UMKC SCHOOL OF MEDICINE
2018 DIVERSITY STRATEGIC PLAN
&
THREE-YEAR ROADMAP

Approved By
The School of Medicine Diversity Council
April 19, 2018
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UMKC School of Medicine Affiliates
Center for Behavioral Medicine
Children’s Mercy Hospital (CMH)
Kansas City Veterans Administration Medical Center
Research Medical Center
Saint Luke’s Health System (SLH)
Truman Medical Center (TMC) - Hospital Hill
Truman Medical Center (TMC) – Lakewood
Truman Medical Center - Hospital Hill: University Physician Associates (UPA)
INTRODUCTION

School of Medicine Mission

The mission of the UMKC School of Medicine is to improve the health and well-being of individuals and populations through innovative educational programs in medicine and biomedical science, cutting-edge biomedical research, and leadership in academic medicine. The School strives to implement this mission with the highest professional and ethical standards, in a culture of diversity and inclusiveness, and in an environment that enables each individual to develop to his or her full potential.

School of Medicine Vision

The vision of the UMKC School of Medicine is to be the anchoring institution for a leading academic health center.

Background and Overview

The University of Missouri-Kansas City developed a Diversity Strategic Plan, outlining five dimensions of diversity: (1) Representation, Access and Success; (2) Climate and Campus Environment; (3) Responsive Teaching, Research and Experiential Learning; (4) UMKC and the Urban Community in Partnership; (5) Institutional Infrastructure and Resources. For the university, diversity at all levels is critical to UMKC's mission of providing an environment defined by the belief that a multiplicity of values and beliefs, interests and experiences, and intellectual and cultural viewpoints enrich scholarship and learning.

The School of Medicine believes that a diverse and inclusive institutional climate is essential to providing medical education that promotes the effective delivery of healthcare in diverse communities. A diverse learning and working environment is comprised of, but is not limited to, differences in racial and ethnic origin, socioeconomic background, disadvantaged background, rural and urban communities, gender identities, sexual orientations, geographic origins, academic backgrounds, as well as those who can contribute to the medical education learning community through different personal experiences such as overcoming hardship, demonstrating extensive involvement within the community, possessing multilingual abilities, and /or exhibiting different life experiences that may contribute to achieving diversity. This document outlines a diversity plan for the UMKC School of Medicine that aligns with the university's plans, and provides a framework for efforts aimed at promoting diversity and inclusion among students, residents, faculty and staff.

The Diversity Strategic Plan for the UMKC School of Medicine (SOM) is a commitment to diversity and inclusion. As a public medical school in Missouri, the UMKC School of Medicine strives to:

- Develop and maintain a vibrant institutional climate that promotes and values diversity and inclusion in support of its education and research missions;
- Provide access to careers in healthcare and academic medicine;
- Promote the success of learners, faculty, and staff;
• Prepare the health care workforce to provide effective health care in diverse communities in Missouri and the nation;
• Advance the health equity of the community.

To support the university’s Diversity Strategic Plan, the School of Medicine has developed a Diversity Strategic Plan identifying specific objectives, rationale, what we are doing, next steps and what success looks like for each of the five dimensions of diversity.

**Office of Diversity and Inclusion Mission**

Strategically infuse equity, diversity, and inclusive excellence into all aspects of the School of Medicine to improve access, sense of belonging, teaching, curriculum and research, community engagement, and the success of all administrators, faculty, staff, residents, students and those connected to the UMKC community.

**Office of Diversity and Inclusion Vision**

Over the next five years, establish the University of Missouri Kansas City School of Medicine as a diversity leader among its institutional peers and nationally.

**Defining Success**

In this document, each Dimension section concludes with aspirational areas of success. To focus the work generated by this three-year strategic plan, four overarching areas of success have been defined as priorities. These priorities for success should promote a stronger culture of equity, diversity, and inclusive excellence in the School of Medicine:

1) Increase the sense of belonging and reduction in mistreatment issues among all faculty, staff, residents, students, and specifically individuals from underrepresented groups;
2) Institutionalize professional development education and training in cultural competence and appropriate care to improve the SOM learning and work environments;
3) Increase URM student recruitment and graduation rates and faculty recruitment and retention rates;
4) Increase diversity recognitions and incentives to empower more individuals and departments to participate in advancing a culture of equity, diversity, and inclusive excellence.
GLOSSARY OF TERMS

Culturally diverse groups: The variety of human societies or cultures in a specific region or in the world.

Culture: Refers to characteristics of particular groups of people, defined by values, language, religion, cuisine, social habits, music and the arts and so forth.

Cultural Competence: Represents the ability to understand, appreciate, and interact effectively with persons from cultures and/or belief systems other than one’s own. The context in our UMKC community implies the ability to interact with others with respect and tolerance. Cultural competency is essential to producing academic, work and leadership outcomes within a diverse higher education community. An understanding of culture, traditions and norms demonstrates appreciation for the plurality of the human experience essential to success in a global economy.

Cultural Competency: It is the process by which individuals, agencies, and systems learn to integrate and transform awareness of assumptions, values, biases, and knowledge about themselves and others, and respond respectfully and effectively across diverse cultures, language, socioeconomic status, race, ethnic background, religion, gender, sexual orientation, veteran status and ability. Cultural competency recognizes, affirms, fosters, and values the strengths of individuals, families, and communities and protects and preserves the worth and dignity of each.

(A Adapted from: www.scaoda.state.wi.us/docs/main/CulturalCompetencyDefinition.pdf Accessed 6 5 13)

Disability: is the consequence of an impairment that may be physical, cognitive, mental, sensory, emotional, developmental, or some combination of these. A disability may be present from birth, or occur during a person’s lifetime.

Equity: Is a term that represents the fairness and impartiality in treatment of our faculty, staff, students, alumni and constituent groups.

