Diversity Packet:

Diversity, Cultural Competence and Professionalism Work Group Summary and Recommendations

Key Website Information for the University of Kansas Medical Center EVC’s Diversity & Inclusion Cabinet

Inventory of Diversity, Cultural Competence and Professionalism Activities

https://share.kumc.edu/adminis/diversity/Lists/DCCP%20Inventory/All%20Items.aspx Password protected. A computer will be available to view upon request by the site visitors.

Diversity Website Links

http://www.kumc.edu/diversity.html

http://www.kumc.edu/diversity/evc-diversity-and-inclusion-cabinet.html

The University of Kansas Medical Center (KUMC) is engaged in a strategic planning process that will guide KUMC through a new era of health care. Faculty, staff, students and other stakeholders participated in the development of strategic priorities, resulting in KUMC’s overarching goal, Provide Leadership to Shape the Future of Health and Health Care. Subsequently, the executive leaders at KUMC charged me with addressing Strategic Goal G: Increase diversity, cultural competence and professionalism across KUMC. It should be noted that this particular goal is one of three “cross-cutting” priorities of the campus, meaning in all other strategic work, these concepts should be embedded.

Faculty and staff from across KUMC, the SOM-Wichita and KU-Lawrence volunteered to help consider issues related to Goal G. Nearly 90 individuals contributed to this effort by providing input and gathering information to formulate best practice recommendations. Please note the lists of participants that are included in this report. As part of the project, Jennifer Keeton, Senior Project Coordinator in the senior vice chancellor’s office, organized the logistics of this broad initiative and synthesized the recommendations of the workgroups. Dr. Elaine Frank-Ragan, RN, and Dr. David Cook helped to facilitate this process, as well.

On behalf of the participants and interested parties, we respectfully submit to you this final summary report and recommendations. This report has three sections:

1. Recommendations to Increase diversity, cultural competence and professionalism across KUMC
2. Participant Lists
   a. Diversity, Cultural Competence & Professionalism (DCCP) Workgroup
   b. Diversity Think Tank (KUMC-wide interest group)
3. Appendices
   a. Chronology of KUMC activities since 2010 & Inventory explanation
   b. Organization & Structure sub-group discussion points
   c. Recruitment & Retention sub-group discussion points
   d. Education & Curriculum sub-group discussion points
   e. Research sub-group discussion points

The Diversity, Cultural Competence and Professionalism Workgroup kindly requests a response to this report from you, as Executive Vice Chancellor, and your executive team as appropriate, by August 23, 2013. Further, the DCCP Workgroup invites you to meet to discuss this report and recommendations when it is convenient. Meeting arrangements can be coordinated through my office. For questions or clarification, please contact me or Ms. Keeton at ext. 8-1665.

On behalf of the DCCP Workgroup, thank you for this opportunity to contribute to the strategic vision for the future of KUMC. The process has been rewarding and informative.
RECOMMENDATIONS

1. EXECUTIVE LEADERSHIP COMMITMENT: Dedicate, centralize, and sustain resources
   - Diversity initiative needs a “voice” at the executive table
   - Promote concepts through mission statements, institutional values
   - Establish means of reporting and accountability

2. DIVERSITY & INCLUSION LEADERSHIP & OFFICE: Recruit a chief diversity officer at the Vice Chancellor level, as a counterpart to the KU-Lawrence Vice Provost for Diversity & Equity
   - Establish a campus-wide office or unit with clear structural organization and reporting
   - Coordinate with SOM-Wichita, SOM-Salina and KU-Lawrence and Edwards campuses

3. DIVERSITY COUNCIL: Re-establish, formalize and empower a Diversity & Inclusion Council
   - Council should be comprised of 30-50 individuals; senior and mid-level representatives from campus groups including International Programs
   - Establish formal governance and committee structure with clear responsibilities to support campus-wide diversity and inclusion activities

4. ADDRESS WORKFORCE ISSUES: Develop plan to recruit researchers, faculty, staff and students from diverse backgrounds and increase diversity in all position levels in conjunction with Affirmative Action plan
   - Develop protocol for search committee compositions and other hiring practices such as “unconscious bias” training
   - Examine data related to salary differentiations and regional population

5. COMMUNICATION & INFORMATION: Make diversity, cultural competence and professionalism efforts visible to reduce isolation, and recognize contributors and their work in these areas
   - Implement program and activity tracking system, annually update
   - Establish new website or other information sharing mechanism to serve as a centralized resource
   - Triage people, programs, needs, etc. through an information service
   - Improve communication quality and frequency to showcase successes and increase awareness
   - Engage in organizational conversations; demonstrate transparency

6. DIVERSITY & INCLUSION DEVELOPMENT: Improve and expand offerings and training programs
   - Coordinate student international opportunities available in the schools
   - Improve orientation activities to help acclimate to U.S., Kansas City, and KUMC, and examine retention issues related to internationals
   - Improve human resources orientation program to establish diversity, cultural competence and professionalism as core institutional values
   - Develop in-depth training program to raise awareness and reduce “microaggressions”

7. CORE CURRICULUM: Establish core cultural competencies for students in all programs
   - Align with KU Core Curriculum for undergraduate programs
   - Integrate with IPE and Schools to determine content and evaluation process
   - Coordinate education delivery systems especially for online and rural education

8. ADDRESS RESEARCH ISSUES: Strategize to improve the funnel of diverse individuals going into research, health care and STEM fields
   - Encourage and support the application for NIH Diversity Supplement Program grants
   - Coordinate or develop a grant tracking system to foster connections for collaboration, identifying candidates for Diversity Supplement grants, etc.
PARTICIPANTS: Diversity, Cultural Competence & Professionalism Workgroup

Charge:
- Evaluate and synthesize diversity, cultural competence and professionalism best practices and peer models at other academic health centers
- Make recommendations to the EVC for “increasing diversity, cultural competence and professionalism across KUMC” (KUMC Strategic Plan, 2011-2015)

Members:
Ruth Buffalo, Student, Master’s of Public Health
Tracie Collins, MD, MPH, Chair and Professor, Preventive Medicine & Public Health, SOM-W
Paula Cupertino, PhD, Assistant Professor, Preventive Medicine and Public Health
Christine Daly, PhD, Associate Professor, Preventive Medicine and Public Health
Adrian Fitzmaurice, Associate Vice Chancellor, HR Administration
Kevin Grownay, Assistant Director, Facilities Management - Business Operations
Anne Huffman, MLS, Head of Public Services and SOM liaison, Dykes Library
Thu Janes, RN, MSN, Nurse Manager, NS NEP-Neuroscience Telemetry
Kellyann Jones, Student, Microbiology, Molecular Genetics and Immunology
Mike Kennedy, MD, Associate Dean for Rural Health Education, Assistant Dean for Student Affairs
Kim Kimminau, PhD, Associate Professor, Director, Center for Community Health Improvement
Lou Loescher-Junge, MA, PT, Associate Dean, Undergraduate Programs, School of Health Professions
Vince Loffredo, EdD, Vice Chancellor, Student Services
Heather Morrison, MS, Director of Academic and Student Affairs, SOM-W
Jill Peltzer, PhD, RN, APRN, Clinical Assistant Professor, SON
Margaret Smith, MD, Clinical Assistant Professor, Family Medicine
Margaret Turner, MPA, Senior Coordinator, International Programs
Lisa VanHoose, PhD, Assistant Professor, Physical Therapy & Rehabilitation Sciences
Mike Werle, PhD, Associate Dean, Graduate Studies
Edward Wilson, MS, Director, School of Nursing Academic Affairs

