

The **CODRE** Annual Report

2015-2016



COMMISSION ON DIVERSITY
& RACIAL EQUALITY

“ Diversity and inclusion are about giving value to every human being, no matter our differences.”

- thinkinclusive.us

LETTER FROM THE CHAIR

As the Commission on Diversity and Racial Equality (CODRE) closes another year, we reflect on our mission “to serve as the President’s Chief Policy Advisor on issues of diversity and to take an active role in the development and implementation of diversity activities that promote a campus culture of inclusion and engagement.” In simple terms, diversity is the mix; inclusion is getting the mix to work well together. In higher education there is a mix of people that represent different ethnicities, gender, ages, national origins, disabilities, sexual orientations, education attainment levels, and religions. We, as members of CODRE, work to recognize and celebrate the many differences that exist at the University of Louisville. I would like to highlight some of CODRE’s co-sponsored events and major goals accomplished during 2016.

Diversity Week

As the first of its kind at the University of Louisville, Diversity Week was a week-long event hosted by the Student Activities Board in collaboration with the Office of Diversity and the Commission on Diversity & Racial Equality (CODRE). Diversity Week promotes the understanding of the campus community, diverse cultures and educates students on issues of diversity and inclusion through various events including lectures, panels, group discussions, food, music, dance and much more. The theme for Diversity Week was “You Belong”. Inspired by the new “You Belong” mark created by the Office of the Vice Provost for Diversity & International Affairs. “You Belong”, seeks to reaffirm that every student, visitor, faculty, staff, and administrator, belongs here. No matter what your affiliation or role is, at the Belknap, Health Sciences, or ShelbyHurst campus... **You Belong**. The week started with the launch of the “You Belong” mark and included other events such as a food festival, open mic, and international fashion show hosted in collaboration with student organizations. There were over 600 students, faculty, staff and community members in attendance.

43rd Dr. Joseph H. McMillan National Conference on the Black Family in America

The conference, held February 26 and 27th, 2016 was named in honor of the late Dr. Joseph H. McMillan, UofL administrator for over 30 years. The conference focused on the rich African American history as well as the struggles and implications for

the present and future. The five tracks and focus areas of the conference were Spirituality, Health & Wellness, Education, Economic Development, and Social Justice. The conference theme was “The Dimensions of the Black Family in the 21st Century.” This year conference highlights included: interactive workshops and plenary sessions on topics such as “A Raisin in the Sun” to “Empire”; Men’s Involvement in the Lives of their Children and Families: Making Fatherhood Normal; The Evolution of Big Mama; and other workshops and sessions on healthy relationships, “Black Lives Matter”, and more.” Keynote Speakers included Dr. Cornel West and Pastor Timothy Findley, Jr. More than 300 professionals and community members attended.

Feast on Equality to Benefit UofL LGBT Center

“The Feast on Equality is an opportunity for the community to support the work of LGBT Center,” said Brian Buford, LGBT Center director. “When people hear about the challenges that many LGBT students face—like bullying, isolation and family rejection—they want to help. I’m still floating from last year’s Feast on Equality, because I have seen what a dramatic difference it made in the lives of students.” Proceeds will go through the Feast on Equality Fund, a part of UofL’s Charting Our Course comprehensive campaign, to provide ongoing support for LGBT students at UofL. Funds will be used to support the LGBT Center’s daily operation; and for support of students in crisis; training for faculty, staff and students; and participation in national conferences.

Goals completed in 2016

CODRE representation on deans and administration searches

- Updated data in the Diversity Report
- Provided an unbiased (neutral) speaking platform to discuss diversity issues
- Funded 25 programs
- Received institutional data on faculty and staff
- Connected with Recognized Student Organizations
- Awarded funds for undergraduate graduate research

These are a few highlights during the past year and we want to thank President Ramsey for his tireless support of our endeavors. As you continue through this report, you will see the many activities of each committee. We are making valuable progress, and our work is not done.

Respectfully submitted,



Vickie Bridgeman, M.Ed., MA

CAMPUS ENVIRONMENT TEAM

The Campus Environment Team is one of the standing committees of the Commission on Diversity and Racial Equality (CODRE). The goals for 2015-2016:

1. Advocate for the Implementation of the Recommendations from the 2014-2015 Diversity Study.
2. Update Data in the Diversity Study.
3. Keep CODRE and the university community informed on the new Diversity Policy and Planning Framework proposed by the Council on Postsecondary Education (CPE).

Diversity Study Recommendations

In the fall of 2015, the president established a Diversity Steering Committee to review and prioritize recommendations that were received from the Hispanic/Latino Faculty and Staff Association (H/LFSA) and the Student Assembly Against Discrimination. The 2014-2015 recommendations from CODRE were included in that review.

