
Achieving Our Highest Potential:

A Diversity Plan for the University of Louisville

Fall 2003

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Achieving Our Highest Potential:

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TO: The University Community

FROM: James R. Ramsey
President, University of Louisville

When I assumed the position of Acting President of UofL, diversity was one of my top priorities and as President it remains one of the top five priorities I have set for the university. This priority and commitment to diversity is reflected in the attached diversity planning document. I commend the deans, vice presidents and other unit heads who have contributed to the planning process by submitting assessments and plans with implementation dates. And I appreciate the members of the diversity planning taskforce for their hard work and dedication to the task of coordinating the planning process.

The planning document includes all of the unit plans and the university-wide initiatives. I will support and expand the unit diversity plans with my initiatives. I am raising the bar by setting higher goals for the number of African American faculty, staff and students, which includes a special emphasis on improving the retention and graduation of students.

The diversity plan, however, is dynamic and will continue to evolve over time as goals are met and new ones are set. The plan is to be implemented in the fall of 2003, although some units have already begun to work on their plans. It is also important for the units to make serious strides to achieve the goals they have set. To this end, I have appointed a diversity plan monitoring committee that will be co-chaired by Drs. Blaine Hudson and Mordean Taylor-Archer. This committee will monitor the progress the units are making in achieving these goals and provide annual reports to me.

Finally, I am establishing an annual diversity award of \$10,000 to recognize a unit that makes outstanding advancements in the area of diversity. The selection criteria will be developed by the diversity plan monitoring committee. The committee will make the selection and forward it to me. Through the collective diversity efforts of all units, UofL will be a model university in the area of diversity.

I. Introduction

In *The Shape of the River* (1998), William G. Bowen and Derek Bok, distinguished former Ivy-League university presidents (and recent Grawemeyer Award winners), argue eloquently that a commitment to racial diversity enriches the quality of education for all students—and that the opportunities created by this commitment enable African Americans and other students of color to enrich American life. As they state:

Race almost always affects an individual's life experiences and perspectives, and thus the person's capacity to contribute to the kinds of learning through diversity that occur on campuses. This form of learning will be even more important going forward than it has been in the past. Both the growing diversity of American society and the increasing interaction with other cultures worldwide make it evident that going to school only with "the likes of oneself" will be increasingly anachronistic (p. 279).

We share their conviction, recognizing that, even if the university becomes more racially and culturally homogeneous, the world in which our students must live, and for which we must prepare them, will not be so. We recognize as well that institutions, much as individuals, must choose the vision they serve. Thus, this planning framework embodies our choice, our commitment to the creation of an academic and social environment from which faculty, students and staff from diverse groups derive equal benefits and in which all can feel equally "at home."

This commitment is not new. Greater diversity and inclusiveness are entirely consistent with the goals stated in the University's Strategy for Excellence: Strategic Directions, 1998-2004 (May 1998), specifically: Strategic Theme I, "The Educational Experience" (p. 5); Strategic Theme III, "Accessibility, Diversity, Equity, and Communication" (p. 7); and Clarifying Statement II, "Diversity" (p. 13). This commitment is also expressed in "Our Highest Potential: UofL's Vision for Diversity"—developed jointly by President Shumaker and the Commission on Diversity and Racial Equality in 2000:

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias. We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences—including race, ethnicity, gender, socio-economic status, national origin, sexual orientation, disability, and religion—that enrich a vibrant metropolitan research university. We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining, and supporting students, faculty, and staff who reflect the diversity of our larger society.

The university has made meaningful progress in recent years toward realizing this vision in concrete terms. Much, however, remains undone. Building on that progress is the goal of the University Diversity Plan development process outlined below.

Background

In many respects, diversity at the university, in purely objective terms, mirrors that of the surrounding community. For example, according to the 1990 Census, the Louisville MSA is home to over 120,000 African Americans, representing roughly 15 percent of the total MSA population, 30 percent of the population of the City of Louisville—and nearly half of all African Americans in Kentucky. As shown in Appendix A (Table 1), the university enrolled nearly 2,300 African American students in fall 1999, 11.0 percent of its total student population—a percentage well below that of African Americans in the local area but well above that of other historically white Kentucky institutions. However, while African American students are likely to enroll, they are not likely to graduate (Appendix A, Table 2). As reported in Black Issues in Higher Education (October 2001), the University of Louisville has one of the lowest black graduation rates in the country.

Persons of color, most of whom are African American, represented 19.4 percent of all university non-faculty employees—20.4 percent if instructional and research assistants are excluded (see Appendix C) in 1999. However, more than half remain concentrated in clerical and maintenance job categories. Full-time university faculty are the least diverse group of all. As shown in Appendix B, while Asian American faculty are “over-represented”, only 5.1 percent of all university faculty were African American in 1999-2000, with only a handful of Latino and Native American faculty present on campus.

While the university has made significant strides in achieving greater gender diversity in recent decades, our efforts to achieve greater racial diversity—which, in Kentucky, is still a matter of “black” and “white”—and inclusiveness have been more problematic. Thus, the unmet challenge of diversity for the university, as for the surrounding community and state, concerns race—as stated explicitly in the Kentucky Equal Opportunity Plan and the longstanding mandate of the U. S. Office of Civil Rights. This does not mean that other axes of diversity should be ignored; only that achieving racial equality and inclusiveness must be the central focus of any diversity efforts.

Planning Assumptions

To move beyond problem identification to problem solution, we can draw on the many insights and conclusions from empirical research on race, racism and education that have been applied in the development and implementation of diversity plans at other institutions and in the “Diversity Plan” of our own College of Arts and Sciences. These insights can be applied university-wide (and to gender and ethnic diversity as well), but we must first understand racism and how it manifests itself both in the lives of individuals and in the cultures and operations of social institutions.

First, no racial group is monolithic in its racial attitudes toward itself or toward other racial groups. Rather, the racial attitudes that inform individual behavior exist on a continuum reflecting the degree to which any given individual accepts or rejects a cluster of racial myths and stereotypes that date to the American colonial period.

Second, racism is complex—with three key expressions: individual prejudice based on race; cultural racism, i.e., widespread and unexamined acceptance of racial stereotypes and objective inequalities as “normal”; and structural or institutional racism, i.e., the formal and informal barriers and practices that

maintain and reproduce racial inequality across generations. Of these expressions, only cultural and structural racism are also expressions of unequal power relations—and, thus, are far more important than individual racial bias.

Third, at any given time, the white American population can fall into one of three categories with respect to racial attitudes: a) a clinically racist and dangerous minority (20 – 35 percent); b) an essentially non-racist minority (10 – 30 percent); and c) a large “conforming majority” (usually +50 percent, that will “go along” with the prevailing political/social climate).

Fourth, persons of color are raised in the same national culture as white Americans. Consequently, the most problematic racial attitudes among persons of color are not negative attitudes toward whites but the acceptance of negative stereotypes toward themselves and others “like them”—a sure recipe for identity confusion, self-hatred and alienation. A continuum of such attitudes also exists among persons of color: a) a psychologically crippled minority that accepts most negative stereotypes (ca. 15 percent); b) an essentially “healthy” minority (ca. 25 percent); and c) a large, conflicted and usually uninformed majority (ca. 60 percent).

The practical implications of these findings are clear. An effective university-wide “Diversity Plan”—irrespective of the academic, curricular and other outcomes it achieves—must also: empower the non-racist minority; make it easier for “the conforming or conflicted majority” to outgrow their limiting racial attitudes; make it easier for students of color, in this case African American students, to forge healthy and informed racial identities; and, at the same time, make it exceedingly difficult for those who have problems with race to find safe haven here as students and employees.

Planning Framework

While it is important to learn from the experiences of colleagues at other institutions, it is equally important to remember that this university is a unique learning and work environment—and that the University also “has a history” with borrowed programs that neither “fit” nor “worked” properly. Based both on the research literature and our own experience, an effective university-wide Diversity Plan must represent the sum of plans developed and implemented at the unit, department and program level—all attuned to the realities and possibilities of this University community. The planning framework, guidelines and process outlined below guided the formulation of these plans.

Diversity Plan Development Task Force

To coordinate the planning process, President Shumaker appointed an ad hoc Diversity Plan Development Task Force comprised of the following individuals:

Dr. Mordean Taylor-Archer, Office of the Executive Vice President and University Provost, Co-Chair

Dr. J. Blaine Hudson, College of Arts and Sciences, Co-Chair

Karina Barillas, Internationals Center

Carlton Brown, SGA

Shaun Daniels, Common Ground

Greg Dietz, Interfraternity Council

Daniel Hall, University Relations

Brenda Hart, Speed Scientific School

Alvin Herring, Student Affairs

Cassia Herron, SGA

Phyllis Metcalf-Turner, College of Education and Human Development

Cathy Patus, Disability Resource Center

Linda Shapiro, Office of the Provost

Terry Singer, Kent School of Social Work

Nancy Theriot, College of Arts and Sciences

Ede Warner, College of Arts and Sciences

The Task Force was charged with moving the plan development process forward according to the following time-line:

Planning Time-line

March 2002	Letter from President Shumaker inaugurating the process Appointment of Diversity Plan Development Task Force
March – April 2002	Task Force began work
May 1, 2002	Detailed Planning Framework sent to Units
May – July 15, 2002	Unit Level Diversity Assessment Process
July 15 – September 30, 2002	Task Force Review of Unit Diversity Assessments
October 1 - November 30, 2002	Development of Unit Diversity Plans due
December 1, 2002 – August 2003	Plan Review by Task Force Plan Revision by Units, if needed
August 2003	Task Force Disbanded; Permanent Coordinating Body Appointed
September 1, 2003	Implementation

Achieving Our Highest Potential:

President's University-wide Diversity Initiatives

The University of Louisville diversity plan consists of many different parts that were individually developed and will be individually implemented by units. Each of these can stand alone, and their implementation will achieve objectives at the unit-level. More than this, however, the individual parts all work together to strengthen the university and contribute to the achievement of overall university goals.

Because the major work required to move us forward is done in the units, the primary role of the President's office in this process is to create the infrastructure needed to weave these many parts into a coherent and well-coordinated whole. Leadership Initiatives II, III and I then, largely reaffirm the commitment to diversity, outline a structure to assure that we meet our goals, and establish overall outcomes in key areas. Additionally, the President's Diversity Plan develops new initiatives that will support our endeavors to move forward in this critical area.

Accordingly, the President's Diversity Plan is structured around the following:

Leadership Initiative I: Reaffirm and emphasize the University's commitment to diversity.

- Keep diversity as one of the top priorities in the University
- Articulate the commitment whenever discussing the vision, mission and planning for the University. Designate diversity, so defined, as a top institutional priority, shared by all senior administrators.
- Ensure that the University's vision of and commitment to diversity is reflected in all appropriate University governance and planning documents, and, as appropriate, in all official publications and communications to the University community and the public.

Responsible persons:	President and Provost
Timetable:	Immediate (by Fall 2003) and on-going
Expected Outcome:	Achievement of objective
Reporting Schedule:	Annual review by the Board of Trustees; revision, as needed

Leadership Initiative II: Establish an institutional structure to coordinate, monitor and assess the implementation of all unit diversity plans. Realign diversity structures to enhance coordination for accomplishment of diversity goals.

- Appoint a Diversity Plan Monitoring Committee and ensure adequate staffing of monitoring committee functions through the Office of the Vice Provost for Diversity
- Evaluate all Deans and Vice Presidents annually on their performance both in implementing their unit diversity plans and in advancing the diversity goals of the University. It is expected that the Deans and Vice Presidents will implement similar policies for their unit-level senior administrators.
- Specify the respective roles for coordination of diversity efforts among the following:
 1. Vice Provost for Diversity
 2. Diversity Plan Monitoring Task Force
 3. Commission on Diversity and Racial Equality
 4. Commission on the Status of Women
 5. President's Information Advisory Group
 6. Black Faculty and Staff Association

Responsible Persons:	President and Provost
Timetable:	Immediate (by Fall 2003)
Expected Outcome:	Achievement of instrumental objective
Reporting Schedule:	Annual review and revision, as needed

Leadership Initiative III: Establish aggregate diversity goals in the areas of employment, student enrollment and outcomes, employee and student satisfaction, academic programs and services, and campus racial climate. Work with units to achieve these individual goals.

- Articulate the University’s “vision” of diversity, consistent with the criteria that guided the Diversity Plan development process in all units, i.e. a commitment to:
 - increase employee diversity (all levels);
 - increase student diversity (all levels);
 - improve campus racial climate;
 - achieve greater diversity in curriculum and academic programs;
 - improve student retention, graduation and satisfaction rates;
 - encourage diversity education for employees; and
 - encourage diversity education for students

- Establish, disseminate, monitor and enforce the following measurable institutional goals:
 - 7 percent African American faculty representation by academic year 2005-2006; 10 percent by 2008;
 - 10 percent African American administrators by 2005-2006; goal of 12 percent by 2008
 - 20 percent African American staff (all staff categories)
 - 16.6 percent African American undergraduate enrollment by 2008
 - 45 percent 6-year African American undergraduate graduation rate by 2008
 - 60 percent African American graduate and professional school graduation rate by 2008

Responsible Persons for
Goal Articulation and Monitoring: President and Provost

Responsible Persons for
Goal Achievement: Vice President and Deans

Reporting Schedule:

Expected Outcomes: Incremental achievement of measurable goals as outlined in unit plans

Timetable: Goal achievement by 2008

Annual

Note: This initiative references African Americans in compliance with OCR mandate and the Kentucky Plan. It does not preclude goals for women and other racial groups. All scorecards, Challenge for Excellence and strategic planning goals will be adjusted accordingly.

Leadership Initiative IV: Develop new initiatives that support and enhance unit-level diversity goals.

- Institute an initiative that will provide funds to support diversity hires from use of open lines
- Support grow-your-own programs in units where the availability of African Americans and women is low
- Sponsor surveys of campus racial climate and student and employee satisfaction to determine problem areas and take steps to address them
- Provide resources to expand curricular offerings and academic programs that focus on people of color and women and increase the incorporation of diversity throughout the curriculum.
- Expand financial aid to students from underrepresented groups.
- Include as a priority fundraising for a new diversity facility.
- Sponsor major “diversity” speakers and events each year.
- Offer university-wide diversity education programs for employees.

Responsible Person(s): President and Provost; delegation to Vice Provost for Diversity as appropriate.

Reporting Schedule: Annual

Expected Outcomes: Achievement of goals for each program

Timetable: All programs will be phased in by Fall 2005

Unit Diversity Plans

Diversity Plan Criteria and Guidelines

The development, implementation and outcomes of each unit plan were responsibilities of the administrative head of each respective CSD (College/School/Division). Each unit plan must be consistent with and/or build on the pertinent sections of the university's Challenge for Excellence, Strategy for Excellence: Strategic Directions, 1998-2004 (May 1998), the Kentucky Equal Opportunity Plan and the Council on Postsecondary Education Strategic Plan.

Each plan must address the criteria outlined below—by appropriate unit “type.” Further, each criterion must be addressed by answering a series of questions—and each answer must include:

- clearly stated action steps;
- a clear delineation of responsibility and accountability;
- a time-table, expected outcomes; and
- an assessment plan that produces quantitative as well as qualitative data.

Central Administration (e.g., Office of the President, Office of the Provost)

- Leadership:
- In what ways do current university-wide policy structures promote or inhibit diversity? What efforts have been made to identify and address these barriers and what outcomes have been achieved over the past five years?
 - Using the above as base-line data, how will the central university administration support and provide leadership for university-wide diversity efforts?
 - What university-wide incentives and initiatives will be developed to support unit-level efforts?

Employees:

- What is the current status of employee diversity in the unit? What efforts have been made and what outcomes achieved over the past five years?
- Using the above as base-line data, how will the unit increase diversity among its senior administrators and staff? Each plan must focus specifically on African Americans, but should also include women and members of other protected groups.
- How will the unit improve the satisfaction and, if warranted, retention of African American administrators and staff—and employees from other under-represented groups?

Culture and Climate:

- How would you assess the racial climate in your unit? On what evidence is this assessment based?
- What is the current status of diversity education in the unit? What efforts have been made and what outcomes achieved over the past five years?
- How will the unit provide on-going diversity education for its administrators and staff?

Other:

- Include any other unit-specific initiatives—with an appropriate rationale.

Academic Units

Employees:

- What is the current status of employee diversity in the unit? What efforts have been made and what outcomes achieved over the past five years?
- Using the above as base-line data, how will the unit increase diversity among its senior administrators, faculty and staff? Each plan must focus specifically on African Americans, but should also include women and members of other protected groups.
- How will the unit improve the satisfaction and, if warranted, retention of African American administrators, faculty and staff—and employees from other under-represented groups?

- What is the current status of student diversity in the unit? What efforts have been made and what outcomes achieved over the past five years?
- Using the above as base-line data, how will the unit increase diversity among its undergraduate and graduate students? Each plan must focus specifically on African Americans, but should also include women and members of other protected groups.

- Students:
- How will the unit improve the retention and graduation rates of African American students—and students from other under-represented groups?

Curriculum:

- What is the current status of curricular and programmatic diversity in the unit? What efforts have been made and what outcomes achieved over the past five years?
- Using the above as base-line data, how will the unit increase curricular diversity? Each plan must focus specifically on curricular diversity as it relates to race, but may also include women and ethnic groups.

Culture and Climate:

- How would you assess the racial climate in your unit? On what evidence is this assessment based?
- What is the current status of diversity education in the unit? What efforts have been made and what outcomes achieved over the past five years?
- How will the unit promote more frequent and substantive inter-racial interaction among students?
- How will the unit provide on-going diversity education for its administrators, faculty and staff?

Other:

- Include any other unit-specific initiatives—with an appropriate rationale.

Student Affairs and Student Services Units (e.g., Student Affairs, REACH, Minority Affairs, Women’s Center, International Student Center)

Employees:

- What is the current status of employee diversity in the unit? What efforts have been made and what outcomes achieved over the past five years?
- Using the above as base-line data, how will the unit increase diversity among its senior administrators and staff? Each plan must focus specifically on African Americans, but should also include women and members of other protected groups.
- How will the unit improve the satisfaction and, if warranted, retention of African American administrators and staff—and employees from other under-represented groups?

Students:

- What is the current status of student diversity in the service population of the unit? What efforts have been made and what outcomes achieved over the past five years?
- Using the above as base-line data, how will the unit increase diversity among the undergraduate and/or graduate students it serves? Each plan must focus specifically on African Americans, but should also include women and members of other protected groups.
- How will the unit contribute to improvements in the retention and graduation rates of African American students—and students from other under-represented groups?

Programs and Services:

- What is the current status of programmatic diversity in the unit, e.g., special initiatives to assist African American students and members of other protected groups? What efforts have been made and what outcomes achieved over the past five years?
- Using the above as base-line data, how will the unit expand existing or target special programs to serve a more diverse population? Each plan must focus specifically on programmatic diversity as it relates to race, but may also include women and ethnic groups.

Culture and Climate:

- How would you assess the racial climate in your unit? On what evidence is this assessment based?

- What is the current status of diversity education in the unit? What efforts have been made and what outcomes achieved over the past five years?
- How will the unit promote more frequent and substantive inter-racial interaction among students?
- How will the unit provide on-going diversity education for its administrators, faculty and staff?

Other:

- Include any other unit-specific initiatives—with an appropriate rationale.

Administrative and (Non-Academic) Support Units

Employees:

- What is the current status of employee diversity in the unit? What efforts have been made and what outcomes achieved over the past five years?
- Using the above as base-line data, how will the unit increase diversity among its senior administrators and staff? Each plan must focus specifically on African Americans, but should also include women and members of other protected groups.
- How will the unit improve the satisfaction and, if warranted, retention of African American administrators and staff—and employees from other under-represented groups?

Culture and Climate:

- How would you assess the racial climate in your unit? On what evidence is this assessment based?
- What is the current status of diversity education in the unit? What efforts have been made and what outcomes achieved over the past five years?
- How will the unit provide on-going diversity education for its administrators and staff?

Other:

- Include any other unit-specific initiatives—with an appropriate rationale.

Office of the Executive Vice President and University Provost

In keeping with the university's commitment to enhance diversity and build an inclusive campus environment, the Office of the Executive Vice President and University Provost (EVP-UP) is committed to providing the leadership and support needed to ensure that the diversity goals set by the academic and administrative units are met. The underlying principle is that diversity must become an integral part of the thinking, planning, work and life of the university. Thus, diversity is not only a stated priority, but is demonstrated in what we do.

With the recent reorganization, the Office of the EVP-UP is uniquely positioned to provide the leadership, coordination, and accountability for the University's diversity efforts. Effective July 1, 2003, all of the deans and the majority of the vice presidents report to the EVP-UP. In addition, the following units are under the Office of the Provost and report to one of four Associate Provosts or the Vice Provost for Diversity and Equal Opportunity.

1. Muhammad Ali Center
2. Department of Distance and Continuing Education
3. Delphi Center
4. International Center/International Development
5. Metropolitan College
6. McConnell Center
7. Multicultural Center (MC²)
8. Faculty and Staff Mentoring Program
9. Multicultural Academic Enrichment
10. Undergraduate Affairs
11. REACH
12. Pathways
13. Upward Bound
14. Women's Center
15. Planning and Institutional Research
16. Academic Information Technology

Since deans and vice presidents have individually submitted diversity plans, the aforementioned units serve as the core basis in the development of the diversity plan for the OUP.

The process of the diversity plan included each of the sub-units submitting individual assessments. The Diversity Planning Taskforce gave feedback on the assessments and the sub-unit diversity plans were submitted to the Vice Provost for Diversity and Equal Opportunity who is responsible for compiling and writing the OUP plan with my review and approval.

**University of Louisville
Office of the Executive Vice President
and University Provost Diversity Plan
2003-2004**

I. Provide leadership in organizing, managing and administering action plan for each sub-unit diversity initiatives

<u>Initiative</u>	<u>Action Steps</u>	<u>Responsible Person(s)</u>	<u>Reporting Schedule</u>
A. Make diversity an integral part of each unit within the Office of the Executive Vice President and University Provost (EVP-UP).	Each unit will be expected to incorporate diversity into its mission, planning, and day-to-day operations.	EVP-UP and Senior Staff	Ongoing with annual reports
B. Each sub-unit will be responsible for implementing its diversity initiatives. However, leadership and evaluation will be provided by the senior staff (Associate Provosts and Vice Provost) for their respective units.	Each unit will implement diversity goals with specific measurable outcomes.	Senior Staff	Implement Fall 2003 Report Annually
C. Establish an EVP-UP diversity committee to provide coordination and support for diversity initiatives. The committee will be comprised of sub-unit directors and chaired by the Provost for Diversity or her designee.	The committee will meet on a monthly basis to discuss diversity initiatives and will sponsor at least two diversity programs each year.	Vice Provost for Diversity	Initiate in Fall 2003 Report Annually

II. Increase Employee Diversity: Recruitment

	<u>Action Steps</u>		<u>Reporting Schedule</u>
Initiative A. Each sub-unit will establish numerical goals for hiring African American faculty, administrators and staff based on the goals set forth in the scorecard, university diversity plan and Kentucky Plan.	Goals will be identified and assessed for attainment.	Unit directors Senior Staff Responsible Person(s)	Begin Fall 2003 and annual assessments. will be ongoing with
B. Unit heads are expected to actively recruit outstanding African Americans for potential targets of opportunity and direct hires.	Unit heads will network with colleagues from other institutions and professional organizations to identify and provide personal outreach to African American candidates and other underrepresented groups prior to filling a position.	Unit directors Senior Staff	Begin Fall 2003 and will be ongoing with annual assessments.

III. Increase Employee Diversity: Retention

<u>Initiative</u>	<u>Action Steps</u>	<u>Responsible Person(s)</u>	<u>Reporting Schedule</u>
A. Expand opportunities in Office of EVP-UP for administrative experiences for African Americans.	African Americans will be identified for internship positions as they become available in EVP-UP units.	EVP-UP and senior staff	Implement Fall 2004 and assess annually.
B. Provide effective faculty and staff mentoring for women and faculty and staff of color in office of EVP-UP.	Each new faculty member will be assigned a mentor.	Director of Faculty and Staff Mentoring	Implement Fall 2003 and report annually.
C. Encourage professional development opportunities for staff	Unit heads are expected provide reasonable time for minority staff to take advantage of professional development and educational opportunities.	Unit Directors and senior staff	Implement Fall 2003 assess annually.

