

celebrate race opportunity  
equality brave Self-Knowledge  
support  
diverse  
Networking  
inclusive  
disability  
Creative  
difference  
education  
diverse  
champion  
Networking  
justice Sharing  
community disability  
sexual orientation  
support  
brave Impact  
Networking  
Sharing  
education  
diverse  
meaningful  
inclusive  
sharing

**The CODRE  
Annual Report**

2020-22

**Table of Contents**

Letter from the Chair ..... 3

About the Commission ..... 4

    Our Charge ..... 4

Communications Director ..... 5

    CODRE Re-Organization Chart ..... 6

    Campus-wide Listening Sessions ..... 7

Diversity Programming Committee ..... 9

    Photo Gallery of CODRE events ..... 11

Retention of Employees ..... 13

Cardinal Anti-Racism Agenda (CARA) ..... 15

    The Campus Climate Survey, 2021 ..... 16

    CARA Faculty Concerns Committee ..... 17

    CARA Staff Concerns Committee ..... 17

    CARA Student Concerns Committee ..... 18

Collaborative and ex-officio reports ..... 19

NEW Employee Resource groups and Registered Student Organizations ..... 19

Treasurer’s Report ..... 20

## LETTER FROM THE CHAIR

### Muriel J. Harris

Associate Professor, School of Public Health and Information Sciences,  
Department of Health Promotion and Behavioral Sciences

Commissioners, It is with honor and pride that I have served as CODRE's Chair since January 2021. This Annual Report captures the years 2020-2022 since it is our first report since 2019. Much has happened in the interim. We witnessed the death of George Floyd which was preceded by the murder of Breonna Taylor right on our doorsteps. These two murders as well as countless other atrocities against persons of color over many generations and even to the present day led to a summer of racial demonstrations in 2020 across the country and in Louisville. The demonstrations for racial justice and racial reckoning were at a time when the COVID-19 virus took hold in the US, resulting in countless deaths of people of color, further stressing faculty, staff, and students, re-traumatizing these groups. In the midst of these events that captivated not just Louisville but the world, the University of Louisville embarked on the Cardinal Anti-Racism Agenda (CARA). The CARA was prompted by then President Bendapudi declaring UofL an Anti-Racist campus, a vision that may take many years to realize. However, CODRE with the support of many volunteers across Campus and under the leadership of then chair, **Karan Chavis** took on the daunting task. Faculty, staff, students, and administrators worked many hours to identify issues on our campus, frame objectives to achieve and devise action steps to accomplish them. Senior Associate Vice President **Faye Jones** and CODRE Chair **Muriel Harris** had the responsibility to complete it, develop goals, and present them to the Board of Trustees. They were presented to the Board of Trustees in spring 2021. The CARA document has recently been handed over to our newly hired Vice President for Diversity, Equity and Inclusion, **Lee Gill** who started work in May. CODRE and the rest of our campus await the implementation of the CARA with baited breath!

This annual report captures the activities that were initiated and undertaken by CODRE as well as those that were funded by CODRE through its Diversity Programming Committee. Coming out of the COVID-19 pandemic, we were pleased to have hosted the Listening Sessions and launch the monthly digital newsletter. We were able to fund many on-campus activities offered by our RSO's across campus helping to reignite our campus, and support research activities for both undergraduate and graduate students. In addition, CODRE sponsored new awards that were presented during the final weeks of the spring semester. Congratulations to all our award winners. These stories are all outlined in the pages that follow.

CODRE has benefited from the invaluable administrative support from the President's office. **Jake Beamer** has been instrumental in helping CODRE to ensure its meetings are recorded, transcribed, and archived and he has sent out the monthly reminders for meetings. My appreciation also goes out to all Commissioners and supporters of DEI work and the Anti-Racism Agenda for your time, your talents, and your contributions to continue making our campus one that values diversity and welcomes all to our community. A member of the UofL community was so grateful to her supervisor for making her feel seen and appreciated that she wrote this note of appreciation below, and I would like to share it with you. It is CODRE's hope that everyone at UofL feels valued, respected, and cared for.

### My Boss Made Me Feel So Seen

My name is Shirin, and as a WOC and an immigrant, I recently had an amazing experience with my Supervisor and Director, **Jennifer Steier**, and wanted to do SOMETHING to show her and the University how insanely memorable and important her act was.

A couple of months ago I was speaking with Jennifer about potentially being on the Staff Senate and while she was creating the application templates, she pulled me aside and showed me the ethnicity categories on the application and ASKED ME IF I WAS REPRESENTED. I cried. No one has asked me that since I migrated to the States. Especially not someone in a position of leadership. I felt lifted and seen. For once I didn't have to choose between Asian or White, neither of which properly represent me - and many others here.

A CARDgram didn't feel enough, and I have thanked her many times and told her what it means to me, but I do think it is a wonderful example for people to see change can happen at any platform and even something that SEEMS so small can make big ripples. Staff Senate applications today and who knows, maybe the US Census one day!

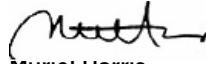
Thank you for reading,

*Shirin Bolhari*

*ProCard Compliance Analyst*

To you all that continue to support this work, I thank you for what you do. **Maria C. Martinez Mayshack** will step into the Chair position of CODRE in 2022-2023 and I will serve as her Vice Chair. I look forward to your continued engagement in doing the hard work but incredibly important work of achieving an Anti-Racist University.

Very Sincerely,



**Muriel Harris**  
CODRE Chair



**Maria C. Martinez Mayshack**  
Chair of CODRE in 2022-2023



## **ABOUT THE COMMISSION ON DIVERSITY & RACIAL EQUITY (CODRE)**

As one of two special advisory groups to the University of Louisville President, the Commission on Diversity and Racial Equity seeks to promote and maintain an inclusive environment that allows us to reach our full potential without fear of prejudice or bias.

The university is committed to building an exemplary educational community that offers a rigorous and cultivating intellectual climate that respects human diversity and has a deep understanding of the many differences that enrich a vibrant metropolitan research university.

The University of Louisville embodies the core values of this vision and demonstrates strong commitment to attract, retain and support students, faculty and staff who represent the diversity of our society.

## **OUR CHARGE**

The Commission on Diversity and Racial Equity (CODRE) was established in 1998 by University of Louisville President John Shumaker, to promote a campus culture of inclusion and engagement. The Commission's role in diversity related activities includes:

- To serve as the president's policy advisor on issues of diversity at the University of Louisville.
- To make recommendations to the president for the development or revision of initiatives to make the University a more inclusive community, and to report the progress of these initiatives.
- To develop strategic and tactical actions in cooperation with the Commission on the Status of Women (COSW) to improve the learning and working environments at the University of Louisville.
- To support crucial dialog and efforts to promote cultural values and diverse perspectives that characterize the United States that must be reflected in our university.
- To serve as a resource to members of the president's staff, executive cabinet, and individual units that seek assistance and advice with diversity and inclusion initiatives.
- To recognize and support staff and faculty who have made outstanding contributions in advancing diversity.
- To develop and support programming to augment student learning and research.

*Developed by the Executive Committee of the Commission on Diversity and Racial Equity April 4, 2017*

## COMMUNICATIONS DIRECTOR

**Maria Tinnell**

Commissioners,

The past two years have been unprecedented. As communications director I want to share with you some of the important work that CODRE has been doing these past few years. COVID-19 curtailed most of our activities for much of 2020 and into 2021. Although support for diversity programs was severely impacted, the commissioners did a lot of work to review and reorganize the standing committees to better suit the changing landscape of the university.

Some significant events were held with social distancing, one such event was the walk to remember Breonna Taylor on October 2, 2020. A weeping willow was planted on the Belknap campus near University Point and an oak tree was planted on the Health Sciences Campus near the back of Baxter II, members from both campuses started walking from the trees that were planted in her honor and met at the green space on Spalding Campus where voter registration was set up. The presidents from both campuses spoke and attendees were reminded about the Breonna Taylor Scholarship in the School of Nursing.

In response to the racial tensions in our city and nation, past president Neeli Bendapudi stated that one of the goals of the university at the highest level was to become a premier anti-racist metropolitan research university.

CODRE was charged to collaborate with the entire university to gather recommendations on how we could work together on that lofty goal. The “Cardinal Anti-Racist Agenda” (CARA) document was drafted and sent back to the president for review. Changes in the administration left the CARA document on hold until a new Vice President for diversity and equity could be named.

