

# UNIVERSITY OF LOUISVILLE DIVERSITY PLAN

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2017-2021

APPROVED BY THE UNIVERSITY OF LOUISVILLE BOARD OF TRUSTEES  
SEPTEMBER 15, 2017



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## **University of Louisville 2017 - 2021 Diversity Plan**

### **Executive Summary**

The University of Louisville Diversity Plan provides a comprehensive view of some of the practices that are in place or are being initiated that support student success, campus climate and workforce diversity. The diversity plan provides a profile of the University that includes its Mission Statement, Carnegie Classification as a Research 1 institution, the Diversity Vision Statement and the Operational Definition of Diversity.

The Diversity Plan is based on the Kentucky Public Postsecondary Education Policy for Diversity, Equity and Inclusion that was approved and adopted by the Council on Postsecondary Education (CPE) on September 23, 2016. Therefore, the Plan is organized into three components: Opportunity, Success, and Impact as called for in the Policy.

### **Opportunity**

In the opportunity (Student Enrollment) section, the diversity plan identifies UofL's Areas of Geographic Responsibility (AGR). These include Jefferson, Oldham, Trimble and more recently added Shelby counties. It includes a table with the population numbers and percentages by racial and ethnic populations based on 2015 data from the Kentucky State Data Center. There is also a table that shows the poverty status for populations within those counties, and a table that shows the college age populations (18-24) with the counties. The Diversity Plan focuses on Underrepresented Minorities (URM) with special attention being given to African American and Hispanic/Latino students, and on Low-Income students. For example, in the fall of 2016, URMs made up 20.3% of the total number of students enrolled (11.1% were African American, 4.4% were Hispanic/Latino and 4.8% were other URMs).

Information is also provided on Low-Income Pell Eligible students and it is interesting to note that almost 1/3 (32.6%) of our undergraduate students are low-income as identified by their Pell eligibility. Another 20.8% are First Generation or the first in their families to go to college. These data show the University's commitment to providing opportunity to URMs and Low-Income students.

Goals for Undergraduate Student Enrollment have been set for 2017 – 2021. For examples by 2021 we expect African Americans to make up 14%, Hispanic/Latino 6% and total URMs 23%. The Plan identifies high impact strategies that are being used to help reach the goals. For

instance, one strategy the campus has implemented includes placing recruiters on the ground in Chicago, Cincinnati, and Nashville with the goal of recruiting more students, particularly URMs. Goals have also been set for Graduate and Professional Student Enrollment. By 2021, URM graduate student enrollment is expected to be 15.5%.

### **Success**

The Diversity Plan specifies student success goals for URMs and Low-Income students based on 1<sup>st</sup> to 2<sup>nd</sup> Year Retention, 6 Year Graduation Rate and number of degrees awarded. For examples, by 2021 the 1<sup>st</sup> to 2<sup>nd</sup> Year Retention goal for Low-Income students is 77.5% and 80.5% for URMs. The Plan identifies current and new strategies that are or will be implemented to help reach the targets. One unique strategy that is being implemented in the Fall of 2017 is Living Learning Communities for the African American Male Initiative and the Porter Scholars. The activities in these communities will focus on academic success, mentoring, developing peer connections and gaining leadership skills. Both cohorts will take a common set of courses together, including Freshmen Orientation and English 101. Additional courses will be added and will vary by community.

### **Impact**

This section includes workforce diversity, the campus climate and cultural competency. Five-Year goals have been set for faculty and management positions. The Plan includes high impact strategies for recruiting and retaining diverse faculty and staff. In addition, strategies for promoting equity and inclusion and monitoring the campus climate have been included. Emphasis on diversity training and strategies to increase cultural competency for students, faculty and staff have been identified. There is a structured process that enhances the cultural competency of students in that all undergraduate students are required to take two diversity courses as a part of the Cardinal Core (formerly general education) requirement. Enhancing the cultural competency of faculty and staff will be a bit more challenging. However, diversity training will be a resource and online training modules are being explored. Leadership hopes that the revision of the current exit interview instrument will lead to the identification and use of results that address faculty retention. Mentoring and coaching will also be used for internal career advancement.

### **Diversity and Inclusion of Other Groups**

It is important to note that diversity at UofL extends beyond race, ethnicity and low-income. Services to other groups include Gender Equity and Services for Women; Disability Services and ADA Compliance; Globalization and International Affairs; LGBT Services; Religious Diversity; Veterans/ Military Services; Community Engagement; and Opportunities for Diversity of Thought and Ideas.

### **Assessment**

It is important to measure the effectiveness of the strategies in order to determine if progress is being made in achieving the goals. Assessment and accountability tools will be implemented to help make adjustments as needed so that the goals will be met and for there to be overall institutional improvements.

# University of Louisville Diversity, Equity and Inclusion Plan

## 2017-2021

### Background, University Profile and Introduction

Established in 1798, the University of Louisville (UofL) has become a major public research institution. In 1997, Kentucky's General Assembly approved the Higher Education Reform that included a mandate for the University of Louisville to become a preeminent metropolitan research university by 2020.

In 2008, UofL developed its strategic plan and set goals that are to be achieved by the year 2020. Components of the plan include Educational Excellence; Research, Scholarship and Creative Activity; Community Engagement; Creative and Responsible Stewardship; and Diversity, Opportunity and Social Justice. In addition, in 2015, the university developed a 21<sup>st</sup> Century University Initiative that builds on and powers the 2020 Strategic Plan. The three major areas of the 21<sup>st</sup> Century Initiative are: Academic and Research Initiatives, Culture of Excellence and Financial Health. The Culture of Excellence focuses on building a diverse and inclusive campus climate with the tenets of equity, fairness, recognition, dignity and respect.

The University of Louisville is one of fewer than sixty universities in the nation designated by the Carnegie Foundation as both a Community Engaged University and a university with "very high research activity." The university offers graduate, professional, baccalaureate, and associate degrees, as well as certificates, in over 170 fields of study through 12 schools and colleges. The student body exceeds 22,000. There are approximately 16,000 undergraduate student and 5,800 graduate, of which 20% are diverse students (URM). There are over 7,000 faculty and staff, and more than 130,000 alumni reside in the United States and abroad.

#### **Mission Statement**

*The University of Louisville pursues excellence and inclusiveness in its work to educate and serve its community through 1) teaching diverse undergraduate, graduate, and professional students in order to develop engaged citizens, leaders, and scholars, 2) practicing and applying research, scholarship and creative activity, and 3) providing engaged service and outreach that improve the quality of life for local and global communities. The university is committed to achieving preeminence as a nationally recognized metropolitan research university.*

University of Louisville, About UofL, 2017 <http://louisville.edu/about/>

## **Research**

As a Carnegie-classified research university, the University of Louisville is acclaimed for innovation and discovery as evidenced by the following:

- FirstBuild – a partnership with General Electric (GE) that established the country’s first microfactory where GE engineers team up with students to invent the next generation of kitchen appliances.
- The nation’s first successful hand transplant.
- The world’s only 100 percent effective, FDA-approved cervical cancer vaccine – Gardasil.

## **Community Engagement and Service**

As a metropolitan university, UofL has a strong commitment to community service as evidenced by the establishment in 2008 of the Office of the Vice President for Community Engagement (OVPCE). OVPCE is responsible for planning and coordinating the University-wide mission of engaged service and outreach, advising the President on the University’s strategic objectives in the area of community engagement and work with external partners. Annual data collection efforts organized by OVPCE show that in academic year 2015-16, UofL schools, colleges, and administrative units reported over 1500 community engagement activities that include: 310 community partnerships; 518 direct services; 633 curricular engagements; and 42 engaged scholarship projects by faculty. In 2015, UofL was recertified as a Carnegie Community Engagement institution, a distinction held by fewer than 200 institutions nationwide, which recognizes a university’s strong commitment to community engagement. In one year alone, University of Louisville students, faculty, and staff contributed more than \$25.1 million to charitable organizations through volunteerism and direct donations.

Community engagement at UofL encompasses all work with external partners locally, statewide, nationally, and internationally. A major body of that work locally is embodied in the Signature Partnership Initiative, which is a coordinated series of projects working with community organizations, local government and residents to improve the social, cultural, educational, health care, and economic development services in underserved areas of west Louisville. In the past decade UofL has garnered over \$30 million in grants and contracts for engaged research and service projects that directly benefit the residents of west Louisville, and UofL students have engaged in over 250,000 hours of service related to the Signature Partnership Initiative.

## **Diversity Vision Statement**

The University of Louisville adopted a diversity vision statement in 2007 with tenets of expected behaviors for all members of the campus community.

*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.*

University of Louisville, Diversity: About Us, <http://louisville.edu/about/>

## **Operational Definition of Diversity**

*Diversity embraces all human differences while building on the commonalities that bind us together. It serves to eliminate discrimination, marginalization, and exclusion based on race, ethnicity, gender, gender identity and expression, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status. Diversity also includes the diversity of thought and political ideologies.*

*Diversity focuses on building community through:*

- *Composition of a diverse faculty, staff and student body*
- *Curricula and learning experiences that prepare students to live and work in a diversity and global society*
- *Climate of inclusiveness with principles of mutual respect, fairness and social justice that is conducive for everyone to develop to his/her fullest potential.*
- *Campus life that allows students to develop leadership skills, civic responsibility and social skills while excelling academically, faculty to teach, serve and conduct research that enhances knowledge and improves the quality of life, and staff to work in supportive workplace environments*

University of Louisville, Diversity: About Us, <http://louisville.edu/about/>

## The University of Louisville Diversity Plan

The Diversity, Equity and Inclusion Plan for the University of Louisville will focus primarily on three groups: (1) African American (includes two or more races of which one is African American), (2) Hispanic/Latino, and (3) low-income, although services to other diverse groups will be included in the narrative. The three components of the plan are **Opportunity, Success** and **Impact**. The plan gives details of the strategies, actions and tactics that are designed to enhance student enrollment and success. These strategies and tactics will be assessed in terms of their impact. Diversity goals will include metrics and goals for student enrollment, retention and graduation. The impact section includes metrics and goals for increasing the number of diverse faculty and staff. Equal attention is given to the strategies and best practices that are used to support faculty through the tenure and promotion process as well as professional development and promotional opportunities for staff. It also delineates the structures that are in place to enhance cultural competency for students, faculty and staff and the tools that are used to monitor and improve the campus climate. Finally, it includes an assessment plan for each strategy. The conclusion summarizes the plan and identifies barriers and what is being done to minimize them.

The diversity planning process is robust and ongoing. Each college/school/unit has a diversity committee appointed by the dean/vice president and is charged with planning for diversity programs and services. The chairs of the unit diversity committees, comprised of students, faculty and staff, and the Campus Environment Team, which includes the chairs of the Faculty and Staff Senates, have been involved in the planning process for developing goals and strategies for the diversity plan. Additionally, the Executive Vice President of the Student Government Association (SGA) and the President of the Association of Black Students (ABS) have been involved in the development of the plan, providing input from their constituents. The plan will also go through a vetting process to get input from the Council of Academic Officers, the President's Executive Leadership Team, the Faculty and Staff Senates, the Student Government Association, the Commission on Diversity and Racial Equality, and the Commission on the Status of Women. The president and provost will present the plan to the Board of Trustees for approval at their August or September 2017 meeting.

