

Inclusive Excellence
Plan 2017

University of Missouri—
Kansas City





UMKC Inclusive Excellence Plan 2017-2018

Division of Diversity and Inclusion

10/31/17

UMKC Approach to Diversity, Equity, and Inclusion

The University of Missouri-Kansas City (UMKC) is pleased to present our 2017-2018 Inclusive Excellence Plan. The plan represents a campus-wide diversity and inclusion blueprint for making concerted progress in diversity, equity, and inclusion (DEI). The 2017-plan will replace UMKC's 2014 Diversity Strategic Plan (which was based on the Inclusive Excellence Framework)ⁱ, making certain to preserve previous action steps that were in progress. Similar to UMKC's Diversity Strategic Plan, academic and administrative units will report their progress to the UMKC Chancellor's Diversity Council through reports and yearly presentations.

UMKC's DEI strategy is grounded in an organizational development approach.ⁱⁱ This means that we utilize a planned strategy that enhances the effectiveness of people to accomplish successful DEI organizational transformation and performance. Organizational culture— including assumptions, values, behavioral norms, and behavior patterns—are the focus of assessment and intervention. Change agents are identified and developed (using training and awareness activities) throughout the university. UMKC's DEI approach also centers on theories of multicultural organizational development that focuses on moving an organization from mono-cultural to multicultural.

Our approach to DEI is also informed by multiple disciplines including psychology, sociology, communications, anthropology, leadership, and management. UMKC utilizes a diversity dashboard so that DEI trends can be monitored and adjustments made. **About UMKC**

UMKC is the largest comprehensive research university in the Kansas City metro area and the University of Missouri System's public urban research university. UMKC's mission is to lead in life and health sciences; to deepen and expand strengths in the visual and performing arts; to develop a professional workforce and collaborate on urban issues and education; and to create a vibrant learning and campus life experience.

The University enrolls over 16,000 students, coming from all 50 states and over 85 countries, in more than 125 academic areas. As an urban serving university, the demographic composition of the UMKC campus is displayed in the following table. Like many urban universities, minorities are more underrepresented among faculty and staff ranks, compared to the student body.

Demographic	Students (N=13,480)*	Faculty (N=4017)	Staff (N=1207)
American Indian/Alaska Native	.003%	.003%	.002%
Asian/Asian URM	6%	8%	9%
African American/Black	11%	5%	10%
Hispanic/Latino	7%	3%	4%
Multi-Race	3%	.009%	.009%
Hawaiian/Pacific Island	.001%	.001%	.001%
White	57%	78%	68%
International	10%	n/a	n/a
Female	55%	47%	52%
Male	45%	53%	48%

Does not include dual credit, and unspecified responses

Context for UMKC’s Inclusive Excellence Plan

In 2011, UMKC convened the Chancellor’s Diversity Council to develop a diversity and inclusion strategic plan. The diversity strategic plan was one of a number of action steps identified to respond to a 2006 climate survey (conducted by Shawn Harper, Ph.D.) that indicated that UMKC had a racial climate that was less than desirable. As a result, leadership believed strongly that diversity and inclusion should be a major component of the UMKC Strategic Plan. Thus, the objective “Embrace Diversity” was incorporated as one of five elements of the 2009 UMKC Strategic Plan.

The 2014 UMKC Diversity Council plan was based on the four pillars of the Inclusive Excellence Framework:ⁱⁱⁱ (1) Access, Representation and Success, (2) Institutional Climate, (3) Responsive Teaching and Research, and (4) Institutional Infrastructure. Because of UMKC’s role as an urban-serving institution, a fifth component was added, “Engagement with the Urban Community.” UMKC convened focus groups and listening sessions to understand better the diversity and inclusion needs and issues of students, faculty and staff. The plan was disseminated in 2014 through campus, stakeholder and community meetings. The 2014 plan underscored the importance of filling the then- vacant position for Vice Chancellor of Diversity and Inclusion, and to make certain the position reported directly to the Chancellor. Once this position was filled in July 2014, implementation of the plan began. Some action steps were taken to implement the plan are as follows:

1. Creating and implementing a process for engaging the university community in the diversity and inclusion plan implementation
2. Developing an approach to student-led diversity and difficult dialogue training
3. Developing a UMKC Diversity “dashboard” as well as dashboards for each academic unit
4. The development of a “Diversity Advocates” a diversity and inclusion learning community
5. The development of a robust set of diversity training/development initiatives for student, staff and faculty.

The UMKC Diversity strategic plan was intended to be a living document that would have an impact across the campus. To realize this vision, each Dean was asked to convene a group that would create an academic unit-level action plan. Deans were provided with a unit-specific diversity dashboard that included demographic trends and key metrics (e.g. retention, turnover rates). The action-planning process included review of key diversity-related data for gaps and trends and critical incidents. The proposed plan incorporates the efforts of academic and administrative units to implement an inclusive excellence framework.

Current

In 2015-2016, the Chancellor’s Diversity Council updated the 2014 plan to include additional listening session recommendation as well as IBIS report recommendations. UMKC also adopted a values statement^{iv} in 2016, which further supports a climate of respect and inclusion. Most recently, we are in the process of incorporating six key areas of focus based on needs identified in the Rankin and Associates 2016 Climate survey:

- A need to address the concerns of people who experience exclusionary behavior.
- A need to improve students’ sense of belonging and social life. *(34 percent of students reported seriously considering leaving the university; of that group, 40 percent cited a lack of a sense of belonging, and 31 percent cited a lack of social life.)*
- A need to find ways for staff to voice their concerns and gain professional development opportunities. *(54 percent of staff reported they considered leaving the university in the past year because of low salaries and/or limited opportunities for advancement.)*
- A need to boost support for faculty research and professional development.
- A need to become more competitive in salaries and wages for faculty and staff. *(About 50 percent of faculty respondents expressed concerns about salaries and/or research support.)*
- A need to ensure adequate support for all in our community through counseling and disability services.

The success of any diversity and inclusion plan depends on the involvement on the entire campus, as well as support from leadership. UMKC has been able to achieve DEI goals because of support

from leadership, students, faculty, staff, and community stakeholders. Input and feedback are also important elements to a plan that works. Thus, feedback is used to tailor activities and interventions to the specific purpose, goal, and target population. Collaboration is also an essential element of implementing any DEI plan, since the Division of Diversity and Inclusion alone cannot accomplish campus-wide diversity goals. It has been also important for us to recognize that organizational change is a process that requires persistence, monitoring progress, and rewarding change. UMKC is excited to embark on the next phase of Inclusive Excellence in the coming year and beyond.

Access and Success

Goal: Achieve a more diverse and inclusive undergraduate and graduate student body, faculty, and staff.

Activities: Search committee training, strategic marketing and recruitment

See [UMKC Diversity-at-a-Glance Dashboard](#) for demographic information

Objective 1: To achieve increased enrollments of underrepresented student populations.

Initiatives and Actions	Measurement and Timeframe	Responsible Unit/Process Owner
<p>Prep-KC Summer Program in the Bloch School</p> <ul style="list-style-type: none"> • Underrepresented groups interested in business • A 6 to 8 day program designed to provide students with life skills, including preparation for post-secondary opportunities (primarily college). <p>United Way of Kansas City scholarship funding</p> <ul style="list-style-type: none"> • For leaders in the EMPA program • This initiative offers a way to attract underrepresented students. 	<p>Approximately 60 high school students (primarily underrepresented students) have participated in Prep KC. These initiatives will be continued in 2018 with efforts made to establish a pipeline for UMKC.</p> <p>Measurement of Success: Number of applications from underrepresented groups to the UMKC Bloch Business School</p> <p>Success Target: When combined with the broad range of other initiatives referenced in this report, will help contribute to a 5% increase in the number of applicants from underrepresented groups (within a 5-year period).</p>	<p>UMKC Bloch Business School - Admissions Team</p> <p>UMKC Bloch School Dashboard</p>
<p>Host Society of Hispanic Professional Engineers' (SHPE) Pre-College Experience for 400 students alongside their national convention. Expose this group of mostly Kansas City based teenagers to UMKC.</p>	<p>Measurement of Success: To increase the number of Hispanic students in SCE by 2%</p> <p>Measure: The number of Hispanic, students that choose to come to SCE from the 400 SHPE students at the SHPE convention.</p> <p>Success Target: To have a population of 12% Hispanic undergraduate students within SCE by 2022. (Currently at 8%)</p>	<p>t</p>

<p>Plan and implement a summer program for first-time college students who want to major in SCE programs and are underprepared in Math.</p> <p>Provided opportunity for FTC students who were denied to SCE upon admission to take Pre-Calculus over the summer and with a high grade, be admitted to SCE for Fall. Of the 60 FTC students denied to SCE for Fall 2017, at least half were from underrepresented backgrounds due to low ACT math scores.</p>	<p>With programs such as these, along with other recruiting initiatives, we will see an increase in the number of students from underrepresented populations.</p> <p>We will measure progress by exceeding the baselines from previous years:</p> <p>FTC Underrepresented Enrolled Fall 2014: 20 students/25% Fall 2015: 23 students/27.3% Fall 2016: 37 students/33% Fall 2017: 34 students/27.8%</p> <p>Undergraduate Underrepresented Enrolled Fall 2014: 202 students/22% Fall 2015: 228 students/25% Fall 2016: 272 students/28% Fall 2017: 289 students/28%</p> <p>Each fall after census gives us the opportunity to review the total number of students and how many of them participated in the programs outlined.</p> <p>Measurements of Success</p> <ul style="list-style-type: none"> • To increase the number of students entering SCE as freshmen • To increase the number of underrepresented students entering SCE as freshmen • To provide the opportunity for FTC students who were denied to SCE upon admission to take Pre-Calculus over the summer and with a high grade, be admitted to SCE for each Fall. (60 FTC students were denied admission to SCE for fall 2017 due to low ACT scores and at least half were from underrepresented backgrounds.) • To increase the number of underrepresented graduates from SCE through interventions including intrusive advising, career counseling and additional academic support <p>Success Target:</p> <ul style="list-style-type: none"> • To increase the HC in each freshman class in SCE • To increase the number of underrepresented in the freshman class, year to year • To reach 33% underrepresented undergraduate students in SCE by 2022 	<p>UMKC School of Computing and Engineering</p> <p>UMKC School of Computing and Engineering Dashboard</p>
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<p>Create an DOE sponsored pipeline (2+2) program with Donnelly College</p>	<p>Outcome:</p> <ul style="list-style-type: none"> To increase the number of underrepresented student matriculating to SCE from Donnelly College, a Hispanic serving institution To be awarded the DOE sponsored program <p>Measure:</p> <ul style="list-style-type: none"> By number of the Donnelly College 2+2 program students that come to SCE each year By the awarding of the DOE sponsored program <p>Success Target:</p> <ul style="list-style-type: none"> To have an increasing pipeline of underrepresented students coming from Donnelly College (current number is 3 total in SCE for AY 16-17) To be awarded the DOE sponsored program (was awarded in October 2017) 	<p>UMKC School of Computing and Engineering</p> <p>UMKC School of Computing and Engineering Dashboard</p>
<p>Continue to recruit students from diverse backgrounds.</p> <p>Tailor recruiting efforts to specific programs, starting out with a strategic focus on recruiting URM undergrad students as Pre-Education majors across all certification areas in teacher education.</p> <p>A recruitment and marketing plan was completed in 2017 for the teacher education and curriculum studies division. The actions in this plan will be implemented, as well as a new initiative to “grow your own” teacher workforce in the local KC urban school districts.</p>	<p>See Table 1 for SOE and Table 2 for Pre-Education major trends by ethnicity and certification area.</p> <p>Increase URM Pre-Education Elementary students from 19% in FS16 to 24% by FS19.</p> <p>Maintain URM Pre-Education Middle students at 33% in FS19.</p> <p>Maintain URM Pre-Education Early Childhood students at 33% in FS19</p> <p>Increase URM Pre-Education Secondary students from 14% in FS16 to 19% by FS19.</p>	<p>UMKC School of Education Justin Perry, Brad Martens, Jennifer Waddell, Jessica Gomes</p> <p>UMKC School of Education Dashboard</p>
<p>Provide scholarships for underserved students</p>	<p>As of September 2017, there are 36 scholarships for underrepresented minorities available through the Pharmacy Foundation totaling \$46,250 (32%) of the \$143,000 awarded.</p> <p>Measurement of Success: Continued growth in total funding for all scholarships</p> <p>Success target: > 1/3 (33%) of total funding awarded to underserved students</p>	<p>UMKC School of Pharmacy</p> <p>UMKC School of Pharmacy Dashboard</p>

<p>Maintain and Increase Diversity of University College student population</p> <p>Through continued delivery of University College program. The program is designed to provide optimal support through its curriculum, student support services and personalized advising and mentoring.</p> <p>Persistence rates for this population prior to the University College program averaged at 54% into Year 2 for first-time college students.</p>	<p>The University College Exploratory population continues to include high numbers of provisionally admitted Pell eligible, under-represented minority and first generation students.</p> <p>2014: 50% Pell eligible, 45% URM, 44% 1st gen 2015: 51% Pell eligible, 49% URM, 56% 1st gen 2016: 47% Pell eligible, 44% URM, 44% 1st gen</p> <p>Success Target:</p> <ul style="list-style-type: none"> • University College (FTC population of approximately 90 students) • Year 2 Persistence at University-wide level – 70% or greater 	<p>UMKC University College</p> <p>UMKC University College Dashboard</p>
<p>Health profession pipeline program (high school to higher education) geared toward URM students</p>	<p>Over 100 students from the KC Health Tracks program in 11 under-resourced high schools in KC region are receiving biomedical science coursework career and academic support to ready them for higher education admissions and successful pursuits in the health professions</p> <p>Each year we hope that at least 25 % of the graduating class will select UMKC</p>	<p>UMKC School of Nursing and Health Studies</p> <p>UMKC SONHS Dashboard</p>
<p>GEARUP Science Camp- Science Camp held annually for Kansas City, KS high school students to increase the number of low-income students who are prepared to enter and succeed in postsecondary education</p>	<p>Timeline: Annually</p> <p>Current FTC URM (undergraduate) in SBS 2014- 34%, 2015 – 32%, 2016 – 33%</p> <p>Measurement of Success: Increase the number of students in the GEARUP Science Camp who visit UMKC. Monitor for students who enter and succeed in postsecondary education, especially at UMKC</p> <p>Success Target: GEARUP participant increase at least 5%.</p>	<p>UMKC School of Biological Sciences</p> <p>UMKC School of Biological Sciences Dashboard</p>