Update Data for the 2015-2016 Diversity Study

Institutional Research has updated the data for the Diversity Study that will be prepared for publication by the end of the summer. The overall results show that the total number of full-time African American (AA) faculty had increased by seven (106 in 2015, up from 99 in 2013), and Hispanic/ Latino (H/L) total (53) remained the same in 2013 and 2015. The data for staff show increases from 2013 to 2015 for both AA and H/L. AA staff totaled 528 in 2013 and 545 in 2015 while H/L totaled 86 in 2013 and 98 in 2015. Specific recommendations will be in the Diversity Study.

2016-2020 Statewide Policy for Diversity, Equity and Inclusion

The proposed diversity policy has undergone review and revisions and was scheduled to be voted on at CPE's June meeting. However, other concerns were raised and it was tabled until the September 2016 meeting. The policy statement for Diversity Equity and Inclusion states:

"The statewide policy is grounded on the premise that to truly prepare students for life in an increasingly diverse society, public postsecondary institutions within the Commonwealth shall develop a plan to embrace diversity and equity within constitutional and legal parameters, commit to improving academic achievement for all students, create an inclusive campus environment, and produce culturally competent graduates for the workforce."

Once the policy is approved, the university will develop its diversity plan and vet it across campus and final review will be done by the Provost and President before submitting it to CPE.

Campus Environment Committee Members:

Mordean Taylor-Archer
Tierney Bates
Tony Belak
Vickie Bridgeman
Karan Chavis
Sally Evans
Robert Goldstein
Jeanne Guerrero
Joy Hart
Gaetane Jean-Marie
Faye Jones
Eric Nunn
David Owen
Sandy Russell
Charles Sharp
Terry Singer
Enid Trucios Hayes

COMMUNICATIONS AND MARKETING COMMITTEE

The Communications and Marketing committee promotes CODRE's charge by creating and implementing a comprehensive marketing and communications strategy for the purposes of recruitment, program messaging, awareness and branding. The committee is responsible for establishing best practices for style and content that is used in all internal and external formats including, but not limited to the following: website, newsletter, annual report, orientation handbook and social media. In addition the committee reviews publicity materials for commission sponsorships and events.

2015-2016 Goals:

1. Create an unbiased (neutral) speaking platform to discuss issues related to inclusivity and diversity that affect the campus community
2. Increase CODRE's communication and marketing efforts

Accomplishments:

1. The communication and marketing committee provided a platform for local leaders and university faculty, staff and student to discuss issues related to diversity and inclusion. Local and UofL community speakers for 2015-2016:
 - Dr. Jose Fernandez, Business School Professor and Chair of Hispanic/Latino Faculty and Staff Association (HLFSA)
 - Raoul Cunningham, Director of Louisville Branch National Association for the Advancement of Colored People (NAACP)
 - John Chenault, Associate Professor: University Libraries
 - Ashley Hopkins, Program Coordinator: TRIO
 - Marvin Mitchell, Associate Director: Athletics Diversity programs

- Dr. Ricky Jones, Professor and Chair: Pan African Studies
- Dr. Pamela Feldhoff, Chair, Faculty Senate
- Dr. Gail Depuy & Heidi Neal: Associate Dean and Director of Student Success SPEED School
- Brian Buford, Assistant Vice Provost for Diversity and International Affairs & Director of LGBT

Each speaker discussed topics related to their specific areas. Topics included: the confederate statue, the Hispanic and Latino incident, LGBT issues, diversity programming within Athletics and the Speed School, UofL vote of confidence from faculty members, and discussions about race.

2. Communications and Marketing committee increased efforts included:
 - 2014-2015 Annual Report
 - 2015-2016 Newsletter
 - Update to CODRE's website
 - Review CODRE's publicity materials for commission sponsorships and events

The Communications and Marketing committee will continue to find ways to promote CODRE in the upcoming program year.

Communication and Marketing Committee Members:

Vickie Bridgeman
Shelia Marable
Bob Goldstein
Becky Simpson

DIVERSITY PROGRAMMING COMMITTEE

The Diversity Programming Committee is responsible for identifying and supporting programming for students, staff and faculty in an inclusive multicultural learning environment. This committee's initiative supports multicultural education, instructional diversity development, social justice, and programmatic efforts that enhance and strengthen students' educational experiences. Its goal is to promote diversity as a multi-faceted endeavor and, as such, the Diversity Committee may collaborate with other commissions/university

committees to accomplish their tasks (e.g. student concerns committee, community organizations etc.).



The Charge:

1. To provide leadership over the application process for funding program initiatives to the UofL campus community,
2. To provide leadership over the selection process of faculty nominated for the annual Presidential Exemplary Multicultural Teaching Award and the Presidential Exemplary Multicultural Engagement Staff Awards, and
3. To support and/or develop diversity programming that will improve campus climate and augment student learning.

2015-2016 Goals

Our goals for the academic year were to:

Speak to student groups

Measurement: Attend one event per semester

Action: Presented to RSO (Recognized Student Organization) Summit, 70 + student groups.

Fund 25 programs

Measurement: During the February 2016 CODRE meeting, it was reported that 28 applications for funding were received.

Action: Funding for sponsorships was exhausted by the end of February 2016.

Participate in the planning of one of our signature programs, the Transformation Tea

Measurement: Dr. Selene Phillips became Chair of the planning committee.

