



**STRONGER**

by degrees

# University of Louisville Diversity Plan



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# 2017-18 Diversity Plan

## Three Focus Areas

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# INSTITUTIONAL PROFILE

## Campus Profile for Most Recent AY

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- ❖ Carnegie-classified Research University
- ❖ Carnegie Community Engagement Designation
- ❖ Commitment to Diversity and Inclusion is a part of the university's
  - ✓ Mission Statement
  - ✓ 2020 Strategic Plan
  - ✓ 21<sup>st</sup> Century Initiative



# **INSTITUTIONAL PROFILE**

## **Campus Profile for Most Recent AY**

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- Total Enrollment = 22,640 (5,808 graduate, 16,033 UG, 155 post-doctoral, 811 non-degree seeking)
- 7,074 faculty and staff
- 17,406 Full-Time, 5,234 Part-Time Students
- 11,467 Female, 11,173 Male
- 16,723 In-state, 5,917 out-of-state



# **INSTITUTIONAL PROFILE**

## **Campus Profile for Most Recent AY**

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- Three Campuses (Belknap, Health Sciences, Shelby)
- 200+ academic programs/degrees
- 12 schools and colleges
  - College of Arts and Sciences
  - Brandeis School of Law
  - College of Business
  - School of Dentistry
  - College of Education and Human Development
  - School of Graduate and Interdisciplinary Studies
  - Kent School of Social Work
  - School of Medicine
  - School of Music
  - School of Nursing
  - School of Public Health and Information Sciences
  - Speed School of Engineering
  - University Libraries



# INSTITUTIONAL PROFILE

## Undergraduate Student Profile (2016-17 Baseline)

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- ❖ 11.1% African American/Black
- ❖ 4.4% Hispanic
- ❖ 4.8% Other Students of Color
- ❖ 20.3% Total URM
- ❖ 33% Low Income (Pell)



# **INSTITUTIONAL PROFILE**

## **Graduate Student Profile**

**(2016-17 Baseline)**

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- ❖ 11% African American/Black
- ❖ 3.87% Hispanic
- ❖ 4.6% Students of Color
- ❖ 19.47% Total URM



# **INSTITUTIONAL PROFILE**

## **Professional Student Profile**

**(Dentistry, Law and Medicine)**  
**(2016-17 Baseline)**

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- ❖ 6.83 African American/Black
- ❖ 2.66% Hispanic
- ❖ 10.72% Students of Color
- ❖ 20.21% Total URM





# Total Population Demographics for Areas of Geographic Responsibility

Total Population Estimates as of July 1, 2015								
	Jefferson County		Oldham County		Shelby County		Trimble County	
	Estimate	Percent	Estimate	Percent	Estimate	Percent	Estimate	Percent
<b>Total</b>	<b>763,623</b>		<b>64,875</b>		<b>45,632</b>		<b>8,769</b>	
<b>White</b>	<b>526,229</b>	<b>69%</b>	<b>57,163</b>	<b>88%</b>	<b>36,884</b>	<b>81%</b>	<b>8,268</b>	<b>94%</b>
<b>Black</b>	<b>161,960</b>	<b>21%</b>	<b>2,917</b>	<b>4%</b>	<b>3,274</b>	<b>7%</b>	<b>56</b>	<b>1%</b>
<b>Asian</b>	<b>20,201</b>	<b>3%</b>	<b>1,028</b>	<b>2%</b>	<b>455</b>	<b>1%</b>	<b>44</b>	<b>1%</b>
<b>Hispanic</b>	<b>37,359</b>	<b>5%</b>	<b>2,673</b>	<b>4%</b>	<b>3,993</b>	<b>9%</b>	<b>274</b>	<b>3%</b>
<b>Other</b>	<b>17,874</b>	<b>2%</b>	<b>1,094</b>	<b>2%</b>	<b>1,026</b>	<b>2%</b>	<b>127</b>	<b>1%</b>

Source: U.S. Census Bureau, Annual Estimates of the Resident Population, Vintage 2015.

Provided by the Kentucky State Data Center at the University of Louisville, March 2017.



