Diversity, Equity and Inclusion Strategic Plan (2016-2021)
Year Three Revised Plan (2018-19) and FY19 Actions

Year Three (2018-19) revised UMSI DEI Strategic plan

Table of Contents

Year Three (2018-19) UMSI Revised DEI Strategic Plan
Five-Year Strategic Objectives, Measures and FY19 Actions

I. Year Three (2018-19) DEI Strategic Plan Overview

As we enter Year Three of the UM Five Year DEI Strategic Plan Implementation (2016-2021), it is important to take stock of how far we have come, while recognizing the need for continued momentum to institutionalize the values and behaviors that weave diversity, equity and inclusion into the fabric of everything we do. A couple years into such a big initiative, with so much else going on that competes for our attention, it is important to remind ourselves, "Why are we doing this? Why have all these objectives? Why put all this energy, time and resources into DEI?" We are doing this because after so many years of effort, we have not achieved desired levels of diversity in students, staff and faculty. We are doing this because our values and significant research makes clear that having diverse perspectives results in better and more creative ideas and solutions. We are doing this because diversity, equity and inclusion go hand in hand with excellence. We are doing this because all of us gain when each of us is able to thrive and reach our full potential. And so, our work continues into Year Three of a Five Year all-campus effort to make change happen, not just on the surface, but deeply and throughout our organizational culture, at the school and at the university. In the spirit of keeping our DEI Strategic Plan a "living document," each year it is reviewed and revised, ensuring that strategic objectives are relevant, that new challenges are addressed, and that annual Actions are identified to direct our priorities and move us forward.

II. Year Two (2017-18) Implementation Highlights

UMSI has provided consistent, strong leadership for DEI, with the position of Assistant Dean for DEI serving as a member of the Dean's Leadership Team and with the Dean's consistent messages regarding his own support for DEI and the alignment of DEI goals with UMSIs mission. This commitment has been backed up with resources that support enhanced outreach (along with generous funding from the Provost's Office), the work of the Diversity Committee, and support for time and attention from faculty and staff to enact the DEI strategic plan. DEI is infused into unit goals (such as student affairs and human resources) and committee charges (such as faculty search and academic programs). Individual faculty and staff goal setting includes setting DEI goals, a process now in its third year, which has encouraged grass roots efforts and individual ownership in support of DEI. The Assistant Dean for DEI continues to hold mid-year check-in meetings with unit directors and committee chairs and has met with and advised these and other members of the UMSI community on various DEI related efforts during the past year.

The UMSI Diversity Committee provides a forum in which student, staff, and faculty serve as committee members to foster an inclusive school environment and to incentivize school wide DEI work through a funding request program and DEI awards. Students, staff, and faculty have made requests for funding to support DEI efforts and learning opportunities. UMSI continues to

appoint two liaisons to engage with CRLT's inclusive teaching initiative, and the Senior Associate Dean for Academic Affairs continues to serve in the Rackham Faculty Allies program. New for 2017-18, UMSI moved from hiring an hourly DEI intern to hiring a DEI GSSA (which, like GSI and GSRA positions, includes tuition and stipend). The DEI GSSA position included a more robust set of work expectations including student and student group advising on DEI matters, upgrading the UMSI DEI newsletter, coordinating the new iDEI Talks event, organizing and co-leading student focus groups, contributing to plans and assessment for UMSI's Community College Summer Institute, and contributing to the design and facilitation of the UMSI DEI retreat. The GSSA position was very successful and increased student awareness and engagement with the DEI Strategic Plan. By infusing DEI work across the school while providing a strong level of central capacity and support, we have forwarded efforts from communications to education to policy changes that are building our collective capacity to take DEI into account in what we do and how we do it.

III. Key Findings from Year Two Assessment and Engagement Activities

The Year Three Revised UMSI DEI Strategic Plan with FY19 Actions (annual goals) is informed by and reflects numerous inputs from engagement and assessment across the UMSI community in the past year, including community gatherings, results from All Campus Climate Surveys (staff results were disseminated in spring 2018, student and faculty results will be disseminated in fall 2018), issues gathered in the Assistant Dean for DEI and the DEI GSSA office hours with students, staff and faculty, annual student surveys and student focus groups conducted by the Office of Academic and Student Affairs, input gathered from staff unit directors and faculty committee chairs in mid-year meetings, input from discussions at staff and faculty meetings, staff and faculty input provided to the Dean, discussions with and recommendations from the UMSI Diversity Committee, and discussions and evaluations from the UMSI DEI retreat. Overall feedback about the climate at UMSI is positive and suggests that efforts being made to increase awareness of differences and capacity to work across differences have made a positive impact.