Action: Commissioner, Dr. Selene Phillips, volunteered to serve on the planning committee for the Transformation Tea.

Find a solution to attach forms to the electronic application form.

Measurement: Attachment feature is operational, and additional documents can be submitted with the sponsorship application for funding.

Action: Found out that the university's required application initially did not have an attachment feature. An update was installed and the attachment feature was included.

Annually, the Diversity Programming Awards Subcommittee requests nominations throughout the university community for the Presidential Exemplary Multicultural Teaching Award and the Presidential Exemplary Multicultural Engagement Staff Award.

The Diversity Programming Awards Subcommittee of CODRE and the Vice Provost for Diversity & International Affairs encourages students, faculty, academic departments, administrators, alumni, and trustees, to nominate members of the university teaching staff for this award. The awards subcommittee was chaired by Tierney Bates.

For the Presidential Exemplary Multicultural Teaching Award, nominees must have demonstrated excellence in their teaching and scholarship through the utilization of teaching styles, culturally pluralistic and socially constructed ideals and course content and processes incorporating multicultural global perspectives, and scholarship. The winner of the 2016 Presidential Exemplary Multicultural Teaching Award is Dr. Derrick R. Brooms.

Since 2012, Dr. Derrick R. Brooms has taught courses on Race in the United States and Social Theory. He is an Associate Professor of Sociology in the College of Arts and Sciences.

He received his Ph.D. from Loyola University Chicago specializing in race relations, identity, representation and culture. He earned his bachelor's degree in African and African American Studies from the University of Chicago. After evaluating a course taught by Dr. Brooms, award nominator and course evaluator, Dr. D. Mark Austin said, "Students in this course have the advantage of instruction from a gifted professor . . . his expertise to these important contemporary issues [of diversity and race] through his use of readings, discussions, lectures, and writing assignments. His teaching methodology utilizes many recognized pedagogical techniques consistent with the development of critical thinking skills."

In 2014, the Presidential Exemplary Multicultural Engagement Staff Award was initiated. It encourages student, faculty, and staff, to nominate a staff member. The award involves effective guidance and mentoring, and critical thinking to support active and reflective learning for our students to achieve success by demonstrating relevant events and opportunities to enhance human diversity. The 2016 the Presidential Exemplary Multicultural Engagement Staff Award recipient is Dr. Latonia Craig.

In 2014, UofL Alumna Dr. Craig joined the School of Interdisciplinary and Graduate Studies as the Associate Director of Admissions and Diversity Recruitment. She has founded and/or developed student organizational programs to support, recruit, and retain underrepresented graduate students. One such organization founded by Dr. Craig is M.A.G.S. (The Minority Association of Graduate Students). It won the 2016 RSO (Resident Student Organization) Social Justice and Inclusion Award and the

2016 RSO Best Collaboration Award with the University Counseling Center. She also developed the Celebration of Excellence in Graduate Diversity, and the Diverse Faculty, Staff, and Graduate Students Meet & Greet. Both programs are examples that celebrate, support diversity, inclusion, and mentorship. When Dr. Craig is not performing her administrative and programmatic duties, she is a part-time lecturer in the Department of Pan African Studies (PAS)



CODRE SPONSORED PROGRAMMING

	ORGANIZATIONS	PROGRAM	DATES	CO-SPONSORSHIP AMOUNT
1	Medicine - Dean's Office - SMART Staff Development Program	Privilege Walks	September, 2015	\$500.00
2	National Society of Black Engineers	Bridge the Gap	September, 2015	\$220.00
3	University of Louisville	Art as Memory project	September, 2015	\$1,000.00
4	Cultural Center	Diversity Speaker Series featuring Dr. Derek Greenfield	September, 2015	\$1,000.00
5	Latin American and Latino Studies	Latino immigration in the US South 14th Annual LALS Heritage Lecture Annual Program	October, 2015	\$1,000.00
6	School of Music	NJ_P Ensemble workshops and concert	October, 2015	\$600.00
7	Hispanic/Latino Faculty and Staff Association	Alianzas Hispanic Heritage Month Speaker Series: Rosa Clemente,	October, 2015	\$1,000.00
8	HSC Office of Diversity and Inclusion	Cultural Competency Workshop	November, 2015	\$1,000.00
9	UofL Women's Center	2015 Dr. M. Celeste Nichols Professional Development Award	November, 2015	\$500.00
10	International Student & Scholar Services	International Welcome Reception 2015 International Education Week is celebrated globally	November, 2015	\$850.00
11	Indian Student Association	Jalsa 2015	November, 2015	\$500.00
12	Cultural Center	You Belong UofL Diversity Week	November, 2015	\$1,000.00
13	School of Music	20th African American Music Heritage Institute (AAMHI)	February, 2016	\$850.00
14	American International Relations Club	International Banquet	February, 2016	\$850.00
15	Student National Medical Association	Minority Pre-Medical & Pre-Dental Symposium	February, 2016	\$1,000.00
16	African Student Union	African Night	February, 2016	\$500.00
17	Women 4 Women Student Board	International Women's Day Cultural Awareness	March, 2016	\$500.00
18	Fat Positive Louisville	Fat and Body Positive: Is It A White Thing	March, 2016	\$118.50
19	UofL Women's Center	2016 Kentucky Women's Book Festival	March, 2016	\$850.00
20	C.O.N.E.C.T Peer Mentoring Program	African American Recognition Reception	March, 2016	\$500.00
21	A&S Office of Diversity and Community Outreach Humanities Ph.D. Program Department of Comparative Humanities	Global Humanities Lecture Series	April, 2016	\$700.00
22	Finance and Administration	Pathways Women's Leadership Conference	May, 2016	\$961.00
				\$15,999.50

