15 WAYS TO SUPPORT DISABILITY INCLUSION

Learn about Mizzou’s long history of inclusion for people with disabilities: bit.ly/MUDisabilityHistory

Request a customized training on disability awareness, accommodations or accessibility for your office or department: bit.ly/MUDisabilityTraining

Visit the Disability Center’s “The Future Is Accessible” Campaign to learn more at disabilitycenter.missouri.edu

Learn about the offices supporting people with disabilities at Mizzou:
- Office of Accessibility and ADA: Provides faculty and staff reasonable accommodations and accessibility and ADA guidance.
- Adaptive Computing Technology (ACT) Center: Provides accessible technology services and support for students, faculty and staff.
- Disability Center: Ensures access for students with disabilities where they learn, live, eat, and engage.

Learn about the accessible features of campus by searching the campus accessibility map: accessibility.missouri.edu

Learn about recent accessibility improvements on campus and advocate for continued improvements: bit.ly/MUAccessibilityImprovements

Donate to the Accessibility Fund to help support critical accessibility projects on campus, including automatic doors, ramps, and accessible restrooms: bit.ly/accessibilityfund

Request an accessibility evaluation or training to determine how accessible it is, receive suggestions for improvement, and advice on funding sources for accessibility projects: bit.ly/MUDisabilityTraining

Visit the Job Accommodation Network to learn about types of disabilities and accommodations in the workplace: jrn.org

Don’t hesitate to ask questions or advocate. If you have a disability and need accommodations, request what you need. If you don’t have a disability, spread the word about how we work collaboratively with faculty, staff and supervisors to provide reasonable accommodations. With assistance from IDE, 95% of accommodations are provided at no cost to departments. Learn more: ada.missouri.edu

Self-Identify to aid disability inclusion. Because disability is another form of diversity, everyone is invited to self-identify as a person with a disability through myHR (www.myhr.missouri.edu) by clicking on “Personal Details.” You will help us advocate for a greater investment in programs supporting disability recruitment, inclusion, accessibility, and accommodations. When you self-identify, you will not be asked for any specific info about your disability. Responses are for statistical trend analysis and aggregate reporting only; disability status is confidential and kept completely separate from your personnel/employment data. If you have disabilities, and you can help by participating in any of these activities.

If you are a supervisor, talk about accommodations and the resources available to faculty and staff with disabilities at a staff meeting. For example: “We are a disability friendly workplace. If you ever find that a disability or medical problem is affecting your work, please come to me and we’ll work to find an accommodation.”

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You’ve likely heard of impostor syndrome. There’s a 70% chance you’ve felt it. We asked five women engineers to tell us how they fight this feeling head-on and succeed in a male-dominated field.

Story by KAYLA HENDERSON

Impostor phenomenon. Impostor syndrome. Impostor experience.

No matter what you call it, you’ve most likely felt it. The feeling that, no matter how much you have accomplished, you aren’t worthy of the success you’ve earned.

You’re not alone. The phenomenon was originally introduced as a feeling that affects only high-achieving women. Some recent research shows that men struggle with this feeling in the workplace as much as women. According to recent research, 70% of people experience impostor syndrome at some point in their lives.

Almost everyone experiences it. But how do we fight it? To find out, we asked five fearless women engineers at the University of Missouri.

Kate Nolan, a materials and process engineer at Boeing, earned her undergraduate degree on campus at Mizzou. Despite having a successful career, Nolan experiences impostor syndrome. She said, “Even though looking within is instrumental to overcoming impostor syndrome, I’m finding myself in times of hesitation. "It’s so good to look back at everything you’ve accomplished,” she said. “I didn’t get all of this just by being lucky. You didn’t just get there by being lucky!" Rahhal seconds this: "Own your accomplishments. It means writing down a few accomplishments a month until you have an enormous list to look at when you are having a bad day, then do it!"

As Assistant Dean for Inclusive Excellence, Rahhal works to help engineering students from underrepresented populations to overcome barriers in their college experience and beyond.

Christine Costello, assistant professor in the Department of Industrial & Manufacturing Systems Engineering, is on the university’s Diversity & Inclusion (D&I) committee led by Rahhal. This committee helped establish the new Advocates and Allies (A&A) program at Mizzou. The program facilitates conversations among male faculty, staff, and students about unconscious gender bias in STEM fields. The ultimate goal is to increase the recruitment and retention of female students, faculty, and staff.

In addition to bringing A&A to campus, the committee hosts multiple events throughout the year to encourage a dialogue about shared experiences such as impostor syndrome. Seeking diverse thought not only helps engineers learn more about the experiences of others — diversity can further the engineering industry as a whole. "The more we bring in diverse thought from diverse backgrounds into engineering, the better chance we’ll have of solving something new," said Hunt. "Diverse thought arises from shared experiences such as impostor syndrome."

When asked about impostor syndrome, Dr. Heather Hunt, associate professor in the Department of Biomedical, Biological & Chemical Engineering at Mizzou, is quick to point out that this popular name for the feeling is actually not the original name. Dr. Pauline Rose Clance coined the name “impostor phenomenon” in a 1978 research article, and has since written various publications on the subject.

"When I give seminars about impostor phenomenon, I always go back to the book The Impostor Phenomenon: Overcoming the Fear that Haunts Your Success by Dr. Clance," said Hunt. "She’s the leading authority on this subject. The book is evidence-based. It’s practiced. It’s practical."

In addition to soft skills like empathy, critical thinking, and creativity, an engineering education can help you find a global network. Tojan Rahhal, adjunct assistant professor, notes that the first step in overcoming impostor syndrome is reminding yourself of this network and realizing that you’re not alone — and then sharing your feelings with others.

"Numerous CEOs, professors, and executives will tell you they have gone through impostor syndrome at different stages in their careers," said Rahhal. "Talk about it, form a peer network or group you can talk through your doubts with because everyone deals with it."