One thing that the new administration told CODRE was that they wanted CODRE to be the eyes and ears of the university on matters of diversity and equity. That spawned several things. The first of which was to change our name. The commission felt that “Equality” was better named “Equity”, so with the approval of the president and the general body CODRE became the Commission on Diversity and Racial Equity.

The standing committees have always been a vital part of CODRE, and CODRE recognized that a lot of the standing committees’ work dealt with concerns from the various groups. It was proposed that CODRE could combine all the concerns into one standing committee, freeing commissioners to work on other areas that CODRE felt needed to be addressed.

So, an ad-hoc committee reviewed the by-laws and recognized that a reorganization of the standing committees made sense, along with defining the roles that the commissioners hold. New titles of chair, vice-chair and secretary of the standing committees were recommended, as well as entirely new standing committees. The Constituency Relations committee was formed to work on training commissioners to hold various positions in key committees across campus, and a CARA committee to voice concerns from the individual areas of faculty, staff, students, trainees, and administrators was formed. See the CODRE re-organization chart on the next page.

CODRE has always had ex-officio student representatives from the Student Government Association (SGA), Black Student Union (BSU), and the Latin American Student Organization (LASO). CODRE recognized that more students of color needed to be heard from, so invitations to be ex-officio members of CODRE were sent to more than a dozen recognized student organizations, and a CODRE Facebook page was started to attempt to reach more students.

Another new CODRE initiative was to hold Campus-Wide Listening Sessions, based on the recommendation that CODRE be the “ears” on campus. CODRE took that literally and in the spring of 2021 we launched our first listening session. We hosted three listening sessions each semester with topics such as Black and or Latinx: Exploring Racial and Cultural Identity, Retention within our non-white communities, “The Impact of Racism and Discrimination on Mental Health”, “Returning to Campus during a Pandemic”, and “Our next Presidential Search”. These topics were designed as a starting point to get the conversation going.

In subsequent listening sessions CODRE partnered with the Commission on the Status of Women (COSW) having them help to facilitate the topic of “Work, Life, Balance” during the listening sessions. CODRE also emphasized that the campus could bring any concerns to CODRE that they wanted to be elevated to the president. Thematic reports from the sessions are compiled and then shared with the president’s cabinet and the campus community.

The CODRE newsletter which had been dormant for several years was relaunched, and was distributed widely across campus and to the upper administration.

CODRE from time to time has brought in guest speakers that have provided unique perspectives or significant accomplishments that were of great interest to the body of commissioners as well as the campus community which were invited to join us at the talks. Two such guests were the Secretary of the Smithsonian Institution, **Lonnie G. Bunch III** who the founding director of the Smithsonian’s National Museum of African American History and Culture. CODRE held meet and greets as well as moderated discussions on the newly opened National Museum of African American History and Culture. The second was **Dr. DJ Mitchell** who gave a talk on The Cardinal Anti-Racism Agenda and its Intersectional Imperative.

The Communication & Marketing committee is also an integral part of the Diversity Programming committee. The application for funding which had been on the CODRE webpage was found to be cumbersome and not very user friendly for either the user or the committee, so CODRE switched to the Engage platform which is more familiar to students and is easier for the committee to use.

During the past two years, some of CODRE’s signature events had to be suspended. The Transformation Tea which has been held since 1997 had to be canceled in 2020 -22, but there is the hope of bringing it back in 2023.

Concerns from the campus community on tensions students felt while walking on campus to the Student Activities Center prompted CODRE to create an ad-hoc committee to investigate the possible relocation of the free-speech area on campus. Recommendations from the committee were given to **Angela Taylor** who oversees this, and with the planned building of new student housing this was a good opportunity to suggest better locations that would not put students of color in stressful situations.



In response to low participation of the Physical Plant employees to the Campus Climate surveys, CODRE stepped up and provided printed climate surveys on both the Belknap and Health Sciences campuses. CODRE then collected the surveys, and commissioners worked with IR to enter the data into IR's database. This added step allowed for more voices of the Physical Plant employees to be heard.

In an effort to try to capture the number of hours spent doing the work of diversity and equity, CODRE partnered with the Student Activities group in using an app called Helper Helper. The app is used primarily by student athletes to capture volunteer hours. But **Kathy Meyer** allowed CODRE to have its own sub group to record the hours and ultimately the unpaid dollars spent on Diversity Equity and Inclusion efforts across campus. While this idea was lofty it did not get enough participation to accurately show what we hoped. Perhaps in the future there will be a better way to document the hard work that is done in this area across the campus.

Communications and marketing also actively participates in tabling events across campus. In 2021 alone CODRE made over 300 contacts with students, faculty, and staff to promote CODRE, and increase its visibility. In the past, CODRE has hosted open house events, but COVID-19 has made such events less possible. The committee hopes to host other opportunities to get the work of CODRE out on campus in the coming term.

CODRE is also a vital part of the search committee process. Commissioners regularly participate in searches for deans, VP's and above, namely

- Provost search - **Lori Gonzalez**
- VP for Diversity & Equity - **Lee Gill, Esq.**
- General Counsel - **Angela Curry**
- Music School, Dean - **Teresa Reed**
- Brandeis School of Law, Dean - **Melanie B. Jacobs**
- Exec. Director of Financial Aid - **Angela Black**
- Director of Graduate Admissions - **Dr. Patrice Campbell-Palmer**
- Assistant VP for International Student Affairs - **Dr. Paul Hofmann**
- College of Education - not yet named

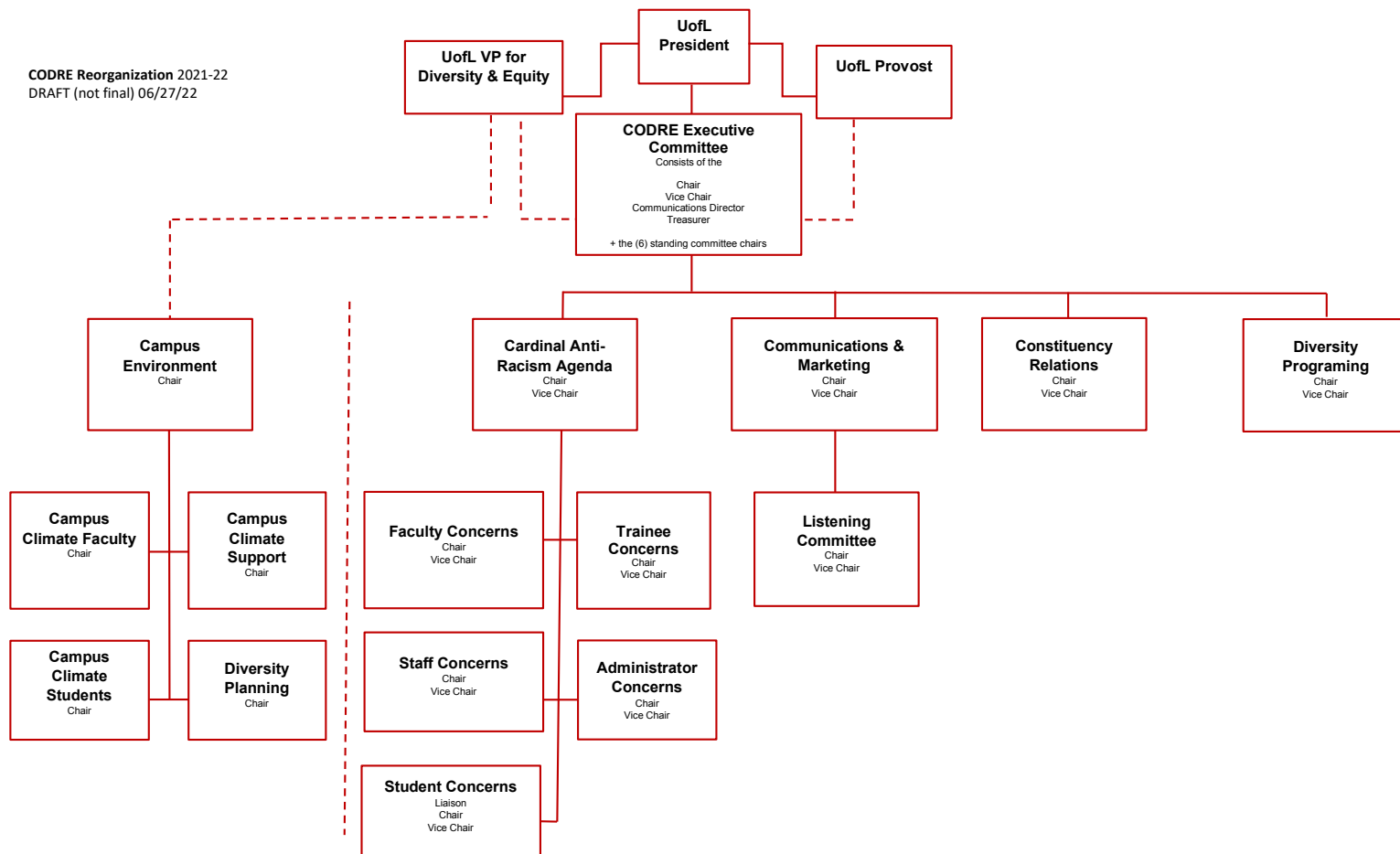
During 2021-2022, CODRE and COSW were asked for representatives on the Faculty Senate Subcommittees. CODRE was represented on the Red Book Committee by Muriel Harris and the Budget and Planning Committees by Fannie Cox.