Administrative & Staff Support
Carrie Brown, MBA, Associate Director of Communications, Internal Communications Manager
David Cook, PhD, Associate Vice Chancellor, Outreach and Community Engagement
Elaine Frank-Ragan, PhD, RN, Clinical Associate Professor, School of Nursing
Jennifer Keeton, MLA, Project Manager, Office of Senior Vice Chancellor
Karen Miller, PhD, RN, Senior Vice Chancellor and Dean, Schools of Health Professions and Nursing
Fred Rodriguez, PhD, Vice Provost for Diversity and Equity  (ad hoc workgroup member)
PARTICIPANTS: Diversity Think Tank

Jecarma Allen, Rewards and Recognition Coordinator, HR Administration

Maria Alonso Luaces, Director, Academic Professional & Workforce Development,
Office of Cultural Enhancement & Diversity

Martha Baird, PhD, MSN, RN, Assistant Professor, School of Nursing

Shelley Barenklau, CRNA, DNP, Clinical Assistant Professor, Nurse Anesthesia Education

Paul Bennett, CRNA, MS, Clinical Assistant Professor, Nurse Anesthesia Education

Giulia Bonaminio, PhD, Associate Dean, Office of Medical Education

Julie Broski, Consumer Health Project Manager, School of Medicine Dean’s Office

David Brown, Assistant Director, FM Planning and Design

Ursula Carrillo, Program Manager, Office of Cultural Enhancement & Diversity

Won Choi, PhD, MPH, Associate Professor, Preventive Medicine and Public Health

David Cook, PhD, Associate Vice Chancellor, Outreach and Community Engagement

Heidi Chumley, MD, Associate Vice Chancellor, Educational Resources and Interprofessional Education

Heather Collins, Biomedical Librarian, Dykes Library Outreach

Glen Cox, MD, Senior Assoc. Dean for Medical Education,
Educational & Academic Affairs, Chair, Health Policy & Management

Christopher Crenner, MD, PhD, Chair, History & Philosophy of Medicine; General & Geriatric Medicine

Paula Cupertino, PhD, Assistant Professor, Preventive Medicine and Public Health

Christine Daley, PhD, MA, SM, Associate Professor, Family Medicine

Ken Davis, MPH, PT, Clinical Asst. Prof., Health Information Management, School of Health Professions

Elaine Domian, PhD, APRN, FNP-BC, Clinical Associate Professor, School of Nursing

Edward Ellerbeck, MD, MPH, Chair, Preventive Medicine; General & Geriatric Medicine

Thomas Field, Associate Vice Chancellor, Organizational Improvement Office

Adrian Fitzmaurice, Associate Vice Chancellor, HR Administration

Debbie Ford, PhD, Associate Dean, Student Affairs, School of Nursing

Elaine Frank-Ragan, PhD, RN, Clinical Associate Professor, School of Nursing

Joshua Freeman, MD, Chair, Family Medicine

Edwin Galan, MA, MSN, APRN, FNP-BC, Clinical Assistant Professor, School of Nursing

Paige Geiger, PhD, Associate Professor, Molecular and Integrative Physiology

Nelda Godfrey, PhD, ARNP BC, Assoc. Dean, Undergraduate Programs, School of Nursing

Ryan Gove, Director of Student Life, Office of Student Engagement

Allen Greiner, MD, Associate Professor, Family Medicine Research Division

Vicki Hicks, RN, MS, APRN-CNS, Clinical Associate Professor, School of Nursing

Anne Huffman, Head of Public Services and SOM liaison, Dykes Library
Glennetta James, Executive Assistant, HR Administration
Thu Janes, RN, MSN, Nurse Manager, NS NEP-Neuroscience Telemetry
CJ Janovy, Director, Communications
Chet Johnson, MD, Chair, Pediatrics Administration and Center for Child Health Development
Monica Johnson, Clinical Nurse Entry, NS 62-Medical Telemetry
Kellyann Jones, Student, Microbiology, Molecular Genetics and immunology
Jennifer Keeton, MLA, Project Manager, Office of Senior Vice Chancellor
Michael Kennedy, MD, Associate Dean, Office of Medical Education, Family Medicine
Sherry Kennedy, Senior Coordinator, Office of Cultural enhancement & Diversity
Naomi King, RN, MS, Education Specialist, Education and Development, Unit 51
Robert Klein, PhD, Associate Dean, Professional Development & Faculty Affairs, Anatomy & Cell Biology
Gerry Laey, General Maintenance and Repair Technician Senior, FM North Zone Maintenance
Joseph LeMaster, MD, Associate Professor, Family Medicine
Lou Loescher-Junge, MA, PT, Associate Dean, Undergraduate Programs, School of Health Professions
Vince Loffredo, EdD, Vice Chancellor, Student Services
Sandra McCurdy, School of Medicine, Associate Dean, Admissions
Jane McQueeny, Executive Director, Office of Institutional Opportunity and Access
Marilee Means, PhD, Chair, Cytotechnolgy
Mark Meyer, MD, Associate Dean, Student Affairs, School of Medicine
Karen Miller, PhD, RN, Senior Vice Chancellor and Dean, Schools of Health Professions and Nursing
Garold Minns, MD, Professor, School of Medicine-Wichita
Aura Morgan, MS, MPH, Teaching Associate, Preventive Medicine and Public Health
Heather Morrison, Director of Academic and Student Affairs, SOM-W
Jackie Nowak, RN, MS, ARNP, Clinical Assistant Professor, School of Nursing
Jill Peltzer, PhD, RN, APRN, Clinical Assistant Professor, School of Nursing
Susan Pingleton, MD, Prof., Office of Scholarly, Academic & Research Mentoring, Continuing Education
Marcia Pomeroy, Associate Director, Office of Cultural Enhancement & Diversity
Allen Rawitch, PhD, Vice Chancellor for Academic Affairs and Dean of Graduate Studies
Linda Redford, PhD, Senior Research Associate, Landon Center on Aging
Jalana Robinson, Associate Director, International Programs
Fred Rodriguez, Vice President for Diversity and Equity, KU-Lawrence
Charles Romero, Director, Training & Development, Diversity
Lori Roop, MBA, Assistant Dean, Graduate Medical Education
Sandi Sanchez, Executive Assistant, School of Nursing Student Affairs
Pamela Scott, Director of Diversity & Multicultural Affairs, Cultural Enhancement & Diversity
Jeff Searl, PhD, Associate Professor, Hearing and Speech
Sally Sedarous, Manager, School of Nursing Business & Fiscal Affairs
Jessica Sheth, medical student
Catherine Siengsukon, PhD, Assistant Professor, Physical Therapy and Rehabilitation Sciences
Jessica Smith, Patient Care Assistant, Unit 64
Amy Sokol, Risk Manager, Office of General Counsel
Tiana Starke, International Services Coordinator, International Programs
Cynthia Teel, PhD, RN, Associate Dean, Graduate Programs, School of Nursing
Patricia Thomas, MD, MA, FCAP, Professor, Pathology and Laboratory Medicine
Margaret Turner, MPA, Senior Coordinator, International Programs
Greg Unruh, MD, Associate Dean, Graduate Medical Education
Belinda Vail, MD, Professor, Family Medicine, WIMS President-elect
Lisa VanHoose, PhD, Assistant Professor, Physical Therapy & Rehabilitation Sciences
Lilly Varner, MD Student
Douglas Walker, Coordinator, Office of Cultural Enhancement & Diversity
Judith Warren, PhD, RN, Professor, School of Nursing
Julie Wei, MD, Associate Professor, Otolaryngology
Steven Weinman, MD, PhD, Professor, Gastroenterology & Hepatology
Mike Werle, PhD, Associate Dean, Graduate Studies
Laura Zeiger, Assistant Dean, School of Medicine Student Affairs
APPENDIX A: Chronology & Inventory