However, there are climate issues at UMSI and on campus, in particular for underrepresented and marginalized individuals and groups. Students, staff and faculty have reported being negatively impacted by racist and other bias incidents on campus and nationally as well as the increased presence of White Supremacist presence on college campuses. Students reported experiencing or witnessing incidents of bias or exclusion related to gender and gender identity, race/ethnicity, citizenship status, mental health status, and nontraditional status. Students have voiced the need for continued attention, training, and discussion about issues of diversity and inclusion in and out of the classroom. The UMSI staff results from the UM All Campus Climate Survey indicate UMSI staff rate the UMSI climate more positively than other staff rate their own unit on campus, nearly 70% are very satisfied or satisfied with the UMSI climate and over 80% report being treated with respect (including breakdowns by women and non-white staff). However, nonwhite UMSI staff members had less positive ratings than white staff members on several climate measures. Faculty, staff and students have identified a need for continued education and dialogue to support diversity, equity and inclusion on many dimensions. Thus, while there are many positive indicators of engagement and support for diversity, equity and inclusion, there is a need for ongoing and cumulative efforts to address issues and concerns and to build a culture and climate that sustains diversity, equity and inclusion.

IV. 2018 Revised Strategic Objectives, Measures and FY19 Actions*

*All strategic objectives and related actions will be pursued in accordance with the law and University policy.
NOTE: *Revised or new objectives, measures, and FY19 Actions are in* **bold.**

IV.A. Recruitment & Retention

Five-Year Strategic Objective 1
Increase diversity of students in all degree programs.

Measures of Success
Increase in the number of racial and ethnic minority applicants in all degree programs including more women applicants for technically oriented fields.

FY19 Actions
1. Continue developing and refining recruitment strategies and processes across all academic programs to promote diversity, equity, and inclusion, adjusting activity based on assessment of impact.
2. **Continue to build UMSI outreach efforts with an emphasis on community colleges and adding efforts for K12 Education outreach. Repeat the Community College Summer Institute and continue building a partnership with the Center for Educational Outreach.**
3. **Continue to develop collaborations with the American Indian Higher Education Consortium and include Tribal Colleges in Outreach efforts.**
4. **Assess effectiveness of current need-based aid and diversity focused scholarships for master's students; revise as needed and continue to actively promote need-based and diversity focused aid.**

Five-Year Strategic Objective 2
Equitable assessment of each applicant in the admissions review process.

Measures of Success
No evidence of bias in terms of number of reviews, content and quality of reviews, and recommendations for others to consider the application.

F19 Actions
1. **Continue to provide training to faculty and staff serving on academic program committees on avoiding implicit bias in admissions. Provide information to UMSI faculty and staff on implicit bias in admissions and our efforts to remove it.**

Five-Year Strategic Objective 3
Develop clear lines of responsibility and accountability for promoting diversity in student applicant pools, establish policies and reporting procedures, and provide appropriate training.

Measures of Success
More effective division of responsibility between program directors, faculty reviewers, and staff with involvement in recruitment and admissions; reports on recruitment, admissions, yield.

FY19 Actions
1. **Continue to engage UMSI faculty, staff and students in our efforts to promote diversity across all academic programs, and regularly seek input on new strategies, contacts, and methods to support diversity recruitment.**
2. Continue to share outcomes of diversity recruitment, admissions, and yield with the UMSI community.

Five-Year Strategic Objective 4
Continue to increase diversity of staff.

Measures of Success
Increase in underrepresented minority staff, particularly in managerial positions; increase of women in technical positions.

FY19 Actions
1. Continue to provide information and training to UMSI Human Resources Staff and UMSI Staff supervisors on diversity recruiting and avoiding implicit bias in the hiring process.
2. **Develop a checklist to support diversity recruiting and selection in accordance with legal standards. Have a UMSI HR staff member meet with the supervisor/selection team to review the checklist before the hiring process begins.**

Five-Year Strategic Objective 5
Increase diversity of faculty.

