Diversity Inventory

STATEMENT REGARDING CURRENT DIVERSITY INITIATIVES AT UMKC

UMKC Strategic Outcomes

Representation, Access and Success
Climate and Campus Environment
Representation, Access and Success
Climate and Campus Environment
Responsive Teaching, Research and Experiential Learning

Inventory

UMKC and the Urban Community Partnership
Institutional Infrastructure and Resources

Instructions Given: Review the UMK Diversity Strategic Action Plan, action plan instructions, review data and work with faculty, students and staff to develop action steps related to Goal 5: Embrace Diversity” of the UMKC Strategic Plan for the coming year.
Diversity and Inclusion Initiatives

Representation, Access and Success

Women of Color Leadership Conference High School Collegiate Connection is a full day leadership institute for young women of color. Hosted in March, the event serves 275+ scholars in ninth-12th grades from 35 area high schools alongside UMKC Collegiate Women.

Climate and Campus Environment

We offer consultation for Diversity Strategies for Leadership and Diversity Action Planning.

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 Professional development for its members, community engagement and outreach, UMKC’s goals and objectives (e.g. the recruitment and retention of underserved students, faculty and staff).

The Diversity Advocates Program is a learning community dedicated to diversity and inclusion, equipping faculty and staff with related skills and strategies to implement in the workplace.

Diversity Ambassadors in a peer-led diversity training for students, by students.

A Diversity Training and Development Program was developed and launched over the past 18 months, involving over 250 online resources and five face-to-face trainings, including: Embrace Diversity; The Science of Unconscious Bias and its Professional Implications; Communicating Respectfully in a Diverse World; Crucial Conversations; and Understanding Privilege and its Impact. Customized trainings are also made available upon request.

UMKC and the Urban Community in Partnership

Community events include Annual Pride Scholarship Breakfast, Annual Interfaith Dialogue Dinner with Dialogue Institute Southwest, Annual Women of Color Leadership Conference

Responsive Teaching, Research and Experiential Learning

Faculty Diversity Dialogues, supported by the Provost’s office and Faculty Senate, provide a space for faculty to share strategies and best practices related to Diversity and Inclusion.

Our Diversity Lecture Series brings high-impact thought leaders from the national stage to campus. Lectures include: Annual Social Justice Book and Lecture Series; Annual Pride Lecture’ Annual Martin Luther King Jr. Lecture; Annual César Chávez Lecture.

Educate-Organize-Advocate is a social justice conference that provides the UMKC community with the tools necessary to engage in meaningful dialogue over challenging topics.
Anchor and Discourse Social Justice Scholar Awards allow students to earn cash prizes for exemplary efforts in achieving general education outcomes and a commitment to social justice.

**Institutional Infrastructure and Resources**

Inclusive Excellence Planning; UM System is able to assimilate diversity efforts into the core of intuitional functioning to realize the education benefits of Diversity.

Diversity dashboards are at-a-glance tools that contain student, faculty and staff data on key diversity indicators.

Chancellor’s Diversity Council montiers progress toward strategic diversity goals and promotes leadership in diversity-related organizational development actions.

Chancellor’s Award for Embracing Diversity: Up to two faculty staff or student organizations may be awarded $1,500 and a commemorative plaque for exemplary efforts in creating inclusive environments, culturally competent citizens and globally oriented curricular and programs.
Student Affairs Diversity Initiatives

**Academic Support and Mentoring**

Summer Bridge Program – The UMKC Summer Bridge Scholars program offers a unique opportunity to incoming first-year students to help them transition more smoothly from high school to college.

Men of Color Campus Initiative – The Men of Color Campus Initiative enhances the quality of student life and learning, with a special emphasis on male students from under-represented and under-served communities.

**Admissions**

High School Visits – Recruiters visit high schools that enroll a high percentage of students of color to discuss with the students the college application process.

Application Fairs – Admissions partners with area community organizations to host application fairs where the application fee is waived for certain high schools.

College Fairs – Recruiters attend college fairs that attract a high percentage of students of color to discuss admission into UMKC.

Youth Days – Admissions partners with Multicultural Student Affairs to sponsor the Latino Youth Day in the fall and the African American Youth Day in the spring; Youth Days are targeted to area high school sophomore students but depending on the size of the school juniors and seniors may attend as well.

Girls on the Run – Admissions participates in community outreach efforts and engagement by presenting about college preparedness.

Hispanic Development Fund – Admissions participates in community outreach efforts and engagement by presenting about college preparedness.

Friendly Temple Missionary Baptist Church – Admissions participates in community outreach efforts and engagement by presenting about college preparedness.

National Association for Chicana and Chicano Studies Conference – Admissions participates in community outreach efforts and engagement by presenting about college preparedness.

Full Employment Council – Admissions participates in community outreach efforts and engagement by presenting about college preparedness to students pursuing their GED.

UMKC Avanzando Scholars – Admissions serves as mentors to the Scholars.

Prep-KC – Admissions partners with this organization on programming to offer college planning workshops that focus on college preparation, ACT test preparation, and the college search process.

KIPP Academy – Admissions partners with this organization on programming to offer college planning workshops that focus on college preparation, ACT test preparation, and the college search process.

TRiO Program – Admissions partners with this organization on programming to offer college planning workshops that focus on college preparation, ACT test preparation, and the college search process.

Upward Bound – Admissions partners with this organization on programming to offer college planning workshops that focus on college preparation, ACT test preparation, and the college search process.
Gear Up – Admissions partners with this organization on programming to offer college planning workshops that focus on college preparation, ACT test preparation, and the college search process.

Boys & Girls Club – Admissions partners with this organization on programming to offer college planning workshops that focus on college preparation, ACT test preparation, and the college search process.

Kauffman Scholars – Admissions partners with this organization on programming to offer college planning workshops that focus on college preparation, ACT test preparation, and the college search process.

Partnership 4 Kids – Admissions partners with this organization on programming to offer college planning workshops that focus on college preparation, ACT test preparation, and the college search process.

Kansas City Summer Transportation Institute – Admissions partners with this organization on programming to offer college planning workshops that focus on college preparation, ACT test preparation, and the college search process.

500 Reach – Admissions partners with this organization on programming to offer college planning workshops that focus on college preparation, ACT test preparation, and the college search process.

Latinos of Tomorrow – Admissions partners with this organization on programming to offer college planning workshops that focus on college preparation, ACT test preparation, and the college search process.

Kids 2 College – Admissions welcomed all Kansas City Missouri Public School 9th graders to campus as part of an early outreach effort.

Group Visits – Through the Welcome Center, Admissions hosted five youth groups (K-8) that consisted primarily of students of color for early outreach programming.

Roos Give Back – Admissions contributed to the East High School “Roos Give Back” event by presenting information on college preparation and what to expect in the college planning process.

UMKC Prep Institute – Admissions partnered with Northeast High School to offer the UMKC Prep Institute.

FAFSA Completion Events – Admissions joined efforts with the Financial Aid and Scholarship Office to promote a FAFSA completion event that provided space and assistance to students needing to complete their application for financial aid.

Stand Down – Admissions attended the “Stand Down” event hosted at Manual Career Tech Center that promoted higher education options for veterans.

**Auxiliary Services**

Special Event Dining Program – Community engagement program to bring diverse, cultural dining experiences to the dining hall, including New Peking, La Fonda el Taquito, Gates BBQ, Smokin' Guns BBQ, Zarda BBQ, Joe's BBQ, Middle Eastern / Halal.

Exceptional Service Plus Networking workteam – Collaboration of Student Involvement, Multicultural Student Affairs, UMKC Bookstore, UMKC Dining Services, and Student Union to provide accessible spaces and programs of student engagement and activity for all UMKC students.

Conference and Event Resources – Two facilities host nearly 5000 events annually, including signature programs devoted to diversity and inclusion. These include, but are not limited to: Hispanic Youth Days, African-American Youth Days, Women of Color Program, Men of Color Program, Freedom Breakfast, PRIDE Breakfast, Avanzando Reception, Diversity and Inclusion lectures, and many more.
Union Programming Board – Creating a vibrant campus experience for students, the purpose of UPB is to provide quality social, educational, and entertainment-based activities and programs to the UMKC student body that address emotional, intellectual, occupational, physical, social, and spiritual well-being.

CHTDS

Outreach Programs – Outreach programming and training for our campus community that incorporates respect for, inclusion of, diversity and multicultural issues and sensitivity. Examples of programs include: Understanding Stress, Mindfulness, Demystifying Counseling, Seasonal Depression, LD/ADHD, Test Anxiety, Stress Management, Love Your Body, Safe Spring Break, Relax Reset Recharge, Transitions, Healthy Relationships, Wind-Down Wednesdays, Disability Services, LGBTQIA Ice Cream Social, Alcohol and Substance Abuse, Confrontation and Mediation, Campus Safety Fair, First Aid, MBTI Interpretation, New Student Orientations, Resident Assistants Training, and more.

Staff Training – Provide training seminars for staff members and interns of Counseling, Health, Testing, and Disability Services in order to better serve our diverse community. Topics include: Safe Space Training, Suicide Assessment, Customer Service, Eating Disorders, Disability Issues, Ethno Psychopharmacology, Being with Clients, Multicultural Competence, Being an LGBTQIA Ally, Self-Harm and Trauma Issues, African American History Month Film, Poverty Tour, Self-Care, and more.

Processing Current Events – Helping our campus community to process personal and professional reactions to national and international tragedies.

Aetna Health Insurance Presentation – Offered a presentation to International Student Council on Aetna Student Health, how insurance works, and Student Health/MBC services.

Prayer/Meditation Room – Space is offered within the MindBody Connection for prayer and meditation.

Relaxation CDs specific to cultural music – This resource is provided to students for free. The CDs are given to students for stress reduction purposes which can be taken home and kept.

International recipe section has been included to the wellness workshop program within the MBC. – Previously, the MBC only included general healthy recipes which did not include many recipes from various cultures. The MBC has incorporated more recipes from the various cultures represented at UMKC.

Metaphors of ACT – Training on acceptance and commitment therapy (ACT) in addition to learning resources and programming tools that can be utilized in consultations within the MBC and Student Health and Wellness.

2nd Annual Health Fair – The 2nd Annual Health Fair event had 32 vendors and 43 services provided. Various international focused vendors were present, including a representative for Aetna International Student Health Insurance. Gender, sexual orientation, and ability diversity vendors were also present.

Roo Fairs/International Roo Fairs – Student Health attended each of the Roo Fairs and the fall 2015 international Roo Fair. Information provided on Aetna’s International Student Health Insurance plan.

Avanzando Scholars Program – Student Health and Wellness, MindBody Connection, and Counseling Center collaborated with the Avanzando Scholars Program to provide an educational and interactive session for their students.

Meeting of the Minds: Current Substance Use Trends and Best Practice Treatment for the College Aged Youth Population – Preconference on current trends, statistics, outcomes, and best practices related to assessing, treating, and providing effective interventions within young adult/college population.

Meeting of the Minds: Choosing and Planning a Mix of Effective Strategies to Reduce Alcohol Related Harms: Using the College Alcohol Intervention Matrix (CollegeAIM) – Keynote speaker, Jason Kilmer, provided a brief introduction and training on the interactive tool for selecting a mix of individually-focused and environmental strategies. CollegeAIM
assists in college student prevention efforts for reducing alcohol-related harms on campus, and applying an evidence-based approach to strategic planning on campus.

RooCovery Student Organization – The Health Educator and Drug and Alcohol Coordinator are advisors for the RooCovery organization. Facilitated the development and implementation of the program and sustainability of the now recognized student organization.

UMKC Campus Coalition for Student Health, Safety, and Wellness – The UMKC Campus Coalition for Student Health, Safety, and Wellness completed the 2016-2017 strategic plan in which five overall goals were developed to support the mission of the coalition:
- Goal 1: Reduce high risk drinking behaviors amongst University of Missouri-Kansas City students by the end of the 2016-2017 academic year.
- Goal 2: Reduce substance use amongst University of Missouri-Kansas City students by the end of the 2016-2017 academic year.
- Goal 3: Strengthen and maintain the UMKC RooCovery student organization by the end of the 2016-2017 academic year.
- Goal 4: To develop, strengthen, and sustain new and current bystander intervention resources and programs for responding to problems, concerns, and identified behaviors by the end of the 2016-2017 academic year.
- Goal 5: Increase University of Missouri-Kansas City student commitment and practice of mental and emotional health best practices by the end of the 2016-2017 academic year.

Title IX Training – Counseling Services brought Mikah Thompson in to provide a Title IX Training for CHTD staff.