Diversity: As a core value embodies inclusiveness, mutual respect, and multiple perspectives and serves as a catalyst for change resulting in equity. In this context, we are mindful of all aspects of human differences such as socioeconomic status, race, ethnicity, language, nationality, sex, gender identify, sexual orientation, religion, geography, disability, and age. (American Association of Medical Colleges - AAMC)

Historically under-represented minority: Traditionally, this category includes ethnic groups—African American, Hispanic/Latino, Native Americans and some Asian groups who have been disadvantaged, in part, because of historical or economic factors. The concept of under-representation (UR) may also refer to population groups whose numbers (in certain geographic areas or within a defined category or discipline) are disproportionally less than the general population (i.e., gender, sexual orientation).

Inclusion: Is a core element for successfully achieving diversity. Inclusion is achieved by nurturing the climate and culture of the institution through professional development, education, policy, and practice. The objective is to create a climate that fosters belonging, respect, and value for all and encourages engagement and connection throughout the institution and community. 1

Minoritized: Individuals who endure mistreatment, and face discrimination and harassment that are forced upon them because of situations outside of their control. Blacks and Hispanic/Latinx groups are often incorrectly considered a minority group. However, they are actually minoritized groups. (Michael Benitez, 2010).

UMKC School of Medicine Diversity Categories: Underrepresented Minority (URM); Disadvantage; First Generation College Student; Geographic Origin, Rural v. Urban; Gender Identity, Gender Expression, and Sex, and Sexual Orientation (http://med.umkc.edu/docs/policies/Definitions_of_Diversity_Categories.pdf)

Underrepresented Minority (URM) defined by the School of Medicine: African-American/Black, Hispanic/Latinx, American Indian/Native American, Native Hawaiian or Pacific Islander, or Asian-Underrepresented. For the purposes of Asian Underrepresented, this category is defined as those who do NOT identify as Chinese, Japanese, Filipino, Korean, Asian Indian, or Thai.

1 Referenced from UMKC Diversity Strategic Plan & AAMC.org Group on Diversity and Inclusion
DIMENSION 1: REPRESENTATION, ACCESS AND SUCCESS

Outcome: UMKC engages in activities to recruit and retain a diverse campus community that facilitates the realization of academic achievements, growth and development of all faculty, staff and students.

Objective: The School of Medicine will engage in activities to recruit and retain a diverse student body, faculty, and staff in order to promote a diverse and inclusive institutional climate. The School of Medicine operates within the diversity policies of the University of Missouri System and within diversity recommendations and best practices from the Association of American Medical Colleges, the Physician Assistant Education Association, and other relevant organizations. These policies are consistent with federal law and provide equal opportunity for all individuals. In addition, policies regarding the use of diversity metrics in admissions align with AAMC recommendations and the mission of the School of Medicine with a focus on access and opportunity and the educational benefits of a diverse student body.

Rationale: With a focus on access and opportunity, the SOM believes that a diverse community enhances both the classroom and clinical experiences of our learners. By learning and working alongside those from different backgrounds, experiences, and perspectives, our students, residents, faculty, and staff will develop a greater sense of cultural competency.

What We Are Doing

Student Actions and/or Programs in the School of Medicine:

1. Pipeline Programs Geared Toward Underrepresented Students
   The School of Medicine offers two pipeline programs: Saturday Academy and Summer Scholars. Saturday Academy is designed for middle and high school students, with a focus on providing supplemental instruction in math and science and introducing students to careers in healthcare.

   Summer Scholars is designed for high school juniors and seniors as a way to learn more about healthcare, gain hands-on experience in a clinical setting, learn more about the role of research in healthcare, and receive supplemental instruction in math and science. These programs are intended to reach out to schools with a higher URM student population.

2. Community Partnerships Focused on Underrepresented Recruitment Efforts
   The Senior Coordinator of Diversity Programs and Recruitment conducts high school visits to targeted high schools in the Kansas City area. In addition, the Senior Coordinator participates in specific initiatives focused on recruiting students underrepresented in medicine, students from disadvantaged backgrounds, and first-generation students. The Senior Coordinator also establishes relationships with community organizations such as Prep KC and the YMCA Young Achievers. By serving as a member of several campus and community boards and planning committees, and serving as a mentor in the community, the Senior Coordinator is able to connect with community resources designed to support diverse student populations in their pursuit of higher education, and specifically degrees in healthcare.
3. **Holistic Review**

Holistic review is the admissions process adopted by the School of Medicine. In holistic review, the admissions committee will review a candidate’s experiences, attributes, and metrics in order to select those candidates who best meet the mission of the program. This process is mission-driven, and specific experiences, attributes, and metrics are identified to support the admission of a diverse student body.

**Faculty, Residents, and Staff Actions and/or Programs in the School of Medicine:**

1. **Underrepresented Faculty Recruitment Strategies**

A subcommittee of the Diversity Council, known as the Faculty, Resident, Staff Recruitment and Retention Subcommittee, is in effect, focusing on expanding and strengthening the current recruiting processes for faculty from diverse backgrounds.

Representatives from the Office of Diversity and Inclusion meet with affiliate recruiters to improve the recruitment of underrepresented minority (URM) faculty. This strategy includes bi-yearly (April and July) meetings with senior administrative staff recruiters from CMH, SLH, and TMC-UPA with the Faculty, Resident, and Staff Recruitment and Retention Subcommittee of the Diversity Council. At these meetings updates are provided about open positions, opportunities to recruit qualified diverse applicants, and the recruitment of current URM physicians who would be candidates for a faculty appointment.

2. **Underrepresented Faculty Retention and Success Strategies**

**Faculty Development Office:** The Faculty Development Office in the School of Medicine houses two Associate Deans of Faculty Development and nine other standing committee members, including the Associate Dean for Diversity and Inclusion, that provide aide for faculty teaching and research development. They provide school-wide workshops and counseling around promotion, mentoring, and career development. The office has specific talks and lectures to address diversity (provided on website) and shares initiatives to support underrepresented faculty success.