2010-2011: Strategic Planning
In December of 2010, KUMC leaders convened several strategic planning groups to formulate goals related to education, research, practice and outreach. The effort also resulted in the development of an overall KUMC strategic plan, with a central goal to Provide Leadership to Shape the Future of Health and Health Care. Part of this campus-wide strategic plan is to Increase diversity, cultural competence and professionalism across KUMC. Similar goals related to diversity, equity, cultural enrichment and inclusion are reflected in school- and department-specific strategic plans also developed in 2010.

2012: Initial Work
A Diversity, Cultural Competence & Professionalism (DCCP)/Think Tank was convened in Fall 2012 to gather initial input on the strategic goal: Increase Diversity, Cultural Competence and Professionalism across KUMC
- Comprised of approximately 80 faculty, staff, and student stakeholders from across campus
- Participants were recommended or self-nominated, including one person from SOM-Wichita
- Meetings: 9/27/2012, 11/6/2012
- Guided by four-person “steering” group that met monthly

2012-2013: Assessing what we have and what we need
An Inventory was created related to Diversity, Cultural Competence, and Professionalism
- Inventory tool created and administered through Vovici
- Captured activities at KUMC including SOM-Wichita
- Disseminated to Diversity Think Tank members and other campus leaders
- 160 initiatives (programs) recorded as of May 2013
- Currently in Excel spreadsheet format; searchable by filters or sorting

Inventory includes initiatives and programs that address:
- Diversity - 124; Cultural Competence - 102; Professionalism - 79
- Education - 129; Research - 52; Service/Clinical - 61
- 21 initiatives addressed all three KUMC missions
- Some initiatives have been completed or no longer active such as the EVC Diversity Award or Wyandotte County bus tours (SOM/OCED and SON)
- Exploring options to create database and web-interface tool for ongoing tracking and reporting

2013: DCCP Workgroup
- A DCCP Workgroup was convened to review these data and evaluate best practice models.
- The workgroup is comprised of 25 individuals from KUMC and SOM-Wichita (2 people).
- The workgroup met throughout spring and summer 2013.
- The workgroup sub-divided into: 1) Recruitment and Retention; 2) Education and Curriculum; 3) Research; 4) Organization and Structure.
Inventory Questions:

1. Initiative Name
2. Contact Person Name
3. Description (users were allowed to copy paste from available resources such as and RFP or website description)
4. Indicate which area the initiative addresses (choose all that apply): Diversity, Cultural Competence, and/or Professionalism
5. Indicate the status of the initiative: Concept, Implementation, Ongoing, Completed
6. Indicate the campus unit the initiative resides in:

<table>
<thead>
<tr>
<th>School of Medicine</th>
<th>Student Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of Cultural Enrichment and Diversity</td>
<td>Human Resources</td>
</tr>
<tr>
<td>School of Medicine-Wichita</td>
<td>Center (specify)</td>
</tr>
<tr>
<td>School of Health Professions</td>
<td>University of Kansas Hospital</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>Other</td>
</tr>
<tr>
<td>KU-Lawrence</td>
<td></td>
</tr>
</tbody>
</table>

7. Indicate with KUMC mission the initiative fulfills (choose all that apply): Education, Research, Service/Clinical Practice
8. Other comments pertaining to the initiative
# APPENDIX B: Organization & Structure

<table>
<thead>
<tr>
<th>Topic</th>
<th>Strength</th>
<th>Weakness</th>
<th>Recommendations</th>
</tr>
</thead>
</table>
| **Policies, Guidelines, and Practices** | - Opportunities exist in the current system for involvement of members from diverse backgrounds in organizational processes.  
- The majority of schools have a diversity statement. A statement of diversity and inclusion issued from the KU-Lawrence Office of Diversity and Equity. Diversity statement included in the KUMC strategic plan.  
- The institution does have an Office of Institutional Opportunity and Access (IOA). | - The current system lacks defined policies, strategies, and communication practices for involvement of members from diverse backgrounds in organizational processes.  
- A lack of consistency across diversity statements and the integration into individual programs.  
- Current IOA office reports to the KU-Lawrence Office of Diversity and Equity. | - Creation of an Office of Inclusion and Equity on the KUMC campus for the development, distribution, and implementation of the institution’s diversity statement and related initiatives. The office will partner with KUMC entities and community organizations to facilitate inclusion initiatives.  
- KUMC Office of Institutional Opportunity and Access will be a unit of the KUMC Office of Inclusion and Equity.  
- The Office of Inclusion and Equity will create definitions of diversity and inclusion for the KUMC campus for consistency in internal and external statements. |
| **Leadership**                 | - Each school has an office or committee focused on diversity issues.  
SOM-The Office of Cultural Enhancement and Diversity, SHP-Diversity Committee, and SON-Faculty and Staff Cultural Enrichment Program.  
- Diversity Councils have existed at KUMC over the last decade.  
- Approximately 30 institutional, departmental, research-based, student-led entities exist on campus focused on diversity issues. | - Significant variations exist in the leadership across the schools.  
- Institutional diversity councils have typically consisted of a small group of participants (8-15), which limited the vision and capacity.  
- Lack of communication between the various groups involved in diversity efforts resulting in poor use of financial and labor resources. | - Development of a Chief Diversity Officer (Vice Chancellor of Inclusion and Equity) with a direct report to the Executive Vice Chancellor  
- Renaming the Diversity Council to Inclusion and Equity Council.  
Expansion of the Council to include a member from each KUMC entity focused on inclusion/diversity issues along with hospital and community members. Membership of 30-40 members including faculty, staff, community, and student representation to facilitate better |
## APPENDIX B: Organization & Structure