<p>Development of strategic recruiting relationships with local school districts, business groups and medical societies</p>	<p>Percentage of URM students in BA/MD and MD only programs.</p> <p>For the past 3 years, URM students have made up 18% - 22% of each entering class. UMKC SOM MD-degree program is the most diverse of any MD-degree program in Missouri. The goal is to maintain this achievement in this unique 6-year program.</p> <p>2015</p> <table border="0"> <tr> <td>American Indian/Alaskan Native:</td> <td>1</td> </tr> <tr> <td>Asian (URM):</td> <td>9</td> </tr> <tr> <td>Black:</td> <td>11</td> </tr> <tr> <td>Hispanic:</td> <td><u>5</u></td> </tr> <tr> <td>Total:</td> <td>26 (22%)</td> </tr> </table> <p>2016</p> <table border="0"> <tr> <td>American Indian/Alaskan Native:</td> <td>2</td> </tr> <tr> <td>Asian (URM):</td> <td>8</td> </tr> <tr> <td>Black:</td> <td>9</td> </tr> <tr> <td>Hispanic:</td> <td><u>1</u></td> </tr> <tr> <td>Total:</td> <td>20 (18%)</td> </tr> </table> <p>2017</p> <table border="0"> <tr> <td>American Indian/Alaskan Native:</td> <td>0</td> </tr> <tr> <td>Asian (URM):</td> <td>4</td> </tr> <tr> <td>Black:</td> <td>7</td> </tr> <tr> <td>Hispanic:</td> <td><u>11</u></td> </tr> <tr> <td>Total:</td> <td>22 (21%)</td> </tr> </table>	American Indian/Alaskan Native:	1	Asian (URM):	9	Black:	11	Hispanic:	<u>5</u>	Total:	26 (22%)	American Indian/Alaskan Native:	2	Asian (URM):	8	Black:	9	Hispanic:	<u>1</u>	Total:	20 (18%)	American Indian/Alaskan Native:	0	Asian (URM):	4	Black:	7	Hispanic:	<u>11</u>	Total:	22 (21%)	<p>UMKC School of Medicine</p> <p>Office of Admissions</p> <p>Office of Diversity and Inclusion</p> <p>Office of Assessment and Quality Improvement</p> <p>UMKC School of Medicine Dashboard</p>
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<p>Seek CAS donor support to increase scholarships for underrepresented students</p>	<p>We currently have 5 endowed scholarships with preference given to minority students.</p> <p>Measurement of Success: Increase the total number of endowed scholarships whose purpose is to support under-represented students.</p> <p>Success Target: 20% (n=1) increase in endowed scholarships in the first year, with a longer-term aim of doubling the number of new scholarships within 5 years.</p>	<p>UMKC College of Arts and Sciences</p> <p>Development officer/Dean/CAS Scholarship Director</p> <p>UMKC College of Arts and Sciences Dashboard</p>																														

<p>Develop a Minority Recruitment Plan that is reviewed annually for strategic recruitment initiatives.</p>	<p>1. Plan developed for DDS program. 2. Plan annually reviewed and updated. 3. Increase in URM students matriculating into program. 4. Increase in number of applicants because of efforts so that entering class mirrors racial origin of State of Missouri. (16.5% URM) 5. Plan developed for DH program by December 2017.</p> <table border="1" data-bbox="492 489 1141 1024"> <thead> <tr> <th>DDS</th> <th>Total Historically URM Applicants (include bi-racial URMs)</th> <th>Total Matriculants</th> <th>Total Historically URM Matriculants (include bi-racial URMs)</th> </tr> </thead> <tbody> <tr> <td>Entry FS14</td> <td>106</td> <td>109</td> <td>13 (11.9%)</td> </tr> <tr> <td>Entry FS15</td> <td>109</td> <td>109</td> <td>14 (12.8%)</td> </tr> <tr> <td>Entry FS16</td> <td>141</td> <td>109</td> <td>16 (14.7%)</td> </tr> <tr> <td>Entry FS17</td> <td>113</td> <td>109</td> <td>11 (10.1%)</td> </tr> </tbody> </table> <p>Goal: Increase applicants and matriculants so that entering class represents the racial origin of the population of the State of Missouri. Success Target: 16.5 % URM (Black, Am. Indian, Hispanic)</p>	DDS	Total Historically URM Applicants (include bi-racial URMs)	Total Matriculants	Total Historically URM Matriculants (include bi-racial URMs)	Entry FS14	106	109	13 (11.9%)	Entry FS15	109	109	14 (12.8%)	Entry FS16	141	109	16 (14.7%)	Entry FS17	113	109	11 (10.1%)	<p>UMKC School of Dentistry</p> <p>UMKC School of Dentistry Dashboard</p>																																																																							
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<p>Support the Dental Explorer's Post to allow high school and college students the opportunity to explore the dental profession.</p>	<p>1. Rate of program participants earning acceptance to SoD is above 30%.</p> <p>Yearly Participant Data</p> <table border="1" data-bbox="492 1266 1243 1736"> <thead> <tr> <th></th> <th>2016</th> <th>2015</th> <th>2014</th> <th>2013</th> <th>2012</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Total Participants</td> <td>36</td> <td>36</td> <td>15</td> <td>13</td> <td>12</td> <td>112</td> </tr> <tr> <td>Afri. A.</td> <td>8</td> <td>5</td> <td>5</td> <td>2</td> <td>5</td> <td>25</td> </tr> <tr> <td>Hispanic</td> <td>4</td> <td>3</td> <td>2</td> <td>0</td> <td>1</td> <td>10</td> </tr> <tr> <td>Nati, Am</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Asian</td> <td>3</td> <td>3</td> <td>1</td> <td>1</td> <td>0</td> <td>8</td> </tr> <tr> <td>Cau</td> <td>21</td> <td>25</td> <td>7</td> <td>10</td> <td>6</td> <td>69</td> </tr> <tr> <td>Other</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>DNR</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Male</td> <td>14</td> <td>11</td> <td>5</td> <td>5</td> <td>5</td> <td>40</td> </tr> <tr> <td>Female</td> <td>22</td> <td>25</td> <td>10</td> <td>9</td> <td>7</td> <td>73</td> </tr> <tr> <td>Rural O.</td> <td>4</td> <td>3</td> <td>3</td> <td>3</td> <td>0</td> <td>13</td> </tr> <tr> <td># H.S</td> <td>36</td> <td>36</td> <td>15</td> <td>13</td> <td>12</td> <td>112</td> </tr> </tbody> </table>		2016	2015	2014	2013	2012	Total	Total Participants	36	36	15	13	12	112	Afri. A.	8	5	5	2	5	25	Hispanic	4	3	2	0	1	10	Nati, Am	0	0	0	0	0	0	Asian	3	3	1	1	0	8	Cau	21	25	7	10	6	69	Other	0	0	0	0	0	0	DNR	0	0	0	0	0	0	Male	14	11	5	5	5	40	Female	22	25	10	9	7	73	Rural O.	4	3	3	3	0	13	# H.S	36	36	15	13	12	112	<p>UMKC School of Dentistry</p> <p>UMKC School of Dentistry Dashboard</p>
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<p>Programs and Opportunities for Underrepresented Students in Student Life designed to increase a sense of belonging and assist retention efforts</p>	<p>UMKC sponsors the following programs and student groups for diverse students:</p> <ul style="list-style-type: none"> -Disability Services -LGBTQIA Programs and Services -Office of Multicultural Student Affairs -Women’s Center -Avanzando -A.A.C.E. -African Student Cultural Organization -Association of Latin American Students (ALAS) -Black Graduate Student Organization (BGSO) -Black Law Students Organization -Hispanic Law Students Association -Honors Diversity and Inclusion Advocates -Hospital Hill LGBTQIA Health Alliance -Intercultural Dialogue Student Association -Latin@ Alumni and Students Organization (LASO) -LGBTQIA Affairs Council -Men of Color Campus Initiative -Multicultural Student Organization Council - Muslim Students’ Association -Sister Circle -The African American Student Union -UMKC Trans+Allies 	<p>UMKC Student Affairs</p> <p>UMKC Student Affairs Employee Dashboard</p>
<p>Office of Affirmative Action</p>	<p>During the 2016-2017 academic year, the Office of Affirmative Action processed 148 Title IX reports alleging violations of the university’s policy prohibiting gender discrimination, including gender-based violence and sexual misconduct. The Office also processed 64 reports alleging discrimination or harassment based on other protected classes such as race, age, national origin, and religion. Additionally, the Office provided search committee training, entitled “Diversifying the Academy” to more than 300 faculty and staff members.</p>	<p>Office of Affirmative Action-Mikah Thompson JD.</p> <p>UMKC Office of Human Resources Employee Dashboard</p>
<p>Annual Pride Breakfast:</p> <ul style="list-style-type: none"> • Raise funds to support LGBTQIA programs and student scholarships. • Position UMKC as an institution that supports the LGBTQIA community. <p>Demonstrates to current and prospective LGBTQIA students that UMKC values diversity.</p>	<p>Measurement of Success:</p> <p>Starting this year, both the UMKC and Common Applications ask the applicants if they identify as LGBTQIA.</p> <p>Timeframe: Spring 2018</p> <p>In 2017, the event raised \$185,000 and 570 people attended.</p> <p><i>Note: Due to campus budget challenges, it is unclear at this time if the Pride Breakfast will be held this year or in its current format.</i></p>	<p>UMKC Advancement</p> <p>Partnership between the divisions of Student Affairs and Enrollment Mgmt, Diversity and Inclusion, and University Advancement with the Chancellor’s LGBT Council taking an oversight role.</p> <p>UMKC Advancement Employee Dashboard</p>

HHDC has organized Scholarship Dinner Dances to raise money to attract and retain historically underrepresented and underserved populations	HHDC has raised \$40,034.08 in an endowment account for historically underrepresented and underserved population's health professional students.	UMKC Hospital Hill Diversity Council
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Objective 2: To increase the academic success of historically underrepresented/underserved populations.

Initiatives and Actions	Measurement and Timeframe	Responsible Unit/Process Owner
Show-Me Success	Peer mentoring program for first-year students transitioning to college. Tracking retention rates of participants. Fall 2017 data: <ul style="list-style-type: none"> • 104 students participated • Note: Some of these students will move on to Avanzando or ACE mentoring programs. Fall 2016 data: <ul style="list-style-type: none"> • 65 students participated • 85% were retained or graduated 	UMKC Student Affairs - Multicultural Student Affairs UMKC Student Affairs Employee Dashboard
Avanzando – Mentoring program for LatinX students.	Mentoring program for all levels of students. Tracking retention rates of participants. Fall 2017 data: <ul style="list-style-type: none"> • 61 students participating Fall 2016 data: <ul style="list-style-type: none"> • 72 students participated 93% were retained or graduated 	UMKC Student Affairs - Multicultural Student Affairs UMKC Student Affairs Employee Dashboard
Early Intervention program - Starting in 2015, students placed in Early Intervention, met with several times in the Fall Semester	After one semester, 46% of the 2015 students and 54% of the 2016 students were in good standing by Spring semester of their first year. For each of 2015 and 2016, the number of African Americans was 4 and the number of Hispanic students was 3.	UMKC School of Biological Sciences UMKC School of Biological Sciences Dashboard
Introduced Biology Studio for Biology 108/109 to provide enhanced academic support.	URM retention rates have increased ~ 5-10% over past two years. Concomitant decrease in DFW rates of 10-15%. Success Target: Increase in the total number of students advancing to Biology advanced courses	UMKC School of Biological Sciences UMKC School of Biological Sciences Dashboard

<p>The Dean and select administrative staff of the School of Medicine meet with URM students and leaders at least twice a year.</p>	<p>This initiative has been in effect for two years. The Dean has met with a majority of URM students and 100% of SNMA leadership.</p> <p>This initiative has been expanded to include Senior Administrative Staff.</p>	<p>UMKC School of Medicine Dean of the School of Medicine Office of Diversity and Inclusion Senior Administrative Staff</p> <p>UMKC School of Medicine Dashboard</p>
<p>Encourage local high school students of color to consider college (preferably UMKC or other UM campus). Increase pipeline for UMKC enrollment by working with Cristo Rey work-study program and other similar high school programs and the Dual Credit program working with Admissions.</p>	<p>Measurement of Success: Employ 4 students in the library per year from Cristo Rey and track their college attendance after high school graduation.</p> <p>Success Target: Increase UM enrollment of this group.</p> <p>College enrollment of 2 students that have graduated high school:</p> <ul style="list-style-type: none"> • 1 to Penn Valley with plans to transfer to 4-yr college • One to NW Missouri State Univ. • 1 to junior college fire academy 	<p>UMKC Libraries: Circulation Dept. UMKC Admissions</p> <p>UMKC Libraries Employee Dashboard</p>

Objective 3: To increase the recruitment and retention of a diverse graduate and professional student community.

