

TEAMS Meeting
Meeting Minutes

Attendees: Carcyle Barrett, Craig Blakley, Erica Camp, Valerie Casey, Oscar Chavez, Dewey Clayton, Tamekka Cornelius, Fannie Cox, Jason Deakings, Heather Fox, Bob Goldstein, Leondra Gully, Muriel Harris, Patrick Harris, Dawn Heinecken, Kristie Helm, Susan Jenkins, Faye Jones, Khotso Libe, Colleen Martin, Connie Martinez, Monica Negrón, David Schultz, Heather Storer, Daniela Terson de Paleville, Maria Tinnell, Marian Vasser, Jim Warner, Kristia Worthy

Guests: Neeli Bendapudi, President; Lori Gonzalez, Executive Vice President and University Provost; Jake Beamer, Director of Governance and Strategic Initiatives; Katy Garrison, Assistant Director of the LGBT Center (Belknap)

| Item | Discussion | Time stamp | Action to accomplish | Person/Group Responsible |
|---|--|------------|---|--------------------------|
| I. Call to Order <ul style="list-style-type: none"> Welcome Approval of Minutes | Chair Harris called the meeting to order at 12:00 p.m. <ul style="list-style-type: none"> Chair Harris welcomed attendees Maria Tinnell made a motion, which Connie Martinez seconded, to approve the minutes of the April 15, 2021 meeting. The motion passed. | | | |
| II. Introduction of President Bendapudi | Chair Harris introduced President Bendapudi and thanked her for joining the meeting. | | | |
| III. Introduction of Provost Gonzalez <ul style="list-style-type: none"> Conversation with Provost | President Bendapudi introduced Provost Gonzalez, and stated that both she and the provost are thrilled to be invited to the meeting. As the president’s “number 2”, the President and Provost will both be involved in the commission’s Executive Committees and General Body meetings. <ul style="list-style-type: none"> Provost Gonzalez stated she was honored to be in this role at UofL and looks forward to working alongside CODRE achieve its goals. President Bendapudi took the opportunity to share campus updates: <ol style="list-style-type: none"> Rating agencies (Moody’s, S&P) upgraded the university’s financial outlook and position from “negative” to “stable.” Great news for the university. The highest budget priority is restoring UofL’s employee retirement contributions/benefits, effective July 1. Additionally, no healthcare increases will be passed to employees. The budget requires approval by the Board of Trustees. Tuition will be increased, but less than the higher education price index. CPE requires an increase of no more than 2% in one year, and the university is | | Coordinate schedules and meeting occurrences to better engage the President/Provost in CODRE meetings and activities. | Jake Beamer |

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|------|--|------------|--|---|
| | <p>considering up to a 1.75% increase, allowing for more monies for need-based aid. UofL is committed to not increasing housing and dining costs. UofL is still more competitive in overall costs/pricing than the University of Kentucky.</p> <p>iv. All endowment accounts are now solvent, as opposed to \$58 million in underwater accounts in 2018. It means that every department and unit that were counting on the endowment spend will be able to receive those monies beginning next year.</p> <p>v. President Bendapudi and Provost fielded questions from commissioners, and they discussed:</p> <ol style="list-style-type: none"> 1. Ways to get students who have dropped out back to campus and graduated, including using CARES monies. 2. Increasing retention of students, particularly African American students. 3. The perception of UofL’s anti-racism agenda/efforts. 4. Ongoing troubleshooting guide to student needs/concerns for faculty and staff; elevating the profile of the student success operation, becoming a one-stop shop to triage student issues. 5. CODRE’s representation on budget and other actionable, working university-wide committees. <p>6. Dewey Clayton thanked the President and Dr. Jones for their comments regarding the 1619 Project.</p> | | <p>Contact Jim Begany or the students if you think they want to return to school.</p> <p>Encourage Faculty and Staff Senates to choose representatives that are also commissioners to the budget and planning committee, et al., and consider adding a standing CODRE Commissioner.</p> <p>Bring budget presentations from CAO & Deans meetings to CODRE</p> | <p>Commissioners</p> <p>M. Harris, Martinez to request this of the senate chairs.</p> <p>Lori Gonzalez to request this of EVPFA Dan Durbin.</p> |