## I. Opportunity

The University of Louisville is located in the largest metropolitan area in Kentucky which has a diverse population from which to recruit underrepresented students. The tables below show the population of Jefferson and other counties in our Area of Geographic Responsibility (AGR), which includes Jefferson, Oldham, Trimble and Shelby Counties.

**Total Population Estimates as of July 1, 2015**

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

Source: US Census Bureau, 2011-16 American Community Survey. Provided by the Kentucky State Data Center at the University of Louisville, March 2017.

It is also important to note the poverty status for the populations in the university's AGR. The table below delineates the percentages of low-income individuals within the service area:

**Total Population Poverty Status Estimates, 2011-2015 5-year Time Period**

	Jefferson County		Oldham County		Shelby County		Trimble County	
	Estimate	Percent	Estimate	Percent	Estimate	Percent	Estimate	Percent
Population for whom poverty status can be determined	740,545		58,701		42,890		8,558	
Population with income below poverty level	121,683	16%	3,503	6%	5,566	13%	1,486	17%
Non-White Population for whom poverty status can be determined	225,606		5,897		8,463		313	
Non-White Population with income below poverty level	64,510	29%	814	14%	2,462	29%	4	1%

Source: US Census Bureau, 2011-16 American Community Survey. Provided by the Kentucky State Data Center at the University of Louisville, March 2017.

According to *TalkPoverty.org*, the 2016 poverty data shows that Kentucky has one of the highest percentages (18.5%) of people living with incomes below the poverty level. It ranks 47<sup>th</sup> out of the 50 states. The poverty rate for African Americans is the highest in the state at 30.8%, followed, Hispanic/Latinos at 29.2%, and Native Americans at 21.4%. Seventeen percent (17%) of Whites live in poverty and Asians have the lowest poverty rate at 13.3%. Education is key in eliminating poverty and improving the quality of life, and UofL is committed to providing opportunity/access and services that lead to the success of low-income students.

### College Age Population 18-24 as of July1, 2015

	Jefferson County		Oldham County		Shelby County		Trimble County	
	Estimate	Percent	Estimate	Percent	Estimate	Percent	Estimate	Percent
Total	66,619		5,351		3,875		722	
White	41,159	62%	4,598	86%	2,778	72%	658	91%
Black	17,463	26%	316	6%	507	13%	5	1%
Asian	2,003	3%	46	1%	45	1%	1	0%
Hispanic	3,737	6%	260	5%	411	11%	48	7%
Other	2,257	3%	131	2%	134	3%	10	1%

Source: US Census Bureau, 2011-16 American Community Survey. Provided by the Kentucky State Data Center at the University of Louisville, March 2017.

UofL embraces diversity in the composition of the student body and seeks to increase the enrollment of students from underrepresented groups. Census data show that the growth populations in UofL’s AGR are African American and Hispanic/Latino. American Indians/Alaskan Natives and Native Hawaiians/Pacific Islanders are not significantly represented. Therefore, the plan will focus on increasing diversity primarily among African Americans and Hispanic/Latino students and closing any achievement gaps in comparison to White students over the next five years.

### Undergraduate Student Enrollment

The student body at the University of Louisville is one of the most diverse in the Commonwealth of Kentucky. In the fall of 2016, 11.1% of the students were African American, 4.4% were Hispanic/Latino and 4.8% were other underrepresented minority groups (URM) or U.S. diverse students. Over 80% of these students come from all parts of Kentucky and the average ACT scores for incoming students range from 23-25. Approximately, one-third of these students are

low-income or Pell eligible. We have implemented one of the best practices for recruiting and retaining by requiring all first year students to live on campus. The campus thrives with activities and leadership development opportunities with over 350 recognized student organizations. UofL is also committed to preparing our students to become global citizens and over 900 students study and travel abroad each year. Since 2003, 104 UofL students have won Fulbright Scholarships, which is more than all of the Kentucky universities combined. Academic and recreation facilities as well as social programs inspire students to strive for excellence by serving the community and being committed to social justice.

### **Low-Income Undergraduate Student Enrollment**

Given our metropolitan mission and Areas of Geographic Responsibility (ARG), the majority (76.6%) of students are from Jefferson, Oldham, Shelby counties and high schools in Lexington, Elizabethtown, Paducah, Owensboro, Hopkinsville and others. While these may not be considered to be impoverished areas, it is important to note that almost one-third (32.6%) of undergraduate students enrolled at the UofL are low-income as identified by their eligibility to receive federal Pell grants for low-income students and 20.8% are First Generation or the first in their family to go to college. The table below shows the enrollment of undergraduate students who are low-income/Pell eligibility, first generation and county income status by race and ethnicity.

## Pell Eligible Undergraduate Student Enrollment (Fall 2016)

First Generation ▲	YES			NO			Total
County Income Status ▲	IMPOVERISHED COUNTY	COUNTY NOT IMPOVERISHED	COUNTY NOT IN KY	IMPOVERISHED COUNTY	COUNTY NOT IMPOVERISHED	COUNTY NOT IN KY	
Race ▲	Count	Count	Count	Count	Count	Count	Count
American Indian	.	.	.	2	2	.	4
Asian	4	104	13	3	101	14	239
Black/African American	22	402	56	18	626	129	1,253
Hispanic/Latino	4	124	20	3	146	34	331
Native Hawaiian/Pacific Islander	.	2	2	.	1	.	5
Non Resident Alien	.	.	1	.	1	1	3
Two or More Races	2	34	5	4	82	15	142
Unknown	.	3	.	.	2	4	9
White	70	766	120	121	1,883	285	3,245
<b>Total</b>	<b>102</b>	<b>1,435</b>	<b>217</b>	<b>151</b>	<b>2,844</b>	<b>482</b>	<b>5,231</b>

Source of Impoverished County: 2015 Poverty and Median Household Income Estimates from the 2016 US Census Bureau.

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%)

UofL is committed to increasing the overall enrollment of students. To help UofL reach this goal, UofL has hired a Vice Provost for Strategic Enrollment Management and Student Success. The plan is to increase the number of students enrolled while focusing on the retention and academic success of all students.

The top 10 schools in Kentucky that serve as feeder schools for UofL for African American and Hispanic/Latino students include:

Du Pont Manual High School	Fern Creek High School
Central High School	Eastern High School
Male High School	Ballard High School
Butler High School	Seneca High School
Atherton High School	Lexington Bryan Station

In addition to all other high schools in Louisville and southern Indiana, other top 25 feeder schools include: Tates Creek, Paul Lawrence Dunbar and Henry Clay high schools in Lexington, KY; John Hardin High School in Elizabethtown; Martha Layne Collins High School in Shelbyville, KY; Paducah Tilghman High School; and Owensboro High School.

### Undergraduate Student Enrollment

Target Population	2016-17	2017-18	2018-19	2019-20	2020-21
African American	11.1%	11.8%	12.5%	13.3%	14.0%
Hispanic/Latino	4.4%	4.8%	5.2%	5.6%	6%
Total Underrepresented Diverse Students (URM) as a percent of Total Fall Undergraduate Enrollment	20.3%	20.5%	21.3%	22.2%	23%

The table above indicates an overall increase of approximately 3% (over three year average) for African American students with a gradual increase in the earlier years. For Hispanic/Latino students, while there a projected increase in the Hispanic population by 2020, the enrollment

projection is conservative to reflect concerns that may result from the current political climate as it relates to immigration status and access to federal financial aid for undocumented students or their families.

### **Strategies/Tactics/Actions**

Strategies that have proven to be effective to enhance the number of URM students will continue to be used. In addition, other best practices will be implemented to increase the enrollment of URM students. The diversity plan will focus on two areas: outreach and financial assistance.

### **Outreach**

UofL offers a number of programs and services designed to recruit underrepresented students. The programs below highlight best practices to achieve this goal – a more extensive list is included in the Appendices.

The Diversity Outreach and Recruitment Program has implemented several effective strategies to recruit URM students. These include Up Close and Personal, Order Your Education Steps (O-YES), and Think College Now. Over 1,800 URM students and families participated in these programs during the 2016-17 academic year.

In addition, special recruitment efforts for African American and Hispanic/Latino students include the Woodford R. Porter receptions and brunches, and dinners for prospective students and their parents. The yield of these efforts has resulted in increasing numbers of URM students accepting scholarships and enrolling at UofL.

Recruitment of In-state and Out-of-state students – UofL recruiters will live in cities such as Chicago, Cincinnati and Nashville with the goal of recruiting more students including URM students.

### **Financial Aid/Scholarship Assistance**

Reduction in Application Fee – The admission application fee has been reduced from \$50 to \$25 to increase the number of applications.

Scholarships – UofL provides numerous scholarships to students who meet the requirements. These include admission-based scholarships, transfer and adult scholarships, study abroad, and federal financial aid as well as preparing students to be competitive for national and international scholarships.

## II. Student Success

UofL is committed to the success of all students. Student success will be measured by student retention, six-year graduation rates and the number of degrees conferred. The table below shows the 1<sup>st</sup> to 2<sup>nd</sup> year retention goals with gradual increases over the next five years.

**Student Retention 1ST to 2ND Year**

Target Population	2016-17	2017-18	2018-19	2019-20	2020-21
Total	79.9%	80.3%	80.8%	81.2%	82%
Underrepresented Minorities (URM)	78.3%	78.6%	78.9%	79.2%	80.5%
Low-income	75%	75.6%	76.2%	77%	77.5%

### **Strategies/Tactics/Actions**

The listing below includes best practices and a comprehensive overview of the academic support services provided to students. We continue to enhance current retention programs and implement high impact strategies that focus on retention and improving the graduation rates.

Cardinal Pledge – One of the most effective strategies for increasing the success of low-income students is to provide financial support. UofL has established a new institutional fund to more widely distribute funds to low-income students with unmet needs. The University of Louisville's *Cardinal Covenant* Program has provided financial support for students from low-income families to fund their education. The University of Louisville's *Cardinal Covenant* was the first program of its kind in the Commonwealth of Kentucky. Realizing the need to provide financial support to more low-income students, a new program called the *Cardinal Pledge* has been established and will distribute funds to help more students persist to graduation. The *Cardinal Pledge* provides support to students designated as 150% of the poverty level, are admitted by June 1, and have a FAFSA on file in the Financial Aid Office. For the fall of 2017, it is projected that over 400 students will be assisted through the *Cardinal Pledge* program and the number of students served will continue to increase. In addition to providing scholarships,

the program focuses on students' academic success by monitoring their academic progress, providing financial literacy sessions and peer mentoring.

Living Learning Communities (LLC) are considered to have a large impact on the retention of students and they continue to increase on our campus. They provide students with an opportunity to network with other students, a peer advisor, an academic advisor, and faculty members that share a common major or interest. LLCs are open to students living on campus and commuter students seeking a greater connection to campus. There is no additional cost to participate in a LLC.