Initiatives and Actions	Measurement and Timeframe	Responsible Unit/Process Owner
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Objective 4: To achieve and retain a more diverse faculty and staff

Initiatives and Actions	Measurement and Timeframe	Responsible Unit/Process Owner
<p>Search Committee Training Consists of one hour training on Diversifying the Academy and Implicit Bias</p> <p>By providing robust training and guidance on the hiring process of faculty, we are able to ensure that search committee members are aware of bias in hiring, proper search and sourcing procedures and appropriate search committee composition. This will in turn, lead to positive measurements of success, as it relates to hiring and sourcing diverse candidates (Bilimoria & Buch, 2010, Dettmar, 2004, Fine & Handelsman, 2005, Jaschik, 2011)</p>	<p>Count of Search Committee Participants(FY FY 17</p> <ul style="list-style-type: none"> • 317 Participants • 29 Search Committee Training Sessions <p>New/Planned efforts:</p> <ul style="list-style-type: none"> • Increasing adoption with staff and NTT faculty roles • Adopt Online Training • Introduce additional resources <p>Planned Metrics to measure impact of new efforts:</p> <ul style="list-style-type: none"> • Count of Search Committee Participants in online format • Year to Year increases in online search committee resources utilization <p>Measurements of Success:</p> <ul style="list-style-type: none"> • Expand our training efforts • Increase the yield and placement of diverse candidates for our various openings 	<p>UMKC Office of Human Resources</p> <p>UMKC Office of Human Resources Employee Dashboard</p>
<p>Each job position and description has Diversity and Inclusion support and values as part of the description.</p>	<p>2017 Demographics staff and faculty: 2% Asian, 8% Black, 4% Hispanic, 80% white, 5% blank</p>	<p>UMKC School of Nursing and Health Studies Search committees; Associate Dean for Academic programs, HR liaison, Dean</p> <p>UMKC SONHS Dashboard</p>

<p>New TT and NTT faculty positions will be advertised in URM journals and on URM websites. Initiative is actually current standard practice.</p>	<p>Currently, no SBS faculty self-identifies as URM. In regards to male/female balance, the ratio for tenured/tenure track faculty is 19 men and 4. For non-tenured faculty, the ratio is 8 men and 8 women. Two faculty openly identify with the LGBTQIA community.</p> <p>Measurement of Success:</p> <ol style="list-style-type: none"> 1. The NTT gender ratio is appropriate, but female to male ratio can be further increased. 2. More important is to increase URM NTT faculty applications. 3. Future goal will be to increase the number of URM TT faculty applications when a position becomes open. <p>Success Target: Increase each 5%</p>	<p>UMKC School of Biological Sciences</p> <p>UMKC School of Biological Sciences Dashboard</p>
<p>Meet with all newly appointed URM faculty for onboarding within the first 6 months of their School of Medicine academic appointment.</p> <p>Provide opportunities for new faculty and staff arrivals to Kansas City to make social and professional connections.</p>	<p>Timeframe: Ongoing – 100% of newly appointed URM faculty had orientation meetings within the first 6 months. This has been in effect for four years.</p> <p>5 of 12 newly appointed URM faculty members have been introduced and connected to local medical societies, community partners and medical school committees.</p> <p>Success Target: Going forward, our goal is to meet with 100% of newly appointed members.</p>	<p>UMKC School of Medicine Office of Academic Affairs</p> <p>Diversity Council</p> <p>Office of Diversity and Inclusion</p> <p>UMKC School of Medicine Dashboard</p>
<p>Create a Diverse Faculty Appointments Committee to bring a diverse pool of high quality applicants to UMKC School of Law.</p> <p>Use of Association of American Law Schools Faculty Register, recruitment efforts outside of traditional methods, and openness to full contributions candidates bring to the school.</p> <p>Providing supportive environment and support for faculty through the tenure and promotion processes.</p>	<p>Increasing the diversity of candidates considered for faculty positions.</p> <p>Of the 25 candidates interviewed in the 2016-2017 school year:</p> <ul style="list-style-type: none"> • 10 male, 11 women • 8 African-American, 5 Asian, 1 Native American, 1 Mexican-American (also a veteran), one woman identified as Hispanic/African American/Black/African American and European American, 4 European American • Two identified as LGBT <p>Measurement of Success:</p> <ul style="list-style-type: none"> • Retain current diverse faculty members • Increase percentage of adjunct faculty who are of diverse backgrounds. <p>Target:</p> <ul style="list-style-type: none"> • Obtain at least two promotions in rank for diverse faculty in the next three years • 5% increase in diversity among adjunct faculty 	<p>UMKC School of Law Dean, Appointments Committee and Faculty</p> <p>UMKC School of Law Dashboard</p>

<p>Continue funding to support broad/inclusive advertising for open faculty positions to help ensure diverse pool of candidates.</p>	<p>Our change in instructional faculty of color has decreased from 68 in 2012 to 66 in 2017 (-0.17% change). We will provide strategic financial support to departments as they engage in the faculty recruitment process with the aim of diversifying our faculty.</p> <p>Measurement of Success: Number of faculty of color in CAS.</p> <p>Success target: Increase by 7.5% (N = 5) over the next five years.</p> <p>Although this is a modest goal, it represents a substantial proportion of our anticipated new hires over the next 5 years.</p>	<p>UMKC College of Arts and Sciences Dean/AD for financials</p> <p>UMKC College of Arts and Sciences Dashboard</p>
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Institutional Climate and Intergroup Relations

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

Activities: Organizational Environment

Objective: Create a climate that is supportive and respectful and that values differing perspectives and experiences.

Initiatives and Actions	Measurement and Timeframe	Responsible Unit/Process Owner
<p>Strategic Marketing Development for International Student Affairs</p> <p>Developed strategic recommendations for the International Student Affairs Office, in support of drastic reductions in international student inquiries and recruitment in 2017.</p>	<p>Continue to develop targeted materials, including brochures and videos, to speak about the welcoming nature of UMKC and Kansas City. The slogan “All Are Welcome Here” was developed for this campaign. This campaign will continue to evolve over time. Most recently, we have developed t-shirts and hats that support diversity programming through sales.</p> <p>Success targets:</p> <ul style="list-style-type: none"> • Create and complete 2017-18 materials and messaging platform for ISAO (International Student Affairs Office) to use in its work with international recruitment. • Qualitative data from ISAO of UMKC’s inclusive, welcoming campus environment collected from feedback from international students. 	<p>UMKC Marketing and Communications</p> <p>UMKC Marketing and Communications’ Dashboard</p>

<p>Creating Inclusive Communities for Faculty and Staff Offers our campus the opportunity for discussion and dialog that will help create a more open, inclusive environment through facilitated dialogues.</p>	<p># of Employee Participants</p> <ul style="list-style-type: none"> • 110 participants (FY17) <p># of Discussion Groups</p> <ul style="list-style-type: none"> • 5 Groups (FY 17) <p>New/Planned efforts:</p> <ul style="list-style-type: none"> • Increase in training offerings <p>Planned metrics for measuring impact of new efforts:</p> <ul style="list-style-type: none"> • Count of participants/groups <p>Additional measurements of success of the Creating Inclusive Communities project are to increase dialogue related to diversity and overall climate, success will be measured by an increase in session survey scores and diversity scores on participants’ performance appraisals.</p>	<p>UMKC Office of Human Resources</p> <p>UMKC Office of Human Resources Employee Dashboard</p>
<p>Campus Police Training Beginning in 2017, Campus Police Officers have been required to attend courses in Cultural Diversity, Cultural Competency – Racial Profiling, Ethical Leadership, and Professionalism in the 21st Century. The Campus Police Department has an officer on the LGBTQIA Affinity Group Committee and attends LGBTQIA social functions on campus</p>	<p>Timeline: Already in progress – continue to engage broadly.</p> <p>Measurement of Success:</p> <ol style="list-style-type: none"> 1) Through the training, the Police Department is working to ensure bias-free policing and the absence of any type of discrimination by its officers. 2) The training guides the department in continuing to cultivate positive relationships with the community it serves. The training promotes that all individuals are treated with respect and dignity. <p>Measurement: The results of the training are measured by</p> <ol style="list-style-type: none"> 1) Supervisor’s observation of officers performing their duties 2) By the number of complaints against officers <p>Success Targets:</p> <ol style="list-style-type: none"> 1) 100% Participation by all 28 department officers 3) For 2017, the department has not received any complaints regarding officers discriminating against individuals. No concerns have been brought forward by any supervisor of officers discriminating or disrespecting individuals. 	<p>UMKC Finance and Administration - Chief Bongartz</p> <p>UMKC Finance and Administration Employee Dashboard</p>
<p>Require all F&A staff to complete at least one D&I training i.e. OUCH/Creating Inclusive Communities and/or sessions offered through EAP</p>	<p>FY18 – measure participation; document in performance appraisal process.</p>	<p>UMKC Finance & Administration -Unit leaders in F&A</p> <p>UMKC Finance & Administration Employee Dashboard</p>
<p>SoNHS representation on the Hospital Hill Diversity Council which will develop a strategic plan for consolidated activities</p>	<p>The SoNHS has 4 representatives. At strategic plan and prioritized activities are executed</p>	<p>UMKC School of Nursing and other Health Studies</p> <p>UMKC SONHS Dashboard</p>

<p>Harassment, Discrimination and Conflict Resolution Training Educate the library faculty and staff on the prevention of harassment, discrimination and productive ways to resolve conflict.</p>	<p>Provide at least 6 training workshops per year for library employees; track attendance. Conduct library climate surveys to determine progress.</p> <p>FY16: With grant funding offered the program Ouch! That Stereotype Hurts, open to all of UMKC. 116 attendees</p> <p>FY17: 225 faculty, staff and students attended diversity-related trainings in 2017</p>	<p>UMKC Libraries</p> <ul style="list-style-type: none"> Libraries: Organizational Development Division of Diversity and Inclusion <p>UMKC Libraries Employee Dashboard</p>
<p>Increase attention to multicultural issues in course offerings</p>	<p>Measurements of Success:</p> <ul style="list-style-type: none"> Improved coverage of multicultural issues across the curriculum Create better mutual understanding and acceptance of difference Help people see and understand issues from others' point of view <p>Success Target: Indicated by positive increase in LSSSE scores on questions 1d (faculty included diverse perspectives in class discussions or assignments), 1s (serious discussions with others of different races or ethnicities)</p>	<p>UMKC School of Law Dean, I & E Committee and Faculty</p> <p>UMKC School of Law Dashboard</p>
<p>Affinity Groups (Employee Resource Groups)</p>	<p>Measurement of Success: Affinity groups (also known as Employee Resource Groups) increase sense of belonging among faculty and staff from underrepresented groups. Results from a recent climate survey indicated 28% of employees did not feel comfortable on campus</p> <p>Metrics: Number of participants in affinity groups, satisfaction survey results, number of professional development, community service, and UMKC initiatives developed by the affinity groups.</p> <p>Timeframe: New - ongoing</p>	<p>UMKC Division of Diversity and Inclusion/Makini King, Ph.D/ Lona Davenport</p>
<p>“Welcome, Meet & Greet” for on-boarding historically underrepresented students enrolled as health professional students in SoD, SoM, SoNHS, and SoP.</p>	<p>Fall Welcome Reception Attendees</p> <ul style="list-style-type: none"> 2015 – 25 2016 – 45 2017 – 77 <p>90% attendance from URM health professional students</p>	<p>UMKC Hospital Hill Diversity Council Schools of Dentistry, Medicine, Nursing & Health Sciences and Pharmacy</p>

Education and Scholarship

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

Activities: Multicultural learning opportunities, Cultural Competencies, and Inclusive Pedagogies

Objective 1: Offer courses, curricula, and learning opportunities at the undergraduate and graduate levels that achieve diversity and inclusion learning goals.

Initiatives and Actions	Measurement and Timeframe	Responsible Unit/Process Owner
<p>Intentional Diversification of Conservatory Curricula.</p> <p>Place specific emphasis on works arising from under-represented populations and cultures</p>	<p>Measurement of Success: Collect data from individual departments to demonstrate the inclusion of this repertoire in each program and throughout the curricula. These data will be compiled and analyzed on an annual basis.</p> <p>Success Target:</p> <ul style="list-style-type: none"> • At the undergraduate level, our goal is to introduce students to the work of at least two or more pieces by women composers. We will gather data from Musicianship IV, a course taken by the majority of our majors. • At the graduate level, we will be offering a Special Topics course that will be available to all MM and DMA students that will address women and gender topics. The goal is to have this course as a permanent part of our graduate offerings. 	<p>UMKC Conservatory—this could be expanded to arts units across campus and across the system</p> <p>UMKC Conservatory Dashboard</p>

<p>Certificate program in Diversity, Equity and Inclusion aimed at preparing adult learners with knowledge, skills and abilities to become a diversity professional. Once developed, programs of this type garner \$3-4,000 in program tuition, thus being a revenue generating opportunity for the university. There are no other similar programs in the region.</p> <p>Certificate programs have long been an important training tool to enhance scholarship, teaching and learning (Hubball & Poole, 2003; Hubball & Burt, 2006). The proposed program, a partnership between the Division of Diversity and Inclusion and the School of Education, will address the need to train professionals in the scholarly teaching and learning around diversity and inclusion.</p>	<p>Offer the certificate program in FS18 to first cohort.</p> <p>Success Target: 15 students in inaugural cohort</p> <p>Goal: To increase the competency of the community and university talent pool in diversity, inclusion and equity skills.</p>	<p>UMKC School of Education and Division of Diversity and Inclusion. Donna Davis, Marie McCarther, Susan Wilson</p> <p>UMKC School of Education Dashboard</p>
<p>Women in STEAM Foster the personal, academic, and professional development of female students in math, engineering, technology, and science at UMKC, and to inspire and develop future female innovators.</p>	<p>The American Association of University Women 2013 report “Why So Few?” notes that many women report lack of interest in STEM (21). Learning environments have a profound effect on women’s decision to pursue STEM careers (27). This project will benefit female students in STEM fields by helping to improve the learning environment at UMKC. It will benefit UMKC by increasing the retention rate of female students in STEM fields.</p> <p>Metrics</p> <ol style="list-style-type: none"> 1. Program evaluations & student surveys. 2. Lunch Discussion Series: One event per semester for six semesters. 3. Professional Development Day: Fall semester for three years. <ol style="list-style-type: none"> a. Target 50 students per event. 4. Her Art Project Events: <ol style="list-style-type: none"> a. Ongoing b. 2 project-specific events/year <p>2016-2017 base line data: 9 events with 270 participants</p>	<p>UMKC Student Affairs- Women’s Center</p> <p>UMKC Student Affairs Employee Dashboard</p>

