a great idea to support faculty and staff. When faculty and staff feel supported, this "trickles down" to students.
    - Cross-race mentoring is a good idea, since there are not enough FOC mentors. However, mentors will need training on how to be a good mentor, unconscious bias, gender issues in academia, and working with first generation and students of color.
    - Evidence has shown that female faculty, international faculty and faculty of color often receive lower or biased student assessments. Student assessments are an important consideration in the promotion and tenure processes. The university should develop approaches to ensure fair evaluation for all faculty. This may include mathematical approaches to correct for bias, adoption of bias-resistant evaluation techniques, etc.

- o If students are to have more FOC and under-represented groups as role models, faculty and staff opening search committees must be diverse. If the search committee is not diverse due to demographic composition, utilize the model that UMKC's Master's in Public Administration (MPA) program has used. Namely, recruit search committee members from the same discipline from the community or similar organizations.

- Students and Future Students
  - o An opportunity for collaboration might be a system-wide proposal with Department of Elementary and Secondary Education (DESE) or federal entity to create sustainable K-12 pipeline programs that are implemented on each of the 4 campuses.
  - o Expect that units and departments connect and partner with existing community groups who have programming that supports the university's pipeline approaches.
  - o A mentoring program for new students of color is a great idea, as long as FOC aren't overly burdened to provide mentoring. Develop a strategy (including analysis of the barriers) to correct the underrepresentation of students of color in Honors and Study Abroad Programs. Note: it is important for Honor's Program marketing materials to have images of diverse students.

Education and Scholarship

- *A year-long program should be developed that orients faculty to teach in ways that are inclusive and equitable and that engage with ALL students including students of color, first generation and international students, and others who might struggle to adjust to the demands of particular degree programs due to the lack of role models from their communities of identity. The program would focus on improving understanding of diversity, equity, and inclusion while modeling strategies to better infuse diversity content into the curriculum and inclusive teaching techniques into the classroom.
- Faculty need more guidance and resources to respond to the personal, professional, and social issues that affect classroom performance, academic progress, and workplace success.
- In keeping with UMKC's current diversity action planning initiative, we recommend department chairs submit diversity and inclusion action plans that will be reviewed by the UMKC Chancellor's Diversity Council, which is co-chaired by the Provost and Vice Chancellor for Diversity and Inclusion.
- Faculty should be invited to participate in ongoing, faculty-led programming centered on dialogues about Diversity, Equity, and Inclusion. Action items generated by these dialogues should be forwarded to the Office of Diversity and Inclusion, the Chancellor's Diversity Council, the Provost, and the Faculty Senate.
- Funding is needed to support Centers and Institutes that address diversity, equity, and inclusion in teaching and research and that support DEI scholarship and community engagement.

- Incentives should be developed to encourage faculty to contribute DEI-related articles and research from all disciplines. Existing faculty who have committed their careers to DEI teaching, scholarship, and community outreach should be given institutional recognition and support through awards, promotion and tenure criteria, and research funding.
- A DEI reading list should be developed and promoted among faculty and staff.
- A fact sheet on how to have a respectful conversation across differences should be developed and widely distributed.
- Universal Design for Learning (UDL) should be promoted by the UMKC Division of Diversity and Inclusion and Academic Affairs.

Campus Climate and Intergroup Relations

- Utilize a current organization that already represents student groups (Student Government) to expand DEI awareness, engagement and initiatives. Find strategies and funding to promote student group collaboration on DEI issues and expand on-campus activities and engagement.
- *Students should have an orientation that incorporates diversity, equity, and inclusion. Due to time constraints as the current orientation format is full, alternatives, including small student groups (during the freshman experience) following orientation or online activities, might be worth pursuing.

Institutional Infrastructure

- *Provide CDO with appropriate funding and resources so that they can adequately support their strategic goals.
- Support the development of a system-wide diversity, equity and inclusion dashboard or scorecard across campuses with metrics that reflect system-wide and campus-specific DEI objectives.
- Expand opportunities for system-wide diffusion of best practices and successful initiatives. For example, UMKC has instituted the Diversity Advocates program, a learning community that equips faculty, staff and students with diversity related skills and strategies. This learning community model could be replicated at other UM system campuses.