UofL offers LLCs for honor students and academic units, and, in Fall 2012, the Bayard Rustin LLC for students interested in LGBT issues and social justice was established. Beginning Fall 2017, LLCs for the African American Male Initiative (AAMI) and the Porter Scholar LLC will open in collaboration with the Cultural Center, the College of Arts Sciences, and Housing and Residence Life. The activities in the LLC will focus on academic success, mentoring, developing peer connections and gaining leadership skills. Additionally, Porter Scholars will receive encouragement and support to maintain their scholarship through graduation. During the fall semester, both LLC cohorts will take a common set of courses together, including Freshmen Orientation (Gen 101), and one or more additional courses, including English 101. There may be additional courses that will vary by community.

Summer Bridge Programs (Early Arrival Programs) were created to help ease the transition from high school to college for incoming African American and Hispanic/Latino students. Through a series of discussions and activities, the aim is to allow participants to network, build community and become active and engaged students during their time at UofL. Topics discussed include money management, becoming familiar with academic resources and support services, and the importance of establishing relationships. The Early Arrival Program works collaboratively with the Office of First Year Initiatives, and, in Fall 2017, transfer students will be invited to participate. In addition, the Speed School of Engineering has a summer bridge program for incoming engineering freshmen to prepare them academically and personally. The two-week, residential enrichment program is designed to assist students with their transition into college

through: academic prep, peer support, faculty relationship-building and student success programming.

Cultural Center Retention Program provides supplemental support for underrepresented students at UofL and has been expanded to include all African American and Hispanic/Latino students. Students participating in the Cultural Center Retention Program receive individual coaching and have access to programming focused on personal and professional development. Coaching provides intimate, one-on-one support to help students examine academic concerns and perceived barriers to success. Coaches provide students with semester-long academic support in areas such as time management, test preparation, note-taking, study skills, and reading strategies. They work individually with students, assess their strengths and needs, and devise a personalized plan of action. Students are also encouraged to take advantage of tutoring and other support services provided by REACH.

Mid-term Grades - In addition to the monitoring of students' academic progress, efforts will be made to implement mandatory midterm grades in order to let students know exactly where they are by the middle of the semester so they know what they must do in order to obtain their desired grade. This practice has proven to be beneficial for all students, but has been particularly successful as it relates to the retention of URM students.

While some units already provide mid-term grades, efforts will be made to implement mandatory mid-term grades over the next five years. Faculty involvement in student success is one of the most effective strategies to assist in the retention of students. A Plan of Action will be developed that will involve the deans, department chairs and faculty in a collaborative effort to assist with student retention and persistence to graduation. Faculty buy-in is critical if this is to be implemented. A part of the plan will involve making faculty aware that a part of their success is tied to student success. Faculty will be asked to submit mid-term grade information to be uploaded into the CardSmart alert system so that faculty and advisors can work in tandem to provide early intervention and support to students determined to be at risk.

Undergraduate Academic Advising Assessment Plan - In 2015, the U of L Board of Trustees asked that the university create an advising assessment plan for undergraduate academic advising. Building on the university's academic advising mission and vision, a committee of academic advisors created three goals for academic advising. In 2016, an academic advising assessment pilot program was created to gather data in order to set targets for advising improvement through the year 2021. The three goals addressed what academic advisors could do to support student success. The Advising Assessment Committee will create student learning outcomes for advising for inclusion on the university's 2018 advising assessment plan.

A university "Identity Center" to house and concentrate diversity programming and staff is a key element of campus student engagement for diversity. It may be possible to identify existing space freed up by the opening of the new academic building or to mount an advancement campaign with a new building as its goal. The Vice Provost for Diversity and International Affairs is working with SGA to further refine this idea and to present it to the campus community.

Society of Woodford R. Porter Scholars – The Society of Porter Scholars is the largest recognized student organization that is comprised of and serves African American students. Its purpose is to provide academic and social support to the Woodford R. Porter Sr. Scholarship recipients with the goal of increasing the retention and graduation rates of Porter Scholars. The organization also promotes interaction, enhances leadership opportunities and personal development as well as encourages professional/graduate education. Other Recognized Student Organizations (RSOs) are also available for membership. Some examples include the Association of Black Students, Black Nurses' Association, National Society of Black Engineers (NSBE) and others.

Book-in-Common (BinC) is an opportunity for all new students to come to campus with at least one shared experience: that of reading the same book. It is a great starting point for conversation, and the variety of perspectives reflects the diversity of opinions and experiences that comprise our UofL community. Book-in-Common is about more than just reading; what really brings those pages to life are the different conversations and events that take place around the book year-long.

A community-wide reading for UofL's entire campus, BinC brings together students, faculty, and staff who read and explore a common text which is incorporated into courses across disciplines. To enhance classroom learning, BinC partners with campus and local community members to host a year-long event series aimed at highlighting the themes and issues raised throughout the text.

Through related programming, Book-in-Common

- Increases student-faculty interaction and helps build community among new students.
- Connects in-class and out-of-class experiences.
- Creates opportunities for interdisciplinary and active and collaborative learning.
- Develops students' critical thinking skills.
- Addresses complex issues relevant to our students' transitions to college and to our community at large.
- Promotes self-discovery and exploration of diverse ways of thinking and being.

One recommendation from students is to make sure the books are more consistently diverse by authors and content. Over the course of the next five years, more efforts will be put in place to make sure BinC includes books that focus on diverse people and/or race and social justice issues.

The anticipated outcome of all of the academic and social support services for undergraduate students will be measured based on the six-year graduation rates and number of degrees conferred as reflected in the goals set in the tables that follow. Therefore, we will continue to implement strategies and best practices for student retention that will lead to an increase in the number of degrees awarded.

## **Strategies to Improve Graduation Rates**

### Flight Plan

All of the retention strategies listed in the previous section are intended to result in student success and graduation. However, the following strategies focus specifically on graduation.

In order to improve student persistence and graduation rates, in Spring 2016, the university purchased two new software programs: Education Advisory Board's Student Success Collaborative and The Burgundy Group's Smart Planner.

#### *Education Advisory Board's (EAB) Student Success Collaborative*

EAB's Student Success Collaborative is a predictive analytics program where 10 years of U of L data were entered into the EAB system and resulted in the identification of risk levels of undergraduate students (low risk, moderate risk, high risk). In Fall 2016, the university renamed the system, CardSmart and academic advisors began utilizing it in Fall 2016 to easily identify students with whom they believe would benefit from an intervention—either an academic advising appointment or participation in campus student support resources. Academic advisors can sort students by risk level, GPA, major, classification and many other factors. CardSmart downloads information from PeopleSoft nightly and allows advisors to be proactive in reaching out and working with students, instead of waiting for students to find them. This information is used to provide early alerts to the students and refer them to tutoring or other resources based on their need.

#### *Flight Planner*

Smart Planner software is an addition to PeopleSoft and allows students to easily plan their degree completion by moving courses to semesters in the planner. In Fall 2016, a pilot program with the Speed Engineering students was launched and the software was renamed Flight Planner to support the university's Flight Plan program. Flight Planner is automatically populated for students with their specific course requirements for the degree program they select. Flight Planner is interactive and pulls in data from the student's degree audit (advisement report) in PeopleSoft. As students complete courses, their grades are imported into the planner and students can easily see what they have left to complete their degree. As students move courses in the planner, they can see how that decision will affect their graduation date. The university plans to roll out Flight Planner in Fall 2017 to students in the College of Arts and Sciences and then add students enrolled in other units of the university each semester until all undergraduate students are in the system.

## Undergraduate Graduation Rates and Degrees Awarded

Both the six-year graduation rate and number of degrees conferred are reflected in the tables below. Both show projected increases over the next five years.

### Undergraduate Six Year Graduation Rates

Target Population	2016-17	2017-18	2018-19	2019-20	2020-21
Total – All Students	54.3%	55.7%	57.1%	58.6%	60.1%
Underrepresented Minorities (URM)	50.1%	51.5%	53.0%	54.5%	58.5%
Low-income	45.7%	47.8%	49.9%	52.0%	54.1%

### Undergraduate Degrees Awarded

Total number of degrees awarded during an academic year (July 1 – June 30)

Target Population	2016-17	2017-18	2018-19	2019-20	2020-21
Total	2,805	2,879	2,953	3,027	3,100
Underrepresented Minorities (URM)	507	531	548	567	585
Low-income	1,186	1,230	1,271	1,313	1,356

## Graduate and Professional Student Enrollment

Several strategies have led to the increased enrollment of African American, Hispanic/Latino and other URM graduate students. The School of Interdisciplinary and Graduate Studies (SIGS) provides financial support for UofL departments and programs to assist in the matriculation and graduation of qualified, underrepresented ethnic minority students. A more extensive list of initiatives by SIGS and the Schools of Dentistry, Law and Medicine is included in **Appendix B**.

We continue to strive to increase the enrollment of graduate and professional students as reflected in the table below.

### Graduate and Professional Student Enrollment

Target Population	2016-17	2017-18	2018-19	2019-20	2020-21
Underrepresented Minorities (URM)	14.5%	14.8%	15%	15.3%	15.5%

Examples of high-impact best practices include:

#### **Recruitment**

Along with hosting graduate preparatory workshops and initiating programs that target underrepresented groups, regional and national recruiting trips play a significant role in sparking interest for prospective students. The recruitment of international students have also helped to shape the landscape for creating a diverse student body at the graduate level. Areas included in the SIGS plan for recruitment and outreach include:

- The Atlanta Consortium, which includes Spelman, Morehouse and Clark Atlanta as partners
- The Alabama Connection that spans the state of Alabama with an emphasis on HBCUs
- Tennessee State University
- Fisk University
- Kentucky State University

SIGS hosts graduate visitation days and group appointments, and through these efforts UofL has been successful in attracting students from Marshall University, University of Tennessee-Knoxville, Troy University, University of Cincinnati and Berea College.

Specific strategies for the recruitment and retention of professional schools (Law, Dentistry and Medicine) are found in **Appendix B**.

#### **Financial Aid/Scholarship Assistance**

Funding for graduate school is provided in the form of scholarships and tuition awards, fellowships, and graduate assistantships. A more complete listing is included in Appendix B. Partnerships with the Southern Regional Education Board (SREB) and the National GEM Consortium assist in providing multiple layers of support to underrepresented minority students.

### **Retention**

In an effort to support student retention, human resources have been made available to students on both the Belknap and Health Science Center (HSC) campuses. These sources of support between the department and graduate students have helped to manage the retention rates of graduate students, in particular, graduate diverse students. Students on both campuses interact regularly with the Associate Director of Graduate Admissions and Diversity Recruitment to gain advice about coping with internal and external challenges. Mentorship is intentionally threaded through all programs in the School of Interdisciplinary and Graduate Studies. Programs like the Diverse Faculty, Staff and Graduate Student Welcome Day, Check-in and Connect, the Minority Association of Graduate Students (MAGS), and the Directors of Graduate Studies' (DGS) Lunch and Learn Series all help support student persistence to graduation. Effective strategies have been implemented by the professional schools of Dentistry, Law and Medicine and can be found in **Appendix B**.

### **III. Impact**

The impact section focuses on workforce diversity that includes faculty, (full, part-time, tenure/tenure track and non-tenure-track); professional staff; and administrators. It will also include information on the campus climate and cultural competency and other underrepresented groups that UofL serves.

#### **Workforce Diversity**

One of the major indicators of impact is having a diverse workforce. Attention is paid to the recruitment and retention of faculty and staff. The table below shows the race and gender of full

and part time faculty, followed by a table that shows the goals for increasing diverse faculty for the next five years.