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To find out, we asked five fearless women engineers at the University of Missouri what they’ve felt it. We asked five fearless women engineers at the University of Missouri what they’ve felt it. We asked five fearless women engineers at the University of Missouri what they’ve felt it. We asked five fearless women engineers at the University of Missouri what they’ve felt it. We asked five fearless women engineers at the University of Missouri what they’ve felt it. We asked five fearless women engineers at the University of Missouri what they’ve felt it. We asked five fearless women engineers at the University of Missouri what they’ve felt it. We asked five fearless women engineers at the University of Missouri what they’ve felt it. We asked five fearless women engineers at the University of Missouri what they’ve felt it.
Sylvia Jauregui is one of two recipients of the MU Inclusive Excellence Award, which honors staff members who embody the university’s commitment to growing and sustaining a diverse and inclusive learning, living, and working environment. Her work as a Hall Coordinator in Residential Life affirms that diversity and inclusion are foundations on which our communities thrive, and she has contributed in significant ways.

“I felt proud and validated for the work that marginalized faculty and staff do on this campus that sometimes goes unrecognized; I immediately felt like I was being seen. It was a bigger honor that my student-staff member was the one who made the nomination.”

Sylvia Jauregui

Jauregui wants people to know that the award honors her parents, who are U.S. immigrants. As the second cohort of recipients, she feels especially appreciative and understands the weight that it carries.

“I felt proud and validated for the work that marginalized faculty and staff do on this campus that sometimes goes unrecognized; I immediately felt like I was being seen,” Jauregui says. “It was a bigger honor that my student-staff member was the one who made the nomination.”

Allisa Foster, Jauregui’s nominator and staff member, was effusive in her praise of Jauregui’s efforts. She wrote that Jauregui often goes beyond her job duties as Hall Coordinator of North, Center and South Halls to make the university a more inclusive place.

“She goes out of her way to translate different conversations and departmental training for Spanish-speaking custodial staff,” Foster writes.

“Sylvia continuously advocates for and supports students of color and continues to stay available for the department when they need help.”

Foster also described Jauregui’s involvement at the university through service and leadership in many organizations and committees focused on academic performance, residential accommodations, student recruitment, tradition transformation, and underrepresented identity representation.

“During our staff training, Sylvia makes sure to use her voice to advocate for communities that may not necessarily be in the room who need a voice,” Foster writes. “She supports all of her students in their endeavors and makes sure she stays plugged in on our progress. She always works to learn about communities and identities that she doesn’t hold and makes sure they’re represented in the spaces she occupies.”

The relationships she’s fostered with students like Foster is Jauregui’s biggest point of pride.

“It’s important to think of long-term relationships because it’s easy to integrate into a student’s life and then send them into the world without keeping in touch,” Jauregui says. “I tell them, ‘Once we’re in it, we’re in it forever.’”

Theresa Metz

The impact Metz has had — through programming, space and relationship building — is the reason she is one of two 2019 recipients of the MU Inclusive Excellence Award. The award honors staff who embody the university’s commitment to growing and sustaining a diverse and inclusive learning, living, and working environment. Recipients affirm that diversity and inclusion are foundations on which our community thrives, and she has contributed in significant ways.

“If we’re looking at the larger issues of inclusion, diversity and equity and bringing that about this campus, it’s about connecting people, and I love that,” Metz says.

“Even though my work is specifically in the College of Ed, it’s building relationships with our faculty, students and staff and building outside our silos — past our departments and units — if we’re really going to examine what needs to be done to improve Mizzou.”

Metz builds those relationships and community in many deliberate ways.

She coordinates all activity in “The Bridge,” a space for students, faculty and staff to develop and expand their cultural knowledge, awareness and competencies. She also heads the Mizzou Ed/Bridge to Mizzou AVID Mentoring program: an opportunity for students to work with Columbia Public Schools middle and high schoolers.

Metz’s efforts are both seen and appreciated by many she comes in contact with.

“She works tirelessly to promote positive societal change, bettering things for everyone she meets along the way, and she never expects anything in return,” Urban writes. “She’s hard-working and passionate about what she does, and she’s always willing to help make things better. She is our sunshine on a sunless day.”
Fall Fest is an annual event hosted by the Gaines/Oldham Black Culture Center introducing many underrepresented students to various organizations, faculty/staff members, university departments, and Columbia businesses. This event attracts more than 1,000 new and returning students from the Mizzou community. After the tabling portion of the event, fraternities and sororities put on the step show.

This year’s theme, Comicon, gave both staff and attendees great costume options. MizzouRec saw students dressed as Harley Quinn, the Flash, Green Lantern, the Joker, Batwoman and Wonder Woman. GOBCC Coordinator Velma Buckner joined in the fun, arriving as the Queen Mother of Wakanda.

Visit diversity.missouri.edu for a full gallery from the event.
FACULTY SUCCESS

SUPPORTING GROWTH

FSP scholarships give faculty new opportunities

Photos courtesy APRIL LANGLEY AND KIRUBA KRISHNASWAMY

The UM System Office of Diversity, Equity and Inclusion supports scholarships for the National Center for Faculty Development and Diversity’s Faculty Success Program. This is an intensive virtual bootcamp where academics work directly with a coach and small group of other faculty to implement the skills and strategies to maximize their success. Provided through the NCDDD, the program is for advanced post-docs, tenure-track faculty and tenured faculty who are looking for coaching and peer support to propel their research productivity and work-life balance to new levels. Two Mizzou recipients have shared what the experience has meant to them.

April Langley
Chair, Department of Black Studies
Associate Professor, English

When I started my Faculty Success Program plan a couple of semesters ago, I was hoping to revise a conference paper into an article. Following the FSP program — and learning so much about time management, prioritizing my writing and research time, creating a plan of action for achieving my professional goals, as well as the community of small groups of peers and coaches across the nation, and a couple new colleagues I met locally — has been challenging at times, especially during my first semester as chair.

The point I want to make here is that FSP has been an invaluable resource, one that I wish I had access to sooner, but one that I am extremely grateful to have been supported by the Division of Inclusion, Diversity & Equity and the College of Arts and Science.