Diversity Programming Committee Members:

Fannie M. Cox

V. Faye Jones

J. P. Mohsen

Mary McMullen

Selene Phillips, Transformation Tea Planning Representative

Tierney Bates (Cultural Center), Awards Subcommittee Chair

Sharolyn Pepper (International Center)

CODRE FACULTY CONCERNS COMMITTEE

> **2015-2016 Goals:**

1. To review institutional data to monitor UofL's performance in meeting its diversity goals and objectives for faculty recruitment, hiring, promotion, tenure and retention
2. To identify issues that could have an adverse impact on faculty members in terms of equity and fairness in compensation practices, recruitment, promotion and tenure, retention, and professional development
3. To report timely and accurate information about faculty concerns to CODRE for policy recommendations and development

Accomplishments:

The FCC solicited, received, and reviewed a set of institutional data reports from the Office of Institutional Research and Planning to fulfill its primary objectives for the program year. The reports comprise the primary data sets used to investigate and evaluate the university's performance pertaining to achieving its diversity goals and objectives. The following highlights from the data provide a snapshot of University faculty demographics covering the period of 2009-2015.

- From 2009-2015, total UofL **Full-Time faculty** increased from 1597 to 1795 (+198). During this period the total number of Male faculty declined from 1102 to 1064 (-38), and the number of Female faculty increased from 595 to 731 (+136).
- The number of Full-Time Black Male faculty increased from 46 to 50 (+4), and the number of Full-Time Black Female faculty increased from 52 to 56 (+4).
- Full-Time Hispanic Male faculty increased from 24 to 33 (+9), and Full-Time Hispanic Female faculty increased from 13 to 20 (+7).
- "Person of Color" is an aggregate category that encompasses all persons identified or self-identified as "non-white." Full-Time Male "Persons of Color" increased from 167 to 199 (+32) and Full-Time Female "Persons of Color" increased from 64 to 87 (+23).
- From 2009-2015, the number of Full-Time White Male faculty increased from 775 to 782 (+7), and Full-Time White Female faculty increased from 456-568 (+112).

	BLACK		HISPANIC		PERSON OF COLOR		WHITE		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2009	46	52	24	13	167	64	775	456	1102	585
2011	42	53	31	15	175	78	784	493	1032	639
2013	43	56	34	19	182	77	807	543	1066	695
2015	50	56	33	20	199	87	782	568	1064	731

Analysis of the above data shows that White females accounted for 56% of the growth in Full-Time faculty, while "Persons of Color" (male and female) accounted for 44%. When separating out the total Black faculty increases (+8) and total Hispanic faculty increases (+16), they account for 4% and 8%, respectively, of the total increase in faculty from 2009-2015.

- Data from 2009-2015 show significant changes in the total of **Full-Time Tenured faculty**. The number of Tenured Males decreased from 562 to 517 (-45), and the number of Tenured Females increased from 196 to 230 (+34). During this review period the number of Tenured Black Males decreased from 22 to 19 (-3), and the number of Tenured Black Females increased from 14 to 18 (+4).
- The number of Tenured Male Hispanics increased from 16 to 17 (+1), and the number of Tenured Female Hispanics started at 3 (2009), dropped to 2 in 2011 and 2013, and increased back to 3 in 2015.
- The aggregate category of “Person of Color” shows an increase of Tenured Male Persons of Color from 74 to 77 (+3), and an increase of Tenured Female Persons of Color from 21 to 31 (+10).
- Tenured White Males declined in number from 450 to 404 (-46), while Tenured White Females increased from 158 to 178 (+20).

	BLACK		HISPANIC		PERSON OF COLOR		WHITE		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2009	22	14	16	3	74	21	450	158	562	196
2011	20	14	17	2	69	23	438	156	544	195
2013	21	18	20	2	79	29	442	183	562	232
2015	19	18	17	3	77	31	404	178	517	230

Analysis of this data shows that White Females had the largest gains in tenure in the institution during this review period. Some of the decline in the number of Tenured White Males can be attributed to the large numbers that elected to take advantage of the VSIP retirement program in 2014. The decline of Tenured Black Males, and the minimal increase of Tenured Male Hispanics raises a number of questions that require further study and analysis.