**Faculty  
Full and Part-time by Race and Gender, 2016**

					TOTAL
FULL TIME			PART TIME		
			GENDER		
	FEMALE	MALE	FEMALE	MALE	
RACE					
American Indian/Alaska	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		1,084	323	274	2,439

**URM Tenured and Tenure Track Faculty as a percentage of all Tenured  
and Tenure Track Faculty**

Target Population	2016-17	2017-18	2018-19	2019-20	2020-21
Underrepresented Minorities (URM)	10.7%	10.7%	10.9%	11.2%	11.5%

**Faculty Recruitment**

UofL uses best practices in the recruitment and retention of under-represented faculty, including intentional language in position descriptions that emphasize and promote an inclusive campus community, such as:

- Advertising in key diverse publications
- Using the SREB data directory
- Participating in and recruiting at research and diversity conferences and other professional development programs that traditionally attract diverse faculty
- Providing training to search committees to decrease the incidences of unconscious bias
- Revising the current exit interview instrument and using the results to address problem areas. UofL is also exploring the idea of having the survey administered by an entity outside of the university.

### **Faculty Retention**

To support the retention of faculty from underrepresented groups, each academic unit is required to have its own faculty mentoring program. The Provost asks each dean to ensure that all new faculty are offered a mentor and some units credit faculty mentoring activity as evidence of teaching proficiency.

The Office of the Provost offers a year-long professional development series for new faculty which includes workshops on topics such as “What You Need to Know About Promotion and Tenure”, “Teaching Jumpstart: Strategies and Guidance for New Faculty”, “How to Write Proposals that Get Funded and Papers that Get Published,” and “Facilitating Authentic Conversations about Race in the Classroom.”

With regard to extension of the tenure clock, UofL’s governing document, The Redbook, allows faculty on tenure-track (“probationary”) status to request an extension when facing “extenuating circumstance.” Examples of extenuating circumstances are personal illness, the birth or adoption of a child, or care of an ill family member. Up to two extensions may be granted, each for a minimum of six months and a maximum of two years. The full policy is described at:

<http://louisville.edu/provost/redbook/contents.html/chap4.html#4a2s2>.

## Staff

Professional and classified staff are essential employees in the operation of the university. UofL pays attention to recruiting and retaining staff by focusing on opportunities for educational and professional development and improving the workplace environment. The table below shows the race and gender of full time staff, followed by a table that shows the goals for increasing diverse professional (exempt) staff for the next five years.

### Staff by Race and Gender, 2016

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
<b>TOTAL</b>	<b>1,069</b>	<b>563</b>	<b>1,269</b>	<b>658</b>	<b>405</b>	<b>570</b>	<b>2,743</b>	<b>1,791</b>

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

### Professional Staff

Target Population	2016-17	2017-18	2018-19	2019-20	2020-21
Underrepresented Minorities (URM)	11.1%	11.1%	11.4%	11.6%	11.9%

Special attention will be given to ensure that URMs are not disproportionately affected by the budget cuts.

**Strategies/Tactics/Actions**

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

**Executive /Administrative /Managerial**

Target Population	2016-17	2017-18	2018-19	2019-20	2020-21
Underrepresented Minorities (URM)	11.5%	11.7%	12.0%	12.2%	12.5%

As of Fall 2016, eleven-percent (11%) of Executive/Administrative/Managerial staff are underrepresented minorities. The goal is to increase the percentage over the next five year.

**Strategies/Tactics/Actions**

Use best practices in recruiting female and diverse administrators, including:

- Reaching out to personal and professional networks
- Networking at conferences and professional development programs such as HERS and NCORE
- Hiring search firms that have a proven record of identifying qualified women and diverse people in their applicant pool.
- Providing training to search committees to reduce the incidences of unconscious bias

## Campus Climate and Cultural Competency

### Campus Climate

Campus climate is a major factor in the retention and success of students, faculty and staff. UofL is strongly committed to building an inclusive learning and workplace environment. Structures have been put in place to help monitor and improve the campus climate. In the past, the Office of Institutional Effectiveness and Assessment (IE) administered a campus climate survey every two years to formally assess the climate. Effective for implementation in Fall, 2017, IE developed two optional models for accessing the campus climate, and a two-year model of assessment was agreed upon (see **Appendix C**).

In summer of 2016, we created and appointed a director of the **Office of Diversity Education and Inclusive Excellence**. The primary focus of that office is to provide diversity education and training in the areas of privilege, unconscious and implicit bias, micro and macroaggressions, cultural competency, cultural appropriations and race and social justice issues.

### Cultural Competency

The definition of cultural competency as noted in the Statewide Diversity Policy is *an ability to interact effectively with people of different cultures. A culturally competent individual has an awareness of one's own cultural worldview; possesses knowledge of different cultural practices and worldviews; and possesses cross-cultural skills to better interact with those from other cultures.*

One major and consistent way to provide cultural competency for students is through the curriculum. Since the 1990s, all undergraduate students have been required to take two cultural diversity courses as a part of the general education requirements. In 2014, a task force was appointed to revise the general education requirements. The revisions were approved in January of 2017. General Education is now called the **Cardinal Core Program** and it requires all students to take two diversity courses as described below:

- ***Courses in U.S. Diversity (DI)*** will broaden students' understanding of how the experiences and opportunities of individuals and groups in the United States are shaped

*by the various historical, cultural and social structures and processes of stratifications. These courses will center on race, socio-economic status and gender, and/or their interactions with other social demographics.*

- ***Courses in Global Diversity (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.

Students must take one course in U.S. Diversity (D1) and one in Global Diversity (D2). These courses will meet and exceed the components of the definition of cultural competency by providing learning outcomes and assessment of the knowledge students have gained in the courses.

It should be noted that diversity content is infused throughout the curricula in many of the academic units. However, there are two degree-granting units that provide content that enhance students' understanding of race, culture and gender: Pan African Studies (PAS) and Women's and Gender Studies (WGS).

PAS occupies an important place within the larger mission of the university's quest for advancing knowledge and understand of problems of the 21<sup>st</sup> century. The goals of the department include the advancement of scholarship, research, and knowledge that contribute to the understanding of social inequality and cultural diversity, particularly as it eschews racial and ethnic bigotry and the intersectionality with other forms of oppression. PAS offers bachelors, masters, and PhD degrees. The rich breadth and depth of the multidisciplinary field of Pan-African Studies are reflected in the curriculum and programs of the department. The PAS core curriculum focuses on Africa and the African Diaspora. In addition, PAS offers field of study and internships experiences, and special courses on research methods, race, gender, diversity and inter-cultural education.

Women's and Gender Studies (WGS) is the interdisciplinary examination of women and gender across cultures and epochs. WGS addresses significant omissions in traditional scholarship by examining the history, contributions and accomplishments of women by studying the ways gender has structured intellectual and social life. WGS calls attention to how issues of gender intersect with other structures of power such as race, class and sexualities. WGS offers bachelors; dual majors with Law and Social Work (MA and MSW); and MA and graduate certificates.

In addition to the courses within the academic units, the director of the Muhammad Ali Institute (MAI) and Professor of Law, Enid Trucios-Haynes and the faculty resource group of MAI developed a cultural competency research project that will conduct an Integrative/Comprehensive Literature Review of the Definitions of Cultural Competency [CC] and determine to what extent do faculty, student affairs and the university infuse cultural competencies into their teaching, work and operations, respectively. **See Appendix C for details.**

### **Intercultural Knowledge and Competence Value Rubric**

The Association of American Colleges and Universities (AACU) Intercultural Competence Rubrics will also be used to assess cultural competency. The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success (see rubric in Appendix C).

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.

### **Assessment Plan**

Each dean and vice president will be required to develop diversity plans for their units that are aligned with the goals of the university diversity plan. They will be held accountable for making progress on reaching their diversity goals. One of the tools that will be used is an Accountability

Form that was developed and implemented on the Health Sciences Campus. Please see **Appendix C**. This form will be implemented on the Belknap Campus during the coming academic year.

Assessment strategies for improving services will be used to reach the desired outcomes in the areas of Opportunity, Success, Impact, Cultural Competency and Campus Climate.

**Opportunity** – The strategies for increasing the enrollment of African American (AA), Hispanic/Latino (H/L) and other URM will be assessed by the actual number of students enrolled. The individual programs and services have assessment measures that determine if the goals are being met. For example, there has been continuous enrollment growth for AA and H/L undergraduate students. The assessment of recruiting out-of-state students and reducing the admissions fee will be determined and assessed each year.

**Success** – Such strategies as Living Learning Communities, peer mentoring, academic support, mid-term grades, financial aid and opportunities for students to get involved have been listed as high impact for student success. The Office of Institutional Effectiveness administers surveys at the end of the fall semester to students participating in Living Learning Communities (LLC) and Themed Learning Communities (TLC). The purpose of the surveys is to obtain students' perceptions of living in a LLC or TLC and its impact on their adjustment to academics and college life at UofL. The results are used to make programmatic changes as needed to improve the educational experiences for students residing in the LLCs and TLCs.

For students participating in the Early Arrival Programs (EAP), their academic progress will be assessed through the use of the CardSmart system. EAP students will be tracked and compared to non-EAP students with similar profiles to determine if participation in the EAP program resulted in a positive impact on their success for the semester. Success will also be tracked through focus groups with EAP students at the completion of the spring semester of their freshman year to obtain their attitudes regarding EAP and its impact on their academic progress over the course of the academic year. Similarly, students' level of engagement, campus involvement and sense of belonging will be assessed by tracking those students who participate in retention programs such as Book-in-Common, Porter LYFE, REACH and CONECT to determine if their academic experience and desire to persist is more positive than other students with similar profiles.

**Impact** – The assessment of impact strategies will include workforce, campus climate and cultural competence. Strategies for workforce diversity will be assessed based on the successful recruitment and retention of faculty, staff and administrators over the next five years. In addition to the assessment for each strategy, the deans are evaluated on an accountability plan in line with comprising the goals in the Postsecondary Education Policy for Diversity, Equity, and Inclusion.

The assessment of the campus climate will be monitored by a campus climate survey administered by the Office of Institutional Research, Effectiveness and Analytics. The plan is to have shorter surveys, with results being quickly analyzed and plans to address problem areas developed within ninety days.

Cultural Competency will be measured by learning outcomes from the required diversity courses described in the Cardinal Core (formerly general education). It will also be assessed through training both online and in person. Cultural competency will be further assessed by using the AAC&C Intercultural Knowledge and Competence Value Rubric (**Appendix C**).

## **Services to Other Groups/Areas of the Diversity Plan**

It is important for University of Louisville’s Diversity Plan to include a comprehensive view of diversity programs and services provided to groups on campus and in the community. Other diversity programs include: disability, globalization and international affairs, LGBT services, military/veteran services, low-income students, community engagement, and environmental sustainability.

### **Gender Equity**

#### **Commission on the Status of Women**

UofL recognizes employees are its single greatest and most valuable resource. As a result, the University established the Commission on the Status of Women (COSW) in 1994 as a special advisory group to examine gender-related issues that impact the lives of women and families in their faculty and staff roles at the University of Louisville.