These are not all the efforts the communications & marketing committee assisted with. The committee is intertwined with just about every standing committee of CODRE.

**Respectfully submitted Maria Tinnell**  
CODRE Communications Director

## CODRE RE-ORGANIZATION CHART

CODRE Reorganization 2021-22  
DRAFT (not final) 06/27/22



## CAMPUS-WIDE LISTENING SESSIONS

CODRE hosts campus-wide listening sessions throughout the year to provide opportunities for students, faculty, and staff to engage in discussion on topics relevant to diversity, equity, inclusion, and anti-racism. CODRE hosted nine campus-wide listening sessions from Spring 2021 – Spring 2022.

To read the full reports from each listening session, click the session title below or visit the following link: <https://louisville.edu/codre/codre-publications/campus-wide-listening-sessions>

- Session 1: [Black and or Latinx: Exploring Racial and Cultural Identity](#)
- Session 2: [Retention within our non-white communities](#)
- Session 3: [The Impact of Racism and Discrimination on Mental Health](#)
- Session 4: [Returning to Campus During a Pandemic, What is Your New Normal?](#)
- Session 5: [Work, Life, Balance](#)
- Session 6: [Student Mentoring by Both Faculty and Staff: Benefits and Barriers](#)
- Session 7: [Our Next University President Search](#)
- Session 8: [How is UofL Developing Future Leaders?](#)
- Session 9: [Student Voices, Is Anyone Listening? & Paying for School – Obstacles, Barriers, and Resources](#)

## CONTENTS

This report summarizes kudos, concerns, and recommended action steps based on the feedback from the campus-wide listening sessions.

After sharing general kudos, the report will present concerns expressed by students and employees. The report then presents recommended action items for campus administration and CODRE.

### Kudos

In the listening sessions, kudos and appreciation were shared in the following areas:

- The university's commitment to being an anti-racist university.
- Advocacy and support groups for different identities such as the Black Faculty and Staff Association, Hispanic and Latin@ Faculty and Staff Association, LGBT Center, and the Cultural Center.
- Campus resources for students and employees – Student Success Center, Employee Resource Groups, and different mentoring programs.
- University benefits such as vacation time, sick time, and tuition remission.

## CONCERNS

### Students

Student concerns included experiencing racism, a lack of diversity on campus, and confusion and apprehension about reporting concerns. Students expressed intimidation in addressing problems with faculty members or reaching out to higher-level administration. Students asked for more transparency in reporting concerns, the protocol for filing reports, and the follow-up process.

Most student concerns are related to the experience of international students who feel they do not have access to the same resources and support as other students. International students feel neglected, overlooked, and unsupported. International students experience silos, often being sent to the International Student Office rather than faculty and staff being able to adequately support them. Overall, there is a concern about a lack of knowledge on what international students need and a lack of resources, support, and mentoring for international students.

### Employees

Common concerns among university employees included lack of compensation and support. BIPOC employees feel tokenized, not recognized for their value, not adequately or appropriately compensated, disenfranchised, and siloed. There are feelings of anxiety, fear, and hopelessness in the face of discrimination and a lack of consequences for aggressors in bias incidents. Employees feel there is a lack of faculty and staff of color in leadership positions. Employees of color expressed not being heard or acknowledged during meetings. Employees of color also expressed that they are asked to do more labor by serving on different committees which can impact productivity and lead to low retention. One person expressed, “we are at the point of an exodus of Black faculty and staff.”

Employees are feeling exhaustion and burnout, yet many find it difficult to take breaks because they fear being judged or can't afford to take a vacation. There are equity concerns around the implementation of the Remote Work policy and there is a sense of a divide on campus because of the inconsistency in being able to work from home.

## RECOMMENDED ACTION ITEMS

### Senior Leadership and Campus Administration Accountability

- Update policies and procedures to promote equity and inclusion and to ensure people are held accountable for their actions.
- Provide safe opportunities for feedback and evaluations.

### Compensation and Promotion

- Increase pay equity and provide more transparency about the Compensation Study.
- Provide merit-based raises and promotions.
- Promote people of color to leadership positions and ensure employees of color are supported.

### Flexibility and Accommodations

- Provide more flexible work options and accommodations.
- Train supervisors on how to manage remote work and redesign spaces to support hybrid learning.

## Retention and Recruitment

- Increase recruitment and retention of BIPOC students, staff, faculty, and administration.
- Improve the exit interview process for authentic opportunities for feedback.

## Commitment to Anti-Racist Agenda

- Provide funding and support to the Cardinal Anti-Racism Agenda through a line in the university's budget and increase resources for related offices and positions on campus.
- Include diversity standards in the hiring process, performance appraisals, promotion and tenure, and funding requests.

## Procedures for grievances, reporting discrimination and bias

- Improve bias reporting mechanisms and ensure a safe space is provided to report grievances and discrimination.
- Create a policy around discrimination and bias incidents and make the Bias Incident Response Team (BIRT) a funded position under the DEI office.

## Support and Appreciation

- Increase support and resources for international students.
- Provide bonuses to all employees, not just administration.
- Develop more offerings for mentoring that include training and expectations.
- Create a memorial for the staff, faculty, and students who lost the battle against COVID-19.

## Student Recommendations

- Have a centralized hub/webpage with all the scholarships, resources, assistance etc.
- Have a webpage for students regarding funding their education with FAQ's and resources.

## CODRE

- Hold the university accountable for its diversity mission.
- Be represented on the presidential search committee.
- Work with the Campus Environment Committee to develop the appropriate types of interventions to recommend to the university.
- Ask the leaders who have taken on CARA what they need to feel that their labor has been supported, honored, and compensated.
- Add cultural competency training to the Anti-Racism Agenda.
- CODRE should be included in the HR Orientation process.
- CODRE commissioners should sit on every search committee possible to ensure we are hiring people who have a demonstrated commitment to anti-racism.
- Strengthen the relationship between CODRE committees and the rest of campus, especially by involving student voices.

## Conclusion

CODRE encourages the entire campus community to take responsibility for promoting diversity and racial equity. CODRE asks deans, chairs, administrators, and all individuals on campus to consider both the concerns and action items that were shared in the campus-wide listening sessions. Let's all explore ways in which we can take action to address these concerns and make the University of Louisville a safe, equitable, and welcoming space for everyone in our community.

**Respectfully submitted by Tonia Thomas, Chair and Alexandra Howard, Vice-Chair**

## Our facilitators were the following:

### Spring 2021

Session 1 – Riece Hamilton and Tisha Pletcher  
Session 2 – Riece Hamilton and Tisha Pletcher and Heather Fox\*  
Session 3 – Riece Hamilton and Carcyle Barrett

### Fall 2021

Session 4 – Alexandra Howard and Tonia Thomas  
Session 5 – Glyptus Grider Jones\*  
Session 6 – Jason Deakings\*\* and Sydney Finley\*\*

### Spring 2022

Session 7 – Felix Garza  
Session 8 – LaJa Hurt and Courtney Stein\*  
Session 9 – Jason Deakings\*\* and Sydney Finley\*\*

\* COSW

\*\* Undergrad and Grad Students





## DIVERSITY PROGRAMMING COMMITTEE

Co-Chairs, J'Lissabeth Faughn and Leondra Gully

Our Co-Chair, **Leondra Gully**, recreated our forms through Engage which are located at <https://louisville.campuslabs.com/engage/organization/codre>

### 2022 CODRE SPONSORED PROGRAMS AND EVENTS

#### *Medical Interest Expo hosted by Student National Medical Association*

SNMA hosted underrepresented minority students (by race and socioeconomic status) in Louisville to different medical specialties at the HSC campus. Attendings, residents, faculty, and students presented on their experience in the medical field. SNMA also provided opportunities for interview practice and provide tips on how to adequately prepare for MCAT and other factors that go into the medical school application process (i.e. personal statement, activities, research, etc).