Building Resiliency and Finding Peace in Times of Stress – Whether it is your personal life, professional life, or both, stress is one of life’s inevitable hurdles. Building your own ‘toolbox’ filled with effective tools and techniques to strengthen your resilience will provide a greater opportunity for finding peace, happiness, and success during times of stress. Join us for an hour of interactive resiliency building, stress reduction best practices, and learning what campus and community resources are available to you for support.

RESPOND – RESPOND Training (mental health awareness and suicide prevention)

ADA 25 Celebration – Multiple events in October to celebrate the 25th anniversary of the ADA

RJ Mitte – Speaker RJ Mitte from Breaking Bad TV show

Can I Get A Sex Life – Disability and Sexuality

Advocacy Panel – Effective Self-Advocacy

Stages of Grace – Disability and LGBT community

Self-Advocacy Workshop – Teaching students effective self-advocacy

Ally Tabling – How to be an ally to people with disability

UMKC Online Training – Making online courses accessible

Wheelchair Basketball – Wheelchair basketball demonstration

GKCBLN Presentation – How local businesses can hire people with disabilities

Kansas City Summer Transportation Institute – A program for minority and disabled high school students introducing them to careers in the transportation field.

08/18/2015 Health Insurance Basic – Offered a presentation during International Student Affairs Orientation on insurance terms, definitions, how insurance works, and Student Health and Wellness services.
International Student Roo Fair – Provided table at Roo Fair on the services at Student Health and Wellness and answered questions regarding health and insurance.

Walk a Mile in Her Shoes event – Provided table at the Women's Center event to promote services and provided first aid station for any minor injuries that occurred.

10/19/2015 LGBTQIA Panel – S. Thompson was a member of the LGBTQIA panel discussing personal/professional experiences as a gay patient and gay provider.

ACA Health Insurance Enrollment Assistance Program – Student Health and Wellness partnered with Jeff David Insurance to provide two ACA health insurance enrollment assistance program opportunities for faculty, staff, and students.

Kangaroo Pantry – Student Health and Wellness staff collected food supplies for the pantry as our holiday giving program. Provided 138 lbs of food.

01/29/2016 Kansas City Anti-Violence Ribbon Cutting – I attended the ribbon cutting for the new space for KCAVP.

PrEP – Feb 2016 began offering PrEP to students that are interested that have increased risk of exposure to HIV. Brochures created and placed in MindBody Connection, LGBTQIA Rainbow Room, Student Health and Wellness waiting rm.

Offered free Playtex Sport Combo Pack – Feb/Mar 2016 offered free feminine products to women. Provided 92 pack samples to Women’s Center and Kangaroo Pantry.

Financial Aid

FAFSA Frenzy – Free professional assistance completing the 2016-2017 Free Application for Federal Student Aid (FAFSA)

Transfer Showcases Penn Valley-MCC – Financial aid information provided at a College Fair

Transfer Showcases: Blue River - MCC School – Financial aid information provided at a Community College Financial Aid Night

Prep-KC – Financial aid and FAFSA information provided at a Ruskin High School

Ray-Pec FAFSA Frenzy – Free professional assistance completing the 2016-2017 Free Application for Federal Student Aid (FAFSA) at Ray-Pec High School

Grandview High School – Financial aid information provided at a Financial Aid Night at Grandview High School

In-School FAFSA Sessions – In school FAFSA sessions provided at a College Planning day at Grandview High School

Lees Summit West - Fin Aid Presentation – Financial Aid presentation at Lees Summit High school

Freshman/Sophomore Planning for College Success Workshop – Financial Aid presentation at Notre Dame de Sion School

PHS Financial Aid Information Night – Financial Aid presentation at Piper High School

Avanzando LaFamilia Event – Financial aid information for avanzando scholars as well as other Hispanic high school and college students and parents.

In-School FAFSA Sessions – In school FAFSA sessions provided at a College Planning Day at Center High School

Paseo Workshop – Financial Aid presentation at Paseo High School
FAFSA One on One – In office, one-on-one help completing FAFSA

Fall 2015 Transfer Showcases – Financial aid information provided at MCC Longview College Fair

Fall 2015 Transfer Showcases – Financial aid information provided at MCC Maple Woods College Fair

Smithville High School 3rd Annual College Post-Secondary Planning Night – Financial aid information provided at College Planning Night at Smithville High School

Avanzando Summer Enrichment Program – Provided Financial Aid content for event structured by Avanzando

International Student Affairs

BARNGA – See life from a different cultural perspective. Barnga is a simulation activity developed for a variety of contexts of intercultural awareness, and enables participants to understand and reconcile cultural differences. This simulation activity requires at least 15 participants and the exercise runs for about one hour, including a de-briefing and group discussion.

ECOTONOS – Ecotonos is a tool for engaging in problem solving and decision making in a multicultural context. It is based on the recognition of the positive potential of diversity in the problem solving process. This simulation activity requires at least 20 participants and the group exercise runs for about 2 ½ – 3 hours including a de-briefing and group discussion.

Culture Night – Culture Night is a celebratory event for people from all nations to share food, talent and clothing.

Multicultural Student Affairs

International Love Week – To educate about how love is or is not celebrated in other cultures.

Civic Connections and Volunteer Fair – To increase awareness of volunteering opportunities and how to become an engaged leader in the Kansas City area.

International Women's Day – To educate about what it means to be a woman in a country other than the U.S.

International Sports Mixer – To increase awareness about sports that are popular in other cultures.

Know you Rights When Stopped by the Police Workshop – To educate students about the importance of their reactions while being stopped by the police.

Who am I: Gender and Sexuality Discussion – To understand intersectionality in terms of gender, sexual preferences and race.

Mindfulness Workshop – To educate students about the importance of self-care.

Lei Day – To educate students about different cultural celebrations.

Cultural Trips to Southwest Boulevard and 18th & Vine – To increase awareness about how culturally diverse is Kansas City.

Spring Multicultural Graduate Reception – To celebrate the accomplishments of students of color.

Cultural Enrichment Program with Summer Bridge – To learn about Kansas City, its history, and the importance of diversity
Latino Heritage Month – MSA hosts and promotes events during Sept/Oct that celebrate educational, cultural and social experiences within the Latino culture.

African American History Month – February features various educational and social programs celebrating the contributions and achievements of African Americans.

Response to MU – To provide a safe space to talk about the MU news.

Response to Shootings – To provide a safe space to talk about the police news.

**Registrar**

Freedom Breakfast – Provided Office Table to attend annual event to celebrate Martin Luther King, Jr.

Pride Breakfast – Provided Office Table to attend annual Pride Breakfast

Creating Advocates: The Importance of Diversity and Cultural Sensitivity – Staff training on cultural competency

Barnga – Staff training on International diversity

**Residential Life**

Webinar – All live-in staff (Assistant Residential Life Coordinators and Residential Life Coordinators) participates in at least one diversity-related webinar

Article – All live-in staff (Assistant Residential Life Coordinators and Residential Life Coordinators) participates in at least one diversity-related article discussion

Book Club – All live-in staff (Assistant Residential Life Coordinators and Residential Life Coordinators) participates in at least one diversity-related book discussion

Safe Space Training – All live-in staff (Assistant Residential Life Coordinators and Residential Life Coordinators) are required to attend a Safe Space training within 6 months of their employment

Diversity Training for RAs – Resident assistants receive an introductory training on diversity

Safe Space Training – Resident assistants receive Safe Space training

Office of Students with Disabilities Overview – Resident assistants receive an overview of the services Office of Students with Disabilities provides

Violence Prevention and Response Overview – Resident assistants receive an overview of Violence Prevention and Response

Expressing S'More Values – Resident assistants led a discussion on diversity and core personal values

Do I Sound Gay? – Resident assistants watched a documentary and hosted a discussion about the film, "Do I Sound Gay?"

Love Is... – Resident assistants hosted a conversation regarding love and its ability to manifest itself across diverse populations

Black History Month – Resident assistants explained why Black History Month exists and the accomplishments of Black Americans

Vagina Monologues – Residential Life purchased tickets for residents/staff to attend the Vagina Monologues
Negro Leagues Baseball & Jazz Museums – Residential Life hosted a tour of the Negro Leagues Baseball Museum & the Jazz Museum.

Diversity Cupcakes – Resident assistants hosted a program in which different colors of cupcake batter represented different aspects of diversity.

**Student Involvement**

Safe Space Training – LGBTQIA sensitivity training and best practices for supporting LGBTQIA students at UMKC.

LGBTQIA 101 – Introduction to LGBTQIA identities provided to various classrooms.

Roos in the City – Cultural immersion program designed to engage UMKC students with Kansas City venues, including arts, sports, and cultural history.

Tunnel of Oppression – Tunnel of Oppression is a 20-30 minute interactive theater that will challenge the way you think about marginalized groups.

Chi-Raq – Film screening with Q&A by the film’s screenwriter Kevin Wilmott.

Diversity Pledge – UPB diversity pledge signing.

Pride Month – Annual April LGBTQIA Pride month featuring various educational and social programs about the LGBTQIA community.

Greek Retreat – Sessions on Diversity and Inclusion.

Greek Forum – Learning/Listening session about council differences.

Rainbow Lounge – LGBTQIA resource center, study space, and meeting space for sexual and gender diverse students.

LGBTQIA Partnership Committee – Faculty, staff, and student partnership committee providing guidance to the Vice Chancellor of SAEM on LGBTQIA programs and services.

Student Leadership Summit – Student Leadership Summit provided presentations on leadership development, diversity, and team building.

Breaking Boundaries: RJ Mitte Lecture – Keynote lecture provided by RJ Mitte, an actor and disability advocate.

Disability and Sexuality Discussion – Panel presentation featuring disability advocates and relationship counselors to discuss the intersection of disability and sexuality.

Kangaroo Pantry – Kangaroo Pantry is open to all students, faculty, and staff who may be experiencing food insecurities – so no Roo goes without.

Ally Campaign – The goal of this project is to help identify allies and to provide allies a more visible presence on our campus.

Lavender Graduate Banquet – To celebrate the achievements of graduating students.

**Swinney Rec Center**

Soccer – Soccer League

Every Body is Beautiful Week – Positive self-concept

Pop-Up Yoga – Health and wellness benefitting the UMKC food pantry.
Let's Talk Diversity – Open forum for students to voice concerns regarding events in Ferguson.

WorldQuest Trivia Night – International trivia at KU Edwards Campus

Summer Transportation Institute – Venue for physical activity

Avanzando Knockerball – Venue for physical activity

SAAC/Indian Student Sports Mixer – Venue for physical activity

Kappa Alpha Psi Knockerball – Venue for physical activity

Saudi Student Union Volleyball – Venue for physical activity

Pride Breakfast – Venue for special event

ISAO Culture Night – Venue for special event

KROO Flint Basketball Tourney – Venue for special event

ISAO Sports Mixer – Venue for physical activity

NAACP Field Day – Venue for physical activity

Hispanic Scholar Awards – Venue for special event

Futbol Clasico – Hosted four area high schools (Alta Vista, Cristo Rey, East, Northeast) for soccer tournament (MSHSAA sanctioned game)

**Vice Chancellor’s Office**

At-Ease Zone – Provides resources, referrals and a place to connect for UMKC student veterans and military connected students.

Coaching Program – The Coaching Program provides one-on-one peer mentoring to first year students, leadership opportunities to returning UMKC students serving as peer coaches, services for students on financial aid contracts, academic success workshops, and academic and personal support for Henry W. Bloch Scholars.

Student Employee Customer Engagement Training – All student employees in the Division participate in customer engagement training, which provides hands-on experience in providing excellent customer service for our diverse campus community.

**Violence and Prevention**

Walk a Mile in Her Shoes Info Table – Table to promote the Walk a Mile in her Shoes fundraiser.

Walk a Mile in Her Shoes: The International Men’s March to Stop Rape, Sexual Assault, and Gender Violence – International men’s march to end violence against women and girls.

The Clothesline Project During Domestic Violence Awareness Month – This visual display bears witness to domestic and sexual violence. Stop by the information table to decorate a shirt and share your feelings and thoughts on how violence against women has affected you or your loved ones.

I Can, We Can Day of Action – Join this socially engaged art project and help strengthen, connect, and expand the campus community united to end domestic violence and sexual assault.
White Ribbon Day – Stop by our table to pick up a white ribbon and show your support for ending domestic violence. Then spread the word on social media by using #umkcwhteribbon.

Jeff Bucholtz Lecture Series – Jeff Bucholtz of national organization 'We End Violence' speaks to students, faculty and staff about how to end sexual violence.

The Clothesline Project during 16 days of Activism Against Gender Violence – This international campaign recognizes the time between November 25, International Day Against Violence Against Women, and December 10, International Human Rights Day, in order to symbolically link violence against women and human rights and to emphasize that such violence is a violation of human rights.