Some of the more notable changes COSW championed include the following:

- Establishing an on-campus child learning and development center

- Advocating an increase in parental leave for faculty and staff from three to six weeks
- Spearheading a change to list childbirth as grounds for stopping the tenure clock if requested.
- Providing lactation stations in buildings across campus
- Supporting institutionalization of the Prevention Education and Advocacy on Campus and in the Community (PEACC) program that focuses on addressing and preventing violence against women
- Continuing to monitor the salaries of women faculty and staff for parity with their male peers.

In addition, the Women’s Center works to empower women faculty, staff and students on campus through providing services, resources and programming with consideration of the intersectionality of all marginalized populations. Some of the services the Women’s Center provides include:

- Emergency funding and resources for students who are victims of violence or negatively impacted due to pregnancy or other gender-related issues.
- A family-friendly safe space and lactation room to welcome and empower marginalized students, including student parents and non-traditional students.
- Organizing and sponsoring low-income and underrepresented minorities to global trips examining equity issues.

Although there is more work to be done, the University of Louisville celebrates diversity and continues to demonstrate its commitment to gender equity through a record of accomplishments in recruitment, development, and retention of women. Women are clearly visible and active in key leadership and decision making positions at all levels of the University. The University of Louisville is a model for all citizens of the Commonwealth, demonstrating that each individual can maximize her or his potential, regardless of gender or race.

## **Title IX**

The university prohibits all forms of sex discrimination and sexual misconduct. Sex discrimination that violates Title IX includes different treatment on the basis of sex, sexual harassment and violence, hostile educational environment based on sex, discrimination based on pregnancy, inequality in athletics programs, discrimination based on a person's failure to adhere to gender stereotypes, and retaliation against people for asserting their rights under Title IX.

Title IX protects all students and employees from discrimination, regardless of sex, sexual orientation, or gender identity or expression.

In July of 2016, the university hired a Title IX/ADA coordinator to monitor and provide oversight of compliance with Americans with Disabilities Act (ADA) and Title IX. In addition to being trained in Title IX, faculty members include the following statement in their course syllabi:

### **Title IX/Clery Act Notification**

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the Sexual Misconduct Resource Guide

(<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

## **Disability Services and ADA**

The university is committed to providing services to students and employees with disabilities. The university complies with the Americans with Disabilities Act by providing equal access to programs, services, jobs and facilities offered through the university. The Disability Resource Center supports students with disabilities by promoting equal access to all programs and services. UofL also: provides an equal opportunity to work and to receive reasonable accommodations, and/or auxiliary aids and services; appropriate confidentiality of all information regarding a disability; and information reasonably available in accessible formats. The University has the responsibility to: provide information to staff and visitors with disabilities in accessible formats upon request; ensure that jobs, programs, services, and facilities are available and accessible; evaluate staff and applicants on their abilities and not their disabilities; provide reasonable accommodations for staff and visitors with disabilities in jobs, programs, services, and facilities; and maintain the confidentiality of records and communication, except where permitted or required by law.

### **Globalization and International Affairs**

The University of Louisville is committed to preparing students to become global citizens. In the area of globalization and international affairs, study abroad is one of the priorities in the university's strategic plan. In 2015-16, more than 900 students studied abroad and over 600 faculty and staff participated in studying, teaching and conducting research outside of the United States. To ensure that low-income students have access to participate in study abroad programs, students who are Pell Grant-eligible can apply for a Gilman Scholarship to assist with offsetting the costs of studying abroad. Some schools and programs such as the College of Arts and Sciences, the LGBT Center and the Women's Center provide financial support to assist low-income and underrepresented minorities to help with the costs related to travel out of the country, and the Muhammad Ali Scholars program includes financial assistance to study abroad every other year as a part of the program. The International Center staff participate in various campus initiatives such as Welcome Week, Campus Culture 101 (Gen Ed campus orientation course), Study Abroad fairs and "Let's Talk" lunches at the Cultural Center in an effort to inform students about study abroad opportunities.

Collaborations with student service offices and recognized student organizations continue to help UofL create a more welcoming environment and “settling in” experience for international students and scholars by providing assistance with arrival, including a special orientation and Welcome Reception for international students sponsored by the Vice Provost for Diversity and International Affairs and the International Students and Scholars Services office. The International Affairs Advisory Committee (IAAC) includes representatives from each academic unit and student and employee service offices and is advisory to the Provost in recommending policies and procedures to enhance the university’s globalization efforts.

### **LGBT Services**

Since opening in 2007, the Center has led the way in creating a more inclusive, welcoming campus environment for LGBT people, has supported the overall vision for diversity at UofL, and continues to serve as a hub for several LGBT-focused groups. Based on the Campus Pride Index, UofL received a five-star rating for two consecutive years, and, in 2016, was included in its annual listing of the top 25 universities nationwide. The Center opened a satellite office at the Health Sciences Center to increase cultural competencies among students providing healthcare to members of the LGBT community and serves as a model to other organizations and institutions across the country. The Center supports the university’s vision for diversity in the following ways:

- Maintaining a “safe zone” gathering space where students, faculty and staff regardless of their identity or orientation –can make positive connections with staff and peers
- Providing a hub for LGBT student organizations
- Promoting student/employee retention and success through personal support, advising, and by connecting them with services and resources
- Developing and facilitating education and training for the campus community
- Reaching out to prospective and new students, faculty, and staff to make them feel welcome and connected to campus
- Fostering collaboration with campus and community organizations that support LGBT people and issues and those that address intersectional aspects of social justice.

Some of the ongoing programs offered through the LGBT Center include an Alternative Thanksgiving dinner to honor the community of students, faculty and staff who may experience

difficulties during the holidays because of their LGBT status; the Bayard Rustin themed housing community named for the famed Civil Rights hero for students to explore LGBT identity, social justice and community service; the Lavender Graduation Celebration for LGBT students who are graduation; and the Intersection, which provides a safe and supportive gathering space for LGBT students and their allies.

## **Religious Diversity**

UofL offers a number of organizations and initiatives designed to support the spiritual needs of our campus community, including the Interfaith Center, which has the offices of Hillel (a Jewish student organization) and Roman Catholic, Episcopal, Lutheran, Presbyterian and United Methodist campus ministries; the Baptist Campus Ministry, a Christian organization providing opportunities for Christian growth and fellowship; and the Muslim Student Association. There are approximately 23 RSOs of a religious nature.

## **Diversity of Thought and Ideas**

An important part of a college education is the pursuit of knowledge and to develop an understanding of differences and varying points of view. UofL encourages students to think critically and consider various ideas and political ideologies. Examples of these opportunities include:

- The McConnell Center, which offers a Distinguished Speaker Series and has hosted political figures such as Joe Biden, Marco Rubio, Condoleezza Rice, Ted Kennedy and Hilary Clinton.
- The Muhammad Ali Institute for Peace and Justice, which advances the work, study and practice of peacebuilding, social justice and violence prevention through the development of innovative educational programs, training, service and research.
- The Peace, Conflict and Social Justice Program offers a certificate in Peace, Justice & Conflict Transformation through the College of Arts and Sciences but also encompasses other colleges. It is intended for students who wish to retain their planned major and minor, yet enrich their undergraduate education in a coherent manner that enhances their

lives as global citizens and better prepares them for prospective employers or graduate school. The Social Change minor allows students to examine how people, across times and places, work to change their social environment, and how they respond when their social environments change around them.

### **Veterans/Military Services**

The University of Louisville was named a Military Friendly School for 2014 by *G.I. Jobs*, a monthly magazine designed to help veterans make the transition from military service to the civilian workforce. UofL has made the magazine's list four years in a row.

The Veterans/Military Affairs Office continues to provide support to smooth the transition from military life to student life by devoting individualized support to veteran students and their families in providing a broad range of services, including coordinating with the Veterans' Administration (VA), university departments, and other community organizations. The office provides assistance with

- identifying federal and state education benefit options
- advocating military transfer credit
- handling withdrawals/re-admissions due to deployments or call to Active Duty status
- connecting veteran students with campus resources, veteran service providers, and other agencies encouraging academic success at the University of Louisville

### **Community Engagement**

Community Engagement is a core component of the mission of the University of Louisville, involving meaningful work and leadership from all colleges, schools, and administrative units. In some cases there is a direct connection between UofL's engagement work with external partners, and projects that promote diversity, equity and inclusivity. A huge effort connecting diversity and community engagement is the Signature Partnership Initiative with west Louisville, one of the university's greatest success stories. Like many major metropolitan areas in the United States, the city of Louisville has an urban core that has experienced decades of economic and social disinvestment that began during the middle of the 20th century. Through the Signature Partnership, the university and its partners are making a major commitment to the residents in

west Louisville to build capacity by sharing an enormous pool of academic and other resources in an effort focused on providing and/or improving four essential resources: 1) educational opportunity 2) health care 3) economic development and 4) social and human services. In 2015-16, there were 111 university community partnerships with west Louisville.

## **Conclusion/Next Steps**

The University of Louisville Diversity Plan contains goals and metrics that are aligned with the Kentucky Public Postsecondary Education Policy for Diversity, Equity and Inclusion. The diversity plan includes all aspects of diversity including: goals and metrics for undergraduate and graduate students; workforce diversity; services provided to other diverse groups on campus; community engagement; and brief descriptions of academic services and other high impact programs and activities that lead to and support the goals of opportunity, success and impact. UofL expects the outcomes to be: continued enrollment growth including URM; improved retention, graduation rates and number of degrees conferred; improved campus climate with the implementation of cultural competency and other diversity training; and increased diversity in the workforce and structures in place that lead to greater inclusiveness and opportunities for everyone to develop to his/her full potential.

## Appendix A

### Undergraduate Recruitment and Retention Strategies

#### Recruitment

Admissions Recruitment/Outreach Programs such as

- Think College Now Preparatory Conference for African American and Hispanic/Latino Freshmen
- Up Close and Personal which is a diversity shadow visit Program
- Ordering your Educational Steps – Diversity Visit Program
- AVIATORS (Admissions Volunteers in Action to Recruit Students) – Diverse students serve as Admissions Ambassadors to help recruit students
- Woodford R. Porter Scholarships for AA students
- Oportunidad y el éxito (Opportunity and Success) Scholarships for H/L students
- MLK Scholarships for AA and H/L students
- Senator Gerald Neal’s Admissions Reception - Each year Kentucky State Senator Gerald and Mrs. Neal host a reception at their home for students who have been to UofL from West Louisville.
- Diversity Recruitment Web Resources <http://louisville.edu/admissions/diversity>
- Spanish Translated Webpage and Recruitment Materials
- Call Nights for African American and Hispanic/Latino Populations
- Post Card Writing Campaigns for African American and Hispanic/Latino Populations
- Diversity Recruitment Listserv to communicate regularly regarding opportunities sent to our partners who work with said populations
- Community Based Organization Formal Partnerships with Whitney M. Young Scholars, Black Achievers, 100 Black Men of Louisville and Black Men Working @ Carter G. Woodson Academy
- Regularly covering community based events with a high number of African American and Hispanic/Latino student engagement, (i.e. college fairs, presentation, speeches)
- Recruitment through and with the National Hispanic Scholarship and Adelante Achievers

Office of Hispanic/Latino Initiatives designed to create resources and support services to better engage and increase admission, retention and graduation rates for Hispanic/Latino(a) (H/L students attending UofL.