Measure of Success
More racial and ethnic minorities in all areas, more women in technically oriented fields.

FY19 Actions
1. **Establish a standing committee charged with developing and implementing a plan for ongoing cultivation of diverse candidates for faculty positions to enact a model of continuous faculty recruiting.**
2. Continue requiring members of faculty search committees to complete STRIDE training.
3. **Develop a checklist in alignment with STRIDE training materials to support diversity hiring for faculty positions in accordance with legal standards for use by faculty search committees and the faculty search chair.**

IV.B. Education and Scholarship

Five-Year Strategic Objective 1
Create a teaching and learning environment that prepares students for careers in a diverse and global environment.

Measures of Success:
Course evaluation data, climate survey results, and student outcomes data indicating greater awareness and understanding of diversity, equity, and inclusion issues and fewer experiences of bias and exclusion.

FY19 Actions
1. **In collaboration with CRLT and/or an external consultant, engage faculty (across the next two years) in individual consultations to review and discuss inclusive teaching practices in terms of their course content, pedagogy and class environment. Offer small group follow up sessions to encourage peer-to-peer learning and support and foster an inclusive teaching community of practice.**
2. **Provide a summary of ideas generated at the 2018 UMSI DEI Retreat on connecting DEI with the curriculum to the Senior Associate Dean for Academic Affairs and faculty academic program directors.**
3. **Ensure each academic program has incorporated or addressed the goal of preparing students to work and succeed in diverse and global environments in their academic program objectives.**
4. The Office of Professional and Community Engagement and the Office of Career Development will continue to integrate diversity, equity and inclusion values and intercultural competency themes into curricular and co-curricular offerings, policies and practices, and assessment activities. Evaluate efforts and make adjustments over time.

Five-Year Strategic Objective 2
Produce and disseminate faculty led scholarship related to diversity, equity and inclusion across its many dimensions.

Measures of Success
Percentage of faculty research publications on topics related to diversity, equity and inclusion across its many dimensions. Data on scholarly publications and conference presentations, and results of communications efforts (visibility via UMSI web site and social media; media mentions, etc.).

FY19 Actions
1. **Provide faculty with information and resources on conducting community-based and social justice-oriented research. Organize a faculty research lunch and learn session in which faculty who are involved in scholarship related to DEI can share about their research with their colleagues.**
2. **Repeat the iDEI Talks Event which features faculty and graduate student DEI related research along with staff led DEI projects in TED style talks. Continue sharing and promoting DEI related research through UMSI news and public relations efforts to generate coverage at the University level and in the broader media.**

Five-Year Strategic Objective 3
Promote participation in research by undergraduate and master's students from groups that are under-represented—including women, first generation college students and underrepresented minorities—to foster diversity in the next generation of scholars.

Measures of Success
Number of students participating in UMSI sponsored pipeline program(s) and number of these students who matriculate in doctoral programs at UMSI or elsewhere.

FY19 Actions

1. **Continue to fund and administer the Research Experience for Masters Students (REMS) summer research program.**
2. **Further develop plans to submit an NSF-REU proposal for a new summer research experience program focusing on community college students in August 2019.**
3. Continue to support mechanisms for multi-year follow-up with UMSI pipeline program participants, tracking initial participation to future matriculation in undergraduate or graduate programs.

Five-Year Strategic Objective 4
Encourage and support individual and school investment in DEI efforts and professional development.

Measures of Success
Outcomes from faculty and staff DE&I goal setting; documented changes in organizational practices, policies, or programs to support a more inclusive environment.

FY19 Actions

1. **Continue faculty and staff DEI goal setting; provide guidance and feedback to align individual goals in FARs and staff performance reviews with one or two UMSI broader UMSI diversity goals.**
2. **Encourage goal setting that extends individual growth and commitment to diversity, equity and inclusion.**

IV.C. Promoting an Equitable and Inclusive Community

Five-Year Strategic Objective 1
Raise awareness among faculty and staff of how behaviors, forms of expression, and other individual actions can result in a climate that is perceived as not inclusive. This requires a particular focus on inclusiveness for women (at all levels – i.e., faculty, staff, students) and international faculty and students (this focus derives from UMSI 2015 climate survey data).