April Langley

By the end of the first FSP, I had reached out to new mentors and potential sponsors, taken the advice of FSP program and asked others to read my draft. The comments they offered were amazing. And, something incredible happened: I spent so much time writing and researching that the article became a few draft chapters. This summer, I was actually able to fine tune, and revise and I currently have a draft of my next book — the one I hope will move me from associate to full professor.

Kiruba Krishnaswamy
Assistant Professor (Sustainable Food Engineering), Department of Bioengineering and Department of Food Science

I wish there were more programs like this. I appreciate the vision to come up with this because there were no programs like this here. Experience it, it will be really good!

Kiruba Krishnaswamy

I’ve written three chapters, an introduction, conclusion, and preface with tons of notes. I’ve actually increased my writing productivity to an average of 10 hours a week, and now I have a writing buddy I meet with over Zoom at 7 a.m. nearly every morning. I’ve written an articulated strategic plan for the completion of this book, and I’ve spent time working on a second book project. I’ve completed an introduction which I sent to a peer to read.

Although it’s not always easy to prioritize research as a woman of color tenured professor, FSP has taught me how to better manage those resources and time I have. I’ve also began holding my junior faculty accountable to their strategic plans, and they have began using strategic plans to work with their grad assistants.

The point I want to make here is that FSP has been an invaluable resource, one that I wish I had access to sooner, but one that I am extremely grateful to have been supported by the Division of Inclusion, Diversity & Equity and the College of Arts and Science. It has been important to me to actually network with other faculty across the U.S. who share some of my same concerns, women of color, white women, first generation, and others who have common experiences, and also to be in groups with other “long in the tooth” associate professors working toward promotion.

Just getting into the FSP made me feel like I’m not alone — there are so many people like me with all these questions. And I learned that there are no dumb questions because someone might have the same question as you. There are people who have overcome these struggles, and if they can do it, so can you.

Every week, there is an open module, and you can learn at your own pace — watch the videos and learn from that. The strategy plan was very helpful. With so many things to do, it helps you to see what is important. As a non-tenure tenure-track professor, you get so many things like research and teaching, how do you find time to allocate what is most important to help you reach your goals of tenure? There was also one particular module that says it’s not only about work, it’s important to have balance with your personal life. Little things, but it makes a big difference because you can forget when you’re loaded with so many things.

My recommendation in pursuing this program is to find a time that works well for you. You want some options. Once the group is formed, then you can’t change your time slots. I picked a day during the week and it was difficult with meetings, but find some time you can dedicated to it. Also having the time allocated for yourself is very helpful.

I would definitely recommend this program to anybody considering it. The modules are good and then they have good resources. The website is great, and you can use the online tool to find a buddy to write and accountability buddies so you can get people who are similar to you to work with you. They’re doing their project, you’re doing yours, but it’s someone you can talk to, which is a unique feature.

I wish there were more programs like this. I appreciate the vision to come up with this because there were no programs like this here. Experience it, it will be really good!

Connections with the group vary person to person. Unfortunately with my group, it was during summer and a lot of people were also traveling for things like conferences. But we know that we are connected with folks in different parts and that we can reach out to them.

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Doris Agwu Honored During Alumni Leaders Weekend at MU

Story by JENNIFER MANNING AND RYAN GAVIN

Photo by SHANE EPPING

During the annual Leaders Weekend sponsored by the Mizzou Alumni Association, the Mizzou G.O.L.D. Award recognizes a “graduate of the last decade” for their dedicated service to the University of Missouri.

“I was very much taken by surprise, but it was an absolute honor because of how much MBA and the Alumni Association mean to me,” Agwu says. “I almost felt a little guilty because the work is such a collaborative effort.”

Agwu, a 2008 graduate of MU, has been an active leader in the St. Louis Chapter of the Mizzou Alumni Association. She has been a key advocate for the St. Louis Mizzou Alumni scholarship program, serving as the chair in 2018. In that role she was responsible for reading applications, conducting interviews, and supporting scholarship students throughout their time at Mizzou.

In addition to her involvement with the St. Louis Chapter, she is a dedicated volunteer for the Mizzou Black Alumni Network and has served as a liaison between the St. Louis Chapter and MBAN.

“My parents have always stressed the importance of giving back, and this was a way for me to do it,” Agwu says. “As a Black woman at a PWI, I experienced some things that could be a hindrance to student success.”

Connecting with marginalized groups or populations that face barriers is important to Agwu. She says she wants Black students to know that their lives matter, women to know they have autonomy over their bodies, LGBTQIA students to feel embraced, students with disabilities to know they can access everything, and international students to know they have a home at Mizzou.

“I want all people who come after me to have guidance and opportunities at Mizzou,” Agwu says.

Photo courtesy of JENNIFER MANNING AND RYAN GAVIN

Photo courtesy of JENNIFER MANNING AND RYAN GAVIN

“Even with these difficulties, I had an amazing time at Mizzou and want others to know they can have an amazing experience, too. I want them to know these opportunities exist and to help them take advantage of them,” Agwu recently moved from St. Louis to Columbia, Missouri, to serve as the Director of Engagement for the MU College of Arts and Science.

“A personal touch can make a big difference when students choose a college, and Doris has played a key role in helping many St. Louis Tigers choose Mizzou,” Todd McCubbin, Mizzou Alumni Executive Director, says. “Time and again, Doris has truly gone above and beyond to help students see the value in a Mizzou education.”

Melina Constantine Miseo

“T or Melina Constantine Miseo, a sociology class changed the way they look at the world. Miseo, this year’s recipient of the MU Inclusive Excellence and Engagement Individual Award at UM System’s Engagement Week, is now pursuing their PhD in sociology at MU. Rebecca Scott, Miseo’s advisor and director of undergraduate studies in Sociology, wrote a letter of recommendation for Miseo to receive the award.

Scott pointed to Miseo’s involvement in the Columbia LGBTQ community, like speaking at a Columbia city council meeting Oct. 8 to ban conversion therapy for minors. “That’s just another example of how they are standing up for the youth of Columbia,” Scott said. “I can’t really say enough about what Melina’s been doing for the youth of this community.”