INSPIRE (Increasing Student Preparedness and Interest in the Requisites for Engineering) designed to acquaint high school students with career choices in engineering. INSPIRE is offered to female and minority students who traditionally are underrepresented in engineering fields.

The Louis Stokes Alliance for Minority Participation (LSAMP) Scholars program was created to enhance the awareness, participation, and research opportunities for African American students related to STEM (Science, Technology, Engineering and Mathematics) areas. It provides funding for undergraduate research experiences.

Minority Teacher Recruitment Project (MTRP) has as its primary goal to increase the number and diversity of the teachers in the city, state, and nation.

Informal Recruiting by Multicultural Student Organizations Student organizations such the African Male Initiative, Association of Black Students, LAHSO, Collegiate 100 are engaged in outreach to middle and high school students to tutor and/or mentor them as well as encourage them to attend UofL.

Upward Bound - Upward Bound and Gaining Options for College (GO College) are year-round programs that each summer bring participants to campus—not just to take classes, but also to get used to what it feels like to be in the college environment. This summer more than 160 high school students have called Belknap Campus home for two or more weeks.

Upward Bound is one of the longest-running federal programs at UofL; it has been on campus for fifty years. Tutors work with the students to help them graduate from high school on time and to motivate them not only to go to college but also to graduate. Each summer, the students live on campus for five weeks and take such classes as math, science, Spanish and even ACT prep.

## **Retention**

Book-in-Common (BinC) is an opportunity for all new students to come to campus with at least one shared experience: that of reading the same book. It's always a great starting point for conversation, and the variety of perspectives reflects the diversity of opinions and experiences that comprise our UofL community. Book-in-Common is about more than just reading; what really brings those pages to life are the different conversations and events that take place around the book year-long.

A community-wide reading for UofL's entire campus, BinC brings together students, faculty, and staff who read and explore a common text which is incorporated into courses across disciplines. To enhance classroom learning, BinC partners with campus and local community members to host a year-long [event series](#) aimed at highlighting the themes and issues raised throughout the text.

Through related programming, Book-in-Common

- Increases student-faculty interaction and helps build community among new students.
- Connects in-class and out-of-class experiences.
- Creates opportunities for interdisciplinary and active and collaborative learning.
- Develops students' critical thinking skills.
- Addresses complex issues relevant to our students' transitions to college and to our community at large.
- Promotes self-discovery and exploration of diverse ways of thinking and being.

Quality Enhancement Plan - The quality enhancement plan (QEP) is an aspect of accreditation with SACSCOC, our regional accrediting body. The QEP is an opportunity for each institution to

design an innovative initiative focused on improving an aspect of student learning and/or the learning environment in order to boost overall student success.

Based on two years of institutional research, data analysis, and conversations with university administrators, faculty, staff, and students, we decided to focus our 2017 QEP on enhancing the learning and engagement of second year students. Between the second and third year, our exploratory students are being retained at a significantly lower rate than students with declared majors. Our exploratory students are those who have not declared a major or who have not earned admittance to the academic unit that shelters their program of choice. Many of these students are in need of support as they are “in transition” between majors or struggle to find their academic fit on campus. Some of these students will stop out or drop out in that crucial second year.

In order to create a QEP to support these students and enhance their ability to thrive academically, to discover an appropriate disciplinary home at the university, and to persist through critical transition points, we named our QEP *Find your Fit in the Second Year*. Find Your Fit is a small seminar for exploratory students and others who are “in transition” between majors. Students will complete both academic and personal inquiry projects to produce an academic and personal plan to articulate goals, decision-making, and career trajectory.

The goal of this QEP is to increase the persistence and completion rates of students who are “in transition” while advancing best practices in working with second year students that can be integrated into other areas of the university’s learning environment.

Early Arrival Program – provides the opportunity for entering African American and Hispanic/Latino students to arrive a week before the fall semester begins so that they can register for classes, secure on-campus housing and become familiar with the campus.

African American Male Initiative - established to improve the retention, graduation and participation rates of African American males by addressing various scholastic and social challenges, through academic engagement, mentoring, peer connection and student involvement.

TRIO Program - TRIO Student Support Services (SSS) is funded by the U.S. Department of Education and the University of Louisville. SSS is committed to helping low-income, first-generation college students and students with disabilities achieve a bachelor’s degree. The program’s mission is to increase retention and graduation rates by offering academic, financial, and personal support.

During the academic year, SSS students receive individual and group advising to foster positive study habits and academic success. Students can take advantage of a comfortable learning environment, financial counseling, leadership opportunities, cultural excursions, and exciting academic workshops. There is to the student to participate.

C.O.N.E.C.T. (Caring of New students Experiencing College Transition) – peer mentoring program to assist Black students with the transition from high school to college.

Office of Resources for Academic Achievement (REACH) - REACH provides various programs with academic enrichment activities which help support retention and graduation efforts for our diverse student population (especially first time, first-year students or first-generation students or diverse background students), such as:

- Scheduled Tutoring Program: This program offers small group tutoring for 100, 200, and some 300 level courses to assist with questions, guided study, discussion and review. It's designed for students who need assistance in courses not offered with the SI or LA programs, or for students who need additional support.
- Graduate Preparation Exam Seminars: Offered for the GRE, GMAT, LSAT, and other graduate exams depending on the semester. *REACH also collaborates with the University Graduate School* to provide a free three hour workshop each semester for students, staff, alumni and potential graduate students to assist in understanding how to begin to select, review and practice for these exams.
- Math Resources Center: Offers drop-in tutoring for most 100 and 200 level mathematics courses and for JCTC Pathways mathematics courses. Tutors assist students by helping with homework, practice problems, and exam analysis. The center also has a mini-computer lab available for MathCDs, MATH XL, MyMathLab, Maple and the Internet and has textbooks and solution manuals for math courses at and below the 200 level.
- Onsite Virtual Math Center: Offers drop-in academic support for MathZone and MathXL for various mathematics courses. Tutors assist students by helping with online assignments, including homework, practice problems, and exam analysis.
- Online Virtual Math Center: This online center is available through Blackboard 24/7 for practice problems, solutions and exam reviews and also offers "real time" tutoring from REACH student tutors during posted evening and weekend hours. This online resource supports all 100 and 200 level courses tutored in both the onsite Virtual Math Center and the onsite Math Resources Center.
- REACH Academic Development Office: The Academic Development Office assists students with the transition from high school to college. The director and three professional staff serve as supplemental advisors or academic coaches. The staff identifies crisis situations, monitors students' academic progress, and refers students to REACH academic support services as well as other university support and campus organizations.
- REACH Ambassadors Peer Mentoring Program: REACH Ambassadors are second-year students trained and nationally certified to mentor first-year and transfer students to increase university retention during the first academic year. The peer mentors help students negotiate the transition to UofL by providing support, friendship, and advice as well as help students connect to university faculty, staff and resources. Students engage in leadership events, service learning opportunities, and social activities.
- The SAGE Student Referral System: SAGE is a web-based, early-warning module that allows instructors to create student referrals with reasons and recommended actions for students enrolled in their classes at any time during the semester. SAGE referrals are followed up by campus advisors and by REACH professional staff resulting in a campus-wide intervention process planned and conducted to assist UofL's retention effort.
- The Student Success Seminar Program: Onsite and online Student Success Seminars provide instruction in study strategies and college life skills to increase the retention of

UofL students. Graduate student assistants provide personal examples of appropriate study strategies for various courses.

- ADVANCE in Mathematics Program: ADVANCE is a five week summer intensive review program for mathematics, primarily pre-algebra and algebra skills. This program requires onsite or online instructor-led intensive review sessions. Review sessions offer fast-paced instruction in a self-paced format. In addition, online computer sessions provide practice, supplemental instruction and skills tests for each week of the program.
- The Calculus Preview Program: This is a five-week summer intensive review program for intermediate algebra and advanced algebra skills for first-year engineering students. This program requires on site or online instructor-led intensive review sessions.
- The Porter LYFE Program: This is a collaborative program between REACH and the Porter Scholarship Office in the Cultural Diversity Center. It is focused on first-time, first-year African-American Porter Scholars. The fall program is a proactive program that encourages these students to take part in a special summer preview program.

## Appendix B

### Recruitment and Retention Programs for Graduate and Professional Students

The following are recruitment and retention strategies that are used by the graduate school (School of Interdisciplinary and Graduate Studies - SIGS) and the professional degree schools that include dentistry, law and medicine.

#### School of Interdisciplinary and Graduate Studies Summary of Recruitment and Retention Programs for Underrepresented Minorities in Graduate School

##### ***Diverse, Faculty, Staff and Graduate Student Welcome Day***

The School of Interdisciplinary and Graduate Studies celebrated their 2<sup>nd</sup> annual *Diverse, Faculty, Staff and Graduate Student Welcome Day*. Diverse Faculty and staff are invited to attend this event in an effort to share a community of support and mentorship. This event caters to over 100 students. Participants walk away with a wealth of campus resources and a personal network committed to ensuring the success of our incoming and current underrepresented graduate student population.

##### ***The Celebration of Excellence in Graduate Diversity***

In an effort to celebrate the milestones of our underrepresented graduate student population, SIGS launched the *Celebration of Excellence in Graduate Diversity*, collectively recognizing underrepresented graduate students who have completed their master's degree, reached doctoral degree candidacy, and highlighting underrepresented graduate students who have completed their doctorate degree. This event encourages a network of campus and family support. The event also inspires prospective underrepresented graduate students to attain an advanced degree.

##### ***The Check-in and-Connect program***

Graduate students who are selected as Diversity Fellows (underrepresented graduate students who are funded by SIGS) are required to attend professional development workshops that encourage a network of support systems, relationship building, and provides access to resources. Check-in and-Connect meetings intentionally builds rapport with the Associate Director of Graduate Admissions who serves in the role as mentor and advisor. The Diversity *Check in-and-Connect* format is designed to,

- Monitor the academic and social progress of our underrepresented graduate student population
- Develop and identify proactive interventions for improvements in areas that will help increase student retention rates
- Provide one-on-one consultations and referrals
- Encourage a network of support for students across academic disciplines

Although this program is required for all Diversity Fellows, its doors are open to all underrepresented graduate students who are in need of a nurturing environment.

### ***The Minority Association of Graduate Students***

To enhance the support of underrepresented graduate student, SIGS formally established a Resident Student Organization (RSO) i.e., The Minority Association of Graduate Students (MAGS). This student organization is advised by the Associate Director of Graduate Admissions and Diversity Recruitment position. The organizational mission is to improve student persistence, elevate student support, improve campus climate, and serve as a resource to help ensure the academic success of students through the development of educational and social programming. Monthly events include but are not limited to: 1) *How to get away with a graduate degree*, 2) *Stress Management*, 3) *Trail Mix and Massage*, 4) *Finding a Mentor*, 5) *Let's talk it out*, etc. This organization won the RSO Social Justice and Inclusion Award, The Best Collaboration Award and just recently the 2017 Outstanding Program of the Year award.