Missouri University of Science & Technology (Missouri S&T)

Access and Success

- *Identify DEI champions and establish a rewards system.
- *Facilitate venues where students, faculty, and staff can participate in meaningful interaction and thoughtful engagement.
- *Review job recruitment and hiring practices
  - Review departmental job postings for wording and to identify areas of optimization;
  - Train tenure review committees on unconscious bias; and,
  - Ensure diverse composition of search committees.
- Engage local stakeholders, staff, and students to recruit potential staff and faculty (greater St. Louis area).
- Facilitate venues for students and faculty to connect, in an effort to increase informal mentoring.
- Encourage and engage faculty and staff to pursue educational program funding for both secondary and post-secondary learning.
- Create a pipeline of public K-12 students to Missouri S&T.
- Create opportunities for diverse undergraduate communities and student organizations to connect and interact to gain understanding and perspective.

Education and Scholarship

- *Encourage pursuit of grants in the DEI area.

Campus Climate and Intergroup Relations

- Create opportunities for students from underrepresented communities to connect with prospective students from similar backgrounds.
- Establish a council of student leaders passionate about connecting different campus groups (including awards for their efforts).
- Reach out to LGBT/Q community to identify needs (consider attending groups meetings to better identify needs and concerns).
- Develop a database of DEI data and accomplishments for the S&T campus.

Institutional Infrastructure

- *Develop department/unit liaisons to the diversity committee.
- *Enlarge the Campus Committee on Diversity and Inclusion (by updating the members and charges for the Chancellor's Advisory Committee on Diversity & Inclusion).
- Engage local St. Louis citizen champions.
- Establish council of student leaders.

- Ensure that Disability Support Services and other intervention programs engage and connect with DEI programs and services.
- Develop a DEI Scorecard.
- Develop a database that captures the accomplishments of diverse faculty and students; highlight in marketing materials.

Community

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

University of Missouri-St. Louis (UMSL)

Access and Success

- *Conduct a pay equity audit.
- Review faculty and staff recruitment and retention practices (e.g., benefits, spousal hire, child care subsidy):
    - Consider cluster hiring and targeted hires;
    - Renew diversity hires program via the Chancellor's Office;
    - Consider contributions to diversity for all promotions, as well as tenure decisions;
    - Consider paid maternity/parental leave; and,
    - Require DEI/unconscious bias training for hiring/search committees.
- Review student recruitment and retention practices (e.g., more assistance, housing, social work services for students, SNAP/EBT and WIC purchasing ability on campus).

Education and Scholarship

- Conduct a review of general education and cultural diversity requirements.
- Consider "cultural diversity" class, service-learning requirements, and an African American studies program.
- Conduct a review of freshmen orientation through a diversity lens.
- Pursue grants to support research and initiatives related to diversity, equity and inclusion.

Campus Climate and Intergroup Relations

- Expand the Chancellor's Cultural Diversity Council (CCDC) and increase staff for Office of Diversity and Inclusion to achieve goals.
- Review inclusion strategies for service maintenance/facilities services units and other hourly employees.
- Implement exit surveys for students, faculty, and staff.
- Review communications approach and strategies:
    - Consider more immediate response to national and local events, directly from Chancellor;
    - Consider messaging from Employee Assistance Program (EAP); and
    - Provide DEI training for communications staff.
- Review staff orientation practices to increase sense of community.

Institutional Infrastructure

- *Support the diversifying of administration.
- Conduct an assessment of the needs of international students and provide program support.
- Implement a DEI scorecard with a regular audit.
- Implement DEI awards/recognition.
- Implement a yearlong faculty/staff orientation and refresher.