IV. Increase Curricula and Programmatic Diversity

Initiative	Action Steps	Responsible Person(s)	Reporting Schedule
A. Expand diversity programs	Each EVP-UP sub-unit will sponsor at least one diversity program each year that will be coordinated through the EVP-UP Diversity Committee.	Directors of sub-units EVP-UP Diversity Committee.	Initiate during academic annual assessments. year 2003-2004 with
B. Assess and increase diversity in the curricula	Courses offered through Delphi center are expected to have diversity content incorporated in them to the extent possible	Director of Delphi Center	Fall 2004 and ongoing

V. Improve Racial Climate within units

Initiative	Action Steps	Responsible Person(s)	Reporting Schedule
A. EVP-UP will initiate a diversity assessment for the entire university and the results will be disaggregated by unit, race and gender	All employees in EVP-UP are expected to complete the survey and the results will be used to identify areas that need to be addressed	EVP-UP, Vice Provost for Diversity, Senior Staff	2003-2004 Academic Year and biannually thereafter.

B. EVP-UP will provide opportunities for minority employees to discuss their concerns regarding the racial climate	One of the workshops sponsored by EVP-UP will focus on issues related to diversity in the workplace meetings with EVP-UP minority staff will be scheduled with	Vice Provost for Diversity and CODRE	Implement Fall 2003 and based on need or issues of employees thereafter
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the Vice Provost for Diversity
(optional)

VI. Increase undergraduate student diversity

Initiative	Action Steps	Responsible Person(s)	Reporting Schedule
<p>A. Increase and ensure access to UofL for minority students to attain 16% African American enrollment as required by the Kentucky Plan</p> <p>Individual and/or group</p>	<p>Pathways Program will be revamped to focus on preparation of high school students</p> <p>Dual enrollment of Pathways students with JCC and UofL will be explored</p> <p>Project Jumpstart for provisionally admitted students, implemented Spring 2003, will be continued</p>	<p>Associate Provost for Undergraduate Affairs</p>	<p>Ongoing</p>

VII. Increase graduate student diversity

While none of the EVP-UP sub-units have specific responsibility for graduate student diversity, the Provost and Vice Provost for Diversity have provided financial assistance for African American graduate students. The Provost has also given approval for partnerships to be established with HBCUs. The Vice Provost for Diversity is taking the initiative to meet and plan strategies for African American doctoral students in CEHD to complete their degrees.

VIII. Increase African American student satisfaction, retention and graduation

		<u>Responsible Person(s)</u>	<u>Reporting Schedule</u>
<p>A. The following initiatives are designed to help improve African American student satisfaction:</p> <p>Initiative</p>			
<p>1. Provide funding and resources for African American programs</p> <p>Action Steps</p>	<p>Continue to provide sufficient funding through the African American Programming Fund and MC² for programming throughout the year.</p>	<p>Vice Provost for (President and SGA for AAPF) Diversity</p> <p>2002-2003</p>	<p>Academic Year</p>
<p>2. Provide access and increase communication between students of color and top administrators</p>	<p>EVP-UP will continue to host monthly diversity forums and key administrators are expected to attend. Strategies to increase student attendance will include holding forums in the Red Barn, and providing</p>	<p>EVP-UP and Vice Provost for Diversity</p>	<p>Initiated Spring 2002 and is ongoing</p>

<p>3. Provide opportunities for African American students to interact with African American faculty outside of the classroom</p>	<p>Vice Provost for Diversity will continue to provide funding for Black Faculty and Staff Association (BFSA) to host two receptions each year with African American student leaders.</p>	<p>Vice Provost for Diversity and BFSA</p>	<p>Ongoing, with annual assessment</p>
<p>4. Build community and leadership through multicultural student organizations.</p>	<p>MC² and International Student Center will continue to provide space and resources for building community, cross-cultural interaction and leadership development. Activity logs will be kept on student attendance in centers and at leadership retreats.</p>	<p>Directors of International Center and MC²</p>	<p>Ongoing, with annual assessment.</p>
<p>5. Provide study abroad opportunities.</p>	<p>Vice Provost for Diversity will continue to provide partial funding for study abroad opportunities for American students through PAS.</p>	<p>Vice Provost for Diversity with Director of PAS</p>	<p>Implemented during 2002-2003 academic year and will be assessed annually.</p>

	<u>Action Steps</u>	<u>Responsible Person(s)</u>	<u>Reporting Schedule</u>
<p>B. The following initiatives have been developed to improve retention and achieve graduation rates of at least 45% among undergraduate African American students over a six-year period:</p> <p>Initiative</p>			
<p>1. Office of Minority Affairs changed to Multicultural Academic Enrichment Programs to emphasize its new purpose of improving the retention and graduation rate for students of Color.</p>	<p>MAEP will implement programs that have been proven as best practices in improving the retention and graduation of African American students.</p> <p>MAEP will monitor African American student progress and provide early intervention</p>	<p>Director of MAEP.</p>	<p>Initiate during 2003-2004 academic year.</p> <p>Annual assessment of progress.</p>
<p>2. Improve retention and graduation rates through REACH programs.</p>	<p>REACH will continue to provide tutoring, academic assessment, advising, supplemental instruction and enhanced math courses.</p>	<p>Associate Provost for Undergraduate Affairs.</p>	<p>Ongoing, with annual assessment.</p>

<p>3. Improve academic performance and graduation of Porter Scholars over a six-year period.</p>	<p>Porter Scholars' academic performance to 50% mid-term reports from faculty. New Porter agreement will be implemented that will facilitate retention and 50% graduation rate over a six-year period</p>	<p>MAEP Director and Assistant is tracked through</p>	<p>Fall 2003 with annual assessment. Dean of A&S.</p>
<p>4. Enrich African American student experience.</p>	<p>Vice Provost for Diversity will continue to provide funding for study abroad through PAS. Porter Scholars are expected to take cultural diversity classes in PAS to learn more about the Black diaspora as a motivational strategy to help improve academic</p>	<p>Vice Provost for MAEP Director Asst Dean of A&S.</p>	<p>Ongoing with annual assessment.</p>
<p>5. Increase student support through peer mentoring programs.</p>	<p>Vice Provost for Diversity and Associate Provost for Undergraduate Studies will continue to fund the CONECT program.</p>	<p>Asst Dean of A &S</p>	<p>Ongoing with annual assessment</p>

IX. Diversity Training and Education

		<u>Responsible Person(s)</u>	<u>Reporting Schedule</u>
<p>A. Provide diversity training for all EVP-UP employees.</p> <p>Initiative</p>	<p>EVP-UP Diversity Committee will sponsor two diversity training workshops each year and all EVP-UP employees will be expected to attend one of the sessions.</p>	<p>EVP-UP Diversity Committee.</p>	<p>Fall and Spring semesters.</p>
<p>B. Provide diversity education for EVP-UP employees</p> <p>Action Steps</p>	<p>EVP-UP employees are expected to attend at least one diversity program each year and will become a part of their annual performance</p>	<p>Provost, Senior Staff and unit directors</p>	<p>Annually</p>

DIVERSITY PLAN

**Louis D. Brandeis School of Law
University of Louisville**

January 2003

I. Response to Review and Recommendations

This diversity plan responds to the Review of Unit Diversity Assessment (the "Review") and incorporates action steps to implement the Plan.

II. Employee Diversity (Unit efforts and Outcomes)¹

Three faculty of color (one African-American female, one Latina, and one African-American male) have been on the Brandeis School of Law faculty for nearly ten (10) years. Two African-American women have joined the faculty in the last three years. There are now five (5) faculty members of color on the law school faculty out of 31 faculty members.

Action Steps: Since there is now a group of relatively senior faculty members of color who can now mentor junior faculty members, retention should not be a problem. Of course, there may be instances when a faculty member may move on because of an attractive career opportunity, but losing a faculty member because of isolation and lack of mentoring should no longer be a problem. In previous years, when there was only one faculty member of color at a given time on the faculty, the faculty member would leave after a short period of time. The longest tenure for a faculty member of color prior to 1993 was four years.

This year the law school recruited a leading African-American scholar to visit for one semester as the Petrilli Distinguished Visitor. This professor is now a leading candidate for a permanent Chair in Law & Entrepreneurship at the law school.

Another African-American professor may receive a joint appointment. Larry Palmer, a leading health law scholar and administrator from Cornell Law School, was recently appointed to the Chair in Urban Health Policy at the Institute for Bioethics, Health Policy and Law. The law school faculty is considering a secondary appointment for Professor Palmer.

¹ The Roman Numerals referenced here refer to those used in the Review.

Delineation of Responsibility: The Dean and the Faculty Recruitment Committee (and related subcommittees for specialized teaching positions) share responsibility for recruiting a diverse employment candidate pool. The unit affirmative action officer is also involved in the hiring process.

Time Table: Our efforts continue as curricular needs arise. The process for the Chair in Entrepreneurship should be completed by the end of the Spring 2003 semester.

Expected Outcomes: At the very least, we will maintain our diverse employee pool, and there is a possibility that we could add another faculty member of color in the future.

Assessment Plan: Currently, people of color represent 16.1 % of the faculty of the Brandeis School of Law. Women represent 38% of the faculty. If another African-American male joins the faculty, then representation of people of color would increase to between 18-19%, depending upon the total number of faculty members.

III. Racial Climate

It was noted in the Diversity Planning Manual that "as an institution, the law school grappled with a number of racial issues due to a lack of a presence of faculty of color and, in earlier years, women." While the climate has positively changed at the law school, inclusion must be the guiding principle of the institution.

Action Steps: The School of Law will continue to address this issue through its programmatic efforts, recruitment of students of color, and community outreach. *See* pages 2-9 of the Diversity Planning Manual. Recently, two African-American male attorneys were hired as adjunct professors to teach specialized courses in Trial Practice and Advanced Trial Practice. These highly visible faculty positions send a strong message to the community and our students that the law school embraces diversity and excellence.

Delineation of Responsibility: The Dean, the Diversity Committee (programmatic efforts), the Assistant Dean of Admissions and the Admissions Committee (recruitment of students), and the Director of the Public Service Program (community outreach) share responsibility. The Associate Dean is also a member of the Admissions Committee, and works with the Louisville Bar Association on the Summer Law Institute, a community outreach initiative.

Time Table: The law school's reputation in the community has steadily improved, but it will take years to erase some of the perceptions of the law school held by members of classes that have been historically under represented in the legal profession. *See* discussion of Student Diversity, V, at p. 4.

Expected Outcomes: The law school will continue its efforts to be an inclusive institution embracing diversity and celebrating difference.

Assessment Plan: Currently, the ethnic diversity for the fall 2002 class is 8.7 %. People of color represent (the total minority population) approximately 5 % of the total law school population. These numbers will increase through our recruitment and outreach efforts.

IV. Curricular and Programmatic Diversity

The law school will continue its programmatic efforts through the Diversity Committee. The Diversity Programming of the law school is set out in detail on pages 2-9 of the Diversity Planning Manual.

Action Steps: Recently, the faculty of the law school approved two interdisciplinary courses that will broaden the range of course offerings while enhancing curricular diversity: Women and the Law, and Race and the Law.

Women and the Law will examine the treatment and status of women in the United States legal system. Students will consider women's historical treatment as outsiders in the legal system, constitutional issues that affect women, and jurisprudential perspectives relating to women and the law. Students will examine critical perspectives on a variety of issues that may include women in law school, in legal practice, in employment, in the family, and as targets of violence.²

Race and the Law will examine the legal treatment and status of groups of color which may include the examination of one or more of the following racial groups: African Americans; Latinos/as; Asian Americans; and Native Americans. Students will consider the history and evolution of certain understandings of race. Students will examine critical perspectives on a variety of issues that may include: the difficulties of defining and understanding the meanings of "race;" the nature of "racism," and "oppression;" theories of racial formation; the differing implications of colonization and immigration; the formation of stereotypes; theories of unconscious racism; the gendered and sexualized nature of race; and the situation of biracial and multiracial persons. Many discussions will focus solely on the experiences of racial minorities, and discussions will include the development of a white racial identity.³

Delineation of Responsibility: The Diversity Committee will continue its programmatic efforts. Faculty members with proposals for courses that will add to programmatic diversity will submit them to the Curriculum Committee for approval.

Time Table: We will continue to access our diversity programs and curricular offerings as we develop the schedule for the upcoming academic year.

² This course description is quoted directly from the proposal approved by the faculty of the law school.

³ *Id.*

Expected Outcomes: The curriculum will be enriched by these two new course offerings, and student demand will increase the number of such courses on the curriculum.

Assessment Plan: Adding new courses to the curriculum is a challenging issue because while the law school is committed to an interdisciplinary curriculum, it must also provide students with the required and core courses that will enable them to pass the bar. This faculty resource issue will have to be addressed as we add more courses to the curriculum.

V. Student Diversity

The School of Law will continue the initiatives detailed on pages 17-19 of the Diversity Planning Manual.

Action Steps: While the law school has a limited financial aid budget, the amount of scholarship aid has been increased. Additionally, the Chief Justice of the Kentucky Supreme Court has created the Kentucky Legal Education Opportunity ("KLEO") program. This program is designed to provide scholarship aid for students from groups that have been historically underrepresented in the legal profession. Five recruiting scholarships of \$5,000 each will be awarded each year. The law school will continue to recruit at LSAC and other for a with high numbers of students of color. The law school has established an institutional relationship with Central High School to target African-American students who may eventually become Brandeis School of Law students.

Delineation of Responsibility: The Dean, Assistant Dean for Admissions, and the Admissions Committee.

Time Table: The Admission process is a year long process.

Expected Outcomes: With financial and academic support, student diversity will continue to increase.

Assessment Plan: At the end of this admissions cycle, we will review the impact of the KLEO award and increased scholarship aid on student diversity.

VI. Student Satisfaction

Action Steps: Student satisfaction is monitored through a year-end student survey for graduating seniors. Based on student comments, programmatic changes are implemented. There are Town Hall meetings for our students during the fall and spring semesters. The Dean and Associate Dean for Academic Affairs met with all first year law students to discuss their concerns and to help them make the transition to law school and its culture.

Delineation of Responsibility: The Dean, Associate Dean for Academic Affairs, Assistant Dean for Administration, and the Director of Academic Support.

Time Table: This is an ongoing concern that is addressed and monitored every academic year.

Expected Outcomes: At the very least, student satisfaction will continue at the current level. Generally, students are satisfied with their law school experience.

Assessment Plan: The student surveys are narrative comments about the services received here at the law school from admission through graduation. In areas where students have expressed frustration or dissatisfaction, we have involved them in the decision making process.

The Shape of Our River:

A Diversity Plan for the College of Arts and Sciences

2002-2008

The College of Arts and Sciences (A&S) is the liberal arts branch of the University of Louisville. With more than twenty-five (25) departments or programs, more than 300 faculty and roughly 10,000 students, A&S is larger and, in many respects, more complex than many institutions. In 1999, the College was also reasonably diverse—with African American (the only significant population of people of color on campus) students representing more than 12 percent of the A&S student population and African American faculty representing nearly 7 percent of the total A&S faculty. However, retention and graduation rates were low, particularly for students of color. African American faculty numbers had remained static for nearly a decade with faculty retention becoming a growing problem.

To address these persistent structural issues, the College developed a comprehensive Diversity Plan (“The Shape of Our River”) designed to restructure faculty and staff hiring procedures, improve the recruitment and retention of faculty of color, raise the retention and graduation rates of students of color and create a more inclusive College environment. Initial implementation of some initiatives began as early as Spring 2000 with others added in the intervening years.

The following represents a revision of the original A&S Diversity Plan—based on the experiences of the past several years and consistent with the planning guidelines of the University Diversity Plan Development process.

December 2002

I. Leadership: How will your unit organize, manage and administer its diversity initiatives? Each plan must focus specifically on African Americans, but may also include women and members of other protected groups.

<u>Initiative</u>	<u>Assessment Criteria and Strategy</u>	<u>Responsible Person(s)</u>	<u>Reporting Schedule</u>
1. Build diversity in A&S by emphasizing long-term structural and programmatic change (see Appendix A).			
a. Maintain and strengthen, if possible, the Office of the Associate Dean for Retention and Diversity	Continuation of Office.	Dean	Annual report
b. Continue to refine, implement and monitor the A&S Diversity Plan and all departmental plans.	Continuation of Plan development and implementation.	Associate Dean; Chairs	Annual report
c. Create a strong research and data analysis capability to support diversity and retention programs (using graduate assistants and faculty consultants)	Creation of new capability.	Associate Deans for Diversity and Retention, Undergraduate Education; Assistant Dean for Student Services	Annual report.
d. Create an A&S “Diversity Web-Site.” to provide easy access to resources for: <ul style="list-style-type: none"> • faculty, administrative and staff searches • course development and instruction; • faculty development for women and faculty of color • student research and general information. 	Creation of site; assessment of rate of use and quality of site by users.	Associate Dean for Diversity and Retention	Annual Report

Expected Outcome

Strengthening of “diversity infrastructure” in A&S; creation of in-house data gathering and analysis capability in 2003-2004.

II. How will your unit increase diversity among faculty, administrators and staff? Each plan must focus specifically on African Americans, but may also include women and members of other protected groups.

<u>Initiative</u>	<u>Assessment Criteria and Strategy</u>	<u>Responsible Person(s)</u>	<u>Reporting</u>
1. Eliminate under-utilization of African American faculty (see Appendix B).			
a. Modify A&S Faculty Retention Guidelines to give preference to “diversity hires” and positions with a strong diversity component .	Annual Report addressing numerical gains and losses; annual review of all processes; analysis of short and long-term trends.	Associate Deans for Personnel Chairs, Retention and Diversity,	Annual Report
b. Maintain and strengthen, as needed, the existing faculty hiring process to permit expedited searches and direct hires that increase diversity.			
c. Use term and research faculty positions as means of “bridging” qualified African Americans into tenure-track faculty positions.			
<u>Expected Outcome</u>			
10 percent African American tenure-track (30) and term/research faculty (10) by Fall 2005; 15 percent African American tenure-track (45) and term/research (15) faculty by Fall 2008.			

2. Eliminate under-utilization of women and persons of color in all job categories (see Appendix C).

a. Maintain and strengthen, as needed, the existing faculty hiring process to permit expedited searches and direct hires that increase diversity.

Annual Report addressing numerical gains and losses; annual review of all processes; analysis of short and long-term trends.

Retention and Diversity;
Associate Dean for
Personnel; Department
Associate Dean for
Chairs

Annual
Report

b. Adapt and apply the existing faculty hiring process to all job categories.

c. Use term and research faculty positions as means of “bridging” qualified African Americans into tenure-track faculty positions.

Expected Outcome

Elimination of any and all under-utilization of women and persons of color by Fall 2008

3. Increase the number of African American administrators (see Appendix C)

a. Continue the Administrative Internship program.

Annual Report addressing numerical gains and losses; annual review of all processes; analysis of short and long-term trends.

Dean; Associate Dean for
Retention and Diversity;

Annual
Report

Expected Outcome

Maintain current level of African American representation (at least 25 percent) among senior College administrators; increase the number of African American department/program chairs to three (+10 percent)

4. Strengthen retention and professional development programs for African American faculty (see Appendix D).

a. Continue and expand, if possible, the Affirmative Initiative (i.e., \$7000 annual supplements for eligible black faculty—from Provost’s Office)	Monitoring continuation of Initiative	Associate Dean	Annual
b. Maintain and expand, if possible, the African Faculty Development Fund (with \$2000 grants)	Monitoring continuation of Initiative	Associate Dean	Annual

Expected Outcome

By 2005: 50 percent reduction in black faculty attrition;
50 percent increase in black faculty tenure and promotion rates.

III. How will your unit increase curricular and programmatic diversity? Each plan must focus specifically on curricular diversity as it relates to race, but may also include women and ethnic groups.

<u>Initiative</u>	<u>Assessment Criteria and Strategy</u>	<u>Responsible Person(s)</u>	<u>Report Schedule</u>
1. Continue to expand, refine and strengthen the General Education “Cultural Diversity” competency requirement (see Appendix E).			
a. Offer at least one (1) workshop series each semester on how to develop CD1 and CD2 courses.	Participant evaluations of each workshop session; courses developed; student surveys.	Associate Dean for Retention and Diversity Associate Dean for Undergraduate Education	Annual Report
b. Implement the “Intercultural Curriculum Project” in 2003-2004.	Creation of group; participant assessments.	Associate Dean for Retention and Diversity; Associate Dean for Undergraduate Education	

2. Offer Diversity and Retention Workshop series on curricular diversity (see Appendix E).

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|--|---|---|---------------|
| a. Offer at least one (1) workshop series each semester on how to infuse diversity content throughout the curriculum | Participant evaluations of each workshop session; courses developed; student surveys. | Associate Dean for Retention and Diversity
Associate Dean for Undergraduate Education | Annual Report |
| b. Develop an on-going instructional diversity discussion group. | Creation of group; participant assessments. | Associate Dean for Retention and Diversity;
Associate Dean for Undergraduate Education | |

Expected Outcome

Improved racial climate and increased awareness of and satisfaction with diversity across all groups of A&S students, as measured by student surveys; GER assessment.

3. Strengthen and expand, if possible, programs focusing on persons of color and women.

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|---|--|---|------------------------|
| a. Achieve departmental status for Women’s Studies. | Achievement of goal. | Chair of WS | Annual Progress Report |
| b. Continue to strengthen the Department of Pan-African Studies. | Assessment of undergraduate and graduate enrollment trends | Chair of PAS; Dean | Annual Report |
| c. Strengthen special programs for students of color and women, e.g., AATP, Urban Debate. | Assessment of current and new programs.

Dean. | Associate Dean;
Associate Dean;
Dean; | Annual Reports |

Expected Outcome

Departmental status for Women’s Studies by 2005-2006;
joint Ph.D. in Pan-African Studies (with UK) by 2008;
continuing growth in AATP, Urban Debate.

IV. How will your unit increase diversity among its undergraduate and graduate students? Each plan must focus specifically on African Americans, but may also include women and members of other protected groups.

<u>Initiative</u>	<u>Assessment Criteria and Strategy</u>	<u>Responsible Person(s)</u>	<u>Reporting Schedule</u>
1. Increase the number of African American undergraduate students admitted to the College of Arts and Sciences (see Appendix F).			
a. Maintain and expand, if possible, the Future Scholars Program for African American high school students.	Assessment of the Program, process and outcomes, i.e. number of students served and later admitted.	Chair of PAS; Assistant Dean; Associate Dean	Annual Report
b. Maintain and expand, if possible, cooperative programs with the College of Education, other colleges (e.g., NSF) with local/regional schools and, community organizations e.g. JCPS, the Lincoln Foundation.	Assessment of the program outcomes, i.e., number of students admitted.	Department Chairs; Faculty; Dean; Associate Dean	Annual Report
2. Strengthen and expand, if possible, undergraduate programs attractive and relevant to persons of color and women.			
a. Elevate Women’s Studies to departmental status.	Achievement of goal	Chair of WS Dean	Annual Progress Report

b. Continue to strengthen the Department of Pan-African Studies.	Assessment of undergraduate enrollment trends and programs.	Chair of PAS; Dean	Annual Reports
c. Strengthen special programs for students of color and women, e.g., AATP, Urban Debate.	Assessment of current and new programs.	Affected Chairs, Dean; Associate Deans	Annual Reports
d. Expand opportunities for, and faculty involvement in, undergraduate research, particularly on topics related to diversity.	Creation of A&S program; increased support from university-wide sources.	Affected Chairs; Associate Dean for Research and Graduate Studies	Annual Reports

Expected Outcome

Increase undergraduate diversity by race, i.e., target of 25 percent African American enrollment by 2007-2008.