<p>Missouri Association for Community Action Poverty Simulation Simulation designed for student to better understand the impact of socioeconomic status and social determinants of health</p>	<p>100% participation by Year 2 pharmacy students located in KC and Springfield Measurements of Success: 1) 100% annual participation by year 2 students located in KC and Springfield 2) Enhanced awareness of social determinants of health and support/respect for others with differing experiences Measurement: 1) Attendance/participation 2) improved results/scores from pre- to post- simulation survey of personal beliefs surrounding poverty Success target: 1) 100% participation 2) improved survey scores following data review</p>	<p>UMKC School of Pharmacy UMKC School of Pharmacy Dashboard</p>
<p>Diversity-related Pharmacy Curriculum</p>	<p>5 hour discussion on Application of Cultural Competence (includes discussion on Implicit Bias) Measurements of Success: 1. Recognize one’s own potential for bias 2. Recognize impact of biases on patient care 3. Value the need to address personal bias 4. Describe ways to address bias Measurement: Students take a survey to measure their explicit bias, a survey to measure their implicit bias, and a survey to see how well they felt they accomplished the objectives of the lecture/discussion. Students also complete the Implicit Association Test (IAT) online. Students are awarded credit if they complete the surveys and the IAT. Success target: De-identified answers to survey questions are reviewed/analyzed to assess class level of bias and attitudes towards achievement of class objectives</p>	<p>UMKC School of Pharmacy UMKC School of Pharmacy Dashboard</p>
<p>University College Seminar Series Diversity Infusion Infuse diversity and inclusion catalysts for discussion content and student-led projects throughout the University College Seminar Series (UNIV 101, 102, 202).</p>	<p># of students enrolled in 101, 102 and 202 respectively. ‘15-‘16: 120,186, 28 ‘16-‘17: 133,217, 23 Fall ‘17:103,131,27 Success Targets: ANCH 101: 1. The University College Anchor I course is built around a series of five texts or films for exploration of student interests and the development of critical thinking and valuing. 2. The faculty teaching team will include a minimum four of the five texts/films that will offer opportunities to explore culture and diversity issues. The Social Justice Book for the campus will always be included in the series. UNIV 101 and 102: 3. Exploration of career and major decision-making through UNIV 101 and 202 will continue to include influences related to the students’ intersecting identities, environmental influences, etc.</p>	<p>UMKC University College UMKC University College Dashboard</p>

<p>Create curricula to develop culturally competent, ethical providers.</p>	<p>New assessment strategies to affirm students develop competence to work in a multicultural environment</p> <p>Assessment Strategies Added</p> <p>2014: Added staff and patient communication station to OSCE (D4)</p> <p>2015: New standardized patient communication exercise added (D3)</p> <p>2015: Required Pass on USPHS Office of Minority Affairs Cultural Competency program for Oral Health Providers D3</p> <p>2016: Required Portfolio entries (projects, faculty rubrics, rotations, and student reflection) for Class of 2017: entries all document students' attainment of cultural competence</p>	<p>UMKC School of Dentistry</p> <p>UMKC School of Dentistry Dashboard</p>
<p>Project ADVANCER (Academic Development Via Applied and Cutting Edge Research) for UMKC undergraduate and professional students from underrepresented minorities. Project ADVANCER has made significant progress towards providing our students from underrepresented minorities the opportunity to develop a research record of accomplishment.</p>	<p>The initiative has been in place since 2016. Success will be measured by the number of URM under-graduate and professional students placed into cutting- edge research programs.</p> <p>There are currently 10 student/faculty teams. The goal is 25 student/faculty teams over the next three years.</p>	<p>UMKC School of Medicine Peter Koulen, Professor</p> <p>UMKC School of Medicine Dashboard</p>
<p>Establish and maintain a Diversity, Equity, and Inclusion Reading List recommended in the UM System Diversity Audit report.</p>	<p>The 80-item DEI Reading List was created in FY17 is now available on the library web site. Ongoing, the task force will add new items to the list each year using special funds gifted by the Friends of the Library, which will be tracked for both number of items, expenditures, and uses.</p> <p>Goal: The goal of the DEI Reading List is to provide resources to support the curriculum and life-long learning regarding cultural understanding, social justice issues, diversity, and inclusion.</p> <p>Measurement of Success:</p> <p>Usage statistics over the first 11 weeks:</p> <ul style="list-style-type: none"> • 277 page views (in the top 10 most viewed of these types of library pages during that period). <p>Next Steps:</p> <ul style="list-style-type: none"> • Create an assessment plan <ul style="list-style-type: none"> ○ Number of items actually checked out or downloaded ○ Which materials utilized in courses ○ As the DEI Reading List also includes the Social Justice Lecture books, we will link the assessment of the Libraries' programming that supports the Social Justice Lecture, usually book discussions with associated evaluations. 	<p>UMKC Libraries and Division of Diversity and Equity: DEI Reading List Task Force</p> <p>UMKC Libraries Employee Dashboard</p>

Diversity-related curricula	<p>Availability of wide range of courses in which issues of diversity, inclusion, difference, and bias are discussed has the potential for increasing the attractiveness of UMKC SOL to a multicultural student body more reflective of the community.</p> <p>Measurements of Success:</p> <ul style="list-style-type: none"> • Increased attention to multicultural issues in course offerings, catalogue descriptions of course coverage, and course syllabi • improved responses on LSSSE question 1d <p>Success Target:</p> <ul style="list-style-type: none"> • At least 10% of courses taught will state some learning outcome related to these issues • LSSSE responses will increase on question 1d related to multicultural awareness 	<p>UMKC School of Law Faculty, I & E Committee</p> <p>UMKC School of Law Dashboard</p>
<p>Social Justice Book Lecture Series</p> <ul style="list-style-type: none"> • Book-in-common for students to read together in their classes during 2017 fall semester, which can inform future class projects • Students and community meet the author of book and have an opportunity to engage through dialogue and Q & A 	<p>FY16-17</p> <ul style="list-style-type: none"> • 350 Attendees • 87.63% of participants agreed or strongly agreed that the lecture increased their general understanding of immigration to the United States, empowered them to be more aware of issues related to immigration (90.81%), and provided a platform for future reflection, dialogue, and action within our campus and greater communities (94.89%) <p>Timeframe: Annually</p>	<p>Division of Diversity and Inclusion – Dr. Makini King, Lona Davenport, Danielle Martinez</p>
<p>Annual Lecture series:</p> <p>Martin Luther King Jr. Lecture Series</p> <p>Pride Lecture Series</p> <p>Chavez Lecture Series</p>	<p>Series FY 16-17</p> <p>MLK</p> <ul style="list-style-type: none"> • 1177 Attendees • As a result of this lecture, 95.93% of participants agreed or strongly agreed that they were more motivated to take action to change attitudes, behaviors, policies, and/or systems to create a more equitable society, 96.85% committed to having dialogues about issues raised during this lecture with their communities <p>Pride</p> <ul style="list-style-type: none"> • 300 Attendees • 92% of participants strongly agreed or agreed that this lecture helped them recognize the value of LGBTQIA community at UMKC, foster community at UMKC through relevant dialogue (85%) and empowered participants to be more aware of LGBTQIA issues (93%). <p>Chavez</p> <ul style="list-style-type: none"> • 171 Attendees • 96.83% of participant shared that they value this lecture as a diverse learning experience to increase their understanding of civil rights issues, as well as felt encouraged to advocate for civil rights, 95.16% stated that it deepened their learning around issues of race and class. <p>Timeframe: Annually</p>	<p>UMKC Division of Diversity and Inclusion – Dr. Makini King, Lona Davenport, Danielle Martinez</p>

Diversity Ambassadors	<p>FY17-18</p> <ul style="list-style-type: none"> • Results from 2016 listening sessions indicated a need for peer-led diversity and inclusion training for students, & 2017 Climate Survey Results indicating student-to-student interactions were the most frequent cause (37%) of exclusionary, discriminatory experiences for students. • 10 hired and trained student peer educators • Pre and posttests indicated a 20% improvement of basic knowledge on topics of diversity and social justice. <p>Timeframe: New, Ongoing</p>	<p>UMKC Division of Diversity and Inclusion – Lona Davenport</p>
Social Justice Scholar Awards Apply oral, written, and critical thinking skills with extensive research to address needs of diverse audiences through an experiential learning project and presentation	<p>FY16-17</p> <ul style="list-style-type: none"> • 20 project/presentation submissions <p>Goal: To promote involvement and scholarship in social justice and diversity in two ongoing student lead organizations</p> <ul style="list-style-type: none"> • Honors Diversity and Inclusion Advocates • Refugee Relief Organization <p>Timeframe: Symposium – annually, orgs and efforts - continuous</p>	<p>UMKC Division of Diversity and Inclusion – Lona Davenport/ Discourse Coordinator – Rhiannon Dickerson</p>
Training – Embrace Diversity, Communicating respectfully in a Diverse World, The Science of Unconscious Bias, Crucial Conversations, and customized trainings as requested	<p>FY 16-17 Attendees:1619</p> <ul style="list-style-type: none"> • Results of a recent training needs assessment indicated 50.25% of respondents felt that they were either moderately, slightly, or not at all knowledgeable of how to communicate across difference. 54.23% of respondents shared that they were moderately, slightly, or not at all knowledgeable on how to respond to harmful stereotypes. 70.21% indicated that with regards to managing diversity in the classroom, 70.21% felt moderately, slightly, or not at all knowledgeable. When asked what trainings participants would like to learn more about, the following were requested with the most frequency: Communicating without offense (16%), how to have difficult dialogues (12%), privilege (6%), faith/secular world view conversation and awareness support (6%), and age (6%). Roughly half of respondents indicated that they thought what the subjects that the division was offering was enough or what they asked for was already being offered. 24% of respondents indicated that they did not know the trainings were offered, indicating a need for more marketing support. • As a result from trainings participants strongly agree or agree: trainings enhance skills for speaking up against stereotypes without blame or guilt (93.37%), will be useful in their role at UMKC (98.56%) <p>Timeframe: Ongoing – continuous</p>	<p>UMKC Division of Diversity and Inclusion – Lona Davenport/ Dr. Makini King</p>

Faculty Lead Dialogue Groups	<ul style="list-style-type: none"> Results from the 2016 climate survey indicate that 27% of exclusionary behavior experienced by students occurs in the classroom or in a faculty office (12%). Cross-cultural dialogue was an initiative identified in the results that would improve perceptions of climate. 100 faculty will increase awareness of managing diversity in the classroom and related topics. <p>Timeframe: New, ongoing</p>	UMKC Division of Diversity and Inclusion/ Professor Steven Dilks/ Faculty Senate
Increase number of students participating in BS, LLAS, and WGSS program/courses.	5 year change, students of color Increase by 97 students of color in 5 years, (% change 2.4%)	UMKC College of Arts and Sciences Program Directors UMKC College of Arts and Sciences Dashboard

Objective 2: Increase the multicultural competencies and capacities of faculty and staff.

Initiatives and Actions	Measurement and Timeframe	Responsible Unit/Process Owner
Strongly encourage attendance and participation in all D&I trainings made available to the university.	Monitor and plan employee training. As an example, at the training “Ouch! That Stereotype Hurts,” we had nearly 100% participation from our employees. Our entire team is scheduled to participate this fall in “Safe Space” training. Success Target: 100% participation in safe spaces training by spring 2018.	UMKC Marketing and Communication managers UMKC Marketing and Communications’ Dashboard
Poverty Simulation A Poverty Simulation was conducted on 1/12/17 for SOP faculty and staff to increase awareness of socioeconomic disadvantage.	Seventy-one of 84 [85%] faculty and staff participated. Measurement of Success: 1) 100% participation by faculty and staff 2) Enhanced awareness of social determinants of health and support/respect for others with differing experiences Measurement: 1) Attendance/participation 2) Average score of 4 or higher indicating a climate of mutual respect and shared values among faculty and staff Success target: 1) 100% participation 2) Average scores of 4 or higher for each question of the post-simulation survey	UMKC School of Pharmacy UMKC School of Pharmacy Dashboard

Community Engagement

Goal: Leverage the University’s mission as a statewide system of institutions to improve outcomes and reduce disparities for historically underrepresented and underserved populations in Missouri and in global outreach efforts.