Data pertaining to **Tenure Track faculty** present a mixed picture of losses and gains. The number of Tenure Track Black Males increased from 11 to 15 (+4), and the number of Tenure Track Black Females increased from 11 to 17 (+6).

The number of Tenure Track Male Hispanics increased from 4 to 6 (+2), and the number of Tenure Track Hispanic Females increased from 2 to 9 (+7).

In the aggregate category of “Person of Color” the number of Tenure Track Males declined from 34 to 29 (-5), and the number of Tenure Track Females declined from 17 to 14 (-3).

The number of Tenure Track White Males increased from 158 to 164 (+6), and the number of Tenure Track White Females increased from 111 to 119 (+8).

Although the gains in Tenure Track positions are relatively small, White Females once again showed the largest increase during the period under review.

Data pertaining to **Non-Tenure Eligible Faculty** also show a mixed picture. The number of Non-Tenure Eligible Black Males increased from 13 to 15 (+2), and the number of Non-Tenure Eligible Black Females decreased from 27 to 21 (-6).

The Number of Non-Tenure Eligible Male Hispanics increased from 4 to 10 (+6), and the number of Non-Tenure Eligible Hispanic Females was recorded as 8 in 2009, reached a peak of 12 in 2013, and decreased to 8 in 2015.

In the aggregate category of “Person of Color” the number of Non-Tenure Eligible Males increased from 59 to 93 (+34), and the number of Non-Tenure Eligible Females increased from 26 to 42 (+16).

The number of Non-Tenure Eligible White Males increased from 216 to 264 (+48), and the number of Non-Tenure Eligible White Females increased from 217 to 311 (+94).

	BLACK		HISPANIC		PERSON OF COLOR		WHITE		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2009	13	27	4	8	59	26	216	217	292	278
2011	11	25	9	11	71	39	236	242	327	317
2013	15	22	8	12	75	37	268	270	358	341
2015	16	21	10	8	93	42	264	311	383	382

White females again show the largest increase amongst all groups.

Data Summary

What do the numbers mean? What can we learn by looking at this faculty demographic snapshot from 2009-2015? From the outset it is evident that UofL has performed very well in one category: the hiring and promotion of White female scholars. However, its performance relative to Black and Hispanic scholars presents a mixed picture. Blacks and Hispanics comprise 5.9% and 2.4%, respectively, of total full-time UofL faculty. The University of Louisville is an urban institution located in a city with a Black population of 84,500, which constitutes 33% of the city's total population. The Hispanic population of the city is 4,755, or 1.8% of the total. From this perspective, it can be argued the university's hiring and promotion of Black scholars is not commensurate with the local (33%), state (8.3%) or national (13.3%) demographic reality. Hispanics, on the other hand, seem well-represented according to the local metric, but Hispanic student enrollment (mentioned below) exceeds the percentage of the local Hispanic population and of UofL faculty.

Data pertaining to the ethnic breakdown of UofL's student enrollment provides yet another lens through which to view and contextualize the numbers of underrepresented faculty at the university. Enrollment data from Fall Semester 2015 shows a total student population of 22,367, with Black students constituting 10.1% (2,259) and Hispanic students 3.8% (849). A basic yet compelling argument for diversity is that an institution should reflect and be inclusive of those it serves. Accordingly, the university faculty should resemble the students and community it serves. This is not to argue that any institution's employee population should exactly mirror the ethnic breakdown of the community in which it resides. However, there is a strong case to be made that the retention of

underrepresented students is improved by having faculty on campus with whom they can relate and with whom they can identify. The point of this analysis, therefore, is to further the case for increased efforts at recruitment, hiring, and promotion of members of historically underrepresented groups to remediate and correct real deficiencies, and to improve student outcomes. This effort should be done through careful and strategic planning with an emphasis on inclusion and opportunity. It does not mean or require the implementation of a quota system or metric based on "race" to achieve equity. However, the barriers to achieving fairness and equal opportunity will not come down of their own accord or by giving lip service to the need for a diverse and representative faculty. Direct and decisive action is required to move forward and out of the institutional stasis that has prevailed over the past few years in terms of the recruitment, hiring, and retention of qualified members of underrepresented groups. The contextualizing of the data offered here, as well as the history of past exclusion of and discrimination against so-called "Persons of Color" in the academy, provide clear evidence and a solid case for the continuation and expansion of the University's diversity plans and programs.