Measures of Success
Future climate survey responses that report improvements (compared to 2015 responses) in climate survey scores.

FY19 Actions

1. Continue to develop and implement an annual plan for DEI professional development for faculty, including: DEI onboarding during new faculty orientation and STRIDE training for all members of faculty search committees. Offer inclusive teaching individual consultations and discussion groups. Offer at least one DEI presentation in a faculty meeting (e.g. Change it Up, Disability Awareness, etc.). Actively encourage and recognize faculty attendance at UMSI and UM DEI programs, events, and trainings. Evaluate and adjust plan annually.

2. Continue to develop and implement an annual plan for DEI professional development for staff, including: DEI onboarding meetings; completion of "DEI: The Basics" online

training; regular DEI short presentations/activities at staff meetings; one all staff DEI workshop per year; support (financial and work release time) for attending DEI training and activities offered on campus or through professional associations. Evaluate and adjust plan annually.

Five-Year Strategic Objective 2
Raise awareness among PhD students of how behaviors, forms of expression, and other individual actions can result in a climate that is perceived as not inclusive by women, URM, LGBTQ, international, and disabled students.

Measures of Success
Future climate survey responses that report improved (compared to 2015 responses) climate for female, URM, LGBTQ, international, and disabled students.

FY19 Actions
1. Continue to develop and implement a plan for integrating DEI content into doctoral student professional development and student life programs.

Five-Year Strategic Objective 3
Raise awareness among Master's students of how behaviors, forms of expression, and other individual actions can result in a climate that is perceived as not inclusive by women, URM, LGBTQ, international, and disabled students.

Measures of Success
Future climate survey responses that report improved (compared to 2015 responses) climate for female, URM, LGBTQ, international, and disabled students.

FY18 Actions
1. Continue to develop, implement and evaluate DEI content in MSI and MHI Orientations, including training on intercultural competency, bystander intervention training, and Information Challenge experience focusing on working across differences.
2. Continue to develop and implement a plan for student life programming that integrates DEI content; assess and adjust plan annually.

Five-Year Strategic Objective 4
Raise awareness among BSI students of how behaviors, forms of expression, and other individual actions can result in a climate that is perceived as not inclusive for individuals or groups. Ensure that BSI students feel integrated into larger UMSI community.

Measures of Success
Climate survey and focus group results that report fewer biased comments and bias incidents over time across different student groups; survey and focus group results that indicate BSI students feel integrated in the larger UMSI community

FY19 Actions:
1. Continue to develop and implement a plan for BSI orientation and student life programming that integrates DEI content including use of intercultural competency

2. **Evaluate BSI Student Survey questions to ensure they help assess the level and ways that BSI students are integrating into the UMSI community.**

Five-Year Strategic Objective 5
Foster a climate and culture that supports students, staff and faculty holistically including work/life balance, wellness, and familial commitments. Foster mutual understanding across differences and work to institutionalize inclusion in UMSI's environment including policies, practices, programs and resource allocations.

Measures of Success
Future climate survey responses that report higher (compared to 2015 responses) climate scores across groups related to an inclusive environment, support for work/life balance, managing familial commitments, support for career development and strong mentorship.

FY19 Actions:
1. **Offer information, resources, and programming that address wellness and work/life balance for students, staff and faculty.**
2. **Create a summary of ideas generated at the UMSI DEI retreat about creating a platform for respectful DEI dialogue and identify next steps for ways to enact some of these ideas in the UMSI community.**
3. **Convene a voluntary, short term task force to recommend actions to enhance inclusivity for individuals with disabilities and address barriers to accessibility.**
4. **Clarify the role of the UMSI Diversity Committee in relation to the Assistant Dean for DEI. Charge the Diversity Committee to focus on an annual theme; this year the theme is Intercultural Awareness and International Inclusion. The committee will also champion any climate survey efforts, administer DEI funding requests and annual DEI Awards, and serve as advisory group for the Assistant Dean for DEI or others leading UMSI DEI initiatives.**
5. **Continue active communication with students, staff and faculty regarding avenues to voice concerns and address conflicts. Ensure the new UMSI web site and/or intranet includes clear information about conflict resolution paths and resources for students, staff and faculty. Communicate about the UMSI web page on feedback (within UMSI) and formal reporting (to the university) regarding bias incidents or other DEI related concerns.**

