

UMSL | CCDC

Chancellor's Cultural Diversity Council

On October, 25, 2019 from 12-3 PM, the Chancellors Cultural Diversity Council participated in a retreat to establish a direction for the 2019-2020 academic years. The areas identified during the retreat have influenced initiatives and priorities for the 2020-2021 academic year as well. Below you will find suggestions based off the five key areas defined by our Inclusive Excellence Framework which is: Assess and Success, Education & Scholarship, Campus Climate & Intergroup Relations, Institutional Infrastructure, and Community Engagement. These recommendations were established after eight groups' comprised of faculty, students, and staff brainstormed ideas they would like to see the CCDC implement. After brainstorming in groups, each team chose a maximum of 2 initiatives to report out to the larger group for consideration. After each group reported out, each member in attendance received three color stickers: **green** (top choice), **orange** (second choice). And **blue** (need's more information). To determine top priorities in each key IE area, we assigned **2** points for **green**, **1** point for **orange**, and **0** points for **blue**. The results are as followed:

Access and Success

1) Operation: Equity - 10 pts

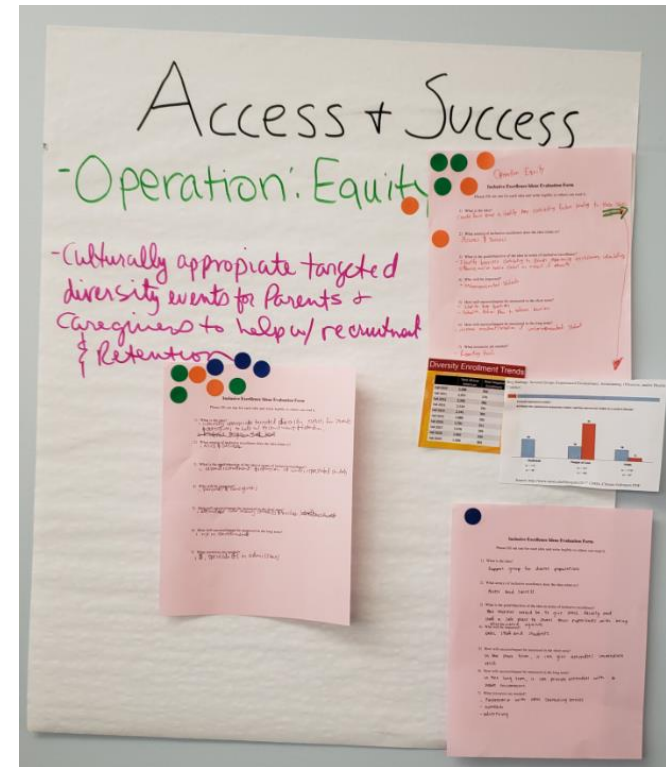
- Create focus group to identify key contributing factors leading to these enrollment and retention rates for our African American Students
- Identify Barriers contributing to the groups experiencing exclusionary, intimidating, offensive, and/or hostile conduct as a result of ethnicity
- Underrepresented students
- Identify key barriers, establish action plan to address barriers
- Increase enrollment and retention of underrepresented students
- Reporting tools

2) Culturally appropriate targeted diversity events for Parents + Caregivers to help with recruitment and retention – 8 pts

- Expand recruitment & retention of underrepresented students
- Parents & caregivers
- Attendance, how many contacts & touches
- Increase enrollment
- Money, specialist in admissions