# Population Demographics for Traditional College-going (18-24 year olds) in Areas of Geographic Responsibility

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County	AA/Black	Hispanic	Two or More Races	American Indian or Alaskan Native	Native Hawaiian or Other Pacific Islander	White
Jefferson	20.8	4.4	2.2	0.2	0.1	72.7
Oldham	4.3	3.5	1.7	0.3	Value greater than 0 but less than half unit of measure shown	91.0
Shelby	7.5	9.1	2.2	0.3	0.1	85.4
Trimble	0.3	2.5	1.2	0.4	0.1	96.4
Kentucky	7.8	3.1	1.7	0.2	0.1	87.8
<b>TOTAL</b>						

Source: U.S. Census Bureau, Annual Estimates of the Resident Population, Vintage 2015.

Provided by the Kentucky State Data Center at the University of Louisville, March 2017.



# Trend Data-Enrollment

## Undergraduate

### Enrollment

YEAR ▲	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016
Population ▲	Undergraduate Students	Undergraduate Students	Undergraduate Students	Undergraduate Students	Undergraduate Students	Undergraduate Students
Race / Ethnicity ▲	HEADCOUNT	HEADCOUNT	HEADCOUNT	HEADCOUNT	HEADCOUNT	HEADCOUNT
African American	2,053	2,074	2,099	2,084	2,128	2,176
Hispanio/Latino	489	520	580	628	635	714
International Non-resident	418	419	419	419	431	452
Other students of color	704	754	822	886	905	944
Unknown/not provided	40	31	33	32	34	22
White	12,068	12,095	12,198	12,113	11,852	11,725
<b>Total</b>	<b>15,772</b>	<b>15,893</b>	<b>16,151</b>	<b>16,162</b>	<b>15,985</b>	<b>16,033</b>

Note: The data for “African American” include those students reporting a race of either “African American” only or “African American” as one of “Two or More Races”.



# Trend Data-Enrollment

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## Graduate

### Enrollment

TERM ▲	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016
Population ▲	Graduate	Graduate	Graduate	Graduate	Graduate	Graduate
Race / Ethnicity ▲	HEADCOUNT	HEADCOUNT	HEADCOUNT	HEADCOUNT	HEADCOUNT	HEADCOUNT
African American	368	366	388	444	439	478
Hispanio/Latino	99	128	133	149	152	168
International Non-resident	573	563	528	456	475	470
Other students of color	152	162	159	173	172	200
Unknown/not provided	18	16	24	17	20	22
White	3,039	2,915	2,873	2,948	2,887	3,006
<b>Total</b>	<b>4,249</b>	<b>4,150</b>	<b>4,105</b>	<b>4,187</b>	<b>4,145</b>	<b>4,344</b>

Note: The data for “African American” include those students reporting a race of either “African American” only or “African American” as one of “Two or More Races”.



# Trend Data-Enrollment

## Professional Schools

### Enrollment

YEAR ▲	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016
Population ▲	Professional	Professional	Professional	Professional	Professional	Professional
Race / Ethnicity ▲	HEADCOUNT	HEADCOUNT	HEADCOUNT	HEADCOUNT	HEADCOUNT	HEADCOUNT
African American	97	97	97	92	87	100
Hispanio/Latino	30	34	31	36	41	39
International Non-resident	18	19	16	12	10	9
Other students of color	114	127	143	149	149	157
Unknown/not provided	20	17	18	11	12	5
White	1,186	1,209	1,210	1,183	1,151	1,154
<b>Total</b>	<b>1,465</b>	<b>1,503</b>	<b>1,515</b>	<b>1,483</b>	<b>1,450</b>	<b>1,464</b>

Note: The data for “African American” include those students reporting a race of either “African American” only or “African American” as one of “Two or More Races”.