V. Goal-related Metrics Tracked Over Time

UMSI will track multiple quantitative and qualitative measures to help inform and document our progress in achieving our DEI Strategic Plan. Supported by University data and augmented by data tracked at the School level, we will report on the following at the end of Year Three and again at the end of Year Five:

Undergraduate Students
Demographic Composition:
Headcount
Race/ethnicity
Sex

Citizenship
Graduation Rates:
• 4-Year
• 6-Year
Enrollment:
• Entry status (new, continuing)
• Student class level (freshman, sophomore, junior, senior)
Climate Survey Indicators:
• Satisfaction with overall UM climate/environment
• Semantic aspects of the general climate of UM campus overall
• Semantic aspects of the DEI climate at UM campus overall
• Feeling valued at UM campus overall
• Feeling of belongingness at UM campus overall
• Assessment of UM institutional commitment to diversity, equity, and inclusion
• Perceptions of equal opportunity for success at UM campus overall
• Feeling able to perform up to full potential at UM campus overall
• Feelings of academic growth at UM campus overall
• Feelings of discrimination at UM campus overall

Graduate Students
Demographic Composition:
Headcount
Race/ethnicity
Sex
Citizenship
Enrollment:
• Student class level (Graduate-Masters/Doctoral/Professional)
Climate Survey Indicators:
• Satisfaction with climate/environment in department of School/College
• Assessment of semantic aspects of the general climate in department of School/College
• Assessment of semantic aspects of the DEI climate in department of School/College
• Feeling valued in department of School/College
• Feeling of belongingness in department of School/College
• Assessment of department in School/College commitment to diversity, equity, and inclusion
• Perceptions of equal opportunity for success in department of School/College
• Feeling able to perform up to full potential in department of School/College
• Feelings of academic growth in department of School/College
• Feelings of discrimination in department of School/College

Staff
Demographic Composition:
Headcount
Race/ethnicity
Sex
Citizenship
Age (Generation cohort)
Climate Survey Indicators:
• Satisfaction with unit climate/environment in work unit
• Assessment of semantic aspects of the general climate in work unit

• Assessment of semantic aspects of the DEI climate in work unit
• Feeling valued in work unit
• Feeling of belongingness in work unit
• Assessment of work unit commitment to diversity, equity, and inclusion
• Perceptions of equal opportunity for success in work unit
• Feeling able to perform up to full potential in work unit
• Feelings of professional growth in work unit
• Feelings of discrimination in work unit

Faculty
Demographic Composition:
Headcount
Race/ethnicity
Sex
Citizenship
 Tenure status
Climate Survey Indicators:
• Satisfaction with climate/environment in department of School/College
• Assessment of semantic aspects of the general climate in department of School/College
• Assessment of semantic aspects of the DEI climate in department of School/College
• Feeling valued in department of School/College
• Feeling of belongingness in department of School/College
• Assessment of department in School/College commitment to diversity, equity, and inclusion
• Perceptions of equal opportunity for success in department of School/College
• Feeling able to perform up to full potential in department of School/College
• Feelings of academic growth in department of School/College
• Feelings of discrimination in department of School/College

VI. Plan for Supporting, Tracking and Updating the Strategic Plan
UMSI's Assistant Dean for DEI will continue to oversee the implementation of the UMSI DEI Strategic Plan, reporting to the Dean and serving on the UMSI Leadership Team. The Assistant Dean for DEI receives administrative support from the Dean's Senior Executive Assistant. Additional staff are assigned with partial effort specific to working with the Assistant Dean for DEI, and a DEI GSSA works at a .50 level reporting to the Assistant Dean for DEI. Progress is tracked through regular communications and consultations, with mid-year check in meetings to assess progress and identify needed resources and support. The results of climate surveys, focus groups, themes of community gatherings and town halls, ideas generated at the UMSI DEI retreat, and discussions with faculty, staff, and students guide the Assistant Dean for DEI in updating the plan for the following year. Proposed revisions are reviewed and approved by the Dean, but input is collected from key leaders across the school to ensure the plan is on target and resources are aligned to support achieving stated goals.