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| | <ul style="list-style-type: none"> iv. Addition of Secretaries for CODRE and each Committee to take minutes, record actions to accomplish, and establish who's responsible for said actions. Secretaries also follow-up on these issues. v. Better collaboration with COSW. vi. Chair Harris and others then fielded questions from commissioners. | | | |
| <p>V. Campus Climate Check-ins</p> <ul style="list-style-type: none"> • (students, faculty, staff, trainees, and residents) | <ul style="list-style-type: none"> • Bob Goldstein stated that a report of qualitative feedback is being drafted and should be complete in the next few weeks. • Heather Fox that the Campus Environment Student Group met last week and needs more students (currently only faculty and staff). • Katy Garrison shared that she will replace Lisa Gunterman as the LGBT Center rep on CODRE. She also noted: <ul style="list-style-type: none"> i. Biased Incident Report Team (BIRT) will now be known as the Climate Campus Support Team. Has been meeting with University of Michigan's team; has met with University Counsel; and should have a full-time staff member. | | | |
| <p>VI. New Business</p> <ul style="list-style-type: none"> • Announcement Multi-cultural Teaching and Staff Awards | <ul style="list-style-type: none"> • Chair Harris announced that the Teaching Award winner is Sherri Wallace; the Staff Award winner is Tamara Russell. | | | |
| <p>VII. Other Business/Announcements</p> <ul style="list-style-type: none"> • Nominations for new Commissioners • New Minutes Formatting | <ul style="list-style-type: none"> • Maria Tinnell reported that 22 interest forms have been received. A review of forms is being conducted. • Meetings have been videorecorded for the purposes of drafting minutes that include timestamps for later review by those invited to attend the meetings. Discussions about the efficacy of this format are ongoing. | | | |
| <p>VIII. Reports from CODRE Reps & Committee Chairs (Action Items)</p> <ul style="list-style-type: none"> • Faculty Senate | <ul style="list-style-type: none"> • David Schultz reported that the Faculty Senate is working on the Faculty Accountability Policy – revisions have been requested and implementation has been delayed. It will | | | |

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|--|---|------------|--|---|
| <ul style="list-style-type: none"> • Staff Senate • HR (Return to Work Policy; other subcommittees, Kristie Helm) • Search Committee Participation <ul style="list-style-type: none"> i. Dereck Barr-Pulliam ii. Muriel Harris/Connie Martinez | <p>come back to the Senate for review in June or July.</p> <ul style="list-style-type: none"> • There was no report from the Staff Senate. • Kristie Helm reported that she is representing CODRE on the HR Benefits Design Group. That group has yet to meet but she will report back to CODRE when it has. Regarding the Workday Change Ambassadors Committee, it has met once and is scheduling additional meetings to discuss timelines and implementation. Kristie will report back once more information has been collected. <ul style="list-style-type: none"> i. Dereck Barr-Pulliam had no report. ii. Connie Martinez reported that the search committee for the next Dean of the College of Education and Human Development is continuing to evaluate candidates. Muriel Harris and Connie are creating questions applicable to all search committees that CODRE representatives should ask. | | <p>Report of HR Benefits Design Group.</p> <p>Report of Workday Change Ambassadors Committee</p> <p>Include reports in the Newsletter</p> <p>Share questions with all CODRE members</p> | <p>Kristie Helm</p> <p>Kristie Helm</p> <p>Kristie Helm/Maria Tinnell</p> <p>Muriel Harris/Connie Martinez</p> |
| IX. Report of the Chair | The Chair had no report, however she thanked President Bendapudi, Provost Gonzalez, and the commissioners for their participation in the meeting. | | Invite the President and Provost to return to August 2021 meeting. | Jake Beamer |
| X. Motion to Adjourn, 12:55 p.m. | Chair Harris adjourned the meeting. | | | |