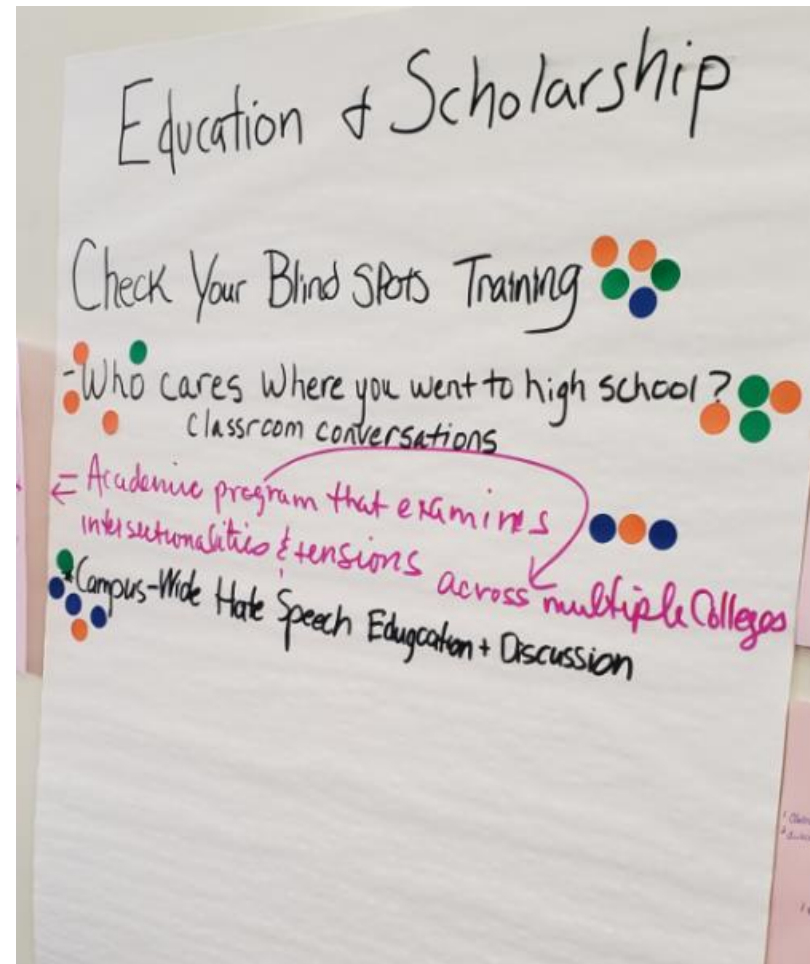
3) Support group for diverse populations – 0 pts

- The objective would be to give UMSL faculty and staff a safe place to share their experiences with being discriminated against
- UMSL staff and students
- In short term, it can give attendees immediate relief, long term – it can provide attendees with a stable environment
- Partnership with UMSL counseling services, outreach, advertising



Education & Scholarship

- 1) **Who care's where you went to High School? Classroom conversation** – 11 pts
 - a. Increase conversation and awareness, eventually contributing to campus climate
 - b. Student, faculty, and staff
 - c. 6 week survey, number of participates, include in-course survey – pre and post
 - d. Campus Climate survey? More participation, continuing increase in participation
 - e. Faculty training and buy-in, better targeting for training, open training up for additional people
- 2) **Check your Blind Spot Training** – 6 pts
 - a. Enhance awareness of biases, cultural differences
 - b. Faculty, staff, student. UMSL as a whole
 - c. Pre-post survey
 - d. Increased awareness
 - e. Check your blind spot bus group
- 3) **Campus-wide Hate Speech Education + Discussion** – 3 pts
 - a. Make UMSL hate speech free & make a safe space
 - b. Faculty, staff, and students
 - c. Interest in participating in program
 - d. Survey of minority stress in student, faculty, and staff
 - e. TBA
- 4) **Academic programs across multiple colleges that examine intersectionality and tensions** – 1 pt
 - a. Knowledge acquisition & creation
 - b. Faculty, student & community
 - c. Successful creation of program engaging with faculty and students
 - d. Money, buy-in from multiple academic units