3. Increase diversity among A&S graduate students.

a. Strengthen existing graduate programs attractive and relevant to women and students of color, e.g., in PAS, Theatre Arts (AATP), Women's Studies.	Annual assessment; periodic program reviews.	Chairs; faculty	Annual Reports
b. Develop new graduate programs and program concentrations attractive and relevant to women and students of color, e.g., joint Ph.D. in Pan-African Studies (with UK), M. A. in Women's Studies, strands in the Ph.D. in Humanities and the planned Ph.D. in Social Sciences..	Monitoring program development and implementation.	Chairs; faculty; Assoc. Dean for Research and Graduate Studies	Annual Reports

Expected Outcome

100 percent increase in the number of African American graduate students by 2008.

4. Increase the representation of African American students in mathematics and the sciences.

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| a. Develop and implement programs in the Departments of Biology, Chemistry, Mathematics and Physics to recruit academically talented African American high school students interested in those fields. | Assessment of the recruiting process and outcomes. Long-term assessment of retention and graduation patterns. | Department Chairs; Faculty; Dean; Associate Dean | Annual Reports |
| b. Develop and implement programs in the Departments of Biology, Chemistry, Mathematics and Physics to identify and cultivate the talents of African American high school students interested in those fields. | Assessment of the program and outcomes, i.e., number of students admitted. | Department Chairs; Faculty; Dean; Assoc. Dean | Annual Reports |
| c. Maintain and expand, if possible, cooperative programs with the College of Education, other colleges, NSF; and with local/regional schools and community organizations, e.g. JCPS, the Lincoln Foundation. | Assessment of the program outcomes, i.e., number of students admitted. | Department Chairs; Faculty; Dean; Assoc. Dean | Annual Reports |

Expected Outcome

By 2005-2006, at least ten (10) African American majors in Chemistry and Mathematics, five (5) in Physics and forty-five (45) in Biology.

5. Improve recruitment and retention efforts at department level (see Appendix G, Departmental Diversity and Retention Plans)

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| a. Implement revised A&S Departmental Diversity and Retention Plans. | Annual Chair Report; Review by Associate Dean | Dean; Associate Dean; Diversity Workgroup | Annual Reports |
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Expected Outcome

Maintain undergraduate diversity by race; increase the number of African American graduate students by 100 percent by 2008.

V. How will your unit improve the satisfaction, retention and graduation rates of African American students—and students from other under-represented groups?

<u>Initiative</u>	<u>Assessment Criteria and Strategy</u>	<u>Person(s) Responsible</u>	<u>Reporting Schedule</u>
1. Offer Diversity and Retention Workshop series on instructional improvement (see Appendix E).			
a. Offer at least one (1) workshop series each semester on instruction.	Participant evaluations of each workshop session; statistical of results.	Associate Dean for Retention and Diversity	Annual Reports
b. Develop an on-going instructional improvement discussion group.	Creation of group; participant	Associate Dean for Retention and Diversity; Associate Dean for Undergraduate Education	

Expected Outcome

All A&S faculty staff will undergo diversity training over a three year period, with workshops continuing indefinitely.

2. Increase the frequency and improve the quality of faculty/student interaction (see Appendix E, Departmental Diversity and Retention Plans)			
a. Implement revised A&S Departmental Diversity and Retention Plans.	Annual Chair Report; Review by Associate	Dean; Associate Dean; Diversity Workgroup Dean	Annual Reports

3. Maintain and strengthen, if possible, “Freshman Orientation and “group guidance” programs for undergraduate students (see Appendix H).

a. Continue revised GEN 101 (Freshman Seminar) and revised ENG 102 (Modes of Inquiry)	Student course evaluations; annual student surveys. statistical analysis of results	Assistant Dean for Student Services; Assistant Dean for Advising; Associate Dean for Undergraduate Education	Annual Reports
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4. Strengthen the A&S Office of Student Support Services (see Appendix I)

a. Expand support services to all A&S students.	Evaluation by service recipients; annual student surveys.	Assistant Dean for Student Services	Annual Reports
b. Maintain and expand, if possible, C.O.N.E.C.T. and other mentoring programs for African American students.	Evaluation by service recipients; annual student surveys.	Assistant Dean for Student Services	Annual Reports

Expected Outcome

An 80 percent freshman retention rate by 2005-2006;
 an 85 percent freshman retention rate by 2007-2008;
 a 45 percent graduation rate by 2010.

5. Improve student satisfaction with academic advising.
(see Appendix E).

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| a. Offer at least one (1) workshop series each semester on student-centered advising for faculty advisors and Advising Center staff. | Participant evaluations of each workshop session; statistical of results. Regular surveys of students. | Associate Dean for Retention and Diversity; Assistant Deans for Student Services and Advising | Annual Reports |
| b. Develop an on-going advising improvement discussion group. | Creation of group; participant | Assistant Dean for Advising; Assistant Dean for Student Support Services | |

Expected Outcome

All A&S faculty and advising staff will undergo advising training over a three year period, with workshops continuing indefinitely. Increased student satisfaction as measured by regular surveys.

VI. How will your unit provide on-going ^{assessments.} diversity education for your administrators, faculty and staff?

<u>Initiative</u>	<u>Assessment Criteria and Strategy</u>	<u>Person(s)</u>	<u>Schedule</u>
		Responsible	Reporting
1. Expand N.E.T.W.O.R.K. (New Energy to Work Out Racial Kinks) to campus and community audiences (see Appendix K).			
a. Continue monthly NETWORK luncheons.	Regular surveys of participant satisfaction.	Associate Dean	Annual Reports
b. Expand program of major speakers and special events.	Same	Associate Dean	Annual Reports

Expected Outcome

Ten luncheon discussion sessions each year; at least two major speakers. Staffing and budgetary support will be regularized at minimal levels for 2003-2004.

2. Continue Diversity and Retention Workshop Series (see Appendix E).

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| a. | Offer at least four (4) workshop series each semester. | Participant evaluations of each workshop session; statistical of results. | Associate Dean | Annual Reports |
| b. | Provide, as needed, direct consulting and other assistance to A&S faculty, staff and administrators. | Evaluation of Chairs and Associate Dean | Dean | Annual Reports |

Expected Outcome

All A&S administrators will have annual diversity training; A&S faculty staff will undergo diversity training over a three year period, with workshops continuing indefinitely.

VII. How will your unit promote diversity education, and more frequent and substantive inter-racial interaction among students?

<u>Initiative</u>	<u>Assessment Criteria and Strategy</u>	<u>Person(s) Responsible</u>	<u>Reporting Schedule</u>
1. Strengthen the A&S Office of Student Support Services (see Appendix I)			
a.	Expand support services to all A&S students.	Evaluation by service recipients; annual student surveys.	Assistant Dean for Student Services Annual Reports

b. Develop mentoring programs that foster inter-racial interaction.

Evaluation by service recipients; annual student surveys.

Assistant Dean for Student Services

Annual Reports

2. Promote inter-racial interaction among declared majors (see Appendix E).

a. Implement revised A&S Departmental Diversity and Retention Plans.

Annual Chair Report; Review by Associate Dean

Dean; Associate Dean; Diversity Workgroup

Annual Reports

Expected Outcome

Improved racial climate and increased awareness of and satisfaction with diversity across all groups of A&S students, as measured by student surveys; GER assessment.

12/05/02; revised 12/12/02

College of Business and Public Administration Diversity Plan

INTRODUCTION

The College of Business and Public Administration has long recognized the importance of achieving cultural diversity. We recognize that cultural diversity is a segment of the CBPA climate that is significantly important to the attainment of a satisfactory comfort level for minority members of the CBPA family. Cultural diversity is, therefore, a goal that we strive to optimize while recognizing that optimization cannot just be measured numerically, but also must be environmental. By promoting and supporting cultural diversity the CBPA will be better able to recruit and retain minority undergraduate and graduate students, faculty, staff, and administrators, and will be better able to offer diversity training, education, and assistance to all of our constituents.

DIVERSITY PLAN

1. Employee Diversity – Faculty, Administrators, Staff

The CBPA is committed to diversity in its faculty, administration, and staff as a goal. We will strive to identify, employ, and retain women, and persons of color whenever possible. In the year 2001-2002, 6.6% of the faculty were African American, and 21% were female. Administrators over the same period were 50% female with no administrators of color. Two African American staff members were hired during the year. Recruiting and retaining faculty from minority groups is a problem that plagues not only the CBPA but business schools across the country. *BizEd* (an AACSB publication) recently reported in its November/December 2002 issue that only 588 minority professors currently teach in US business schools. That number was reported to be double the 1994 number. Despite the gains, the need is far greater. That number equates to “less than one minority professor per school.” The CBPA has five African American faculty members. Of primary importance to the CBPA will be the retention of women and African American faculty, administrators and staff. In addition, the racial climate of the CBPA must be sound with no race-based problems. Our intent is to continue to assess the overall racial climate for the faculty, administrators and staff of the CBPA.

a. Proposed Initiatives-Recruiting

i. Recruiting

1. For full-time faculty, we intend to recruit nationwide using the Internet, professional journals, conferences and other available means. The CBPA’s goal is to utilize each member of the CBPA family to assist in the recruiting effort. CBPA members will be asked to use their contacts in other departments at the University of Louisville, and at other institutions to make our vacancy known and to invite qualified minority candidates to apply. Networking will be an important part of the implemented strategy.

- a. Responsible Person(s): Department Chairs, Diversity Officer
 - b. Reporting Schedule: Annually at end of Academic Year
 - c. Outcome Assessment Measures: Assessment of outreach activities, hiring successes, and reasons for unsuccessful searches.
2. For part-time faculty we intend to utilize our network of contacts to identify and attract both African American and women instructors. It is important to the CBPA that both minority groups be well represented regardless of employment status.
- a. Responsible Person(s): Department Chairs, Diversity Officer
 - b. Reporting Schedule: Annually at end of Academic Year
 - c. Outcome Assessment Measures: Assessment of outreach activities, hiring successes, and reasons for unsuccessful searches.
3. It is also of importance to the CBPA that whenever possible we will attempt to attract and recruit both African American and women undergraduate and graduate students as assistants. These assistants are utilized in teaching, research, and service activities.
- a. Responsible Person(s): Department Chairs, Directors of Graduate Programs
 - b. Reporting Schedule: Annually at end of Academic Year
 - c. Outcome Assessment Measures: Assessment of outreach activities, successful recruitment, and reasons for unsuccessful recruitment.
- ii. The CBPA currently has a Diversity Officer who sits on the CBPA Diversity Committee and the Executive Council. The Diversity Officer oversees the recruiting process to ensure adequacy of the process, clarify selection process and issues, and maintain numerical information on under-representation in CBPA departments.
- a. Responsible Person(s): Diversity Officer
 - b. Reporting Schedule: Annually at end of Academic Year
 - c. Outcome Assessment Measures: Conclusions and recommendations to improve future recruiting activities.
- iii. We recommended that each search committee be provided with training on the issues of diversity. As noted in the June 2000 issue of the *AAHE Bulletin*, factors such as flexibility, creativity, currency in the area of specialty, and interpersonal skills are to be considered in addition to education and experience. Each search committee should be educated in the university policies, procedures, and process for recruiting. Information should also be provided with regard to employment laws prohibiting discrimination based on race, religion, national origin, color, ancestry, sex, age, sexual orientation, marital status, medical condition, and disabilities.
- a. Responsible Person(s): Diversity Officer, CBPA Diversity Committee
 - b. Reporting Schedule: Annually at end of Academic Year

- c. Outcome Assessment Measures: Information on number of search committees actively recruiting for the year, and number of committees provided training.
 - iv. Recognition Ceremonies or Awards – We propose that faculty, administrators, and staff be recognized for their diversity activities and achievements. These celebrations of diversity should provide information about what activities have taken place, their results, and how diversity enriches the CBPA and the community.
 - a. Responsible Person(s): Executive Council
 - b. Reporting Schedule: Annually at end of Academic Year
 - c. Outcome Assessment Measures: Awards and rationale
- b. Proposed Initiatives – Retention:
 - i. An important part of the CBPA retention process is to ensure that new hires are provided with an open, welcoming, supportive environment in which to work. New employees will be provided the opportunity to, and in fact, encouraged to participate in activities and functions that focus on the issues of diversity in the CBPA and university environment. Workshops geared toward developing sensitivity to diversity issues by the CBPA family will be provided and are considered an integral part of the retention plan.
 - a. Responsible Person(s): Dean, Associate Dean for Academic Affairs, Department Chairs, Diversity Officer
 - b. Reporting Schedule: Annually at end of Academic Year
 - c. Outcome Assessment Measures: Assessment of outreach activities, hiring successes, and reasons for unsuccessful searches.
 - ii. All junior faculty members should be given the opportunity to participate in career development programs in teaching, research, and service. The goal will be to provide a stimulating and welcoming environment in which they can pursue their careers and enhance the quality of their work.
 - a. Responsible Person(s): Department Chairs, Diversity Officer, Executive Council
 - b. Reporting Schedule: Annually at end of Academic Year
 - c. Outcome Assessment Measures: Assessment of professional development activities of minorities.

II. Curricular and Programmatic Diversity

The level of understanding of our students with regard to diversity issues must be improved. No programs in the CBPA currently have a primary theme of diversity. Diversity issues are included in our learning outcomes for the undergraduate core courses. These are required of all undergraduate business students. We will continue to work toward infusing diversity content throughout our curriculum. Our goal is to provide additional attention to providing activities and events for our faculty, administrators, staff, and

students as a means of better preparing our students (as well as the members of the CBPA) for work in an ever-increasing global marketplace.

a. Proposed Initiatives:

- i. It is not our intent, nor do we believe it is appropriate to create programs specifically devoted to a theme of diversity. Three courses have been identified as undergraduate business core courses that include diversity as a targeted area of consideration.
 1. Legal Environment of Business
 2. Introduction to Management
 3. Introduction to Marketing

We do not have clearly focused targets in the graduate programs. While we know diversity issues are being covered this is not the result of a planned effort.

We propose that the undergraduate studies committee and the graduate program committees consider ways in which diversity can better be addressed in our curriculum. Our student/course evaluation instrument has a question concerning coverage of diversity issues. These results are monitored each semester. This will be continued and we recommend that the undergraduate studies committee and graduate studies committees undertake a survey assessment of the breadth of such coverage and that the committees request faculty include, wherever possible, diversity issues in their classes.

- a. Responsible Person(s): Undergraduate Studies Committee, Graduate Program Committees
 - b. Reporting Schedule: Annually at end of Academic Year
 - c. Outcome Assessment Measures: Information on number of courses in which diversity issues were addressed, and the number of courses in which addressing diversity issues was added for the first time.
- ii. Undergraduate studies committee and graduate program committees will review and make recommendations as to how diversity might be worked into the respective curricula. Discipline faculty will be asked to consider if diversity issues can be or should be addressed in the major specific classes. We expect that this will not be possible in all classes. Our intent is to provide the broadest coverage possible across all programs of study in the CBPA.
 - a. Responsible Person(s): Undergraduate Studies Committee and Graduate Program Committees
 - b. Reporting Schedule: Annually at end of Academic Year
 - c. Outcome Assessment Measures: Student Evaluations

III. Student Diversity-Graduate and Undergraduate Students

During the 2001-2002 year, slightly over 10% of our undergraduate student enrollment and 4% of our graduate enrollment was African American. Female enrollment was 44% of the undergraduates and 36% of the graduate students. Two important areas for the CBPA are increasing the enrollment of underrepresented groups and retention of underrepresented students, particularly those of color.

a. Proposed Initiatives:

- i. Since 1986, the CBPA has been co-sponsoring with the Lincoln Foundation and others a program for African American high school students entitled Project BUILD. BUILD brings approximately 30 high school juniors to the CBPA for four weeks of classes during the month of June each year. The program provides insight about our business programs and the available careers in business by delivering classes in areas such as economics, finance, and management, and by bringing in role models from area businesses. We will strive to more closely utilize our relationship with the Lincoln Foundation, and the BUILD program itself to increase the number of African American students attending the CBPA.
 - a. Responsible Person(s): Advising Office, Associate Dean for Academic Affairs.
 - b. Reporting Schedule: Annually at end of Academic Year
 - c. Outcome Assessment Measures: Recruitment information and substantive outreach activities.
- ii. The CBPA currently hosts a luncheon each month for an African American Business Group that consists of CBPA African American students. We will seek ways in which the group may provide an outreach to other students both in the University system and in high schools to encourage enrollment in CBPA programs.
 - a. Responsible Person(s): Diversity Officer
 - b. Reporting Schedule: Annually at end of Academic Year
 - c. Outcome Assessment Measures: Substantive information from meetings.
- iii. Whenever possible the CBPA will attempt to attract and recruit both African American and women undergraduate and graduate students as assistants. These assistants support teaching, research, and service activities.
 - a. Responsible Person(s): Department Chairs, Program Directors
 - b. Reporting Schedule: Annually at end of Academic Year
 - c. Outcome Assessment Measures: Assessment of outreach activities, successful recruitment, and reasons for unsuccessful recruitment. The number of enrolled African American and women students can be determined each semester and tracked for improvement. We will attempt to develop and compare to benchmarks for enrollment of these minority groups.

IV. Satisfaction, Retention and Graduation Rates – African American Students, Other under-represented groups/In-class and Out-of class Experiences

The racial climate of the CBPA must be sound, without race-based problems. During the period 2001-2002 the students in the African American Business Group reported no race-based problems at the CBPA. We intend to continue to assess the overall racial climate for our students at the CBPA.

a. Proposed Initiatives – Students:

- i. We propose that the CBPA undertake a survey of African American, and female students to determine their views on the racial climate and gender climate at the CBPA.
 - a. Responsible Person(s): Diversity Committee
 - b. Reporting Schedule: Annually at end of Academic Year
 - c. Outcome Assessment Measures: Assessment of survey results and comparison to determined benchmarks. Results will be disaggregated by both race and gender and compared to benchmarks developed by the CBPA.
- ii. Student Surveys: Student satisfaction and opinion surveys are conducted at least once each year using the Deyta instruments. We will analyze these for trends and attempt to identify benchmarks for evaluation.
 - a. Responsible Person(s): Diversity Committee
 - b. Reporting Schedule: Annually at end of Academic Year
 - c. Outcome Assessment Measures: Assessment of Deyta survey results and comparison to determined benchmarks. Results will be disaggregated by both race and gender and compared to benchmarks developed by the CBPA.

b. Proposed Initiatives - Faculty, Administrators, and Staff:

We propose that the bi-annual Deyta surveys be used to gage the racial climate and gender climate at the CBPA.

- a. Responsible Person(s): Diversity Committee
- b. Reporting Schedule: Every other year at end of Academic Year
- c. Outcome Assessment Measures: Assessment of Deyta survey results and comparison to determined benchmarks. Results will be disaggregated by both race and gender and compared to benchmarks developed by the CBPA.

V. Diversity Training and Education – Faculty, Administrators, Staff, and Students

As previously noted, it is of great importance to the members of the CBPA that the racial climate at the college is sound and that no problems are race-based. It is, therefore, our intent to continue to assess the overall racial climate for the faculty, administrators and staff of the CBPA, and to provide programs geared toward the education of the members of CBPA with regard to diversity issues.

a. Proposed Initiatives

- i. African American Business Group – the group will continue to meet and act as both a source of information, and as a means of providing some education and training to students.
 - a. Responsible Person(s): Diversity Officer
 - b. Reporting Schedule: Annually at end of Academic Year
 - c. Outcome Assessment Measures: Substantive education, discussion, and training for the group as appropriate or requested by the group.

- ii. It is proposed that a Women’s Business Group be identified and that this group meet to discuss issues of diversity in the CBPA. The group will provide both a source of information, and a means of providing some education and training to students.
 - a. Responsible Person(s): Diversity Officer
 - b. Reporting Schedule: Annually at end of Academic Year
 - c. Outcome Assessment Measures: Substantive education, discussion, and training for the group as appropriate or requested by the group.

- iii. CBPA Student Diversity Program – the CBPA Diversity Committee has planned to provide a noontime diversity program in our auditorium with incentives such as food coupons, etc. The program will provide insight regarding diversity issues in the workplace and will be delivered by members of the business community. The committee will recommend to faculty that such a program be given some consideration as a source of extra credit for courses when student attend these diversity sessions.
 - a. Responsible Person(s): CBPA Diversity Committee
 - b. Reporting Schedule: Annually at end of Academic Year
 - c. Outcome Assessment Measures: Results of survey of participants in programs.

- iv. Diversity Workshops – workshops geared toward developing sensitivity to diversity issues by the CBPA family will be provided and will additionally serve as an integral part of the retention plan.
 - a. Responsible Person(s): CBPA Diversity Committee
 - b. Reporting Schedule: Annually at end of Academic Year
 - c. Outcome Assessment Measures: Results of survey of participants in programs.

- v. It is proposed that members of the African American Business Group, and the Women’s Business Group be involved in the training and education activities of the CBPA. They may be asked to participate in individual classes by faculty, for example, to discuss diversity issues at the CBPA or to lead discussion groups of students in various classes.
 - a. Responsible Person(s): Diversity Officer
 - b. Reporting Schedule: Annually at end of Academic Year
 - c. Outcome Assessment Measures: Utilization of African American Business Group and the Women’s Business Group for training in classes.

AREA/ISSUE	Proposed and Continuing Initiatives	Assessment Strategy	Responsible Person(s)	Reporting Schedule
	in bylaws to include more members on the CEHD Diversity Committee and to explore the establishment of a Student Diversity Committee.			
Improving satisfaction, retention and graduation rates	<ol style="list-style-type: none"> 1. Continued and regular examination of <ul style="list-style-type: none"> • Retention rates, • Licensure and certification examination pass rates, • Internship success 2. Student satisfaction <ul style="list-style-type: none"> • We will study doctoral comprehensive examination pass rates and processes • We have good graduate rates. 	<p>Retention Reports</p> <p>PRAXIS reports KEPP</p> <p>KTIP KPIP</p> <p>Dey systems info Focus groups?</p> <p>The Education Advising Center will develop a survey to solicit minority student satisfaction of its services and staff assistance.</p> <p>Comp Reports Graduation Reports</p>	<p>Tosh Iimori, Shinichi Takahara</p> <p>Dhiane, Jody, EPSB</p> <p>KDE KDE</p> <p>Dhiane Bradley Diversity Committee</p> <p>EAC</p> <p>Department Chairs or Doctoral Coordinators, Jody Morkin and Associate Dean for Programs.</p>	<p>Annual</p> <p>Annual Annual</p> <p>Annual Annual</p> <p>Annual</p> <p>Bi- annual</p> <p>Annual</p> <p>Annual</p>
Providing on-going diversity education for administrators, faculty and staff	<ol style="list-style-type: none"> 1. Regular provision of opportunities for professional development in the area of diversity. <ul style="list-style-type: none"> • EAC will arrange for faculty and staff to attend customer service training. Part of the training program will address diversity education. • Diversity Committee Initiative? • Staff diversity training during staff retreat 	Diversity Committee charge and function documented in Annual Report	Diversity Committee, Janet Spence	Annual

AREA/ISSUE	Proposed and Continuing Initiatives	Assessment Strategy	Responsible Person(s)	Reporting Schedule
	recommended to all departments.			
Promoting diversity education and more frequent and substantive inter-racial interaction among students	<ol style="list-style-type: none"> 1. Programs or departments will document initiatives to increase inter-racial interaction among students. 2. Assessment of dispositions in the area of diversity. <ul style="list-style-type: none"> • Ann Larson has a good guideline 3. Field placements in diverse settings 4. CEHD will add at least one course to the general education curriculum for undergraduates to attract minorities and others who are interested in issues of diversity and education. 5. The Diversity Committee will: 		<p>Department chairs?</p> <p>Interview teams for admission</p> <p>Field experience coordinator(s)</p> <p>Associate Dean for Programs</p> <p>Diversity Committee Chair</p>	<p>Annual review</p> <p>Annual report of aggregate data</p> <p>Annual report</p>

Graduate School Diversity Plan

How will your unit increase diversity among faculty, administrators and staff? Each plan must focus specifically on African Americans, but may also include women and members of other protected groups.