<table>
<thead>
<tr>
<th>Inclusiveness of Practice</th>
<th>KUMC website updates have included more information regarding diversity efforts.</th>
<th>Lack of an institutional communication strategy to inform KUMC and external communities and organizations of diversity activities and opportunities for partnership.</th>
<th>The Office of Inclusion and Equity will work with the Offices of Community Outreach, Communications, and other entities to develop a communication strategy related to inclusion and diversity efforts.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Multiple websites exist for KUMC groups related to diversity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diversity calendar of events is available on the website.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Office of Community Outreach has a long-history of partnering with diverse populations and community organizations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outreach</td>
<td>Approximately 30 organizations and hundreds of programs/projects associated with community outreach involving faculty, staff, and students</td>
<td>Lack of an outreach strategy that is effective, equitable, and efficient in the use of KUMC resources</td>
<td>The Office of Inclusion and Equity will facilitate the development and implementation of an outreach strategy in partnership with the Inclusion Council and other stakeholders.</td>
</tr>
</tbody>
</table>
APPENDIX B: Organization & Structure

| Evaluation and Monitoring | Includes research, teaching, and service objectives  
|                          | • Strong history of federal funding for health disparities and community participatory research and training programs  
|                          | • Program specific mechanisms are established to monitor and measure progress related to inclusion.  
|                          | • Student Services has launch an ombudsman program for students this year.  
|                          | • Lack consistent data collection and reporting strategies to monitor and measure organizational progress which has implications on accreditation and research mandates  
|                          | • Conflict resolution processes for faculty and staff are handled by HR or within each school and/or program. Processes vary greatly.  
|                          | • The Office of Inclusion and Equity will be responsible for evaluation and monitoring of progress.  
|                          | • The Office of Inclusion and Equity will report progress annually.  
|                          | • Ombudsman programs for faculty, staff, community partners, and students will be serviced through the Office of Inclusion and Equity.  

* * *
## APPENDIX C: Recruitment and Retention

<table>
<thead>
<tr>
<th>Topic</th>
<th>Strength</th>
<th>Weakness</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity Council/sub-council</td>
<td>• Representatives from lots of areas across campus.</td>
<td>• Previous Diversity Committee defunct.</td>
<td>• Establish a campus-wide Diversity Council that formalizes its mission and actions.</td>
</tr>
<tr>
<td></td>
<td>• Consider sub-committees for Diversity Council.</td>
<td>• Goals or purpose of previous committee unclear?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Be a part of search committees responsible for reviewing applicant pool, interview questions, etc.</td>
<td>• Run out of HR, did not represent varying campus concerns and interests.</td>
<td></td>
</tr>
<tr>
<td>Climate Survey</td>
<td>• Measures perceptions, personal experiences, etc.</td>
<td>• Cost per person?</td>
<td>• Organizational Improvement Office (P. Reckling) can conduct a survey that assesses how we are doing in recruiting and retention.</td>
</tr>
<tr>
<td></td>
<td>• Gives baseline data for understanding climate on campus.</td>
<td>• Reliability/validity?</td>
<td>• Kim Kimminau would be available to help create an in-house survey.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Who takes it (affected by cost)?</td>
<td>• Survey would need to include SOM-W, SOM-S?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What to do with findings?</td>
<td>• Needs to be coordinated with other sub-group ideas (i.e., organizational structure).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Transparency in dissemination and findings?</td>
<td>• Need a researcher to evaluate the questions, consider psychometrics if created in-house.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Survey related to diversity done in July of 2010 – what happened to results? Who took it?</td>
<td>• Need to provide opportunities to point out negative as well as solutions, consider instrument available already tested for reliability/validity.</td>
</tr>
<tr>
<td>Institutional Data Review</td>
<td>• Identify gaps and deficiencies.</td>
<td>• No central knowledge about what data is available?</td>
<td>• Find out more about the survey conducted in 2010 (J Keeton).</td>
</tr>
<tr>
<td></td>
<td>• Use data already collected in some manner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### APPENDIX C: Recruitment and Retention

<table>
<thead>
<tr>
<th>Search Committee Assessment Tool (Unconscious Bias)</th>
<th>Affirmative Action Plan</th>
<th>Faculty/Staff Recruitment: Search Committee Composition &amp; External Search Firms</th>
</tr>
</thead>
</table>
| • Encourages hiring managers and search committee members to consider own bias when reviewing applicants.  
• Tacit action to help ensure more inclusion in search process.  
• Free resource.  
• Sanctioned/offered/endorsed by AAMC.  
• Established tool. | | • Representation from a Diversity Council.  
• Diversity expectations need to be conveyed to professional search services (contracts must state EEO/AA and institutional requirements).  
• Consider sub-committees for Diversity Council to sit on search committees, |
| | | • Need more diverse search committees.  
• Also, had materials to be reviewed/signed a la HIPAA guidelines, educate the search committee members.).  
• |
| | • Consider future trends, be proactive about data we collect (i.e., mixed-race or more than one race).  
• Communicate more with the HR office in Wichita? (Mike Cowen?).  
• Remote location from office that organizes this effort (Lawrence vs. KC). | | • Need formal protocol about how search committees are assembled (does Lawrence have a protocol?)  
• Educate and sign off on training for those on search committees and outsourced search services.  
• Unconscious Bias modules (for hiring process/search committees).  
• Need to review/analyze salary and positions related to women and minorities – ensure same rate as peers/proportional. |
| | • Search Committee participants should take a personal assessment of bias prior to serving on the committee and selecting applicants.  
• HR to draft policy that identifies search committee training that includes using the Unconscious Bias assessment, with follow-up training.  
• May have hiring managers also take the assessment. | | |
## APPENDIX C: Recruitment and Retention

<table>
<thead>
<tr>
<th>Faculty/Staff Advancement</th>
<th>Student Retention: Orienting into KUMC</th>
<th>Student Retention: Mentor Program</th>
<th>Student Retention: Post-graduate data collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>responsible for reviewing applicant pool, interview questions, etc. The Diversity Council rep would serve as the ambassador/educator (requires training of these people).</td>
<td>• Disproportionate leadership – no women chairs in medicine departments.</td>
<td>• Need to review/analyze salary and positions related to women and minorities - ensure same rate as peers/proportional.</td>
<td></td>
</tr>
<tr>
<td><strong>Student Retention:</strong></td>
<td>• Recruiting students is positive, but could still stand to be improved or more strategic</td>
<td>• Are those we recruit promoted/compensated appropriately?</td>
<td>• Supporting the post-docs and international post-docs, as well as other groups, to help acclimate.</td>
</tr>
<tr>
<td>Orienting into KUMC</td>
<td>• Need to look at retention.</td>
<td>• Need to work more closely with international programs due to similar issues.</td>
<td>• Need better onboarding for international students, post-docs.</td>
</tr>
<tr>
<td><strong>Student Retention:</strong></td>
<td></td>
<td></td>
<td>• Logistical/lifestyle issues (assimilate into regional culture assisting in).</td>
</tr>
<tr>
<td>Mentor Program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Retention:</strong></td>
<td>• Students may be reticent to give honest assessment while they are current students.</td>
<td></td>
<td>• Find out if diverse students matching? Success after graduation?</td>
</tr>
<tr>
<td>Post-graduate data collection</td>
<td></td>
<td></td>
<td>• Exit interviews, consider graduate's perceptions of their educational experience during time as a student.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Also, must consider SOM-W and SOM-S issues as well.</td>
</tr>
</tbody>
</table>
## APPENDIX D: Education and Curriculum