Activities: Community outreach, partnerships, community development, business and workforce development, family and health support

Objective 1: Increase outreach to historically and underserved/diverse populations throughout Missouri

Initiatives and Actions	Measurement and Timeframe	Responsible Unit/Process Owner
<p>Musical Bridges Program in KCK, KCMO, Hickman Mills public schools</p>	<p>Serve at least 60 students from underserved and underrepresented populations with the opportunity to study music and dance at a high level. Provide a vehicle for Conservatory students and faculty to learn to teach these students in different settings.</p> <p>Measurements of Success : All students’ individual improvements documented by the following:</p> <ol style="list-style-type: none"> 1. Successful entrance audition 2. Required performance on twice yearly recitals, informal assessment provided by private instructor 3. Required performance for formal written assessments on fall semester jury (panel of MB instructors) 4. Required performance for formal written assessment on Spring Festival (adjudicators) <p>Additional performance & assessment opportunities:</p> <ol style="list-style-type: none"> 1. Composition contest for composition students 2. Competitive selection to perform on masterclasses (at least one offered per year) 3. Opportunities to perform on Conservatory Academy Recitals 4. Selection to play on Academy Honors Recital 5. Selection to be a member of the KC Youth Symphony <p>Success Target:</p> <ol style="list-style-type: none"> 1. Consistent musical and personal growth of students on a year-to-year basis. 2. Consistent teaching/learning partnerships between UMKC Conservatory faculty and students from participating low income schools 	<p>UMKC Conservatory</p> <p>UMKC Conservatory Dashboard</p>

<p>Communicate importance of diversity within boards and volunteers to relevant faculty, staff, and volunteers. Diversity already has been emphasized within nomination processes and messaging will continue on an on-going basis.</p>	<p>Work to achieve 20% underrepresented board members and volunteers within 3 years.</p> <p>Current advisory board racial composition: 16% non-white (9% African-American, 3% Hispanic, 4% distributed across multiple categories). To date in 2017, 29 percent of HR Advisory Board speakers to Bloch Management classes were African-American managers and executives and 57 percent were women managers and executives</p>	<p>UMKC Bloch School Leadership Team, Department Chairs, Advisory Board Leaders</p> <p>UMKC Bloch School Dashboard</p>
<p>Expand access for female students to stem fields through partnerships with KC STEM, including Girls in Tech and Mentor Makers.</p>	<p>Measurement of Success: Increased female enrollments in SCE.</p> <p>Measure:</p> <ul style="list-style-type: none"> • By number of female students contacted through various interactions with SCE in a given year • By number or percentage of women coming to SCE each year <ul style="list-style-type: none"> ○ Over 500 high school girls are involved with these initiatives and many SCE faculty and students serve as mentors and leaders. <p>Success:</p> <ul style="list-style-type: none"> • To have continually increasing significant and meaningful interactions with female HS students through 2022 • To have a population of 28% women in SCE by 2022 	<p>UMKC School of Computing and Engineering</p> <p>UMKC School of Computing and Engineering Dashboard</p>
<p>Serve the community through in-house counselor training agency, the Community Counseling and Assessment Services (CCAS), which serves low-income clients from diverse backgrounds on a sliding scale basis, while providing training and guidance to graduate students who are becoming counselors and psychologists.</p>	<p>In 2015, a total of 251 clients accessed services (194 were new clients).</p> <p>From January 16 to May 17, a total of 365 clients accessed services:</p> <ul style="list-style-type: none"> • 66% increase in new clients • 38% of clients fell below the poverty line making less than \$12,000 in annual income • 29.7% of clients identified as people of color. <p>Success Target:</p> <ul style="list-style-type: none"> • Continue to provide services to community for roughly the same total number of clients from year to year. • Maintain the general percentage of clients who fall below the poverty line and who identify as people of color. <p>See Table 3 for three-year trend of client demographic data.</p>	<p>UMKC School of Education Julie Kohlhart, Chris Brown</p> <p>UMKC School of Education Dashboard</p>

<p>Create a quarterly e-newsletter for the Division of Diversity and Inclusion for internal audiences.</p>	<p>Currently in the planning stages, the goal of the Diversity and Inclusion newsletter is to disseminate knowledge about diversity and inclusion using an electronic platform.</p>	<p>UMKC Marketing and Communication and Diversity and Inclusion</p> <p>UMKC Marketing and Communications' Dashboard</p>
<p>Devise a publicity plan around diversity efforts at UMKC, which includes advance stories on the umkc.edu site about upcoming speakers and events.</p>	<p>Develop a communication and marketing plan for the Division of Diversity and Inclusion. Success will be measured by a decrease in the percentage of respondents to a training survey who 24.23% indicate "were unaware of diversity trainings offered".</p>	<p>UMKC Marketing and Communication and Diversity and Inclusion and PR team</p> <p>UMKC Marketing and Communications' Dashboard</p>
<p>Updated Demographic question on application</p>	<p>New FS17 Application for UMKC admission includes optional LGBTQIA identity question.</p> <p>This question will help us support this population and better assess our LGBTQIA student retention.</p>	<p>UMKC Student Affairs Admissions and LGBTQIA Programs & Resources</p> <p>UMKC Student Affairs Employee Dashboard</p>
<p>In 2015, Dr. Berkley-Patton received a \$3.2M NIH grant for Church-based HIV Screening: Taking It to the Pews (TIPS).</p> <p>The primary aim of this study is to fully test a culturally/ religiously-tailored, church-based HIV screening intervention against a standard HIV information intervention on HIV screening rates at 6 and 12 months with adult African American church members and community members who use church outreach services.</p>	<p>Measurement of Success: Number of partner churches, number of church members served, rate of HIV screenings.</p> <p>The secondary measurement of success is to reduce sexual risk behaviors with this same population.</p> <p>Results: About 14 churches in the Kansas City area serve about 1,540 adult African American church members who use church outreach services.</p> <p>Currently, recipients of the information dispersed through the TIPS model are twice as likely to receive HIV screenings as those who do not.</p>	<p>UMKC School of Medicine Jeannette Berkley-Patton, PhD</p> <p>UMKC School of Medicine Dashboard</p>
<p>Maintain and Increase participation in African American Read-In which brings in students, faculty and</p>	<p>In FY17, the responses provided on the paper and online evaluation forms were overwhelmingly positive; 27 of the 28 evaluations received either agreed or strongly agreed that the quality of the program was high.</p>	<p>UMKC Libraries: African-American Read-In Committee</p>

community members to celebrate the work of African-American writers.	FY 2016: 60 attendees FY 2017: 45 attendees	UMKC Libraries Employee Dashboard
Maintain and Increase participation in International Students Celebration that brings in students, faculty and community members to celebrate cultures of international students at UMKC.	<p>2014: China—60 attendees 2015: India—75 attendees 2016: Saudi Arabia--250 attendees 2017: Vietnam--150 attendees</p> <p>Measurements of Success:</p> <ol style="list-style-type: none"> 1. The celebrating international students at Miller Nichols Library will bring together international students from around the world and American students to celebrate the unique cultures through dance, music and ethnic cuisines and to gain understanding of other cultures. 2. By engaging UMKC international students, the Miller Nichols Library fulfills its mission such as the library as an intellectual and cultural hub to serve diverse users. 3. Through this activity, the library will help build friendship and enhance appreciation of diversity and inclusion on UMKC campus. <p>Results from the 2017 include:</p> <ol style="list-style-type: none"> 1. 97.8% found the event effective 2. 84.4% were interested in learning more due to the event 3. 75.9% increased their comfort coming to the library 	<p>UMKC Libraries: Celebrating International Students Committee</p> <p>UMKC Libraries Employee Dashboard</p>
Women of Color Leadership Conference	<p>Attendees: 380</p> <p>Goal: To Promote Education, equity, and professional development of women of color.</p> <p>As a result of this conference, participants strongly agree or agree that:</p> <ul style="list-style-type: none"> • Beneficial and met their needs (95.39%) • Learned new skills (83.08%) <p>Timeframe: Annually</p>	UMKC Division of Diversity and Inclusion

<p>Women of Color - High School/Collegiate Connection Day</p>	<p>Attendees: 420</p> <p>Goal: To Promote Education, equity, and professional development of women of color.</p> <p>As a result of this conference, participants strongly agree or agree that:</p> <ul style="list-style-type: none"> • Improved their leadership skills (93.36%) • Strengthened their belief and understanding of themselves (95.89%) <p>Timeframe: Annually</p>	<p>UMKC Division of Diversity and Inclusion</p>
<p>The Friends of the Library (FOL) sponsors and produces a variety of inclusive programming. The FOL financially supported and produced the following University Libraries programming; <i>African American Read-In, Celebrating International Students Day, and Unbound: The Artistry of Cuban Bookmaking, Leon Jordan & The Rise of Black Politics in Kansas City.</i></p>	<p>Measure of Success: Increasing the number of attendees from underserved/diverse populations and awareness of the university community.</p> <p>Total participants: African American Read-In – 45 Celebrating International Students Day – 150 “<i>Unbound: The Artistry of Cuban Bookmaking</i>” – 63 “<i>Leon Jordan & The Rise of Black Politics in Kansas City</i>” – 252 (about 170 people of color) “<i>Inside the Art Life of Adrienne Walker Hoard</i>” – 88</p> <p>Timeframe: Ongoing</p>	<p>UMKC Advancement University Advancement; University Libraries; other departments depending on the event.</p> <p>Process Owner: Nicole Leone, Director of Advancement and External Relations</p> <p>UMKC Advancement Employee Dashboard</p> <p>UMKC Libraries Employee Dashboard</p>
<p>Engage the Chancellor’s LGBT Council, African-American Leaders Council, and the Hispanic Advisory Board. These groups consist of civic, business and community leaders who are appointed by the Chancellor.</p>	<p>Measures of Success:</p> <ul style="list-style-type: none"> • Launching new ways or modifying and improving current approaches to engage the community in programs and initiatives involving students in underrepresented groups. • Establishing partnerships with businesses and community organizations. <p># of members: LGBT Council – 30 African-American Council – 23 Hispanic Board – 16</p> <p>Timeframe: Ongoing</p>	<p>UMKC Advancement University Advancement, Diversity & Inclusion, Office of the Chancellor</p> <p>Process Owners: Vice Chancellor Curt Crespino; Vice Chancellor Susan Wilson; Nicole Jacobs-Silvey, Associate Director – External Relations; Joe Constantino, Director and Special Assistant to the Vice Chancellor</p>

Objective 2: Provide leadership in inclusion, diversity, and equity in throughout state

Initiatives and Actions	Measurement and Timeframe	Responsible Unit/Process Owner
<p>The KC STEM Alliance, collaboration with SCE. With the reach of KC STEM in the local high schools, SCE is able to work directly with high schools teachers to be connected with students interested in Engineering and Computer Science.</p>	<p>Measurement of Success: Increased domestic student enrollment with stable or increased percentages of women and underrepresented students.</p> <p>Measure:</p> <ul style="list-style-type: none"> • By number of HS classrooms (students) visited in each year (SCE recruiting staff presented in 54 classrooms for the AY 16-17 and plans to present at 70 classrooms in AY 17-18.) • By year to year head count in SCE’s domestic population • By year to year percentage of women in SCE • By year to year percentage of underrepresented students in SCE <p>Success:</p> <ul style="list-style-type: none"> • To incrementally increase our HS (classroom) visits by 20% each year until 2022 • To have 1750 domestic undergraduates in SCE by 2022 (The growth will accelerate after our new Engineering Education and Research Center is built.) • To have a population of 28% women in (undergraduate and graduate programs) SCE by 2022 (AY 16-17 – 23%) • To have a population of 33% underrepresented undergraduate students in SCE by 2022 (AY 16-17 – 28%) 	<p>UMKC School of Computing and Engineering</p> <p>UMKC School of Computing and Engineering Dashboard</p>

Objective 3: Increase positive economic impact of the University on their regions and statewide

Initiatives and Actions	Measurement and Timeframe	Responsible Unit/Process Owner
<p>Currently UMKC leads all other UM campuses in MBE, WBE and SDV participation rates. Continue to exhibit leadership and economic impact by consistent strong performance within the UM System around design and construction supplier diversity.</p>	<p>Achieve an annual goal of at least 25% MBE, 10% WBE and 3% SDV participation. FY18</p>	<p>UMKC Finance and Administration - Chad Bristow, Randy Shingleton and Campus Facilities Management</p> <p>UMKC Finance and Administration Employee Dashboard</p>

Institutional Infrastructure

Goal: Create and sustain an institutional infrastructure that effectively supports progress in achieving diversity goals in the University Strategic Plan.

Activities: Organizational learning & accountability, strategic planning, stakeholder engagement

Objective 1: Sustain and increase university-wide efforts designed to amplify the potential to secure gifts, grants, and opportunities to advance the goals outlined in this framework.

Initiatives and Actions	Measurement and Timeframe	Responsible Unit/Process Owner
Increase Friends of the Library affiliation by people of color	FY17 benchmark: Of 78 who have identified 8.36% are from underrepresented groups.	UMKC Libraries Dean and Advancement Director UMKC Libraries Employee Dashboard

Objective 2: Engage key leaders and stakeholders in analyzing disaggregated data and special studies to better understand and address long-standing organizational challenges, recruitment and yield of historically underrepresented/underserved undergraduate/graduate students and the loss of tenure-track women faculty and tenure-track faculty of color.

Initiatives and Actions	Measurement and Timeframe	Responsible Unit/Process Owner
Meet with advisors in diverse high schools to identify the most effective recruitment strategies for their study body to facilitate and support their postsecondary transition to UMKC	<p>Measurement of Success: The number of targeted recruitment strategies that are <u>developed</u> and <u>implemented</u> at diverse regional high schools.</p> <p>Success Target: To conduct a needs assessment with faculty/staff at two high schools, develop tailored recruitment plans that addresses the unique needs of their study bodies, and pilot the recruitment plans in the two schools this in the 2017-2018.</p> <p>Longer-term (i.e., in the following 3-5 years) measurements of success will include the number of students recruited/school. Future measurements of success will be based on an evaluation of our baseline number of students/school and increases in the number of students recruited per school over time.</p>	UMKC College of Arts and Sciences – recruiter UMKC College of Arts and Sciences Dashboard

Request for Inclusive Excellence Funding

Division of Diversity and Inclusion

Initiatives and Programs
The Student Diversity Ambassadors initiative Student-led diversity training/dialogue program equips students to provide diversity and inclusion education, awareness building and skills to peers.
Justification
Results from 2016 listening sessions indicated a need for peer-led diversity and inclusion training for students. Most recently, climate survey results indicated that student-to-student interactions were the most frequent cause (37%) of exclusionary, discriminatory experiences for students. Additionally, literature reflects that peer influence is critical in shaping the attitudinal changes of students in college and underscore the educational and civic importance of informal interaction among different racial and ethnic groups during the college years as a means of fostering students' academic and social growth (Gurin, Dey, Hurtado, Gurin, 2002; Hurtado, 2005).
Metrics and Timeline
20 student ambassadors will be trained in implicit bias, difficult dialogues, and reducing microaggression. Each Diversity Ambassador will be paid \$600 for a full academic school year where they each facilitate 6 training sessions with student organizations, residential communities, and classes, as well as support three large-scale events throughout the year.
Pre and post-tests of our inaugural Diversity Ambassador Train the Trainer training indicated a 20% improvement of basic knowledge on topics of diversity and social justice.
Responsible Unit/Process Owner
Division of Diversity and Inclusion/Lona Davenport
Anticipated Costs
\$12000.00 – salary costs for Student Diversity Ambassadors \$5,000 – Training Costs/speaker (Food, Training Materials)
Funding Request
\$17,000

Division of Diversity and Inclusion (cont.)