# Undergraduate Enrollment Targets

<b>Performance Metric: Undergraduate Enrollment</b>	<b>Baseline 15-16</b>	<b>AY 16-17</b>	<b>AY 17-18</b>	<b>AY 18-19</b>	<b>AY 19-20</b>	<b>AY 20-21</b>
African American	11.0%	11.1%	11.8%	12.5%	13.3%	14.0%
Hispanic	4.2%	4.4%	4.6%	5.0%	5.6%	6.0%
URM	19.4%	20.3%	20.5%	21.3%	22.2%	23.0%

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## Performance Narrative - Opportunity

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### High- Impact Strategies Proven to be Effective in the Recruitment and Retention African-American & Hispanic Latino Students:

- **Order Your Educational Steps (OYES) Group Visits**
- **Up Close and Personal (UCP) Shadow Visits**

Purposes are to:

- Promote educational post-secondary attainment to students of diverse backgrounds;
- Afford students the opportunity to inquire about specific needs and resources available to be successful in college; and,
- Increase knowledge of resources and campus partners for diversity retention purposes

# University of Louisville

## Performance Narrative - Opportunity

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### High- Impact Strategies Proven to be Effective in the Recruitment and Retention of African-American & Hispanic Latino Students:

#### **Think College Now (TCN) Preparatory Conference (Held Biennially)**

Purpose is to:

- Expose high school underclassmen (freshmen-juniors) to the college preparation process (i.e. tips to studying, involvement in extracurricular activities)
- Provide resources to parents whose student(s) are thinking about college (admissions and scholarships); and,
- Showcase the University of Louisville as a premier institution.



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## Performance Narrative - Opportunity

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### High- Impact Strategies Proven to be Effective in the Recruitment and Retention of URM Students:

- Out-stationed, on the ground recruiters in Chicago, Cincinnati, and Nashville
- Reduced application fees for regional students outside of Kentucky
- Cardinal pledge
- Other recruitment/outreach programming
  - ✓ Minority teacher recruitment project
  - ✓ Scholarships such as Oportunidad y el exito, Porters, Hallmark, McConnell and Trustees, in addition to departmental scholarships
  - ✓ AVIATORS

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## Performance Narrative - Opportunity

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### Possible Challenges:

- High school graduation rates for African Americans are predicted to be flat over the next five years, thus providing a smaller pool of students from which to recruit.
- University resources to provide financial support for low-income and URMs will be limited due to anticipated budget constraints.



# Graduate and Professional Enrollment Targets

<b>Performance Metric: Graduate and Professional Student Enrollment</b>	<b>Baseline 2015-16</b>	<b>AY 16-17</b>	<b>AY 17-18</b>	<b>AY 18-19</b>	<b>AY 19-20</b>	<b>AY 20-21</b>
URM	13.8%	14.5%	14.8%	15.0%	15.3%	15.5%

# Trend Data-Success

Performance Metric	2011-12	2012-13	2013-14	2014-15	Baseline 2015-16
<b>6-Year Grad. Rate</b>					
Low-income	40.5%	48.2%	44.4%	41.3%	45.1%
URM <sup>1</sup>	43.8%	42.9%	49.6%	44.5%	51.1%
<b>1st to 2nd-Year Retention</b>					
Low-income	73.8%	71.9%	75.2%	74.4%	74.5%
URM <sup>1</sup>	75.3%	78.1%	79.1%	78.5%	78.0%
<b>Bachelor's Degrees Awarded</b>					
Low-income	1067	1134	1237	1220	1154 <sup>2</sup>
URM <sup>1</sup>	410	417	465	514	484

<sup>1</sup>URM for cohorts before 2010 include Black, Hispanic and American Indian. URM for cohorts 2010 and beyond include Black, Hispanic, American Indian, Two or more races and Pacific Islander.

<sup>2</sup>Figure deviates from CPE data

# Success Targets

Performance Metric	Baseline 2015-16	AY 16-17	AY 17-18	AY 18-19	AY 2019-20	AY 2020-21
<b>6-Year Grad. Rate</b>						
Low-income	45.1%	45.7%	47.8%	49.9%	52.0%	54.1%
URM	51.1%	51.8%	52.4%	53.6%	55.0%	58.5%
<b>1st to 2nd-Year Retention</b>						
Low-income	74.5%	75.0%	75.6%	76.2%	77.0%	77.5%
URM	78.0%	78.3%	78.6%	78.9%	79.2%	80.5%
<b>Bachelor's Degrees Awarded</b>						
Low-income	1,143	1,186	1,230	1,271	1,313	1,356
URM	484	507	531	548	567	585



# University of Louisville Performance Narrative - Success

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## High Impact Strategies to Promote Student Success:

- Living/Learning Communities
- Summer Bridge/Early Arrival Programs
- Flight Plan
- Mandatory Mid-term Grades (will work with academic units to implement over the next five years)
- CardSmart Advising Software (identifies students at risk)



# University of Louisville Performance Narrative - Success

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## Possible Challenges to Student Success Strategies:

- There may be some resistance from faculty and students regarding mandatory mid-term grades and the enhanced early warning systems.
- It may be difficult to provide adequate financial aid to reduce the need for students to be employed; having to work can have negative impacts on students ability to focus on their studies.
- Some URM students find it difficult to ask for help.



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## Impact

### Workforce Diversity Profile

Workforce Diversity	AA/Black	Hispanic	Two or More Races	American Indian or Alaskan Native	Native Hawaiian or Other Pacific Islander	White
Tenure/Tenure Track	71	33	10	1	0	777
Term Faculty	45	18	5	1	3	612
Management Occupations	11	0	1	0	0	88

Data is from 2016 Planning Master used to report to IPEDS





# University of Louisville

## Impact

### Workforce Goals

<b>Performance Metric: URM Workforce Diversity</b>	<b>Baseline 2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>Instructors, tenured, tenure track faculty</b>	10.7	10.7	10.7	10.9	11.2	11.5
<b>Management Occupations</b>	11.5	11.5	11.7	12.0	12.0	12.5

# University of Louisville

## Performance Narrative - Impact

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### High Impact Strategies to Increase Racial and Ethnic Diversity of Faculty:

- Advertise in key diverse publications.
- Use the SREB data directory.
- Participate and recruit at research and diversity conferences and other professional development programs that traditionally attract faculty of color.
- Develop a Search Advocates Program (modeling Oregon State University). Employees are trained as process experts in search and selection. They complete a series of workshops addressing current research about diversity and cognitive bias, the changing legal landscape in hiring, inclusive employment principles, specific steps to strengthen each stage of the search process, and effective approaches to participation on search committees in the advocate role.
- Provide training to search committees to decrease the incidences of unconscious bias.
- Revise the current exit interview instrument and use the results to address problem areas. Also explore having the survey administered by an entity outside of the university.

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## Performance Narrative - Impact

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### High Impact Strategies to Increase Racial and Ethnic Diversity of Staff:

- Use personal and professional networks to recruit professional employees of color
- Provide mentoring and coaching for career advancement
- Create an apprenticeship program for physical plant staff to provide them with promotional opportunities.

# University of Louisville

## Performance Narrative - Impact

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### High Impact Strategies to Retain and Promote Diverse Faculty:

- Ensure Mentoring programs are housed and implemented within the academic units, being culturally sensitive to the needs of diverse faculty
- Organize workshops and opportunities to network, including a year-long professional development series for new faculty sponsored by the Provost's Office
- Provide small grants to assist in research and publications
- Develop Administrative internships for URM faculty

# University of Louisville

## Performance Narrative - Impact

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### High Impact Strategies to Retain and Promote Diverse Staff:

- Provide career coaching
- Offer professional development opportunities
- Provide opportunities to complete degrees
- Enforce policies to eliminate bullying and retaliation

# University of Louisville

## Performance Narrative - Impact

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### Culture of Excellence

In advancing the 21<sup>st</sup> Century Culture of Excellence, the diversity plan will focus on creating a culture that values equity, fairness, and inclusion.

### High Impact Strategies to Promote Equity and Inclusion and Monitor Climate include:

**Campus Climate Surveys** – beginning Fall 2017, a new survey process and timeline will be implemented:

- Surveys will be administered in periodic modules rather than as one long, comprehensive survey
- Administering one module per year will serve to keep the campus community more engaged in the process, will allow the appropriate time to implement proposed changes, and increase accountability for continuous improvements, providing transparent feedback to the entire campus.
- These proposed cycles allow for the collection of baseline information, creating and implementing action plans, and assessing the themes/modules again after ample time for implementation to measure improvement (based on the actions taken).