Miseo took a sociology class their freshman year at Western New England University and fell in love with how sociology viewed the world.

“The class completely blew my mind and changed the way I see the world and the way I think about myself,” they said.

Now in their fifth year as a PhD student at MU, Miseo is still deciding what they want to go into after they get their degree.

“I like providing people with the resources and skills to learn more about marginalized communities, particularly about LGBTQ stuff, about gender. I also am really passionate about using that knowledge and information to better our communities and better our world.”

Miseo currently teaches a transgender studies class at MU. They had been teaching sociology of gender as a grad student for the last few semesters but saw the need for a class that would specifically cover transgender topics.

“In the class we learn about the often-erased and untold stories of trans history and how trans people have been a really prominent part of history throughout every corner of the world,” Miseo said.

Miseo will be teaching a LGBTQ youth studies class next semester, and it will be the first time the class is offered at MU.

The class will focus on pathologization of LGBTQ youth, youth in K-12 education and family relationships. Pathologization involves treating LGBTQ youth as other or even inhuman.

Scott pointed to the example Miseo is setting as a non-binary person at the university and as a supportive adult to LGBTQ students.

“I think it makes a huge difference in the community,” Scott said. “It’s a great example for our students here at the university to go beyond the gender binary to be more accepting and inclusive of gender diversity at the university as well.”

Major General Jack N. Donohew Fund for Diversity and Inclusion

With a $1.4 million gift, Donohew and Kippel established the Major General Jack N. Donohew Fund for Diversity and Inclusion in education. Donohew counts his grandfather, both parents, two aunts, an uncle and a second cousin as fellow MU alumni. He credits his desire to financially support the university and his support of education and training.”

“Supporting education — and more importantly, diversity in education — is something my father would want me to do,” Donohew said. “In my family education has always been so important. If we don’t learn, we’re never going to be able to tackle the grand challenges facing our communities. Ellen and I believe that by supporting Mizzou, we are supporting future generations.”

The Office of Diversity and Outreach Initiatives in the MU College of Engineering facilitates the outreach, recruitment, retention and overall success of everyone in the college, especially those from backgrounds traditionally underrepresented in engineering.

“As a female leader in engineering, I truly value Ken’s commitment to our vision for a diverse and inclusive College of Engineering,” said Elizabeth Loboa, vice chancellor for strategic partnerships and dean of engineering. “In our college, we are recruiting the best and brightest students from around the world to fuel our atmosphere of excellence and Ken and Ellen’s support will open the door for so many students.”

Donohew spent his career as an engineer with the Department of Defense and retired with the rank of lieutenant colonel in the Air Force Reserve. Kippel spent her career in group insurance. Now retired, she volunteers with the IRS volunteer income tax assistance program as a site coordinator.

To learn about how you can support Inclusion, Diversity & Equity at Mizzou, visit bit.ly/GiveToIDE.
The 2019 Emerging Leaders Conference exposed and encouraged student leaders from across Missouri to become more engaged with the legislative process. The three-day experience — co-sponsored by the University of Missouri-Columbia and the Missouri Legislative Black Caucus — gave students the opportunity to participate in a range of activities focused on exploring and debating community issues, the legislative decision-making process, leadership and teamwork. Participants also toured and learned about the unique benefits of Mizzou’s campus, and they learned about how to access college in general.

To encourage growth and making college a part of their future plans, students also explored the college-planning process. A range of current MU students and recent graduates shared information about their college experiences and resources available for their academic and personal success.
Missouri International Student Council (MISC), along with students, faculty and staff from the Mizzou community, celebrated International Day on Sept. 24. The annual flag parade traveled from Traditions Plaza to the Columns, and speakers shared cultural experiences from the more than 30 countries represented on campus. Participants enjoyed conversation and food with music at the event’s conclusion.

MISC, a student organization on campus, works to globalize MU in collaboration with other cultural student organizations by highlighting the extensive amount of diversity existing in the community. It organizes multiple events throughout the year as a platform for cultural exchange between the international students and the broader community to promote the culturally rich student body present at MU.

Learn more about MISC at mizzoumisc.com or follow them on social media: @mizzoumisc on Facebook @MizzouMISC on Twitter and Instagram
The Lee Henson Awards were created in honor of Mizzou’s former ADA Coordinator who died in 2014 after 20 years of service to the university.

Congratulations to Emily Reuther, Dr. Bill Janes, Michael Edwards, Margee Stout, and Applied Behavioral Intervention Services at the Thompson Center! The Henson Awards honor those who:

- Responded above and beyond to a particular disability inclusion or accessibility concern or need on campus;
- Championed universal design to make Mizzou a more inclusive place for people with disabilities; and/or
- Demonstrated and modeled a commitment over time to improving the inclusion of people with disabilities or the accessibility of Mizzou’s campus and programs.

These awards are announced every year during Celebrate Ability Week. Read on below to meet this year’s student, faculty, staff, and organization recipients! Note: some entries have been lightly edited for grammar and style.

**Emily Reuther**

Nominator: Alyson Garcia

Award category: Student

**How long has the nominee been doing work that benefits people with disabilities?**

At least four years.

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**Margee Stout**

Nominator: Mohamed Shahn

Award category: Staff

**How long has the nominee been doing work that benefits people with disabilities?**

Over 18 years.

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**Michael Edwards**

Nominator: Martha Ott Jennings

Award category: Staff

**How long has the nominee been doing work that benefits people with disabilities?**

Over 4 years.

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**Dr. Bill Janes**

Nominator: Dianna Temple

Award category: Faculty

**How long has the nominee been doing work that benefits people with disabilities?**

Dr. Janes has been on faculty at Mizzou since 2016, but he’s been an occupational therapist since 2011.

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**Applied Behavioral Intervention Services at the Thompson Center**

Nominator: Lorraine Becerra

Award category: Faculty or Staff Group

**How long has the nominee been doing work that benefits people with disabilities?**

Over four years.