Initiatives and Programs
Faculty-led diversity and inclusion dialogue and skill development
Justification
Intergroup dialogue particularly in diverse settings is an important component of intergroup engagement and multicultural learning and success (Dessel, Rogge, & Garlington, 2006; Nagda & Zuniga, 2003). Results from the 2016 climate survey indicate that 27% of exclusionary behavior experienced by students occurs in the classroom or in a faculty office (12%). Cross-cultural dialogue was an initiative identified in the results that would improve perceptions of climate.
Metrics and Timeline
100 faculty will increase awareness of managing diversity in the classroom and related topics. Program started Fall 2017. There have been 4 sessions so far; 2 open dialogues and 2 presentations on Invisible Bias with a total attendance of 59 faculty. There are 2 scheduled dialogues for October on "Teaching Flashpoint Issues," and 2 scheduled for December on "Recruiting and Retaining URM Faculty."
Responsible Unit/Process Owner
Professor Steven Dilks/ Division of Diversity and Inclusion/Faculty Senate
Anticipated Costs
\$20,000
Funding Request
\$15,000

Initiatives and Programs
Diversity, Inclusion and Equity Certificate Program
Justification
In the Kansas City market and the region, the talent pool that is expert in diversity and inclusion is mediocre at best. In the last UMKC searches for diversity and inclusion positions, over 200 people applied. However, only 4% of the candidate pool had bona fide diversity knowledge and experience. A common question we are asked from the community is whether we have a training program to develop diversity professionals. Faculty certificate programs have long been an important training tool to enhance scholarship, teaching and learning (Hubball & Poole, 2003; Hubball & Burt, 2006). The proposed program, a partnership between the Division of Diversity and Inclusion and the School of Education, will address the need to train professionals in the scholarly teaching and learning around diversity and inclusion. In addition, once developed programs of this type garner \$3-4,000 in program tuition. This is also a revenue generating opportunity for the university.
Metrics and Timeline
100 faculty will increase awareness of managing diversity in the classroom and related topics. Program started Fall 2017. There have been 4 sessions so far; 2 open dialogues and 2 presentations on Invisible Bias with a total attendance of 59 faculty. There are 2 scheduled dialogues for October on "Teaching Flashpoint Issues," and 2 scheduled for December on "Recruiting and Retaining URM Faculty."
Responsible Unit/Process Owner
Susan B. Wilson Ph.D, Marie MacArthur Ed. D; Donna Davis Ed.D
Anticipated Costs
\$35,000
Funding Request
Start-up funds of \$15,000 are requested

Division of Diversity and Inclusion (cont.)

Initiatives and Programs
<p>Affinity groups initiative</p> <p>Affinity Group (Women of Color Affinity Group, LGBTQIA Affinity Group)</p> <p>UMKC Affinity Group Purpose: Interest and Affinity Groups are self-organized groups of UMKC staff where its members hold common interests. The purpose of Interest and Affinity Groups is threefold: to support</p> <ol style="list-style-type: none"> 1. Professional development for its members 2. Community engagement and outreach 3. UMKC's goals and objectives (e.g. the recruitment and retention of underserved students, faculty and staff).
Justification
<p>Many diversity management programs support Affinity Groups as a common and useful method of diversity management practice (Madera, 2013). The ultimate goal is supporting continuous organizational improvement by helping the organization improve its relationship with its stakeholders (Lane, 2002; Van Aken, Monetta, & Sink, 1994). In addition, affinity groups help build trust and cohesiveness among its members, elements central to a person's mobility, promotion and leadership development skills (Madera, 2013). Affinity groups are support groups that share a common dimension such as disability, ethnicity, gender or religion. There are many objectives for Affinity Groups, but they generally aim to promote an awareness of shared experiences among its members and to provide networking and mentoring opportunities (Douglas, 2008, Madera, 2013; Hebl, Madera, & King, 2007). Additionally groups often are involved in the development of solutions to specific institutional problems related to the dimension of the group as well as in identifying and meeting training and education needs of its members (Douglas, 2008; Van Aken et al., 1994).</p> <p>This Program primarily aligns with the Inclusive Excellence Dimension 2, Institutional Climate and Intergroup Relations, which seeks to create and sustain an organizational environment that acknowledges and celebrates diversity and employs inclusive practices throughout its daily operations. Affinity Groups provide a supportive climate to all involved members especially as they largely support groups, which are traditionally underrepresented and underserved. The institutional support of these groups demonstrate that UMKC values differences in perspective and experiences.</p>
Metrics and Timeline
Number of participants in affinity groups, satisfaction survey results, number of professional development, community service and UMKC initiatives developed by the affinity groups.
Responsible Unit/Process Owner
Division of Diversity and Inclusion/Makini King, Ph.D/ Lona Davenport
Anticipated Costs
\$20,000
Funding Request
\$20,000

Division of Diversity and Inclusion (cont.)

Initiatives and Programs	
Social Justice Scholar Awards	
Justification	
<p>Students learn to apply oral, written, and critical thinking skills with extensive research to address needs of diverse audiences through an experiential learning project and presentation.</p> <ul style="list-style-type: none"> • 35 project/presentation submissions • Created 24 Faculty Mentors <p>Resulting in two ongoing student lead organizations</p> <ul style="list-style-type: none"> • Honors Diversity and Inclusion Advocates • Refugee Relief Organization <p>Results from 2016 listening sessions indicated a need for peer-led diversity and inclusion training for students, & 2017 Climate Survey Results indicating student-to-student interactions were the most frequent cause (37%) of exclusionary, discriminatory experiences for students.</p>	
Metrics and Timeline	
Number of Faculty/Student Mentorships, Submitted Applications, and assessment of ongoing work through developed initiatives, action and student orgs as a result of the Social Justice Scholars Research, Development, and Awards.	
Responsible Unit/Process Owner	
Professor Rhiannon Dickerson/ Division of Diversity and Inclusion – Lona Davenport	
Anticipated Costs	
Budget 2017	
Awards	950
Commemorative Plaque	75
Judges Gifts	75
Food	750
Room Reservation	200
Printing Expenses	200
Funding Request: \$2250.00	

Division of Diversity and Inclusion (cont.)

Initiatives and Programs
Training and On-line diversity training for on-boarding new students, staff and faculty
Justification
<p>Results of a recent training needs assessment indicated 50.25% of respondents felt that they were either moderately, slightly, or not at all knowledgeable of how to communicate across difference. 54.23% of respondents shared that they were moderately, slightly, or not at all knowledgeable on how to respond to harmful stereotypes. 70.21% indicated that with regards to managing diversity in the classroom, 70.21% felt moderately, slightly, or not at all knowledgeable. When asked what trainings participants would like to learn more about, the following were requested with the most frequency: Communicating without offense (16%), how to have difficult dialogues (12%), privilege (6%), faith/secular world view conversation and awareness support (6%), and age (6%). Roughly half of respondents indicated that they thought what the subjects that the division was offering was enough or what they asked for was already being offered. 24% of respondents indicated that they did not know the trainings were offered, indicating a need for more marketing support. Additionally, two of the recommendations from the 2016 UM System’s IBIS Audit was to “expand the existing Diversity 101 e-learning...” and to “cover diversity in orientation programs immediately as soon as students enter the university and set expectations early on.”</p> <p>An online, onboarding program would provide wider access for UMKC constituents to become exposed to foundational elements of diversity and inclusion concepts. It would also serve to expose all UMKC constituents to Goal 5 of the Strategic Plan to Embrace Diversity, highlighting our values around diversity and inclusion.</p>
Metrics and Timeline
New initiative; ongoing
Responsible Unit/Process Owner
D and I team
Anticipated Costs
\$4000
Funding Request
\$4000

Division of Diversity and Inclusion (cont.)

Initiatives and Programs
Diversity Curriculum Infusion and Design DDI intends to invite a lead consultant who will lead faculty workshop on how to most effectively infuse diversity and inclusivity content into their curricula.
Justification
<p>The hallmark of the Inclusive Excellence Model is that when diversity and inclusivity are infused into all spheres of the institution’s levels of functioning, then all students are able to perform at their highest level (“excellence”) thereby decreasing educational inequities (Pedersen & Pedersen, 2008). Diversity needs to be engaged on multiple fronts--structural, interactional and curricular. In others words students will benefit when they engage and interact with people (faculty and students) different from themselves, but even more so when they are exposed to curricula that promote diversity in knowledge and experience (Gurin, Dey, Hurtado & Gurin, 2002; Williams & Kilaberia, 2011). Not only should faculty be trained in how to develop effective pedagogies, which are inclusive of all students learning preferences, but also in the development of curricular content that incorporates diverse information, ideas and perspectives (Milem, Chang, & Antonio, 2005). In fact, students need to engage consistently and intentionally in diversity content across their curricula and throughout their undergraduate education (Williams & Kilaberia, 2011).</p> <p>This Program primarily aligns with the Inclusive Excellence Dimension 3, Education and Scholarship, which seeks to engage students, faculty and staff in learning varied perspectives of domestic and international diversity, inclusion and social justice. Specifically the objectives are to offer courses, curricula, and learning opportunities that achieve diversity and inclusion learning goals and increase multicultural competences and capacities of faculty and staff. The Diversity and Inclusion Curriculum Design Workshop will provide an opportunity for faculty to develop effective pedagogy and curricular content that is inclusive of UMKC’s diverse student body, supports intercultural interactions and values information an and perspectives that reflect UMKC’s diverse student body.</p>
Metrics and Timeline
Number of faculty who participate, satisfaction survey results, assessment of ways faculty incorporate diversity curriculum.
Responsible Unit/Process Owner
Division of Diversity and Inclusion/Makini King, Ph.D
Anticipated Costs
\$7,000
Funding Request
\$7.000

Division of Diversity and Inclusion (cont.)

Initiatives and Programs:	
Educate-Organize-Advocate: Community and Civic Engagement Conference at UMKC	
Justification	
<p>Results from the 2017 Climate Report indicate that minority faculty, staff, and students feel less comfortable in the classroom and on campus than do their white counterparts. The 2016 IBIS Audit recommended that UMKC hold a “diversity conference on campus for all groups involved in diversity and inclusion activities. Results from 2016 listening sessions indicated a need for peer-led diversity and inclusion training for students. This annual conference educates faculty, staff, and students on wide-ranging diversity issues centered on social justice topics, advocacy, and community engagement and ultimately seeks to provide skills to help bring resolution to community concerns.</p> <ul style="list-style-type: none"> • Conference Learning Objectives: <ul style="list-style-type: none"> ○ Raise awareness—of one’s own identity, and culture as well as cultures and identities that differ from one’s own; of the inequity of privileges across race, religion, spirituality, national origin, sexual orientation, gender identity and expression, age, ability, and socioeconomic class, and citizenship status; of one’s own biases and to prevent or reduce unintended consequences of biases; of conditions of historically oppressed groups (i.e., peoples of color, immigrants, low-income groups) ○ Develop skills—to communicate effectively and to act as advocates for themselves and others; to effectively engage with a multiplicity of perspectives and diverse audiences; explore skills for speaking up against stereotypes or bias and respond in such a way that invites dialogue ○ Plan for action--to acquire the skills to actively engage in meaningful community and civic work related to social justice; and for our faculty and staff to better serve the needs of diverse students by integrating equity, diversity, and inclusivity into our support services, advising, syllabi, curriculum, and class discussions and projects • In our inaugural year, over 300 participants (140 faculty and staff, 150 students and alumni, 20 community members) registered for the conference filling up to capacity. • 15 sessions led by experts, students, and professionals from interdisciplinary perspectives on topics including bystander intervention training, interfaith panels, advocacy skills, fake news and media literacy and a dozen more • Civic Connections Fair with dozens of local organizations collaborating with attendees to volunteer, intern, and outreach to the community. 	
Metrics and Timeline	
Number of attendees, number of sessions, ongoing assessment of campus community diversity learning	
Responsible Unit/Process Owner	
Division of Diversity and Inclusion/EOA Committee Chair Rhiannon Dickerson	
Anticipated Costs	
Scheduling Platform	\$500
Marketing/Swag	\$1500
Food	\$6,000
Programming Costs	\$8,000
Funding Request	
\$16,000	

Division of Diversity and Inclusion (cont.)