### ***PLAN***

SIGS coordinates between 40-60 graduate professional development programs a year under the PLAN (Professional development, Life Skills, Academic development and Networking) program-a framework for understanding and addressing the professional development needs of all graduate students. More specifically, there are intentional efforts to achieve the program goal of *inclusivity*. Programming that currently meets this goal are 1) Equality to Equity, 2) Rolling in the Deep (led by faculty), and 3) The GTA and Diversity Brown Bag Series (coordinated by graduate students) Plan Website: <http://louisville.edu/graduate/plan/>

### ***DGS Lunch and Learns***

As Directors of Graduate Studies (DGS) continuously improve their recruitment and retention efforts of underrepresented students, SIGS aids in this process by hosting faculty workshops, one on-one consultations, and by leading departmental meetings to share best practices of recruitment and retention of underrepresented students.

### ***Recruitment***

Along with hosting graduate preparatory workshops and initiating programs that targets underrepresented groups, regional and national trips plays a significant role in sparking interest for our prospective students. Intentional recruitment of underrepresented groups have helped to shape the landscape of where SIGS recruits. Areas that have been included in the recruitment plan has been the Atlanta Consortium with Spelman, Morehouse and Clark Atlanta as partners; the Alabama Connection that spans the state of Alabama with an emphasis on Historically Black Colleges and Universities; Tennessee State University; Fisk University and Kentucky State University. Additionally, SIGS' hosts individual graduate visitation days and group appointments. Our university has attracted some of the following schools within the last year; Marshall University, University of Tennessee-Knoxville, Troy University, University of Cincinnati and Berea College.

### ***Our Partnerships***

SIGS recognizes the value of standing with other organizations interested in promoting the value of an advanced degree within the minority community. Some our partnerships include

□ SREB (The Southern Regional Educational Board)-This organization provides multiple layers of support-not only financial assistance and research funding, but also career counseling, job postings and a scholar directory for networking and recruiting. The goal of SREB is to help increase the number of underrepresented student who earn doctorates and choose to become faculty at colleges and universities.

□ National GEM Consortium-The mission of GEM is to enhance and increase the participation of underrepresented groups at the master's and doctoral levels in engineering and science. GEM Fellows are provided with summer work experiences through an employer sponsor, mentorship, funding resources and professional development opportunities

There has also been tremendous progress to ensure human resources are available to students on both the Belknap and HSC campuses. These sources of support between the department and graduate students have helped to manage the retention rates of graduate students, and in particular, diverse graduate students. Students on both the HSC and Belknap campuses have interacted with the Associate Director of Graduate Admissions and Diversity Recruitment to gain advice about coping with internal and external challenges while on their graduate journey. The transition from the undergraduate to graduate experience is difficult for all students, but diverse students and those from poor or working class backgrounds are often faced with additional pressure as they persist towards graduation. Therefore, mentorship is intentionally threaded throughout all programs in the School of Interdisciplinary and Graduate Studies.

### **School of Dentistry**

The University of Louisville School of Dentistry is involved in many recruitment events to identify, advise and mentor pre-dental students at various stages of their academic career. Historically black colleges and Universities (HBCU) are among target pipeline groups as well as high school groups that have a focus on underrepresented minorities. Many diverse pre-dental students were reached through dental student RSO groups, primarily the SNDA (Student National Dental Association) and HSDA (Hispanic Student Dental Association) and LASDA (Louisville American Student Dental Association). Sessions include information about the academic road to dentistry, dental hygiene careers, and hands-on activities with dental students and faculty advisors mentoring future applicants. Campus visits to HBCU's included Tennessee State University, Fisk University, Morehouse, Clark University, Spelman University and Kentucky State University. Other notable pipeline initiatives include attendance at the Hinman Dental Convention and the National Dental Association Convention for minority pre-dental students. An on-site information session was conducted at Florida State University to reach over 50 students. FSU has a large population of Hispanic students.

Minority and disadvantaged students are informed of and encouraged to apply to all the Pipeline Programs that the University of Louisville offers during all recruitment activities.

Pre-dental students have been identified at Kentucky State University. These students have been mentored by ULSD students and faculty. These students are encouraged to apply for pipeline programs. Kentucky State University administration and faculty have been very supportive of ULSD involvement with the students. At least once per semester, Dr. Babbage visits and advises the pre-dental students in person at Kentucky State. Regular contact is maintained via email.

The RSO's at the University of Louisville are a very integral part of the recruitment of all prospective students. Some of the RSO's are dedicated to increasing diversity. These RSO's make themselves available for mentoring and activities that promote dentistry, education and ULSD. Many relationships have been formed with High School Student groups that are primarily for minority youth.

**SNDA**-Student National Dental Association

**HSDA** Hispanic Student Dental Association

**LASDA** (Louisville American Student Dental Association)

**AAWD** (American Association of Women Dentist) student chapter

### **Academic Support Counselor (ASC) –**

This position is designed to assist DMD and DH professional students successfully through the University of Louisville School of Dentistry. The ASC monitors the academic progress of ULSD students and intervenes with targeted support. In addition to peer tutoring and academic counseling, the ASC provides support and referrals to appropriate resources aimed at addressing student issues, needs and concerns.

### **Peer Tutoring Program**

Students who experience difficulty on quizzes, exams and practical examinations are strongly encouraged to pursue academic tutoring or counseling. Students interested in the tutoring program, will meet with the Academic Support Counselor (ASC) to discuss academic needs, study habits, and personality, prior to being matched with a tutor. Once matched, the student seeking tutoring will contact the tutor by email or phone. Tutoring sessions will be scheduled to fit individual needs.

### **DMD Admissions Committee**

The committee works diligently to admit a diverse class of dental students each year. The Office of Student Affairs requires that all of its admission committee members and interviewers attend a calibration session that includes review of the Admissions Committee Member Guide. The Guide is centered on recruitment and selection of qualified applicants with an emphasis on URM candidates. It also includes the School's Equity and Diversity Guidelines for the Admissions Committee.

As an institution, we are committed to promoting and developing equality and diversity in all aspects of our programs. The DMD Admissions Committee strives to assure that our recruiting, interviewing, and selection processes are fair and equitable to all individuals without undue consideration of ethnic origin, race, gender, religion or belief, sexual orientation, or age. It should be recognized, however, that the assignment of a fixed number of places to any specific group is not necessarily a means toward fulfilling the goal of achieving the educational benefits of diversity. Our equality and diversity strategy seeks to help us:

Recruit, admit, and retain a class that seeks to fulfill the goal of achieving the educational benefits of diversity. Consideration of the demographics of the surrounding region may be employed as one factor.

Use a holistic review of the applicant.

Ensure that all applicants offered admission are academically qualified.

The focus on recruitment of applicants from underrepresented minority groups is driven by a targeted diversity recruitment plan that supplements the overall recruitment plan. Special recruitment programs will continue to be a focus area supported by grants, awards, and collaborations. ULSD has recently begun awarding all D1 scholarship monies at the time offers of admission are made to help attract students who will contribute to the diversity of the class. The ULSD Development Office works tirelessly to solicit donations for scholarships and are slowly increasing the total amount of money available for distribution.

## **Brandeis School of Law**

### **Recruitment Strategies**

- Revamped recruitment events with more focus on diverse students and building connections with RSO's and advisers to help with recruitment.
- Dedicated \$20,000 permanent CAR funding for diversity programs including the Pipeline Programs.
- Work not only with Central HS law magnet, but Seneca students as well.
- Host Inaugural Diversity Summit with KBA for high school and college students which won the ABA Next Steps Award.
- Work closely with administrators to build a more comprehensive and integrated plan from recruitment to graduation.
- Attend the Second Annual National HBCU Pre-Law Summit in Atlanta, September 2015.
- Make valuable contacts with pre-law advisors from across the country to enhance our diversity outreach efforts.
- Host a Diversity Preview Day.
- Every student admitted receives a call from the dean to congratulate them. Diverse students and alumni also call or email underrepresented students.

### **Retention Strategies**

- Created a Diversity Ambassador Program. Diverse upper-level student are paired with a new 1L in the summer. They send personalized emails to incoming diverse students. In the email, they introduced themselves and talked about the various activities they were involved in and opportunities available to students. They serve as a resource throughout their law school career for the 1L student.
- The BLSA (black law student association) as a student organization, with assistance from administration, has many events and works with the black lawyers association. They just hosted two welcome events that students, faculty and alums attended.
- The diverse faculty also have at least one dinner each semester with the underrepresented students.
- A diversity alumni council has been created that helps with recruitment, retention and fundraising.
- The Law School Diversity Committee is extremely active planning programming throughout year to discuss legal issues from diverse perspectives.
- The dean annually hosts a diversity focus groups to get feedback from students. These groups include underrepresented students, LGBT students, veterans, and part-time/parents/non-traditional students. The dean follows up and inform the groups of the suggestions that were implemented.

- The Law School has a very active veteran's student group, LAMBDA (LGBT) and PALS (parents attending law school).
- The Office of Professional Development hosted a diversity event that they plan to repeat annually. *Downtown Around Town* was a unique opportunity for students to visit four legal employers in downtown Louisville. Members of the Alumni Diversity Council at Hilliard Lyons, Stites & Harbison, the Office of the Commonwealth Attorney and Jefferson County Family Court, volunteered to meet with students to discuss their organizations, job opportunities for students, and career paths. Students had the opportunity to sit in on family court and motion hour proceedings. Upper classmen from BLSA, APALSA (Asian Pacific American Law Student Association), MLSA (Multicultural Law Student Association) and Lambda (LGBT) also attended the event to act as mentors in the future.

### **School of Medicine**

The Medical School Summer Medical/Dental Enrichment Program (SHPEP) is a national program funded by the Robert Wood Johnson Foundation with direction and technical assistance provided by the Association of American Medical Colleges and the American Dental Education Association. SHPEP is designed to help undergraduate students from rural or disadvantaged backgrounds gain acceptance to medical or dental school and to succeed once admitted. In the past four years, SHPEP has helped more than 400 undergraduate students from rural or disadvantaged backgrounds explore medical or dental careers as an option. SHPEP gives undergraduate students exposure to the academic realities of medical and dental education through participation in an innovative and intensive six-week summer program that offers academic credit (tuition-free), books and supplies, a stipend, housing and meals.

The SOM has a goal to increase the diversity of graduate and professional students who are traditionally underrepresented in medicine as well as the research sciences. This includes African American/Black students, Hispanic/Latino(a) students, women, individuals from low socioeconomic backgrounds, and students from rural counties throughout the Commonwealth of Kentucky.

The SOM pipeline programs are robust, well-resourced and are an important component of our commitment to growing the field of medical practitioners from underrepresented backgrounds.

## Highlights of School of Medicine Pipeline Programs:

- **Summer Health Professions Education Program (SHPEP) (Formerly known as SMDEP)**
- Program established in 2006
- Funded through a grant from the Robert Wood Johnson Foundation, and from School of Medicine (SOM) supplemental funds which have provided \$50,000 annually for the past three years.
- Provides a six-week medical or dental school immersion experience for rising sophomore and junior college students exposing them to a curriculum that enhances their ability to succeed in upper-level science courses.
- 793 total participants (46% African American; 5% Hispanic/Latino; 11% Asian)
- Among this group, 518 are eligible to apply to medical, dental, graduate, or other health professional schools (recent participants are not able to apply until the completion of their undergraduate training).
- Among the cohort eligible to apply/matriculate to a professional school, 64% have self-reported matriculation to a professional/graduate program in the health professions.
- Pre/post-test for the program demonstrates dramatic improvement in science knowledge. On average, students score a 32.8% on the pre-test, and a 65.8% on the post-test, which represents a 33% improvement in science knowledge.
- Qualitative data overwhelmingly confirms that the program added value to the students' experience.
  