University of Louisville Cardinal Antiracism Agenda (CARA)

V. Faye Jones, MD, PhD

Interim, Senior Associate Vice President for Diversity and Equity

Muriel Harris, PhD

Chair, Commission of Diversity and Racial Equality (CODRE)

UNIVERSITY OF
LOUISVILLE

Board of Trustees
April 22, 2021

Guiding Principles

CARDINAL

Let us be a university that is a **Community of Care**. Care for self, care for one another as the Cardinal Family and care for the community beyond. We are a community—not just a collection of individuals. We are a community—not just buildings connected by an HVAC system.

Accountability. We keep our promises. We own mistakes. We are accountable to the team.

Respect, irrespective of position. We respect each other’s humanity and dignity, no matter what our positions in the organization are. We also respect our right to differing and conflicting positions on issues. We will be a place that prepares students for ideas, not protects students from ideas.

Diversity and Inclusion. We celebrate diversity of thought, perspectives and life experiences. As our state motto declares: United We Stand, Divided We Fall. We want everyone, in the richness of all of their many unique and intersecting identities, to feel included in the Cardinal fold.

Integrity and Transparency. We will be true to our mission of an urban research university to create, disseminate and apply knowledge. Integrity is our collective commitment to make decisions with the best interests of our university in mind and to share the decision-making rationale and outcomes.

Noble Purpose. Each of us will identify for ourselves the way in which we make a difference. We must solve the problems of access and affordability to give everyone the opportunity to find and pursue their own noble purpose.

Agility. We will recognize that things change and when they do, we must change things. We know when adaptation in an organization does not keep pace with adaptation in the environment, the organization will not survive.

Leadership. We recognize management is a position but leadership is an activity. We will all behave as owners of the University of Louisville because we are. “We are UofL” is not just a hashtag or a slogan. It is our declaration of leadership and ownership.

Definition: Antiracism

- The active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably

NAC International Perspectives: Women and Global Solidarity

- “Any idea that suggests the racial groups are equal in all their apparent differences—that there is nothing right or wrong with any racial group”

How to be an Anti-Racist, Ibram X. Kendi

Sample Student Data Metric: Graduation Rate

UofL 6-yr Graduation Rate¹ by Race/Ethnicity

| | 2010 Cohort | | 2011 Cohort | | 2012 Cohort | | 2013 Cohort | | 2014 Cohort | |
|-------------------------|--------------|----------------------|--------------|----------------------|--------------|----------------------|--------------|----------------------|--------------|----------------------|
| | <i>n</i> | 6-yr Graduation Rate | <i>n</i> | 6-yr Graduation Rate | <i>n</i> | 6-yr Graduation Rate | <i>n</i> | 6-yr Graduation Rate | <i>n</i> | 6-yr Graduation Rate |
| White | 1,959 | 52.3% | 1,992 | 55.5% | 2,037 | 56.0% | 2,164 | 59.4% | 2,213 | 61.0% |
| Hispanic | 97 | 57.7% | 57 | 40.4% | 96 | 54.3% | 106 | 58.1% | 109 | 53.2% |
| African-American | 283 | 48.8% | 287 | 49.6% | 276 | 58.0% | 282 | 55.5% | 244 | 55.4% |
| Other | 173 | 62.2% | 175 | 54.0% | 235 | 60.7% | 253 | 55.8% | 264 | 62.5% |
| Cohort Total | 2,512 | 52.8% | 2,511 | 54.4% | 2,644 | 56.6% | 2,805 | 58.6% | 2,830 | 60.4% |

Source: Official university degree files.

¹ Graduation rates are calculated using the Graduation Rate Survey (GRS) cohort (first-time, full-time, baccalaureate degree-seeking students). Percentages by race/ethnicity are calculated as a percentage of students of that race/ethnicity within the cohort and not as a percentage of the cohort total. Part-time students and transfer students are excluded from the cohort. Valid exclusions defined by the US Department of Education (military service, missionary service, death) are reflected in the 6-year graduation rate.