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For example, Dr. Janes adapted fingernail clippers, curling irons, can openers, head-scratchers, utensil holders, can openers, tweezers, and more to help people with ALS. He also uses 3-D technology and his background in electronics, to lead a group of students in a program called Go Baby Go which modifies toy ride-on electric cars for children under three with disabilities who are experiencing limited mobility.

Dr. Janes also collaborates with students from engineering, speech therapy, physical therapy, and art. He even devotes extra time to work with elementary, middle school, and high school students to teach them 3-D technology.

He believes that 3-D technology and sharing that technology through Maker’s Making change will positively benefit people with disabilities and the students that are learning with easily accessible accommodations both here at Mizzou and the greater community.

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The research published has been disseminated nationally and internationally through trainings across Russia and Brazil. Projects have focused on client considerations to decrease problem behavior, utilizing technology (i.e., virtual reality and asynchronous trainings) to increase efficient training for professionals, and skill acquisition procedures to increase access to inclusive settings for clients.

The team earned a grant from the Association of Behavior Analysis International to expand active shooter response training materials, specifically describing ethical considerations and procedures for educators who work with people with disabilities. Given their occurrence, ABIS has developed easily disseminable anonymous case studies describing how procedures may be designed differently for educators, who must not only protect themselves but also their clients who may experience additional challenges with communication, sensory, and mobility issues.

The work by the ABIS team has helped hundreds of individuals within the Mizzou community continue to reach their full potential by implementing skills facilitating inclusiveness.

Their work focuses on teaching the individual with a disability, mentoring future clinicians and teachers to design inclusive learning environments, and conducting research to better provide best practice methods across the nation.
Court agreed to hear arguments for the cases of Bostock v. Clayton County, Georgia; G.그리고 Harris Funeral Homes Inc. v. Equal Employment Opportunity Commission.

“Our argument, in this case, is that we believe there was a violation of Title VII of the Civil Rights Act in the sense that sexual orientation and gender identity are tied to sex,” he said. “These individuals are being discriminated against because of sex and gender stereotypes.”

Sánchez is trained as a counselling psychologist and completed a six-year postdoctoral program in human genetics and neurology. He was selected as an expert from more than 118,000 members of the American Psychological Association to help shape the amicus, or friend of the court, brief filed on behalf of the plaintiffs.

Their brief states: “Workplace discrimination against sexual and gender minorities is more associated with negative outcomes in psychological and physiological health. Sexual and gender minorities who experience discrimination in the workplace may also experience minority stress-related psychological distress and illness, substance use and even physical violence.”

Sánchez said the role of the experts was “to work with the lawyers, the counsel office, to try to come up with the arguments that would be relevant for this case.”

The American Psychological Association is a leading scientific and professional organization representing more than 118,000 researchers, educators, clinicians, and students. Sánchez noted that the APA “is very conservative in whatever they put out, whether it be amicus briefs, resolutions or guidelines. They want to make sure there is some sound science before they put their stamp on it.”

“The APA isn’t a litigate or party in this case, but this is an interest in our association,” he said, explaining the APA’s interest in participating in the amicus brief. “We do take an interest in our association,” he said, explaining the APA’s interest in our association.

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My interest area is how traditional gender norms, especially for men, as well as transgender people, affect well-being. I said, “I take this as a framework and think, ‘What do we know about stigma in the workplace and how does that affect productivity?’ and, ‘How can we determine whether applicants are being discriminated against if they’re gender nonconforming or their sexual orientation is different?’

Sánchez says the role of the experts was “to work in tandem with the lawyers, to help shape the amicus, or friend of the court, brief filed on behalf of the plaintiffs. Their brief states: “Workplace discrimination against sexual and gender minorities is more associated with negative outcomes in psychological and physiological health. Sexual and gender minorities who experience discrimination in the workplace may also experience minority stress-related psychological distress and illness, substance use and even physical violence.”

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I'm hopeful the outcome will be positive.”

I wouldn’t say I’ve had any great surprises. Mizzou is in a pretty great place at the moment in terms of wanting to be inclusive and affirming of LGBTQ people. My colleagues are wonderful, and that makes the job completely worth all of the stress that comes from working in higher ed sometimes.

I will say that it’s great to be back at Mizzou because the students are so passionate about social justice issues, and that’s something I have not seen at other universities. It’s just something very unique to Columbia, to Mizzou, and I am very grateful that this spirit is still here. I felt it when I was a student; just the fact that students are passionate about making the community a better place and fighting for social justice really empowers me to do my job and fight for their needs even harder.

WHAT DREW YOU TO HIGHER ED, BOTH AS A STUDENT AND A PROFESSIONAL?

I would really like to strengthen the connections that the Queer Liberation Center has with other organizations. I think there’s a lot that can be done in terms of collaborating with them, working on how gender and sexuality are taught in our classes. I know a lot of departments have classes that talk about these topics, but at this point we’re not really sure how they’re being taught, whether they’re using best practices, whether they’re using the right terminology, so that’s something I would like to work toward.

At the same time, I want to work toward affirming policies. We have the preferred name policy, we have some good movement on gender-neutral bathrooms, but what else can we do to really provide an affirming and safe space for LGBTQ students moving forward?

I hope that faculty will be more willing to consider my expertise in terms of curriculum and creating courses that are affirming and welcoming. I hope we can have some strong collaborations and relationships where maybe there hasn’t been that before.

SO OUTSIDE OF THE ACADEMIC ENVIRONMENT, HOW DO YOU LIKE TO SPEND YOUR TIME?

I love to be out in nature and consider myself to be an amateur nature photographer. I love taking photographs of trees and sunsets and flowers and whatever. (Note: You can give Eli a follow on Instagram at @geowiz). I like playing video games and just spending time with friends. When time and money allow, I like to travel. I enjoy learning about new cultures and thinking about philosophical questions, just growing as a person and doing things that make me feel fulfilled in myself and my relationships with others is really important to me.
Mu grad works to make students feel accepted on campus

Story by SARAH SABATKE
Photo by SAM O’KEEFE

M any first-year students begin college with the goal of becoming involved and feeling included on campus. Amos Jaimes had a similar goal — but decided to go above and beyond in making others feel included.