<u>Proposed Initiatives (list)</u>	<u>Assessment Strategy</u>	<u>Person(s)</u>	<u>Schedule</u>
Identify viable candidates for positions	Review hiring procedures during and at conclusion of each hire	Dean or designee	as vacancies occur
Increase responsibilities of current staff to enhance the quality of positions held	as part of annual evaluations	Dean or individual	annually

Responsible

(The Graduate School has no direct faculty; faculty members are under the supervision of the deans in the other academic units.)

How will your unit increase curricular and programmatic diversity? Each plan must focus specifically on curricular diversity as it relates to race, but may also include women and ethnic groups.

<u>Proposed Initiatives (list)</u>	<u>Assessment Strategy</u>	<u>Person(s)</u>	<u>Schedule</u>
Request that the Graduate Council, when reviewing new and revised course proposals, remind faculty in the other academic units that such curricula courses should be consistent with the respective academic unit's overall strategic plan regarding diversity	Review of Graduate Council minutes	Dean Atlas	Annual review

Responsible

(Review of academic programs is the responsibility of the Provost's Office, not the Graduate School.)

How will your unit increase diversity among its undergraduate and graduate students? Each plan must focus specifically on African Americans, but may also include women and members of other protected groups.

<u>Proposed Initiatives (list)</u>	<u>Assessment Strategy</u>	<u>Person(s)</u>	<u>Schedule</u>
Reporting			
(The Graduate School has no responsibility for undergraduate students)			
Continue to provide “ethnic minority” scholarships/assistantships to African American graduate students	assess actual admissions and attendance	Associate Dean for Student Services	annually at end of academic year
Continue to attend graduate recruitment activities at HBCUs, including but not limited to Florida A&M University, Tennessee State University, Kentucky State University, Howard University, Atlanta University	assess actual admissions and attendance	Associate Dean for Student Services	annually at end of academic year
Continue to attend recruitment activities at national programs such as the Annual Biomedical Research Conference for Minority Students	assess actual admissions and attendance	Associate Dean for Student Services	annually at end of academic year
Continue to sponsor and conduct a Visitation Day at which regional HBCUs and McNair Scholars at regional PWIs will be invited to campus to meet faculty and students	attendees’ evaluations and assess actual admissions and attendance	Associate Dean for Student Services	annually at end of academic year

How will your unit improve the satisfaction, retention and graduation rates of African American students—and students from other under-represented groups?

<u>Proposed Initiatives (list)</u>	<u>Assessment Strategy</u>	<u>Person(s)</u>	<u>Schedule</u>
Designated Graduate Student Advocate to assist with student concerns	year-end review of contacts	Associate Dean for Student Services	annually
Sponsor and maintain student organizations that support African American graduate students like the newly formed African American Doctoral Students	student evaluations	Associate Dean for Student Services	annually

Responsible

Reporting

(Other efforts to enhance retention and graduation through curricular and faculty interventions are the responsibility of the other academic units in which the curricula and faculty work loads are determined.)

How will your unit provide on-going diversity education for your administrators, faculty and staff?

<u>Proposed Initiatives (list)</u>	<u>Assessment Strategy</u>	<u>Person(s)</u>	<u>Schedule</u>
Conduct assessment of all staff regarding office racial climate using a consultant/facilitator from outside The Graduate School	facilitator's report	Dean or designee	annually
Conduct annual staff retreat on diversity using a consultant/facilitator from outside The Graduate School	program evaluations and facilitator's report	Dean or designee	annually

Responsible

Reporting

How will your unit promote diversity education, and more frequent and substantive inter-racial interaction among students?

<u>Proposed Initiatives (list)</u>	<u>Assessment Strategy</u>	<u>Person(s)</u>	<u>Schedule</u>
<p>Although programs to enhance diversity education are seen as the responsibility of the other academic units, the Graduate School Plans to enact the following effort:</p>			
<p>Support the Graduate Student Council and its efforts to promote diversity among graduate students</p>	<p>assess group members</p>	<p>Associate Dean for Student Services</p>	<p>annually</p>
<p>Responsible</p>			
<p>Working through and with the Graduate Student Council, the Graduate School can facilitate the development and maintenance of student organizations of graduate students that promote diversity, such as the doctoral student organizations in various programs and organizations that promote interaction among international students and American citizen students</p>	<p>assess group members</p>	<p>Associate Dean for Student Services</p>	<p>annually</p>

Kent School of Social Work

STRATEGIC THEME II-Diversity Emphasis

	OUTCOMES	TARGET COMPLETION DATE	WHO WILL MONITOR	STRATEGIES
II-KSW-1a	Unit will increase diversity among faculty, administrators and staff with a specific emphasis on African Americans and women.			
	<p>Outcome: There will be an increase in the number of minorities at the Kent School, with specific focus on African Americans.</p> <ul style="list-style-type: none"> The percentage of African American faculty and staff will meet or exceed the AA population of the greater metro area. 	2005	<ul style="list-style-type: none"> Dean's Cabinet Dean Dean (Faculty and Staff) Associate Dean for Student Services (Students) Chair, Diversity Committee Chair, Diversity 	<ul style="list-style-type: none"> Ensure that minorities are in the applicant pools via networking, advertising in minority organizations, approaching minority graduates and Keep track of minority applicants for each search. Hire qualified minorities. Keep track of minority hires. Retain minorities via satisfaction and problem identification assessment strategies and mentoring. Gather input from identified groups and develop plans of action to remedy any problems Assess success of completing action plans and retention
	<p>Outcome: The School will maintain or exceed the percentage of women in faculty and staff positions to meet utilization targets of the University.</p>	2005	<ul style="list-style-type: none"> Comptroller (Principal responsible) Investigators Search Committees Dean's Cabinet 	<ul style="list-style-type: none"> Hire qualified women Retain women via satisfaction and problem identification assessment strategies and mentoring

	OUTCOMES	TARGET COMPLETION DATE	WHO WILL MONITOR	STRATEGIES
II-KSW-2a	Unit will continue its emphasis on curricular and programmatic diversity.			
	<i>Outcome:</i> The Kent School will maintain Council on Social Work Education (CSWE) accreditation.	2008	<ul style="list-style-type: none"> • Deans Cabinet • Chair, Curriculum Committee • Associate Dean for Academic Affairs • Director, Practicum Education • Faculty 	<ul style="list-style-type: none"> • Follow the standards and mandates for inclusion of information about the working with diverse populations in the curriculum. • Continue to offer discrete courses in diversity • Continue to offer a variety of field practicum placements that provide experiences with diverse populations • Continue to invite minority alumni and colleagues to speak in classes
II-KSW-3a	Unit will increase diversity among graduate students, particularly African Americans			
	<p><i>Outcome:</i> There will be an increase in the number of minority students at the Kent School, with specific focus on African Americans.</p> <ul style="list-style-type: none"> • The percentage of African American students will meet or exceed the AA population of the greater metro area. 	2004	<ul style="list-style-type: none"> • Associate Dean for Student Services • Chair, Recruitment Committee • Coordinator, Admissions • Associate Dean for Student Services • Chair, Scholarship Committee • Associate Dean for Student Services 	<ul style="list-style-type: none"> • Develop a minority recruitment plan that emphasizes African Americans • Increase the number of scholarships awarded to African American students • Increase communication with Historically Black Colleges and Universities • Continue attendance at recruitment activities aimed at minority students • Develop partnerships with agencies that serve diverse populations

			<ul style="list-style-type: none">• Chair, Admissions <p>Committee</p> <ul style="list-style-type: none">• Coordinator, Admissions• Coordinator, Admissions• Dean's Cabinet	
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	OUTCOMES	TARGET COMPLETION DATE	WHO WILL MONITOR	STRATEGIES
II-KSW-4a	Unit will improve satisfaction, retention and graduation rates of African American Students and students from other under-represented groups			
	<i>Outcomes:</i> The School will establish a baseline of student satisfaction, so as to establish specific goals for improvement over time	2004	<ul style="list-style-type: none"> • Associate Dean for Student Services • Chair, Diversity Committee • Chair, Outcomes Committee • Dean • Dean's Cabinet 	<ul style="list-style-type: none"> • Include race and gender in DEY satisfaction surveys and analyze by those variables • Continue to use Dean's Forums to identify problems and create solutions • Develop action plans for addressing problems so as to increase satisfaction, and retention
	<i>Outcomes:</i> The School will establish a baseline of minority student retention so as to establish specific goals for improvement over time	2004	<ul style="list-style-type: none"> • Associate Dean for Student Services 	<ul style="list-style-type: none"> • Track students across time to calculate retention rate • Develop a comprehensive advisement system that includes assessing students as they enter the program, connecting them with supports to help them succeed, tracking progress and solving problems through the Academic Review process and other mechanisms • Conduct focus groups to ascertain problems in recruiting and retaining students • Work closely with KSSA on these issues • Discuss diversity issues at faculty meetings as a part of the overall

			<ul style="list-style-type: none"> • Dean's Cabinet • Chair, Diversity • Committee 	strategic plan.
	Outcomes: The School will establish a baseline of minority student graduation so as to establish specific goals for improvement over time	2004	<ul style="list-style-type: none"> • Associate Dean for Student Services 	<ul style="list-style-type: none"> • Track students across time to calculate graduation rates

	OUTCOMES	TARGET COMPLETION DATE	WHO WILL MONITOR	STRATEGIES
II-KSW-5a	Unit will provide on-going diversity education for administrators, faculty and staff			
	<i>Outcomes:</i> The Kent School will ensure that all faculty and staff attend diversity training each year	Annually	<ul style="list-style-type: none"> • Dean's Cabinet • Chair, Diversity Committee • Dean's Cabinet • Chair, Diversity Committee • Dean's Cabinet 	<ul style="list-style-type: none"> • Conduct a diversity audit to determine training needs • Continue to provide content related to diversity at school retreats, faculty meetings and staff meetings • Rotate membership on the Diversity Committee on an annual basis to ensure that all faculty and staff have an opportunity to take ownership of it

Diversity Plan
University of Louisville School of Dentistry
January 2003

The attached document is the University of Louisville School of Dentistry's Diversity Plan. It addresses four areas:

- Student Recruitment and Retention
- Faculty and Staff
- Curriculum
- Professional Development

Each area contains specific objectives, including outcome measures, data collection methods, and individuals designated as responsible for the objective. All data will be reported annually (September 15) to coincide with the reporting of Student Learning Outcomes to the Office of the Provost, and in time for review by the faculty at the annual faculty retreat in October.

Responsibility for monitoring each objective is designated with specific associate deans. However, the Dean of the School of Dentistry is ultimately responsible for diversity initiatives within the School. The Diversity Plan should be reviewed, along with all outcomes documents, by the ULSD Outcomes & Effectiveness Committee.

Student Recruitment & Retention Objective	Outcome Measure	Responsibility For Data Collection	Method of Data Collection	Responsibility For Data Interpretation and Recommendations	Date Due
Achieve an enrollment of URM and women in the DMD program that exceeds the national average.	Numbers of URM and women students enrolled in DMD program. Comparison to national percentages.	Assoc. Dean for Admissions & Student Affairs	Council on Post-Secondary Education Reports	Admissions & Student Affairs	September 15
Achieve an enrollment of URM students in the Dental Hygiene Program that exceeds the national average.	Numbers of URM students enrolled in DH program. Comparison to national percentages.	Assoc. Dean for Admissions & Student Affairs	Checking enrollment data	Admissions & Student Affairs	September 15
Retain DMD/URM and women students at the same rate as all students, in accordance with ULSD Outcomes Assessment document (90% in Year 1, 95% in Years 2,3,4).	Comparison of retention rates between all DMD students and URM/women, as expressed in ULSD Outcomes Assessment document	Assoc. Dean for Admissions & Student Affairs	Reviewing enrollment summaries	Admissions & Student Affairs	September 15
Retain DH/URM students at same rate as all students, in accordance with ULSD Outcomes Assessment Document.	Comparison of retention rates between all DH/URM students, as expressed in ULSD Outcomes Assessment Document	Assoc. Dean for Admissions & Student Affairs	Reviewing enrollment summaries	Admissions & Student Affairs	September 15
Identify and assess programs/projects/activities that address URM & women recruitment efforts.	Review tracking of PEPP, MCAT/DAT Workshop participants. Maintain prospective student records & review student progress toward admission.	Admissions/Student Affairs, with data from Office of Health Careers, School of Medicine	Data tracking for federal/state grants, updating & tracking of prospective students.	Admissions & Student Affairs	September 15

Faculty/Staff Objective	Outcome Measure	Responsibility For Data Collection	Method of Data Collection	Responsibility For Data Interpretation and Recommendations	Date Due
Achieve a representation of URM and women faculty that meets or exceeds the national average.	Comparison of ULSD/URM and women faculty to national averages.	Associate Dean for Academic Planning & Faculty Personnel	Summarizing numbers of URM and women faculty and comparing to national averages.	Associate Dean for Academic Planning & Faculty Personnel	September 15
Actively recruit URM and women faculty to ULSD.	Annual summary report of recruitment efforts.	Associate Dean for Academic Planning & Faculty Personnel	Summary report	Associate Dean for Academic Planning & Faculty Personnel	September 15
Provide mentoring and support to retain URM and women faculty.	1. Identify methods to establish effective mentoring & professional development program. 2. Establish timetable for implementation. 3. Establish evaluation methods.	Associate Dean for Academic Planning & Faculty Personnel	TBD	Associate Dean for Academic Planning & Faculty Personnel	September 15
Provide mentoring and support to retain staff.	1. Identify methods to establish effective mentoring & professional development program. 2. Establish timetable for implementation. 3. Establish evaluation methods.	Associate Dean for Clinical Affairs	TBD	Associate Dean for Clinical Affairs	September 15

Curriculum Objective	Outcome Measure	Responsibility For Data Collection	Method of Data Collection	Responsibility For Data Interpretation and Recommendations	Date Due
Identify & review where/ how diversity issues are positioned in curriculum.	Assess DH and DMD curriculum to identify how diversity issues are presently positioned in curriculum.	Assoc. Dean for Pre-Doctoral Programs, Assoc. Dean for Academic Planning & Faculty Personnel, and DH/DMD Curriculum Committees	Annual summary report.	Assoc. Dean for Pre-Doctoral Programs, Assoc. Dean for Academic Planning & Faculty Personnel	September 15
Foster awareness and discussion among faculty to define diversity as it applies to dental education, and infuse diversity content in the curriculum.	Offer professional development diversity activities for ULSD faculty.	Assoc. Dean for Academic Planning & Faculty Personnel	Annual summary report.	Assoc. Dean for Academic Planning & Faculty Personnel	September 15
Develop and implement school-wide plan for infusing diversity issues into curriculum.	<ol style="list-style-type: none"> 1. Determine methods to infuse diversity issues into curriculum. 2. Establish timetable for implementation. 3. Establish evaluation methods. 	Assoc. Dean for Pre-Doctoral Programs, Assoc. Dean for Academic Planning & Faculty Personnel, and DH/DMD Curriculum Committees	Comparing annual summary reports from Curriculum Committee.	Assoc. Dean for Pre-Doctoral Programs, Assoc. Dean for Academic Planning & Faculty Personnel	September 15

Professional Development Objective	Outcome Measure	Responsibility For Data Collection	Method of Data Collection	Responsibility For Data Interpretation and Recommendations	Date Due
Include diversity training in new student orientation programs.	Review content of all new student orientation sessions (DH, DMD, Post-Grad) to determine that diversity programming has been included.	Assoc. Dean for Admissions & Student Affairs	Review all orientation programming for appropriate content.	Assoc. Dean for Admissions & Student Affairs	September 15
Offer a minimum of one faculty/staff professional development activity per year related to diversity issues.	Review content of annual professional development activities to determine that diversity programming has been included.	Assoc. Dean for Clinical Affairs	Compile report listing all diversity programming	Assoc. Dean for Clinical Affairs	September 15
Create a process to assess racial climate.	Establish a task force to identify ways in which racial climate can be assessed. Review assessments both internal and external to the University,	Assoc. Dean for Admissions & Student Affairs	Determine how central university, other units, dental schools and universities are assessing racial climate	Assoc. Dean for Admissions & Student Affairs	September 15

University of Louisville

School of Medicine

Unit Diversity Plan – 2003- 2007

1. How will your unit increase diversity among faculty, administrators and staff? Each plan must focus specifically on African Americans, but may also include women and members of other protected groups.

<u>Proposed Initiatives (list)</u>	<u>Assessment Strategy</u>	<u>Person(s)</u>	<u>Schedule</u>
<p>Faculty – Women Faculty participation in American Association Medical Colleges and Executive Leadership in Academic Medicine professional development seminars will continue to be sponsored by the school. Faculty mentoring programs will continue.</p>	<p>Compare number of participants with previous five years and track career progress of those who have participated.</p>	<p>Responsible Laura Schweitzer Vice Dean</p>	<p>Reporting Annually in fall</p>
<p>Recruitment of women faculty to departments with underutilization of women (6 of 21 departments in 2002) will be even more intensely monitored and these departments will have their recruitment plans reviewed and assessed by the Vice Dean each spring.</p>	<p>Compare the six departments having underutilization to their previous records (9 faculty added in 6 departments would eliminate under-</p>	<p>Mike Byrne Director, Special Programs Pat Alexander Program Assistant Laura Schweitzer David Wiegman Vice Dean</p>	<p>Annually in spring</p>

Faculty-African American

Recruitment of African American faculty will be announced as a new initiative requiring a plan prepared by each department in 2003. Each plan will address the recruitment, retention and promotion of at least one (additional) African American faculty in each department. (Details will be determined on a dept.-by-dept. basis.) Each department plan will specify collaboration with graduate or residency training programs in search of entry-level faculty. New faculty will continue to be encouraged and assisted to attend the AAMC faculty training workshop for minorities. Emphasis is to be placed on retention. Each plan will be required to specifically include efforts to retain the faculty.

Compare the number of African American faculty with 12 in 2002.

Mike Byrne
David Wiegman
Laura Schweitzer

Annually in
spring

Administrators

An African American is chair of one of the 21 departments. A woman is chair of another department and 4 women serve among the 17 Vice/Associate/Assistant Deans of the School. Added attention will be given to future searches to insure that African Americans and women are considered throughout all the recruitment and appointment processes or administrators of the School.

Compile data from hirings.

Mike Byrne

2004

Staff-African American

African Americans hold 7 of 112 P & A staff positions at grade F or higher. Affirmative Action reviews of staff positions will be intensified in an attempt to double the number in five years.

Compile data from hirings.

Mike Byrne

2004

2. How will your unit increase curricular and programmatic diversity? Each plan must focus specifically on curricular diversity as it related to race, but may also include women and ethnic groups.

Proposed Initiatives (list)	Assessment Strategy	Person(s)	Schedule
Clinical Practice Science course will continue quarter-long “course” devoted to diverse populations and exploring diversity among the students and explore enhancement and increase of diversity activities in 2003.	Evaluate enhance-ment proposals and then the effects of the enhancements.	Jane Thibault Faculty Ruth Greenberg Director, Curriculum Development	Reporting November 2003
Standardized Patient Program will continue to refine the involvement of diverse and traditionally underserved groups to realistically, accurately reflect the patient population. performance	Assess student with specific (minority) patients.	Gina Wesley Director, SPP Ruth Greenberg	
Family Medicine presentation on different cultures and non-English speaking populations will continue each semester for third year students. standardized	Assess student to presentations.	Donna Roberts Tanya Keenan Projector Coordinator	
responses		Faculty	

3. How will your unit increase diversity among its professional students? Each plan must focus specifically on African Americans, but may also include women and members of other protected groups.

Proposed Initiatives (list)	Assessment	Person(s) Responsible	Schedule
<p>School will continue to increase the number of African American medical students enrolled from 57 in 2002 (9.3%) to 64 by 2006</p> <p>Strategy</p> <p>by:</p> <ul style="list-style-type: none"> - continuing the medical career exploration and preparation programs for high school students (initiated in 1982) - increasing the number of recruitment visits to selective colleges - continuing to strengthen the retention services, maintain 90% graduation rate - continuing the scholarship programs - continuing the premedical activities for undergraduate students including comprehensive MCAT and application and interview preparation services (initiated in 1982) - increasing the number and academic achievement of participants in the undergraduate Minority Association of Premed Students 	<p>Monitor the number of students in the Special Programs Office databases.</p>	<p>Mary Joshua Associate Director, Special Programs Mike Byrne</p>	<p>Reporting Annually in summer</p>

including its mentoring,
shadowing, academic advising
and skill-building activities

- continuing support of the
Student National Medical

Association, particularly
individual follow-up with
applicants who are interviewed
for medical school

- continuing the outreach
initiatives of the Admissions
Office and Committee to recruit
African American applicants
- continuing the Medical
Education Development
program giving selected
medical school applicants a
supplemental year to succeed
in two first year courses
- continuing the five-week
academic review and
preparation session for
entering students immediately
preceding the beginning of
classes
- establishing an annual
Minority Student Diversity

Award of the School of
Medicine

- periodically convening
discussions of first year and

other residents who are
recent graduates of the School
to explore projects that have
supported or may support
training, continuing

individual advising medical students in residency planning and initiating a discussion with residency directors in an effort to increase the number of African American medical residents beyond the 19 in 2002.

School will increase the number of Mainland Puerto Rican and Mexican American students from five to ten by:

- increasing the number of Mainland Puerto Rican and

Mexican American undergraduate students in the MCAT and MAPS programs (from 3 in 2002 to 10 in 2005)

Monitor Special Programs Office databases.

Mike Byrne
Tonia Thomas
Program Coordinator
Kia Pruitt
Academic Counselor

Annually in summer

Note: School currently enrolls women students at a rate at least equal to men (51% in 2002).

4. How will your unit improve the satisfaction and graduation rates of African American students and students from other under-represented groups?

Proposed Initiatives (list)	Assessment	Person(s)	Schedule
<p>Continue and enhance the current programs by:</p> <ul style="list-style-type: none"> - strengthening retention services, particularly preparation for Boards Step I - continuing to coordinate Student Affairs, Financial Affairs, Curriculum and Special Programs Offices initiatives - gathering a summary “satisfaction” report (and recommendations) each semester from SNMA. 	<p>Strategy</p> <p>Graduation rate will be an annual percentage rate.</p> <p>Review AAMC Graduation Questionnaire and ask for a special report to be run by</p> <p>Conduct survey developed with/by SNMA.</p>	<p>Responsible</p> <p>David Wiegman Mike Byrne Mary Joshua</p>	<p>Reporting Annually in fall</p>

5. How will your unit provide on-going diversity education for your administrators, faculty and staff?

Proposed Initiatives (list)	Assessment Strategy	Person(s) Responsible	Reporting Schedule
Explore standardized patient experience for clinical faculty members.	Develop a pilot	Gina Wesley David Wiegman Ruth Greenberg	2003
There will be appointed by the Dean, a School of Medicine Diversity Oversight Committee to review this plan, annual progress and to provide advice to the Dean for new initiatives, including diversity education. project.	Compare future “Dey type” University surveys with existing data from Dey 1999.	David Wiegman	Annually

6. How will your unit promote diversity education and more frequent substantive interracial interaction among students?

Proposed Initiatives (list)	Assessment Strategy	Person(s) Responsible	Schedule
Involve student leadership meetings.	Develop and implement a plan.	Toni Ganzel Associate Dean	Reporting
Add a session on diversity to the annual orientation week for all entering medical students.	Survey participants.		2003
Continue prematriculation sessions on diversity.	Follow up with participants.	Mary Joshua	Annually

There will be appointed by the Dean, a School of Medicine Diversity Oversight Committee to review this plan, annual progress and to provide advice to the Dean for new initiatives, including diversity education and interracial interaction.

Compare future “Dey type” University surveys with existing data from Dey 1999.

David Wiegman

Annually

School of Music

Unit Diversity Plan

How will your unit increase diversity among faculty, administrators and staff? Each plan must focus specifically on African Americans, but may also include women and members of other protected groups.

<u>Proposed Initiatives (list)</u>	<u>Assessment Strategy</u>	<u>Person(s)</u>	<u>Schedule</u>
-More advertising of open positions at minority colleges and through contact with minority colleagues across the country.	Stress in all position	Dean of the school	At completion of each
-Faculty are being encouraged when attending conferences to seek leads on minority faculty.	advertisements	Responsible	Reporting
-Recruitment of women faculty, administrators, and staff is not a problem for the School of Music.	Current faculty/staff hires	Dean of the School of Music	

How will your unit increase curricular and programmatic diversity? Each plan must focus specifically on curricular diversity as it relates to race, but may also include women and ethnic groups.

