Interim Report from Diversity Task Force
Prepared for: March 12-13, 2015 Board of Governors Retreat

Demographic realities:
- Most non-white students at MSU have had a much different pre-college experience.
- The midwest is not changing as rapidly as rest of the country though there have been growth in Latino/Asian communities in Springfield.
- Springfield is a greater challenge than MSU. MSU is seen as a diversity leader for Springfield and surrounding counties, which is a great opportunity/responsibility for the university.

Demographic data from a major study being conducted by Brookings Institution:
- Proportion in Poverty: Springfield, MO 25.6%, U.S. 14.3%
- Demographic makeup as of 2013:
  - White (Springfield, MO) 87%; U.S 66%;
  - Black (Springfield, MO) 4%; U.S 13%;
  - Asian (Springfield, MO) 2%; U. S 5%;
  - Hispanic (Springfield, MO) 4%; U. S 16%.

Constituent input on "What is Diversity?"
- Diversity means creating an inclusive environment that values people with diverse skills, styles, perspectives and backgrounds.
- The focus of our endeavor to promote diversity should not be to promote an unthinking acceptance of all opinion but to develop critical thinking through exposure to different perspectives and rational reconsideration of one's own views.
- At the group level, diversity involves social justice, or the respectful and equitable treatment of individuals and groups, regardless of those differences. This necessarily involves a pan-historical view of social conditions, generational issues of access, equity, and social climate; and necessitates a deep understanding of the ways internalized systems privilege some and marginalize others across those characteristics, identities, backgrounds, beliefs and expressions.
- Being diverse is about inclusion, openness to not just differences in background, but also differences in schools of thought, human knowledge, skills, abilities, personality, attitudes, cultural inclinations, and other psychological characteristics.
- True human progress is not possible without diversity.

Constituent input on "What challenges if any do you feel MSU must address in order to achieve a more diverse campus environment in 10 years?"

- The administration, faculty and staff must truly embrace diversity as part of the public affairs mission.
- Let the students pave the way by offering them leadership opportunities. Listen to what they are saying and recommending.
- Provide an opportunity to reach out in meaningful ways to impoverished populations and families with no history of involvement in higher education to increase the University's awareness of issues associated with socioeconomic variables
- The University should hold itself accountable to diversity-related policies.

Vision Framework: Four Aspirational Components of a Diversity Vision

1. Institutional Leadership and Commitment
   o Intentional change should lead to organizational transformation
   o Promoting or achieving diversity cannot be about making the numbers or filling a 'quota', but rather about how an organization treats its people authentically down to the roots of its business model
   o It entails public commitment to methods used to alter the practice of organizations within the institution, or other groups to incorporate new knowledge, products, procedures, or values toward improved service or results
   o Training for professional development of faculty, administrators, staff

2. Curricular and Co-curricular Transformation
   o Ensure that principles of multiculturalism, pluralism, equity, and diversity are incorporated into the curriculum and pedagogy
   o Ongoing efforts to further infuse these things into the educational system and the community
   o Co-curricular and support services, programs and activities

3. Campus and Community Climate
   o Future goals have to be set after taking stock of what we have achieved so far so that goals can be realistic
   o The degree to which the campus and community make it a welcoming and inclusive environment for all students, faculty, staff, and members of the broader community

4. Representational and Compositional Diversity
   o Degree to which the campus and community attracts, retains, and develops students, faculty, staff, families from diverse and underrepresented backgrounds
   o Organizational transformation for purposes of magnetizing its benefits to underrepresented populations
   o Diverse hiring of faculty, administrators, staff

Discussion Questions
What obstacles must we overcome to achieve a more diverse campus environment? What aspects of diversity should be prioritized as we promote diversity and inclusion?