<table>
<thead>
<tr>
<th>Topic</th>
<th>Strength</th>
<th>Weakness</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum in Diversity &amp; Cultural Competence (DCC)</td>
<td>- Content threaded in, in some courses, in some schools</td>
<td>- Not an integral part of the core curriculum objectives</td>
<td>- Develop a core curriculum for all health care professionals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- No accountability</td>
<td>- All schools would validate content and measure outcomes related to diversity and cultural competence, e.g., the Medical Spanish program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Not openly addressed in the curriculum of all schools</td>
<td>- Evaluate options:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Spotty, at best, among the 3 schools</td>
<td>1. Adding diversity &amp; cultural competence (DCC) into existing modules</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>- KUMC &amp; each school currently has its own mission statement</td>
<td>- DCC not specifically identified in current mission statements</td>
<td>2. Develop new modules for DCC in house</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Any curriculum changes must be reflected in the mission statement to meet accrediting bodies’ requirements related to DCC</td>
<td>3. Develop tracks in house for DCC, eventually to include 8-10 tracks with certificates awarded upon completion (e.g., Medical Spanish program)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Partner with other campuses</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Each school should revisit their mission statement as well as their accrediting bodies’ requirements pertaining to DCC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Congruent across all schools</td>
</tr>
</tbody>
</table>
## APPENDIX D: Education and Curriculum

<table>
<thead>
<tr>
<th>Topic</th>
<th>Strength</th>
<th>Weakness</th>
<th>Recommendations</th>
</tr>
</thead>
</table>
| **KUMC Commitment to DCC** | • Dean Miller charged with evaluating current efforts and making recommendations to the EVC  
• Included in the Strategic Plan | • Minimal funding at present  
• Efforts decentralized | • Need to provide adequate funding to achieve goals & guarantee desired outcomes  
• Strong leadership at KUMC is key to a successful effort  
• Work with other campuses to achieve goals |
| **Content Delivery Systems** | • Some of these delivery modes are currently in use in some KUMC schools | • Little uniformity among schools, e.g., while SON relies heavily on online training, there is very little online training in the SOM | • A variety are used, including, but not limited to: online, simulation, reflection, interprofessional education (IPE), certificate programs (e.g., the Medical Spanish program)  
• Develop more effective and creative ways to include IPE in DCC efforts to train professionals in rural areas, urban underserved areas, etc. |
| **International Programs** | • Each school offers opportunities for their students and faculty to participate in international programs  
• Each school has international students on campus doing research, etc. | • Currently no Director of International Programs  
• Lack of support for international students at KUMC | • To increase DCC for KUMC students and faculty, provide more opportunities to participate in international activities that facilitate and support educational, cultural and social integration  
• Provide more support and learning opportunities for international students studying at KUMC |
# APPENDIX E: Research

<table>
<thead>
<tr>
<th>Topic</th>
<th>Strength</th>
<th>Weakness</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment</td>
<td>• Current researchers are highly active and dedicated</td>
<td>• Leadership needs to recognize that diversity is about our patients – if they are diverse, why aren’t we? Why aren’t we prepared to work with diverse patients?</td>
<td>• Need clear definition – broader than race, ethnicity</td>
</tr>
<tr>
<td></td>
<td>• Current KUMC leadership and those involved in strategic planning have indicated diversity is important at KUMC</td>
<td>• Program needs teeth • Determine where diversity fits among other priorities • Diversity is not part of our mission • Diversity has not been a high priority at KUMC</td>
<td>• Get people talking, communicating, sharing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Expectation to learn about and serve</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Empower people, not top-down</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Make diversity value visible</td>
</tr>
</tbody>
</table>
|                        |                                                                         |                                                                                             | • Need to understand and communicate the value of diversity/inclusion in research and how it is different than health care (illness, bench researcher, etc.) |• Understand this is a long-term payoff

| Diversity officer      |                                                                         | • Historically based in HR or a center                                                     | • Ombudsmen  |
|                        |                                                                         |                                                                                             | • Champion  |
|                        |                                                                         |                                                                                             | • Be wary of personalizing this position, needs to be institutionalized |
|                        |                                                                         |                                                                                             | • Sustainable |
| Center/Office          | • Several centers on campus, active and effective                       | • No main diversity office • Siloed efforts                                               | • Create a center to address diversity, cultural competence and professionalism at KUMC |
|                        |                                                                         |                                                                                             | • Centralized communication, triage info and people |
|                        |                                                                         |                                                                                             | • Consider creating a center for Health Equity                                   |
| Minority Supplement Grants |                                                                         | • Missing out on funding opportunities                                                     | • Strategize how to connect researchers to apply for more  |
# APPENDIX E: Research

<table>
<thead>
<tr>
<th>Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Diversity Committee had been active in the past</td>
</tr>
<tr>
<td>• Diversity Committee had developed a diversity strategic plan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recruitment &amp; Retention of faculty, others</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Researchers and faculty of diverse backgrounds are well connected with resources our area</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Panel</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Do we know how many minority supplements we have on campus? If not, why don’t we know this?</td>
</tr>
<tr>
<td>minority supplements, part of grant application process</td>
</tr>
<tr>
<td>• Support and encourage minority supplement grants apps</td>
</tr>
<tr>
<td>• Senior-level and mid-level need to participate, those on the ground need to communicate better</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Panel</th>
</tr>
</thead>
<tbody>
<tr>
<td>• KUMC’s researcher and faculty do not represent community in terms of diverse backgrounds</td>
</tr>
<tr>
<td>• Our funnel is not diverse (undergrad, grad, post-doc)</td>
</tr>
<tr>
<td>• Lack gender diversity among leadership (also other groups like LGBT, religious)</td>
</tr>
<tr>
<td>• KUMC’s workforce diversity is represented at lowest pay levels, lowest professional job</td>
</tr>
<tr>
<td>• Stiff competition in our area to recruit diverse researchers</td>
</tr>
<tr>
<td>• Brain drain - grow our own, then lose out to more attractive, competitive, diversity-friendly institutions</td>
</tr>
<tr>
<td>• Balance growing own/retention with “inbred” - need to strike balance with attracting diverse people and growing own</td>
</tr>
<tr>
<td>• Need to market ourselves better, what we have to offer</td>
</tr>
<tr>
<td>• Connect faculty and others to organizations and other diverse people to reduce isolation</td>
</tr>
<tr>
<td>• Consider looking at other industries and how they recruit/retain diverse workforce</td>
</tr>
<tr>
<td>• Recognize pay differences in education levels, even for experts who don’t typically have advanced degrees - still highly valuable to KUMC</td>
</tr>
<tr>
<td>• Diversity work and diversity-related research needs to be part of what is understood as service and research for promotion and tenure (update the model)</td>
</tr>
<tr>
<td>• Need to identify deficiencies in our populations proportional to our communities (students vs. faculty, students vs. community, faculty vs.</td>
</tr>
</tbody>
</table>