University of Missouri System (UM System)

Access and Success

- *Expand recruitment efforts beyond traditional networks.
- *Develop a toolkit to seek candidates, ensuring a diverse applicant pool.
- Broaden job descriptions to reflect competency-based skills and inclusion/diversity indicators.
- Create a managerial dashboard containing metrics to track DEI goals related to hiring, retention, and turnover.
- Increase retention by creating inclusive workplace training for teams, using best practices.

Education and Scholarship

- *Create a course designator for inclusive intensive coursework identified in myVITA.
- *Develop a rubric in collaboration with faculty to identify what qualifies as an inclusive intensive course.
- *Develop professional development across the system to support faculty creation of inclusive courses and curriculum.
- Create opportunities for students to experience DEI:
  - Internships;
  - Service-learning;
  - Community; and,
  - Conferences.

Institutional Climate and Intergroup Relations

- *Clarify myPerformance diversity competency and develop a grading scale to incentivize participation in DEI training.
- *Require unconscious bias training for all participants of hiring teams.
- Form a system-wide advisory group for DEI.
- Hold a recurring system-wide Inclusive Excellence conference.

Institutional Infrastructure

- *Increase support for campus teaching and learning centers to facilitate inclusive intensive coursework.
- *Move Strategic Communications to report directly to System president and empower Strategic Communications to work with all campuses and implement bi-directional communications.
- Develop and build on succession plans to increase diversity in leadership.
- Integrate DEI understanding, awareness skill, and commitment in the performance evaluation process.
- Reevaluate the System strategic plan and mission statement, supporting DEI goals.

Communication Recommendations

- Create better information sharing between campuses and System Communications staff to share best practices and coordinate training.
- Identify distinctly different goals and processes for external media/public. relations/marketing communication and internal community (students, faculty and staff) communication to avoid confusion between the two.
- Create agile, responsive protocols to effectively respond to critical incidents with communication to internal campus community.
- Take steps to increase diversity of communication staff or encourage or support alternative viewpoints within existing staff.
- Ensure both campus and system strategic communications staff seek feedback from DEI experts on communication and messaging, especially if the messaging pertains to a sensitive or racially-charged topic.

Opportunities for System-Wide Collaboration

- Implement selected K-12 pipeline initiatives, and assess existing ones, to make a UM System campus an organization of choice for historically underrepresented/underserved populations.
- Create leadership development and career path programs for faculty and staff, with special attention given to historically underrepresented populations to enhance their leadership opportunities.
- Create a comprehensive recruitment and hiring toolkit, including DEI best practices in advertisement, job descriptions, career ladders, search committee processes and education, and outreach.
- Develop a standardized system-wide diversity dashboard to track data and highlight areas of growth.
- Promote the development of DEI-intensive courses by developing a rubric to identify such courses and track in a standardized way in myVITA.
- Provide learning experiences that support faculty and others in developing or adapting existing courses and academic programs with aspects of diversity and inclusion.
- Offer system-wide diversity training on unconscious bias and other diversity-related topics, and include incentives for participation (e.g., wellness incentive).
- Increase recognition programs that acknowledge contributions made to advance diversity and inclusion.
- Formalize DEI ambassadors/champions and include incentivizes for participation.
- Engage with the Missouri community via MU Extension on diversity, equity, and inclusion initiatives.
- Engage in system-wide grant-writing efforts for DEI-related initiatives and research.
- Improve communications with a DEI lens and increase interaction between System Strategic Communications and campus communications on DEI issue response, and ensure DEI-related training for communications teams on all campuses.
- Convene ongoing system-wide meetings on diversity, equity and inclusion with faculty, staff, students.
- Host a system-wide Inclusive Excellence conference, fostering an information exchange between campuses.

CONCLUSION

The Task Force appreciates the University of Missouri's willingness to participate in an external audit of this nature, as it reflects leadership and courage. While the Task Force has provided input at this stage, the larger responsibility for the university's effort around diversity, equity, and inclusion are not the sole responsibility of the Task Force. It is a collective effort to which each member of our university has a responsibility.