



STRONGER

by degrees

University of Louisville Diversity Plan



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2017-18 Diversity Plan

Three Focus Areas

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INSTITUTIONAL PROFILE

Campus Profile for Most Recent AY

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



INSTITUTIONAL PROFILE

Campus Profile for Most Recent AY

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



INSTITUTIONAL PROFILE

Undergraduate Student Profile (2016-17 Baseline)

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- ❖ 11.1% African American/Black – African American only (does not include 2 or more races)
- ❖ 4.4% Hispanic
- ❖ 4.8% Other Students of Color – American Indian, 2 or more races (including African American), Pacific Islander
- ❖ 20.3% Total URM
- ❖ 33% Low Income (Pell)



INSTITUTIONAL PROFILE

Undergraduate Student Profile (2016-17 Baseline)

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Pell-Eligible

Total undergraduate: 16,033

Total Pell Eligible: 5,231

Total First Generation: 3,328 (1,754 are 'Yes' First Generation AND Pell Eligible) + (1,574 are 'Yes' First Generation AND NOT Pell Eligible)

Total undergraduate from Kentucky Counties: 12,853 (561 in Impoverished) + (12,292 in Count Not Impoverished)

Total from an Impoverished KY County: 561

Total Not from an Impoverished KY County: 12,292

Total Not from a KY County: 3,180

Percent of undergraduates who are Pell Eligible: $5,231/16,033 = 32.6\%$

Percent of undergraduates who are First Generation: $3,328/16,033 = 20.8\%$

Percent of First Generation who are Pell Eligible: $1,754/5,231 = 33.5\%$

Total Pell Eligible from an Impoverished KY County: 253 (102 are 'Yes' First Generation) + (151 are NOT First Generation)* - *not visible on table above*

Percent of Pell Eligible from an Impoverished KY County: $253/561 = 45.1\%$

Total Pell Eligible who are First Generation in an Impoverished County: 102

Percent of undergraduates from Kentucky Counties who are Pell Eligible and First Generation from an Impoverished County: $102/12,853 = 0.8\%$ (less than 1%)



INSTITUTIONAL PROFILE

Graduate Student Profile

(2016-17 Baseline)

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



INSTITUTIONAL PROFILE

Professional Student Profile

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

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



Undergraduate Enrollment Targets

Performance Metric: Undergraduate Enrollment	Baseline 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21
African American	11.0%	11.1%	11.8%	12.5%	13.3%	14.0%
Hispanic	4.0%	4.4%	4.6%	5.0%	5.6%	6.0%
URM	19.4%	20.3%	20.5%	21.3%	22.2%	23.0%



Graduate and Professional Enrollment Targets

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

Success Targets

Performance Metric	Baseline 2015-16	AY 16-17	AY 17-18	AY 18-19	AY 2019-20	AY 2020-21
6-Year Grad. Rate						
Total – All Students	52.8%	54.3%	55.7%	57.1%	58.6%	60.1%
Low-income	45.1%	45.7%	47.8%	49.9%	52.0%	54.1%
URM	51.1%	51.8%	53.6%	55.2%	56.8%	58.5%
1st to 2nd-Year Retention						
Total – All Students	79.7%	79.9%	80.3%	80.8%	81.2%	82.0%
Low-income	74.5%	75.0%	75.6%	76.2%	77.0%	77.5%
URM	78.0%	78.3%	78.9%	79.2%	79.5%	80.5%
Bachelor's Degrees Awarded						
Total – All Students	2,705	2,790	2,840	2,915	3,000	3,100
Low-income	1,143	1,186	1,230	1,271	1,313	1,356
URM	484	507	531	548	567	585



University of Louisville Performance Narrative - Success

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High Impact Strategies to Promote Student Success:

- Living/Learning Communities
- Summer Bridge/Early Arrival Programs
- Flight Plan
- Mandatory Mid-term Grades (will work with academic units to implement over the next five years)
- CardSmart Advising Software (identifies students at risk)
- Identity Center - Work with SGA to establish an Identity Center that will house diversity units and facilitate diversity programming and student engagement



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Impact

Workforce Diversity – Faculty Profile

					TOTAL
FULL TIME			PART TIME		
GENDER			GENDER		
FEMALE	MALE		FEMALE	MALE	
RACE					
American Indian/Alaska Native	2	.	1	.	3
Asian	73	166	10	12	261
Black/African American	62	53	25	6	146
Hispanic/Latino	20	31	5	6	62
Native Hawaiian/Other Pacific Islander	1	2	1	.	4
Non-Resident International	28	51	4	3	86
Two or More Races	5	7	2	1	15
Unspecified	1	8	.	.	9
White	566	766	275	246	1,853
Total	758	1,084	323	274	2,439



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Impact

Workforce Diversity – Staff Profile

Race	Exempt Staff		Non-Exempt Staff		*Other		Total	
	Female	Male	Female	Male	Female	Male	Female	Male
American Indian/ Alaska Native	2	2	1	1	0	0	3	3
Asian	43	41	47	9	35	58	125	108
Black/African American	93	34	231	162	24	30	348	226
Hispanic/ Latino	10	17	22	22	12	17	44	56
Native Hawaiian/ Other Pacific Islander	1	0	1	0	2	0	4	0
Non Resident	49	78	5	7	20	51	74	136
Two or More Races	10	2	12	7	8	7	30	16
Unspecified	4	3	5	3	2	4	11	10
White	857	386	945	447	302	403	2,104	1,236
TOTAL	1,069	563	1,269	658	405	570	2,743	1,791

*Other is comprised primarily of house staff in the School of Medicine and support staff on temporary contracts within the Department of Athletics



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Impact

Workforce Goals

Performance Metric: URM Workforce Diversity	Baseline 2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Instructors, tenured, tenure track faculty	10.7%	10.7%	10.7%	10.9%	11.2%	11.5%
Professional Staff	11.1%	11.1%	11.1%	11.4%	11.6%	11.9%
Management Occupations	11.5%	11.5%	11.7%	12.0%	12.0%	12.5%

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Performance Narrative - Impact

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Culture of Excellence

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

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

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

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

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Performance Narrative - Impact

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High Impact Strategies to Promote Equity and Inclusion and Monitor Climate

Diversity Training:

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

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Performance Narrative - Impact

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High Impact Strategies to Increase the Cultural Competency of Students

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

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

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Performance Narrative - Impact

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High Impact Strategies to Increase the Cultural Competency of Students

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

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Performance Narrative - Impact

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

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

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Plan Assessment



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Strategies will be assessed by:

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

University of Louisville Comprehensive Plan



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Other Groups

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

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

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Questions?