## APPENDIX E: Research

| Recruitment & Retention of Students | | | community, etc.) |
|------------------------------------|---------------------------------|--------------------------------------------------|
| • Decent educational support for minority students | • Miserable job of recruiting and retaining diverse students | • Dedicate funds to support diverse faculty such as sending to national meetings or professional organization |
| | • Minority students feel isolated, need more social support | • Find out why minority faculty leave us. Not promoted? Supported? Isolated? |
| | • Student experience micro-aggressions, language use, assumptions | • Need to move minority researchers from the "consultant" role to PI role |

| Communication | | | |
|---------------|---------------------------------|--------------------------------------------------|
| • Decent reputation for training diverse students (old ranking?) | • More engagement and education about our offerings in the community | |
| • Salina campus helped us in reputation for rural training | • Support diverse students better | |
| | • Student experience micro-aggressions, language use, assumptions | • Change perspective that diversity means less qualified – what does qualified look like |
| | | • What programs are we lacking that would attract students |
| | | • More scholarship opportunities |
| | | • Sharing successes; Recognize work done and workers in this area |
| | | • Educating one another about what we have/do |
| | | • Showcase what we can offer recruits |
| | | • Collaborate, share resources |
| | | • KC and KUMC not viewed as a diverse place, or a place necessarily interested in diversity |
## APPENDIX E: Research

<table>
<thead>
<tr>
<th>Training and Education of faculty and staff</th>
<th>Virtually NO diversity programming on the Wichita campus</th>
<th>Address student and others microagression complaints/experiences</th>
<th>Should this be mandatory or part of annual training, part of orientation?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>What are incentives to participate in training, programs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Need multi-level, multi-angle approach</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teach faculty and researchers how to talk to public about their work, academic areas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tracking system</th>
<th>Efforts are “siloed”</th>
<th>Keep track of what we have</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No network to collaborate, get assistance, expertise</td>
<td>Communicate about what we have</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluate if what we have is good, effective</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify areas or people to collaborate, partner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify potential collaborators and minority supplement candidates</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community-based and/or participatory research</th>
<th>Puts KU on the radar</th>
<th>Too much in the old model; “white washed” model (in the lab, need for a hypothesis)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Builds community trust</td>
<td>need more teaching on</td>
</tr>
<tr>
<td></td>
<td>Strong presence in Wichita</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gives back to the community</td>
<td></td>
</tr>
</tbody>
</table>

|                                                   | Educate institution on this type of research (Diversity committees, what outcomes and process look like, seed money) |
## APPENDIX E: Research

| Population/demographic changes are driving force | qualitative method; Lack of knowledge about methods used in this research |
| Doing well in rural, Latino, and American Indian research | Difficult in processes b/c certain protocols not possible in this type of research |
| HSC has been good to work with, flexible, really nice streamlined process | Certain red tape makes harder – ClinCards – require documentation not always available |
| Library has been amazing, helpful | Help educate undergrad faculty on research and grant processes |
| Certain parts of infrastructure is supportive | Culture of medicine perpetuates idea that medicine is objective, it’s not |
| OGR in SON/SHP is helpful | Mood of exhaustion among these researchers, too many obstacles, too much politics |
| This type of research is liaison between KUMC and community | Not doing enough research related to African American populations, not in proportion to regional demographics; possibly other groups too, Asian Americans, refugee |
| Can KU be part of IRB consortium | More training for faculty on how to keep student engaged and excited to take care of patients, reduce “hazing” aspect of their training |

| Good for some centers in Kansas City | Need more dedicated space and equipment (freezers) in Wichita |

<p>| Good on Wichita campus, good person – Anne Walling | HC system set up to be dehumanizing |
| Good activities on KC campus – good person – Mark Meyer | Perverse incentives in HC system discourages professionalism |
| | Could use more professionalism |</p>
<table>
<thead>
<tr>
<th>Community outreach</th>
<th>Strong through Cook/Spaulding</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment to clinical trials</td>
<td>Discrepancy in opinion on whether this is a problem</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- More programs to educate local area about STEM
- Develop STEM workforce to staff labs, etc.
- Teach faculty how to talk to the public about their work

- Streamline and strategize on advertising of trials available
- Ensure data is collected and available to researchers
Diversity and inclusion town hall

November 20, 2014

Thank you to everyone who took part in the Nov. 18 town hall meeting. More than 200 people tuned in either in person or via livestreaming to hear about our institution's plans to expand our diversity and inclusion initiatives. Since the success of these efforts will need the support of the entire campus, I want to provide a recap of the town hall for those of you who were unable to attend or tune in.

Cultivating a culture of diversity is a challenge most academic institutions are facing right now, and while we are not where we want to be, we are making strides in the right direction. I first reported on our renewed diversity initiative in May 2013. I told you about Dean Karen Miller convening a diversity "think tank" and then forming the Diversity, Cultural Competence & Professionalism Strategic Plan work group. You can read about their work here. Based on the recommendations of both groups, we will focus our efforts in four key areas: recruitment and retention; organizational structure; educational curriculum; and research.

In order to make our renewed efforts successful, we need to embrace three basic tenets.

- The first is leadership commitment. We must have buy-in at the top to inspire support throughout the organization. That is why I am honored to chair and lead these efforts. As a physician who has traveled around the country and the world to treat patients from many different cultures, I know how important it is that our university reflects the great diversity we see in our world.
- The second is transparency. We need open communications and shared goals, and we must share our progress and shortcomings and accept accountability.
- The third is actionable goals. We need to pare down the goals and focus on actionable ones that everyone can take part in and benefit from as well as put a solid, manageable process in place.

To move our efforts to the next level, we are forming the EVC Diversity & Inclusion Cabinet. This cabinet, which will be comprised of appointed members representing units on all campuses, will be charged with carrying out the recommendations provided by the workgroup. You can nominate someone to be a member or you can self-nominate. If you are passionate, action oriented and willing to actively contribute, we are looking for you.

While our cabinet will be big enough to represent all voices, we also need to keep it small enough to get things done. If you are not selected to serve on the cabinet this time, there will be other opportunities for you to make a meaningful contribution. We will also make sure to communicate the time and location of cabinet meetings which will be open to all who are interested, so please join us. The more people we have supporting our goals, the more successful we will be. You may find out more about the cabinet and nomination process here. The deadline for nominations is Dec. 9.
This is about doing the right thing, which is providing a working and learning environment that fosters acceptance and inclusion and is culturally competent. I look forward to giving you a progress report soon, and thank you for your support!