The Faculty Development office also plans events and informs faculty of: current workshops/seminars to advance research skills, cultural competency, seminars to improve active learning, the Endowed Lectureship series, the medical education journal club, and resources to advance critical thinking, learning, and enrichment opportunities. The Office of Research Administration provides assistance to all faculty affiliated with the medical school for all grant proposal submissions and post-award administration. Under the Research Office’s webpage opportunities are listed to support and address issues related to underrepresented populations.

**Additional Faculty Development Opportunities around Diversity, Equity, and Inclusion:**

Healthcare Executive Diversity and Inclusion Certificate (HEDIC) - https://www.aamc.org/members/leadership/catalog/323120/healthcareexecutivediversityandinclusioncertificateprogram.html,
Underrepresented Minority (URM) Faculty Welcome: Representatives (typically Associate Deans) from the Office of Faculty Affairs and the Office of Diversity and Inclusion meet with all URM faculty at the time of their initial academic appointment to the School of Medicine. These meetings welcome faculty to the SOM and share information important to their success as faculty. Topics regularly covered include the academic promotion process and opportunities to participate in the school’s governance process. New faculty are connected with the local community through introductions to practicing physicians, the Greater Kansas City Medical Society and other potential mentors. Additionally, new URM faculty are encouraged to participate in the recruiting and admission process, and to become mentors for residents and students.

3. Underrepresented Resident Retention Strategies:
   Recruitment and Mentoring: Graduates of UMKC residency programs are more likely to remain in the region to practice. The experience during residency will influence future decisions regarding practice. Recruitment and mentoring opportunities are offered to residents, during both residency and fellowship. Current URM residents are invited to Critical Mass gatherings, lectures, presentations, and receptions focused on diversity and inclusion. These opportunities provide an outlet for identifying mentors and mentees who can support and influence personal and professional goals.

4. Underrepresented Staff Recruitment and Retention Strategies:
   University Hiring Policies: The SOM follows the Human Resources’ search process, which includes diversifying the applicant pool, to assure that an appropriate pool of candidates is developed, interviewed, and to comply with University affirmative action policies.

   Staff Wellness Program: The University of Missouri provides a comprehensive wellness program that includes health screening, flu shots, and health incentives. In addition, wellness programming is available in the areas of tobacco cessation, physical activity, weight management, and stress reduction. The wellness program also utilizes “wellness ambassadors” chosen from each department to assist in mobilizing staff around wellness initiatives.

   University Leadership Programs: The UM System sponsors the President’s Academic Leadership Institute (PALI). This program focuses on professional development for mid-level management leaders across the UM System. The year-long program is designed to help participants understand their leadership styles through personal assessment, enhance their leadership skills through hands-on activities and simulations, and develop a network of peers across the System.

Accountability: The Office of Admissions, as well as School of Medicine admissions committees, are accountable for student recruitment activities and initiatives. The Office of Admissions works closely with the Office of Diversity and Inclusion to execute certain activities and initiatives. The Office of Graduate Medical Education (GME) and the Office of Diversity and Inclusion are responsible for resident initiatives. The Office of Faculty Development, Human
Resources, the Office of Diversity and Inclusion, and the School of Medicine and Affiliate Administration (Dean, Associate/Assistant Deans, Directors, and Chairs) are responsible for faculty, resident, and staff initiatives.

## Next Steps

<table>
<thead>
<tr>
<th>Action Items</th>
<th>Metric</th>
<th>Lead Unit/Dept</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start Hispanic/Latinx student group</td>
<td>Start date and # of students</td>
<td>Student Affairs &amp; ODI</td>
<td>Spring 2018</td>
</tr>
<tr>
<td>Develop and implement a SOM mentoring program</td>
<td>Student Retention</td>
<td>ODI</td>
<td>Summer 2018</td>
</tr>
<tr>
<td>to increase URM student retention, graduation, placement, and resident success</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start a Diversity Graduate Program Welcome</td>
<td>Attendance &amp; Satisfaction</td>
<td>SOM Grad Program &amp; ODI</td>
<td>Summer 2018</td>
</tr>
<tr>
<td>Increase the number of <em>qualified, competitive</em> URM applicants to the 6 year BA/MD program, MD program, and SOM graduate medical programs by 10% annually</td>
<td># of student applications , # of students admitted and # enrolled</td>
<td>Admissions &amp; ODI</td>
<td>Summer 2019</td>
</tr>
<tr>
<td><strong>Faculty/Residents/Staff</strong></td>
<td></td>
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<tr>
<td>Develop and implement a Building Our Own Career Advancement Program where UR faculty, residents, and staff meet four times a year for professional development, networking, sense of belonging, and securing leadership and professional opportunities at UMKC SOM or affiliates</td>
<td>Attendance &amp; Satisfaction</td>
<td>ODI, Faculty Development, GME &amp; HR</td>
<td>Summer 2018</td>
</tr>
<tr>
<td>Create a collaborative group with affiliates to share, develop, and implement strategies that include unconscious bias and cultural sensitivity training with leaders and search teams to recruit and retain URM faculty and residents</td>
<td>Start date of group &amp; strategies developed</td>
<td>ODI &amp; Affiliates Administrators</td>
<td>Summer 2018</td>
</tr>
<tr>
<td>Create a toolkit for success to support UR faculty, resident, and staff experiences in work and learning environments</td>
<td>Resources Provided &amp; Impact</td>
<td>ODI, Faculty Development, GME &amp; HR</td>
<td>Fall 2019</td>
</tr>
<tr>
<td>Develop a database to identify, outreach, and build relationships to recruit URM faculty and residents to UMKC SOM</td>
<td>Number of individuals</td>
<td>ODI, Faculty Development &amp; GME</td>
<td>Fall 2019</td>
</tr>
</tbody>
</table>

## What Success Looks Like

- An increase in the number of student participants in the pipeline programs.
- An increase in the number of student participants in the pipeline programs who enter the School of Medicine or another healthcare field.
- An increase in the number of applicants from URM categories who apply to the School of Medicine and its programs.
- Improved retention among students from URM backgrounds in the School of Medicine.
- An increase in the number of applicants from URM backgrounds for faculty and staff positions, and improve retention rates of faculty and staff from URM backgrounds.
DIMENSION 2: CLIMATE AND CAMPUS ENVIRONMENT

Outcome: UMKC cultivates an environment committed to civility and respect where all faculty, staff and students are empowered to pursue their personal, academic and professional goals.