<u>Proposed Initiatives (list)</u>	<u>Assessment Strategy</u>	<u>Person(s)</u>	<u>Schedule</u>
In the past year, we have made major strides in adding courses which address African-American studies and Ethnomusicology. An additional course in the area is under discussion.	2003-2004 Listing of Courses	Responsible Coordinators of Jazz and Music History	Decision to be made during Spring/Fall 2003
		Reporting	

Students and faculty will be encouraged to include works by minority faculty on concert programs.

Recital Programs

Faculty and Ensemble

At end of year, Dean's Advisory Committee will consider progress in this area.

We will encourage programs of multicultural works.

How will your unit increase diversity among its undergraduate and graduate students? Each plan must focus specifically on African Americans, but may also include women and members of other protected groups.

<u>Proposed Initiatives (list)</u>	<u>Directors Assessment Strategy</u>	<u>Person(s) Responsible</u>	<u>Reporting Schedule</u>
Attract African-American Students	African-American faculty should attempt to target and serve as role models for African-American high schools music students.	Dean	Beginning of Fall semesters
Advertise degree programs in minority Churches.		Admissions Coordinator	Yearly
Recruitment trips to African-American Colleges.	Money must be made available for yearly recruiting trips	Dean	Yearly
Scholarships for minority students.	Designate minority specific awards and advertise them.	Scholarship Committee	Beginning of Fall semester
Jazz Program raising endowment money to attract students of color.			
More mentoring and tutoring should be provided by faculty for minority students. Graduate students could also provide this Assistance.	We are now using our minority students to assist with college fairs and entrance auditions.		

Jazz Program is attempting to attract African-American donors in order to establish more scholarship support.

Faculty need to be more involved in schools in areas where there are strong African-American populations.

How will your unit improve the satisfaction, retention and graduation rates of African American students—and students from other under-represented groups?

<u>Proposed Initiatives (list)</u>	<u>Assessment Strategy</u>	<u>Person(s)</u>	<u>Schedule</u>
Mentor minority students	Consideration of minority student grades Assign faculty as mentors to provide assistance Similar to Reach program, but within School of Music. Continue to have all faculty involved in monitoring success of minority students.	Director Undergrad and Graduate Studies	End of each semester
	Responsible		Reporting
Recruitment of more Minority students.	Faculty need to come up with creative ideas to recruit more minority students.	Dean	Yearly
Recruitment of more Minority faculty.	If any positions open, all efforts will be taken to find well-qualified minority candidates.	Dean	End of searches
Minority students recruit.	We need to send our minority students out into the schools to let high school students know that UofL has a positive climate for minority students.	Dean	Yearly
Student discussions	Use monthly area meetings to encourage dialogue	Area Coordinators	Yearly

on specific diversity topics with students of an area.

Guest speakers	Utilize visiting artists of African-American decent to initiate dialogue and relate personal experiences.	Area Coordinators	Yearly
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How will your unit provide on-going diversity education for your administrators, faculty and staff?

<u>Proposed Initiatives (list)</u>	<u>Assessment Strategy</u>	<u>Person(s)</u>	<u>Schedule</u>
Encourage Dean to offer diversity training for all faculty and staff.	Success of workshops	Dean	Yearly
Encourage Area Coordinators to discuss diversity issues within their area.	Coordinator reports to Dean	Area Coordinators	Yearly
Seminars utilizing outside speakers to address diversity issues.	Dean's reports	Dean/Area Coordinators	Yearly
Encourage Dean to offer diversity education workshops and programs for all students.	Workshop success		
The activities of the School of Music already create substantive inter-racial interaction among students. We would attempt to provide more social offerings as well.			
	Dean	Yearly	

Unit: School of Nursing

III. Accessibility, Diversity, Equity, and Communication

Develop a seamless system of access and create a culture that promotes and supports race and gender diversity, inclusivity, equity, and open communication.

Priority (ex.- 1,2,...)	Action / Initiative	Outcome/ Completion Date/ Accountability	Action Plan																																
GOAL:	<p>III.N.1 Increase student diversity (non-white enrollment) in all educational programs by a minimum of 5% per year through increased recruitment and targeted retention activities. Assuming enrollments continue at same rate of growth. (SI: 60,61)</p> <p>Non-White Enrollment: Baseline and Targets for 2003-2005</p> <table border="1" data-bbox="212 732 1138 1349"> <thead> <tr> <th>Baseline Spring 2002</th> <th>Spring 2003 Target</th> <th>Spring 2004 Target</th> <th>Spring 2005 Target</th> </tr> </thead> <tbody> <tr> <td>Lower Division 87</td> <td>92</td> <td>97</td> <td>102</td> </tr> <tr> <td>Upper Division 26</td> <td>28</td> <td>30</td> <td>32</td> </tr> <tr> <td>RN/BSN 0</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>Second Degree 6</td> <td>7</td> <td>8</td> <td>9</td> </tr> <tr> <td>Total Undergraduate 119</td> <td>128</td> <td>137</td> <td>146</td> </tr> <tr> <td>Graduate 16</td> <td>18</td> <td>20</td> <td>22</td> </tr> <tr> <td>Total Graduate</td> <td>18</td> <td>20</td> <td>22</td> </tr> </tbody> </table>	Baseline Spring 2002	Spring 2003 Target	Spring 2004 Target	Spring 2005 Target	Lower Division 87	92	97	102	Upper Division 26	28	30	32	RN/BSN 0	1	2	3	Second Degree 6	7	8	9	Total Undergraduate 119	128	137	146	Graduate 16	18	20	22	Total Graduate	18	20	22	<p>Outcome: Achieve targeted enrollments Target Date: Every Year Evaluation: Annual Assessment Responsible Parties: Dean/ Associate Dean for Academic Affairs/ Office of Student Services/ All Faculty</p>	<p>Retention</p> <ul style="list-style-type: none"> ▪ Continue targeted advising of lower division African American students and those from other underrepresented groups. ▪ Analyze issues/problems with retention and develop intervention programs to address barriers to retention. ▪ Monitor First Time Freshmen Retention Rates ▪ Assist students with academic retention problems and work closely with REACH program to arrange tutors and other support services. ▪ Analyze retention at the graduate level and assess needs.
Baseline Spring 2002	Spring 2003 Target	Spring 2004 Target	Spring 2005 Target																																
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<p>GOAL:</p>	<p>III.N.2 Resubmit a Minority and Disadvantaged Student Grant Proposal to HRSA Division of Nursing in December 2002 to obtain support for recruitment of minority students into nursing and increase scholarship support.</p>	<p>Outcome: Grant Resubmitted Target Date: 12/02 Responsible Parties: Coordinator of Student Diversity Programs/ Associate Dean for Research</p>	<p>III.N.2 Recruitment for Student Diversity</p> <ul style="list-style-type: none"> ▪ Participate in broad range of recruitment activities at area middle and high schools. ▪ As outlined in the grant proposal- establish linkages with specific middle schools, establish future nurses clubs and other activities. ▪ Integrate diversity recruitment activities into all school of nursing open houses and alumni activities
<p>GOAL:</p>	<p>III.N.3 Increase the diversity of the School of Nursing faculty by recruiting a minimum of one minority faculty member per year. Special attention will be paid to the recruitment of African American faculty members (Baseline 2002: 1 tenure track, 2 term faculty) (SI:54)</p>	<p>Outcome: Increase by one faculty member each year. Target Date: Annual Evaluation: Annual Affirmative Action Report Responsible Parties: Dean/ All faculty</p>	<p>III.N.3 Recruitment for Faculty Diversity</p> <ul style="list-style-type: none"> ▪ Advertise widely in nursing and higher education journals ▪ Advertise in the Journal of Black Nursing Faculty ▪ Order listings of all minority doctoral graduates ▪ Network at national and regional meetings ▪ Personal recruitment activities and exploratory visits for selected candidates. ▪ Recruit for term faculty positions from graduates of the masters program. ▪ Encourage and support minority graduates students in considering doctoral education “grow your own concept.”

<p>GOAL:</p>	<p>III.N.4 Conduct diversity training for faculty in Spring 2003 aimed at increasing skill development in working with students and clinical environments to strengthen diversity education in the curricula of the school.</p>	<p>Outcome: All school faculty diversity retreat. Target Date: Complete by 5/02 Evaluation: Summative evaluation of workshop and implementation plan. Responsible Parties: Dean and Executive Committee</p>	<p>III.N.4</p> <ul style="list-style-type: none"> ▪ Explore speakers and facilitators ▪ Schedule retreat ▪ Conduct pre-assessment survey to determine perceived needs
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<p>GOAL:</p>	<p>III.N.5 Conduct student diversity training based on faculty plan developed as a result of faculty training Spring '03. Plan training for all students in Fall '03.</p>	<p>Outcome: Student Diversity Training Programs Target Date: Completed by December '03 Evaluation: Student Evaluation of Training and Ongoing Faculty Assessment of Student Competence. Responsible Parties: Dean/Associate Dean for Academic Affairs/ Academic Affairs Committee and Office of Student Services.</p>	
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<p>GOAL:</p>	<p>III.N.6 Raise funds to support the African American Student Leadership Award to take 2-3 African American nursing students to the National Black Nurses Association Convention each year (Development Plan)</p>	<p>Outcome: Students will attend the convention and share the experience with peers Target Date: Every summer Evaluation: Students provide written evaluation of experience and a presentation. Responsible Party: Dean/ Development Director</p>	<p>III.N.6</p> <ul style="list-style-type: none"> ▪ Identify donors and obtain support.
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J. B. Speed School of Engineering Diversity Plan 2003 - 2008

J. B. Speed School of Engineering is committed to the improvement of diversity and has identified the creation of an environment that promotes diversity, inclusiveness, equity and open communication as one of five priority areas in its strategic plan. The School envisions *a diverse workforce* which provides quality engineering education and academic support services without discrimination, *a diverse student body* that is reflective of the region's mixture in race and gender, *a diverse program* that prepares students to work in an increasingly diverse society, and *a welcome campus climate* that is appreciative, equitable, and inclusive of all individuals.

1. A DIVERSE WORKFORCE

Objective: *Increase diversity among administrators, faculty and staff.*

Action Step:

Develop and implement Speed School recruiting plan for vacant faculty positions to encourage a diverse pool of applicants.

Expected Outcome:

Increase in the number of African American faculty and maintenance of the number of female faculty to surpass the national averages in engineering.

(2001 SSS data: 1.4% and 12.7%; 2001 US data: 2.1% and 8.9%).

Assessment Plan:

Annual report of faculty demographics.

Responsibility:

Associate Dean of Academic Services; Director of Student Affairs.

Action Step:

Work with university's Employee Relations Office to ensure achievement of Affirmative Action goals.

Expected Outcome:

Increase in the number of African American staff to meet university averages.

(2001 SSS data: 7.0%; 2001 UofL data: 16.7%).

Assessment Plan:

Annual report of staff demographics.

Responsibility:

Associate Dean of Academic Services; Director of Student Affairs.

Objective: *Improve satisfaction and retention of administrators, faculty and staff from under-represented groups.*

Action Step:

Use Dey System survey to determine satisfaction of Speed School's African-American staff in comparison with entire Speed School staff and university's African American staff.

Expected Outcome:

Development of benchmark data for African American staff satisfaction and, if warranted, strategies for action.

Assessment Plan:

Dey System Employee Satisfaction Survey Results.

Responsibility:

Associate Dean of Academic Services; SSS Dey System Contact.

Action Step:

Improve data reporting to track retention of faculty and staff.

Expected Outcome:

Retention rates of under-represented groups of faculty and staff equivalent to the rates of the total populations.

Assessment Plan:

Annual report of faculty and staff demographics.

Responsibility:

Associate Dean of Academic Services.

2. A DIVERSE STUDENT BODY

Objective: *Increase diversity among undergraduate and graduate students.*

Action Step:

Develop and implement Speed School recruiting plan for undergraduate students.

Expected Outcome:

Maintenance of the number of African American undergraduate students and increase in the number of female undergraduate students to surpass the national averages in engineering.

(2001 SSS data: 9.4% and 16.2%; 2001 US data: 5% and 20%).

Assessment Plan:

Annual report of student enrollment.

Responsibility:

Associate Dean of Academic Services; Directors of Student Affairs; Recruiting, Admissions and Support Services.

Action Step:

Develop and implement Speed School recruiting plan for graduate students.

Expected Outcome:

Increases in the number of African American and female graduate students to surpass the national averages in engineering.
(2001 SSS data: 3.0% and 21.2%; 2001 US data: 4.5% and 22%).

Assessment Plan:

Annual report of student enrollment.

Responsibility:

Associate Dean of Academic Services; Directors of Student Affairs; Recruiting, Admissions and Support Services.

Objective: *Improve satisfaction, retention, and graduation rates of under-represented groups of students.*

Action Step:

Develop and implement Speed School retention initiatives upon examination of entering ACT scores, year to year retention rates, and six-year graduation rates.

Expected Outcome:

Increases in the graduation rates of all Speed School students with comparable rates for all groups and surpassing of national averages.

Assessment Plan:

Annual report of degree statistics.

Responsibility:

Associate Dean of Academic Services; Directors of Student Affairs; Admissions, and Support Services.

Action Step:

Use Dey System survey to determine satisfaction of Speed School's African-American and female students in comparison with Speed School and university populations.

Expected Outcome:

Equivalent levels of satisfaction of African American and female students compared to Speed School and university populations.

Assessment Plan:

Dey System Student Satisfaction Survey Results.

Responsibility:

Associate Dean of Academic Services; SSS Dey System Contact.

3. A DIVERSE PROGRAM

Objective: *Increase curricular diversity.*

Action Step:

Introduce diversity awareness in freshman orientation programs.

Expected Outcome:

100% participation of first-time freshman in a program/seminar in which diversity issues are discussed.

Assessment Plan:

Outline of diversity program/seminar and report of participation.

Responsibility:

Directors of Student Affairs and Admissions.

Action Step:

Identify Speed School courses in which diversity content is incorporated and examine the possibility of offering a Speed School elective in cultural diversity.

Expected Outcome:

Listing of courses and collection of materials with diversity content; recommendation on Speed School elective with proposed syllabus.

Assessment Plan:

Report on Diversity in Speed School Curricula.

Responsibility:

Director of Student Affairs.

4. A WELCOME CAMPUS CLIMATE

Objective: *Promote more frequent and substantive inter-racial interaction among students.*

Action Step:

Increase the number of diversity events and activities for students, staff and faculty.

Expected Outcome:

Decreased numbers of complaints resulting from cross-cultural conflicts.

Assessment Plan:

List of diversity events/activities and annual report of student complaints.

Responsibility:

Director of Student Affairs.

Action Step:

Conduct focus groups with members of the Speed Scientific School Student Council (SSSSC), Society of Women Engineers (SWE), National Society of Black Engineers (NSBE), Alpha Sigma Kappa (ASK), and Mexican American Engineering Society (MAES) to solicit suggestions on improving campus climate.

Expected Outcome:

Increase in the number of student initiatives to promote cultural awareness.

Assessment Plan:

Student organization reports on diversity climate and suggested initiatives.

Responsibility:

Director of Student Affairs; SSSSC, SWE, NSBE, ASK, and MAES student presidents.

Objective: *Provide on-going diversity education for administrators, faculty, and staff.*

Action Step:

Conduct a diversity climate survey to determine where greatest needs exist and to solicit suggestions on improving campus climate.

Expected Outcome:

Plan for on-going Speed School wide diversity education.

Assessment Plan:

Report on diversity climate.

Responsibility:

Director of Student Affairs.

Action Step:

Arrange for the university's Office of Student Life to conduct a biennial workshop/seminar to discuss diversity issues.

Expected Outcome:

Increased awareness of faculty, staff, and students on diversity issues.

Assessment Plan:

Report on workshop/seminar outcomes including number of attendees.

Responsibility:

Director of Student Affairs; U of L Assistant Vice President for Student Life.

**UNIVERSITY LIBRARIES
DIVERSITY PLAN, 2002/2003**

DIVERSITY AMONG FACULTY, ADMINISTRATORS AND STAFF

Proposed Initiatives	Assessment Strategy	Responsible Person	Reporting Schedule	Progress
Review/revise hiring practices to ensure efforts to identify minority candidates are adequate and effective.	Affirmative Action reports on candidate pools show increased minority applicants	Chenault	By December 2003	
Investigate use of specialized recruitment tools such as the ARL Librarian Resume Database (for minority librarians) and ALA's Spectrum Connection.	Report of decision factors and results	Chenault	By March 2003	
Identify MLS programs that have African Americans enrolled.	Report of contacts made	Chenault	By March 2003	
Develop Reward/Recognition mechanisms for promoting diversity hiring & retention.	Individual work plans revised	Rader, ACT, Training & Development Team	By July 2003	
Develop a mentoring program for newly hired minority librarians.	Report	Rader, Training & Development Team	By July 2003	

Proposed Initiatives	Assessment Strategy	Responsible Person	Reporting Schedule	Progress
Increase endowment for minority internship endowment.	Report of development efforts to support these endowments and % increase.	Rader, Denham	By December 2003	
Develop a plan for recruiting students into the profession.	Annual report	Marketing Team, Training & Development Team	By September 2003	
Participate in career days at local high schools.	Annual report	Chenault, Marketing Team	By December 2003	

DIVERSITY EDUCATION FOR ADMINISTRATORS, FACULTY, STAFF & STUDENTS

Proposed Initiatives	Assessment Strategy	Responsible Person	Reporting Schedule	Progress
Conduct research on best practices at other ARL libraries & at peer institutions.	Report of findings	Laning	By February 2003	
Hold series of workshops conducted by Mr. Alvin Herring.	Program evaluations	Rader	By February 2003	First event held on Oct. 9, 2002. Attended by 25 libraries' faculty & staff.
Charge Training & Development Team with expanding diversity training opportunities.	Report of activities	Rader, Training & Development Team	By November 2002	Team appointed and charged – Nov. 2002.
Conduct a diversity climate survey using the ARL or other model to determine where greatest needs exist.	Report of findings	Rader, Training & Development Team	By July 2003	
Conduct programs designed to address diversity topics identified through survey.	List of programs held and program evaluation reports	Training & Development Team	By December 2003	
Monitor Deyta, Inc. surveys for indications of service issues.	Survey reports	Assessment & Resource Planning Team	By July 2003	
Hold a career development event for minority student assts.	Report	Rader	By December 2003	

CURRICULAR AND PROGRAMMATIC DIVERSITY

Proposed Initiatives	Assessment Strategy	Responsible Person	Reporting Schedule	Progress
Hold opening ceremony for Barbara S. Miller Multicultural Children's Book collection.	Annual Report	Horvath	By November 2002	Event held on Nov. 19, 2002. Attended by 70+ people from university and the community. Collection named in memory of local African-American children's librarian.
Renovate area of Ekstrom that houses the Pan African & the Multicultural Children's collections to provide a more attractive and usable space.	Annual Report	Nichols, Horvath	By November 2002	Collections reshelfed, tall shelving removed, signage improved and more seating installed to create attractive, visible spaces for both collections and for readers.
Sponsor at least 2 exhibits/year that feature African American history or authors.	List of annual exhibits	Exhibits Committee	By December 2003	
Ensure library collections reflect diversity.	Conduct collection analysis Report of new acquisitions	Niles, Selection Team	By July 2003	

Proposed Initiatives	Assessment Strategy	Responsible Person	Reporting Schedule	Progress
Host at least two events that highlight diversity topic, authors, etc.	Report of events	Rader, Nichols	By December 2002	Nov. 19 – Multicultural Children's literature dedication.
Identify ways to more effectively communicate the libraries' diversity efforts to the university and local community.	Activities Report	Marketing Team	By July 2003	New team appointed Dec. 2002.

University of Louisville Office of Development and Alumni Diversity Plan

Mission

The University of Louisville's Development and Alumni Affairs offices play a critical role in developing and administering institutional advancement programs involving constituencies important to the University, both within the University community and off-campus. The Development and Alumni Affairs' offices work to advance the mission and priorities of the University of Louisville and so are influential in advancing the work of diversity. These units:

- Foster relationships for U of L with key constituent groups;
- Communicate information in many forms about the University's people, programs, and values to a wide array of audiences;
- Raise private funds to advance the University's priorities.

The University's Development and Alumni Affairs' offices have already made important contributions to diversity efforts, whether you consider the increase in scholarship for students of all groups, the "alumni alliances" that bring alumni from all groups in closer contact with UofL, ethnically diverse programming efforts by the Alumni office, and extensive coverage of alumni who are women and minorities in the *UofL* magazine.

Goal I. Administrative Structure

The University's Development and Alumni Services' goal is to provide an administrative structure that assumes a leadership role in promoting, coordinating, and monitoring diversity efforts in all of our units.

Strategy A:

- All units will assume a leadership role in promoting, coordinating, and monitoring diversity efforts throughout their individual units. Each of our units supports the overarching goal of fostering the diversification of staff and programs.
- Reinforce the concept that advancing diversity is the responsibility of each member of the Development and Alumni team.
- All units will promote diversity education opportunities and encourage staff to participate in diversity training offered by the institution.
- All units will communicate regularly with University training personnel to identify new training opportunities. Direct managers to assess training needs for all staff regularly and make recommendations as determined. Mandate that staff actively participate in planned diversity-training workshops.

- All units will attend diversity- training opportunities as they become available. Make special mention of successful completion of diversity training in the annual performance evaluation. Senior administrative staff will incorporate diversity training of staff as a performance criterion as part of individual senior management team annual reviews.
- U of L development officers working in concert with University administration, will identify priority areas for private support that help colleges and units to advance their diversity goal. Examples include building a new state of the art Multicultural Center, raising funds to establish a scholarship fund for the African American Theater, etc.

Strategy B:

- The University's Development and Alumni Affairs' office will incorporate diversity training of staff as a performance criterion as part of individual senior management team annual review.

Action Item:

- Development and Alumni will on a semi-annual basis, review the University's Challenge for Excellence document and its unit strategic and operational plans to ensure diversity issues are addressed in the daily operation of the organization.

Strategy C:

- The Vice President of Development and Alumni Services has set a level of expected participation in diversity training programs for Development and Alumni staff, with a suggested minimum of 6 hours per year. Development and Alumni will incorporate diversity training into each staff member's annual review process. By the end of calendar year 2003, such training will be required of all Development and Alumni personnel on an annual basis.
- Establish a clear understanding that performance evaluations will include professional development, which includes diversity training.
- Seek funding to allow one Development/Alumni officer to become diversity certified. Once trained, have this individual assist in planning for added diversity training for Development and Alumni staff.

Strategy D:

- Alumni Association, through its membership, will continue to work toward representation of all cultures, religions, and lifestyles.

Action Item:

- Through recruitment efforts, target new membership for the Alumni Association in areas otherwise unexplored that will help us toward our goal of representation of all cultures, religions, and lifestyles.

Goal II. Work and Learning Environments/Climate

The University's goal is to provide an academic and residential environment that recognizes and appreciates the value of diversity and supports the well-being and success of all members of the U of L community. With its particular responsibilities for building relationships, Development and Alumni Affairs makes critical contributions to institutional climate. Specifically, Development and Alumni Affairs seeks to provide a working environment for employees where communication is open, each person respects the contributions of others, and honesty and integrity prevail. With this in mind, Development and Alumni Affairs will continue to seek candidates from under-represented groups, factor institutional diversity goals into hiring decision, and continue to promote diversity training as a unit priority.

Strategy A:

- All units within Development and Alumni Affairs are involved in being ambassadors for the University both on and off campus. Our division is dedicated to supporting quality service throughout the university and to all members of the community.
- Promote, coordinate, and monitor our progress as a division within the U of L community.
- Encourage employee participation in U of L multicultural community.
- Assess the racial climate within the division through survey analysis and establish focus group opportunities for the staff to discuss diversity related issues.