Ample funding has been allocated to support FY19 DEI Actions, including unit's budgets, the Assistant Dean for DEI's budget, and the Diversity Committee's budget. DEI support continues to be a strategic area for UMSI Development efforts, and UMSI has benefitted from generous funding from the Provost's Office for our External Transfer and Outreach initiative.

Each year we will publish our DEI progress report and next year actions on our UMSI web site, keeping previous year reports available. We will message the community with a link to this information and the summary of objectives and annual actions will also be posted on a DEI bulletin board within UMSI. In the coming year, we expect to again offer forums, surveys and focus groups to gather input, ideas and feedback on DEI efforts and school climate. The Assistant Dean will meet with academic program directors, committee chairs, unit directors, and student leaders to monitor progress and plan future actions. The DEI GSSA will have an active role and voice in continued strategic planning and implementation. We anticipate repeating a DEI retreat or similar activity to engage students, staff, and faculty in discussing issues and generating ideas for our DEI strategic plan's continued evolution and implementation.

VII. FY19 Revised Action Planning Tables with Details & Accountabilities

VII.A. Recruitment, Retention and Development

Key Constituency	Strategic Objective	Measures Of Success	Detailed Actions Planned (measurable, specific)	Group/ Persons Accountable
Students	Increase diversity of students in all degree programs.	Increase in the number of racial and ethnic minority applicants in all degree programs including more women applicants for technically oriented fields.	1. Continue developing and refining recruitment strategies and processes across all academic programs to promote diversity, equity, and inclusion, adjusting activity based on assessment of impact. 2. Continue to build UMSI outreach efforts, with an emphasis on community colleges and adding efforts for K12 Education outreach. Repeat the Community College Summer Institute and continue building a partnership with the Center for Educational Outreach. 3. Continue to develop collaborations with the American Indian Higher Education Consortium and include Tribal Colleges in Outreach efforts. 4. Assess effectiveness of current need-based aid and diversity focused scholarships for master's students; revise as needed and continue to actively promote need-based and diversity focused aid.	Senior Associate Dean; Office of Academic & Student Affairs; MSI, MHI, BSI, Ph.D. Academic Program Directors and Committees; Assistant Dean for DEI; Assistant Director for Outreach and External Transfer Students
Students	Equitable assessment of each applicant in the admissions review process.	No evidence of bias in terms of number of reviews, content and quality of reviews, and recommendations for others to consider the application.	1. Continue to provide training to faculty and staff serving on academic program committees on avoiding implicit bias in admissions. Provide information to the larger faculty and staff on implicit bias in admissions and our efforts to remove it.	Office of Academic & Student Affairs; Senior Associate Dean; MSI, MHI, BSI, Ph.D. Academic Program Directors and Committees

Students	Develop clear lines of responsibility and accountability for promoting diversity in student applicant pools, establish policies and reporting procedures, and provide appropriate training.	More effective division of responsibility between program directors, faculty reviewers, and staff with involvement in recruitment and admissions; reports on recruitment, admissions, yield.	1. Continue to engage UMSI faculty, staff and students in our efforts to promote diversity across all academic programs, and regularly seek input on new strategies, contacts, and methods to support diversity recruitment. 2. Continue to share outcomes of diversity recruitment, admissions, and yield with the UMSI community.	Office of Academic & Student Affairs; Senior Associate Dean; Faculty Academic Program Directors
Staff	Continue to increase diversity of staff.	Increase in underrepresented minority staff, particularly in managerial positions; increase of women in technical positions.	1. Continue to provide information and training to UMSI Human Resources Staff and UMSI Staff supervisors on diversity recruiting and avoiding implicit bias in the hiring process. 2. Develop a checklist to support diversity recruiting and selection in accordance with legal standards. Have a UMSI HR staff member meet with supervisor to review the checklist before the hiring process begins.	Administrative Director, Human Resources Director, Management Team; Supervisors
Faculty	Increase diversity of faculty.	More racial and ethnic minorities in all areas, more women in technically oriented fields.	1. Establish a standing committee charged with developing and implementing a plan for ongoing cultivation of diverse candidates for faculty positions. 2. Continue requiring faculty search committee members to complete STRIDE training. 3. Develop a checklist in alignment with STRIDE training materials to support diversity hiring for faculty positions in accordance with legal standards for use by faculty search committees and the faculty search chair.	Faculty Search Committee Chair, Faculty Search Committee Members; Assistant Dean for DEI, Senior Associate Dean; Dean