(If you missed the town hall, you may view the recording of the entire meeting here.)

Last modified: Nov 20, 2014
Diversity at KUMC

Diversity

Diversity & Inclusion

At the University of Kansas Medical Center, we believe diversity and inclusion are integral values that guide the way we envision our future. Our strategic initiatives to integrate diversity, cultural competence and inclusion across the medical center campus are underway.

EVC's Diversity & Inclusion Cabinet Meeting

Monday, January, 26, 2015
7:30 a.m. - 8:30 a.m., School of Nursing Auditorium
ITV Locations include: Founder's Room (SOM-W), Salina Board Room (SOM-S)
Prairie Village Board Room (CRC)

Meeting materials are available on SharePoint.
Add this meeting to your calendar

The EVC's Diversity and Inclusion Cabinet is comprised of dedicated and passionate faculty, staff and community members. The cabinet assumes responsibility for campus activities and goals related to diversity and inclusion, including efforts that address cultural competency, equity, civility and professionalism, and advises the Executive Vice Chancellor on related matters. Cabinet meetings are open to all faculty, staff and students. Learn more at:
http://www.kumc.edu/diversity.html
about the EVC Diversity & Inclusion Cabinet.

Contact Us

If you have questions or suggestions about the diversity and inclusion efforts, contact Jennifer Keeton at 913-588-3319 or jkeeton@kumc.edu.

Campus Units

Center for American Indian Community Health
Center for Interprofessional Education & Simulation
Institute for Community Engagement
International Programs | 2014-15 Event Calendar
Juntos Center for Advancing Latino Health
KU-Lawrence Office of Diversity & Equity
LGBTQ Campus Association
Military and Veterans Affairs
School of Health Professions Cultural Enrichment & Diversity Committee
School of Medicine Office of Cultural Enhancement & Diversity
School of Nursing Cultural Enrichment & Diversity Committee
Student Diversity Council
Women in Medicine & Science
Office of the Executive Vice Chancellor  
KUMC Leadership > EVC Diversity and Inclusion Cabinet Nomination Form

EVC Diversity and Inclusion Cabinet Nomination Form

Purpose
The purpose of the EVC Diversity & Inclusion Cabinet is to assume responsibility for campus activities and goals related to diversity and inclusion, including efforts that address cultural competency, equity, civility and professionalism, and to advise the Executive Vice Chancellor on related matters.

Objectives
1. Sustain open lines of communication from all areas of campus to the Executive Leadership Team on matters pertaining to diversity and inclusion.
2. Fulfill the goals set forth by the Cabinet to ensure a diverse and inclusive environment.
3. Demonstrate the value of diversity and inclusion on campus through transparent transactions of the Cabinet’s strategic initiatives.
4. Establish, track and report on accountability measures pertaining to diversity and inclusion.
5. Establish, support and advocate for cultural competency in all curricula experiences, including didactic, clinical and interprofessional.
6. Serve as a resource network to enhance the work, learning and research environment at KUMC.

Deadline
- December 9, 2014
- Cabinet notifications will go out December 31, 2014.

Full Name  *
First Name  Last Name

Campus Address  *
Street Address
Street Address Line 2
City  State / Province

Phone Number

Area Code  Phone Number

E-mail *

ex: myname@example.com

KUMC area/unit (Check all that apply) *

☐ School of Medicine – Kansas City
☐ School of Medicine – Wichita
☐ School of Medicine – Salina
☐ School of Nursing
☐ School of Health Professions
☐ University of Kansas Hospital
☐ KUMC Graduate Studies
☐ KUMC Student Governing Council
☐ KUMC Human Resources
☐ KUMC Student Services
☐ KUMC International Programs
☐ KUMC Faculty Assembly
☐ KUMC At Large

Nominator’s Name (if different from above)

First Name  Last Name

Why are you interested in serving on the EVC Diversity & Inclusion Cabinet?

How have you been involved in related activities at KUMC or outside of work?

What would you contribute to the group?
Supervisor’s approval (check box if the nominee has the supervisor’s approval to participate)

☐ Yes, I have approval

Submit

Last modified: Oct 30, 2014
EVC's Diversity & Inclusion Cabinet

Vision
Build and support a diverse, inclusive and interprofessional environment that optimizes our ability to meet our missions.

Purpose and Authority
The purpose of the EVC's Diversity & Inclusion Cabinet is to assume responsibility for campus activities and goals related to diversity and inclusion, including efforts that address cultural competency, equity, civility and professionalism, and to advise the Executive Vice Chancellor on related matters.

Objectives

1. Sustain open lines of communication from all areas of campus to the Executive Leadership Team on matters pertaining to diversity and inclusion.
2. Fulfill the goals set forth by the Cabinet to ensure a diverse and inclusive campus environment.
3. Demonstrate the value of diversity and inclusion on campus through transparent transactions of the Cabinet's strategic initiatives.
4. Establish, track and report on accountability measures pertaining to diversity and inclusion.
5. Establish, support and advocate for cultural competency in all curricula experiences, including didactic, clinical and interprofessional.
6. Serve as a resource network to enhance the work, learning and research environment at KUMC.

Cabinet members will consist of designees from specified units who have the interest and expertise to fulfill the purpose of the cabinet.

Meetings and operations

1. Meetings will be open to the campus community and also available via conferencing to other campus locations.
2. Cabinet will meet quarterly.
3. Cabinet may create sub-committees to achieve specific tasks in order to fulfill the objectives and annual goals of the group. Cabinet subcommittees will hold separate meetings.
4. Meeting materials and records will be stored on SharePoint and viewable by anyone with a KU Medical Center or affiliate account.
5. Cabinet will hold closed sessions only as needed for data or nomination review, etc.
6. Any group not represented on the cabinet is encouraged to send a representatives to the open meetings.

2015 Cabinet Roster

http://www.kumc.edu/diversity/evc-diversity-and-inclusion-cabinet.html
The 2014-2015 cabinet nomination period has closed. A roster of cabinet members can be found here. Opportunities to serve on a sub-committee will be posted.

Appointment Process
The Executive Vice Chancellor will appoint cabinet members annually. Recommendations and/or self-nominations may be made to the EVC by May 1 with appointments beginning July 1. Cabinet Members will serve in 2-year terms. Initial appointments will be staggered to allow for expanded participation during implementation years. At the conclusion of the term, the Cabinet Member may be re-appointed by the EVC or campus unit.

Responsibilities
Service on the Diversity and Inclusion Cabinet entails commitment to fulfilling the objectives and annual goals. Cabinet members will actively contribute to the group and will uphold the diversity and inclusion vision of the campus.

Members must be:

- Action oriented; willing to actively contribute
- Able to commit to meetings (including subcommittee meetings and quarterly update meetings)
- Committed and willing to uphold the diversity and inclusion vision

Diversity at KUMC

Contact Us

If you have questions or suggestions about the diversity and inclusion efforts, contact Jennifer Keeton at 913-588-3319 or jkeeton@kumc.edu.