Initiatives and Programs
Inclusive Excellence Grants
Justification
In alignment with Goal 5 of the UMKC Strategic Plan “Embrace Diversity: the University is committed to creating an environment that embraces diversity and celebrates diversity in all aspects of university life, creating inclusive environments, culturally competent citizens, and globally-oriented curricula and programs. Financial support is a major emblem of an institution’s support of diversity and diversity efforts inevitably flounder when leadership does not financially support these efforts (Price & Valli, 1998). Allocation of financial resources is paramount to the success of an institutions diversity strategy (Williams, Berger, & McClendon, 2005). The purpose of the UMKC Inclusive Excellence Award is to support projects and initiatives that further the goals and aims of the UMKC Diversity Strategic plan.
There is a need to incentivize programs and projects that advance the goals of Inclusive Excellence in order to not only demonstrate organizational and institutional support of the significance of diversity, but also to lend tangible backing to this value. A \$5,000 grant given to an academic unit or organization can provide great return on investment and enable diversity initiatives that otherwise would not happen.
Metrics and Timeline
Metrics will vary with each project.
Responsible Unit/Process Owner
Division of Diversity and Inclusion
Anticipated Costs
\$60,000
Funding Request
\$30,000

Initiatives and Programs
Chancellor’s Diversity Council
Justification
Diversity councils are an important structural vehicle that helps promote diversity and inclusivity in effort to improve overall organizational performance (Prime, Agin & Foust-Cummings, 2010). The Diversity Council is a board composed of appointed UMKC Community and external representatives that assist the university with upholding its goals and objectives outlined in Goal 5 of the Strategic Plan to Embrace Diversity. Additionally the Diversity Council is composed of 3 subcommittees; Communication and Reporting, Outcome Assessment and Monitoring, and Training and Education, specifically intended to address related objectives. Diversity Councils bring varying levels of diversity knowledge to the table and in effort to prepare fully all members of the council for their roles, participants will engage in ongoing training (Landsinger & Dean, 2005; Weaver, 2010) and participate in retreats that further their ability to work toward the stated goals.
Metrics and Timeline
ongoing
Responsible Unit/Process Owner
Provost, Chancellor, VC Division of Diversity and Inclusion
Anticipated Costs
\$2500
Funding Request
\$2500

School of Nursing and Health Sciences

<p>Initiatives and Programs</p>
<ul style="list-style-type: none"> • Through a series of five to six interactive dialogues, students (SoNHS, SoD, SoM and SoP) from traditionally underrepresented and underserved populations will be exposed to the cultural sensibility process. <ul style="list-style-type: none"> ○ Cultural sensibility – “deliberate proactive behavior by healthcare providers who examine cultural situations through thoughtful reasoning, responsiveness, and discreet (attentive, considerate, and observant) interactions. • The series will conclude with a cultural sensibility simulation. • Six –ten weeks after the conclusion of the interactive dialogues, participants will have networking sessions with healthcare professionals who have successfully navigated biases, prejudices, and stereotypes. <ul style="list-style-type: none"> ○ Healthcare professionals who volunteer for a networking session will read the guidebook prior to the session in order to generate meaningful discussions with participants.
<p>Justification</p>
<ul style="list-style-type: none"> • Cultural competence is an important educational goal for health care professionals (Campinha-Bacote, 2002) to effectively care for their patients (Purnell, 2002), to work with colleagues who are culturally different from themselves, and for faculty and student retention in nursing programs (Campinha-Bacote, 1998). • Future and current healthcare professionals are educated in providing culturally competent care to patients. Yet, they receive minimal education on how to navigate the choppy waters of stereotypes, biases, and prejudices when they become the recipients of such behaviors from patients, family members, and colleagues in far too often non-supportive organizations. • Without prior exposure to skills and processes for navigating these concerning situations, individuals from traditionally underrepresented and underserved populations may become wounded, angry, and harbor multiple layers of micro-aggressions that could impede their academic or professional success. • Biases, stereotypes and prejudices are inescapable, but we can be proactive and openly discuss and explore processes for these unfortunate encounters. • This voluntary interactive program will emphasize the cultural sensibility process and explore ways to address biases, stereotypes, and prejudices when the healthcare provider is the target of such behaviors. • The <i>Cultural sensibility in healthcare: A personal and professional guidebook (2015)</i> will be used as resource for these dialogues
<p>Metrics and Timeline</p>
<ul style="list-style-type: none"> • At the beginning and end of the five to six week interactive dialogue, participants will participate in a pre/post-test of the cultural sensibility process. • Qualitative data will be collected regarding the benefit of the dialogue sessions and their preparation to address biases, stereotypes, and prejudices in the role of a healthcare provider.
<p>Responsible Unit/Process Owner</p>
<ul style="list-style-type: none"> • SoNHS, Associate Dean for Students • Representative leaders from the four health science schools (SoNHS, SoD, SoM and SoP) will be educated in the cultural sensibility process in order to serve as group leaders.

School of Nursing and Health Sciences (cont.)

Anticipated Costs				
	Item	Unit Cost	Quantity	Total Cost
	Guidebook <i>Cultural sensibility in healthcare: A personal and professional guidebook (2015)</i>	\$35.00	150	\$5,250.00
	Healthcare Leader Honorarium	\$100.00	12	\$1,200.00
	Participants completing all sessions will receive \$100 toward a professional membership	\$100.00	150	\$15,000.00
	Facilitator (book – included)	\$35.00	10	\$350.00
	Recruitment materials electronic and posters	\$100.00	6	\$600.00
	Simulation fee	\$30.00	150	\$4,500.00
	Total Costs			\$21,650.00
Funding Request				
	Funding Requested			
	<ul style="list-style-type: none"> • \$21,600.00 			

Target Audience

- Students from SoNHS, SoD, SoM and SoP who represent traditionally underrepresented and underserved populations will be the primary audience. However, students representing other populations will not be excluded.
- Two sessions will be offered during the awarded year.
- Each session will seek participation from 50-75 students, 18 to 20 from each school.
- Total student participation goal 100-150 students, during the award year.
 - Session I. 75 participants, 5 groups with 15 in each group

Facilitators

- For each session 10 facilitators will be recruited (total 20), in order to achieve two facilitators per group.

Human Resources

Initiatives and Programs
UMKC Human Resources proposes to expand its recruitment capabilities by purchasing an “unlimited package” for advertising in InsideHigherEd.com.
Justification
UMKC values diversity as central to its mission as an urban-serving research university and as a driver of excellence in teaching and learning. As such, a strategic effort must be made in order to attract a diverse pool of candidates who reflect the urban community as well as the diverse students in attendance. Research suggests that institutions are more successful at hiring a diverse workforce when alternative and targeted recruitment strategies are implemented (Avery & McKay, 2006). Inside Higher Education , an online source for news, opinion and jobs for higher education, will be used for targeted recruitment for a diverse hiring pool of candidates. Inside Higher Ed presents a unique opportunity in that job postings that are identified and purchased as “diversity focused.” This resource will not only likely increase the yield from diversity candidates through insidehighered.com but be placed on “DiversityJobs.com” as well as in the “Diversity Matters” newsletter free of charge.
Metrics and Timeline
DiversityJobs.com listed as “Source of Hire” FY 17 <ul style="list-style-type: none"> • 12 applications FY 18 Goal <ul style="list-style-type: none"> • Increase application yield from DiversityJobs.com and InsideHigherEd to increase applications from minorities by 20.
Responsible Unit/Process Owner
Office of Human Resources
Anticipated Costs
\$8000
Funding Request
\$8000

School of Law

Initiatives and Programs
Scholarship funding for students from underrepresented groups
Justification
At UMKC school of law the URM student representation in each class has been roughly 12%. We currently implement a highly personalized admissions process, which considers the whole student and seeks to generate a greater number of URM applicants and eventual admissions. However, two critical barriers potentially interrupt this process. Firstly, students who are from the region, and who express that they prefer UMKC Law School and its program over other law schools, will choose to attend other law schools offering them full-tuition scholarships. Minority students who receive larger financial assistance for their education are less likely to drop-out (Chen & DesJardins, 2010). Second, lacking a critical mass of minority students undermines the school's general strength as a strong collaborative and inclusive community (Etzkowitz, Kemelgor, Neuschatz, Uzzi, & Alonzo, 1994). If UMKC SOL had greater scholarship resources, the school would be better positioned to attract and enroll more diverse students to UMKC. The goal would be to develop a stronger and more diverse community, both within the law school and in the legal workforce in the region, which would then make the law school more attractive.
Metrics and Timeline
Increased diversity among incoming students; increased retention of existing students
Responsible Unit/Process Owner
UMKC SOL, UMKC Law Foundation
Anticipated Costs
\$100,000 annually
Funding Request
\$100,000 annually

¹ Note that scholarship support does not require direct expenditures, but is rather a situation in which we forgo tuition revenue (often, tuition revenue we would not otherwise be able to obtain because without scholarship support, we will be unable to attract additional students).

School of Computing and Engineering

Initiatives and Programs
Math Academy: a supplemental math program for 8 th grade and high school students to improve their math knowledge thereby increasing test scores, which leads to admission into college programs and more scholarship opportunities.
Justification
Underrepresented minority high school students are less likely to have high enough test scores (ACT) to prepare them for SCE admittance and success when ACT benchmarks are used as an indicator. For example in 2016, 13% of Black students, 27% of Hispanic and 29% of American Indian/Alaskan Native students were considered college ready in mathematics compared to 77% of white students (ACT National Scores Report, 2016). The U.S. Department of Education suggests that when students are exposed and engaged in STEM activities early in their academic experiences, they are more likely to be successful in STEM programs (The Condition of College & Career Readiness, 2015). We believe many of these students have the potential to be successful in engineering and computer science but they do not have the math preparation to be successful, thus a program that targets early exposure and rigor in mathematics will lead to successful enrollment in UMKC'S SCE.
Metrics and Timeline
Students who participate in this program will be measured on their increase in math knowledge and understanding as well as their performance on ACT tests. With proper funding, Math Academy could begin with a pilot group of 20 students for the AY 18-19.
Responsible Unit/Process Owner
SCE
Anticipated Costs
\$150,000/year (Several of the costs may decrease in future years, such as curriculum development and marketing, however, salary increases will need to be considered).
Funding Request
\$150,000/year (Several of the costs may decrease in future years, such as curriculum development and marketing, however, salary increases will need to be considered.)

Finance and Administration

<p>Initiatives and Programs</p> <p>Access and Success: Expansion of collegiate wellness to support enrollment and recruitment of diverse and under/underrepresented student populations</p> <p>Institutional Infrastructure: Workforce development initiatives for underserved staff</p> <p>Community Engagement:</p> <ul style="list-style-type: none"> • Expansion of collegiate wellness to other campuses with needs. • Expansion of K-12 financial education for community investment. • Expansion of K-12 financial education programs to Title 1 schools for recruitment, enrollment, and economic impact of University communities.
<p>Justification In their literature review published in "Education and Urban Society" in 2006, Lucy and Giannangelo detail that the population of individuals that don't even maintain any sort of bank account "consists mostly of low income minority (African American and Hispanic) members," and that "formal financial education processes provide opportunities for teaching underrepresented populations about basic life skills." The Office of Financial Literacy seeks Inclusive Excellence funding to engage fully underrepresented and diverse students by improving their basic knowledge of personal finance, which increases their enrollment and persistence in college.</p>
<p>Expansion of existing programs, 1.0 FTE for collegiate financial wellness, 1.0 FTE for existing curriculum consultant, peer coaching, travel, event materials and supplies.</p>
<p>Metrics and Timeline</p> <ul style="list-style-type: none"> • FY18, FY19 and FY20 • 75% increase in diverse student enrollment and participation of financial education and college planning programs • 50% increase in Title 1 student access and participation • Significant increase of underserved staff participation in workforce development initiatives
<p>Responsible Unit/Process Owner</p> <p>Office of Financial Literacy: L. Goree P. Palmer T. Weston</p>
<p>Anticipated Costs</p> <p>\$300,000 200,000 1.0 FTE Collegiate wellness 1.0 FTE Curriculum consultant Peer coaches, travel, materials and supplies</p>
<p>Funding Request</p> <p>\$60,000 This will support the hiring of 1.0 FTE (or contract person), some travel, and supplies to expand the Personal Financial College Planning program for recruitment and enrollment, as well as expanding the collegiate financial wellness program to the community and/or other campuses. It will also support incentives for the workforce development component.</p>

School of Medicine

<p>Initiatives and Programs</p> <p>The School of Medicine is the coordinating unit for the Strategic Funding Award Initiative, Project ADVANCER (Academic Development Via Applied and Cutting Edge Research) for UMKC undergraduate and professional students from underrepresented minorities.</p> <p>Goals are</p> <ul style="list-style-type: none"> • to support a total of 30 URM students within the next 3 years • to scale up beyond currently involved units to a campus wide / system wide initiative by establishing initiatives emulating the UMKC-based and UMKC School of Medicine-led initiative within 4 years • To use the Project ADVANCER initiative as a model project to garner philanthropic support based on its modular concept and characteristics interest to donors, namely scalability, programmatic focus, integration into larger funding initiatives, naming possibilities and person-focused funding, within 4 years.
<p>Justification</p> <p>Student-faculty research projects can be an important tool for the success and retention of underrepresented minority students (Nagda, Gregerman, Jonides, von Hippel & Lerner, 1998). Project ADVANCER has made significant progress towards providing underrepresented minority students the opportunity to develop a research “track record” and expose them to viewing a research experience as the basis for a diverse range of career opportunities beyond the traditional fields, by integrating training in scientific publishing and entrepreneurship into their research experience. We achieve this by placing these students in nationally recognized, NIH-, NSF- and other extramurally funded research programs at UMKC and putting a strong emphasis on impactful, peer-reviewed scientific publications as the primary measurements of success. Our goal for these unique groups of students, who are typically extremely motivated to excel in biomedicine and science, but lack the opportunity and access to meaningful research experiences, is to provide them with better access to competitive postgraduate training such as residency or graduate programs and directly or ultimately to better employment opportunities. Improving the quality of our graduates will directly and positively affect the communities we serve as well as our state’s and nation’s economies.</p>
<p>Metrics and Timeline</p> <p>Goal is to have a total of 30 URM students within the next 3 years</p>
<p>Responsible Unit/Process Owner</p> <p>School of Medicine</p>
<p>Anticipated Costs</p> <p>\$60,000</p>
<p>Funding Request</p> <p>\$60,000</p>

School of Medicine (cont.)

Initiatives and Programs
Critical Mass, On-Boarding and Retention Activities for URM health Science Students
Justification
In spite of progress, URM students remain underrepresented in the health sciences (Peggy, Wynn, & McLean, 2016). More generally, URM students also have lower retention rates than their white counterparts do (NCES, 2016) do. At institutions of higher education, the presence of a sufficient number of minority students is critical to the precipitation of many positive measurements of success for minority students – often conceptualized as critical mass (Etzkowitz, Kemelgor, Neuschatz, Uzzi, & Alonzo, 1994). At the health sciences campus, the on-boarding and retention activities are designed to help URM students develop a supportive community and ultimately improve their retention.
Metrics and Timeline
Goal is to continue to support Hospital Hill student onboarding events for underrepresented minority students. Ongoing.
Responsible Unit/Process Owner
SOM, SOD, SON, SOP, Children’s Mercy, Truman Medical Centers, and St Luke’s Hospital
Anticipated Costs
\$4,000 (Community will be asked partners to contribute \$600)
Funding Request
\$4000

Initiatives and Programs
Establish a premier healthcare related Speakers Series for students, faculty, staff, and providers for the health science campus on cultural competency in patient care, serving diverse populations, personalized healthcare and health disparities and interventions. 1. Create a multidisciplinary, committee of students, faculty, staff and providers in planning the speakers series 2. Partner with UMKC’s Division of Diversity and in promoting one educational event.
Justification
Cultural competence is an important educational goal for health care professionals (Campinha-Bacote, 2002) to effectively care for their patients (Purnell, 2002), to work with colleagues who are culturally different from themselves, and for faculty and student retention in nursing programs (Campinha-Bacote, 1998). The health sciences campus does not have sufficient education on culturally competent care, health disparities, health beliefs and health practices, and community-based interventions to improve health. The health sciences campus is engaged in advancing cultural competence for its faculty, staff and students through multiple approaches and developing a lecture series where speakers, who might also represent minority identities in the healthcare field, can provide trainings, presentations, lectures and group discussions to help close this training gap (Long, 2012).
Metrics and Timeline
Ongoing, 250 staff faculty and residents will receive education in diversity issues in health care
Responsible Unit/Process Owner
SOM, SOD, SON, SOP
Anticipated Costs
\$5000 for Honorarium, travel and lodging (Community partners will be asked to contribute \$300 each)
Funding Request
\$5000 - UMKC

School of Medicine (cont.)