VII.B. Education and Scholarship

Key Constituency	Strategic Objective	Measures Of Success	Detailed Actions Planned (measurable, specific)	Group/ Persons Accountable
Students	Create a teaching and learning environment that prepares students for careers in a diverse and global environment.	Course evaluation data; student outcomes data; climate survey results indicating fewer experiences of bias and exclusion	1. In collaboration with CRLT, engage faculty (across the next two years) in individual consultations to review and discuss inclusive teaching practice in terms of their course content, pedagogy and class environment. Offer small group follow up sessions to encourage peer to peer learning and support and foster an inclusive teaching community of practice. 2. Provide a summary of ideas generated at the 2018 UMSI DEI Retreat on connecting DEI with the curriculum to the Associate Dean for Academic Affairs and faculty academic program directors. 3. Ensure each academic program has incorporated or addressed the goal of preparing students to work and succeed in diverse and global environments in their academic program objectives. 4. The Office of Professional and Community Engagement and the Office of Career Development will continue to integrate DEI values and intercultural competency themes into curricular and co-curricular offerings, policies and practices, and assessment activities. Evaluate efforts and make adjustments over time.	Senior Associate Dean, Assistant Dean for DEI, Faculty Academic Program Directors, Director, Office of Prof. & Community Engagement, Director, Career Development Office

Faculty	Produce and disseminate faculty led scholarship related to diversity, equity and inclusion across its many dimensions.	Percentage of faculty research publications on topics related to DEI across its many dimensions. Data on scholarly publications and conference. presentations, communications results (visibility via UMSI web site and social media; media mentions, etc.)	1. Provide faculty with information and resources on conducting community based and social justice-oriented research. Organize a faculty research lunch and learn session in which faculty who are involved in scholarship related to DEI can share about their research with their colleagues. 2. Repeat the iDEI Talks event which features faculty and graduate student DEI related research. Capture these talks on video and share via the UMSI web site, social media etc. 3. Continue sharing and promoting DEI related research through UMSI news and public relations efforts to generate coverage at the University level and in the broader media.	Director, Research Admin.; Associate Dean for Research; Faculty; Assistant Dean for DEI; Marketing and Communications Director;
Faculty and Students	Promote participation in research by undergraduate and master's students from groups that are under-represented—including women, first generation college students and URM.	Number of students participating in UMSI sponsored pipeline program(s) and number of these students who matriculate in doctoral programs at UMSI or elsewhere.	1. Continue to fund and administer the Research Experience for Masters Students (REMS) summer research program. Submit an NSF-REU proposal for a new summer research experience program focusing on community college students. If the REU proposal is accepted, begin planning implementation. 2. Continue to support mechanisms for multi-year follow up with UMSI pipeline program participants, tracking initial participation to future matriculation in graduate programs.	Dean; Senior Associate Dean for Academic Affairs; Assistant Dean for DEI; Assistant Director for Outreach and External Transfer Students
Faculty & Staff	Encourage and support individual and school investment in DEI efforts and professional development.	Outcomes from faculty and staff DEI goal setting; documented changes in organizational practices, policies, or programs to support a more inclusive environment.	1. Continue faculty and staff DEI goal setting; provide guidance and feedback to align individual goals in FARs and staff performance reviews with one or two UMSI broader UMSI diversity goals.	Dean, Associate Deans; Assistant Dean for DEI; Administrative Director; Faculty; Staff