Objective: Enhance and maintain an institutional climate that supports efforts in diversity and inclusion, and is inclusive and supportive of students, residents, faculty, and staff and their personal, professional, and academic success.

Rationale: The SOM fosters a vibrant learning and working environment that supports success for learners, faculty, and staff from all backgrounds. A reputation for high academic, personal, and professional achievement in a climate of inclusion and respect will serve to attract and retain students, residents, faculty, and staff within the SOM.

In addition, important learning occurs when students and faculty have access to role models from diverse communities. Faculty and students from diverse backgrounds with regard to race/ethnicity, gender identity, sexual orientation, socioeconomic backgrounds, and academic discipline may have different mentoring needs for optimal personal and professional achievement.

What We Are Doing

Actions and/or Programs in the School of Medicine:

1. Campus Climate Data
   Each year the SOM Diversity Council reviews data from the AAMC Graduation Questionnaire, the Internal Student Survey, the Faculty Survey and any other campus climate surveys completed for faculty, staff, residents and students, with special attention to underrepresented populations. Similarly, the council reviews whether or not students from groups underrepresented in medicine, students from rural backgrounds, students from lower socioeconomic backgrounds, and first-generation students are more or less likely to experience academic, social, or emotional difficulty.

2. School of Medicine Policies
   The School of Medicine has implemented several policies to support a climate of diversity and inclusion, including: Non-Discrimination Policy; Policy to Ensure a Diverse Student Body, Faculty and Senior Administrative Staff; Policy on Diversity Definitions and Categories for Students, Faculty and Staff; and Policy on Standards of Conduct for Teacher/Learner Relationships.

3. Standards of Professional Conduct
   Students at the UMKC SOM adhere to an Honor Code based on the Standards of Professional Conduct. The standards cover a variety of areas regarding professional integrity and medical professionalism, including honesty, responsibility and non-discrimination.
4. **Office of Student Affairs**

The Office of Student Affairs oversees a number of student support services for all students. The office provides orientations for students at key transition points in the SOM curriculum, such as entry to the SOM, Year 3, and Year 5 when students begin the medicine-intensive portion of the program. These activities are designed to provide information and build relationships to adjust to the BA/MD, MD, and professional/graduate programs.

**Academic Advising – Education Team Coordinators:** UMKC medical, professional, and graduate students are assigned an Education Team Coordinator (ETC) at the time of enrollment. ETCs provide support to students in the areas of academic advising and development, personal advising, and problem solving. The team approach to education helps to reduce social isolation by linking students with resources.

**Wellness:** The Wellness Program Coordinator serves as a resource to enhance student success by offering wellness programs and workshops, as well as an individual wellness assessment to help identify obstacles, manage stress, and connect students with campus and community resources. The Wellness Program Coordinator also advises the Peer Mentoring Program, a program to ensure new students adjust well to the SOM.

**Financial Literacy:** The Financial Literacy Counselor works with students on topics such as budgeting, understanding loans, and overall financial literacy, all of which are designed to enable the student to build the tools and skills needed to make sound financial decisions.

**Career Planning:** The Office of Career Services works individually with students to assess the compatibility of their interests, skills, and values with the specialties they are considering. Presentations on career resources, tailored to students’ levels in medical school, are also offered.

**Learning Specialists:** Learning specialists provide individual academic coaching sessions for students in skill development and test-taking strategies, as well as group-tutoring sessions and skill-building lectures and seminars.

5. **UMKC and Student Interest Groups**

The UMKC SOM supports a variety of activities that are designed to build relationships and support groups from diverse backgrounds.

**American Medical Women's Association (AMWA):** The student chapter focuses on developing leadership, advocacy, education and mentoring opportunities for female students.

**Asian Pacific American Medical Student Association (APAMSA):** UMKC's APAMSA conducts a variety of projects in the South Asian and Southeast Asian communities to reduce health disparities and provide health screening and information.
Latino Medical Student Association (LMSA): This organization was founded to represent, support, educate, and unify Latino(a) students.

Medical Students Advisory Council (MSAC): This organization serves as the "umbrella" organization for all medical school student groups. MSAC plans events and activities that enhance the campus climate for students and provide opportunities for leadership development.

Student National Medical Association (SNMA): UMKC SNMA serves to support current and future underrepresented minority medical students, address the needs of underserved communities, and increase the number of socially conscious and culturally competent physicians.

UMKC Hospital Hill LGBTQIA Health Alliance: The mission of LGBTQIA Programs & Services of UMKC is to provide members of the lesbian, gay, bisexual, transgender, queer, intersex, and ally (LGBTQIA) campus community with resources, support, education, and advocacy such that the University of Missouri-Kansas City and the community at large is a welcoming and inclusive environment for all people, regardless of sexual orientation, gender identity, or sex. The UMKC Hospital Hill Alliance was created for LGBTQIA students on UMKC Hospital Hill as well as the patients that are treated at the campus. The alliance strives to increase education and visibility on campus.