Sample Metric: UofL Climate Data

| Definition | 2018 Baseline (Overall) | White | Black/AA | Hispanic/ Latinx | Other |
|--|----------------------------|------------|------------|---------------------|------------|
| Overall employee perception on Climate Survey | 2.98 (F18) | 3.11 (F18) | 2.80 (F18) | 3.14 (F18) | 2.99 (F18) |
| Employee perception of compensation and benefits | 3.02 (F18) | 3.09 (F18) | 2.98 (F18) | 3.08 (F18) | 3.02 (F18) |
| Employee perception of diversity/inclusion | 3.69 (F17) | 3.75 (F17) | 3.55 (F17) | 3.83 (F17) | 3.69 (F17) |
| Employee perception of work/life balance | 3.37 (F17) | 3.37 (F17) | 3.49 (F17) | 3.71 (F17) | 3.37 (F17) |
| Employee perception of work environment | 3.62 (F17) | 3.65 (F17) | 3.63 (F17) | 3.92 (F17) | 3.63 (F17) |
| Employee perception of leadership | 3.51 (F18) MEDIAN | 3.57 (F18) | 3.49 (F18) | 3.73 (F18) | 3.51 (F18) |
| | 3.36 (F18) MEAN | 3.45 (F18) | 3.25 (F18) | 3.54 (F18) | 3.36 (F18) |

¹ 2018 sample size: 1,802 (response rate of 25.9%); includes 72.5% White, 7.9% Black/AA, and 1.6% Hispanic/Latinx
 2017 sample size: 1,903 (response rate of 27.5%); includes 77.2% White, 9.3% Black/AA, and 2% Hispanic/Latinx

Where we've been

- Education Trust
- Insight Into Diversity HEED Award-Champion Designation
- Most LGBTQ+ friendly university in the south – Campus Pride Index
- Cultural and Equity Center
- New Assistant/Associate Deans

Where we're headed

- Consistency between external recognitions and lived experiences of campus constituents
- Anti-racist principles and action embedded into every part of the institution
- DEI valued as a distinctive element of the Cardinal experience
- Intersectionality of work

Phase I
Pre-Plan:
Taskforce Composition and Subgroups
and Information Gathering

Phase II:
Develop Draft Report With Strategic
Recommendations

Phase III:
Finalization of CARA

Phase IV:
Create Systemic Implementation Plan
for CARA

Direction for Work : July and August 2020

July - November 2020

December 2020 – June 2021

July 2021 –

Team Leaders

- Craig Blakely
- Karan Chavis
- Dwayne Compton
- Fannie Cox
- Sherry Duffy
- Toni Ganzel
- Muriel Harris
- Vicki Hines-Martin

Team Leaders

- V. Faye Jones
- Irv Joshua
- Michael Mardis
- Mary Elizabeth Miles
- Teresa Reed
- Ryan Simpson
- Michael Wade Smith
- Diane Whitlock
- Lora Cornell
- Maria Tinnell

6 Priority Areas

- 1. Culture, Policies, Practices, and Procedures**
- 2. Equity in Work, Compensation, Professional Development, and Reward**
- 3. Curriculum and Instruction**
- 4. Images and Communication**
- 5. Recruitment and Retention of Diverse Talent**
- 6. University and Community Relationships**

Priority Areas: Culture, Policies, Practices, and Procedures

Codify the adoption of the University's commitment to support a culture of antiracism as a core institutional value in governance, policies and procedures.

Sample Action Steps:

- Review all policies and procedures (including the Red Book, HR, promotion and tenure, student governance, unit level policies, Board of Trustees policies, and others) using identity-based equity tools to assure that they are absent of provisions that disparately impact any identity group.
- Establish an Advocate Office to centralize the reporting, tracking, advocacy, accountability, and referrals for incidents of bias, racism or race-based discrimination impacting educational and residential experiences.