#### *Fall City Medical Society Networking Event by Student National Medical Association*

Student National Medical Association (SNMA) worked with the Fall City Medical Society (FCMS) to host the FCMS Networking Event to cultivate more well-informed, confident, and resilient minority and disadvantaged students in the healthcare field. FCMS, which is the Louisville chapter of the National Medical Association (NMA), one of the largest and oldest national organizations representing physicians of color and their patients, worked with MAPS, Porters Scholars in Medicine, Brown Pre-Medical Society, MLK's Pre-med Scholars, at U of L, in addition to student groups at Bellarmine, Spalding and Jefferson County Community College.

#### *The Louisville Conference on Literature and Culture*

Our grant helped sponsor the closing keynote, Rise of Adab (Literary Aesthetics) in Islamic Studies and the turn to Social Justice within the University.

#### *Black Alumni Summit Networking Mixer*

This event was designed to welcome the university's Black alumni back to campus and to celebrate their ties to the University of Louisville. The 2021 Black Alumni Summit event lineup provided opportunities for students, faculty, staff and alumni to connect, engage, and inspire our students and each other.

#### *Jalsa with Indian Student Association*

The goal of Jalsa is to spread Indian traditions and enhance the diversity and cultural aspect of the University of Louisville. This sold out event exhibited Indian culture through an array of musical and visual performances that displayed the history and India. The audience consisted primarily of University of Louisville staff and students along with neighboring colleges such as Bellarmine, Spalding, JCC, and some high schools and families.

#### *Geographic Information Sciences Day*

The University of Louisville's Center for Geographic Information Sciences hosted the annual GIS Day celebration, with theme GIS: A Compass for Change featuring educators, artists, and environmental scientists. Our sponsorship helped cover the honorarium for a delegation including Kristi Orisabiyi Williams, Councilor Vanessa Hall Harper, Charles Harper, and Damali Wilson.

#### *Celebrating Women's Voices in Business: Inspiring Hope through Innovation*

This program invited local women in business to the College of Business for a panel discussion and celebratory lunch with topics including:

- The diversity within experiences of women in business and how this diversity drives innovation
- Hope for a more equitable future in business by naming innovative, proven strategies for accessing spheres of influence (and why this matters)
- Vision for how those in higher education (students, staff, and faculty) and business (students, educators, and consumers) may continue educating themselves on how to best co-create spaces of greater access for women and other underrepresented experiences, histories, and identities

#### *Caged Bird: Bluelining & Medicine Series Trauma-Informed Care Protocol*

This was a Law and Medicine series throughout the spring semester called "Caged Bird: Bluelining & Medicine Series". Bluelining is defined as over-policing in communities that results in space, place, and race consolidation, which encourages the school to prison pipeline and mass incarceration. This series was a multifaceted curriculum and advocacy activity for the medical community created to address long-term negative impacts of preventable physical and psychological violence between safety officers and patients in Louisville, KY, through a lens of trauma-informed care (TIC).

#### *Muhammad Ali: A Transcendent Life Standing Up for Peace*

This symposium centered on the question "What can we learn from Muhammad Ali about standing up for peace today?" The morning plenary session addressed how Ali inspires young people and how artists are standing up for peace and are inspired by Muhammad Ali. Dr. Raymond Green introduced the the Muhammad Ali Social Justice Magnet program at Central High School. Hannah Drake highlighted about how Ali inspires her as an artist. And the keynote speaker was Ambassador Shabazz (Malcolm X's eldest daughter).

#### *Annual National African American Read-In*

The National African American Read-In is the nation's first and oldest event dedicated to diversity in literature. It was established in 1990 by the Black Caucus of the National Council of Teachers of English to make literacy a significant part of Black History Month. This initiative has reached more than 6 million participants around the world. The overall goal is to enlighten the University community about African American authors and literature, and participants received a free book.

## RESEARCH FUNDING

We had 10 applications for Undergraduate and Graduate Research Funding and we selected the following recipients:

- **Jada Harris** “Youth and Youth Workers of Color Responses to Racial Inequities and COVID-19”
- **Kriss-Ann Gayle** “Race and Gender: Children’s Perception of Warmth and Competence”
- **Idoia Meaza Isusi** “Investigating the Effects of Particulate Hexavalent Chromium Binding to Centrosome-associated Protein E”

## AWARDS

The programming committee reviewed the applications and rubrics for the following awards:

- 2022 Presidential Exemplary Multicultural Teaching Award
- 2022 Presidential Exemplary Multicultural Engagement Staff Award
- 2022 DEI Student Leader Award\*\*
- 2022 CODRE Commissioner of the Year
- \*\* When the committee reviewed applications, we awarded an undergraduate and graduate DEI Student Award, and moved some applications for interns/residents in to the separate intern/resident category (it had no nominations, but residents/interns were nominated in the graduate student area)

It was suggested we create one form where the nominator will select

- Graduate
- Undergraduate
- Intern/Resident/Fellow

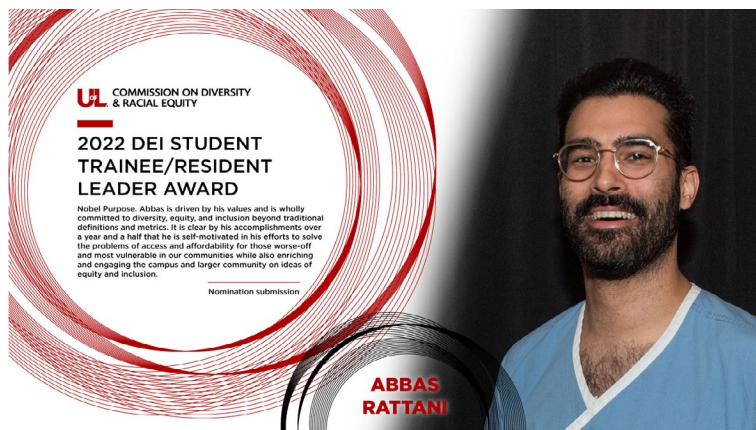
The award winners were:

- Commissioner of the Year Award: **Maria Tinnell**
- Exemplary Staff Award: **Shirley Wu**
- Exemplary Teaching Award: **Cynthia Ganote**
- DEI Student Leader Award - Undergraduate: **Camille Moore**
- DEI Student Leader Award - Graduate: **Jason A Deakings**
- DEI Student Leader Award - Resident/Intern: **Abbas Rattani**

### Past years Presidential Multicultural Award winners:

2021	<b>Sherri Wallace</b> - Faculty
	<b>Tamara Russell</b> - Staff
2020	<b>Muriel Harris</b> - Faculty
	<b>Carrie Wilkins</b> - Staff

Respectfully submitted by **J'Lissabeth Faughn** and **Leondra Gully**,  
Co-Chair





## PHOTO GALLERY OF CODRE EVENTS



*Fighting for PEACE discussion with Tony McAleer "Life After Hate"*



*Fighting for PEACE Religion panel discussion*



*Fighting for PEACE Extremism panel discussion*



*Medical Interest Expo co-sponsored by CODRE*



*Black Alumni Summit Networking Mixer co-sponsored by CODRE*



*Geographic Information Sciences Day co-sponsored by CODRE*





*CODRE sponsored Walk in memory of Breonna Taylor*



*CODRE members at the Faculty and Staff Awards ceremony 2022*



*Muriel Harris with Jason Deakings, student leader award recipient and Faye Jones*



*Juneteenth Red & Black on the Green co-sponsored by CODRE*



*2022 Juneteenth Keynote; Lee Gill introduces Mary Frances Berry as the Keynote speaker and Cheri Dawson-Edwards as moderator.*