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## Performance Narrative - Impact

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### High Impact Strategies to Promote Equity and Inclusion and Monitor Climate

#### Diversity Training:

- A functional area has been created in the Office of the Vice Provost for Diversity and International Affairs. Diversity Education and Inclusive Excellence training, which focuses on unconscious and implicit bias; cultural appropriation; micro-aggressions; and understanding the latent effects of privilege, was designed to support campus-wide diversity education and training and is based on recommendations from the 21<sup>st</sup> Century Culture of Excellence and the President's Diversity Steering committees.
- Human Resources is developing a training model on a "Civil Treatment: Building an Inclusive Workplace" program.

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## Performance Narrative - Impact

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### High Impact Strategies to Increase the Cultural Competency of Students

**Cardinal Core** - requires all undergraduate students to take a minimum of two diversity courses:

- Courses in U.S. Diversity (D1) will broaden students' understanding of how the experiences and opportunities of individuals and groups in the United States are shaped by various historical, cultural and social structures and processes of stratification. These courses will center on race, socio-economic status, gender and/or their interactions with other social demographics.
- Courses in Global Diversity Courses (D2) will broaden students' understanding of how the experiences and opportunities of individuals and/or groups in non-U.S. societies are shaped by the various historical, cultural and social structures and of stratification locally or globally.



# University of Louisville

## Performance Narrative - Impact

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### High Impact Strategies to Increase the Cultural Competency of Students

- The AAC&U Intercultural Knowledge and VALUE Rubric will be a tool used to assess Cultural Competency.
- Cultural Competency Research Project, which involves:
  - Conducting an Integrative/Comprehensive Literature Review of the Definitions of Cultural Competency to determine:
    - To what extent do faculty at the University, across disciplines, infuse cultural competency into their teaching?
    - To what extent do staff in Student Affairs operations infuse cultural competency into their work?
    - How does UL define, diffuse and exhibit CC in its operations?

# University of Louisville

## Performance Narrative - Impact

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### High Impact Strategies to Increase the Cultural Competency of Faculty and Staff

Cultural Competency training for faculty and staff will continue to be provided by the Office of Diversity Education and Inclusive Excellence. However, the long-range plan is to develop online training modules, and, although it will not be mandatory, it is expected that all faculty and staff will participate in the training.

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## Performance Narrative - Impact

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### Challenges to Recruitment, Retention and Promotion of Diverse Faculty and Staff

- Lack of financial resources – Hiring freeze, Reductions in Force, FLSA, inability to offer competitive salaries
- Unconscious bias among search committee members
- Current political climate, which may lead to reductions in funding from the national level

# University of Louisville

## Plan Assessment



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### Strategies will be assessed by:

- Examining the number of AA, H/L, URM and low-income students enrolled, retained and graduate
- Tracking the number of diverse faculty and staff hired, retained and promoted
- Tracking responses to the campus climate surveys and subsequent interviews with focus groups
- Using pre- and post-tests for workshops and trainings to determine progress regarding cultural competency
- Examining the results of the Deans' Accountability Measurements

# University of Louisville Comprehensive Plan



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## Other Groups

The UofL Diversity Plan includes a comprehensive view of diversity programs and services to underrepresented groups on campus and in the community, including:

- Women and Gender Issues (including Title IX)
- LGBT Services
- Disability Services/ADA
- Veterans and Military Families
- Globalization/Internationalization Initiatives
- Diversity of Ideas/Thoughts
- Religious Diversity
- Community Engagement

# University of Louisville

## Conclusion/Next Steps



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The chairs of the unit diversity committees, comprised of students, faculty and staff, and the Campus Environment Team, which includes the chairs of the Faculty and Staff Senates, have been involved in the planning process for developing goals and strategies for the diversity plan. Additionally, the Executive Vice President of the Student Government Association (SGA) and the President of the Association of Black Students (ABS) have been involved in the development of the plan, providing input from their constituents.

# University of Louisville

## Conclusion/Next Steps



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The plan will also go through a vetting process to get input from the Council of Academic Officers, the President's Executive Leadership Team, the Faculty and Staff Senates, the Student Government Association, the Commission on Diversity and Racial Equality, and the Commission on the Status of Women during the summer. The President and Provost will present the plan to the Board of Trustees for approval at their September, 2017 meeting.

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# Questions?