Priority Areas: Equity in Work, Compensation, Professional Development, and Reward

Ensure equitable distribution of work, compensation, and rewards for all university constituents that allow them to reach their full potential.

Sample Action Steps:

- Re-design criteria for annual workplans giving appropriate weighting for DEI and community engaged work with equivalency with other kinds of teaching, research, and service.
- Invest in professional development, mentoring/coaching and career development sponsorship to ensure all of our workforce no matter their position or identity, have equitable opportunity to reach their potential.

Priority Areas: Curriculum and Instruction

Ensure our campus-wide curriculum supports learning at undergraduate and graduate levels using an antiracism framework.

Sample Action Steps:

- Revise the Cardinal Core to support a more meaningful and required immersion in learning related to racism using an antiracism framework.
- Require an audit or intentional review of all instructional content to, when possible, embed content in support of antiracism.

Priority Areas: Images and Communication

Ensure that the University reflects an anti-racism stance in all images and communication to support its intent to create an inclusive and welcoming space.

Sample Action Steps:

- Establish a framework and implement an environmental audit to review all University images and communications to assure that the intent to create an anti-racist university is not undermined through these mediums.
- Regularly communicate to the University and Louisville community the status of achievement of the Cardinal Anti-Racism Agenda.

Priority Areas: Recruitment and Retention of Diverse Talent

Provide a structured process for recruitment and retention of faculty, staff, administrators, students, residents and post-doctoral trainees, that provides and supports professional development and advancement.

Sample Action Steps:

- Create specific recruitment and retention programs targeting BIPOC populations at all levels.
- Invest resources to support placement of spousal hires for candidates who receive employment offers in the faculty or professional staff and administrative positions.

Priority Areas: University and Community Relationships

Fully engage the structures for community engagement to provide learning opportunities for faculty, staff, students, residents, fellows and post-doctoral trainees to help promote anti-racism within our university.

Sample Action Steps:

- Invest in the Anne Braden Institute, CCTSJR, HSC Health and Social Justice Scholar Program and other UofL centers and programs that extend into the Louisville Metro Community and promote antiracism within our University.
- Fully engage the structures of the Signature Partnership to create more university stakeholder learning opportunities through community engagement responsive to community-directed needs.

Metrics – Disaggregate Data

Examples of types of data

- Student Data
 - **Enrollment, Retention, Graduation**
- Total Employment (faculty, staff, administrators)
 - **Recruitment, Retention, Promotion**
- Climate Data
 - **UL Climate Survey**
 - **Great Places to Work Survey**
- Metrics for Diversity
 - **Gender diversity (%)**
 - **Education diversity (%)**
 - **Cultural diversity (%)**
 - **Race/Ethnicity (%)**
 - **Religion (%)**
 - **Language (%)**
 - **Nationality (%)**

Source: Diversity and Inclusion: Strategy Scorecard with KPIs
<https://bscdesigner.com/diversity-and-inclusion.htm>

Create NEW Measures of Inclusion

Measuring Inclusion

- Employee surveys to create an Employee Inclusion Index
- Career path

Proxy metrics for Inclusion:

- Average length of employment (tenure) for diverse talent – the number of years a diverse talent stays in the company compared to the company's average tenure
- Promotion rate for diverse faculty and staff (%)

Other metrics to be identified

Source: Diversity and Inclusion: Strategy Scorecard with KPIs
<https://bscdesigner.com/diversity-and-inclusion.htm>

Outcomes

- CARA Report - including action plans for every strategy
- CARA Data Dashboard – making diversity data transparent and accessible
- CARA Cultural Impact – improving the lived experiences of all of our Cardinal family

Contributors to the CARA document

The Executive Committee of the Commission on Diversity and Racial Equality (CODRE) wishes to express thanks to the members of CODRE and the University community who were enlisted to join the creation of the Cardinal Anti-Racism Agenda.

| | | | | |
|---------------------|-----------------------|-----------------------|----------------------|-----------------------------|
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CARA Workgroups

The construction of the Agenda would not have been achieved without the contribution and efforts of the Cardinal Anti-Racism Agenda workgroups. Gratitude is sincerely extended to the members of each workgroup.