Action Items:

- Continue to address issues related to diversity at regular training sessions for all staff
- Appoint one or more diversity representatives from the Development and Alumni unit to attend Human Resources, Commission on Diversity and Racial Equality, Commission on Status on Women meetings and communicate back to their fellow staff members.
- Publicize multicultural events and activities in staff meetings, and post announcements throughout the department.
- Encourage employees to serve on committees and participate in multicultural events.
- Strongly encourage managers and supervisors to set an example by participating in multicultural programs.
- Establish a vehicle for regular dissemination of diversity related information.
- Development and Alumni Affairs will designate specific times each year to discuss practical application of diversity training models at staff meetings and unit wide forums.
- Vice President of Development and Alumni Services will appoint an Employee Relations Committee representative of both professional and support staff to hear employee concerns and advise senior staff about employee relations issues that need to be addressed.
- The Alumni Association will continue to recruit and retain multicultural representatives of the U of L alumni for leadership positions and volunteers. In addition the Association will support and endorse groups on campus that represent our diverse community.

Strategy B:

- Work collaboratively with Communications and Marketing to provide high priority news, feature stories and publicity concerning diversity progress, activities and people with the division of Development and Alumni Affairs.

Action Items:

- Development and Alumni's public relations person will take the lead in developing an annual training workshop for employees helping them to build an understanding of the publicity and communication process. They will help bring attention to less well-recognized cultural activities.
- Public relations staff will report progress in achieving diversity in student enrollments, faculty hiring, and other achievements as appropriate to build public understanding of the University's commitment to diversity.
- Feature a diversity of people in Development and Alumni Services' publications.
- Include text and photography that represent multicultural activities, students, and faculty members.
- Make recommendations in regard to the University's "core recruitment publications" that will increase the University's commitment to minority recruitment and retention.
- Work with News and Public Information to establish focus groups to ensure the most accurate representation of minority issues in the University's recruitment publications.
- Include members of minority groups in the publications development process for major Development and Alumni publications.

Strategy C:

- Development and Alumni Services will assist the University in meeting priority diversity needs related to enrolling, retaining and graduating students.

Action Items:

- Present funding opportunities for access (including recruitment, early awareness and retention programs to potential donors (corporations, foundations, individuals).
- Complete the funding goals of the Our Highest Potential Program which includes funding eight endowed chairs in academic areas that match the university's strengths with African American community needs and the grass roots fund raising effort that will be handled through a community endowment, allowing the university to apply academic expertise to other key needs and issues facing African American not covered through the professorships.

Goal III: Staff Recruitment, Employment and Retention

Provide structures to recruit, employ, develop and retain a diversified workforce that includes all underrepresented groups but is not limited to those classes protected by federal and state law. It will be a priority in future hires to continue to diversify, including temporary student employees.

Strategy A:

- All Development and Alumni units will recruit, employ, and retain a diversified workforce that equitably represents persons of color, persons with disabilities, and women in administrative and staff positions.

Action Items:

- The Development and Alumni Services offices will meet affirmative action goals whenever possible. The staff is small with minimal turnover, but when a search is conducted one of our primary goals is to have a diverse pool of applicants.
- Employ highly qualified and motivated staff that reflects the gender and ethnic diversity of the qualified pool from which they come.
- Given the availability of funds, the Vice President of Development and Alumni Services will explore the possibility of instituting a student internship program to increase diversity in the development profession.
- Development and Alumni Affairs will seek out non-traditional methods of identifying and recruiting diverse candidate pools for professional position vacancies.
- Development and Alumni Affairs will seek to create a friendly work environment that embraces cultural differences and is inviting to diverse people.
- Provide ongoing diversity training, especially for new professional staff, and ensure that search committees are knowledgeable of the University's affirmative action policies.
- As part of the recruitment process, increase the distribution of vacancy announcements to non-traditional advertising sources and analyze effectiveness of recruitment efforts.
- The Assistant Vice President for Alumni Relations will insure that a diversity of students serve as paid tour guides during planned Alumni events.
- The Vice President for Development and Alumni will include students, faculty, and staff of diverse backgrounds in Foundations events/programs for trustees and community at large.

Athletics

University of Louisville NCAA Self-Study

Minority Equity Plan 2003–2008

Broad-based Campus Participation and Institutional Approval: This plan has been drafted and submitted by a committee including members of the NCAA self-study steering committee, student-athletes, faculty and staff members, as well as members of the metropolitan community, the university's trustees and overseer advisors. Discussions with student-athletes, coaches, and Athletics staff members have allowed those constituencies to voice their concerns. The Commission on Diversity and Racial Equality, a university-wide body advising the president, responded to the draft during the spring semester 2003. The self-study steering committee completed and endorsed the plan on May 23, 2003. The University of Louisville Athletics Association board of directors reviewed the plan on June 3, 2003, and the university's board of trustees adopted the plan at its regular meeting of June 12, 2003.

Issues and Problems: This self-study demonstrates that the university is approaching substantial conformity with the operating principle of gender equity but still has important elements to achieve, as noted in the following particulars to be achieved in the course of a five-year, continuously active plan:

- To enhance public awareness of Athletics' commitment to minority equity
- To engage senior Athletics administration in minority equity planning and program implementation
- To promote the enrollment, retention, and graduation of minority student-athletes
- To promote minority participation in mixed and other sports
- To increase the number of minority senior Athletics administrators and head coaches

This plan addresses each of the eight gender-equity program areas (as required by the self-study instrument, OP 4 attachment 3, p. 47) as well as one plan evaluation issue not required by the program area review.

Area	Measurable Goals	Steps to Goal	Responsible	Time Line
1. Institutional and Athletics Department Commitment	To indicate public commitment to minority equity through appropriate mission and strategic statements.	Revise the ULAA mission statement to address all equity commitments.	ULAA	2004
	Provide additional written materials and programming to advertise diversity commitment and issues. Make these statements known to all Athletics staff, student-athletes, and the general public.	With a wide range of stakeholders (e.g., university administrators, faculty, students, alumni), develop a written comprehensive, long-term, public strategic plan that explicitly addresses this principle to support practices already in place.	Staff	No later 2004
		Develop diversity statements through a participatory process involving staff and student-athletes.	AD, AADs, ULAA, Provost for Vice Diversity	Review
		Solicit and incorporate suggestions from campus and community stakeholders.	Vice Diversity	annually.
		Submit written statements to AD and ULAA for approval.		
		Publicize written statements in newsletters and send statements to all staff and student-athletes; include statement in orientation sessions for new students and staff.		
		and update		

Area	Measurable Goals	Steps to Goal	Responsible	Time Line
2. Evaluation	Monitor and provide written evaluations of diversity programs and activities.	Develop and administer evaluation forms for each diversity program or activity.	AADs	Implement monitoring evaluation immediately
	Ensure that the activities and progress are consistent with the department's written diversity statements.	Compile data from forms on a semester basis. Use results to modify and develop programs.	AADs	Maintain on a continuous
3. Organization and Structure	Revamp the administrative structure of the department and improve the programs, activities, and services to further enhance diversity.	Appoint a senior level minority administrator at the AAD level to specifically provide leadership and advocacy in the area of diversity similar to the AAD/SWA. This position would serve as the point person in the department to ensure that the diversity agenda remains a priority in the department.	AD	Appointment should begin no later than FY 2005
	Set enrollment and graduation goals for minority student-athletes in proportion to the goals set by the university.	Continue to use aggressive recruitment of minority student-athletes and the best practices in providing academic support for student-athletes.	Coaches, AAD, Academic Staff	Immediately and continuously

Area	Measurable Goals	Steps to Goal	Responsible	Time Line
5. Comparison of populations	Aggressively recruit minority student-athletes for “other men’s and women’s sports.”	Employ aggressive recruitment strategies targeting minority student-athletes. Document efforts in minority recruitment.	Recruiting coordinator, Coaches, AD	Continuous each year
6. Participation in Governance and Decision-making	Increase opportunities for leadership development with the department and involvement in campus life for minority student-athletes.	<p style="text-align: center;">Staff</p> Develop leadership skills Develop mentoring program to focus on leadership skills. Encourage minority athletes to participate in campus events and assume student leadership positions on campus. Organize a communication system to keep minority staff informed of issues within the department and get their suggestions and input.	AD or designee	

Area	Measurable Goals	Steps to Goal	Responsible	Time Line
7. Employment Opportunities	Develop aggressive recruitment strategies that will result in the hiring of an African American as a head coach or athletic administrator.	Perform targeted searches. Network with colleagues across the country and in professional associations. Contact the BCA (Black Coaches Association) and historically black colleges and universities (HBCU's)	AD, AADs, Coaching Staff	2005 for administrative positions
	Provide career development and promotion opportunities for existing minority staff.	Develop an executive internship program that will groom minorities for senior level administrative positions. Provide opportunities and support for minority staff to attend workshops and conferences for professional development.	AD or designee	2004 and continuously
	Make more transparent and public the hiring practices for head coaching positions.	Inform university community of anticipated head coach positions and that affirmative action is informed of the list of targeted coaches with assurance given that people of color are included on the list.	AD or designee	Continuously as positions become available

Area	Measurable Goals	Steps to Goal	Responsible	Time Line
8. Programs and Activities	Increase diversity programs and activities that address issues affecting minority	Establish a diversity committee within the department to address minority concerns.	AADs and Staff	Initial 2004
student-athletes.		Develop student forums each semester to discuss issues of race. Invite coaches to attend and to encourage all student-athletes to attend.	Staff	
		Expand diversity training.		
9. Plan evaluation	Improve the university's commitment to equity for minority athletes, coaches, and Athletics staff	Evaluate and report to ULAA annual progress under this plan.	continuously AD, AADs	Annual
		As the current plan ends, develop and approve a new plan.	AD, AADs, ULAA	2008

Division of Student Affairs

Diversity Initiative



The Student Affairs Diversity Committee

Fall, 2002

On behalf of the Student Affairs Diversity Committee, it is a privilege to present this Diversity Plan detailing our work on behalf of the Division in support of our commitment to diversity and community building. It has been a labor of love for those of us on the Committee. Each of us, by virtue of this work, have deepened our understanding and respect for diversity, the Division and its employees and each other. It is our sincere hope, that as you examine this proposal, you will be inspired by the possibilities presented herein and the real prospect, that if enacted, this plan could position us as a leader in diversity on our campus and in higher education.

Our theme, as we have gone about our work, is *Get On Board*; it suggests movement and commitment. We have worked with the understanding that there is great potential for a true embrace of diversity at the University of Louisville and that we, as a Division, have been asked to show real leadership and true enthusiasm.

We are asking you to join us as we embark on a journey towards awareness, respect and change.

Alvin Herring

Chair
Student Affairs Diversity Committee





The broad parameters of *The Plan* are quite simple:

- ◇ We've envisioned a multi-year approach with activities, events, strategies and developments that involve every unit and program of the Division.
- ◇ We've placed concern for students at the heart of *The Plan* and have included many opportunities for students to lead, to work collaboratively with us, to build bridges with each other, to dialogue and debate and to even live in new constructs that offer the potential for true diversity.
- ◇ We've placed an equal focus on the staff of the Division, with initiatives that offer us the opportunity to work across departmental lines as we learn about, with and from each other.
- ◇ We've put a premium on action – though there is much for us to study and assess - we've worked under the assumption that the present demands that we act decisively and with commitment.
- ◇ And we've placed a premium on pride – pride in our Division and pride in the University. We can reach great heights and accomplish great things – together. **That's what diversity is all about!**



Our Efforts Are Focused In
Six Key Areas:



Student Focused Activity

Training and Skill Building

Review/Revision of
Personnel Policies and
Practices

Campus Culture and Climate

Dialogue and Community
Building

**Enrollment Management Focused
Activity**

**Division of Student Affairs
Diversity Initiative
Fall 2002**

I. Student Focused Activity

Objective: To create educational, social, cultural and retention initiatives for students on the broader issues of diversity, their rights and responsibilities related to diversity, mechanisms to address their diversity-related concerns to the Division of Student Affairs and strategies that encourage and enhance their leadership in the area of diversity.

Activity	Milestones/Deliverables	Agents/Resources	Progress	Status/Evaluation
1.1 Create a Diversity Standard for Students/ Pledge of Community	<ul style="list-style-type: none"> • A diversity standard that creates value and student commitment for respect, tolerance, understanding and community • The adoption of this standard by Student Government Association and all registered RSOs 	<ul style="list-style-type: none"> • Director, Multicultural Center, New Student Programs, Student Life • Benchmark Institutions • Selected community leaders • Two external advisors from the Student Affairs community • SGA/SAB/RSOs • Undergraduate, graduate and professional students at large 	<ul style="list-style-type: none"> • Draft proposal early Spring, 2003 • Approval by SGA and RSOs late Spring, 2003 for implementation at New Student Orientation and Welcome Weekend 	<ul style="list-style-type: none"> • Assessment Summer 2003 by Student Affairs Diversity Committee

**Division of Student Affairs
Diversity Initiative
Fall 2002**

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Activity	Milestones/Deliverables	Agents/Resources	Progress	Status/Evaluation
<p>1.2 Research methods to address student concerns regarding hate speech and discriminatory harassment and other violations of the student code as they relate to diversity *Create an effective mechanism for the reporting of discriminatory harassment</p>	<ul style="list-style-type: none"> • Improve and increase awareness that hate crimes are not tolerated and will be addressed in a timely manner • Create an easily accessible method to report crimes and acts of intolerance and/or discrimination 	<ul style="list-style-type: none"> • Vice President for Student Affairs • Student Life • Multicultural Center • PEACC • Office of Minority Affairs • Disability Resource Center • Women's Center • International Center • Executive Director of Research & Assessment 	<ul style="list-style-type: none"> • Select committee and research Fall 2003 • Develop plan for more effective reporting based on research Summer 2004 • Implementation of plan Fall 2004 	<ul style="list-style-type: none"> • Policy assessment by Student Affairs Diversity Committee and Student Diversity Organizations • Executive Director of Research & Assessment – Fall 2004

**Division of Student Affairs
Diversity Initiative
Fall 2002**

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Activity	Milestones/Deliverables	Agents/Resources	Progress	Status/Evaluation
<p>1.3 Revise Student Code of Conduct to include new policy regarding discriminatory harassment</p> <p>Educate the university community about the new discriminatory harassment policy in the Code of Student Conduct</p>	<ul style="list-style-type: none"> To strengthen the Code of Student Conduct to strengthen commitment to diversity Seek external consultant to insure code's maximum effectiveness 	<ul style="list-style-type: none"> Vice President for Student Affairs Student Life External consultant 	<ul style="list-style-type: none"> Include discriminatory harassment policy in Code of Student Conduct – Fall 2002 Secure external consultant <p>Spring, 2003</p>	<ul style="list-style-type: none"> Fall 2002 Discriminatory Harassment Policy included in the Code of Student Conduct Assessment Spring, 2003 by Vice President for Student Affairs, Student Life, Student Affairs Diversity Committee External Consultant review Spring 2003

**Division of Student Affairs
Diversity Initiative
Fall 2002**

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Activity	Milestones/Deliverables	Agents/Resources	Progress	Status/Evaluation
<p>1.4 Conduct a division-wide diversity assessment of initiatives to recruit, retain and graduate students of color</p>	<ul style="list-style-type: none"> • Audit current diversity practices, policies, procedures in all areas with specific focus on minority student recruitment, retention and graduation 	<ul style="list-style-type: none"> • Vice President for Student Affairs • Executive Director of Research and Assessment • Student Affairs Diversity Committee 	<ul style="list-style-type: none"> • Five-Year Assessment (1996-97 through 2001-02) completed Fall 2002 	<ul style="list-style-type: none"> • Evaluation by Vice President for Student Affairs, Executive Director of Research and Assessment, Student Life – Spring 2003 • Assessment standards drafted and implemented - Fall 2003

**Division of Student Affairs
Diversity Initiative
Fall 2002**

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Activity	Milestones/Deliverables	Agents/Resources	Progress	Status/Evaluation
1.5 Expand diversity awareness and training programs in the Residence Life Program	<ul style="list-style-type: none"> • Hiring of a diversity specialist in the Residence Life program • Development of a diversity enhancement strategy for the Residence Life program – CARDSS Program • Development of a student-led diversity team - <i>Impactors</i> within the Residence Life program 	<ul style="list-style-type: none"> • Office of Student Life – Resident Life Program 	<ul style="list-style-type: none"> • Hiring of Diversity specialist completed Fall 2002 • Development of CARDSS Program completed Fall 2002 • Development of student-led diversity team – Impactors – Fall 2002 	<ul style="list-style-type: none"> • Annual assessment by Student Affairs Diversity Committee, Office of Student Life and the Executive Director of Research and Assessment Spring 2003

**Division of Student Affairs
Diversity Initiative
Fall 2002**

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Activity	Milestones/Deliverables	Agents/Resources	Progress	Status/Evaluation
<p>1.6 Provide awareness and skill building training opportunities for students that focus on diversity, multi-cultural relations and inter-group conflict resolution * train students to conduct and lead these educational/training programs</p>	<ul style="list-style-type: none"> • A diversity train-the-trainer developed for students and offered on campus each semester • Student led workshops, dialogue sessions and cultural sharing activities 	<ul style="list-style-type: none"> • Student Affairs Diversity Committee • Student Government Association • Registered Student Organizations • Multi-Cultural Center • International Center 	<ul style="list-style-type: none"> • Diversity Train-The-Trainer completed Fall 2002 • Student-led workshops and programs to begin Spring 2003 	<ul style="list-style-type: none"> • Annual assessment by Student Affairs Diversity Committee beginning Spring 2003

**Division of Student Affairs
Diversity Initiative
Fall 2002**

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Activity	Milestones/Deliverables	Agents/Resources	Progress	Status/Evaluation
<p>1.7 Increase funding of service-learning program *Provide funding for Bonner Leaders to attend national/regional Bonner Leadership opportunities Institute</p>	<ul style="list-style-type: none"> • To create an experiential learning opportunity for diversity training • Provide selected Bonner Leaders with opportunities to share leadership knowledge with other student leaders and RSOs 	<ul style="list-style-type: none"> • Vice President for Student Affairs • Student Life • Student Affairs Diversity Committee 	<ul style="list-style-type: none"> • Program development Fall 2003 • Program implementation Spring 2004 	<ul style="list-style-type: none"> • Annual assessment by Student Affairs Diversity Committee beginning Spring 2004

**Division of Student Affairs
Diversity Initiative
Fall 2002**

I. Student Focused Activity

Objective: To create educational, social, cultural and retention initiatives for students on the broader issues of diversity, their rights and responsibilities related to diversity, mechanisms to address their diversity-related concerns to the Division of Student Affairs and strategies that encourage and enhance their leadership in the area of diversity.

Activity	Milestones/Deliverables	Agents/Resources	Progress	Status/Evaluation
<p>1.8 Increase travel funds and conference fees for students to attend national/regional conferences that focus on student leadership, student programming and diversity, and conferences sponsored by the RSOs national or regional affiliate</p>	<ul style="list-style-type: none"> • Students will become updated and exposed to current campus issues, be able to learn and share innovative programming ideas and learn/practice leadership skills 	<ul style="list-style-type: none"> • Office of Student Life 	<ul style="list-style-type: none"> • Designate funds for a group of students to receive diversity training at a national conference - Completed Fall, 2002 • Develop Program Spring 2003 • Program Implementation Fall 2004 	<ul style="list-style-type: none"> • Annual assessment Spring 2003 By Student Affairs Diversity Committee

**Division of Student Affairs
Diversity Initiative
Fall 2002**

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Activity	Milestones/Deliverables	Agents/Resources	Progress	Status/Evaluation
1.9 Develop a recognized student organization that advances diversity training and dialogue among students	<ul style="list-style-type: none"> • A student run a diversity training and support organization 	<ul style="list-style-type: none"> • Student Affairs Diversity Committee • Office of Student Life 	<ul style="list-style-type: none"> • Plan and develop program Spring 2004 • Implement program Fall 2004 	<ul style="list-style-type: none"> • Begin annual assessment Spring 2004 by Student Affairs Diversity Committee and Office of Student Life

**Division of Student Affairs
Diversity Initiative
Fall 2002**

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Activity	Milestones/Deliverables	Agents/Resources	Progress	Status/Evaluation
<p>1.10 Enhance involvement of Greek Life in diversity programs and initiatives</p>	<ul style="list-style-type: none"> • Create a positive atmosphere among Greek organizations to encourage involvement within diversity issues and programs • Diversity Awareness Campaign • Attendance of Greek students at National Diversity Conference • Diversity training of Greek organizations by Intramural Sports department 	<ul style="list-style-type: none"> • Office of Student Life 	<ul style="list-style-type: none"> • Program planning Summer 2002 • Implemented Diversity Awareness Campaign Fall 2002 • Implemented diversity training for all Greek organizations Fall, 2002 • Implemented intramural diversity training Fall, 2002 	<ul style="list-style-type: none"> • Program evaluation Spring 2003 and annually • Office of Student Life • Executive Director of Research and Assessment

**Division of Student Affairs
Diversity Initiative
Fall 2002**

I. Student Focused Activity

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Activity	Milestones/Deliverables	Agents/Resources	Progress	Status/Evaluation
<p>1.11 Develop "Diversity Wings" within the Residence Halls that offer opportunities for students to live in unique housing settings that put additional emphasis on diversity, offer unique programming, encourage the development of community and serve as a model for on-campus living</p>	<ul style="list-style-type: none"> • The Residence Life Program will develop housing configurations that allow students voluntary access to residential settings that will feature unique diversity programming and emphasis on community building, inter-group understanding and cross-cultural education • Transfer lessons learned in this special housing strategy into overall housing strategy 	<ul style="list-style-type: none"> • The Office of Student Life 	<ul style="list-style-type: none"> • Planning and development work will begin in Summer 2003 • Implementation will begin in Fall 2005 	<ul style="list-style-type: none"> • Planning assessment in Fall 2004 • Implementa-tion evaluation annually by Office of Student Life and the Student Affairs Diversity Committee

**Division of Student Affairs
Diversity Initiative
Fall 2002**

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Objective: To create educational, social, cultural and retention initiatives for students on the broader issues of diversity, their rights and responsibilities related to diversity, mechanisms to address their diversity-related concerns to the Division of Student Affairs and strategies that encourage and enhance their leadership in the area of diversity.

Activity	Milestones/Deliverables	Agents/Resources	Progress	Status/Evaluation
<p>1.12 Allocate all interior housing units for freshmen students as a retention and to impact graduation rates of minority students</p>	<ul style="list-style-type: none"> The Residence Life Program will designate all interior, university owned and managed housing units as first-year only housing 	<ul style="list-style-type: none"> The Office of Student Life 	<ul style="list-style-type: none"> Planning and development Summer, 2002 Implementation will begin Fall, 2003 	<ul style="list-style-type: none"> Implementa-tion evaluation annually by Office of Student Life and the Student Affairs Diversity Committee beginning Fall 2003

**Division of Student Affairs
Diversity Initiative
Fall 2002**

I. Student Focused Activity

Objective: To create educational, social, cultural and retention initiatives for students on the broader issues of diversity, their rights and responsibilities related to diversity, mechanisms to address their diversity-related concerns to the Division of Student Affairs and strategies that encourage and enhance their leadership in the area of diversity.

Activity	Milestones/Deliverables	Agents/Resources	Progress	Status/Evaluation
<p>1.13 Create diversity programs within the residential living units on campus hire a * diversity specialist for the residence life program to conduct these programs</p>	<ul style="list-style-type: none"> The Residence Life Program will hire a diversity specialist to create and conduct diversity programs in the residential living units on campus that will create living/learning opportunities for students 	<ul style="list-style-type: none"> The Office of Student Life 	<ul style="list-style-type: none"> Planning and development completed in Summer 2002 Implementation Fall, 2002 	<ul style="list-style-type: none"> Implementation evaluation annually by Office of Student Life and the Student Affairs Diversity Committee beginning Spring, 2003

**Division of Student Affairs
Diversity Initiative
Summer 2002**

II. Training and Skill Building

Objective: To provide a comprehensive diversity training program that emphasizes cultural awareness and sensitivity; provides an analysis of and history of individual and institutional oppression, prejudice and discrimination; teaches interpersonal skill development and enhances a sense of community; and develops a leadership model for managers and supervisors.