*2022 Juneteenth Keynote; speaker Mary Frances Berry*

# RETENTION OF EMPLOYEES.

## Envisioning the future of Diversity at UofL

The University of Louisville has of its strategic goals, (1) attract and enroll a capable, diverse, and engaged student body responsive to the demographic and workforce needs of the future, and (2) develop hiring practices to attract competitive candidates and support diversity, equity and inclusion. The achievement of the first is dependent on the achievement of the second, yet, in the review of the data for 2017-2021, the total count of students has increased from 22,459 to 23,194 (3.2%), while the total number of employees has increased proportionally much less, from 7702 to 7855 (0.019%). The faculty complement relative to the number of students has also increased much less from 2370 to 2789 (0.15%) over the same period. During the same period, the proportion of Black faculty increased from 5.06% to 7.48% in 2021, while the proportion of black students increased from 6.46% to 8.08%. Ref. Figure 1-3 below

Figure 1: Total number of students 2017-2021 by Race and Ethnicity

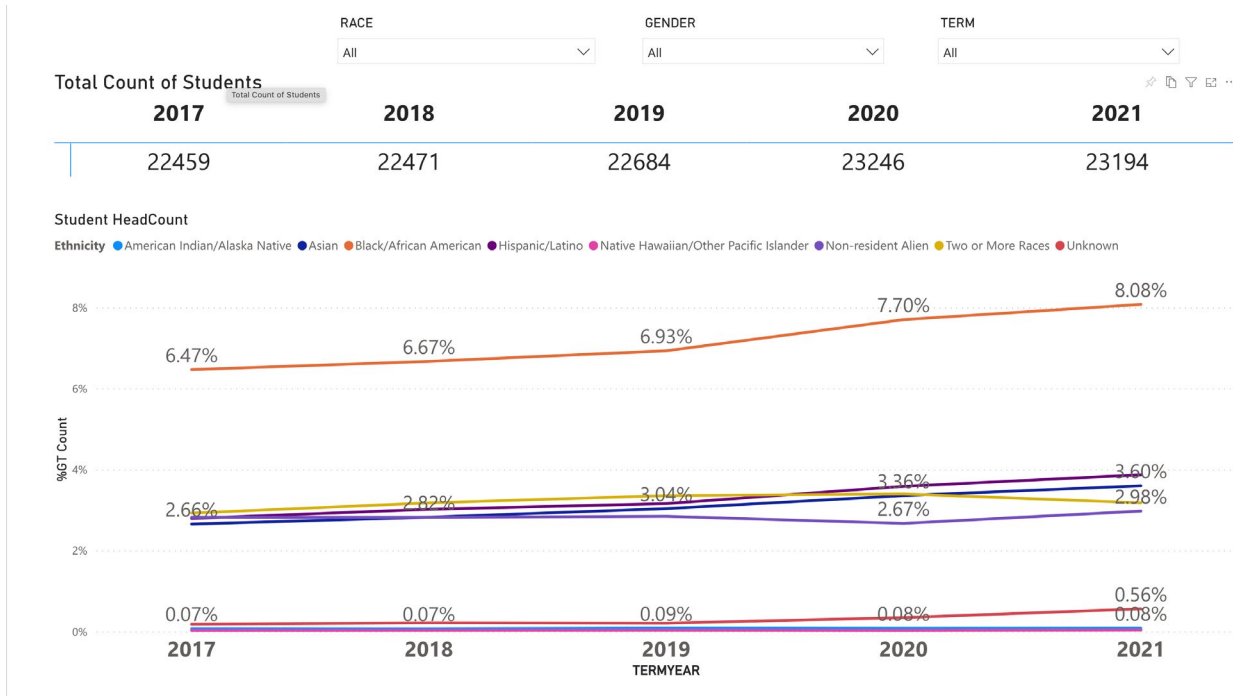


Figure 2 Total Employees 2017-2021 by Race and Ethnicity

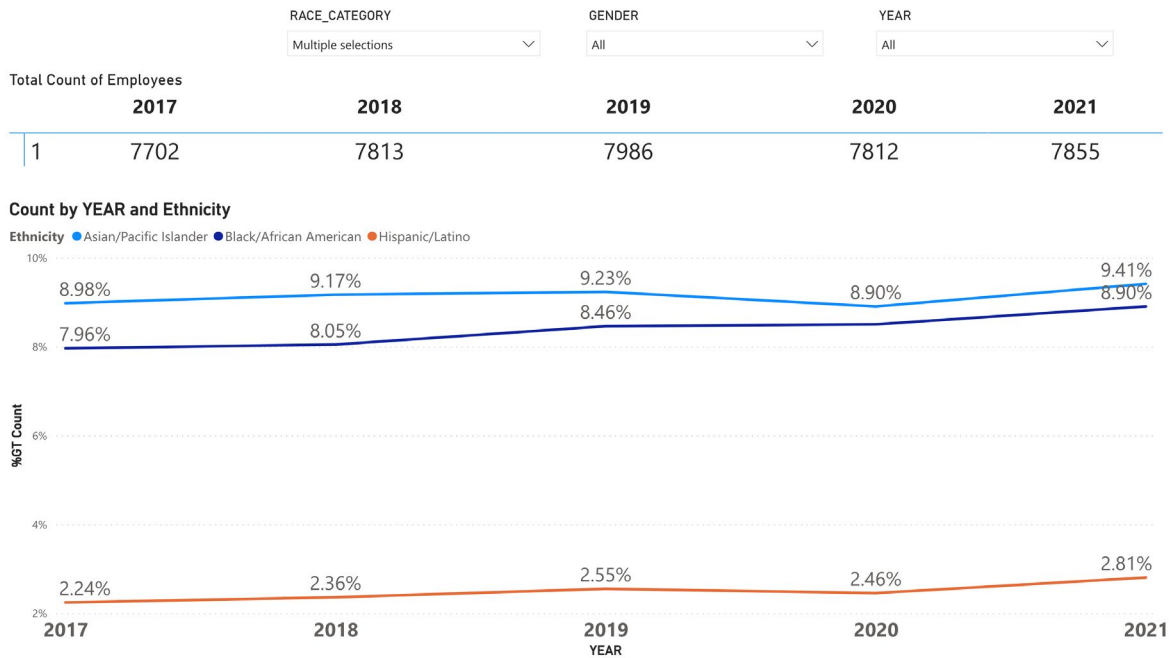
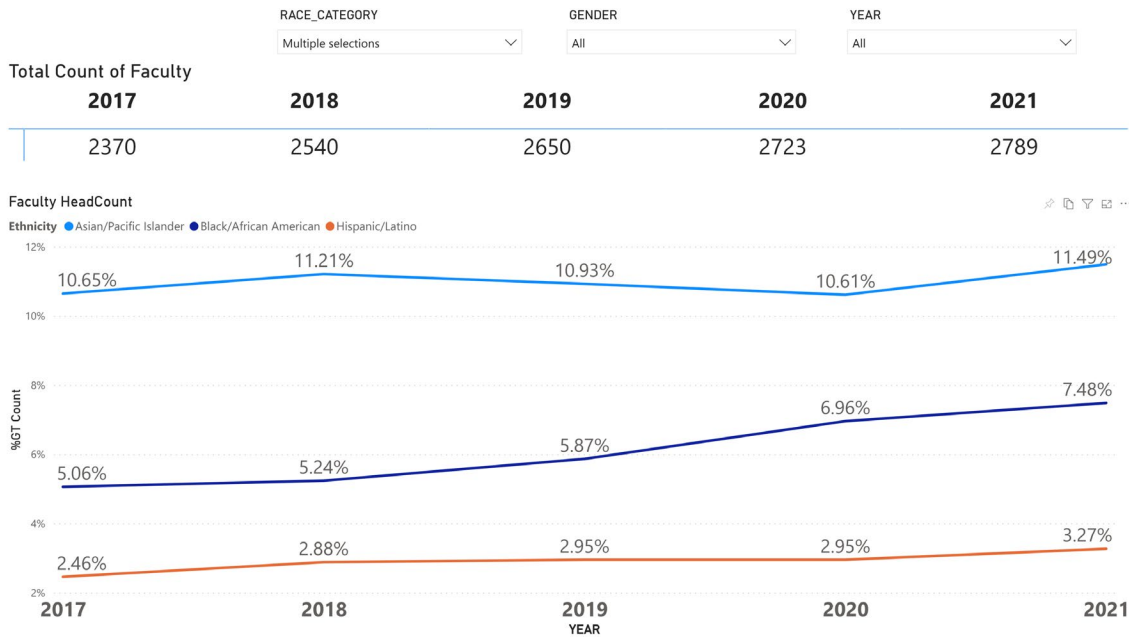




Figure 3 Faculty Complement 2017-2021 by Race and Ethnicity



Demographic data numbers for students, faculty and staff numbers are a summary from <https://louisville.edu/oapa/institutional-research-and-planning/visual-analytics>

A review of the [census data for Louisville, 2010-2020](#) reflects a significant growth in minority populations, and an increase of 13.3% among Black residents although the growth in Hispanic residents is many times greater (91.7%) providing important opportunities for recruiting students as well as employees (Table 1). If UofL is to achieve its goal, that it “embodies the core values of this vision and demonstrates strong commitment to attract, retain and support students, faculty and staff who represent the diversity of our society,” then UofL must recognize the changing demographic profile of our city and county and aim to achieve higher levels of diversity on our campus (Table 1).