Jaimes graduated from MU in May 2019 with bachelor’s degrees in history and political science. During his senior year, he acted as the director of inclusivity for the Missouri Students Association, and wanted to make sure those organizations felt connected to MSA.

“I don’t think sometimes people understand how valuable that connection is,” says Jaimes. “I’ve gone through a lot of different things,” says Jaimes. “I think [the center] is just one of those places that, when I’m there, I’m home.”

Jaimes found his home on campus quickly, getting involved with the LGBTQ Resource Center and the Multicultural Center, and wanted to make sure those organizations felt connected to MSA. He said the organization taught him about privileges, marginalized identities and his own identities.

“I think a lot about differences within culture and how I have certain privileges in different spaces, even that I never knew existed,” says Jaimes.

“Having the tools that I learned from DPE, I was able to understand that in a deeper way.”

Jaimes spent time participating in a number of other organizations under the center’s umbrella, including Queer, Trans People of Color and Oasis. Eventually, a friend led him to Diversity Peer Educators (DPE), where he became a facilitator.

He said the organization taught him about privileges, marginalized identities and his own identities. “I think about differences within culture and how I have certain privileges in different spaces, even that I never knew existed,” says Jaimes.

“Having the tools that I learned from DPE, I was able to understand that in a deeper way.”

Jaimes participated in the LGBTQ Art Showcase on campus in April 2019, both as a volunteer and as an exhibitor. The goal of the showcase was to exhibit a variety of LGBTQ artists while also spurring dialogue with students. Jaimes showcased a personal monologue dealing with self-revision.

“My monologue is kind of about how I had to revise myself in a way … of how I looked at myself and how I operated in the world because of realizing and allowing myself to discover that I am trans and I’m non-binary,” he says. A self-proclaimed perfectionist, he says it was difficult to accept the need to revise but says that “if I didn’t change myself, I’d probably be really, really not happy.” The monologue helped him explore feelings he’d previously “pushed way back in [his] brain.”

Though Jaimes has now graduated and is contemplating the possibility of graduate school, the LGBTQ Resource Center will always have a place in his life.

“I’ve gone through a lot of different things,” says Jaimes. “I think [the center] is just one of those places that, when I’m there, I’m home.”

A HOME AWAY FROM HOME

Jaimes found his home on campus quickly, getting involved with the LGBTQ Resource Center during his second week at MU. He began as a volunteer and continued at the center for three years. During that time, Jaimes came out as transgender and even met his fiancé, Rio Chacon.

“I’m always thankful that I was able to come out safely, on my own terms, and in my own time. Being a queer woman of color on this campus, I never take lightly the responsibility that I have for my community and my students who may have other people to look up to who look like them. Although I have no regrets about the timing of my own journey, I know that a lack of role models led me to stay quiet about my queerness for longer than I would have liked. So I never forget that just existing as my full self and living a joyful life is my most powerful act.”

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As part of Coming Out Week in October, the LGBTQ Resource Center highlighted members of Mizzou’s community and shared their stories.

Chelsea Drake
(SHE/HER)
Coordinator, Multicultural Center

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“The most rewarding part for me is the students who reach out for assistance because my identities reflect theirs. Knowing that students have a place where they can feel safe to be themselves and find someone who will advocate for them makes showing up fully in a world that isn’t built for me a little easier.”

Deb De La Haye
(HE/HIM)
Residence Hall Coordinator, Gateway Hall

“I first publicly came out during a Four Front Retreat my Junior year. That school year was transformative for me in a lot of ways, and when I graduated the next December I was terrified to leave behind the place where I had been able to explore my gender and sexuality. I ended up returning for grad school, and I was able to participate in and help build communal spaces for other LGBTQ people.

“My visibility and involvement in the LGBTQ Community have placed me in positions that allow me to push for inclusion. The most rewarding part for me is the students who reach out for assistance because my identities reflect theirs. Knowing that students have a place where they can feel safe to be themselves and find someone who will advocate for them makes showing up fully in a world that isn’t built for me a little easier.”

Shane Stinson
(HE/HIM)
Student Support Specialist, Residential Life

“I’d like to think of coming out as a never ending journey. You can come out in various ways at different times for many of reasons. Each time is unique in its own way and there are different levels of risk and reward involved with every moment. I came out as trans six years ago. I came out as queer ten years ago. It’s fun how coming outs can shift over time. The more I pass as a man, the more I have to come out as queer. When I present more feminine, the more I have to come out as trans. Sometimes I get to choose when I come out, other times I don’t. Sometimes it’s to one person, other times it’s been to thousands.

Each time I come out it creates a new opportunity for support or harm to follow.

“I consider myself incredibly lucky and privileged to have had the coming out experiences I’ve had. Mizzou has celebrated my many identities and I’m proud that this community has played such a large part in my coming out story. Remember that your coming out journey is your own. Don’t let anyone else tell you what path to take. Decide what is best for you and know that my love and support is always with you on your journey.”

AMOS JAIMES

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Members of Kappa Alpha Psi perform at the National Pan-Hellenic Council Step Show. Photo by Sam O’Keefe

Tyler Brumfeld and Jalyn Johnson, who were named Homecoming King and Queen in 2018, returned to Mizzou to appear in the parade and at the game.