Facebook Campaign for Stalking Awareness Month – Like the UMKC Violence Prevention & Response program on Facebook to see and share our daily updates during Stalking Awareness Month.

Stalking Awareness Month Info Table – Visit this table to create art, learn more about Stalking Awareness Month and find resources if you or a friend are experiencing stalking.

Domestic Violence in the LGBTQIA Community – Workshop led by KCAVP to discuss sexual and domestic violence in the LGBTQIA community.

VDay Book Display – Stop by to check out books and information about the V-Day movement to end violence against women and girls.

VDay Information Table – Stop by our table for V-Day information and find out how you can be part of the V-Day movement to end violence against women and girls.

V-Men Workshop – A workshop for men only to discuss their role in ending gender based violence.

UMKC's Benefit Production of The Vagina Monologues – Benefit performance to raise awareness of gender based violence.

Safe Spring Break – Table opportunity to help end gender based violence.

Meet Us on the Street: Anti Street Harassment Week – Check out the messages chalked on walkways across campus and join us in declaring street harassment unacceptable!

Sexual Assault Awareness Month Info Table – Check out our tables for information about sexual assault and what to do if you or a friend has experienced sexual violence.

Free Screening of 'The Hunting Ground' – Join us for a free showing of The Hunting Ground, a documentary about sexual assault on college campuses and a discussion after the film about how UMKC can help survivors of sexual assault.

Denim Day Drive – Join this sexual violence prevention and education campaign and make a social statement by donating used denim to the Violence Prevention & Response Program Office between these dates. We’ll repurpose your old denim by making them into visual displays that bear witness to sexual violence.

Denim Day Visual Display and Info Table – Come check out these visual displays that bear witness to sexual violence. Stop by the information table on the Quad and learn how you can participate and make a statement about ending sexual violence.

Green Dot Overview – Interactive bystander training for campus departments, student organizations, and other campus groups.

Not Anymore – Video-based program provides critical information about Consent, Bystander Intervention, Sexual Assault, Dating and Domestic Violence, Stalking, and more. Not Anymore will help students better understand how vitally important these issues are and what individuals can do to help make our campus safer.
**Women’s Center**

UMKC’s Benefit Production of The Vagina Monologues – Benefit performance to raise awareness of gender based violence.

Her Art Project – To provide programs and services that address issues that are relevant to women artists in Kansas City and advance women’s equity in the arts.

Healing Arts Workshops – The Women’s Center offers healing arts workshops as a tool for building and maintaining a healthy campus environment.

Programming – Variety of programs on women’s & gender issues
Representation, Access and Success

SOD Diversity Advisory Committee – The advisory committee was established in 2009 to assist the SOD in building a more diverse student body and to recruiting a diverse faculty. Committee members include internal and external constituents who provide suggestions for strategies to meet diversity challenges.

SOD Diversity Taskforce - The Task Force was established in 2010. The committee’s charge is to move forward the diversity initiatives of the UMKC School of Dentistry’s strategic plan and to cultivate a climate that welcomes and respects diversity. The Task Force is currently chaired by Brenda Bohaty (faculty), Maryjane Bruning (staff), and Ashley Asano (student)

- March 2011 the Diversity Taskforce submitted a proposal to UMKC SOD Strategic Planning Committee with wording suggestions to make the strategic plan more inclusive.
- The Diversity Taskforce was recognized as a standing committee with full Dean’s support.
- Display case on second floor has been made available to share diversity initiatives and upcoming events.
- Established the “Dr. Donald Brown Diversity Speaker Series.” Speakers were Mr. Alvin Brooks (Kansas City civic activist and community supporter) John Fierro (President/CEO of Mattie Rhodes Center); Bob Kendrick (President of Negro Leagues Baseball Museum) spoke on “The Legacy of Negro League Baseball & Buck O’Neil”; Congressman Emanuel Cleaver II & Ms. Sharon Turner (HRSA) spoke on “Affordable Care Act & Oral Health: Going Forward.
- Initiated discussion regarding “Bushwacker” name change.
- Helped establish a volunteer Spanish translator program for the UMKC School of Dentistry clinic.
- Initiated conversation with Alumni & Development Office regarding inclusion of diverse perspectives at the Midwest Dental Conference speakers and within the Explorer’s Alumni Magazine.

SOD Diversity Taskforce - “Cancer Cell Research: The way of all Flesh,” 4:30 p.m. Thursday, January 29, 2015 .Diastole Scholar’s Center.

- "The film is based on the book The Immortal Life of Henrietta Lacks by Rebecca Skloot. A panel discussion with School of Dentistry faculty and students will take place after the film. The outcome should be a fair exchange of thoughts and constructive discourse on minority’s reservations towards inequitable health systems and practices.

Student National Dental Association/ Hispanic Student Dental Association - The SOD has very active and engaged chapters of these dental associations. These organizations are committed to mentor minority students, promote diversity, and provide fellowship for its members. Two members serve as Ambassadors for ADEA and represented UMKC School of Dentistry.

- Members volunteer monthly for the Dental Explorer’s Post, Great Start Program, and representation at community health fairs

Two members serve as Ambassadors for ADEA and represented UMKC School of Dentistry.

- Students learned and exchanged “Best Practices” for the recruitment and retention of URMs. More fully operationalize opportunities for student recruitment and involvement.
SOD Staff Council - The Staff Council, which represents issues and concerns of SOD staff, has a membership of 12 individuals. Five of the members are minority. This past year, the Staff Council’s President was an African American female.

- Concerns and needs of staff are expressed in broader context and more inclusive of the thoughts and desires of a diverse body of individuals.

Librarian’s Council - Traci Hughes – Serves as Secretary for the Librarians Council, as well as Web-editor/List Serve Administrator for the Mid-Continental Chapter of Medical Library Association

- Traci’s involvement with both organizations provides the dental school in-roads to knowledge of resources and technology in the world of literacy.

University Collaboration - The Dental School makes a conscious effort to provide representation at all the universities’ diversity initiatives i.e. African American/Hispanic Youth Programs, TASSU Martin Luther King Jr. Celebration, Pride Breakfast, Diversity and Inclusion speaker series, TASSU Step show, Social Justice Book and Lecture Series, Cesar Chavez Lecture, Agapito Mendoza Scholarship Breakfast and Women of Color Leadership Conference.

- Dental school representation supports the university and provides an avenue for immediate and future reciprocation.

URM Semester Kick-Off - In the fall of the year, incoming URM students from Nursing, Dentistry, Pharmacy and Medicine are welcomed with a luncheon.

URM Senior Send-Off - At the end of the year, graduating URMs are treated to senior send-off. Traditionally, the event has been held at the Diastole or a local restaurant. There is a brief program, awards and reflections by the seniors.

- These events provide a rare opportunity to facilitate a critical mass of URMs. It promotes oneness and a sense of belonging, an opportunity to network, and chance for faculty to interact with the students on a non-threatening social basis.

National Dental Association - Success. LaTeda Collins, DDS, former minority alumni of UMKC SOD has been selected to the office of Secretary for the Board of Directors for the National Dental Association

- UMKC SOD is able to remain informed about oral health, trends and forecasting as it relates to minorities on a national level. Additionally, Dr. Collin’s presence with the organization provides an avenue for a voice and input into legislative endeavors, and grass root community/institutional movements.

ADEA Representation & Dental Pipeline National Learning Institute –

Richie Bigham and Wes Parham presented at the 2014 ADEA Fall Meetings, Embracing Access, Diversity and Inclusion. The title of their presentation was “Innovative and Best Practices in Admissions and Student Affairs”.

- Richie and Wes were able to share, on a national level, UMKC School of Dentistry’s best practices. This gave SOD notoriety as well as evidence of UMKC SOD’s progressive nature and worthiness of consideration for admission offers and students present.

John Cottrell, Director of Minority and Special Programs participated in the 2014 ADEA Fall Meeting in addition to a special segment for the Dental Pipeline National Learning Institute where he gave a final report and presentation of the program funded by the Robert Wood Johnson Foundation.

- 125 prospective Hispanic students were identified. It provided a great opportunity to network with other health profession schools.

"UC Davis Health Profession Conference."
John Cottrell presented at the 12th Annual UC Davis Pre-Medical and Pre-Health Profession National Conference. UC Davis Health Profession Conference.

- Over 4,000 Hispanic students were in attendance. Students were engaged at recruitment tables as well as three formal sessions exclusively for UMKC School of Dentistry. Approximately 200 interest cards were generated from the affair. This helps to broaden the Hispanic pool of prospective dental students.
- Participation at the 13th Annual UC Davis Pre-Medical and Pre-Health Profession National Conference would be extremely beneficial.

Health Science Minority Scholarship Award- Solomuna Habtu (DDS Class of 2015) was one of four health science students to receive Scholarship award from the Second annual Health Science Scholarship Dinner Dance

- The scholarship helps with the student’s educational cost. Further, the awards draws public attention to students’ attributes beyond the educational arena.

SOD Annual Scholarship Recognition Dinner – The program was held, Monday evening September 15, 2014. Dean Marsha Pyle addressed the audience in a video message, and Assistant Dean Richie Bigham presided over the recognition of scholarship donors.

- The School distributed 297 awards to 160 students from 147 endowed scholarship funds, totaling nearly $631,239. Additionally, 25 students received 29 awards from 13 regional and national scholarship fund recipients. Roughly $275,000 were awarded in support of student diversity.

Latinos of Tomorrow - Collaborative efforts have provide this organization access to the dental for implementation of programming that coincide with the SOD mission to increase URM’s in the dental school.

- SOD was able to generate significant interest in dentistry.
- The students have been added to pipeline of potential SOD students. Over one-hundred fifty Hispanic Students embarked upon the school of dentistry and received dental exposure.

UMKC School of Dentistry Scholarships -

Several pools of monies have been created and utilized for the attraction of highly qualified URM’s and out of state students. The “Diversifying the Professions Scholarship” provides a renewable $6,000 per year scholarship to all incoming URMs. The “Missouri Diversifying the Profession Scholarship” provides one renewable $20,000 per year scholarship to an incoming URM who is a resident of Missouri. In 2015-2016 the Cowan Scholarship Endowment will add approximately $500,000 for student scholarships, with a large percentage to support minority dental students.

- Increased financial support of a substantial scale for highly qualified URMs. Assists in matriculating URMs into dental class. The Cowen scholarship will further assist with attraction of highly qualified students.

Health Science Dinner and Dance / Scholarship Endowment - The Dental School in collaboration with Nursing, Pharmacy and Medicine are entering their third year of fundraising for attraction and retention of underrepresented minorities in the respective health profession schools via the establishment of an endowment.

- The 2nd Annual Scholarship program generated 326 participants consisting of staff, faculty, minority alumni, health practitioners and the community. The events provide the four health science schools additional assistance in the attraction and retention of URM students via scholarships. Additionally, four Minority health professionals received recognition for their service and four minority health profession students received scholarships for their achievements.

Robert Woods Johnson National Learning Institute Pipeline – In 2013-2014, the School of Dentistry and community partner Latinos of Tomorrow received a $10,000 grant from the Robert Woods Johnson National Learning Institute Pipeline to increase the number of Hispanics in the Dental Profession.
The grant resulted in the attraction of two hundred Hispanic students, the development of a face book page, and active involvement of Hispanic students in SOD programming.

- Identification of new grant monies to continue the SOD/Latinos of Tomorrow dental pipeline
- There’s been an increase in the overall URM SOD Admittance.

Holistic Admission Process - The SOD Dental Student Admissions Committee is committed to a holistic process. This results in a more in depth view of dental applicants for dental admission in general and particularly as it relates to non-cognitive attributes possessed by underrepresented, underserved, and non-traditional students that make them formidable for dental school admission. In 2009, the DSAC participated in ADEA’s Admissions Committee Workshop which focused on diversity and holistic review.

Kuwait Dental Program - An agreement with the Ministry of Higher Education in Kuwait provides a pipeline of Kuwaiti students for undergraduate and dental studies at UMKC.

- A Pre-Dental Kuwait pipeline has been developed and adds to the diversity of our student body

SOD Admissions Enhancement Program - The program provides under-represented minority and rural students the opportunity to enhance their academic foundation and application for entrance into the SOD. The program offers a hybrid approach with online and on-campus sessions.

- From 2011-2013 a total of thirty-six students participated. Twenty-one students gained acceptance to UMKC SOD and twenty matriculated. Additionally, two students matriculated to another dental school. The 2014 cohort of twelve students is currently going through the admissions process for dental school.
- Achieved a great number of URM dental admits via expanding the geographical boundaries to include other states.

