**Diversity Plan Progress Report Template**

**for Academic Year 2019-2020**

**Due December 1, 2020**

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| **Goal**  These are the goals outlined in the UofL Diversity Plan as required by CPE | **List up to THREE Initiatives that support this goal** | **Discuss Strategies/ Tactics Used to Achieve Goal** | **Lessons Learned?**  What, if anything would you do differently to enhance the outcomes for this goal? |
| **FOR ACADEMIC UNITS ONLY** | | | |
| **STUDENT RECRUITMENT AND ENROLLMENT:**  **Increase Undergraduate Enrollment of Underrepresented Minorities (URM), with special emphasis on African Americans and Hispanic/Latinos** | Disseminate information about the BSW program to potential students from under-represented backgrounds, particularly those who are African American and Hispanic/Latino | Participate in events, fairs, etc. at Academy of Shawnee, Valley, Iroquois, Fern Creek, Moore, Western Seneca, Manual, and Presentation Academy high schools  Participate in St. Boniface Academy Community Day  Collaborate with U of L Cultural Center  Promote BSW program at YMCA and Boys and Girls Clubs | Share information and recruitment materials about the BSW program with U of L recruiters travelling out of state to recruit underrepresented minorities |
| **Increase Graduate Enrollment of Underrepresented Minorities (URM), with special emphasis on African Americans and Hispanic/Latinos** | Disseminate information about the MSSW, MSCFT, and PhD programs to potential students from under-represented backgrounds, particularly those who are African American and Hispanic/Latino | Scholarships for ethnic minority students  Collaboration with Graduate School to distribute MSSW, MSCFT, and PhD materials at diverse recruitment events  Reaching out to professors at HBCUs  Collaboration with SIGS:  Graduate Student Visitation day every spring  Outreach to Porter Scholar juniors and seniors  Accelerated admissions process and scholarship opportunities for students or recent graduates from HBCUs  MSSW visit day and programming for Berea students  Visit to KY State University BSW seniors at least once per year, sometimes once per semester for juniors and seniors  Tailored email to U of L Pan-African Studies seniors detailing scholarship opportunities and dual degree every spring  Represent MSSW dual degree at Law School’s Diversity and Inclusion fair  Attend UK’s diversity career mixer  Connect prospective students with “brief mentor” (current student/recent alum) of requested minority status  Outreach to cultural center with information about upcoming events, fliers, etc.  Meet with minority focused RSOs and fraternities/sororities  Send all minority applicants and recently admitted students emails encouraging scholarship applications, offering assistance and student mentors  Advertise U of L graduate student funding for minority doctoral students to prospective students  Involve ethnic minority faculty in interviews with doctoral program applicants | Hold prospective student meet and greet sessions with diverse faculty members.  MSSW Program Director to call underrepresented minorities admitted to the program to welcome them and answer any initial questions.  Scholarship funding for an HBCU graduate in the MSSW program  Make scholar profiles of our existing faculty easily accessible to prospective doctoral students. |
| **STUDENT SUCCESS:**  **Increase 1st to 2nd year Retention of Undergraduate Underrepresented Minorities (URM), with special emphasis on African Americans and Hispanic/Latinos** | Institute initiatives and services to support undergraduate underrepresented minorities in academic persistence | Regular required advising sessions with 1st year students  All undergraduate students connected with peer mentors through U of L C.O.N.E.C.T. peer mentoring program  REACH Tutoring | Fall 2021-Social Work Living Learning Community |
| **Increase 1st to 2nd year Retention of Undergraduate Low Income students** | Institute initiatives and services to support undergraduate low-income students in academic persistence | Regular required advising sessions with 1st year students  Collaborate with U of L TRIO |  |
| **Increase 6 year Graduation Rate of Underrepresented Minorities (URM), with special emphasis on African Americans and Hispanic/Latinos** | Institute initiatives and services to support undergraduate underrepresented minorities in academic progress | Regular required advising sessions  Referrals to Writing Center  REACH Tutoring  C.O.N.E.C.T. peer mentoring |  |
| **Increase 6-year Graduation Rate of Undergraduate Low- Income students** | Institute initiatives and services to support undergraduate low-income students in academic progress | Regular advising sessions  Collaborate with U of L TRIO  Referrals to Writing Center  REACH Tutoring |  |
| **Increase number of Degrees Conferred for Underrepresented Minorities (URM), with special emphasis on African Americans and Hispanic/Latinos** | Institute initiatives and services to support underrepresented minorities in degree completion  Provide mentoring and professional development system in the PhD program | Advising sessions  C.O.N.E.C.T. peer mentoring  Referrals to Writing Center  REACH Tutoring  One MSSW student advisor focused on student retention | Specific professional development programs planned by the MSSW advising office to support under-represented minority students  Provide PhD students with peer mentors and professional development opportunities specific to underrepresented minorities |