6. Seminars and Lectures

The purpose of the lecture series is to provide faculty with new tools and insights in the area of diversity and inclusion. An annual endowed lectureship (the Dr. Reaner and Mr. Henry Shannon lectureship) focuses on issues in minority health. Additional lectureships cover topics that include relevant content such as women’s health, patient safety, health literacy, and health equity.

Accountability: The Office of Diversity and Inclusion, the Diversity Council, and the Office of Student Affairs are accountable for the above activities and initiatives.

Next Steps

<table>
<thead>
<tr>
<th>Action Items</th>
<th>Metric</th>
<th>Lead Unit/Dept.</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create and implement a group to develop strategies to report mistreatment incidents (students, residents, staff, and faculty) so data can be tracked and issues addressed</td>
<td>Start group and type of strategies developed</td>
<td>ODI</td>
<td>Summer 2018</td>
</tr>
<tr>
<td>Identify, review, and assess data that impacts underrepresented faculty, staff, resident, and student working and learning environments, their sense of belonging, and success</td>
<td>Type of data assessed and trends</td>
<td>ODI &amp; SOM Assessment Office</td>
<td>Fall 2018</td>
</tr>
<tr>
<td>Develop and implement a plan to address concerns in the AAMC graduate questionnaire and student survey regarding perceptions of institutional climate</td>
<td>Type of strategies developed to address concerns</td>
<td>ODI &amp; Student Affairs</td>
<td>Fall 2018</td>
</tr>
<tr>
<td>Action Items</td>
<td>Metric</td>
<td>Lead Unit/Dept.</td>
<td>Target Date</td>
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<tr>
<td>Develop and implement a plan to address concerns on the AAMC faculty survey and any staff surveys regarding perceptions of institutional climate</td>
<td>Type of strategies developed to address concerns</td>
<td>ODI, HR &amp; Faculty Development</td>
<td>Fall 2018</td>
</tr>
</tbody>
</table>

**What Success Looks Like**

- Improved responses from the AAMC Graduation Questionnaire (GQ) regarding the learning environment and mistreatment.
- Improved responses from the Internal Student Survey and Annual Student Survey regarding student perception of institutional climate.
- Improved responses from the AAMC Faculty Affairs Survey on perceptions of institutional climate.
- Improved responses from staff on perceptions of institutional climate.
- Improved responses from underrepresented faculty, staff, resident and student groups on perceptions of institutional climate.
DIMENSION 3: RESPONSIVE TEACHING, RESEARCH AND EXPERIENTIAL LEARNING

Outcome: UMKC provides a diverse learning and scholarly environment and life experience to create culturally competent individuals.

Objective: Recognize the importance of preparing health care providers to respond to patients' varied health beliefs, values, perspectives, values and cultural practices. The School of Medicine will develop and deploy an integrated approach for teaching and assessing cultural competency through the medical education program.

Rationale: The integration of cultural competence principles within the curriculum is a key strategy to improve health equity in the practice of and access to quality of health care.

What We Are Doing

Actions and/or Programs in the School of Medicine:

1. Experience with care of underserved and diverse populations for students and residents
   UMKC offers clinical experiences with highly diverse patient populations in terms of age, gender, racial/ethnic background, language, clinical conditions, and socioeconomic background.

   **Truman Medical Centers:** Students participate in docent teams and required adult clerkships at Truman Medical Centers. This safety net hospital has a highly diverse patient population with regard to race, ethnicity, gender, sexual orientation and language.

   **Children's Mercy Hospital:** Students and residents complete pediatric rotations at Children's Mercy Hospital, where the outpatient population is a mix of African American, Caucasian, Hispanic/Latino, Native American, and other minority groups.

   **Geriatric Mentor Experience:** Enhancing student knowledge of aging and geriatric issues, this mentoring program is offered during the first two years of the six-year medical school curriculum. It pairs students with a resident from a local retirement community to establish relationships with residents who are ambulatory seniors, and discuss topics related to aging. Students also tour the facilities and participate in activities that take place in the senior community.

   **The Center for Behavioral Medicine:** This behavioral health program focuses on the treatment of patients with serious and persistent mental illness (SPMI.) The population is culturally diverse and socioeconomically disadvantaged.

   **Rural Preceptorship:** In Year 5, students are immersed in a 4-week rural Missouri family medicine preceptorship that provides experience in societal and health care concerns unique to non-urban primary care settings, as well as the business operations integral to a physician in a small-town clinic.
2. Cultural Competency Curriculum:
In order to provide excellent care to an increasingly diverse patient group, cultural competency content is being integrated throughout the medical school curriculum. A Culturally Appropriate Care and Health Disparities Curriculum Development Plan was completed in 2011 and approved by the Council on Diversity and the Council on Curriculum. The AAMC Tool for Assessing Cultural Competence Training (TACCT) was used a guide to define the content of the Curriculum. The curriculum implementation plan included suggestions for integrating the Cultural Competency, Gender Bias, or Health Disparities content across existing courses. An audit of the UMKC Curriculum Management tool revealed the Cultural Competence topics in Fundamentals of Medical Practice (I, III, IV), History of Medicine, Medical Topics in Health Care II, Medical Neurosciences, Behavioral Science in Medicine, Patient, Physician, Society I, all Health Sciences Interprofessional Education (Year 2), and Humanities/Social Sciences (Medicine and Film, Medicine and Body Image, Medicine and Music, Medicine, War and the Arts). The content was also included in Continuing Care Clinic (Year 3, 4, 5, 6), Family Medicine, Docent Rotation (Year 4), Pediatrics, and Preceptorship.