The Confucius Institute marches with a traditional dragon, delighting the parade crowd as it bobbed its way along the route. Photo by Ryan Gavin

Truman the Tiger fires up the crowd. Photo by Jennifer Manning

The sun sets behind Memorial Stadium during the Homecoming football game vs. Ole Miss. The Tigers won 38-27. Photo by Sam O’Keefe

Bri Dinwiddie and Clayton Johnson, sponsored by Alpha Kappa Alpha Sorority, Inc., are crowned the Homecoming queen and king as they are congratulated by Homecoming King Clayton Johnson (Marching Mizzou). Photo by Sam O’Keefe

Members of the Legion of Black Collegians wave to the crowd during the Homecoming parade. Students celebrate being named royalty at the Legion of Black Collegians Homecoming Ball. Photo by Isiah Sneed

Students celebrate being named royalty at the Legion of Black Collegians Homecoming Ball. Photo by Isiah Sneed

Eli Kean, new coordinator, welcomes people to the Friends and Alumni of the LGBTQ Resource Center Homecoming Social. Photo by Mark Boyd

MU Freshman Sisi Hardeg, Kiara Crawford, Jordan Walters and friend Jordan Worth, who is visiting from the University of Memphis, are excited to experience a Mizzou football game. Photo by Katie Harff

Bri Dinwiddie (sponsored by Alpha Kappa Alpha Sorority, Inc.) is crowned the Homecoming queen as she is congratulated by Homecoming King Clayton Johnson (Marching Mizzou). Photo by Sam O’Keefe

David Dandridge, new coordinator, welcomes people to the Friends and Alumni of the LGBTQ Resource Center Homecoming Social. Photo by Mark Boyd

MU Freshman Sisi Hardeg, Kiara Crawford, Jordan Walters and friend Jordan Worth, who is visiting from the University of Memphis, are excited to experience a Mizzou football game. Photo by Katie Harff

Bri Dinwiddie and Clayton Johnson greet the cold crowd at the parade. They would later be named Homecoming Queen and King.

MU Senior Dajah Garrett and MU alumni India Woods dance while they eat at the Black Family Reunion tailgate. Photo by Katie Harff

Members of Marching Mizzou play at the Homecoming Spirit Rally. Photo by Jennifer Manning

Bri Dinwiddie and Clayton Johnson greet the cold crowd at the parade. They would later be named Homecoming Queen and King.

The Chinese Performing Arts Group dances along the parade route with fans, cymbals, a drum and colorful garb. Photo by Ryan Gavin

Members of Omega Psi Phi fraternity perform their step show routine. Photo by Sam O’Keefe

The Chinese Students and Scholars Association march in the Homecoming parade with a panda costume. Photo by Ryan Gavin

The Chinese Students and Scholars Association march in the Homecoming parade with a panda costume. Photo by Ryan Gavin

Members of Marching Mizzou play at the Homecoming Spirit Rally. Photo by Jennifer Manning

The Chinese Performing Arts Group dances along the parade route with fans, cymbals, a drum and colorful garb. Photo by Ryan Gavin

Members of the Legion of Black Collegians Royalty Court wave to the crowd during the Homecoming parade.

Alpha Phi Alpha members line up during their performance at the National Pan-Hellenic Council Step Show. Photo by Sam O’Keefe

Members of Delta Sigma Theta perform a circus-themed routine at the National Pan-Hellenic Council Step Show. Photo by Sam O’Keefe

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Members of the Legion of Black Collegians Royalty Court wave to the crowd during the Homecoming parade.
The Diverse Engineering Professionals Conference, or DEPC, is the only of its kind in the nation, making the College of Engineering a key leader in diversity and inclusion initiatives across college campuses.

The conference originated at the College with the student group Engineering Diversity Collaborative in partnership with the Office of Diversity and Outreach Initiatives. These students wanted to take the experience of their larger national conferences and bring it right here to MU.

Filled with workshops, presentations, and networking opportunities, DEPC’s goal is to empower students traditionally underrepresented in STEM and help educate students interested in learning more about diversity in engineering.

Hilary Mueller, the director of Diversity and Outreach Initiatives, wants the conference’s core values to resonate with students, so they can become better engineers.

“I really want the message that these concepts are important, that we all benefit from a more diverse and inclusive space, to hit home with our students,” she said. “I want them to feel empowered, feel motivated to be able to go out into the field of engineering and make the change that they want to see.”

Attendees jump-started the day in workshops covering topics like resilience, interviewing skills and being a global citizen. They then spent lunch being inspired by Dean Elizabeth Loboa and keynote speaker Alejandro Cornejo who focuses on leadership initiatives, wants the conference’s core values to resonate with students.

Attendees registered — a significant increase from the first year’s 70. And over its three years, involvement with organizing DEPC has expanded too.

Tojan Rahal, who is an adjunct professor in the Biomedical, Biological and Chemical Engineering Department as well as the assistant dean for Inclusive Excellence and Strategic Initiatives, says she’s particularly proud of DEPC’s growth and how it brings students together.

“The beauty of this conference is after the first year, we had students who did not take part say, ‘How can we help for next year?’ They wanted to be allies,” she said. “So for those who want to know more about what their peers go through and support one another, they can take part in these diversity education sessions. Simultaneously, they can form these new bonds and make new friends intentionally.”

Dr. Kristin Flynn Peters will be utilizing her experience and expertise in the areas of Inclusion, Diversity and Equity in an official capacity to tailor professional development opportunities and initiatives in collaboration with departments as they continue to develop their efforts to achieve inclusive excellence.

“I am excited to help further the Inclusion, Diversity and Equity work at SHP, where so many faculty, staff and students are dedicated to making health care a better place for people of all backgrounds,” said Dr. Flynn Peters.

Dr. Flynn Peters is an Associate Clinical Professor in the Department of Health Sciences. Within SHP, she has served as the chair for the Dean’s Ad Hoc Committee on Inclusion, and co-chair for the Task Force for Student Diversity and Inclusion. Dr. Flynn Peters also taught multiple courses in the Department of Health Sciences, including Clinical Ethics. She currently serves as a mentor to the Diversity Across the Curriculum Committee and the SHP Student Committee on Inclusion.

“Dr. Flynn Peters has been a valuable source of ideas and advocacy for promoting inclusive excellence in SHP for many years,” said Dr. Reid-Arndt, Senior Associate Dean. “This opportunity to serve as a Faculty Fellow comes at a time of increasing momentum across SHP for growth in inclusive practices, and so her dedicated time to these efforts will be especially valuable.”

Across campus Dr. Flynn Peters serves on the Council for Inclusive Excellence (providing feedback and advice to IDE and Chancellor) and the Diversity Advisory Council of the UM Health System. Dr. Flynn Peters is a trained facilitator for NCJ/C-St. Louis, an organization focused on experiential learning to help advance equity, promote justice, and build community.