To gain additional insight into institutional performance, UofL's diversity scorecard often is compared to other institutions. A common form of assessment is conducted on the basis of benchmarking—creating a standard of reference for measuring performance through comparisons with institutions of similar sizes and resources. The following list provides a brief example of where UofL ranks in comparison to its benchmark institutions:

Full-Time Persons of Color Faculty to Total Full-Time Faculty, Fall 2014

University of California-Irvine	24%
Wayne State University	22%
University Illinois at Chicago	19%
University of California-San Diego	17%
University of Alabama at Birmingham	15%
Virginia Commonwealth University	14%
University of Louisville	14%
University of New Mexico-Main Campus	12%
University of Iowa	11%
University of Cincinnati-Main Campus	10%
University of South Carolina-Columbia	10%
University of North Carolina-Chapel Hill	9%
University of South Florida-Main Campus	7%

Similar comparisons are made for schools within the same state system or that are members of the same athletic conference. Such data show UofL has outperformed every other public college or university in Kentucky in the category of Full-Time “Persons of Color” Faculty to Full-Time Faculty. For example, UofL’s percentage is nearly double that of UK (14% versus 8%). It also ranks high among schools in the ACC. While such progress and achievement deserves recognition, it also should be noted that few institutions (including UofL) are meeting their overall diversity goals and objectives, and that nationally very little progress has been made in diversifying the professorate over the past decade.

time, the FCC lacks specific information to determine how these issues and events have affected the recruitment, hiring, and retention of faculty. While anecdotal reports suggest the financial challenges have been a deterrent in filling some positions, to our knowledge no empirical data exists from which to draw reasonable inferences or conclusions

Major Concerns

Last year the FCC review of institutional demographic data identified the near absence of Native Americans on the faculty (UofL currently has one (1) Native American faculty member). We reported this issue to the CODRE general body for information purposes and to solicit ideas as to how to address it going forward. The recommendations received included strengthening the faculty search

Finally, it is clear that additional information is needed to understand and account for some aspects of institutional performance in terms of its diversity goals. For example, UofL has operated in a very tough financial environment for the past decade. The decrease of financial support from the State of Kentucky and the concomitant increases in student tuition to offset those funding losses have impacted the university’s climate and performance. One consequence has been infrequent raises and salary compression—two factors that have a direct bearing on faculty recruitment and retention. Additionally, the series of scandals that have rocked the university in recent years also have deeply affected UofL. At this

process by making the recruitment of Native American faculty a priority, offering courses in Native American Studies to attract more Amerindian students to the University, and seeking opportunities to collaborate with institutions with established Native American Studies programs to identify human and other resources. We planned to pursue this matter this 2015-2016-program year, but did not get

it on our agenda due to other pressing concerns. However, our intent is to address it in the coming 2016-2017 program year.

Faculty Concerns Committee

Members:

John Chenault
Suraj Alexander
Faye Jones
Selene Phillips
Mordean Taylor-Archer

STAFF CONCERNS COMMITTEE

The goals established by the Staff Concerns Committee for Academic Year 2015 -2016 focused on assessing the status of staff in under-represented groups. The plan for the committee was to assess recruitment and employment experiences for under-represented minorities in staff positions.

The specific goals as stated by the committee were:

1. Identify issues that could unfavorably affect staff employees in regards to equity and fairness in compensation practices, recruitments, internal promotions, and retention. The ultimate goal is to evaluate whether recruitment, hiring, promotion, salary increases and continuation of employment are determined by fairness and equity across all employee groups, regardless of gender, race or ethnicity.
2. Review the results of climate surveys with the goal of identifying items of interest or concern that may adversely affect staff members.

In October 2015, the Staff Concerns Committee received information from Physical Plant employees indicating that they experienced inconsistencies in treatment and administration of policies compared to other UofL employees.

Complaints conveyed to the Staff Concerns Committee include the following:

- Positions left vacant for extended periods of time result in an overload of work and diminished staff morale.
- Application of university policies for Physical Plant employees is inconsistent when compared to other employees of the university.
- For some, the general work climate lacks a sense of respect.
- Due to the nature of some jobs, promotion or career advancement opportunities are few. Employees note a lack of access to career

development opportunities such as participation in training workshops and University events.

- When advancement opportunities present, there are concerns that those opportunities are filled based on political consideration instead of merit.

These complaints echoed concerns similar in nature to those reported by Physical Plant employees to members of CODRE in past years. The members of the committee agreed that those employed in Physical Plant positions may represent the more vulnerable of the UofL staff due to higher population concentrations of individuals of lower socioeconomic status and education levels, and in some cases, less specialized skill sets and that in the interest of assuring a fair and equitable work environment across the UofL campus the CODRE Staff Concerns Committee was obliged to hear and respond to issues presented by this group. The Staff Concerns Committee determined that the existence of a complaint and appeal process it would be inappropriate for the committee to pursue grievances addressing individual work condition complaints, however it was within the role of the committee to work to assure that equity of policy administration and that the quality of the work environment for Physical Plant employees was not substandard to the general quality of work environment of other University employees. To this end the committee determined that a review of the work climate as a whole might prove valuable in determining the degree to which the concerns expressed by a few employees reflected on the larger population experience.

In November 2015 the committee wrote to Human Resources leadership (Jeanell Hughes) requesting assistance in assessing the climate of the Physical Plant. Representatives from Human Resources (Jeanell Hughes and Mary Elizabeth Miles) met with the CODRE Executive Committee and the Staff Concerns Committee in January to discuss ways in which a climate assessment for Physical Plant

employees might be effectively and efficiently conducted. After robust discussion it was determined that senior Human Resources representatives would meet with Physical Plant representatives on the UofL Staff Senate to discuss the complaints presented to the CODRE Staff Concerns Committee and to assess the work climate for Physical Plant employees.