Dental Explorer’s Post – For over 32 years, the Post has met at least six times during the school year to explore all aspects of the dental profession. Presentations and hands-on experiences are led by dental faculty and students. Participants are from diverse racial/ethnic backgrounds and primarily reside within the Kansas City metropolitan area. The Boy Scouts of America Learning for Life Division is a strong partner.

- UMKC’ Dental Explorer’s Post was recognized in 2013 by the Boy Scouts of America with the “Learning for Life Leadership Award”.

Dental Assisting Program – For over ten years this program has provided an avenue for students who live in rural and underserved communities the opportunity to learn about the field of dentistry. The program provides a week long comprehensive dental assisting training program for 10-12 students at the UMKC SOD.

SOD Pre-Dental Volunteer Spanish Interpreter Program - The School of Dentistry provides dental services to a diverse population of patients. This volunteer opportunity provides undergraduate students an opportunity to connect more in-depth with clinical experiences and increase their service commitment.

Recruitment – The SOD Office of Student Programs is actively engaged in recruitment activities and initiatives. These are primarily focused on high school and college students and include school visits, fairs, information sessions, open houses, and Dental Student for a Day programs. Specific focus is given to the KCMSD and KCKPSD and regional HBCUs.

Community Scholarship Support –

- Anna Jobe, DDS Class 2018, recipient of scholarship supported by Hispanic Dental Association.
- Michael Florez, DDS Class 2016, recipient of scholarship supported by KC Hispanic Chamber of Commerce
- Audra Martinez, DDS Class 2016, recipient of the American Dental Association Underrepresented Minority Dental Student Scholarship
These scholarships help finance student’s Dental education as well as draws national attention to the fine quality of students enrolled in the UMKC Dental Program.

“Learning for Life Leadership Award” —

Minority faculty member, John Cottrell received “Learning for Life Leadership Award” for outstanding leadership with the UMKC Dental Research Explorer Post.

The award recognizes the success of the UMKC Dental Research Explorer Post program for a sustained period of 25 years. Further, it provides impetus for future referrals.

**Climate and Campus Environment**

A. SOD Climate Survey (2010) A survey was taken on the climate of the school and there were visible overt or covert concerns discerned.
   - A pulse was acquired on the feelings about diversity at the Dental School.
   - Results were reported out to faculty, staff, and students through presentations in Spring 2011

B. Open Forum’s with Dean Pyle - In an effort to remain proactive and address concerns/issues or provide updates, Dean Pyle, periodically meets with the collective core of students, staff or faculty, each group separately to give attention to their unique issues/concerns.
   - This practice has allowed the dean to have a pulse on student concerns and an avenue for student expression without punitive reaction.

C. A variety of stress reliever activities are systematically provided for SOD students, staff and faculty throughout the year to minimize/counter the rigors dental School i.e. Pancake Breakfast, Hot Cocoa day, Holiday Luncheon, 4th of July BBQ, Baseball games, Shear Madness, and etc.
   - The Dental School Body is afford-ed a moment to step away from their daily duties, socialize, be on one accord; and renew their psychological and mental well-being.

D. The exit interviews reflect a positive environment.
   - Students who decline acceptance provide an external perspective that provides the impetus for continued positive behavior/ actions or indicators for change.

E. SOD Variety Show - Annual student, staff and faculty Variety Show
   - Students, Staff and Faculty are able to display their talents for Black History month and Martin Luther King celebration. Moreover, everyone gains an appreciation of diverse culture and seeing aspect of their, friends and colleagues they had never seen before.

F. Midwest Dental Conference-
   - The Midwest Dental Conference because of its comprehensive and massive nature foster cooperation for a cross sector of students, staff and faculty.

**Responsive Teaching, Research and Experiential Learning**

"Experimental Learning-

A. The Admission Enhancement Program has an online component which by all accounts has demonstrated successful results.
   - The online dimension has created flexibility and the increased of URMs into UMKC SOD

B. Avanzado Research Scholars - Research— SOD in collaboration with the Avanzado Research Scholars was able to host two Hispanic students in Research.

C. Cynthia Villalvazo was supervised by Dr. Bonnie Branson, School of Dentistry, Public Health; the research was titled “Knowledge, Practices and Attitudes of the Kansas City Midtown Hispanic Population Regarding Oral Health.

D. The second student researcher, Christian Vargas was also supervised by and Dr. Bonnie Branson, Her research was titled “The Effect of Oral Health Education on the Dental Knowledge in the Teen Population.
The research was dental related and under the supervision of UMKC dental faculty. Future research projects should make provisions for a percentage of research projects to be performed by URM students and faculty.

E. Summer Scholars - Each year, dental students who rank in the top one-third to one-half of their class are invited to apply to the Summer Scholars Program. SNDA/HSDA member Daniel Kirkpatrick was one of those selected. The students who are selected receive a stipend and more importantly, the opportunity to participate in research projects in collaboration with faculty mentors.

UMKC and the Urban Community in Partnership

A. School of Medicine Summer Scholars - Annually, SOD partners with the School of Medicine, typically in Jun and July, for this pipeline program. Approximately 100 Summer Scholars are given a tour, presentation and a question and answer period Summer Scholars

B. AHEC Partnership - A partnership exist with the Missouri Area Health Centers. The seven area Health Centers serve as feeders into the Dental Assistant Program and ultimately Dental School Admission. The Office of Student programs frequently partners on recruitment initiatives and programming.

C. Partnership with Faith Academy- SNDA/HSDA adopted Faith Academy as one of its schools. To this end, periodic oral health screenings, and educational programming is provided to the student body.

D. Public Health Partnerships and Student Rotations (MOCS & DOCS) - The UMKC Dental School meets the oral care needs of Kansas City's underserved is through a partnership with a number of on-going community-based programs for patients who cannot receive care through partnership with Kansas City Free Health Clinic, Richard Cabot Community Health Clinic, Sam Rogers Health Clinic, Swope Parkway Health Center, Seton Family Health Center, and Southwest Boulevard Health and through other outreach services.

E. International Outreach - In addition to outreach programs sponsored by the school, students, faculty and staff give generously of their time and resources to sponsor and/or participate in several programs for the underserved in other countries.

Institutional Infrastructure and Resources

A. Academic Monitor – This position monitors academic progress, personal well-being and psychological stability of all students. As necessary and appropriate intervention measures employed exhausting SOD, University and appropriate external resources.

B. Director of Minority Recruitment and Special Programs – This position ensures there are targeted recruitment initiatives and pipeline programming to attract under-represented minorities to dentistry. The individual is an
advocate and voice for diversity. Serves as an advisor to the minority student dental associations – Student National Dental Association and Hispanic Dental Association.

C. Trainings - Mandatory training- Annually, SOD personnel are required to undergo training to insure that we are aware of and adhere to local, state and federal laws to prevent discrimination and violation of health ordinances i.e. HIPPI, OSHA, Sexual Assault, etc.
   o The training provides a universal conscious and appropriate direction for addressing matters potentially harmful to patient’s physical emotional well-being. Further, it safeguards confidentiality as well as discourages behavior damaging to the schools reputation and operation.

D. Code of Ethics- To ensure that all patients are treated fairly and receive quality care regardless of creed, nationality, religion and sexual preference; students take ethical classes and are bond by a code of ethics which they individually sign at Transitioning Into the Profession Ceremony
   o The code of ethics is consistent with our mission of diversity and inclusiveness.
Conservatory of Music and Dance

Representation, Access and Success

A. Recruited and retained inclusive faculty that diversifies their respective areas
   - Starting on 9/1/15, they brought on Vinson Cole, Fenlon Lamb, Frank Diaz, and Alison DeSimone
B. Recruited and retained under-represented students
   - 17% increase in number of Black/African American Conservatory students from FS2010 to FS2014
   - 170% increase in number of Hispanic Conservatory students from FS2010 to FS2014
   - 144% increase in number of multiple race/ethnicity Conservatory students from FS2010 to FS2014

Climate and Campus Environment

Hosted Kansas City Friends of Alvin Ailey Fall Symposium, the first of a five-year series “fostering awareness of issues of diversity at the local, regional, national, and international level.”
   - Discussion with students, faculty, and community about the role the arts play in issues of race, diversity, and inclusion

Responsive Teaching, Research and Experiential Learning

A. MUSE curriculum
   - Plenary sessions/interdisciplinary fusion/collaborative coursework
B. Artist in Society
   - Connecting popular music to that in the classical tradition

UMKC and the Urban Community in Partnership

A. ArtSounds/ Composers in the Schools/ Conservatory Connections/ Mid-America Arts Alliance
   - Diversifying audiences/ Diversifying locales/ Diversifying media
B. Conservatory in the Schools and Musical Bridges Program in KCK, KCMO, and Hickman Mills School serves 61 students
   - Bridges is a key pipeline to UMKC for under-represented students, and a vehicle for our current students to learn to teach in settings that may be more diverse than their own backgrounds
School of Education (SOE)

Representation, Access and Success

- Student Services
  A. Recruit faculty and staff from diverse backgrounds
  B. Provided a visit for 30 high school students from Washington HS and Harmon HS through Prep KC
     o Will increase the number of students attending to 60 this year
  C. Participated in the Latino Youth Day
     o Provided high school counselors with college admissions information to share with their
       students at urban schools
  D. Conduct multiple presentations to Metropolitan Community College (MCC) students regarding
     educational opportunities at the UMKC SOE
     o MCC continues to be our #1 feeder institution for transfer institutions

- Urban Education Research Center
  A. Creation of Roo Writer Packet – Area: Social Challenges Topic: African American English in Society and
     Schools
     o One of the most popular and frequently chosen packets

- Curriculum & Instructional Leadership (CIL)
  A. Actively recruit students from urban districts and from underrepresented groups
     o Percent of underrepresented groups is steadily increasing
  B. Have support group for African American males

- Educational Leadership, Policies, and Foundations (ELPF)
  A. Restructured EDUL5685 Problems and Issues in Education to support refinement of dissertations. This
     course has become the “capstone course” for ELPF IPHD and Ed. D. students. Grad students are
     immersed in studying how dissertations are structured, theoretically sound in research, and analyzed. A
     major component of this course is a strong focus on research and urban education and/or schooling.
     o Increase number of all students, and specifically, students of color, moved from ABD to
       completion by 10%

Climate and Campus Environment

- School-wide Initiatives
  A. Establishment of Climate and Culture Team in 2010. Team meet monthly to gauge the climate of the
     school and identify and implement events to foster a healthy culture and climate. Annual survey of
     climate conducted.
     o Annual faculty and staff survey on climate and culture; data is shared and used to inform
       needed changes. Results have stayed low in some survey items, the goal is to increase the level
       of positive perception by 10% this year

  B. The SOE Climate and Culture Team sponsored the first in a series of future discussions on issues of social
     justice and equity
     o Verbal feedback was overwhelmingly positive and the officers have been invited to come back
       and speak

- Educational Leadership, Policies, and Foundations
  A. Recruit adjunct faculty who are experienced and committed to urban education and schooling from
     partner districts and local post-secondary institutions
Improve perception of and recruitment to ELPF programs – 10% increase in recruitment of students with diverse backgrounds

B. Higher Education student group organizes New Student Orientation and provides pertinent workshops with a focus on students-as-leaders in diverse, urban settings.

**Responsive Teaching, Research and Experiential Learning**

- School-wide Initiative
  - Adjunct faculty orientation series on diversity in the classroom
    - Increase awareness of the role of culture in the classroom and in student learning
  - Passed national Council for the Accreditation of Teacher Education Evaluation with targeted area of diversity (2012)
    - Nationally Accredited, with ‘Target’ achieved in area of Diversity

- Counseling and Educational Psychology (CEP)
  - In CEP courses, content on diversity is infused in the majority of courses across programs.
  - MA and PhD students are required to pass our course, *Counseling in a Pluralistic Society (CPCE 5551)* regardless of whether they have completed such a course elsewhere

- Urban Education Research Center
  - Submitted new course: *African American English in Society and Schools*
  - Hosting ongoing Brown Bag Lunch Research Presentations. Begun February 2013. To date 22 have been held. Fifty percent have been presenters of color. Seventy percent have been on topics related to underrepresented populations.
    - More than 200 attendees
  - Presentations on African American English in Society and Schools in 3 CIL classes
  - Presented two sessions of a workshop entitled *Tips for Scholars Working Toward Publication* at the Women of Color Leadership Conference
    - 20 participants

- Curriculum & Instructional Leadership
  - Diversity is a unifying theme through all of our courses.
    - Undergraduate exit surveys reflect the focus on urban districts and diversity
  - Almost all our field placements occur in our 9 partner districts which have been identified as urban districts.
    - More than 75% of placements for field experiences are in diverse urban districts
  - We have a Master’s Degree emphasis area in multicultural education
    - Number of students identifying this focus rising very slowly
  - We have developed a graduate certificate program in Culturally Responsive Pedagogy (CRP)
    - Second cohort is currently completing the certificate
  - Summer Immersion course taught for elementary and Institute for Urban Education (IUE) students on an annual basis.