“As a team, we will help individual departments assess their strengths and identify areas of growth,” said Dr. Flynn Peters. “As a member of that team, I will be particularly focused on helping departments initiate plans for recruiting and retaining faculty from underrepresented backgrounds.”

Dr. Reid-Arndt said, “As Dr. Flynn Peters works to support the individual priorities and initiatives of SHP programs and departments, I’m enthusiastic about the progress that we’ll see in our shared SHP goal of creating inclusive experiences and environment for our students, staff and faculty.”

Tommy Thomas III joined the SHP community on Oct. 14, working with programs to develop strategies for a more holistic recruitment and admissions process with the goal of increasing diverse student populations, as well as identifying resources and approaches for retention of students.

“The Diversity Initiatives Coordinator role is an exceptional opportunity to do great things in SHP, and I am eager to do what I can to serve as many students as possible,” said Thomas.

Before this position with SHP, Thomas served as 4-H Youth Field Specialist in Jaxkson County with Extension, he has also served as a Project Specialist working with the Student Support Services TRIO program at Avila University. In both of his previous roles, Thomas created programs with a focus on executing effective academic retention strategies for low income, first-generation and underrepresented minority students.

“My skills and experiences make him well-prepared to assist in the development of program-specific strategies for recruiting and retaining high achieving students from underrepresented backgrounds, and I’m looking forward to supporting him in these efforts,” said Dr. Reid-Arndt, Senior Associate Dean.

Dr. Kristin Flynn Peters Faculty Fellow for Inclusive Excellence

Tommy Thomas III Diversity Initiatives Coordinator
The University of Missouri's College of Agriculture, Food and Natural Resources (CAFNR) celebrated the grand opening of the new Land of the Osages Research Center on Tuesday, Oct. 29. The center will further research in agroforestry, a sustainability-focused system that combines trees and shrubs with crops — and sometimes livestock — to be managed on the same piece of land as a single ecosystem.

Chancellor Alexander Cartwright spoke during the opening ceremonies and were in attendance about agroforestry.

"The Land of the Osages Research Center will bring more opportunities for the day's festivities, which included lunch and a field day. The Osage Nation spoke at the opening ceremonies and were in attendance about how the new center will impact the surrounding communities in the Lake of the Ozarks area.

"The Land of the Osages Research Center will bring more transformative research and more life-changing opportunities to these communities, especially in the field of agroforestry," said Christopher Daubert, vice chancellor and dean of CAFNR. "This center is funded by a donor's estate gift, and he wished to build a partnership between the Osage Nation.

"CAFNR is so proud to be opening the Land of the Osages Research Center," said Christopher Daubert, vice chancellor and dean of CAFNR. "This center is funded by a donor’s estate gift, and he wished to build a partnership between the Osage Nation and agroforestry, which is something CAFNR is thrilled to continue.

"This is such an exciting day, and we're so thankful for Doug's vision for this site. The partnership with the Osage Nation is incredibly exciting, and CAFNR is looking forward to strengthening that relationship even further."

Future plans for the site include demonstration trials, internship opportunities and workshops to train local communities in agroforestry practices, all made possible through an endowment created by Allen. Along with educational kiosks to reflect on Osage Nation history, plans also include collaboration with the Osage Nation to develop research and training opportunities focusing on traditional ecological knowledge and its potential applications in modern agroforestry.

"Doug wanted to recognize a former Osage chief who had lived in the area and was focused on building a relationship with the Osage Nation," said Dusty Walter, director of natural resource management for AES and co-superintendent of the center.

"We're excited to continue and build on his vision."

In partnership with the Osage Nation, the center will advance agroforestry research.

Story by SHANE EPPING
Photos by SHANE EPPING

******Native American Heritage******

The center’s grand opening paid tribute to the partnership with the Osage Nation with a flag ceremony, song and prayer.

The MU graduate student uses documentary film to explore heritage.

Story by MIZZOU STAFF

Daniels’ story as a person of mixed heritage reinforced Hensel’s belief that this topic is important and that there are other Native peoples on a similar journey. Hensel assembled a team of all indigenous filmmakers to help share Daniels’ experiences through film.

"I want to help share Holly’s story because I think people can relate to her search for identity and a place of belonging,” she said. “In addition, I want to spread awareness of the challenges and realities indigenous peoples face."

In between prepping for graduation and working on a second documentary digging deeper into her own family heritage, Hensel prepared to move to Washington, D.C. Hensel is working as a video producer for the Humane Society of the United States, her dream job since she was a little girl.

Hensel credits her experience at Mizzou to her fellow documentary classmates and her faculty mentors, who she said empower students to chase down their passions.

“Documentary filmmaking is still a fairly small program within the School of Journalism, but I love that because we’re like a little family,” she said. “I’ve been able to mentor younger students in the program, and I’ve been encouraged to take risks and pursue my passion. Everyone I’ve worked with here has been 100% behind me every step of the way.”

******Native American Heritage******
MU CELEBRATES DR. MARTIN LUTHER KING JR.

DR. GWENDOLYN ELIZABETH BOYD

7 P.M. THURSDAY, JAN. 23, 2020, AT MISSOURI THEATRE

The theme for this year’s annual MU Celebrates Dr. Martin Luther King Jr. event is STEAM at Midnight: King’s Vision for Science in the Social Order. King’s speech, “A Knock at Midnight,” examined the possibilities and limitations of science as a tool for advancing the beloved community.

Our keynote, Dr. Gwendolyn Elizabeth Boyd, is a prolific motivational speaker and nationally recognized champion of education. Her presentation will focus on the relevance and critical need for the increased representation of women and people of color in the high-demand STEM fields. Dr. Boyd has enjoyed more than three decades of professional success in the field, served as a groundbreaking pioneer for women and people of color in STEM and returned to her alma mater to serve as the university’s president.

Learn more about Dr. Boyd, our theme and the MLK award at mlk.missouri.edu.