VII.C. Promoting an Equitable and Inclusive Community

Key Constituency	Strategic Objective	Measures Of Success	Detailed Actions Planned (measurable, specific)	Group/ Persons Accountable
Faculty & Staff	Raise awareness among faculty and staff of how behaviors, forms of expression, and other individual actions can result in a climate that is perceived as not inclusive. This requires a particular focus on inclusiveness for women (at all levels -- i.e., faculty, staff, students) and international faculty and students. (This focus derives from UMSI 2015 climate survey data).	Future climate survey responses that report improvements (compared to 2015 responses) in climate survey scores.	1. Continue to develop and implement an annual plan for DEI professional development for faculty, including: DEI onboarding during new faculty orientation and STRIDE training for all members of faculty search committees. Offer inclusive teaching individual consultations and discussion group. Offer at least one DEI presentation in a faculty meeting (e.g. Change it Up, Disability awareness, etc.). Actively encourage and recognize faculty attendance at UMSI and UM DEI programs, events, and training. Evaluate and adjust plan annually. 2. Continue to develop and implement an annual plan for DEI professional development for staff, including: DEI onboarding meetings; completion of "DEI: The Basics" online training; regular DEI short presentations/activities at staff meetings; one all staff DEI workshop per year; support (financial and work release time) for attending DEI training and activities offered on campus or through professional associations. Evaluate and adjust plan annually.	Assistant Dean for DEI, Senior Associate Dean, Administrative Director; Human Resources Director; UMSI Diversity Committee

PhD Students	Raise awareness among PhD students of how behaviors, forms of expression, and other individual actions can result in a climate that is perceived as not inclusive by women, URM, LGBTQ, international, and disabled students	Future climate survey responses that report an improved climate for female, URM, LGBTQ, international, and disabled students.	1. Continue developing and implementing a plan for integrating DEI content into doctoral student professional development and student life programs.	Office of Academic and Student Affairs; Doctoral Program Director and Committee
Master's Students	Raise awareness among MSI students of how behaviors, forms of expression, and other individual actions can result in a climate that is perceived as not inclusive by women, URM, LGBTQ, international, and disabled students.	Future climate survey responses that report improved (compared to 2015 responses) climate for female, URM, LGBTQ, international, and disabled students.	1. Continue to develop, implement and evaluate DE&I content in MSI and MHI Orientations, including use of intercultural assessment tool, bystander intervention training, and Information Challenge experience focusing on working across differences. 2. Continue developing and implementing a plan for student life programming that integrates DE&I content; assess and adjust plan annually.	Office of Academic and Student Affairs; MSI Program Director and Committee
BSI Students	Raise awareness among BSI students of how behaviors, forms of expression, and other individual actions can result in a climate that is perceived as not inclusive for individuals or groups. Ensure that BSI students feel integrated into larger UMSI community.	Future climate survey and focus group results that report fewer biased comments and bias incidents over time across different student groups. Survey and focus group results that indicate BSI students feel integrated in the larger UMSI community.	1. Continue to develop and implement a plan for BSI orientation and student life programming that integrates DEI content including use of intercultural competency assessment tool. 2. Evaluate BSI Student Survey questions to ensure they help assess the level and ways that BSI students are integrating into the UMSI community.	Office of Academic and Student Affairs; BSI Program Director and Committee

Faculty, Staff and Students	Foster a climate and culture that supports students, staff and faculty holistically including work/life balance, wellness, and familial commitments. Foster mutual understanding across differences and work to institutionalize inclusion in UMSI's environment including policies, practices, programs and resource allocations.	Future climate survey responses that report higher (compared to 2015 responses) climate scores across groups related to inclusive environment, support for work/life balance and managing familial commitments, support for career development and strong mentorship.	1.Offer information, resources and programming that address wellness and work/life balance for students, staff and faculty. 2. Create a summary of ideas generated at the UMSI DEI retreat about creating a platform for respectful DEI dialogue and identify next steps to enact some of these ideas in the UMSI community. 3. Convene a voluntary task force to recommend actions that would enhance inclusivity for individuals with disabilities and address barriers to accessibility. 4. Clarify the role of the UMSI Diversity Committee in relation to the Assistant Dean for DEI. Charge the Diversity Committee to focus on an annual theme; this year the theme is International Inclusion. The committee will also champion any climate survey efforts, administer DEI funding requests and DEI Awards and serve as an advisory group for the Assistant Dean for DEI or others leading UMSI DEI initiatives. 5. Continue active communication with students, staff and faculty regarding avenues to voice concerns and address conflicts. Ensure the new UMSI web site and/or intranet includes clear information about conflict resolution paths and resources for students, staff and faculty. Communicate about the UMSI web page on feedback (within UMSI) and formal reporting (to the university) regarding bias incidents or other DEI related concerns.	Assistant Dean for DEI; Senior. Associate Dean for Academic Affairs; Office of Academic and Student Affairs; UMSI Human Resources; UMSI Diversity Committee