Activity	Milestones/Deliverables	Agents/Resources	Progress	Status/Evaluation
<p>2.1 Mandatory diversity training for administrative, management and supervisory staff within the Division of Student Affairs</p>	<ul style="list-style-type: none"> • The development of a training series for administrative, managerial and supervisory staff within the Division designed to increase awareness and sensitivity, provide useful background and historical information, increase “cultural literacy,” create an understanding of institutional forms of oppression and discrimination, teach workplace specific communication and community building skills, instruct in methods of resolving inter-group conflict • Training series to have multiple interrelated components 	<ul style="list-style-type: none"> • The Diversity Committee supported by the VPSA will contract with an external consultant to develop this training series • Student Affairs Leadership Team will insure the involvement and support of management and supervisory staff • PIQs, Management Audits and Annual Performance Reviews will be amended to reflect this focus (HR-related changes) 	<ul style="list-style-type: none"> • Development work on the training aspect of this initiative will begin Fall, 2003 • Training series will begin Spring, 2004 • Development work on HR related changes will begin Fall, 2004 • HR-related changes implemented late Fall, 2004 	<ul style="list-style-type: none"> ▪ Progress on development work will be assessed by the Student Affairs Diversity Committee and the Executive Director of Research and Assessment ▪ Assessment on the training series will begin Summer, 2004

**Division of Student Affairs
Diversity Initiative
Summer 2002**

II. Training and Skill Building

Objective: To provide a comprehensive diversity training program that emphasizes cultural awareness and sensitivity; provides an analysis of and history of individual and institutional oppression, prejudice and discrimination; teaches interpersonal skill development and enhances a sense of community; and develops a leadership model for managers and supervisors.

Activity	Milestones/Deliverables	Agents/Resources	Progress	Status/Evaluation
<p>2.2 Mandatory diversity training series for Professional and Administrative and Classified staff within Student Affairs Division</p>	<ul style="list-style-type: none"> • The development of a training series for Professional and Administrative and Classified staff within the Division designed to increase awareness and sensitivity, provide useful background and historical information, increase “cultural literacy,” create and understanding of institutional forms of oppression and discrimination, teach workplace specific communication and community building skills, and instruct in methods of resolving inter-group conflict • Training series to have multiple interrelated components 	<ul style="list-style-type: none"> • The Diversity Committee supported by the VPSA will contract with an external consultant to develop this training series • Student Affairs Leadership Team will insure the involvement and support of management and supervisory personnel and insure the participation of Professional and Administrative and Classified staff • PIQs, Management Audits and Annual Performance Reviews will be amended to reflect this focus (HR-related changes) 	<ul style="list-style-type: none"> • Development work on the training aspect of this initiative will begin Fall, 2003 • Training series will begin Summer, 2004 • Development work on HR related changes will begin Fall, 2004 • HR-related changes implemented late Fall, 2004 	<ul style="list-style-type: none"> ▪ Progress on development work will be assessed by the Student Affairs Diversity Committee and the Executive Director of Research and Assessment ▪ Assessment on the training series will begin Fall 2004

**Division of Student Affairs
Diversity Initiative
Summer 2002**

II. Training and Skill Building

Objective: To provide a comprehensive diversity training program that emphasizes cultural awareness and sensitivity; provides an analysis of and history of individual and institutional oppression, prejudice and discrimination; teaches interpersonal skill development and enhances a sense of community; and develops a leadership model for managers and supervisors.

Activity	Milestones/Deliverables	Agents/Resources	Progress	Status/Evaluation
<p>2.3 Diversity Train-the-Trainer program to develop a cadre of Division staff and students capable of leading workshops, dialogues and other diversity-related activities within the division and for students</p>	<ul style="list-style-type: none"> • A training experience for Division staff and selected students that will prepare them to expand the reach and effectiveness of the Diversity Initiative by conducting workshops, dialogue sessions and other diversity-related activities within the Division and with students • Some aspects of the mandatory diversity training will be led by members of this group • Training offered annually after first year 	<ul style="list-style-type: none"> • The Diversity Committee supported by the VPSA will contract with an external consultant to develop this Train-the-Trainer program 	<ul style="list-style-type: none"> • Train-the-Trainer completed Fall 2002 • Train-the-Trainer planned for Spring 2003 	<ul style="list-style-type: none"> • Assessed in Spring 2003 by Student Affairs Diversity Committee and the Executive Director for Research and Assessment

**Division of Student Affairs
Diversity Initiative
Summer 2002**

II. Training and Skill Building

Objective: To provide a comprehensive diversity training program that emphasizes cultural awareness and sensitivity; provides an analysis of and history of individual and institutional oppression, prejudice and discrimination; teaches inter-personal skill development and enhances a sense of community; and develops a leadership model for managers and supervisors.

Activity	Milestones/Deliverables	Agents/Resources	Progress	Status/Evaluation
<p>2.4 Diversity awareness and skill building workshops developed for students led by staff and students trained in the Train-the-Trainer programs</p>	<ul style="list-style-type: none"> • A series of open diversity awareness and skill building workshops that are designed to foster a sense of community and support an institutional approach to diversity 	<ul style="list-style-type: none"> • Student Affairs Diversity Committee 	<ul style="list-style-type: none"> • Development work will begin Fall 2002 and first workshops will begin Spring 2003 	<ul style="list-style-type: none"> • Assessed in Spring 2003 by Student Affairs Diversity Committee and the Executive Director for Research and Assessment

**Division of Student Affairs
Diversity Initiative
Summer 2002**

II. Training and Skill Building

Objective: To provide a comprehensive diversity training program that emphasizes cultural awareness and sensitivity; provides an analysis of and history of individual and institutional oppression, prejudice and discrimination; teaches interpersonal skill development and enhances a sense of community; and develops a leadership model for managers and supervisors.

Activity	Milestones/Deliverables	Agents/Resources	Progress	Status/Evaluation
2.5 Diversity awareness and sensitivity workshops presented for all first-year students in Campus Culture classes	<ul style="list-style-type: none"> • In-class sessions designed to enhance awareness, sensitivity, respect and understanding 	<ul style="list-style-type: none"> • The Student Affairs Diversity Committee • Academic units 	<ul style="list-style-type: none"> • Completed Fall 2002 • On-going planning and development • Sessions offered annually 	<ul style="list-style-type: none"> • Assessment Fall, 2002 and annually thereafter by the Student Affairs Diversity Committee and the Executive Director of Research and Assessment

**Division of Student Affairs
Diversity Initiative
Fall 2002**

III. Review/Revision of Policies and Practices in Hiring, Retention, Promotion and Management

Objective: To carefully review the policies, practices and procedures within the Division of Student Affairs that govern the recruitment, hiring, retention, promotion and management of personnel. To recommend the amendment, revision, and or removal of any policy, workplace practice or procedure that is inconsistent with the division's Diversity Goals or the University's Diversity Plan. To support and insure the division's compliance with the University Diversity Plan 2002.

Activity	Milestones/Deliverables	Agents/Resources	Progress	Status/Evaluation
<p>3.1 Review/revise Student Affairs mission statements to reflect strong commitment to diversity building/diversity-focused vision</p> <p>*Reconcile, review/revise departmental missions statements with division-wide statements</p> <p>*Review/revise 2003 VPSA Goals and departmental goals to reflect new mission/vision statements</p> <p>Add a "Diversity Initiative and "Assessment" section to each departmental annual report</p>	<ul style="list-style-type: none"> • Create mission statements at the divisional and departmental level that reflect strong commitment to diversity • Create annual division and departmental goals that feature diversity as the top concern • Assess the division and departments annually in the area of diversity 	<ul style="list-style-type: none"> • Student Affairs Senior leadership team • Student Affairs Diversity Committee • Student Affairs Departmental managers/supervisors and staff 	<ul style="list-style-type: none"> • Review of mission and vision statements Summer 2003 • Begin development of 2003 Goals and Objectives Summer 2002 • Completion of 2003 Goals and Objectives Mid Fall 2002 • Add "Diversity Initiative and Assessment" section to Student Affairs' 2003 Annual Report (produced Spring, 2004) and every year thereafter 	<ul style="list-style-type: none"> • Annual Assessment beginning Spring 2003 by Student Affairs Diversity Committee and the Executive Director of Research and Assessment

**Division of Student Affairs
Diversity Initiative
Fall 2002**

III. Review/Revision of Policies and Practices in Hiring, Retention, Promotion and Management

Objective: To carefully review the policies, practices and procedures within the Division of Student Affairs that govern the recruitment, hiring, retention, promotion and management of personnel. To recommend the amendment, revision, and or removal of any policy, workplace practice or procedure that is inconsistent with the division's Diversity Goals or the University's Diversity Plan. To support and insure the division's compliance with the University Diversity Plan 2002.

Activity	Milestones/Deliverables	Agents/Resources	Progress	Status/Evaluation
<p>3.2 Assess current policies & practices in hiring, retention, promotion and management.</p> <p>Conduct an internal audit (including comparison of benchmark institutions) of current policies and practices in Student Affairs in hiring, promotion, retention and overall management of diversity.</p> <p>Conduct an external audit of current policies and practices in Student Affairs in hiring, promotion, retention and management of staff which evaluate Student Affairs in relation to the University Affirmative Action Goals.</p>	<ul style="list-style-type: none"> Internal self-assessment will focus on pertinent personnel issues related to hiring, retention and promotion of staff External diversity assessment will be performed by University Associate Vice President of Human Resources and EEOC Compliance Officer with similar focus 	<ul style="list-style-type: none"> Internal Audit – Executive Director of Research and Assessment Student Affairs Diversity Committee External Audit – University Associate Vice President of Human Resources and EEOC Compliance Officer 	<ul style="list-style-type: none"> Internal Audit to be conducted Fall 2002 and results reported to Vice President for Student Affairs early Spring, 2003 Begin planning for external audit Fall 2003 External audit to be conducted Spring 2004 	<ul style="list-style-type: none"> Assessment of internal audit Spring 2003 Assessment of external audit Summer 2004

**Division of Student Affairs
Diversity Initiative
Fall 2002**

III. Review/Revision of Policies and Practices in Hiring, Retention, Promotion and Management

Objective: To carefully review the policies, practices and procedures within the Division of Student Affairs that govern the recruitment, hiring, retention, promotion and management of personnel. To recommend the amendment, revision, and or removal of any policy, workplace practice or procedure that is inconsistent with the division's Diversity Goals or the University's Diversity Plan. To support and insure the division's compliance with the University Diversity Plan 2002.

Activity	Milestones/Deliverables	Agents/Resources	Progress	Status/Evaluation
<p>3.3 Formalize and implement new/revised HR policies, practices and procedures within the Division * Train management team and inform divisional staff</p>	<ul style="list-style-type: none"> • Provide clear, consistent HR structure across the division that supports the diversity initiative 	<ul style="list-style-type: none"> • Vice President for Student Affairs • Student Affairs leadership team • Student Affairs Diversity Committee 	<ul style="list-style-type: none"> • Development of new/revised policies and practices Summer, 2003 • Training for management team Fall, 2003 • Inform staff Spring, 2004 • Implementation of new/revised policies and practices Fall 2004 	<ul style="list-style-type: none"> • Review by Vice President for Student Affairs, Student Affairs leadership team and Student Affairs Diversity Committee Summer 2004 • Assessment annually thereafter

**Division of Student Affairs
Diversity Initiative
Fall 2002**

III. Review/Revision of Policies and Practices in Hiring, Retention, Promotion and Management

Objective: To carefully review the policies, practices and procedures within the Division of Student Affairs that govern the recruitment, hiring, retention, promotion and management of personnel. To recommend the amendment, revision, and or removal of any policy, workplace practice or procedure that is inconsistent with the division's Diversity Goals or the University's Diversity Plan. To support and insure the division's compliance with the University Diversity Plan 2002.

Activity	Milestones/Deliverables	Agents/Resources	Progress	Status/Evaluation
<p>3.4 Create performance expectations within the performance review structure for supervisory and managerial staff that are consistent with the diversity initiative</p>	<ul style="list-style-type: none"> • Clear and measurable HR performance standards developed for supervisory and managerial staff • Theses standards will include clear direction and goals in the areas of search procedures, hiring, staff retention, staff development diversity training and staff compliance with diversity training among others 	<ul style="list-style-type: none"> • Vice President for Student Affairs • Student Affairs Diversity Committee • University Human Resources Department • EEOC Compliance Officer 	<ul style="list-style-type: none"> • Development to begin Summer, 2003 • Implementation to begin Spring, 2005 	<ul style="list-style-type: none"> • Review by Vice president for Student Affairs beginning Summer, 2003 • Assessed by Executive Director for Research and Assessment annually beginning 2005

**Division of Student Affairs
Diversity Initiative
Fall 2002**

III. Review/Revision of Policies and Practices in Hiring, Retention, Promotion and Management

Objective: To carefully review the policies, practices and procedures within the Division of Student Affairs that govern the recruitment, hiring, retention, promotion and management of personnel. To recommend the amendment, revision, and or removal of any policy, workplace practice or procedure that is inconsistent with the division's Diversity Goals or the University's Diversity Plan. To support and insure the division's compliance with the University Diversity Plan 2002.

Activity	Milestones/Deliverables	Agents/Resources	Progress	Status/Evaluation
3.5 Provide annual compliance training in HR policies, practices and procedures that support diversity initiative for divisional management/supervisory/leadership staff	<ul style="list-style-type: none"> • Compliance training to insure the commitment and adherence to, and implementation of divisional goals, policies and practices 	<ul style="list-style-type: none"> • Vice President for Student Affairs • Student Affairs leadership team • Student Affairs Diversity Committee 	<ul style="list-style-type: none"> • Training to begin Fall, 2004 	<ul style="list-style-type: none"> • Annual assessment by Student Affairs Diversity Committee and Executive Director of Research and Assessment beginning Fall, 2004

**Division of Student Affairs
Diversity Initiative
Fall 2002**

III. Review/Revision of Policies and Practices in Hiring, Retention, Promotion and Management

Objective: To carefully review the policies, practices and procedures within the Division of Student Affairs that govern the recruitment, hiring, retention, promotion and management of personnel. To recommend the amendment, revision, and or removal of any policy, workplace practice or procedure that is inconsistent with the division's Diversity Goals or the University's Diversity Plan. To support and insure the division's compliance with the University Diversity Plan 2002.

Activity	Milestones/Deliverables	Agents/Resources	Progress	Status/Evaluation
3.6 Create a professional development program that enhances advancement opportunities for minority staff members across the division	<ul style="list-style-type: none"> • A professional development program for staff that enhances career advancement, aids in the retention of minority staff, and creates opportunities for promotion at senior-most levels 	<ul style="list-style-type: none"> • Vice President for Student Affairs • Student Affairs leadership team • Student Affairs Diversity Committee • University Human Resources Department • University EEOC Compliance Officer 	<ul style="list-style-type: none"> • Development to begin Fall, 2004 with implementation Fall, 2005 	<ul style="list-style-type: none"> • Review development Spring, 2005 • Review implementation Summer, 2006 • Annual reviews thereafter

**Division of Student Affairs
Diversity Initiative
Fall 2002**

III. Review/Revision of Policies and Practices in Hiring, Retention, Promotion and Management

Objective: To carefully review the policies, practices and procedures within the Division of Student Affairs that govern the recruitment, hiring, retention, promotion and management of personnel. To recommend the amendment, revision, and or removal of any policy, workplace practice or procedure that is inconsistent with the division's Diversity Goals or the University's Diversity Plan. To support and insure the division's compliance with the University Diversity Plan 2002.

Activity	Milestones/Deliverables	Agents/Resources	Progress	Status/Evaluation
<p>3.7 Utilize the survey data from the Dey Systems Staff Satisfaction Survey administered by HR to assess and address issues related to the racial climate among Division staff</p>	<ul style="list-style-type: none"> • Survey data will be shared with division staff, emphasized in divisional meetings and incorporated in strategic HR plan • The Student Affairs Diversity Committee will monitor the racial climate as a specific and key aspect of its mission and role and will report directly to the Vice President for Student Services 	<ul style="list-style-type: none"> • The Vice President for Student Affairs • The Student Affairs Diversity Committee 	<ul style="list-style-type: none"> • Dey Systems Survey administration in Fall 2003 • Divisional meetings diversity/racial climate begun in 2002 at State of the Division Meeting • Annual State of Division Meetings • Diversity/Racial Climate report to division staff as part of internal and external reviews in Fall 2003 and Spring 2004 	<ul style="list-style-type: none"> • Dey Systems data evaluated by Executive Director for Research and Assessment in Fall 2003 • Internal and external reviews reports evaluated by Vice President for Student Affairs and senior leadership team in 2003 and 2004 • Regular and ongoing monitoring of racial climate in division maintained by Student Affairs Diversity Committee

**Division of Student Affairs
Diversity Initiative
Fall 2002**

IV. Campus Culture and Climate

Objective: To create an on-going program of structured educational, social, and cultural activities and events for Student Affairs staff, the student body and other members of the campus community.

Activity	Milestones/Deliverables	Agents/Resources	Progress	Status/Evaluation
<p>4.1 Create an annual "State of the division" meeting to highlight diversity initiative status and accomplishments</p>	<ul style="list-style-type: none"> • A mandatory annual meeting that positions the diversity initiative central to the Division's overall mission • Extend and revise the diversity initiative as needed 	<ul style="list-style-type: none"> • Student Affairs Diversity Committee • Vice President for Student Affairs 	<ul style="list-style-type: none"> • Completed Fall 2002 • Held annually 	<ul style="list-style-type: none"> • Evaluate annually

**Division of Student Affairs
Diversity Initiative
Fall 2002**

IV. Campus Culture and Climate

Objective: To create an on-going program of structured educational, social, and cultural activities and events for Student Affairs staff, the student body and other members of the campus community.

Activity	Milestones/Deliverables	Agents/Resources	Progress	Status/Evaluation
<p>4.2 Develop a lecture series that highlight diversity and community building for the campus</p>	<ul style="list-style-type: none"> • An annual series of lectures and presentations on issues related to diversity, strategically placed around the academic year and open to the campus community, designed to educate, raise awareness and improve the racial climate on campus 	<ul style="list-style-type: none"> • Student Affairs Diversity Committee will develop this series with support from the Vice Provost for Diversity, the Multicultural Center, the International Center and Academic Units 	<ul style="list-style-type: none"> • Initial sessions in Spring 2003 • Begin expanded series in Spring 2004 	<ul style="list-style-type: none"> • Series evaluated in Spring 2003 annually thereafter by Student Affairs Diversity Committee

**Division of Student Affairs
Diversity Initiative
Fall 2002**

IV. Campus Culture and Climate

Objective: To create an on-going program of structured educational, social, and cultural activities and events for Student Affairs staff, the student body and other members of the campus community.

Activity	Milestones/Deliverables	Agents/Resources	Progress	Status
4.3 Create a tolerance media campaign on campus	Develop an effective media campaign that supports the diversity initiative using a wide array of media resources	<ul style="list-style-type: none"> • Student Affairs Diversity Committee in conjunction with the Office of Student Life • Multicultural Center • SGA and RSOs • Housing and Residence Life 	<ul style="list-style-type: none"> • Planning and development to begin Fall, 2003 • implementation to begin in Spring, 2004 	<ul style="list-style-type: none"> • Evaluate in Spring 2004 and annually by the Student Affairs Diversity Committee

**Division of Student Affairs
Diversity Initiative
Fall 2002**

IV. Community Building/Culture and Climate

Objective: To create an on-going program of structured educational, social, and cultural activities and events for Student Affairs staff, the student body and other members of the campus community.

Activity	Milestones/Deliverables	Agents/Resources	Progress	Status/Evaluation
<p>4.4 Month-long diversity celebration</p>	<ul style="list-style-type: none"> • A month-long series of cultural events designed to create awareness, build sensitivity and respect, and encourage support for diversity 	<ul style="list-style-type: none"> • Student Affairs Diversity Committee in conjunction with the Office of Student Life, the Multicultural center and the International Center and academic units 	<ul style="list-style-type: none"> • Plan Fall, 2003 • Support present celebrations in 2003 • Implement full program in Spring 2004 	<ul style="list-style-type: none"> • Assess Spring, 2003 and annual thereafter by Student Affairs Diversity Committee

**Division of Student Affairs
Diversity Initiative
Fall 2002**

IV. Campus Culture and Climate

Objective: To create an on-going program of structured educational, social, and cultural activities and events for Student Affairs staff, the student body and other members of the campus community.

Activity	Milestones/Deliverables	Agents/Resources	Progress	Status
4.5 Diversity Award Recognition Banquet	<ul style="list-style-type: none"> An annual recognition and awards program for students, faculty and staff who demonstrate leadership and service to the diversity initiative throughout the campus community 	<ul style="list-style-type: none"> Student Affairs Diversity Committee Vice President for Student Affairs Office of Student Life 	<ul style="list-style-type: none"> Plan Fall 2004 Implement Spring, 2005 	Evaluate in Spring 2005 by Student Affairs Diversity Committee

**Division of Student Affairs
Diversity Initiative
Fall 2002**

IV. Campus Culture and Climate

Objective: To create an on-going program of structured educational, social, and cultural activities and events for Student Affairs staff, the student body and other members of the campus community.

Activity	Milestones/Deliverables	Agents/Resources	Progress	Status
4.6 Develop <i>Welcome Weekend</i> as a major diversity event for students	<ul style="list-style-type: none"> • Develop a plan to promote <i>Welcome Weekend</i> as a major opportunity to visibly highlight diversity issues to new and returning students 	<ul style="list-style-type: none"> • Office of Student Life • SGA and RSOs • Student Services • Admissions 	<ul style="list-style-type: none"> • Completed Diversity Workshop Fall, 2002 • Development ongoing 	<ul style="list-style-type: none"> • Assessment in Spring 2003 by Student Affairs Diversity Committee and the Executive Director of Research and Assessment annually

**Division of Student Affairs
Diversity Initiative
Fall 2002**

V. Dialogue/Community Building

Objective: To provide available, accessible, frequent and targeted opportunities for Student Affairs staff to address issues, concerns, questions and conflicts related to diversity, the Diversity Initiative, and events that occur in the campus community or the wider community that impact or have the potential to impact the relationships of staff.

Activity	Milestones/Deliverables	Agents/Resources	Progress	Status/Evaluation
<p>5.1 Develop programs that expand understanding of the issues related to diversity, offer opportunities for dialogue, and enhance the value of community</p>	<ul style="list-style-type: none"> • Each department within the Division will develop a limited series of diversity related programs that will serve to educate and inform, create dialogue, review policies and procedures and maintain the focus of the initiative • The annual State of the Division meeting will serve as the division-level program 	<ul style="list-style-type: none"> • The Office of the Vice President for Student Affairs • The Office of Student Life • The Office of Student Services 	<ul style="list-style-type: none"> • State of the Division meeting completed Fall 2002, annually thereafter • Development work at the department level to begin Summer/Fall 2003 • First Session to begin Spring/Summer 2004 	<ul style="list-style-type: none"> • Initial evaluation Spring 2003 – by Student Affairs Diversity Committee – ongoing in 2004

**Division of Student Affairs
Diversity Initiative
Fall 2002**

V. Dialogue/Community Building

Objective: To provide available, accessible, frequent and targeted opportunities for Student Affairs staff to address issues, concerns, questions and conflicts related to diversity, the Diversity Initiative, and events that occur in the campus community or the wider community that impact or have the potential to impact the relationships of staff.

Activity	Milestones/Deliverables	Agents/Resources	Progress	Status/Evaluation
5.2 Diversity on the Web	<ul style="list-style-type: none"> ▪ The Division will create and maintain a list-serve for Student Affairs staff to encourage dialogue and create cross-program community building ▪ The division will create a website or augment its existing website with a focus on diversity 	<ul style="list-style-type: none"> • The Director of Student Affairs Technology and Tire I and Tier II personnel will create and manage the technology • Student Affairs Diversity Committee will host the website 	<ul style="list-style-type: none"> • The list serve initiative will commence Summer, 2003 • Website has been created and will be updated regularly 	<ul style="list-style-type: none"> • The technology group and Student Affairs Diversity Committee will assess this initiative on an ongoing basis beginning Summer, 2003

**Division of Student Affairs
Diversity Initiative
Fall 2002**

V. Dialogue/Community Building

Objective: To provide available, accessible, frequent and targeted opportunities for Student Affairs staff to address issues, concerns, questions and conflicts related to diversity, the Diversity Initiative, and events that occur in the campus community or the wider community that impact or have the potential to impact the relationships of staff.