Table 1: Population by Race and Ethnicity 18 Years and Over.

	2020		2010		Change
	#	%	#	%	
<b>Total</b>	<b>614,376</b>		<b>569,289</b>		<b>7.9%</b>
<b>Race</b>					
White	413,357	67.3%	431,422	75.8%	-4.2%
Black	122,748	20.0%	108,365	19.0%	13.3%
American Indian	1,834	0.3%	1,381	0.2%	32.8%
Asian	20,147	3.3%	11,863	2.1%	69.8%
Pacific Islander	457	0.1%	310	0.1%	47.4%
Other	18,556	3.0%	8,307	1.5%	123.4%
Two or More	37,277	6.1%	7,641	1.3%	387.9%
<b>Ethnicity</b>					
Hispanic or Latino	41,100	6.7%	21,435	3.8%	91.7%

Source: <https://data.courier-journal.com/census/total-population/total-population-change/jefferson-county-kentucky/050-21111/>

# CARDINAL ANTI-RACISM AGENDA (CARA)

## CARA: Where are we now?

Following the racial reckoning and demonstrations in Louisville in Summer 2020 that followed the death of Breonna Taylor at the hands of law enforcement in Louisville, then President of UofL, **Neeli Bendapudi**, declared UofL would become a Premier Anti-Racist Metropolitan Research University. This designation led to the university having its own reckoning, and an interest in ensuring that this designation was defined with goals and activities institutionalized to achieve them. *“At this important moment in our nation’s history, we pledge to take a stand against the systemic racism that continues to impact all of us, particularly our Black students, faculty and staff, and other stakeholders of color and from historically marginalized groups. We will take concrete action to lead to much-needed change on campus and in our community.”* **Neeli Bendapudi**

The Cardinal Anti-Racism Agenda was embarked on in July 2020 with a community comment box on the University’s website and assembling of faculty, staff, and students from across our campus, by CODRE’s leadership team. It was then that the Cardinal Anti-Racism Agenda got its launch. Weeks later, the draft report was compiled with strategic recommendations and the penultimate phase saw the development of the Implementation Plan outlining the goals, strategies and metrics. It was submitted to the President’s Office in 2021 prior to the departure of President Bendapudi. The campus awaits its approval and rolling out. The University has recently hired a Vice President for Diversity, Equity, and Inclusion **Lee Gill**, JD, and CODRE’s Commissioners and the campus-wide community look forward to him providing the guidance and support for CARA’s implementation in conjunction with the implementation of the Strategic Plan.

*Table 2: The Development of the CARA in a Snapshot*

Phase	CARA Development Activity July 2020-July 2021
1	Task-force composition and subgroup formation
2	Draft report with strategic recommendations
3	Compilation of the CARA
4	Implementation Plan
5	Submission to the President’s Office

## Anti-Racism Definitions

- 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 equals 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*)

The Priority Areas of the Cardinal Agenda were presented to the Board of Trustees by Interim, Senior Associate Vice President for Diversity and Equity, V. Faye Jones in April 2021.

### The priority areas also include definitions. See below.

#### 1. Culture, Policies, Practices, and Procedures

Codify the adoption of the University’s commitment to support a culture of anti-racism as a core institutional value in governance, policies, and procedures.

#### 2. 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.

#### 3. Curriculum and Instruction

Ensure campus-wide curriculum supports for learning at undergraduate and graduate levels related to an anti-racism agenda and BIPOC using an anti-racism framework.

#### 4. 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.

#### 5. 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.

#### 6. 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.

## THE CAMPUS CLIMATE SURVEY, 2021

The University of Louisville has administered the Campus Climate Survey for many years and access to the reports is provided on the [Office of Diversity and Equity's webpage](#). A review of the data from the most recent survey was administered to employees is presented below. The data is reported as means to help in its interpretation. It is to be noted also, that the total number of responses to this survey was 1,357, a significantly lower proportion of the University's employee population. In addition, the number of Black/African American sample is small (approximately n=100). This report however highlights data that is pertinent to CODRE and reflects its mission and goals.

This data reflects a few important differences between the response from everyone, versus the response from Black/African American populations across our campus. Interestingly, the Black/African American population is less likely to agree that the Cardinal Anti-Racism Agenda is important in maintaining a positive productive environment and is less likely to believe that the University is working towards the recruitment and retention of more Black and other students or faculty of color. Overall, Black and African American employees are less likely to believe the University is working towards outcomes that support them including developing institutional budgets that reflect the priority of diversity and equity (Table 3). The data suggests that we have a long way to go and much to do to achieve our strategic goals.

**Table 3: Employees Beliefs and the University's Campus Climate, 2021.**

	Everyone	URM	Black/African American	White
How familiar are you with the development of the <b>Cardinal Anti-Racism Agenda (CARA)</b> ? (1 = not at all, 2 = somewhat, 3 = mostly, 4 = completely)	3.21	3.36	3.29	3.19
<b>CARA</b> is important in maintaining a positive and productive environment on my campus. (1=strongly agree, 2=agree, 3= Neither agree nor disagree, 4=disagree, 5=strongly disagree)	2.11	1.95	1.94	2.07
<b>Although CARA is still being developed, please rate how well the university is working towards the following themes: (scale: 1 = not at all, 2 = somewhat, 3 = mostly, 4 = completely)</b>				
Recruit and retain more Black and other <b>students</b> of color	2.92	2.50	2.44	3.01
Recruit and retain more Black and other <b>faculty</b> of color	2.70	2.15	2.01	2.79
Build intentionally anti-racism curriculum across all disciplines	2.77	2.29	2.14	2.79
Ensure boards and committees are intentionally diverse	2.79	2.39	2.25	2.88
Ensure the search and hiring process is intentionally diverse	2.84	2.42	2.24	2.94
Develop institutional-level budgets that reflect the priority of diversity and equity	2.51	1.94	1.83	2.62

There continues to be a need to provide training resources for Cultural Competency and Social Justice (Table 4).

**Table 4: Training Resources for Cultural Competency and Social Justice**

	Everyone	URM	Black/African American	White
<b>Although CARA is still being developed, please rate how well the university is working towards the following themes: (scale: 1 = not at all, 2 = somewhat, 3 = mostly, 4 = completely)</b>				
Ensure adequate cultural competency and implicit bias training resources are available	2.60	2.74	2.45	2.98
Ensure adequate social justice training resources are available	2.87	2.48	2.39	2.94

Thanks to the Office of Institutional Effectiveness (IE) for providing us with the detailed data from climate survey.

## CARA FACULTY CONCERNS COMMITTEE

The faculty concerns committee met monthly during the year with members of the campus community who shared concerns and suggestions for making the campus a more welcoming environment to support students and other faculty. Faculty who attended represented faculty from a range of colleges, including A&S, Education, Business, Medicine, and Public Health. Faculty were provided regular updates on CODRE's activities. The committee reviewed the goals of the committee, so all members understood the expectations.

1. Review institutional data to monitor UofL's performance in meeting its diversity goals and objectives for faculty hiring and retention.
2. Identify issues that could unfavorably affect faculty members regarding equity and fairness in compensation practices, recruitment, promotion and tenure, retention, and professional development

During the year, topics that were discussed included:

- Racial bias in student testing
- Tenure and promotion clocks in the time of COVID-19
- Faculty Accountability Policy concerns
- Gender and racial inequities related to COVID-19
- Faculty Grievance Policy
- Cardinal Anti-Racism Agenda updates

Edna Ross was instrumental in moving the conversation about the use of Respondus Monitor© software for remote proctoring of student testing from A&S where the initial concern was raised to the provost's office and Faculty Senate. The problem that was identified with Respondus Monitor© is the bias against students of color based on the technology that is used that unfairly targets them as cheating. By the end of the spring semester 2021, faculty were required to attend training on the use of the Respondus Lockdown Browser offered by the Delphi center (<https://louisville.edu/delphi/blackboard/help/instructor-help/respondus-lockdown-browser>) for faculty in schools and departments where it could not be removed from use.