Initiatives and Programs
Scholarships for URM students
Justification
<p>The health science workforce does not currently reflect the increasingly diverse patient population that seeks healthcare (HRSA: Sex, Race, and Ethnic Diversity of U.S. Health Occupations, 2015).</p> <p>URM % Fall 2017 Class (American Indian/Alaskan Native, Black, LatinX, Native Hawaiian/Pacific Islander)</p> <ul style="list-style-type: none"> • Nursing: 26% • Medicine: 13% • Pharmacy:12% • Dentistry:11% <p>During the admissions process at UMKC, it is common to lose highly qualified URM candidates due to not being able to compete with the scholarship packages offered by other institutions. The proposed scholarship dollars would provide financial assistance for 10-15 URM students who would otherwise make the decision to go elsewhere (Chen & DesJardins, 2010).</p>
Metrics and Timeline
Responsible Unit/Process Owner
SOM, SOD, SON, SOP
Anticipated Costs
\$100,000
Funding Request
150,000

College of Arts and Sciences

Initiatives and Programs
Student Peer Mentoring Program
Justification
Peer mentoring has been associated with better measurements of success particularly in academic performance for both mentor and mentee (Campbell & Campbell, 1997) and in particular for students of color (Hurtado et al. 2007; Tinto, 1987). Arts and Sciences is requesting funding to support a peer-mentoring program, which would include stipends for mentors, programming events, and supplies. This program would extend the summer bridge mentoring into the academic school year to provide ongoing support for select cohorts of students. It is anticipated that the peer-mentoring program could affect a larger number of students than just the summer bridge cohort. A & S plans to identify a graduate student leader for the project (supervised by a faculty member) who oversees the undergraduate peer mentors, using a similar operational model as the Propel program. This approach would also create leadership opportunities for the graduate student and the undergraduate peer mentors.
Metrics and Timeline
To measure the success of the program we would track retention, course completion, and GPA for student mentees. If funded, this program would be implemented fall 2018.
Responsible Unit/Process Owner
AD Undergraduates
Anticipated Costs
\$20,000
Funding Request
\$20,000

College of Arts and Sciences (cont.)

Initiatives and Programs (CDC-Yes)
CAS Diversity Events
Justification
We will host CAS diversity events for faculty and student that will create a space for discourse on inclusion and diversity in our campus community as well as promote scholarship on diversity and inclusion (Bowman, 2011; Denson, 2009; Gurin et al. 2004; Schoem & Hurtado, 2001). CAS has a role in creating conversations and learning opportunities about diversity and inclusion. We will accomplish this by: 1) inviting a speaker geared toward our student population and/or student success (e.g., helping under-represented students build capacity and support for academic success or helping faculty understand the impact of micro-aggressions on student measurements of success, 2) inviting a speaker geared toward faculty development (e.g., presentation of scholarship on the intersectional lived experiences of diverse faculty and how we as a community can create supportive promotion and tenure policies) and 3) invite a speaker focused on student and faculty community engagement (e.g., scholarship or training on how to engage with the community using community-based participatory research methodology). We will draw upon resources provided by the Association of American Colleges and Universities (AAC&U) developed for the purpose of promoting diversity, equity, and inclusion on college and university campuses. Funding will support guest speaker travel/time, advertising, and materials for interactive learning opportunities for faculty and students. We request \$5,000/event of a total cost of \$15,000.
Metrics and Timeline
Successful completion of our aims will result in the delivery of three targeted lectures/trainings for the CAS and broader campus community. We aim to host one event in late fall and two events in the spring semester.
Responsible Unit/Process Owner
AD financial College Diversity and Inclusion Task Force
Anticipated Costs
Speaker travel/time, advertising, and materials for interactive learning opportunities for faculty and students; \$5,000/event for three events
Funding Request
\$15,000 total

College of Arts and Sciences (cont.)

Initiatives and Programs
Support for CAS Summer Bridge Programs
Justification
Funding would help to create new summer bridge programs, especially targeting underrepresented students identified in the STEM/Pre-professional disciplines. Summer bridge programs have been found to help students develop skills and support systems that lead to greater academic success and college retention (Garcia & Paz, 2009). These programs can be particularly important to the success of URM students (Fries-Britt, 1997; Strayhorn, 2011). This initiative would give select departments and majors an opportunity to provide extended orientation to student that would incorporate introduction to course materials, meeting faculty and becoming familiar with facilities. It would also establish the peer mentoring structure that would emerge out of the summer bridge. We strongly believe, and studies have shown, that these types of bridge programs function as significant support structures for increasing student success and persistence (Fries-Britt, 1997; Garcia & Paz, 2009; Strayhorn, 2011).
Metrics and Timeline
We are requesting funding for housing, food, and staffing for a one-week bridge program. The success of the program would be measured by retention of this cohort compared to a similar student group that did not participate in a summer bridge program. First pilot could be implemented in the summer of 2018 or 2019.
Responsible Unit/Process Owner
AD Undergraduates
Anticipated Costs
\$30,000
Funding Request
\$30,000

Student Affairs

<p>Initiatives and Programs</p> <p>A.A.C.E Mentoring Program (African Americans Cultivating Excellence). The program promotes academic excellence by providing African American UMKC students with services that encourages academic success, persistence, and ultimately successful graduation. For all levels of students, with emphasis on freshman and sophomore students.</p>
<p>Justification</p> <p>The retention rate for African American students at UMKC and nationwide is significantly less than for all other students:</p> <ul style="list-style-type: none"> Retention of the Fall 2016 cohort of all FTC students is 74.73% Retention of the Fall 2016 cohort of African American FTC students is 64.21% <p>Peer mentoring has been associated with better measurements of success particularly in academic performance for both mentor and mentee (Campbell & Campbell, 1997) and in particular for students of color (Hurtado et al. 2007; Tinto, 1987).</p> <p>One of the goals of the A.A.C.E. Programs is to increase the African American graduation rates at UMKC. The staff is committed to promoting academic excellence by providing African American underrepresented UMKC students with mentoring and academic support services that will encourage academic excellence, persistence and ultimate successful graduation.</p> <p>In the Spring of 2017, the staff piloted the program with ten students. The staff provided 1:1 check-ins, held academic and financial literacy workshops to help provide our students with critical tools and resources needed to succeed. Each A.A.C.E. scholar is paired with a UMKC Peer upperclassman mentor, as well as, a UMKC Staff, faculty, alumni or community mentor. Both mentors function as a coach, mentor, friend, and most of all, a positive role model, who will provide guidance, support and will direct scholars to resources on and off campus. All of the A.A.C.E. participants from the Spring 2017 semester completed the semester with a 3.0 and higher, connections were formed, one student gained employment after tirelessly searching for work, one student joined a student organization of their dreams. The official program launched in the Fall of 2017. Students can self-refer or be referred by a UMKC staff or faculty. Additionally, it is mandatory, through the partnership between Kauffman Scholars and Multicultural Student Affairs that students within years 4, 5 and 6 participate in A.A.C.E, Avanzando or the Show Me Success Program.</p>
<p>Metrics and Timeline</p> <p>Piloted Feb 2017 with 10 students (of all levels) participating; 70% were retained to Fall 2017. Currently have 30 students participating for Fall 2017 with 8 peer mentors.</p> <p>Students in the program will take a pre and post survey to measure the success of their academic performance and overall knowledge and utilization of campus resources and study skills.</p>
<p>Responsible Unit/Process Owner</p> <p>Multicultural Student Affairs Office / Kellee Harris & Keichanda Dees-Burnett</p>
<p>Anticipated Costs</p> <p>Annual projected cost: \$7,150</p>

Funding Request

A.A.C.E Mentoring Program Funding Request	Annual Projected Cost
Mentor Training	
Consultant Trainer	\$2000
Training Costs (training materials)	\$100
Lunch for volunteer Mentors	\$500
Academic Support	
Program Academic Tutor (1@ \$10/hr as requested)	\$500
A.A.C.E Orientation & Workshops	
Workshop expenses (facilities fees, lunch for Scholars)	\$500
A.A.C.E. Program materials	
Branding material for A.A.C.E. program (brochures and pad folios)	\$1000
Mentor/Scholar Annual Events	
STEM Events, Diversity Programing/Events & Cultural Activities (conferences, leadership trainings, event speakers)	\$700
Tucker Leadership Development Lab for Scholars/Mentors	\$850
A.A.C.E. Recognition Celebration	
Event supplies, catering, invitations, etc.	\$1000
Total	\$7,150

Student Affairs (cont.)

Initiatives and Programs																							
<p>Leadership Institute for A.A.C.E and Avanzando Scholars.</p> <p>The program helps students develop leadership skills and strengthen connections with UMKC and their peers. Students will participate in a 2-day leadership institute at Wildwoods, an off-campus venue that specializes in outdoor activities that focus on teamwork, problem-solving, and promoting interpersonal skills and connections.</p>																							
Justification																							
<p>Not only is there added value in the development of student mentors (Campbell & Campbell, 1997; Hurtado et al. 2007; Tinto, 1987), but the development of student leadership skill is associated with character development and academic performance for students (Dugan & Komives, 2007; Van Linden & Fertman, 1999). The purpose of A.A.C.E. and Avanzando Scholars is to support leadership development and strengthen sense of belonging amongst Latinx and African American students at UMKC. This program is a direct response to the UMKC Campus Climate Survey to address students' sense of belonging, social support, and leadership development. One of main goals is to address the gap in Latinx student organization leadership and work to create a "pipeline" of Latinx student leaders. We hope to bring current and potential/emerging student leaders together so the new students could benefit from the experiences and perspective of returning leaders. The Leadership Institute Retreat includes exercises to help students envision possibilities for their respective student organizations as well as training specific to understanding Office of Student Involvement policies and procedures.</p>																							
Metrics and Timeline																							
<p>Plan to pilot this program Summer 2018 with 30 students; will track student retention rates. Students in the program will take a pre- and post- survey to measure confidence in their leadership and the participation in campus leadership roles for Latinx and African American students.</p>																							
Responsible Unit/Process Owner																							
Multicultural Student Affairs Office / Kellee Harris & Marji Datwyler																							
Anticipated Costs																							
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Funding Request																							
<table border="1"> <thead> <tr> <th>Leadership Institute for A.A.C.E and Avanzando Scholars</th> <th>Annual Projected Cost</th> </tr> </thead> <tbody> <tr> <td>Facility Rental</td> <td></td> </tr> <tr> <td>Wildwoods (Cabin, meals, activities)</td> <td>\$2680</td> </tr> <tr> <td>Transportation</td> <td></td> </tr> <tr> <td>Rental Vans- Enterprise</td> <td>\$800</td> </tr> <tr> <td>Training Materials</td> <td></td> </tr> <tr> <td>Handouts, manuals, notebooks, pens</td> <td>\$500</td> </tr> <tr> <td>Snacks</td> <td></td> </tr> <tr> <td></td> <td>\$250</td> </tr> <tr> <td>Programming</td> <td>\$5,000</td> </tr> <tr> <td>Total</td> <td>\$5230</td> </tr> </tbody> </table>		Leadership Institute for A.A.C.E and Avanzando Scholars	Annual Projected Cost	Facility Rental		Wildwoods (Cabin, meals, activities)	\$2680	Transportation		Rental Vans- Enterprise	\$800	Training Materials		Handouts, manuals, notebooks, pens	\$500	Snacks			\$250	Programming	\$5,000	Total	\$5230
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Faculty Senate

Initiatives and Programs
UMKC Faculty Senate
Justification
Minority investigators and research proposals that study minority issues do not receive as much funding and recognition when compared to white researchers and study proposals that do not focus on minority concerns (Ginther et al., 2011; Shavers et al., 2005). This proposal suggests the creation of a fund for supporting faculty and graduate students whose research and/or teaching focus on issues of inclusion, equity, gender, intersectionality, difference, discrimination, bias, and/or any of the “isms” associated with prejudice against or hatred of non-white-cisabled-heteronormativity. A more robust level of support for such projects would enhance and underscore the mission and values statement of UMKC. It could also provide mechanisms by which faculty and student engagement in issues of diversity and inclusion could be promoted to the wider Kansas City, Missouri, and national communities.
Metrics and Timeline
A committee, made up of one representative from each school and three representatives from the College of Arts and Sciences—one from each division [Humanities, Social Sciences, Physical and Natural Sciences]—would be constituted every year to read and assess applications. The committee would then make recommendations to the Vice Chancellor for Diversity and Inclusion and the Chair and Chair-Elect of Faculty Senate. The VC, Chair, and Chair-Elect would then make the final determination of which grants to award. Not all grant monies budgeted would have to be distributed every year.
Responsible Unit/Process Owner
UMKC Faculty Senate
Anticipated Costs
\$50,000
Funding Request
\$50,000

ⁱ Making Diversity Work on Campus: A Research-Based Perspective, Achieving Equitable Educational Outcomes with All Students:

The Institution’s Roles and Responsibilities, and Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions.

The papers are available on the AAC&U website: (<https://www.aacu.org/making-excellence-inclusive> [Encyclopedia of management theory: Organizational development Sage Publication](#))

ⁱⁱ Burke, W. (2013). *Encyclopedia of management theory: Organizational development* Sage Publication

ⁱⁱⁱ Smith, G (2009) Diversity’s promise for higher education: making it work. Johns Hopkins University Press

^{iv} <http://info.umkc.edu/diversity/>