- Educational Leadership, Policies, and Foundations (ELPF)
  - Community engagement in Foundation courses: Summer Immersion Course for undergraduate students; students select a community service agency that has a focus on the needs of urban communities and their members
    - Improve connection to the urban community and create positive and caring relationships with community members
  - Students are required to present solutions to a problem related within the agency; students are encouraged to give research-based options and insights related to current urban community issues
    - Improve perception of ELPF programs by 10% from partner district leaders on school exit survey
  - Graduate students in Pk-12 Educational Leadership and Higher Educational Leadership are required to experience internships and practicum in their field of study. Students are placed in schools and post-
secondary institutions that are diverse, or needing assistance in understanding and embracing the importance of working with diverse communities.

   - Improve quality and number of dissertations completed by 10%

D. Experiential dissertations: Grad students are encouraged to view research through a personal reflective lens in order to understand differences regarding race, class, gender, language, sexual orientation, disability, religion, age and other socio-demographics
   - Encourage doctoral candidates to engage in educational research that is focused on urban schooling, agencies, and community out-reach programs that “already work”

UMKC and the Urban Community in Partnership

- School-wide Initiative
  A. Annual holiday gift giving to foster care agency
     - Urban community partnerships resulting in improved community perception of the School of Education and relationship building and strengthening
  B. Annual Urban Education and Community Forum series, Urban Education: What it Takes
     - Participation by community leaders, donors, partner school districts, students and faculty to address our collective commitment to urban education
  C. Staff Association adopts one of our UMKC SOE alumni teachers currently working in an urban partner district and provides support for his or her first year of teaching
     - Provided with additional supplies throughout the year and the teacher is provided with needed support
  D. The Climate and Culture Team sponsored a backpack and school supply drive for foster children in the Jackson County Child Services
     - Area school children received supplies that they would not have been able to afford
  E. The Climate and Culture Team sponsored a holiday gift drive for foster children in the Jackson County Child Services to provide them with items that they needed
  F. Staff Association provided hygiene kits for participants of ReStart, an organization that provides housing supportive services for the homeless

- Division of Counseling and Educational Psychology
  A. IUE – recruits from and places graduates in urban districts. The students have agreed to spend at least 4 years teaching in an urban district
     - More than 90% of the IUE graduates have taken positions in urban schools in the KC area
  B. Almost all field placements occur in one of the 9 partner districts which have been identified as urban districts
     - More than 75% of placements for field experiences are in diverse urban districts
  C. We have a partnership with the KCMO District to prepare teachers for the Reading endorsement.
     - Currently finishing up second cohort. Almost 20 teachers have earned this certification.
  D. We also have a partnership with the KCMO District to prepare teachers for the gifted endorsement.
     - Second cohort in progress. First cohort was small: 5 students. Second cohort is close to 15 students.
  E. Our CRP Certificate (through grant funding) pays all costs for teachers in KCMO earn this certificate.
     - Second cohort finishing up this semester. First cohort had 11 students.
  F. Faculty have written or participated in more than 10 grants targeting diverse urban districts.
     - Grants have been funded by NSF, Kellogg Foundation, Department of Education, and State of Missouri among others.

- Urban Education Research Center
     - 250 people (students, faculty, and community members) attended
B. Proposed Wrap-Around Services Initiative (university-assisted community schools) between UMKC and Kansas City Public Schools
   - The provision of comprehensive services that are collaboratively developed and implemented to promote children and youth’s well-being in an urban school setting (i.e., Center Middle School)
C. Worked with KCPT to make a segment for KCPT’s The Local about Jessie Kirksey, an African American KCMO principal at Hartman Elementary how her successful practice as a principal has created a school for children, and how her practice dovetailed with the goals of the UERC.
D. Suggested and then Nominated Jessie Kirksey, African American KCMO principal (see above) for an honorary degree from the SOE that she received on 17 May 2014.
E. Presented a talk on Urban Education What’s the Matter with Urban Schools and what can be done to help them at the Forum at All Souls Unitarian Church. It was later broadcast on KKFI and is available as a podcast (September 2013)
   - Forty people attended talk

- Student Services
  "Donated many children’s books to several community organizations including Goodwill, the Gillis Center and local schools
   - This was a one-time donation of unused books and will provide more opportunities for reading among area children.
- Educational Leadership, Policies, and Foundations (ELPF)
  A. MOU Partnership with MoLead and Leading Educators (professional organizations that select high potential school leaders for concentrated administrative training aimed at raising student achievement in urban schools)
  B. Discussion has begun with Donnelley College and Latinos of Tomorrow Program to brainstorm ways in which collaborative initiatives can lead to an increased enrollment of Latina/Latino students at UMKC.
     - The goal is to increase enrollment of Latina/Latino students by 20%.
  C. Engaged with the Kansas City Urban Summit which is a faith-based organization with a focus on improving urban schools, urban neighborhoods, and relationships with public/private community agencies.
     - Improve student achievement in urban schools; assist in the development of sustainable communities/neighborhoods and trusting, caring relationships.

Institutional Infrastructure and Resources

- Curriculum & Instructional Leadership
  A. Faculty members active in National Association for Multicultural Education
  B. Faculty doing research, publishing, and serving organizations focused on diversity.
Representation, Access and Success

A. Representation:

Diversity in teaching and support team:

- UNIV Seminar Faculty include diverse teaching team where possible;
  - Underrepresented minority and female faculty/leadership providing instruction and role modeling in UNIV 101;
  - Guest lecturers selected purposely to include leaders from underrepresented minority populations: Chancellor Morton, Dr. Cantu, etc.

- UCollege Staff is currently not as diverse as optimal – Recruitment resulted in a diverse pool of qualified candidates for two positions, however two offers to underrepresented minority candidates were made but turned down.

- UCollege Peer Mentors selected purposely to include role models representing diverse backgrounds.
  - Continue to recruit faculty, guest lecturers, and staff to provide an optimally diverse support team for UC students; ensure diversity in peer mentor selection. Retention Coordinator/Academic advisor, Career Psychologist, UNIV 101 Faculty, and peer mentors recruitment/hiring completed during Spring 2015 term for the 2015-16 academic year.

B. Student Access & Preparation

- UC student population (Fall 2014) more diverse than UMKC student and KC Metro area populations:
  54% White & Asian, 24% Black/African American, 11% Hispanic/Latino, 6% Multiple Race/Ethnicity

- Provides a key access point: Percent of UC student population by race admitted through Trial Admission for Fall 2013:
  22% White, 52% Black/African American, 29% Hispanic/Latino

C. Student Success

Identified Current Achievement Gaps:

- Persistence Gap into Year 2 for Black/African American students for Fall 2013 admits. Persistence rates of note:
  68% White 57%, Black/African American, 71% Hispanic/Latino

- Persistence Gap into Year 2 for Fall 2013 admits related to School in which the student applied. Persistence rates of note:
  92% Applying directly to UCollege
  40% Applying originally to professional school (denied), then admitted to UCollege

- Persistence Gap into Year 2 as related to ACT Score at Admission for Fall 2013 admits. Persistence rates of note:
  53% ACT Scores less than 21
  61% ACT Scores at 21 or higher
Maintain current levels of diversity in UC student population. Increase number of admitted UC student population for Fall 2015 by 3%.

**Climate and Campus Environment**

A. Clear messaging regarding the importance and value of each individual student, their unique perspectives and contributions:
   - Staff make every effort to know each student by preferred name within the first 3 weeks of the term.
   - Expectations for respectful interactions and inclusion established at New Student Orientation and in all subsequent programs/courses and appointments.

   - 98% Student participation in Introduction Exercise at NSO
   - 100% Students known by their preferred name and a unique identifier (as shared by the student) within the first 3 weeks of each term (AVP and Retention Coordinator).

B. Ongoing & personalized engagement in and out of the classroom.
   - Retention Coordinator/academic advisors interact with their assigned students as a group in class weekly and individually with each student at least 3 times each term (or additionally for students with special needs).
   - Exploration of decision-making regarding Major/Plan of Study is facilitated by specific enrollment determined by the student’s UCollege track and academic readiness.
   - Goal setting sessions with assigned academic advisor invites students to complete a survey in which they have the option to disclose requests for support.
   - Students are actively referred for participation in academic support services as appropriate to meet their needs.

   - 90% Student participation in Goal Setting discussions with their UC Retention Coordinator within the first 3 weeks of each term.
   - 75% Student participation in two additional advising contacts with Retention Coordinator or advisor in declared/admitted school or college.
   - Estimated 80% Students meeting determined academic goals for term (better tracking to be implemented.)

C. Recruitment and support of UCollege staff and faculty with clear commitment/expertise regarding student development and inclusion.
   - Current staff with demonstrated commitment to supporting diverse student populations; Federal Trio Program – Student Support Services, Safe Zone, KC Harmony & Human EQ, Multicultural Affairs, social justice and gender issues programs. Retention Coordinator selected for Director of Inclusion and Diversity at UMKC in December (2014).
   - Expectations set at interview process through position description and critical questions to understand all applicants’ commitment and/or experience with supporting a diverse student population and teaching team.

   - Support ongoing professional development (NACADA, etc.) of current UCollege staff regarding student needs and proven support specific to the diverse needs of the UCollege student population.
   - Recruit and select new staff (detail above) to contribute to the optimal level of expertise and diversity representation during Fall 2015 term.

**Responsive Teaching, Research and Experiential Learning**

A. Infuse diversity and inclusion catalysts for discussion and student-led projects throughout the University College Seminar Series (UNIV 101, 102, 202).
   - UNIV 101, *UCollege Seminar* is an Anchor I, Values and Reasoning General Education Core Requirement. Curriculum for the course explores values and reasoning (critical evaluation) through discussions of film and
texts. Selected film and texts for the Fall 2014 course included: the sci-fi film *GATTACA*; the selected DDI Social Justice Book, *The Immortal Life of Henrietta Lacks; A Brave New World*; and *Frankenstein*. UNIV 101 assignments are designed to allow students to choose their perspective and topics upon which to research for written and oral/visual presentations using these texts or film as an open prompt. Final group projects require students to identify relevant themes (values or inequities) connecting the works and consistently explore issues of systemic oppression, privilege, and/or identity.

- Identify films and texts that serve as catalysts for Values discussion for Fall 2015, UNIV 101 course during Spring 2015 term. Include in planning DDI Social Justice Book selection.

- UNIV 102, *Career and Major Exploration* requires students to understand and take active steps toward career development and planning. UNIV 102 includes Culture & Values group activities and personal reflections to promote identity development, consider the impacts of culture/race on career & major decision-making, and value diversity in our campus community and ultimate workplaces.
  - 90% of UCollege students at or before the completion of 45 hours will have met admission requirements and transitioned to final academic program.

B. Teaching Team Responsive in Classroom & Serving as Models for Effective Use of Research to Support Thesis/Arguments
  - 80% of students earn UNIV 101 grade of C- or above.
  - Course Evaluations by students indicate supportive teaching and academic support team (average at or above 4).
  - Persistence gaps (identified above) are reduced.

C. Responsive to identified student need:
  UNIV 100, *Academic Success Seminar*, was created and offered in the Fall 2014 term to provide enhanced support for students entering UCollege under provisional admission (student success data noted above). While this course focuses on academic skills development, it also includes a “Belongingness” activity to promote inclusiveness.

**UMKC and the Urban Community in Partnership**

A. UNIV 102 invited women and underrepresented minorities from the community to model workplace leadership re: StrengthsFinder assessment SP 2014.
  - 85% of students complete strengths reflection and job shadowing reflection assignments appropriately.

B. UNIV 202 students required to complete a community job shadow.
  - Annually updated Major Maps/Transfer agreements for all academic programs.

**Institutional Infrastructure and Resources**

Staff annual evaluations include focus on individuals’ professional growth goals specific to student development.

- Staff member supported to pursue doctoral degree during; staff members supported for on-going professional development; staff members supported to pursue cross-campus opportunities.
Representation, Access and Success

A. Introduced Biology Studio for Bio 108/109 to provide enhanced academic support.
   - URM retention rates have increased ~ 5-10% over past two years.
   - Concomitant decrease in DFW rates of 5-10%.