In addition, during the year we welcomed speakers to do presentations. In February 2021 we welcomed Vice Provost Tracy Eells to talk about the Faculty Accountability Policy as well as Theo Edmonds and Cameron Lister who provided the results of the UofL Culture and Wellbeing Study. In June 2021 Olfa Nasraoui, Principal Investigator for the ATHENA project, discussed the results from the research study aimed at understanding the needs of faculty in order to advance equity for STEM faculty. At the end of the year Cherie Dawson-Edwards volunteered to chair the faculty concerns committee in 2021-2022, replacing Muriel Harris. Once Cherie Dawson-Edwards was named as Vice Provost, she stepped down as chair and the role was taken on by Ishwanzya Rivers.

**Respectfully submitted by Muriel Harris**

## CARA STAFF CONCERNS COMMITTEE

After CODRE leadership change in 2021, the SCC met on April 8, 2021.

The members: Susan Jenkins; Kristie Helm; Erica D Camp; Valerie Casey; Carrye Wilkins; and Maria Martinez (Connie).

- Consensus for continuity of the work the committee has been done in:

1. Employee Handbook revision. The SCC will request info about the status of the handbook.
2. Super Saturdays. Contact person from Urban League will be invited to one of the meetings and talk about development of career pathways for positions in the Physical Plant. Promoting the development of apprenticeship programs for lower level Physical Plant employees to receive training in skilled trades.
3. UofL's 2021 Employee Campus Climate Survey. The team will contact Bob Goldstein's team to support people, especially Physical Plant, who do not have access to internet/computer with hard copies of the surveys and locations to collect them.

Based on Dr. Bendapudi's vision for CODRE, the operational system of SCC changed.

SCC is searching for new members.

Staff Concerns Committee Goals 2019-2020	
Goal 1:	EEOC training for campus wide - must be attended by anyone within a grievance - Ombuds, Human Resources, Committee President invitation for anyone else on campus to attend - partner with supervisory
Goal 2:	Documentation grievance processes that include discrimination - (From Ombuds to Human Resources to Formal Grievance)
Goal 3:	CODRE Annual lecture - On campus speaker series
Goal 4:	Revisit student financial aid climate

**Respectfully submitted by Maria C. Martinez Maysack**

## CARA STUDENT CONCERNS COMMITTEE

We made it! The Student Concerns Committee due to the COVID-19 pandemic suffered a blow to participation. However, due to the efforts of its committee members and leadership it has been a stellar year of achievements.

THANK YOU to all those who contributed to the success of the committee:

- **Sydney Finley**, Vice-Chair
- *Student Government Association*
- *Graduate Student Council*
- *Black Graduate/Professional Student Association*
- *International Student Council*
- *Multicultural Association of Graduate Students*
- *Black Student Union*
- *National Pan-Hellenic Council*

Goals require a journey to reach, and the committee discussed what an attainable goal would look like. After discussion and consultation with our constituents, the committee created the following:

**G1:** Develop strategy to ensure the equitable treatment of all students across the University of Louisville.

**G2:** Create communication and feedback loops that include students in the entirety of operation at the University of Louisville.

To get students to participate committee leaders both helped to promote and lead town hall meetings surrounding student specific issues. Topics ranged from racial bias on campus, power dynamic between faculty and students, financial aid, and mental health resources. Students were involved; however, more active, tangible outreach is needed in the upcoming year to provide accurate data to student perceptions. The committee aided in faculty and executive level staff searches, as well as provided insight into what the ideal candidate for the presidency vacancy would look like for institution advancement.

It was imperative in our eyes that we push the CARA. Throughout its proposal, statement and promise, the University continued to promise and promote an anti-racist agenda and the committee held executive staff, faculty, and administration accountable for all actions throughout the year that fell out of alignment of the University's proposed stance. Continuing in our efforts to advocate and defend for our peers who represent marginalized and systemically oppressed identities, our focus continued to be students of color, specifically Black and Brown students. However, throughout our collaboration across student groups, and the landscape of American's socio-political climate, our LGBTQ+ , international, and AAPI peers needed a helping hand in lifting their voice and demanding spaces of healing, concern, and advocacy on and off campus. We are proud to announce through our position of power, concerns were taken straight to the top, and as a result actionable change has been seen at the University of Louisville.

As with all work ensuring equity, it is endless but necessary. Exhausting, yet necessary! Thankless, yet necessary. We would like to end our report with some of the topics discussed and addressed through our committee and the subsequent action and change that resulted.

Topics and issues discussed and addressed:

- Microaggressions from faculty and staff
- Grievance policy for students concerning faculty and staff
- Amorous relationship policy development
- Power dynamic across campus and relationships
- Spaces designed specifically for students of varying identities
- Continued financial and administrative support for the Cultural Center
- Development of Black Graduate/Professional Student Association
- Focused engagement on international student concerns
- Focused engagement on AAPI student concerns
- Focused engagement on LGBTQ+ student concerns
- Advocacy for anti-racist action and accountability on campus

Again, a very special thank you to all our allies and supporters. This has been year of making folks uncomfortable. However, true change results from intentional pressure.

**Respectfully submitted by Jason Deakings**

CARA Student Concerns Committee Chair



## COLLABORATIVE AND EX-OFFICIO REPORTS

### LGBTQ Office

The LGBTQ+ Faculty & Staff Association co-hosted two events this year to highlight Black/queer intersectionality and excellence.

The first was a Black \*and\* LGBTQ+ Meet & Greet at Chill Bar on October 15, 2021. This event was a partnership between the LGBTQ+ Faculty & Staff Association and the Black Faculty Staff Association (as part of their “Black and” series).

The second was a Black LGBTQ+ History Event at the University Club featuring a trivia bowl, speaker, raffle, appetizers and drinks, and networking, held February 22, 2022. This was co-hosted by the LGBTQ+ Faculty & Staff Association, the Black Faculty Staff Association, and the LGBT Center.

**Respectfully submitted by Ryan Combs**



*Thomas Edison, the LGBTQ+ FSA events chair, at the Employee Resource Group recognition held at the Yum! Center (January 27, 2022)*

## NEW EMPLOYEE RESOURCE GROUPS AND REGISTERED STUDENT ORGANIZATIONS

### AAPI Faculty and Staff Association and Asian Pacific Student Union

Since Spring 2021, the Asian American and Pacific Islander (AAPI) community at UofL have been organizing efforts and initiatives to create space and programming for the AAPI students, faculty, staff, and personnel on medical campuses/hospitals.

AAPI Faculty and Staff Association and Asian Pacific Student Union were created in summer 2021 by enthusiastic employees and students. Many programs and events were organized to create a space of gathering, foster a sense of belonging, and discuss relevant topics for the AAPI communities, including heightened anti-Asian hate since the pandemic, a vigil for the Atlanta Spa Shooting and increasing dedicated support and structure for AAPI students on UofL campus.

One notable achievement from these two groups, including many on- and off-campus allies is the creation of Inaugural AAPI Heritage Week in April 2022. A week-long line up of events took place to celebrate the accomplishments of, and increase the visibility of, AAPI individuals. Some of the highlighted events were Keynote speech from Kentucky State Representative Nima Kulkarni and featured collaboration with Kentucky Opera's spring play.

Both organizations and the general AAPI communities are eager to expand their footprint, and receive support from the institution to include AAPI folks in the important discussion of DEI and Cardinal Anti-Racism Agenda.

