Equity, Diversity, and Inclusion Integration and Capacity

UMB Institutional Learning Outcomes
Overview

Context Setting
Why EDI Integration and Competency?
Curriculum and Co-curriculum
UMB of the future
THE CHANGING LANDSCAPE
An Aging Nation
Projected Number of Children and Older Adults

For the First Time in U.S. History Older Adults Are Projected to Outnumber Children by 2034

Projected percentage of population

- Adults 65+
  - 2016: 15.2%
  - 2034: 22.8%
  - 2060: 23.4%

- Children under 18
  - 2016: 22%
  - 2034: 19.8%

Projected number (millions)

- 2016: 49.2
- 2020: 73.6
- 2025: 77.0
- 2030: 76.5
- 2034: 94.7
- 2050: 80.1

Note: 2016 data are estimates not projections.

Source: National Population Projections, 2017
www.census.gov/programs-surveys/oopproj.html

A More Diverse Nation
Hispanic Origin and Race Distributions by Age Groups

Younger age groups are far more diverse than older age groups in the United States. U.S. Census Bureau estimates show. (U.S. Census Bureau)
CASE FOR HIGHER EDUCATION
Institutional Learning Outcomes

- Interprofessional Education (IPE)
- Community Engagement
- Global Engagement and Education
- Leadership
- Cultural Competency (Diversity, Equity, and Inclusion)
- Ethics and Integrity
UMB STRATEGIC PLAN

Student Success

Goal II
Student Growth and Success

Objective Identified
Student Growth and Success

UMB Strategic Plan Objective II

UMB will design and implement collaborative, inclusive, respectful, and accessible academic learning environments that equitably support and develop students to become exemplary professionals and purposeful contributors to society.

Objective II: Outcomes 2 and 4

2. UMB develops and implements anti-racist and anti-oppressive policies, practices, and programming that promote student well-being, belonging, and success.

4. UMB engages students and fosters their passions and skills to prepare them for meaningful self-reflection and ethical careers in alignment with University’s Core Values.
Race, ethnicity, religion or belief, sexual orientation, socioeconomic background, trade union membership status, gender identity and expression, occupation, age, caring or dependency responsibilities, disability, culture, nationality, immigration status, gender (sex), political beliefs, family and relationship status and so on.
• Recognizes the need to **eliminate disparities** in outcomes for clients, patients, community members, constituents from underserved and underrepresented populations.

• Getting what we need to survive or succeed – *access* to opportunity, networks, resources, and supports – *based on where we are and where we want to go*.

• Assessing and **Addressing disparities**
Knowledge, Skills, and Abilities

Student Success Goal
- Learn
- Understand
- Integrate and Apply
- Develop and Design
- Transform
Opportunities

• Curriculum – readings, case studies, discussions, multimedia engagement, project-based, experiential, field-based.

• Co-curriculum – engagement and leadership opportunities, service, local and global engagement.
<table>
<thead>
<tr>
<th>TOPICS</th>
<th>What will students learn, know, be able to integrate and apply? What are the focus areas?</th>
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</thead>
<tbody>
<tr>
<td>Health Disparities</td>
<td>Structural Racism, Oppression, history, culture, and disciplinary implications</td>
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<tr>
<td></td>
<td>Social Determinants of Health</td>
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<tr>
<td>Community-based practices</td>
<td>Cultural Literacy, Humility, and Competency</td>
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<td></td>
<td>Discipline-Specific Integration of EDI issues and topics</td>
</tr>
</tbody>
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Critical Thinking and Analysis

- Interrogate and complicate what is
- Contextualize and Situate conditions and people
- Value and Appreciate difference
- Examine own assumptions and experience
Integrative Analysis and Systems View

Leaders of the Future
Institutional Learning Outcomes

- Interprofessional Education (IPE)
- Community Engagement
- Global Engagement and Education
- Leadership
- Cultural Competency (Diversity, Equity, and Inclusion)
- Ethics and Integrity
Thank you!