

**INCLUSION,
DIVERSITY,
EQUITY**

**AT THE UNIVERSITY OF MISSOURI
LIBRARIES**

TODAY'S PRESENTATION

1. **Review terms** defined on campus IDE website – active learning activity

Steven Pryor, Ruth Feldkamp, Brenda Slade

2. **Introduce Inclusive Excellence Framework** (also from that website) - Cindy Cotner

3. IDE Committee as resource on formulating and achieving **goals and commitments** tied to Inclusive Excellence Framework – Jeannette Pierce

4. IDE Committee proposal for your vote: **IDE Story Moments** – Rachel Brekhus



Inclusion, Diversity & Equity

University of Missouri

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Inclusive Excellence Framework

The Inclusive Excellence Framework reaffirms the University of Missouri's commitment to growing and sustaining a diverse and inclusive learning, living, and working environment. The university strives to be a 21st century learning community defined by excellence through the affirmation of differences in the composition of its leadership, faculty, staff, and students; the configuration of its policies, procedures, organizational structures, curricula, and co-curricular programs; and the fabric of its interpersonal relationships. This diversity framework expresses a plan for enacting the university's larger mission and for its values.

More about the Inclusive Excellence Framework:

- [Background at MU](#)
- [MU Inclusive Excellence Plan](#)



Recent News & Events

[Statement from Vice Chancellor Maurice Gipson](#)

Monday, Oct. 12

[Disability Culture Month](#)

Register today to attend this year's Disability Culture Month events!

[A Sense of Belonging](#)

Nicole Terherst Amezcua named George Washington Carver Graduate Fellow

[2020 Endless Possibilities Brochure](#)

Learn more about Columbia, Missouri in this updated brochure.

[Projections bring poetry to new heights](#)

MU's Artist in Residence program returns with "In Focus: Poetry." The six-day event uses work by Mizzou Made creatives to illuminate walls around campus.

INCLUSION, DIVERSITY OR EQUITY?

The various mix or combinations of human differences (e.g., personality, learning styles, and life (a)_____) and group/social differences (e.g., race/ethnicity, class, gender/gender identity, sexual (b)_____, country of origin, and ability as well as cultural, political, (c) _____, or other affiliations) that can be engaged in the service of learning and (d)_____ together.

(fill in all four blanks in the chat)

DIVERSITY

The various mix or combinations of human differences (e.g., personality, learning styles, and life **experiences** and group/social differences (e.g., race/ethnicity, class, gender/gender identity, sexual **orientation**, country of origin, and ability as well as cultural, political, **religious**, or other affiliations) that **can be engaged** in the service of learning and **working** together.

INCLUSION, DIVERSITY OR EQUITY?

The active, intentional, and ongoing engagement with (e) _____
— in people, in the (f) _____, in the co-curriculum, and in
communities (intellectual, social, cultural, geographical) with which
individuals might connect — in ways that increase one's awareness,
content (g) _____, cognitive sophistication, and empathic
understanding of the complex ways individuals interact with and
within systems and institutions.

(fill in blanks in the chat)

INCLUSION

The active, intentional, and ongoing engagement with **diversity**— in people, in the **curriculum**, in the **co-curriculum**, and in communities (intellectual, social, cultural, geographical) with which individuals might connect — in ways that increase one’s awareness, content **knowledge**, cognitive sophistication, and empathic understanding of the complex ways individuals interact with and within systems and institutions.

INCLUSION, DIVERSITY OR EQUITY?

The creation of (h)_____ for historically underrepresented populations to have equal access and equitable opportunity to participate in educational programs designed to reduce the academic/opportunity gap in student (i)_____ and completion. To advance equity is to allocate (j)_____, programs, and opportunities to staff, faculty, and students to address (k)_____ imbalances.

(fill in blanks in the chat)

INCLUSION, DIVERSITY OR EQUITY?

The creation of **opportunities** for historically underrepresented populations to have equal access and equitable opportunity to participate in educational programs designed to reduce the academic/opportunity gap in student **success** and completion. To advance equity is to allocate **resources**, programs, and opportunities to staff, faculty, and students to address **historical** imbalances.

(fill in blanks in the chat)

CAMPUS GOALS AND ACTIVITIES

Inclusive Excellence



Recruit & retain
“compositional
diversity”

**Access and
Success**



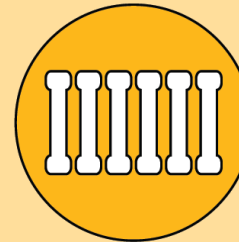
Support
and
Respect

**Institutional
Climate and
Intergroup
Relations**



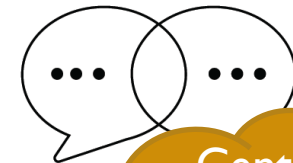
Perspective-
taking

**Education and
Scholarship**



Policy, \$,
Metrics

**Institutional
Infrastructure**



Center off-
campus work
on inclusion &
equity

**Community
Engagement**

LIBRARY COMMITMENTS (FY 2021)

Our committee can be a resources for units or individuals wishing to contribute to IDE-related commitments and goals in areas like this. Library IDE goals should be tied to the five pillars of the Inclusive Excellence framework.

- **Collections** (Institutional Infrastructure)
- **Staff Climate Survey** (Institutional Climate and Intergroup Relations)
- **Exhibits and Programming** (Education and Scholarship / Community Engagement)
- **Staff Engagement and Programming** (Education and Scholarship / Support and Respect)

COMMITMENT: IDE STORY MOMENTS

IE Framework Pillar 2:

Institutional Climate & Intergroup Relations

Goal: Create and sustain an organizational environment that **acknowledges and celebrates diversity** and employs **inclusive practices** throughout its daily operations.

IE Framework Pillar 3:

Education and Scholarship

Goal: Engage students, faculty, staff, alumni and volunteers in learning **varied perspectives** of **domestic and international diversity, inclusion, equity** and **social justice**.

...Targeted professional development activities directed to **improving the multicultural competencies** of faculty and staff.

IDE STORY MOMENTS: FORMAT AND CONTENT

- 10-10 minutes at monthly SAG town halls
- Stories that engage diversity, inclusion, equity and social justice
- Centered on life experience and local history
- Can be space for YOUR stories (“walk in my shoes”)...if & how YOU want it to be
- Otherwise, “found” stories or mini book talks/excerpt readings
- SAG Team as discussion/reaction space
- “Going Deeper” readings available

Library IDE chooses and schedules, but **you can send ideas** for stories you’d like to lead, perform, create, or point us toward

GETTING INVOLVED: STORY MOMENTS

1. Think about personal stories that make space and build empathy and understanding
 - Think of a time you felt **excluded** at school, work, or other public setting based on some aspect of your identity...and another time you felt **included** with respect to that identity.
 - What do you wish other people **understood better** about you, or about “people like me?”
 - Think about a time you believe you or someone close to you “**got off easy**” or “got away with something” or “got lucky” because of something about who you/they were
 - Think about a time you felt you “**didn’t belong**” somewhere. What happened to either reinforce that feeling or reduce it?
 - Think about a time you found yourself forced to **walk in different shoes**. How did you feel? What did you learn?
2. Write your story down and think about how you’d like it shared (read it aloud yourself, have someone else read it? Anonymously or not? Ok to record or not?) Length should be readable in 5-10 minutes.
3. Send it to any member of the IDE Committee by email or Teams.
4. This is not a mechanism for reporting discrimination/microaggressions; use MU’s biashotline.ethicspoint.com or (844) 946-1837, 24/7 year-round, for that.