Accountability:  Associate Dean for Curriculum and the Office for Diversity and Inclusion

Next Steps

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<tbody>
<tr>
<td>Develop proposal to implement cultural competency into the curriculum</td>
<td>Development of proposal</td>
<td>ODI</td>
<td>Summer 2018</td>
</tr>
<tr>
<td>Diversity Council suggests books related to social justice to increase Dr. Cattaneo’s Yr1 students’ learning about diversity &amp; inclusion</td>
<td>Books used by Dr. Cattaneo’s students</td>
<td>ODI &amp; COC</td>
<td>Summer 2018</td>
</tr>
<tr>
<td>Develop and implement a plan to provide equity, diversity and inclusion training to 100% of faculty, residents, and staff over 3 years: all new individuals and 33% of individuals Yr 1, Yr 2 and Yr 3.</td>
<td># of individuals who complete training</td>
<td>Admissions, ODI, Affiliates, GME, Hospitals</td>
<td>Fall 2019</td>
</tr>
<tr>
<td>Develop and implement a plan to provide a cultural competency and culturally appropriate care course to 100% of students over 3 years: all new students complete and 33% of students Yr1, Yr 2 and Yr 3.</td>
<td># of students who complete course</td>
<td>Admissions, ODI, Depts for Grad Programs</td>
<td>Fall 2019</td>
</tr>
<tr>
<td>Evaluate and summarize responses from the Annual Student Feedback Questionnaire and the content of the curriculum for cultural competency and appropriate care learning objectives, using TACCT or another tool.</td>
<td>Completion of summary</td>
<td>ODI</td>
<td>Summer 2020</td>
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What Success Looks Like

- Provide training in the areas of equity, diversity, and inclusion to all residents, faculty, and staff, which includes topics on the dimensions of diversity, intersectionality, micro-aggressions, unconscious bias, Safe Space, cultural competency, and culturally appropriate care.
- Provide a course for students on cultural competency and culturally appropriate care.
DIMENSION 4: UMKC AND THE URBAN COMMUNITY IN PARTNERSHIP

Outcomes: UMKC builds relationships with the community to advance its role as an urban serving University committed to its neighborhood and region.

Objective: Engage the Kansas City community in partnership for the recruitment and retention of students, residents, faculty, and staff. Engage the Kansas City community in order to provide diverse learning experiences in the community related to service-learning, cultural competency development, and education in serving underserved populations.

Rationale: The School of Medicine is committed to developing partnerships within our community, and providing students, residents, faculty, and staff the opportunity to further develop skills in cultural competency. Engaging with the Kansas City community allows the SOM to demonstrate a commitment to our community and its diverse population, as well as identifying partnership opportunities that benefit both the community and our learning environment.

What We Are Doing

Actions and/or Programs in the School of Medicine:

1. Faculty and Administrator Service on Community Boards
   UMKC School of Medicine faculty and administrators are active on community and foundation boards, including the Healthcare Foundation of Greater Kansas City, Prime Health Board and Truman Medical Center, among others.

2. Community Advisory Boards
   Currently, the Office of Diversity and Inclusion has established two community advisory boards: an African American and a Hispanic Advisory Board. These boards provide essential input regarding how to recruit and retain diverse students, as well as how to strengthen connections between the School of Medicine and key community groups.

3. Student Volunteering
   UMKC School of Medicine students participate in a number of volunteer activities in the surrounding community, such as:
   - Sojourner Clinic, a student-run clinic housed at Grand Avenue Temple United Methodist Church in downtown Kansas City, MO.
   - Kansas City Fun and Fitness Fair at Calvary Community Wellness Center Outreach.
   - Kansas City Waddell and Reed Marathon
   - Vietnamese Health Fair at Garrison Community Center.

4. Dramatic Health Education Project
   The Dramatic AIDS project is a collaborative program between the Coterie Theatre, UMKC School of Medicine, and the University of Kansas School of Medicine. This prevention program focuses on educating teens about the prevention of HIV/AIDS. Medicine, Pharmacy and Nursing students are trained as peer educators. They deliver dramatic monologues aimed at creating awareness about AIDS transmission.
5. **Community Engagement to Enhance Diversity and Inclusion Outcomes**

By serving as a member of several SOM, campus, and community councils and committees, SOM diversity leaders (Associate Dean of D&I, D&I Chair, SNMA E-board, and others) are able to connect, be a resource, offer support, and provide leadership to improve the experience of diverse faculty staff, residents and students associated with healthcare.

**Accountability:** The Office of Diversity and Inclusion, Office of Faculty Affairs, and the Office of Student Affairs are responsible for the above activities and initiatives. The Office of Admissions is responsible for the community partnerships designed to increase student engagement with the School of Medicine and its programs, both pipeline and academic, and works to build relationships with local high schools, community organizations, boards and conferences.

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<td>Identify and report the number of activities the SOM has across depts. with URM communities (i.e., Poverty Simulation)</td>
<td># of activities</td>
<td>ODI</td>
<td>Fall 2018, Fall 2019, Fall 2020</td>
</tr>
<tr>
<td>Quantify the human and financial capacity provided to URM communities</td>
<td>Human &amp; financial capacity</td>
<td>ODI</td>
<td>Fall 2018, Fall 2019, Fall 2020</td>
</tr>
<tr>
<td>Develop a plan to identify and increase SOM department community engagement where there is a lack of involvement with URM communities</td>
<td># of individuals engaged in community partnerships</td>
<td>ODI &amp; Endowment</td>
<td>Spring 2019</td>
</tr>
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**What Success Looks Like**

- Increased recognition of UMKC SOM as a diversity and inclusion community partner.
- Increased involvement of our students, faculty and staff in community organizations, boards or conferences that value and promote diversity and inclusion.
**DIMENSION 5: INSTITUTIONAL INFRASTRUCTURE AND RESOURCES**

**Outcome:** UMKC ensures diversity initiatives are actively reviewed supported and owned by the University community.

**Objective:** To have designated funding and resources available to sustain programs that would support recruitment and retention efforts for students, faculty, and staff.

**Rationale:** The School of Medicine recognizes the need for support and funding for ongoing programs. Programs and resources that promote a healthy, inclusive, and supportive climate will promote diversity, recruitment, and retention efforts.