B. Advising staff in place that is aware of the needs and concerns of URM students.
   - Increase in the number of students advancing to BIO 202/206

Climate and Campus Environment

A. We have had discussions concerning SBS relationships with URM students and how to improve our interactions with those students
   - Improve perception of SBS by URM students.

B. New faculty participation in UM Faculty Scholars Program.
   - Increase faculty roles in student success.

C. SBS Undergraduate Programs Office Pinterest page includes many pictures of URM students. The “reading room” contains stories of students from a variety of ethnic backgrounds. On the Scientific Rockstar page, attention is given to the inclusion of URM stories.
   - Improve the perception of SBS by URM students and provide examples of URM role models.

D. BSSG has been encouraged to be more mindful of finding diverse speakers for their meetings, intentionally seeking out non-Caucasian professionals.
   - Provide examples of URM role models.

E. We have also begun including research and pre-professional development opportunities for minority students in the SBS/BSSG RooNews newsletter.
   - Increase access to resources specifically pertaining to the URM student.

Responsive Teaching, Research and Experiential Learning

A. Global Health and Bench to Bedside both include issues of URM in terms of their susceptibility to infections due to conditions (GH) and health care inequality and getting new drugs and diagnostics to URM (B2B).
   - Bio 350 developed to teach UG modern pedagogy in biology including active learning.
   - Increase student recognition of our awareness on the issue of diversity.

B. Bio108/109 have focused on diseases that have large impact on URM. Also have focused on minority scientists and their accomplishments where possible
   - Provide examples of URM role models.

C. Diversity supplements to NIH grants and efforts related to NSF broader impact goals
   - Increase URM students’ exposure to research.

UMKC and the Urban Community in Partnership

A. B2B is an anchor course that includes guest speakers from the community including a URM speaker and a speaker who works with URM. Students were encouraged to have service learning experience. Many included Sojourner clinic and other services for URM who are economically challenged.
   - Increase URM contact with URM role models. Increase student awareness of the issues.

B. Student outreach to local high schools that have provided opportunities for students to participate in research at SBS.
Increase URM students’ exposure to research and research opportunities at SBS.

**Institutional Infrastructure and Resources**

SBS lacks resources to devote to any new projects.
School of Nursing & Health Studies

Representation, Access and Success

A. SONHS new Strategic Plan has Diversity and Inclusion as one of three core principles supporting goals
   o Execution of new plan tactically
B. Federally funded grant to offer scholarships to economically disadvantage and URM students
   o Submit new grant for funding upon expiration of current grant
C. Improved BSN application process to encourage increased admission of diverse populations
   o Continue to refine methods and diversity demographics increase
D. RN-BSN enhanced recruitment efforts targeted toward diverse populations
   o Continue to refine methods and diversity demographics increase
E. Recruitment materials reflect diversity and inclusion. Targeted advertisement in diverse online markets
   o Enrollment of diverse populations increase
F. Foundation grant secured to financially support; enrich leadership skills; and provide doctoral prepared URM mentors where possible to 5 additional Accelerated students representing URM diversity
   o Continue to apply for special grant initiatives in this area

Climate and Campus Environment

A. Annual faculty and staff development opportunities to support a diverse and inclusive environment for all
   o Host two annually
B. Recognition and rewards for faculty and staff
   o Promote more submissions to UMKC awards for Diversity
C. All Academic Program Director position descriptions have been rewritten to include program accountabilities for Diversity and Inclusion
   o Include in performance evaluations

Responsive Teaching, Research and Experiential Learning

A. BSN & RN-BSN student leadership projects geared toward diversity and inclusion
   o Continue
B. Cultural competence infused throughout curriculum
   o Easily identified and adapted as best practices are revealed in literature
C. Diverse clinical and internship sites
   o Continue to develop additional sites for MUA and HPSAs
D. SoNHS partners with the Multicultural Student Affairs Office/LQBTQIA office to guest lecture in our HLSC 300 Diversity in Health class

UMKC and the Urban Community in Partnership

A. Health profession pipeline program (high school to higher education) geared toward URM students
   o Expand to 60 students
B. Participation in campus and community sponsored diversity and inclusion activities
   o Continue and add to SONHS activities
C. Support of student applications to the Bluford Healthcare Leadership Institute
   o Dean participates in institute and encourages UMKC applicants
D. BHS students placed in service learning sites that serve underserved and marginalized populations in Kansas City
   - Continue

E. Mid-America ATTC within the Collaborative (housed within UMKC SoNHS) conducts the following trainings throughout Iowa, Kansas, Missouri and Nebraska as requested by behavioral health annual conference planning committees, state behavioral health leaders, state training organizations, etc.:
   - General cultural awareness training
   - Cultural Considerations in Treating Hispanic Populations
   - Soul Wound: Understanding American Indian Substance Misuse
   - Working Effectively with LGBTQI Populations
   - Expand to more sectors and make materials accessible online for global access

Institutional Infrastructure and Resources

A. Federally funded grants to increase interprofessional development opportunities (cultural competency components)
   - Cultural competency is apparent in every funded grant

B. SoNHS diversity and inclusion committee (Gai Bian)
   - Address impact with faculty and staff and recreate an effective structure

C. SoNHS faculty serve on the UMKC LGBTQIA Partnership Committee
   - Continue
School of Medicine

Representation, Access and Success

A. Office of Diversity and Community Partnership. Resource for continuous recruitment and support of students, residents and faculty of diverse backgrounds, including underrepresented minorities and women.

B. SOM Diversity Council, subcommittees include Education, Student Success and Faculty/Staff Retention. Recommends policies and processes to support a diverse and inclusive institutional climate.
   - An internal Faculty Affairs Survey (on perceptions of the institutional climate) and participation in AAMC’s Faculty Forward.

C. Sullivan Alliance, discussions underway to establish the MO Alliance. Increase diversity of the healthcare workforce. Provide focused leadership, deep commitment and sustainable efforts that will result increased workforce and well trained professionals from racially and ethnically diverse backgrounds.
   - Tabulate URM representation in health work for state of MO.
   - Measure pipeline program attendance and outcomes.

D. Student Affairs oversees academic advising, student life and career counseling for all students. Activities include orientations, student advising programs and peer mentoring program.
   - An internal Student Affairs Annual Survey on student perception of institutional climate is conducted.
   - Benchmarks for all include,
     - AAMC National Faculty Demographic Data
     - AAMC National Medical Student Demographic data

E. "Student Interest Groups
   - American Medical Women's Assoc
   - Asian Pacific American Medical Student Assoc
   - Student National Medical Assoc
   - Medical Students Advisory Council"

Climate and Campus Environment

A. AAMC Faculty Forward survey enables understanding and improve policies, practices and cultural issues that influence faculty engagement, recruitment and retention.
   - Benchmarks: AAMC GQ Data, AAMC Demographic Data, and AAMC Faculty Demographic Data.

B. Faculty Development Office/Committee provides SOM faculty the opportunity for career advancement through scholarship, participation in the governance and policy development activities.
   - Career Services review data outcomes related to specific residency specialties and training regarding Careers in Medicine.

C. SOM Diversity Award for Excellence in Diversity. Recognizes faculty who are engaged in health disparities and diversity/inclusion work.
   - Showcase excellence -- anticipate will enhance impact on climate.

D. Faculty Mentoring Awards, two awards which recognize faculty who have performed as exemplary mentors. Categories include Lifetime Achievement in Mentoring for professors, and Excellence in Mentoring for associate or assistant professors.
   - Catalog winners or award - create mentoring workshops with winners participating.

E. Implement new recruitment initiatives for Basic Science URM faculty recruitment and mentoring.

F. GME/Housestaff Council.
   - Resident and Fellow support and satisfaction.

Responsive Teaching, Research and Experiential Learning
A. DICENT Council Retreat
B. "Faculty Development - Seminar Series includes a variety of lectures and seminars developed that focus on diversity and inclusion topics as well as career advancement and mentoring. Topics include enhancing a supportive and sustainable culture. Improving difficult conversations.
   o Outcomes would include faculty promotion and retention.
C. Forum on LGBTQIA for faculty.
   Creating buy in with physicians through Language OF Caring series.
   Teaching Culturally & Linguistically Appropriate Services (CLAS) standards to residents.
   Incorporation of innovative programs like Equine Assisted Learning (EAGALA)"
   o Data collection, training, resident reviews and surveys.
D. GME/DIO partnership with Residency and Fellowship programs aimed at ACGME standards in educational experience.
   o Annual program evaluations; GME Resident Surveys.

UMKC and the Urban Community in Partnership
A. Healthcare Pipeline Programs:
   • Saturday Academy College prep course that recognizes and develops skills that enable students to excel in Math, Science, Reading and test taking.
   • Summer Scholars Program identifies and motivate URM students and low income students toward careers in health sciences.
   o Pipeline outcomes: number of participants, number who enter the UMKC SOM, number of participants who pursue pre-medical or health science programs at UMKC or other universities.
B. GME collaboration with URM initiatives and related programming incorporating university initiatives.
   o Feedback, response rate and participation.

Institutional Infrastructure and Resources
A. UMKC is a founding partner in the creation of the MO Alliance, state organization of national Sullivan Alliance. Developing faculty and staff exchange programs with historically black colleges and universities or other institutions with diverse student body and faculty composition is one specific program being created to aid in the diversity of our medical school faculty.
B. SOM Commitment to Diversity Leadership, Office of Diversity hired Consultant (Sam Turner, JD). Consultant recruited to assume oversight and development for the pipeline programs currently in place, K-12 partnerships and development of additional outreach initiatives.
C. Faculty & Staff Development Workshops & Conferences
D. Through support of faculty time and resources to develop an Institute of Professional Development and Leadership headed by Dr. Rebecca Pauly who was Associate VP for Health Affairs, Equity and Diversity at the University of Florida and served as chair of the Group on Women In Medicine Series for AAMC.
E. GME Ombudsman for Residents and Fellows.
   o Educational experience support and satisfaction.
School of Pharmacy

Representation, Access and Success

A. Enhance recruitment efforts to increase the student population diversity.
   o In August 2014, the Office of Student Affairs completed a report (see attached), which fulfilled the charge of completing a baseline assessment of diversity initiatives.
B. Develop a process to document student recruitment efforts, to monitor effectiveness of recruitment strategies, and to recommend initiatives to increase student diversity.
   o The task force’s chair left the university in November, and the task force has not met during the 2014-15 year.
C. Complete a baseline assessment of diversity initiatives.
D. Research, summarize, and present to the SOP diversity initiatives that have been effective at peer pharmacy schools/colleges.

Climate and Campus Environment

Staff in the Office of Student Affairs took the Safe Space training offered by UMKC’s LGBTQIA Programs and Services.

Responsive Teaching, Research and Experiential Learning

In the most recent ACPE accreditation evaluation, the doctor of pharmacy curriculum was deemed compliant with the ACPE accreditation standards, including

• Standard 14, Curricular Core—Pharmacy Practice Experiences
  o In aggregate, the pharmacy practice experiences must include direct interaction with diverse patient populations in a variety of practice settings and involve collaboration with other health care professionals.

UMKC and the Urban Community in Partnership

Doctor of pharmacy student organizations participate in many patient care projects, including:

• conducting medication reviews and bone density scans at a senior center
• helping patients sign up for Medicare Part D plans;
• conducting health screenings at a local grocery store
• giving flu vaccinations
• performing blood glucose, blood pressure and bone density screenings as well as counseling patients on home medication safety, heartburn awareness, and smoking cessation, at the Family Touchdown fest
• educating a class of eighth-graders on the dangers of misuse and abuse of prescription medications
• coordinating events with local schools to offer poison prevention education to school age children in observance of Poison Prevention week
• students in Columbia began working with Centro Latino de Salud, an organization that helps educate Latinos navigate health resources in the mid-Missouri region
• volunteering at the Sojourner Clinic at Grand Avenue Temple with the Medical School, where students work in the dispensary with medical students

Institutional Infrastructure and Resources
University Libraries

Representation, Access and Success

A. Designated a Diversity Liaison, Gloria Tibbs, who sits on all faculty search committees and actively reaches out to recruit underrepresented minorities.
   - The library currently has 5 librarians of color out of 22.

B. Two years ago joined in the work study program at Cristo Rey. As of January 2015, we have 4 high school students each year.
   - Encourages local high school students of color to consider college, preferably UMKC. Too soon to determine the success.

C. Nearly 50% of student workers are students of color or international increasing the diversity of our employees providing service to library users.
   - Increase the numbers of diverse student worker employee population.

D. Several LGBT librarians have served as faculty advisors to LGBT student groups.
   - University Libraries and Stuart Hinds have received several campus awards for LGBT friendly work.

E. Conduct orientation programs and participate in RooFairs for international students to acclimate them for campus life and use of the libraries.
   - Regularly have over 350 students attend these sessions with a subsequent high usage of the libraries by international students.