Campus Units

Center for American Indian Community Health
Center for Interprofessional Education & Simulation
Institute for Community Engagement
International Programs | 2014-15 Event Calendar
Juntos Center for Advancing Latino Health
KU-Lawrence Office of Diversity & Equity
LGBTQA Campus Association
Military and Veterans Affairs
School of Health Professions Cultural Enrichment & Diversity Committee
School of Medicine Office of Cultural Enhancement & Diversity
School of Nursing Cultural Enrichment & Diversity Committee
Student Diversity Council
Women in Medicine & Science
2014-15 Recommended Action Items

1. Implement EVC Diversity & Inclusion Cabinet
   A. Include campus-wide, rotating representatives
   B. Define, implement, track and report on annual action items

   **REC1: Executive Leadership Commitment; REC3: Diversity Council**

2. Promote KUMC Core Values that include aspects of diversity and inclusion:
   **KUMC Community Participation**
   A. Collaborate with KUMC stakeholder groups to develop KUMC Core Values
   B. Evaluate potential to include existing RESPECT program using new NetDimensions (formerly Chalk) training module as an extension of prior activities pertaining to Civil Leadership.
   C. Re-institute the EVC Diversity Award.

   **REC1: Executive Leadership Commitment; REC6: Diversity & Inclusion Development**

3. Evaluate Approaches and Implement Campus-wide Educational Training Programs to Prevent Unconscious Bias in Recruitment, Hiring, Retention and Promotion & Tenure Processes
   A. Provide training opportunities (similar to the Leading the Jayhawk Way series) to increase knowledge for recruitment, hiring and retention practices at KUMC.
   B. Develop search and hiring policies addressing diversity and inclusion protocols.
   C. Implement KUMC hiring goals and strategic Affirmative Action Plan.

   **REC4: Address Workforce Issues; REC6: Diversity & Inclusion Development**

4. Recommend Future Programming on Diversity, Inclusion and Multiculturalism
   A. Evaluate KUMC role in Michael Tilford Conference and Diversity and Multiculturalism, including providing feedback and recommendations for future conference participation and curricula.
   B. Explore opportunities for future regional programming sponsored by KUMC to address diversity, inclusion and multiculturalism

   **REC6: Diversity & Inclusion Development**

5. Develop Dashboard with Metrics & Best Practices using the Enterprise Analytics data and Diversity, Cultural Competency and Professionalism Inventory
   A. Update DCCP inventory and report on 2-year change.
   B. Develop metrics and reports using various sources such as accreditation requirements, inventory data and employment information to support campus strategic goals.
   C. Investigate best practices at academic health centers

   **REC5: Communication & Information**
AGENDA

7:30 - 8:30 a.m., January 26, 2015, SON G013

ITV Founders Room (SOM-W), Salina Board Room (SOM-S)
Prairie Village Board Room (CRC)

I. Welcome and introductions

II. Overview of meeting procedures
   a. Rules of conduct
   b. Proposed guiding policies

III. Overview of strategic plan workgroup recommendations

IV. Review and discuss recommended action items of sub-committees
   a. Proposed 2015 action items
      i. KUMC Core Values
      ii. Unconscious Bias initiative
      iii. Future Programming
      iv. Best Practices and Metrics
   b. Potential chairs identified
   c. Discuss sub-committee membership: Cabinet members and others
   d. Action items scope and parameters

V. Discussion

VI. Announcements
   a. Student retreat – Mosaic Project: Putting Diversity Under the Microscope
      Feb. 20-21, 2015 at KUMC (registration open until noon Feb. 13)
      Contact David Yeoman, dyeoman2@kumc.edu, Student Diversity Council

VII. Next steps and future meetings
   a. Format of cabinet meetings
   b. 2015 quarterly meetings, 7:30 a.m.
Women in Medicine & Science
WIMS > Get Involved > Diversity Committee

Diversity Committee

The WIMS Diversity Committee is new and met for the first time on September 3, 2014 but is still being populated by the committee chair, Dr. Crystal Lumpkins. If you would like to get involved, make suggestions or simply ask questions first, please contact Dr. Lumpkins. Once established, at the first meeting Dr. Lumpkins will work with the new committee members to establish the mission statement and goals for the committee’s activities during the coming year.

2014-15 Chair

Crystal Lumpkins, PhD, Assistant Professor, Family Medicine Research

2014-15 Members

- Lynda McGinnis, PhD, Research Assistant Professor, Department of Molecular & Integrative Physiology and Institute for Reproductive Health and Regenerative Medicine
- Lisa D. VanHoose, Ph.D., PT, CLT-LANA, Assistant Professor, Department of Physical Therapy and Rehabilitation Science
- Neena Sharma, PT, PhD, CMPT, Assistant Professor, Physical Therapy and Rehabilitation Science
- Shawnette Robinson, Senior Coordinator for the Office of Graduate Studies, Diversity Committee Support Staff
- Regina Esteban, Administrative Assistant for the Executive Director, Office of Academic Affairs and Graduate Studies, WIMS Committee Support Staff

MISSION

At the first official meeting the mission of the committee, the short and long-term goals were discussed. The committee chair tasked the committee with ways to continue to diversify our campus.

http://www.kumc.edu/wims/get-involved/diversity-committee.html
Short-term Goals

- Serve as an Ad Hoc Member or Representative on the EVCs committee to address the LCME Accreditation report which cites the Medical Center for non-compliance in diversity and inclusion; currently the EVC's office has taken the initiative to lead the efforts to address this deficiency and is seeking interested parties to serve on the cabinet

- Collaborate with the WIMS Program Committee on the Diversity Panel set for March, 2015
  - Suggestions made were to contact UMKC as they have had several successful programs on diversity
  - WIMS Annual Program Committee meeting - meet with this committee to assist with planning for the next annual WIMS regional conference in 2017.

Long-term Goals

- Work with department for creating packets (resources for prospective female faculty members, WIMS would provide these women a physical packet that includes our mission, activities; would also have a virtual packet that they could access; packets would also serve as a recruitment package for those that we are interested in attracting to campus)
  - Part of the packet would be a collective report based on what was solicited and gathered last year - the statistics here for how many women there are and their rank in all of the departments; tenured and full professors, etc. We would like to build on this report for not only taking the most appealing parts of this report to then showcase in the recruitment packet but also a report that serves as a fact-sheet for where we are currently. This can serve as a baseline of information for where we should go in terms of growth and further diversifying the campus and sister campuses.

- Diversify WIMS beyond current status - currently there are representatives from all academic units at the Kansas City Medical Campus however we’d like to see more representation in the programming that reflects all schools: School of Medicine, School of Health Professions and the School of Nursing
  - Examples - Current scholarships and opportunities target School of Medicine faculty and students; could be more inclusive if had scholarships for those in the School of Nursing or Health Professions (social sciences).

Quick Links

- WIMS Bylaws
- Department Delegates
- 2012 WIMS Annual Report
- 2013 WIMS Annual Report