**Respectfully submitted by Stella Wang**



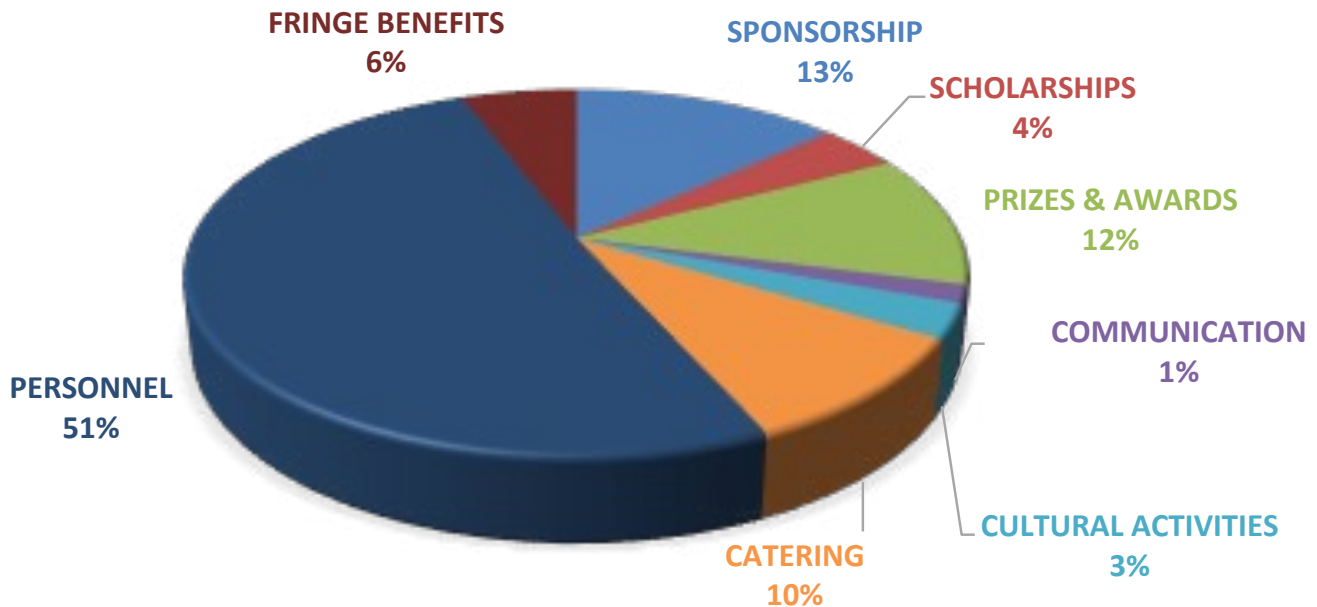
*AAPI Faculty and Staff Association group*

## TREASURER'S REPORT

FY2022	
SPONSORSHIP	\$4,898
SCHOLARSHIPS	\$1,500
PRIZES & AWARDS	\$4,330
COMMUNICATION	\$586
CULTURAL ACTIVITIES	\$1,110
CATERING	\$3,569
PERSONNEL	\$18,851
FRINGE BENEFITS	\$2,102
	\$36,946

In FY2022, the CODRE budget remained at \$36,946. Approximately 95% of the budget will be expended. CODRE provided support for sponsorship and cultural activities, which included registration for a Black Summit, Islamic Studies program, and GIS programming activities. Support was also provided to the Muhammad Ali Symposium, the Student National Medical Association, the departments of Humanities, College of Business, Ali Center, the Library, and the Black Faculty & Staff Association. Additionally, awards were made to individuals recognized as the Commissioner of the Year, undergraduates, graduates, and residents in recognition for their contributions to diversity, equity, and inclusion.

### FY2022 CODRE EXPENSES

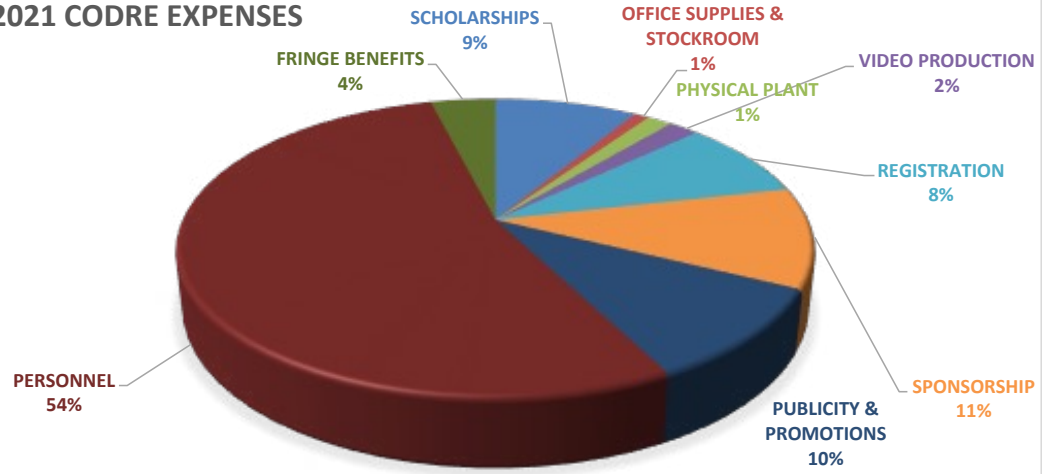


Respectfully submitted by the Treasurer

Wanda Long

FY2021	
SCHOLARSHIPS	\$2,000
OFFICE SUPPLIES & STOCKROOM	\$203
PHYSICAL PLANT	\$353
VIDEO PRODUCTION	\$425
REGISTRATION	\$1,949
SPONSORSHIP	\$2,500
PUBLICITY & PROMOTIONS	\$2,316
PERSONNEL	\$12,333
FRINGE BENEFITS	\$908
	\$22,988

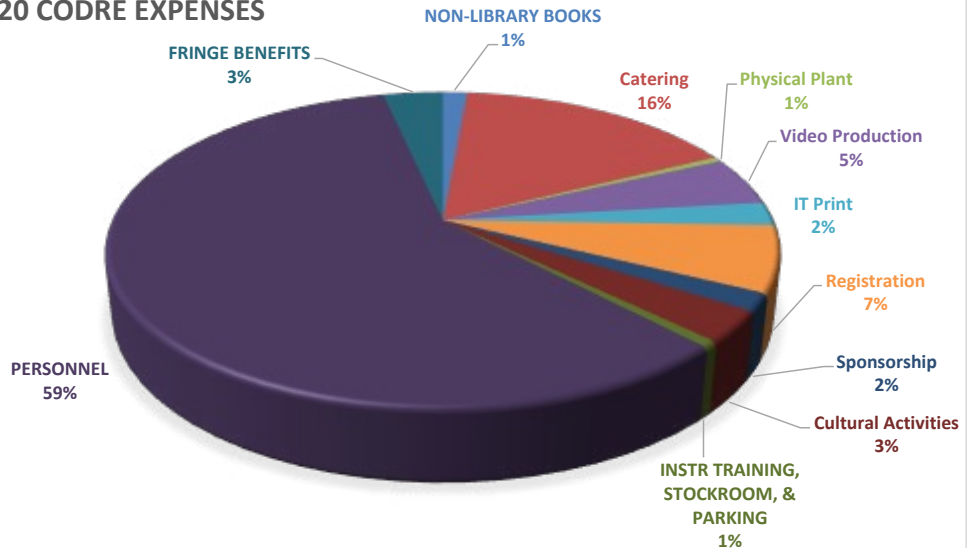
### FY2021 CODRE EXPENSES



In FY2021, CODRE's operating budget was \$36,946. Of this amount, \$22,988 was expended. The activities for the Commission included sponsoring a community walk and tree planting that memorialized the wrongful death of Breonna Taylor; providing student scholarships to individuals that demonstrated support for diversity, equity, and inclusion; registration for Leadership Louisville and a web design training; as well as providing programmatic support to the University's Black Faculty & Staff Association.

FY2020	
NON-LIBRARY BOOKS	\$392
Catering	\$4,565
Physical Plant	\$137
Video Production	\$1,410
IT Print	\$679
Registration	\$1,900
Sponsorship	\$499
Cultural Activities	\$900
INSTR TRAINING, STOCKROOM, & PARKING	\$176
PERSONNEL	\$16,500
FRINGE BENEFITS	\$968
	\$28,125

### FY2020 CODRE EXPENSES



In FY2020, the operating budget for the Commission on Diversity & Racial Equality was \$49,576. Approximately 57%, or \$28,125, was expended. Highlights of CODRE's FY2020 activities included the purchase of books for the African American Read In, the facilitation of a PEACE conference, support of ICount 2020, a program to encourage completion of the 2020 census form, registrations for Leadership Louisville and the Indian Student Union.

celebrate race opportunity  
equality brave Self-Knowledge  
diverse empowerment  
inclusive disability Creative  
gender  
champion  
Networking  
Justice Sharing  
community disability  
sexual orientation  
education difference  
diverse  
meaningful brave  
inspiring support  
brave Impact  
Networking  
Sharing  
education  
diverse  
meaningful brave  
inclusive  
sharing  
Networking