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Questions and Comments

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UNIVERSITY OF
LOUISVILLE

Board of Trustees
April 22, 2021

COMMISSION ON DIVERSITY AND RACIAL EQUALITY – APRIL 2021 LOGIC MODEL

| Inputs | Activities and Outputs | | Outcomes/Benefits | | |
|--|---|---|---|--|---|
| | What we do | Outputs | Short | Intermediate | Long |
| <ul style="list-style-type: none"> • Time • Commissioners (3-4 per committee) • Ex-Officio members • Executive Committee • Chairs/Conveners • Admin. Support • Money \$\$/budget • Meeting facilities • [Meals] | <p>Quarterly Meetings with leadership</p> <p>Training (advocacy; finding your voice)</p> <p>Monthly Committee Meetings</p> <p>Committees</p> <p>1. Student Engagement Team</p> <p>2. Diversity Programing</p> <ul style="list-style-type: none"> • programing • awards • undergraduate and graduate funding <p>3. Community Relations</p> <ul style="list-style-type: none"> • Budget and planning • HR • Faculty Senate • Staff Senate • Search Committee <p>4. CARA (faculty, staff trainees, administrators and students concerns)</p> <p>5. Campus Environment</p> <p>6. Communication and Marketing</p> | <p>Meeting with President and Provost</p> <p>Engagement of</p> <ul style="list-style-type: none"> • #Students • #Staff • #Faculty <p># newsletters published</p> <p>#annual report</p> <p># listening sessions</p> <p># meetings</p> <p>#website visited</p> <p># Commissioners seated</p> <p>#active ERG's in CODRE related goals</p> | <p>Increased communication with the President and Provost</p> <p>Increased participation of commissioners in CODRE's work</p> <p>Increased representation of CODRE on University-wide committees</p> <p>Increased communication of CODRE with its UofL Constituencies (web; newsletter)</p> | <p>Increased credibility of CODRE to be responsive to constituencies</p> <p>Increased visibility of CODRE in addressing issues of Diversity and Racial Equality</p> <p>Improved responsiveness of leadership to address concerns raised by CODRE</p> <p>Increased knowledge and skills in advocacy; understanding,</p> | <p>Improved perception of climate, work conditions and sense of belonging among constituencies including BIPOC</p> <ul style="list-style-type: none"> • Faculty • Staff • Students • Trainees • Administrators |

| Inputs | Activities and Outputs | | Outcomes/Benefits | | |
|--------|---|---------|---|---|------|
| | What we do | Outputs | Short | Intermediate | Long |
| | <p>Monthly (Quarterly) CODRE General Body Meeting</p> <p>Publish monthly committee reports on the Web</p> <p>Host Listening Sessions for the UofL Community (3 times per semester)</p> <p>Publish monthly newsletter</p> <p>Oversee the implementation of CARA</p> <p>Support the Campus Environment Team</p> <p>Participate in Search Committees</p> <p>Provide representation of CODRE on strategic University Wide Committees (budget and planning; HR;)</p> <p>Participate in Faculty and Staff Senates</p> <p>Information session and provision of resources for advancing equity and racial justice</p> <p>Coordination/Collaboration with COSW on strategic initiatives</p> | | <p>Increased Knowledge and skills in advocacy across multiple domains; understanding, recognizing and addressing bias at multiple levels;</p> | <p>& recognizing and addressing bias at multiple levels;</p> <p>Increased skills/ability to oversee an anti-racism agenda</p> | |

| Inputs | Activities and Outputs | | Outcomes/Benefits | | |
|--------|--|---------|-------------------|--------------|------|
| | What we do | Outputs | Short | Intermediate | Long |
| | Coordination/Collaboration with LGBTQ+ Office on Strategic initiatives | | | | |



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