Activity	Milestones/Deliverables	Agents/Resources	Progress	Status/Evaluation
<p>5.3 The “Diversity Initiative Fund” a program that offers funding support for initiatives and practices that advance the diversity work within the Division of Student Affairs</p>	<ul style="list-style-type: none"> • Funding set aside and made available to individuals and units that encourage ingenuity and effectiveness in creating programs, services, new initiatives and practices in service of the diversity initiative • Funds set aside for students, student groups, and RSOs supporting their work in bridging differences, creating dialogue across group lines, receiving training, attending conferences and retreats, and service-learning activities 	<ul style="list-style-type: none"> • The VPSA will make these funds available and will determine their award with the assistance of the Student Affairs Diversity Committee 	<ul style="list-style-type: none"> • Criteria for this program will be developed in Fall 2004 and initial awards will begin in Spring, 2005 	<ul style="list-style-type: none"> • This program will be assessed in Spring 2004 and annually thereafter by the Student Affairs Diversity Committee and the Executive Director of Research and Assessment

**Division of Student Affairs
Diversity Initiative
Fall 2002**

VI. Enrollment Management Focused Activity

Objective: To develop and maintain policies and practices that have a positive impact on the recruitment, enrollment, retention and graduation processes resulting in a diverse student body that is adequately supported and achieves academic success.

Activity	Milestones/Deliverables	Agents/Resources	Progress	Status/Evaluation
<p>6.1 Collaborate, on an annual basis, in the development of diversity goals and timetables as part of the freshman enrollment and recruitment plan * Maintain ongoing assessment of financial aid and focused funding to meet diversity goals</p>	<ul style="list-style-type: none"> • The development of a consistent and effective strategy/plan yearly that results in a freshman enrollment that is racially diverse and has real prospects for academic success • The development of a financial aid strategy that serves the diversity goals and maintain adequate support for students 	<ul style="list-style-type: none"> • The Vice President for Student Affairs • The Provost • The Office of Student Services • The Admissions Department/ • Minority Recruitment 	<ul style="list-style-type: none"> • Freshmen Recruitment Plans for 2002-2003 completed • Recruitment activities for Fall 2003 underway • Regular review of recruitment strategy and progress with Provost ongoing • Financial aid review regular and ongoing 	<ul style="list-style-type: none"> • Annual evaluation conducted by the Vice President for Student Affairs, Provost and President

**Division of Student Affairs
Diversity Initiative
Fall 2002**

VI. Enrollment Management Focused Activity

Objective: To develop and maintain policies and practices that have a positive impact on the recruitment, enrollment, retention and graduation processes resulting in a diverse student body that is adequately supported and achieves academic success.

Activity	Milestones/Deliverables	Agents/Resources	Progress	Status/Evaluation
<p>6.2 Evaluate and respond to student satisfaction data regarding academic and non-academic support issues * emphasis on students of color</p>	<ul style="list-style-type: none"> • Conduct a Noel-Levitz National Student Satisfaction Inventory every three years with a broad cross section of university students • Develop a strategy within the division for the effective and timely response to the data yielded by this survey 	<ul style="list-style-type: none"> • The Vice President for Student Affairs • The Provost • The Vice Provost for Diversity 	<ul style="list-style-type: none"> • Noel-Levitz administered to 1600+ students thus far in Fall 2002 - goal 2000+ • Divisional meetings to develop appropriate response to data in Spring/Summer 2003 • Process repeated in 2005-2006 	<ul style="list-style-type: none"> • The executive Director for Research and Assessment will conduct the survey and prepare the data • Assessment by the Vice President for Student Affairs, the Student Affairs Diversity Committee, the Provost, the Vice Provost for Diversity in Spring/Summer 2003

**Division of Student Affairs
Diversity Initiative
Fall 2002**

VI. Enrollment Management Focused Activity

Objective: To develop and maintain policies and practices that have a positive impact on the recruitment, enrollment, retention and graduation processes resulting in a diverse student body that is adequately supported and achieves academic success.

Activity	Milestones/Deliverables	Agents/Resources	Progress	Status/Evaluation
<p>6.3 Promote career assessment/development and transition services to students to support the focus on raising the graduation success rate</p>		<ul style="list-style-type: none"> • The Office of Student Life • The Provost • Vice Provost for Diversity • Office of Minority Affairs 		<ul style="list-style-type: none"> • Evaluation of career services by the Vice President for Student Affairs and the Office of Student Life and the provost is in progress and will be regular and ongoing

A Diversity Plan for the Office of the Vice President for Business Affairs

University of Louisville
University of Louisville
Vice President for Business Affairs
Unit Diversity Plan

I. **Leadership:** How will your unit organize, manage and administer its diversity initiatives? Each plan must focus specifically on African Americans, but may also include women and members of other protected groups.

Initiative	Assessment Criteria and Strategy	Responsible Person(s)	Reporting Schedule
<p>Although it will be the responsibility of each operating unit to administer its diversity initiatives, the Associate Vice President's for Business Affairs and Human Resources will take the lead in administering the VPBA's diversity initiatives. This cooperative relationship will be reflected by the lead responsible Persons being highlighted in bold type. Additionally, updated goals related to underutilization for our various initiatives can be found in the University's Affirmative Action Plan.</p> <ul style="list-style-type: none"> a. Work with operating units to develop diversity initiatives and appropriate measures of success. b. Devote a strategic objective in the Human Resource Strategic Plan to increasing and/or supporting diversity throughout the university. c. Create a "Results Website" to report on goals and progress toward goals set for division. 	<p>Operating units will have at least one diversity initiative on which to focus for each year.</p> <p>Baseline measures of diversity initiative will be taken upon its inception and movement (positive/negative) will be reported</p> <p>Strategic Objective one, diversity will be incorporated into Human Resources strategic plan with measurable goals and outcomes</p>	<p>Associate Vice President for Human Resources</p>	<p>Annually *Board Report (Each January)</p> <p>*Institution Affirmative Action Plan (Each January)</p> <p>*Results Website (Created by January 2004)</p>

Expected Outcome

Articulation of specific diversity initiative with measurable goals and timetables.

II. How will your unit increase diversity among faculty, administrators and staff? Each plan must focus specifically on African Americans, but may also include women and members of other protected groups.

Initiative	Assessment Criteria and Strategy	Responsible Person(s)	Reporting Schedule
<p>Review current Affirmative Action Plan methodology and establish goals for both African Americans as well as overall minority participation in UofL workforce.</p> <ul style="list-style-type: none"> a. Secure software to allow for the setting of goals for both overall minority as well as African American participation. b. Establish recruiting guidelines for units to follow when vacancy falls within an underutilized group. 	<p>Goals established for African American as well as overall underutilized protected groups.</p> <p>Revised Recruiting Guidelines disseminated</p>	<p>Associate Vice President for Human Resources</p>	<p>Annual Affirmative Action Plan</p> <p>November 30, 2003</p>
<p>Establish a “living wage” at the UofL that will assist with attracting and retaining diverse staff.</p> <ul style="list-style-type: none"> a. Work with VPF and VPBA regarding agreement on living wage target and how to fund. b. Develop implementation plan to bring all employees within living wage guidelines. 	<p>All employees earn a living wage.</p>	<p>Associate Vice President for Human Resources</p> <p>Vice President for Business Affairs</p> <p>Vice President for Finance</p>	<p>Annual Affirmative Action Plan</p> <p>July 31, 2004</p>
<p>Highlight UofL efforts to recruit a diverse workforce and establish an environment supportive of diversity by collaborating with Vice Provost for Diversity and Equal Opportunity, CODRE and COSW to organize an annual UofL recognition event.</p> <ul style="list-style-type: none"> a. Form steering committee with representation from groups <i>supra</i>. b. Identify award categories and criteria. c. Develop event program and timetable d. Develop marketing and communication plan. e. Event 	<p>Recognition event held with representation from every college, school, and division.</p>	<p>Associate Vice President for Human Resources</p> <p>Vice Provost for Diversity and Equal Opportunity</p> <p>Chair, CODRE</p> <p>Chair, COSW</p>	<p>Annual Affirmative Action Plan</p> <p>Dey Survey</p> <p>June 30, 2004</p>

Initiative	Assessment Criteria and Strategy	Responsible Person(s)	Reporting Schedule
<p>Enhance UofL's reputation as a progressive employer that supports and values diversity by developing, funding, and implementing a marketing plan.</p> <ul style="list-style-type: none"> a. Develop data collection tool. b. Work with News and Marketing to develop marketing plan. c. Secure funding and implement marketing plan. 	<p>Collection tool developed to gather data regarding UofL work for previous year with respect to diversity.</p> <p>Market plan to highlight efforts developed and implemented.</p>	<p>Associate Vice President for Human Resources</p> <p>Director, Human Resources</p> <p>Vice Provost for Diversity and Equal Opportunity</p> <p>Director, Communications and Marketing</p>	<p>Annual Affirmative Action Plan</p> <p>Dey Survey</p> <p>June 30, 2004</p>
<p>Facilitate entry, acclimation, and advancement of new African American and other protected groups by developing mentoring, and other support programs.</p> <ul style="list-style-type: none"> a. Form steering committee of Vice Provost for Diversity and Equal Opportunity, CODRE, and COSW to programs and guidelines. b. Incorporate guidelines into New Employee Orientation. 	<p>Mentoring program developed.</p> <p>Mentoring program marketed in New Employee Orientation.</p>	<p>Associate Vice President for Human Resources</p> <p>Coordinator, Staff Development and Wellness</p> <p>Vice Provost for Diversity and Equal Opportunity</p> <p>Chair, CODRE</p> <p>Chair, COSW</p>	<p>Annual Affirmative Action Plan</p> <p>Deyta Survey</p> <p>June 30, 2004</p>
<p>Work with VPBA operating units to allow for full participation of employees in CODRE and COSW</p> <ul style="list-style-type: none"> a. Develop special leave code for use with attendance at CODRE and COSW meetings. b. Develop management instruction from VPBA to department heads regarding support for employee attendance. 	<p>Regular participation from VPBA operating units in meetings of CODRE and COSW</p>	<p>VPBA Department Heads</p>	<p>Annual Report to VPBA</p> <p>October 31, 2003</p>

Initiative	Assessment Criteria and Strategy	Responsible Person(s)	Reporting Schedule
Implement a plan where any university unit found to be underutilizing women or minorities would not be allowed to fill non-critical positions until they showed their results in addressing their respective underutilization.		Associate Vice President for Human Resources	November 30, 2003
Complete a needs assessment to determine the feasibility of establishing new staff positions for the sole purpose of recruiting women and minority candidates and marketing nationally our reputation as an employer that values, supports, embraces and advances diversity within its ranks.		Associate Vice President for Human Resources	June 30, 2004
The Department of Public Safety will develop a minority candidate recruitment plan for filling vacant positions.	To visit benchmark institutions for both minority recruitment and program enhancement ideas	Public Safety Director Associate Vice President for Business Affairs	Annually – December 2003

Expected Outcome

Increased representation of protected groups in UofL workforce.

- III. **How will your unit increase curricular and programmatic diversity? Each plan must focus specifically on curricular diversity as it relates to race, but may also include women and ethnic groups.**

Academic units only

- IV. **How will your unit increase diversity between its undergraduate and graduate students? Each plan must focus specifically on African Americans, but may also include women and members of other protected groups.**

Academic units only

- V. **How will your unit improve the satisfaction, retention and graduation rates of African American students – and students from other under-represented groups?**

Academic units only

VI. How will your unit provide on-going diversity education for your staff?

Initiative	Assessment Criteria and Strategy	Responsible Person(s)	Reporting Schedule
<p>Provide and maintain high level of awareness of diversity issues within the unit.</p> <p>a. Provide training to all Buyers in area of MBE and WBE recruitment, i.e. training workshop presented by Phyllis Atiba of Human Relations Commission.</p> <p>b. Involve Buyers in initiatives with community leaders, for example, a visit to several West Broadway businesses to meet owners and to listen to their concerns.</p> <p>c. Provide mandatory sensitivity diversity training workshops to all staff in the department on an annual basis.</p>	<p>Survey of Participants</p> <p>Survey of participants, number of new MBE's identified as result of initiative.</p> <p>Survey of participants, feedback from facilitator.</p>	<p>Director, Assistant Director of Purchasing</p> <p>Director, Assistant Director of Purchasing</p> <p>Director, Assistant Director of Purchasing</p>	<p>Annually December 2003</p> <p>Annually December 2003</p> <p>Annually December 2003</p>
<p>Evaluate the results of the previous G.E.D. training to determine if continuation of the program would positively impact our employees and their ability to receive promotions. The previous training was paid for by the Physical Plant Department and employees were allowed to attend the sessions during regular work hours</p>	<p>Improved employee morale and increase chances for minorities to upgrade their standing with the University.</p>	<p>Associate Vice President for Facilities</p>	<p>December 31, 2004</p>

Initiative	Assessment Criteria and Strategy	Responsible Person(s)	Reporting Schedule
Develop a “mentoring and training” program within Physical Plant whereby at least 4 Custodial employees work with Grounds, Painting and Laborer Crews in summer months to develop expertise in these areas.	Underutilization based on university Affirmative Action Plan for minorities in skilled crafts area.	Associate Vice President for Facilities	September 1, 2004
Participate in KMSDC activities such as the annual trade show, the awards banquet, business opportunity meetings, and Business Card exchanges.	Measure for increase in MBE & WBE participation in projects.	Associate Vice President for Business Affairs Director of Purchasing	Quarterly and annual reports done on MBE participation.
Continue to partner with the National Forum for Black Public Administrators for their management of one of their national training sites for its Executive Leadership Institute (ELI). By hosting it at UofL, our African American faculty, administrators and students will be afforded the opportunity to further develop their professional skills by networking and interacting with ELI participants and program faculty	Ford Foundation, Kellogg Foundation and National Forum for Black Public Administrators	Associate Vice President for Business Affairs	Annually - July 1
Work with Human Resources to increase the number of Staff Development opportunities and a representative of Human Resources to identify career fairs that may draw minority participants and attend the fairs to “recruit” persons who may have an interest in our open positions.	Develop and assessment tool to monitor our efforts of hiring minorities into craft positions.	Associate Vice President for Facilities	Ongoing

Initiative	Assessment Criteria and Strategy	Responsible Person(s)	Reporting Schedule
<p>Work with Human Resources to increase the number of females and minorities who apply for Craft job openings. Look at expanding means of advertising job openings so that more minorities are aware of UofL needs</p>	<p>Monitor for increased number of minorities in our workforce to compare with underutilization.</p>	<p>Associate Vice President for Facilities</p>	<p>November 1, 2003</p>
<p>Ensure supervisors and managers are culturally and diversity competent by identifying competencies and providing for appropriate instruction and reinforcement.</p> <ul style="list-style-type: none"> a. Identify cultural and diversity competencies b. Include in Effective Supervision series c. Include on performance appraisals of Managers/Supervisors <p>Work with Dey survey to ensure a question is added regarding support for diversity.</p>	<p>Cultural and diversity competencies identified</p> <p>Competencies included in Effective Supervision series</p> <p>Competencies included in performance appraisals of Managers and Supervisors</p>	<p>Associate Vice President for Human Resources</p> <p>Coordinator, Staff Development and Wellness</p> <p>Vice Provost for Diversity and Equal Opportunity</p> <p>Chair, CODRE</p> <p>Chair, COSW</p>	<p>Annual Affirmative Action Plan</p> <p>Dey Survey</p>
<p>Facilitate pre-bid conferences on all construction projects to ensure minority participation. MBF goal is 15%</p>	<p>Monitor for increased number of participants from minority owned companies</p>	<p>Director of Purchasing</p>	<p>On-going</p>

Expected Outcome

All Supervisors and staff will have an annual diversity training session. All Supervisors and staff will be required to do any on-line courses offered by the Affirmative Action Office.

VII. How will your staff promote diversity education, and more frequent and substantive inter-racial interaction among staff?

Initiative	Assessment Criteria and Strategy	Responsible Person(s)	Reporting Schedule
Complete an evaluation of the implementation of a mandatory sexual harassment training program for all university employees	This should be a component of each person's performance evaluation annually	Associate Vice President for Human Resources	January 2004
Complete an evaluation of the implementation of a mandatory Diversity Training program for all university employees	This should be a component of each person's performance evaluation annually	Associate Vice President for Human Resources	January 2004
Department for Public Safety will implement on-going sensitivity training for all staff	The Muhammad Ali Institute will assist in the assessment and development of this initiative	Director of Public Safety	Annually – January 2004

Expected Outcome

Increased awareness of and satisfaction with diversity within the unit; continued atmosphere of cooperation and respect among all staff.

As of June 17, 2003

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Information Technology

Diversity Plan

How will your unit increase diversity among administrators and staff? Each plan must focus specifically on African Americans, but may also include women and members of other protected groups.

Proposed Initiatives (list)

Assessment Strategy

Person(s)

Schedule

Information Technology proposes the following two initiatives to increase diversity among administrators and staff:

Reporting

<u>Proposed Initiatives (list)</u>	<u>Assessment Strategy</u>	<u>Person(s)</u>	<u>Schedule</u>
<p>1. Partner with the Jefferson County Public Schools and the College of Business & Public Administration to create a program that targets minority students and increases interest in technology careers at an early age.</p> <p>Expected Outcome: Increased recruitment of minority employees, especially African Americans.</p>	<p>Annual diversity report reflecting the following:</p> <ul style="list-style-type: none"> • Activities offered (lectures, field trips, internships, scholarships, etc.) • Number of students participating in sponsored activities • Pieces of equipment donated • Success in recruiting minority students as IT employees 	<p>Information Technology Management Team</p>	<p>Spring 2003: Develop and award 1st Computer Information System (CIS) scholarship to a minority student to begin Fall 2003 (see Appendix)</p> <p>Summer 2003: Offer internships for high school students</p> <p>Fall 2003: Begin working with middle schools to create interest in technology careers</p>
<p>2. Develop a leadership training and mentoring program for IT employees. This program will target existing female and minority employees, but will not preclude participation of other individuals or groups.</p> <p>Expected Outcomes:</p> <ol style="list-style-type: none"> 1. Improved retention of female and minority employees, especially African Americans 2. Increased diversity in supervisory and management positions 	<p>Annual diversity report reflecting the following:</p> <ul style="list-style-type: none"> • Number of employees participating in training and mentoring programs • Success in retaining minority employees • Success in increasing the diversity of employees in supervisory and management positions 	<p>Information Technology Management Team</p>	<p>Spring 2003: Develop leadership mentoring and training program</p> <p>Fall 2003: Begin implementation</p>

How will your unit provide on-going diversity education for your administrators, faculty and staff?

Information Technology recommends a University-wide approach to ongoing diversity education and racial climate assessments. This approach would ensure that 1) diversity training is delivered in a consistent and cost-effective manner and 2) the assessment of the unit's racial climate is conducted in a uniform, objective and non-threatening manner. Information Technology is willing to assist the University in the development of the recommended approach and to pay for any costs incurred for our unit's participation.

Appendix

CIS Scholarship Concept – Recruit and Develop Exceptional Talent

Proposal:

- Develop a scholarship pool: (1) to attract outstanding students to CIS; and (2) to provide CIS students with relevant work experience prior to graduation.

Concept:

- Each student works 20 hours per week in an appropriate IT position. Assignments may change as the student progresses through the CIS curriculum.
- Each scholarship includes in-state tuition (\$5,600 per year, including 9 credit hours in the summer) plus \$12,000 per year stipend (12 months); i.e., make it more attractive than a part-time job. Total cost of each scholarship is \$17,600 annually.
- For annual investors, the sponsor may gain access to the student through a co-op assignment, with the potential for full-time employment upon graduation.

Additional Benefits to the Scholarship Recipient:

- Each student receives training in the appropriate areas of IT, such as:
 - Help desk.
 - System trouble-shooting.
 - Web site support and development.

Each student receives one-on-one mentoring by an IT Executive-in-Residence or CIS faculty member in the following areas:

- Periodic skills assessment to help the student identify a specialty within the IT profession.
- Coaching with respect to characteristics expected of IT professionals, such as professional responsibilities, job expectations, career development, and interpersonal skills development.
- Advise regarding course selection, course sequencing, and co-op placement.

Benefits to the Sponsor:

- Student workers will have been selected based on a demonstrated aptitude for technology and a keen interest in the scholarships.
- As students graduate, new scholarship recipients will ensure that IT skill sets may be easily replenished with students interested in learning the latest technologies.
- Student workers are motivated to perform so that the work experience with help in applying for the most attractive co-op opportunities.

University Relations

Unit Diversity Plan

How will your unit increase diversity among administrators and staff? Each plan must focus specifically on African Americans, but may also include women and members of other protected groups.

<u>Proposed Initiatives (list)</u>	<u>Assessment Strategy</u>	<u>Responsible Person(s)</u>	<u>Reporting Schedule</u>
<ul style="list-style-type: none"> Continue to work with professional development organizations (minority and non-minority) to recruit minority candidates (i.e. CASE, IABC/PRSA) 	Monitor frequency and quality of contacts with key networking and professional developmental organizations	Susan Rhodes	Annual
<ul style="list-style-type: none"> Continue to place ads in minority publications to recruit minority candidates (i.e. Louisville Defender, Blacks in Higher Education) 	Monitor placement of all advertisements	Susan Rhodes	Annual
<ul style="list-style-type: none"> Create opportunities for women and minorities to gain relevant professional experience through work-study and internships 	Review work-study and internship hires	Susan Rhodes	Annual
<ul style="list-style-type: none"> Develop and maintain data on female staff 	Monitor female hiring patterns to ensure fair and equitable employment opportunities	Susan Rhodes	Annual

How will your unit provide on-going diversity education for your administrators, faculty and staff?

<u>Proposed Initiatives (list)</u>	<u>Assessment Strategy</u>	<u>Responsible Person(s)</u>	<u>Reporting Schedule</u>
<ul style="list-style-type: none"> Establish annual unit-wide diversity training workshop (First Workshop held October, 2002 Staff Retreat) 	Use results from future Dey Systems Employee Opinion surveys	Dan Hall	Annual
<ul style="list-style-type: none"> Monitor amount of diversity reflected and portrayed in university relations produced publications and marketing communications 	Internal audit by staff	Rae Goldsmith	Annual
<ul style="list-style-type: none"> Use publications and marketing communications to highlight to internal and external publics that the university values diversity and that diversity is a top priority 	Staff monitor	Rae Goldsmith	Annual
NOTE:	It is strongly suggested that the university central administration develop mandatory diversity workshops and seminars for new and current employees.		

Implementation, Coordination and Monitoring

All unit diversity plans are to be implemented during the academic year 2003-2004. The plans will be monitored on an ongoing basis for the progress they are making in accomplishing their diversity goals.

President Ramsey has appointed the following persons to serve on the Diversity Plan Monitoring Committee:

Committee Co-Chairs:

Blaine Hudson, Associate Dean, College of Arts and Sciences

Mordean Taylor-Archer, Vice Provost for Diversity

Members:

Dan Hall	Vice President, University Relations
Brenda Hart	Director of Student Services, Speed School
Al Herring	Assistant Vice President for Campus Life
Ricky Jones	Chair, Pan African Studies
Ed Laster	Chair, CODRE
Cathy Patus	Director, Disability Resource Center
William Pierce	Vice Chair, Faculty Senate
Linda Shapiro	Associate University Provost
Terry Singer	Dean, Kent School
Laura Schweitzer	Acting Dean, Medical School
Nancy Theriot	Director, Women's Studies
Brent Fryrear	Representative, Staff Senate
Michael Sticklen	President, Student Government

The Committee will submit an annual report to the President and will work with the units to revise the plans as needed.