**What We Are Doing**

**Actions and/or Programs in the School of Medicine:**

1. **The Office of Diversity and Inclusion (ODI)**
   Since 1998, the office has served as a leader and resource for the recruitment and success of students, residents, staff, and faculty of diverse backgrounds, including underrepresented minoritized groups, those from disadvantaged or first-generation backgrounds, those from different geographic origins, and those with diverse gender identities and/or sexual orientations. The ODI sponsors educational activities to raise awareness and support an inclusive learning and working environment. Additionally, the ODI provides consultation for students, residents, staff, and faculty, including assistance in formal resolution of any issues regarding equity, diversity, and inclusion. The office receives the majority of its funding through the SOM's general revenue allocation, funds donated to various fundraisers such as the Hospital Hill Diversity Council Dinner and Dance, Alumni contributions, and the Shannon Fund. The ODI is led by the Associate Dean of Diversity and Inclusion.

2. **The School of Medicine Diversity Council**
   This council is one of six SOM governance councils, and recommends policies, procedures, and initiatives to support a diverse and inclusive institutional climate. The council collects and reviews relevant data, such as student, resident, staff, and faculty demographics, recruitment and retention activities, and policies from the Office of Diversity and Inclusion.

3. **Programs for Women in Medicine**
   UMKC has long sponsored lectureships and social engagement activities for women in medicine, as well as a student AMWA group. With its revival, it is a more formalized and robust program, including developing mentors for women in research, networking events for women, and outreach to junior faculty. We follow the Balint technique of positively identifying solutions to issues that might halt women’s progress in medicine and allied fields. Dedicated funding is provided by a partnership between the Office of Diversity and Inclusion and the Office of Faculty Development.
4. Scholarships
SOM scholarships focused on recruiting students underrepresented in medicine are available for incoming students. These scholarships are supplemented by additional SOM funds to provide 8 - 10 URM students a total of $25,000 in scholarships over the first five semesters of the program ($5,000 per semester):

- Blue Cross/Blue Shield of Kansas City/Hermann and Dorothy Johnson Memorial Scholarship
- Founders Scholarship
- Edward and Victoria Harris Scholarship
- Drs. Beaty and Deloras Pemberton Scholarship and Drs. Beaty and Deloras Pemberton Matching Scholarship
- Roche/Charles Wilkinson Scholarship
- Brisley Phillips Scholarship
- Missouri Access Scholarship
- Michael L. Weaver, M.D. Scholarship

These scholarships are awarded by the Office of Admissions as a commitment to recruit a diverse student population to the SOM.

5. Institutional Inventory
The SOM conducts an annual inventory of diversity initiatives, which includes the following:

- Student organizations, such as the American Medical Women’s Association, the Asian Pacific American Medical Student Association, the LGBTQIA Hospital Hill Health Alliance, and the Student National Medical Association, have hosted conferences and events focused on diversity and inclusion.
- 53 lectures focused on issues of diversity and inclusion have been presented since 2010.
- New policies are created to strengthen our support for a diverse and inclusive environment, in addition to further clarifying the role of the Diversity Council through a revision of the Bylaws to strengthen the function of that Council.

Accountability: The Office of Diversity and Inclusion, the Office of Faculty Affairs, the Office of Admissions, and the Office of Assessment and Quality Improvement are accountable for the above items.

Next Steps

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<tr>
<td>Apply for HEED award</td>
<td>Submitted Application</td>
<td>ODI</td>
<td>Summer 2018</td>
</tr>
<tr>
<td>Develop strategy to strengthen collaboration with Diversity Office affiliates to enhance diversity recruitment and retention, professional development, and issues related to mistreatment</td>
<td>Developed Strategy</td>
<td>ODI &amp; Affiliates</td>
<td>Summer 2018</td>
</tr>
<tr>
<td>Update diversity webpage</td>
<td>Submission of updates and made changes</td>
<td>ODI</td>
<td>Summer 2018</td>
</tr>
<tr>
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<tr>
<td>Develop a template to support and hold SOM depts. accountable for the implementation of D&amp;I action items</td>
<td>Completed template</td>
<td>ODI</td>
<td>Summer 2018</td>
</tr>
<tr>
<td>Develop and implement a ODI mini symposium with SOM administrators to support their leadership with understanding D&amp;I strategic initiatives, celebrate strengths, discuss opportunities, and address gaps</td>
<td>Completed symposium &amp; satisfaction</td>
<td>ODI</td>
<td>Fall 2018 (Sep/Oct)</td>
</tr>
<tr>
<td>Provide an annual report that highlights D&amp;I strengths and successes across the SOM by UMKC D&amp;I Dimensions</td>
<td>Submitted Annual Report</td>
<td>ODI</td>
<td>Fall 2018 (Oct/Nov)</td>
</tr>
<tr>
<td>Develop and implement a plan to increase D&amp;I funding to support office needs and scholarships for students</td>
<td>Submission of funding plan</td>
<td>ODI</td>
<td>Fall 2019</td>
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**What Success Looks Like**

- Increased level of scholarship support for underrepresented students in order to reduce the overall debt load at graduation.
- Increased role of the Diversity Council in program initiatives, policy development, and in the areas of recruitment and retention of diverse students, residents, faculty, and staff.
- Receive HEED Award
- Celebrating and marketing the SOM Diversity and Inclusion highlights and opportunities so others look to us for best practices
APPENDIX

Annual Report on Equity, Diversity and Inclusion
Data, Highlights, and Opportunities

To share the story, data, highlights, and opportunities across the SOM, the SOM Diversity Council will annually review, evaluate and summarize information that can be presented in a report. Below is a list of key information that will go into the report.