In February 2016 Human Resources staff (Jeanell Hughes, Laura Carter, and Mary Elizabeth Miles) met with five Staff Senate Committee representatives for Physical Plant to discuss the Physical Plant work environment. The main points discussed were as follows:

- Required Employee (Essential Personnel) designations and procedures for inclement weather and emergencies
- Lack of access to locations to smoke for Physical Plant employees who are not allowed to leave campus for breaks
- Unfilled or frozen positions and implications with regard to amount of turnover, wages and workload
- Lack of consistency and calibration of performance evaluations

The Physical Plant Senate Representatives were pleased to learn that Human Resources was already in the process of addressing some of their noted concerns which specifically included:

- Determining strategies for Required Employee (Essential Personnel) designations for current and future staff
- Reviewing and revising applicable Physical Plant job descriptions and job advertisements to reflect Required Employee (Essential Personnel) designations
- Review and analysis of staff compensation
- Progress in the search for an Assistant VP of Facilities Management
- Review of University Leave policies and procedures including the Smoking policy and enforcement strategies.

The meeting concluded with a designation of next steps to include:

- Shared drafts of Physical Plant job descriptions and job advertisement with Senate Representatives for review and feedback (completed February 2016)

- Consideration of whether a tiered structure for Required Employee (Essential Personnel) should exist based on emergency type
- Human resources review of job descriptions for supervisors who manage 24-hour facilities
- Create and implement performance management training tailored to meet the needs of Physical Plant supervisors (especially addressing performance assessment standards)
- Determining the best method for capturing additional feedback from Physical Plant staff

To address perceptions of inconsistent administration of policies for Physical Plant employees, the Staff Concerns Committee completed a review of Physical Plant policies and procedures to identify potential discrepancies between departmental policies and procedures, and University policies and procedures. The committee found alignment between Physical Plant policies and the majority of University-wide policies and procedures; however there are instances where the committee thought it prudent to elevate concerns or inconsistencies. A summary of those concerns was provided to leadership of Physical Plant and Human Resources.

In addition, the CODRE Staff Concerns Committee and the Executive Committee requested the appointment of a "line employee" of the Physical Plant to CODRE in order to assure a more direct connection between the Commission and Physical Plant staff.

Lastly, the CODRE Staff Concerns Committee will meet with the newly appointed Assistant VP of Facilities Management to discuss work climate issues for Physical Plant employees. The Committee will continue to work with Human resources as needed to address Physical Plant climate issues.

Following efforts to address work climate and other complaints from Physical Plant employees the Staff Concerns Committee re-directed its efforts to the committee's original 2015-2016 goals.

The Staff set out to review numerical data related to grievance and appeal processes, pay increases, promotions, and reclassifications as well as a review of termination and exit interview data.

A challenge for the committee was the accessibility and availability of data. The Committee requested the assistance of Human Resources in the securing data and assisting in its analysis.

In March 2016, the Committee submitted a request to Human Resources for the following data:

Current total University staff population data noting representation by gender and race and ethnicity (White, Black, Hispanic, Asian/Pacific Islander, other);

Data on reclassifications and promotions for fiscal years 2013, 2014, and 2015;

Number of staff hires for fiscal years 2013, 2014, and 2015 to date distinguishing hires by gender and race and ethnicity; and

Number of terminations (please if possible distinguishing involuntary from voluntary) for fiscal years 2013, 2014, and 2015 to date distinguishing terminations by gender and race and ethnicity

General data on grievances and complaints from fiscal years 2013, 2014, and 2015 capturing gender, race, ethnicity, years of service, salary and wage range, and a very basic description of complaints (ex. supervisor treatment, compensation, inequity, unfair disciplinary action or other category as necessary to illustrate the type of complaints or grievances that have been presented).

The Staff Concerns Committee met with Ms. Jeanell Hughes and Ms. Mary Elizabeth Miles in May 2016 to discuss the data request and the goals of the committee. The committee was advised of updates to the university's Affirmative Action Plan which would support the work of the committee with regard to review of some elements of data. The committee agreed to work with the content of the updated Affirmative Action Plan to begin its assessment. The committee continues work on review of the Affirmative Action Plan and continues in its goals for 2016-2017 the review of that data in analysis of the conditions of work, development and opportunity for underrepresented minorities employed in staff positions on the University of Louisville campus.

Staff Concerns Committee members:

Karan Chavis
Brian Davis
Valerie Casey
Meg Peavy
Erika DeSha
Mary McMullen
Jeanne Guerrero

STUDENT ENGAGEMENT COMMITTEE

Student Engagement Committee

Purpose

The purpose of the Student Engagement Committee (SEC) is to identify and support student issues related to diversity.