F. Established a Veterans liaison who has established programs to assist veterans in their academic work.
   - Award given to Scott Curtis for providing service to Veterans in May 2014

G. Mentoring for Avanzando Program—Stuart Hinds and Gloria Tibbs have both served as mentors. Gloria took her mentee to the Joint Conference for Librarians of Color in 2012 and they both were interviewed several times by the media. The Teaching and Learning Services Librarians participated in the Avanzando Summer Enrichment Program.
   - Gloria’s mentorship of Patricia Barr lead to being an example for other mentors and mentees in the program. Patricia has graduated but her work with Gloria may lead to her pursuing a Masters in Library Science.
   - Three librarians have received the Chancellor’s Award for Excellence in Diversity: Stuart Hinds (2014) for his work with LGBT initiatives but also as Avanzando mentor and taking in Special Collections for underrepresented populations. Gloria Tibbs (2011) for her work as our Diversity Liaison and for all the programming for the annual African-American Read-In and Social Justice Lecture Series. Fu Zhuo (2012) for his work with the international students.

Climate and Campus Environment

A. Created new Organizational Development Librarian position in January 2014 on the recommendation of a task force to focus on staff development that builds a respectful and civil environment in which to work.
   - Four workshops have been offered to staff and were well attended. Supervisors are notified of employee attendance for evaluation purposes. Future benchmarks will be established to measure work climate in the libraries.

B. Offered Safe Space Training workshops for library employees to create an LGBT friendly library over 4 years ago.
   - Repeated offerings of this workshop are needed for new staff and as a refresher. The library has received LGBTQIA Collaborative Excellence Award in 2013.

C. Established the Safe Respectful Environment policy in conjunction with Campus Police which provides guidance for expected and respectful behaviors of library users.
   - The policy has been invoked to handle dozens of patron incidents, frequently at the request of other patrons, and has worked well to moderate the behavior with a minimum of disruption.
In planning building renovations and additions, provided additional features beyond ADA compliance.

- Separate room for noisy ADA compliance equipment like the Braille printer while providing adjustable height tables, etc. out in the open areas so everyone feels they can study more publicly like everyone else.
- Lactation room was added in MNLC and 3 unisex rooms are now in MNL&LC.
- Artwork that reflects diversity such as black musicians, painting of a Chinese man, art by a Hispanic painter, and exhibits that highlight diversity and cultural awareness.
  - Continue to consider other physical plant amenities to make everyone feel welcome and to hold exhibits that engender cultural understanding

**Responsive Teaching, Research and Experiential Learning**

**A.** Long-time initiatives to be ADA compliant in the facilities and library resources. A room contains the Kurzweil reader, a braille printer, and other equipment for students with disabilities.
  - In collaboration with the Disabilities Office, provide accommodations for enrolled students and employees of the university as they self-identify.

**B.** Created online tutorials for information literacy which parallels instruction given in class and in one-on-one instruction, thus accommodating multiple learning styles.
  - Learning objectives are better measured and have shown significant improvement.

**C.** Appointed 2 co-liaisons to the Black Studies program and a liaison to Latino/Latina Studies to coordinate library resources and services with those curricula.
  - Librarians as liaisons in the Black and Latino studies programs has increased the awareness of needs by the library for these programs to be successful. It has also increased the awareness of the faculty regarding the services and resources we offer.

**D.** The LaBudde Special Collections launched the GLAMA collecting collaborative 5 years ago to collect the history of Gays and Lesbians in the KC area. They also have a fast-growing set of collections on Women’s Studies, established collections on the KC Black music scene, Latino/Latina studies, racial justice and Holocaust studies. The Marr Sound Archives houses audio materials that reflect all of these communities as well.
  - All of these collections of primary resource materials are heavily used by students, faculty and users from around the world. In the past 3 years over a dozen exhibits in the Dean’s Gallery have been mounted by faculty or as course projects that have used the Special Collections as the main source of learning and knowledge creation.

**E.** Completed the Library Spring Appeal and now launching a Scalefunder project to raise more funds to purchase iPads for check-out to students who cannot afford their own devices but need them to use the library’s electronic resources.
  - No measures yet as the equipment has not yet been purchased. However, the Spring Appeal brought in $4500 and we hope to raise another $7500.

**F.** Ongoing allocation of library resource acquisitions for diversity study areas. Examples of online resources we subscribe to are African American Experience, Ethnic NewsWatch, and Fuente Academica, and Latino American Experience.
  - Monitor usage statistics of online resources and promote their usage. Increase budget allocations when possible.

**G.** Book displays are regularly put up to help International students acclimate to American college life and educational resources.
  - Using student feedback and questions coming in to the reference desk, we identify new topics for display.

**UMKC and the Urban Community in Partnership**

**A.** The Friends of the Library has established a new program series entitled portFOLio which focuses library programs and exhibits on UMKC strategic issues including Diversity.
Spring 2015 programs will feature Bambi Shen who survived internment in WWII and extreme persecution as an Asian woman and an exhibit entitled HEMISPHERES: Sound Photographs of Madagascar. The 3 programs to date have drawn 50-100 people.

B. Received NEH/Gilder-Lehrman grant for the Civil Rights Film series in early 2014. Four films where shown on Sunday afternoons and community members were engaged in discussion afterwards.
   - The Civil Rights Film Series was very popular reaching over 350 community members.

C. The library offers supplemental programming to the Office of Diversity and Inclusion’s annual Social Justice Lecture engaging people at a deeper level on the topic.
   - These programs have been very successful in the past 5 years. This year’s The Immortal Life of Henrietta Lacks drew over 200 people, including community members, to the film showing Cancer Research and another 25 people attended the book discussion.

D. The annual African-American Read-In brings in students, faculty and community members to celebrate the work of African-American writers.
   - The emotional excitement as witnessed by attendees and from program evaluations is very high. This program at UMKC has been published as an example of community programming in library literature and led to the nomination of Gloria Tibbs as a White House Champion of Change in 2013.

E. Numerous exhibits have been held in the Dean’s Gallery that have focused on diversity and social justice. The best example was the Nazi Persecution of Homosexuals.
   - This exhibit had numerous well-attended events from the opening reception which included the Heartland Men’s Chorus, to public presentations, and radio programs.

F. Two librarians served as fact checkers on the first Village Square event to promote civility in the community. UMKC Librarians will continue to serve in that role for future events.
   - Fact checking is a known deterrent to uncivil discourse. The presence of UMKC Librarians is important in promoting the Libraries’ role in the community.

G. Hosted a noted LGBT scholar from the University of Michigan for class presentation and public lecture. Sponsors included LGBTQIA Programs and Services, Women’s and Gender Studies, Women’s Center, and Center for Regional Studies.
   - Over 100 attendees, half from campus and half from the community.

H. Essays on the history of Kansas City’s LGBT communities written using GLAMA materials are featured in a bi-monthly LGBT magazine published by the Kansas City Star.
   - Increased visibility for and awareness of GLAMA at UMKC.

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**Institutional Infrastructure and Resources**

A. Created a new position of Organizational Development Librarian by reassigning the Diversity Liaison to this role as a full-time librarian dealing with diversity, cultural awareness and competency, and a respectful and civil work environment.
   - This position was created in January 2014 so is relatively new. Several workshops have been offered along with several programs promoting diversity and cultural awareness.

B. Awarded the NEH/Gilder-Lehrman grant for the Civil Rights Film Series which was held in early 2014. Also received funding from other departments for guest lecturers and from the Friends of the Library for programs and exhibits.
   - The program was very well-attended. We hope to seek external funding for similar programming from grants, the Friends of the Library, and other sponsors.

C. Provide limited budgetary support for staff and professional development and training which includes training for organizational and cultural competencies.
   - These staff and professional development opportunities help individuals in their own development goals. Wide use of Webinars for this type of development has been the most effective at reaching this goal.
D. An endowment established several years ago for staff development has helped fund events that build community within the library employees. This fund also supports some staff development. We were able to add to the fund this year from a gift of $5000 from the estate of a former staff member.
   - The income off of the endowment has enabled us to celebrate the accomplishments of the library staff with all the renovations and to show appreciation for all the work they do. We hope we can continue to grow this endowment to establish other recognition.
College of Arts and Sciences
Department of Art and Art History

Representation, Access and Success

A. PrepKC visit
   - Host more school visits in the gallery of art and in the department
B. Gallery of Art-diverse exhibits from the community including LGBTQ artists
   - Host more school visits in the gallery of art and in the department
C. The department is seeking to increase scholarship opportunities for underserved populations
   - Community Service projects utilizing our student organizations; GAHA and Student Art League
D. Art & Art History is currently discussing the ability to add a class regarding African American Art in connection with the Black Studies Department
   - Working with HPP to access increase scholarship funds

Climate and Campus Environment

Appointing an advisor to focus on outreach to the diverse populations that we serve and to help recruit additional students from underserved populations
   - Have an advisor appointed by the end of FY 2016

Responsive Teaching, Research and Experiential Learning

A. Organizing community service days for mural painting for the KCMO Police Department and East High School with the Student Art League by leveraging the Student Art League and GAHA
B. Student Art Trip in the spring encourages students to see art through the lens of diverse communities outside of Kansas City
   - Set two dates for the spring semester to complete these service projects

UMKC and the Urban Community in Partnership

A. Alt Lecture Series; hosted at UMKC Gallery of Art and at sites around the city which is open to the community at large
B. Faculty connections to the broader art community in Kansas City
C. Co-sponsoring an event with GAHA in spring 2016 that focuses on the intersection of health and art in the community
   - Strengthen our connections to the broader art community by looking for ways in which we can help sponsor culturally diverse events (Charlotte Street, Rockhurst University, Mattie Rhodes Center)

Institutional Infrastructure and Resources

A. The department is discussing how to create measurable outcomes for diversity within the department
   - Continue discussions centered around diverse student populations in the monthly faculty meetings
B. The department utilizes the connections and expertise of the existing faculty to help recruit and retain a diverse population of students
C. Faculty sponsorship of student projects and research through institutional SUROP grants
   - Encourage students to expand their world by researching in cities and institutions around the country
D. Department funding for graduate students to speak at conferences around the country on a variety of topics related to studio and art history
   o Increase department funding and support of graduate student speakers
Architecture, Urban Planning and Design

Representation, Access and Success

A. Strong record of transfer students from area community colleges
B. Undergraduate-only program provides opportunity to diversify the profession in Missouri and our region
C. PrepKC participation
D. Black and Latino Youth Day participation
   o Recruit successful students of color speak to General Education classes to pep up their enthusiasm and increase retention
   o Recruit tenure/tenure-track and adjunct faculty of color to teach General Education courses

Climate and Campus Environment

A. Faculty have undergone Safe Space training and display “Safe Space” stickers to welcome students
B. Faculty have served as mentor in the Avanzado program
C. Faculty have taken on leadership for the CAS Diversity Plan
   o Organize a diversity event that involves students and professionals

Responsive Teaching, Research and Experiential Learning

A. Engaged faculty and program with many diverse community partners
B. Social justice focused curriculum
C. Urban Studies joined the department
D. Developed a sequence of Urban Studies General Education courses

UMKC and the Urban Community in Partnership

A. Work in diverse urban neighborhoods
   o Increase our departmental outreach to diverse communities for partnerships and student recruitment
B. All studio courses engage diverse community partners in projects
C. Work with State Senator Curls office on the Center for Neighborhoods
   o Operationalize the Center for Neighborhoods

Institutional Infrastructure and Resources

A. Support of professional organizations, such as the KC APA
B. Support of our alumni
C. Provide scholarships for studio supplies for all high-need students

Chemistry

Representation, Access and Success
Our most recent hiring process followed campus diversity procedures and among those invited for interviews we had a female candidate, a German candidate and a Japanese candidate (who we ended up successfully hiring).

Climate and Campus Environment

We have end of semester parties in December and May. In those parties, a diverse body of graduate students and faculty are encouraged to present culturally different foods and experiences.

Responsive Teaching, Research and Experiential Learning

A. We have been able to accommodate a wide range of students through our synchronous gen chem classes
B. Many of our professors offer less formal review sessions which helps students of all backgrounds to receive help in and out of class and at times which work around their schedules.
C. The department in the past had and currently have Asian, Indian, and Muslim graduate students.