Campus Climate & Intergroup Relations

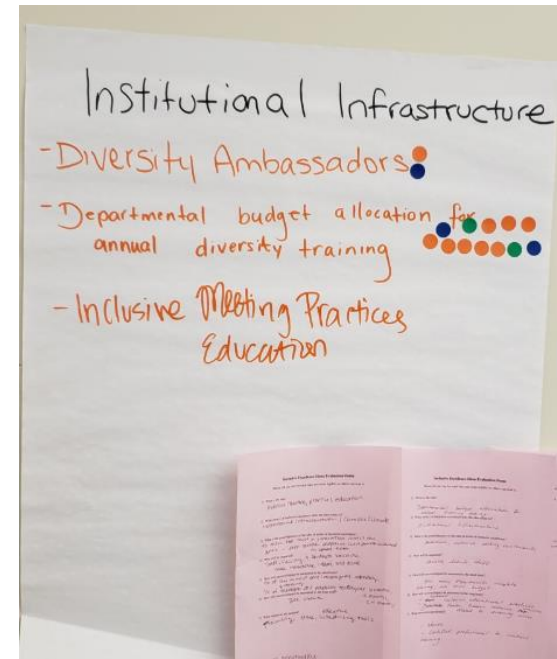
- 1) **Diversity Awards** – project idea started last year, not yet implemented
- 2) **Diversity 101 – Expand to in-person sessions, meetings, orientations** – 13 pts (no pink sheet) – This is Marlo's area and will see to it that it happens. No committee needed 😊
- 3) **Diversity Engagement Week** – 6 pts
 - a. Encourage the campus community to engage in new perspectives & celebrating out differences
 - b. Faculty, staff, and students
 - c. Measuring attendance in current UMSL events, participation evaluation
 - d. Ideas, participation, money, location
- 4) **Green-Zone Training** – 4 pts
 - a. Educate any diverse group willing to participate on characteristics, sensitivities, behaviors that can be misconstrued
 - b. Measured by number of faculty, staff, and students trained
 - c. Climate surveys; group interactions
 - d. Time allotted for training and orientation's
- 5) **Campus Climate Surveys & Focus Groups** – 3 pts
 - a. Survey → campus-wide about diversity
 - b. Gain understanding of perception, evaluate diversity and inclusion projects
 - c. Data-based survey
 - d. More participation, ___ of chance within programs
 - e. Specialist in preparing surveys + analyzing it, marking to encourage specific populations to participate
- 6) **Poverty Simulation** – 0 pts (people thought this was the same as 101?)
 - a. Help campus community understand the challenges of poverty
 - b. Faculty, student, and staff
 - c. Evaluations after event/ # of attendance



- d. Continue education of the long term impact of people who engaged in the simulation
- e. A group that implements poverty simulations

Institutional Infrastructure

- 1) **Include Diversity & Inclusion in 5 year unit review** – project idea from last year, not yet implemented
- 2) **Departmental budget allocation for annual diversity training** – 12 pts
 - a. Awareness; inclusive working environments
 - b. Faculty, staff, and students
 - c. How many departments complete training; use their budget
 - d. Increased inclusive educational practices, fewer human resource concerns related to diversity issues
 - e. Money, certified professional to conduct training
- 3) **Diversity Ambassadors** – 1 pt
 - a. To have accurate representation of the diverse social make up of UMSL to serve as representatives/ liaisons for each community
 - b. Campus-community wide
 - c. Semester campus climate surveys
 - d. Ongoing assessment of enrollment trends and campus climate surveys
 - e. Department to manage ambassador, survey/reporting tools
- 4) **Inclusive Meeting Practices Education** – 0 pts
 - a. To allow for trust + innovation across all levels – least senior people or least power allowed to speak first
 - b. Staff, faculty, and student because more innovative ideas will occur
 - c. % of low to mid-level managers attending training, % of managers still practicing techniques 6, 12, and 24 months after
 - d. Training, time, effective scheduling tools



Community Engagement

- 1) **UMSL International Festival** – 13 pts
 - a. Many diverse groups would be included, communicating with each other, increasing awareness
 - b. Student, faculty, staff, and community
 - c. # of attendees, # of participating groups
 - d. Success will be measured in attendance, long term in participating groups social media engagement (# of mentions)
 - e. Venue/space/location, tents, water/electricity, volunteers, marketing, money!

- 2) **Representation Matters!** – 0 pts
 - a. Events to increase enrollment and graduation from underrepresented groups
 - b. Future generations
 - c. Enrollment & participation in the program
 - d. Certain professions become more diverse
 - e. Faculty, scholarship/funding