1) Share recruitment efforts about underrepresented minority students. This report will include information regarding type of activity, number of activities, and number of students who participated. (D1: Office of Admissions)

2) Provide the number of underrepresented students in the applicant pool, invited for interview, offered admission and matriculated to the School of Medicine. This report will provide a trend-analysis over a three to five-year period. (D1: Office of Admissions)

3) Provide trends in applicants to the Summer Scholars and Saturday Academy programs. Admissions will survey past participants to determine whether or not they entered the School of Medicine, other health care programs, or programs outside of medicine. (D1: Office of Admissions)

4) Report five years of demographic trends (Race & Gender Identity) of faculty, staff, residents, and students. This report will share efforts to recruit and retain underrepresented individuals, as well as activities and issues regarding attrition. (D1: Office of Assessment, Faculty Development, D&I, Student Affairs, and HR)

5) Share data related to the living, learning and working environment for faculty, staff, residents and students (D2: Office of Assessment D&I, HR, Faculty Development, and Student Affairs)

6) Provide information about Culturally appropriate curriculum, teaching, research, and experiential learning and Report the demographics of the clinical affiliates’ patient population. (D3: Office of Assessment, Academic Affairs, Student Affairs)

7) Report of those students, faculty, or staff with formal relationships with community organizations, boards, etc. Share time and financial contribution to demonstrate community engagement impact. (D4: Office of D&I, Advancement, and Major Gifts)

8) Provide data documenting the financial support of diversity and inclusion activities, scholarship support for underrepresented students, and program impact associated diversity-related outcomes.(D5: Office of Assessment and D&I)
The SOM Diversity Council developed a number of action items to implement a three-year Diversity Strategic Plan. Closely aligned with the SOM Strategic Plan and UMKC Diversity Strategic Plan, the initial 31 action items were developed to improve the living, learning, and working environment of faculty, staff, residents, students and especially those in underrepresented communities. This is a living document that will grow and evolve over time.

Status Key: Completed  On time  Timeline shifted  Project restructured

### Year 1: Spring 2018 to Summer 2019

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- **Spring 2018 start** Hispanic/Latinx student group  **On time**
- **Summer 2018** create and implement a group to develop strategies to report mistreatment incidents so data can be tracked and issues addressed  **On time**
- **Summer 2018** develop proposal to implement cultural competency into the curriculum
- **Fall 2018** identify and report the number of activities the SOM has across depts. with URM communities (i.e., Poverty Simulation)
- **Summer 2018** apply for HEED award  **On time**
- **Summer 2018** start a SOM mentoring program to support URM students and residents  **On time**
- **Fall 2018** identify, review, and assess data that impacts underrepresented faculty, staff, resident, and student working and learning environments, their sense of belonging, and success
- **Summer 2018** Diversity Council suggests books related to social justice to increase Dr. Cattaneo’s Yr1 students’ learning about diversity & inclusion  **Completed**
- **Fall 2018** quantify the human and financial capacity provided to URM communities
- **Summer 2018** develop strategy to strengthen collaboration with Diversity Office affiliates to enhance diversity recruitment and retention, professional development, and issues related to mistreatment  **On time**
- **Summer 2018** start a Diversity Graduate Program Welcome
- **Fall 2018** develop and implement a plan to address concerns on the AAMC faculty survey and any staff surveys regarding perceptions of institutional climate
- **Spring 2019** develop a plan to identify and increase SOM department community engagement where there is a lack of involvement with URM communities
- **Summer 2018** update diversity webpage  **On time**
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<tr>
<td>Summer 2018 develop and implement a Building Our Own Career Advancement Program where URM faculty, staff, and residents meet for professional development, networking, sense of belonging, and securing leadership and professional opportunities at UMKC SOM or affiliates</td>
<td>Fall 2018 develop and implement a plan to address concerns in the AAMC graduate questionnaire and student survey regarding perceptions of institutional climate</td>
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<td>Summer 2018 develop a template to support and hold SOM depts. accountable for the implementation of D&amp;I action items <strong>On time</strong></td>
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<tr>
<td>Summer 2018 Create a collaborative group with affiliates to share, develop, and implement strategies that include unconscious bias and cultural sensitivity training with leaders and search teams to recruit and retain URM faculty and residents</td>
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<td>Fall 2018 develop and implement a ODI mini symposium with SOM administrators to support their leadership with understanding D&amp;I strategic initiatives, celebrate strengths, discuss opportunities, and address gaps</td>
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<td>Summer 2019 increase the number of qualified, competitive URM applicants to the 6 year BA/MD program, MD program, and SOM grad programs by 10% annually</td>
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<td>Fall 2018 provide an annual report that highlights D&amp;I strengths and successes across the SOM by UMKC D&amp;I Dimensions</td>
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<td>Fall 2019 create a toolkit for success to support UR faculty, resident, and staff experiences in work and learning environments</td>
<td>Fall 2019 develop and implement a plan to provide equity, diversity and inclusion training to 100% of faculty, residents, and staff over 3 Yrs: all new individuals and 33% of individuals Yr 1, Yr 2 and Yr 3.</td>
<td>Fall 2019 identify and report the number of activities the SOM has across depts. with URM communities (i.e., Poverty Simulation)</td>
<td>Fall 2019 develop and implement a plan to increase D&amp;I funding to support office needs and scholarships for students</td>
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<tr>
<td>Fall 2019 develop a database to identify, outreach, and build relationships to recruit URM faculty and residents to UMKC SOM</td>
<td>Fall 2019 develop and implement a plan to provide a cultural competency and cultural appropriate care course to 100% of students over 3 Yrs: all new students complete and 33% of students Yr1, Yr 2 and Yr 3.</td>
<td>Fall 2019 quantify the human and financial capacity provided to URM communities</td>
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<tr>
<td>Summer 2020 the SOM Diversity Council will evaluate and summarize responses from the Annual Student Feedback Questionnaire and the content of the curriculum for cultural competency and cultural appropriate care learning objectives, using TACCT or another relevant tool.</td>
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