| **Increase number of Degrees Conferred for Low Income students** | Institute initiatives and services to support low-income students in degree completion | Advising sessions  Collaborate with U of L TRIO  Writing Center  REACH Tutoring |  |
| **FOR ALL UNITS (Academic, Administrative, Service, etc.)** | | | |
| **WORKFORCE DIVERSITY:**  **Increase number of Underrepresented Minorities (URM) among Executive, Administrative and Managerial Employees hired and retained** | Maintain diversity in school administration | Maintain a minimum of 25% of Assistant and Associate Deans as under-represented minorities  Maintain a minimum of 25% of Program Directors and Coordinators as under-represented minorities | Develop succession plan to maintain diversity in school administration |
| **Increase number of Underrepresented Minorities (URM) among Faculty hired and retained** | Institute efforts to increase diversity among faculty | Faculty search committees are composed of a diverse group of individuals  Faculty search committees advertise open positions on listservs for ethnic minority social workers and professionals in related disciplines, such as the Southern Regional Education Board.  Utilization of professional networks and cultivation of relationships with alumni increase diversity among full-time and part-time faculty |  |
| **Increase number of Underrepresented Minorities (URM) among Professional Staff hired and retained** | Institute efforts to increase diversity among staff | Comply with human resources requirements  Position announcements that encourage underrepresented minorities to apply  Share information through networks and personal contacts that may be connected to quality candidates who are underrepresented minorities | Provide mentoring and support to staff who are underrepresented minorities |
| **CAMPUS CLIMATE, INCLUSIVENESS AND CULTURAL COMPETENCY**  **What efforts are being made to ensure a positive campus climate, promote inclusiveness, and ensure that students and employees WITHIN YOUR UNIT are culturally competent?** | Provide trainings, experiences, and support related to diversity, equity, and inclusion to students, staff, and faculty  Take steps to emphasize prioritization to Kent School Students of social justice activity promoting equity and inclusion | At least one annual training for staff related to diversity and inclusion  At least one annual training for faculty related to diversity and inclusion  The Kent School Restorative Solutions Committee was created in Spring 2020 to provide guidance to the School in responding to incidents identified as culturally harmful  Creation of a second Advanced Social Justice course focused on policy  Cultural competence training for all Kent School Students during Student Orientation at the beginning of their program  Annual listening session with students relate to cultural climate  Semesterly cultural humility training for MSCFT students  Program goal, student learning outcome, and 6 benchmarks associated with cultural competence  Maintain prominent display of symbols of inclusiveness to underscore Kent’s commitment and promote awareness of their importance, including the BLM and Pride banners, and transgender friendly restroom signs.  Student representative on Kent School Diversity & Social Justice Committee  Social Justice Caucus in Kent School Student Association  Sponsor in-person and online presentations and events related to diversity and social justice  Collaborate with Health Sciences Campus on the Culturally Effective Care Symposium  Created an Associate Dean for Equity and Inclusion position | Provide trainings, workshops, and opportunities for discussion around diversity, equity, and inclusion for students, staff, and faculty at least twice a semester  Provide training and supports to faculty to increase the anti-racist teaching practices  Include anti-racist goals and outcomes in documentation and processes needed to maintain accreditation for the BSW and MSSW program  Develop a document that details roles of faculty, program directors, associate deans, and deans in increasing the anti-racist teaching practices across the School  Develop detailed benchmarks for diversity, equity, and inclusion goals related to (A) recruitment and retention of students, staff, and faculty; (B) student learning outcomes; and (C) feedback on climate surveys and listening sessions including stratification by students, staff, and faculty of color |
| **OTHER (OPTIONAL)**  **If there are other initiatives in your unit that support diversity and/or are designed improve campus climate, feel free to provide additional information here. Examples include initiatives that support diversity and inclusion for members of LGBT and International populations.** | Engage in tasks and actions to maintain partnerships with community partners, organizations, and activists engaged in diversity, equity, and inclusion work | The Kent School Restorative Solutions Committee compensates 4 community advisors to provide suggestions and guidance to the School regarding incidents that may be culturally harmful  Invitation of guests with expertise in diversity, equity, and inclusion to speak in Practice, Human Behavior and the Social Environment, Policy and Social Justice Practice courses |  |