Goals:

1. Identify and support student matters related to diversity by connecting to student organizations.
2. Identify ways for students to be engaged in a participatory manner with CODRE SEC.
3. Connect with Recognized Student Organizations (RSO's)

> 2015-2016 Accomplishments

1. Identify and support student matters related to diversity by connecting to student organizations.

During the fall 2015 semester, members of the SEC were attentive to the needs of students and provided the necessary support for students impacted by the "Sombbrero" costume incident that occurred at the university. In addition, members of the SEC provided support for students impacted by the "Threlkeld Hall" situation.

2. Identify ways for students to be engaged in a participatory manner with CODRE SEC.

During the fall 2015 and spring 2016 semesters, the SEC invited various student groups and/or representatives from offices that support students to attend monthly SEC meetings to share information about their organizations and how CODRE can best

advocate on their behalf and assist in their on-going programs and initiatives. Student groups or offices that attended include:

- Regular meeting attendance by Victoria Allen, SGA President
- Regular meeting attendance by Gabe Draper, MAGS President
- Association of Black Students (ABS)
- TRiO Student Support Services (SSS)
- National Society of Black Engineers (NSBE)

3. Connected with Recognized Student Organizations (RSO's)

During the fall 2015 semester members of the SEC attended the Recognized Student Organization (RSO) fair and the Leadership Summit held on the Belknap campus. In addition, during the 2015-2016 academic year the SEC representatives attended various student organization events to increase the awareness of CODRE as well as support programs co-sponsored by CODRE. These events included:

- Society of Porter General Body Meeting

- Pride Week Cookout (Belknap and HSC campuses)
- Multicultural Student Organization Leadership Reception
- Diversity Week
- Pre-medical and Pre-dental Symposium (HSC)
- Embracing Disability Conference (Disability Resource Center)
- Women of Color Transformation Tea (Women Center)
- 2016 Student Awards (Office of Student Involvement)

Student Engagement Committee

Members:

Dwayne Compton

Latonia Craig

Erica Gray

Leondra Gully

Ashley Hopkins

George Howe

Victoria Allen (student representative)

Luiz Arduz (student representative)

UNDERGRADUATE GRADUATE RESEARCH COMMITTEE

This year, the Undergraduate Graduate Research Committee's emphasis was on expanding the publicity for the undergraduate and graduate research funding opportunities. The announcements were published in UofL Today, announced at the Faculty Senate meeting, and e-mailed to all department chairs by the Office of the Vice Provost for Faculty Affairs. The results were a total of eight graduate applications but no undergraduate applications.

Upon a detailed review of the submitted proposals, five out of the eight proposals were accepted for funding and the following awards were made. In all cases, the requested amount had to be adjusted so that the total of designated \$3000 would not be exceeded.

Student Name	Proposal Title	Faculty Sponsor	Academic Unit
Jelisa Clark	<i>Investigating Alternative Forms of Education: Race, Class, and Gender at an Urban Boarding School</i>	Derrick Brooms	Sociology
Ryan DeLapp	<i>Multicultural Online Courses and Student's Attitudes (MOCSA) Study</i>	Monica Williams	Psychological and Brain Sciences
Lindsay Thompson	<i>Riverside Gardens: A Community Tormented by Industrial Toxins, A Comprehensive Community Health Assessment</i>	Kristina Zierhold	Epidemiology & Popular Health
Alicia Cintron	<i>Por Que jugar? A study in sport socialization among Hispanic/Latina female student-athletes</i>	Meg Hancock	Health & Sport Sciences
Carolyn Pittard	<i>Discrimination as a Stressor for Adolescents in the Model of Hopelessness</i>	Patrick Possel	Counseling & Human Dev.

Undergraduate Graduate Research Committee Members

J. P. Mohsen
Selena Phillips

AFRICAN AMERICAN PROGRAM FUND

The African American Program Fund was established as a funding source for underrepresented student groups. Through the collaboration of the Cultural Center and CODRE leadership, a streamlined process provides funding to many African American RSOs. Funding for these initiatives is derived from CODRE, the Office of the Provost, and the Office of Diversity and International Affairs. These funds cover many events, including the Porter Scholar Mission Possible, the Association of Black Students' West End Clean Up project, and the annual Derby Gala. A few photos with a brief description of these events are listed below.



Porter Mission Possible

The Society of Porter Scholars in collaboration with the Black Student Nurses Association and members of the 2016 cohort teamed up to make 92 hygiene and snack packages for participants at the Healing Place and families and Hotel Louisville. The packages were enough to fit into 3 large trash bags.



ABS West End Clean Up

The Association of Black Students sponsored a clean-up project in March 2016. Students cleaned up the neighborhood between 21st & Market to 35th & Market. They also had lunch and discussed college preparation with individuals at the Kentucky Recovery Resource Center in the West End of Louisville

Derby Gala

The Derby Gala was hosted by Collegiate 100 in collaboration with the Society of Porter Scholars, African American Male Initiative, Louisville International Enrichment Program and S.C.O.R.E.



Alum Deion Branch and senior Trey Lewis at the Derby Gala.



COMMISSION ON DIVERSITY & RACIAL EQUALITY



The University of Louisville is an equal opportunity institution. – 12/2016