UMKC and the Urban Community in Partnership

A. Offer General Chemistry I to rural high school students
   o Outreach beyond our community to recruit high school students who may be first in their families to go to college to come to UMKC.
Criminal Justice & Criminology

Representation, Access and Success

A. Leverage resources through Supplemental Instruction (SI) for high DFW courses within the BA-CJC core.
B. Annual Brooks Scholarship gives preference to students from KC Public and Hickman Mills SD
C. Marketing committee focusing on recruitment of underrepresented groups from area HS and Community Colleges
   o Outputs include SI for 5 courses in AY14; Brooks Scholarship to be disseminated every spring; Outcomes forthcoming Summer 2015

Climate and Campus Environment

A. Regularly offer courses that focus on diversity within CJ, particularly including race, gender; Integration of cultural competency (e.g., race, ethnicity, religion, gender, sexual orientation) throughout all courses within curricula
B. Issues of race, gender, inclusivity explicitly represented throughout curricula and course SLOs
   o Ongoing; SLOs reviewed annually

Responsive Teaching, Research and Experiential Learning

A. Monitoring and reporting to faculty representation of underserved groups, particularly within BA-CJC curriculum.
B. Several courses cross listed with WGS, Black Studies; several faculty have joint appointments with these entities
C. Increasing cross-cultural learning opportunities…urban core experiences’ highlighted in students’ capstone project
   o Conducted 3rd week of every semester; ongoing

UMKC and the Urban Community in Partnership

A. Enhance internship opportunities with local CJ agencies, increasing the number of students as well as number of host agencies; standardizing internship process further
B. Communication to urban community via social media, e.g., Linkedin, Facebook
C. Annual CJC Career Expo connects students to community agencies to enhance internship, career, engagement opportunities
D. MOU between College/Department and KCPD agreeing to explore mutually beneficial grant and data sharing information
E. Course in development (‘Blackness as Threat’) will have a service learning component
   o In progress; assessment of progress FS15
Department of Communication Studies

Representation, Access and Success

Identify underrepresented groups most likely to experience DFW; develop academic and campus community support to increase retention of these underrepresented groups.

- Explore increased scholarship opportunities for nontraditional students.
- Review and update recruitment practices of diverse students

Climate and Campus Environment

A. Feature more guest speakers from underrepresented groups in classes.
B. Find ways to engage nontraditional students, especially with regard to getting them involved on campus and with the department
   - Conduct research about the success rates of underrepresented minorities and nontraditional students and create initiatives to help increase student success and retention

Responsive Teaching, Research and Experiential Learning

A. Continue to offer film courses that reflect the experiences of underrepresented groups.
B. Begin to offer a course that exposes students to speeches from underrepresented groups.
C. Implement more case studies of underrepresented groups throughout the departmental curriculum.
   - Conduct research that focuses on diversity.
   - Offer intercultural communication in the fall and spring semesters.
   - Students use audience analysis to adapt speeches to culturally diverse audiences.
Economics

Representation, Access and Success

A. Be consistent in creating a diverse pool of candidates for any hiring that the department does, not just faculty but also staff.
B. Be proactive in recruiting, retaining and graduating a diverse set of students, both undergraduate and graduate.
   o Success in recruitment, retention and graduation is seen in a more diverse faculty, staff and student body.

Climate and Campus Environment

Provide a supportive environment for diversity among our faculty, students and staff.

   o Faculty, staff and students report a comfortable and welcoming environment.

Responsive Teaching, Research and Experiential Learning

UMKC and the Urban Community in Partnership Work with the University community and the greater city community whenever possible to promote the understanding of the importance of diversity.

   o When holding seminars, inviting lectures, etc., be sure to disseminate the information widely to promote a diverse audience and the sharing of ideas.

Foreign Languages

Representation, Access and Success
Outreach programs for several Hispanic groups; accessibility outreach with particular schools (Academie Lafayette, Foreign Language Institute) and through the High School/College Program

**Climate and Campus Environment**

Teach cultural awareness at all levels of instruction through language acquisition and cultural studies

**Responsive Teaching, Research and Experiential Learning**

Teach cultural awareness at all levels of instruction through language acquisition and cultural studies

- Included as assessment goals for the College language requirement, for majors and for graduate students

**UMKC and the Urban Community in Partnership**

Outreach programs for several Hispanic groups; accessibility outreach with particular schools (Academie Lafayette, Foreign Language Institute) and through the High School/College Program

**Institutional Infrastructure and Resources**

Teach cultural awareness at all levels of instruction through language acquisition and cultural studies
Department of History

**Representation, Access and Success**

Advertise History scholarships and SEARCH/SUROP/Women’s Center funding opportunities to underrepresented students; Potential joint hire with Latino/a Studies

- Review the number of students applying for grants and receiving additional funding.

**Climate and Campus Environment**

Relationships/Collaboration in programs and courses with Latino/a Studies, Black Studies, Women and Gender Studies and LGBTQIA office.

- Running list of co-sponsored/team-taught courses; Review course evaluations and survey program attendees

**Responsive Teaching, Research and Experiential Learning**

Offer a large number of History courses that address and explore issues of race, gender, class, sexual orientation, religion, etc.; Increased online course offerings

- Running list of courses that address these issues, Review course evaluation statistics and comments; Survey students on what courses we aren’t offering that they would like to take.

**UMKC and the Urban Community in Partnership**

Building relationships with community institutions (Black Archives, Negro Leagues Baseball Museum, Midwest Holocaust Education Center, Freedoms Frontier); Student interns working on projects/exhibits in these institutions; Collaborating on public programs; Increased collaboration with HSCP program students; Faculty speak about race and class issues at local events and programs – i.e., Interpreting Slavery Workshop for Museum Educators.

- Increase internship opportunities, co-sponsored programs/workshops

**Institutional Infrastructure and Resources**

Work closely with the A&S advising office and life coach to engage and effectively support underrepresented students; Working with diverse staff at area institutions to offer courses that focus on issues of race, gender, class, sexual orientation, etc.

- Review the number of students using these services; Increase faculty training/awareness of services and resources that are available.
Mathematics and Statistics

Representation, Access and Success

A. Develop enhanced academic supports for high DFW courses that reduce retention;
B. Supported one or two undergraduate women to attend an undergraduate math conference for women.

Climate and Campus Environment

New formed “Mathematics and Statistics Graduate Student Organization” and “Math Club” for undergraduates, both have minority students.
Philosophy

Representation, Access and Success

Recruit a diverse pool of majors—we currently have about 50% female majors, and several men and women of color

- Increase percentage of majors of men and women of color to 25% of our majors

Climate and Campus Environment

Phi Sigma Tau continues to attract students, including minority students. In this regard note that the two African American women who ran for SGA President are Philosophy Majors.

Responsive Teaching, Research and Experiential Learning

Increase diversity in our teaching, including nontraditional voices in the disciplines—we include female philosophers and Eastern philosophers

- We would like to increase the multiculturalism of our offerings, to include African and Latino philosophy

UMKC and the Urban Community in Partnership

- Have been planning a “Prison Teaching Outreach” program—still in the planning stages, but the majors are excited about it. Will use Phi Sigma Tau, our Honors program, to help with this. Would also like to reach out to urban high schools or junior highs schools, and/or the Kaufman School.

Institutional Infrastructure and Resources

The Chair’s office has been converted into a meeting room frequently used by students to study, visit and meet with faculty.

- Continued use.
Political Science

**Representation, Access and Success**

Emphasize diversity in faculty and staff hiring.

**Climate and Campus Environment**

Discuss any feedback or perceived problems in faculty meeting in spring.

**Responsive Teaching, Research and Experiential Learning**

Identify diversity possibilities for SEARCH, SUROP and internships.

**UMKC and the Urban Community in Partnership**

Anchor III course on civic engagement taught in the dept requires all students to work with office of community engagement and complete a volunteer project in the community.

**Institutional Infrastructure and Resources**

Showcase diversity in department (classes, extracurricular events) through web site and Facebook page.
Psychology

Representation, Access and Success

The Department has committed funding from our research F&A allocation to supplement the stipends of qualified minority doctoral student applicants (recruitment tool)

  o Goal: supplement at least one minority student/admission cycle;

Responsive Teaching, Research and Experiential Learning

Dr. Berkley Patton teaches a service learning anchor course in which students work with local healthcare agencies to learn about health disparities

  o Goal: Continue to offer this (or similar) course once/year

UMKC and the Urban Community in Partnership

A. Dr. Jannette Berkley-Patton works with the KC area faith-based community to promote health (HIV prevention, cardiovascular health) using a collaborative community-based participatory research approach

B. Our incoming assistant professor, Dr. Joah Williams, will use a similar research approach to prevent sexual assault violence in our campus and KC area communities

  o Goal: Retain faculty who promote this aspect of the UMKC mission in their research.
Sociology

Representation, Access and Success

Our Sociology Club has partnered with our faculty to offer information sessions for our core required courses (Statistics, Theory, Research Methods and Capstone). Faculty teaching those courses led the discussion sessions and offer tips and suggestions for student success. These sessions are open to all students.

- We will continue to offer student information sessions for our core courses which are typically the courses students will experience difficulty with. The sessions are well-attended and we believe students are benefiting from the additional support.

Climate and Campus Environment

Our current minority demographics:

- Sociology BA: 47%
- Sociology/Anthropology Minors: 43%
- Sociology MA: 38%

Due to the nature of our major, we tend to attract a diverse student population.

- Increase our diverse student population by 5% in the coming academic year.

Responsive Teaching, Research and Experiential Learning

Diversity Courses Currently Taught:

- Diversity and You
- Race and Ethnic Relations
- Social Problems
- Sociology of Gender
- Feminist Theories
- Immigration and the City
- Society and Community Service

- We will continue to offer courses that promote diversity. We are also proactive about offering diversity courses online to extend the reach beyond “traditional” students.

UMKC and the Urban Community in Partnership

We currently partner with Latina/Latino Studies, Black Studies and Women’s & Gender Studies. We cross-list courses whenever possible to increase student exposure to diverse subject matter. We also offer “Society and Community Service”. The focus in this course is on experiential learning in which the student participates in several urban community development projects that allow for learning about collaboratives, networking, problem-solving, and requisite skills to successfully manage a project. Principles of community development are presented to give the student background for understanding the projects visited. We partner with local non-profit organizations that represent a diverse population.

- Improve our connections to the urban community by 15%. We will continue to partner with these programs in the coming years. Our community service internships have included-
JumpStart, March of Dimes, Westside Housing, Ronald McDonald House, and Institute for Human Development.

Institutional Infrastructure and Resources

We are currently and will continue to work closely with the A&S Recruiter to expose students at both the high school level as well as local community colleges to our major. We recently hosted, in conjunction with the Psychology Dept., 35 high school students from PREP-KC where we invited former Sociology students who are using their degree in the community to talk about their careers and how their educational background has helped them. PREP-KC includes six school districts that are made up of 46 percent low-income students and 47 percent students of color. Many of our graduates go to work for non-profit agencies here in the community.

- We will continue to work with area community colleges to recruit majors. Typically, Sociology is not offered at the high school level. The majority of our majors come from students who transfer from a community college or are currently taking Sociology courses at UMKC, find the subject matter interesting and relevant, and make the decision to major in Sociology. We will also continue to support PREP-KC when there is an interest for students to visit our campus and learn about our major.
Theatre

Representation, Access and Success

A. Heavy recruitment focus on minority enrollment in MFA programs. Ricardo Khan helps with actors traveling to recruiting events.
B. Wonderful increase of minority students in BA program.
   o Almost always two or more MFA actors in each incoming class.
   o Talented design students in MFA programs as well.

Climate and Campus Environment

A. We have produced minority authored/focused plays, like August Wilson.
B. We produce minority focused new original works like KANSAS CITY SWING and FREEDOM RIDER.
   o We continue with this focus creating projects of note for our minority students.
   o KC SWING travelled to Crossroads Theatre in NJ and received NY TIMES review. Also produced with faculty and students at Martha’s Vineyard and will play at REP OF ST. LOUIS and CINCNATTI PLAYHOUSE in March 2016. We soon go into NY and DC as well.

Responsive Teaching, Research and Experiential Learning

When appropriate we include the history and story of minority theatre artists in the classroom, like Fall 2014 THEATRE 403 on American Musical Theatre; great coverage on the African American contribution.
   o Continue where appropriate and opportunities exist

UMKC and the Urban Community in Partnership

Currently producing FREEDOM RIDER for May 1-10 run in Spencer Theatre. Massive urban community involvement with Carl Boyd and Alvin Brooks as community advocates, lots of radio interviews and ads on African American stations, massive connection with church communities as well.
   o We have created four of these projects now starting with QUINDARO, then TRAIN TO 2010, then KC SWING, and now FREEDOM RIDER. Our next new work will play spring 2017.

Institutional Infrastructure and Resources

Professor Scott Stackhouse has instituted a script library for the entire department in his office. The department collects and purchases scripts. We focus on minority and urban titles.
   o Continue this