- **SOM Trover Rural Scholars Programs**
  - Trover Campus established in 1998 by UofL and the Trover Health System
  - Pipeline programs that target students from rural counties who are interested in pursuing rural medicine. Programs include:
    - 3-week High School Rural Scholar program for high school junior students; 253 participants
      - 75% of students have pursued a career in health sciences, including 10% who have successfully matriculated to medical school
    - 3-week College Rural Scholar summer program; 73 participants
      - 55% of students who participated are in the medical pipeline (applying for or matriculating into medical school), 29% of the remaining students are pursuing careers in the health sciences
    - Summer Prematriculation Program for incoming medical students; 184 participants
    - Rural Medicine Accelerated Track for students to complete the MD degree in 3 years; first graduate in 2014
    - Preclinical Program prior to the start of the M2 year; 102 participants
    - Rural Medicine Elective focused on rural practice issues for M1 and M2 students; 84 participants
      - 29% of students chose to practice in rural Kentucky
    - Trover clinical rotations for M3 and M4 students assigned to the Madisonville campus; 131 participants

- Students participating in the Trover Clinical Campus were four and a half times more likely to choose a family practice specialty, and six times more likely to choose a non-metropolitan area for a practice site.
  - Each of these programs has contributed to successfully training physicians capable of serving in rural environments. Most notably, the Trover program was awarded the Shining Star of Community Achievement Award from the Group on Regional Medical Campuses of the AAMC since the last full survey visit.
- **Professional Education Preparation Program (PEPP)**
  - Statewide program established in 1981; funded by the state of Kentucky.
  - Creates a residential academic experience for graduating high school seniors from medically underserved areas of Kentucky.
  - 650 participants have earned or are training to receive a graduate or professional degree in a health care field.
    - 250 have earned a medical degree.
- **Medical Education Development (MED)**
  - Program established in 1987; funded by the SOM.
  - Targets a select few students from disadvantaged backgrounds who were not accepted as part of the incoming medical school class but demonstrate promise and potential.
  - 84 student participants:
    - 64 Black/African American; 18 White; 1 Asian; 1 Hispanic/Latino.
    - 58 Women; 26 Men.
  - 58 have graduated from, or are still enrolled, in the SOM.
- **Pre-matriculation Program**
  - Program established in 1989; funded (\$47,500 annually) by the SOM.
  - Targets students from traditionally underrepresented backgrounds for a five week experience that occurs the summer before the first year of medical school.
    - Focus is on coursework in Physiology, Anatomy, and Biochemistry, and preparation for beginning medical school, including test-taking skills and study habits.
  - Program has prepared 461 medical school students, 90% of whom are either currently attending, or graduated from the SOM.
- **Health Careers Adventure Program**
  - Program established in 1992; funded by the Area Health Education Centers.
  - Includes a three-week summer enrichment program that has recruited and enrolled 21 middle and 24 high school students who are underrepresented in medicine.
  - Experience includes skills development in biology, math, chemistry, reading and writing.
  - Post-test evaluations indicated that 27 (59%) middle and high school students continued to declare interest in pursuing a health career and 26 (58%) middle and

high school students stated they became knowledgeable of five or more health careers.

- Post-test math and science assessments revealed that 17 students increased their post-test scores by 5-15 points to achieve greater than 90 percent and nine of the remaining students scored between 80-89 percent.
- **Summer MCAT/DAT Workshop**
  - Internally funded program since 1982; annually assists 20 students who have completed their second year of college and are interested in developing the skills necessary for a competitive MCAT (or DAT) score.
  - In 2015, students overwhelmingly found value in the course, with 100% of participants agreeing that participation in the program increased their commitment to pursue a health field; and 84% who indicated a desire to provide care for underserved patients.
  - Tracking efforts are underway to understand the practical effect of the course on MCAT/DAT scores and ultimately matriculation into medical school.
- **Post-Baccalaureate Pre-Med Program**
  - Internally funded program (\$240,000 annually) since 2009 designed to help students who may not have the requisite coursework for matriculation to medical school.
  - Targets underrepresented students with a 3.3 or better GPA who have no more than 12 credit hours in pre-med coursework.
  - 67 graduates of the program, including 52% women, 16% diverse students:
    - 93% have been accepted to medical school; and
    - 5% not in medical school have successfully enrolled in other health professional schools.
- **Gear-Up Program**
  - New longitudinal program started in 2015; funded through Gear-Up Kentucky.
  - Provides a three week, residential, academic experience for 40 high school students to participate in activities to cultivate interest in healthcare and the health sciences.
- **Multicultural Association of Pre-Health Students**
  - UofL students from underrepresented minority, rural/disadvantaged backgrounds, and/or

interested in improving health disparities and increasing diversity in the health professions

- The goal of this program is to better prepare prospective URM undergraduate students for health professions careers and become more competitive applicants.

These programs are administered by the Health Sciences Center Office of Diversity and Inclusion

To coincide with concerted efforts to increase student diversity, the SOM is equally focused on the retention and success all students, and more specifically students underrepresented in medicine. Across all SOM departments and programs, efforts are being made to provide one-on-one mentoring to students. Several departments have implemented individualized educational agreements to create specific, measurable, and obtainable learning goals for students.

- SOM Office of Student Affairs
- SOM Medical Student Advisory Colleges
- SOM Office of Community Engagement and Diversity
- SOM Diversity Committee
- SOM Office of Undergraduate Medical Education
- SOM Office of Graduate Medical Education
- SOM Office of Postdoctoral Studies and Integrated Programs in Biomedical Sciences
- HSC Office of Diversity Initiatives
- HSC LGBT Office
- HSC Diversity Alliance for Residents and Fellows
- Student National Medical Association (SNMA)
- UofL Minority Association of Graduate Students (MAGS)
- Medical Spanish Club (MSC)
- Black Biomedical Graduate Student Organization (BBGSO)
- The Society for Advancement of Hispanics/Chicanos and Native American in Science (SACNAS)

The SOM will continue to utilize the aforementioned student support services to enhance the retention and graduation rates of students traditionally underrepresented in medicine.

## Appendix C

### Campus Climate Survey Models

The Office of Institutional Effectiveness (IE) reviewed the Campus Climate and Diversity Survey administration and made recommendations based on best practices to increase the response rate, measurability, and opportunity for systematic improvements. IE has provided a comprehensive survey administration plan based on the following observations:

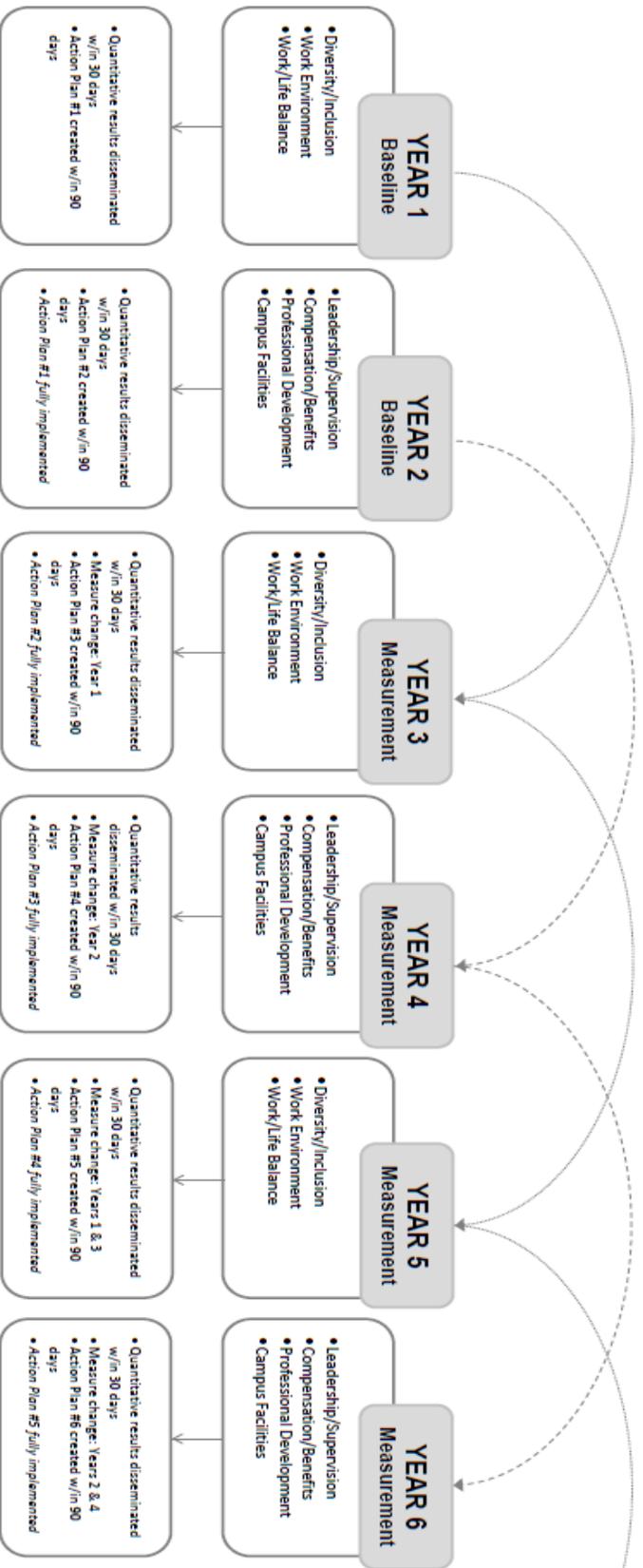
- The current full-length Campus Climate and Diversity Survey, as structured, can be overwhelming for respondents to take, lengthy to analyze, and difficult to develop and implement actions for improvement.
- Research suggests that shorter, more focused surveys garner higher response rates and therefore more actionable data.
- Breaking complex surveys into smaller “modules” allows for more focused attention on the part of the recipients as well as more focused analysis and action planning on the part of the administrators.

**Therefore, IE recommends the following changes to the Campus Climate and Diversity Survey administration:**

- Create a consistent cycle of survey administration (either 2- or 3-years [see attached documents]) with different modules assessed in alternating years.
- This proposed cycle will allow for 1) the collection of baseline information, 2) creating and implementing action plans, and 3) assessing the themes/modules again after ample time for implementation to measure improvement (based on the actions taken).
- Administering one module per year (as opposed to the entire survey every 2-3 years), 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 and providing transparent feedback to the entire campus.
- Based on the review of past survey data, IE recommends that the modules be formed around the following themes (themes will be grouped together into modules as appropriate based on either a 2- or 3-year cycle):
  - Compensation/Benefits
  - Leadership/Supervision
  - Professional Development
  - Physical Work Space/Campus Facilities (e.g. cleanliness, lighting, parking)
  - Diversity/Inclusion
  - Work/Life Balance
  - Work Environment (e.g. collaboration, hostility, teamwork)

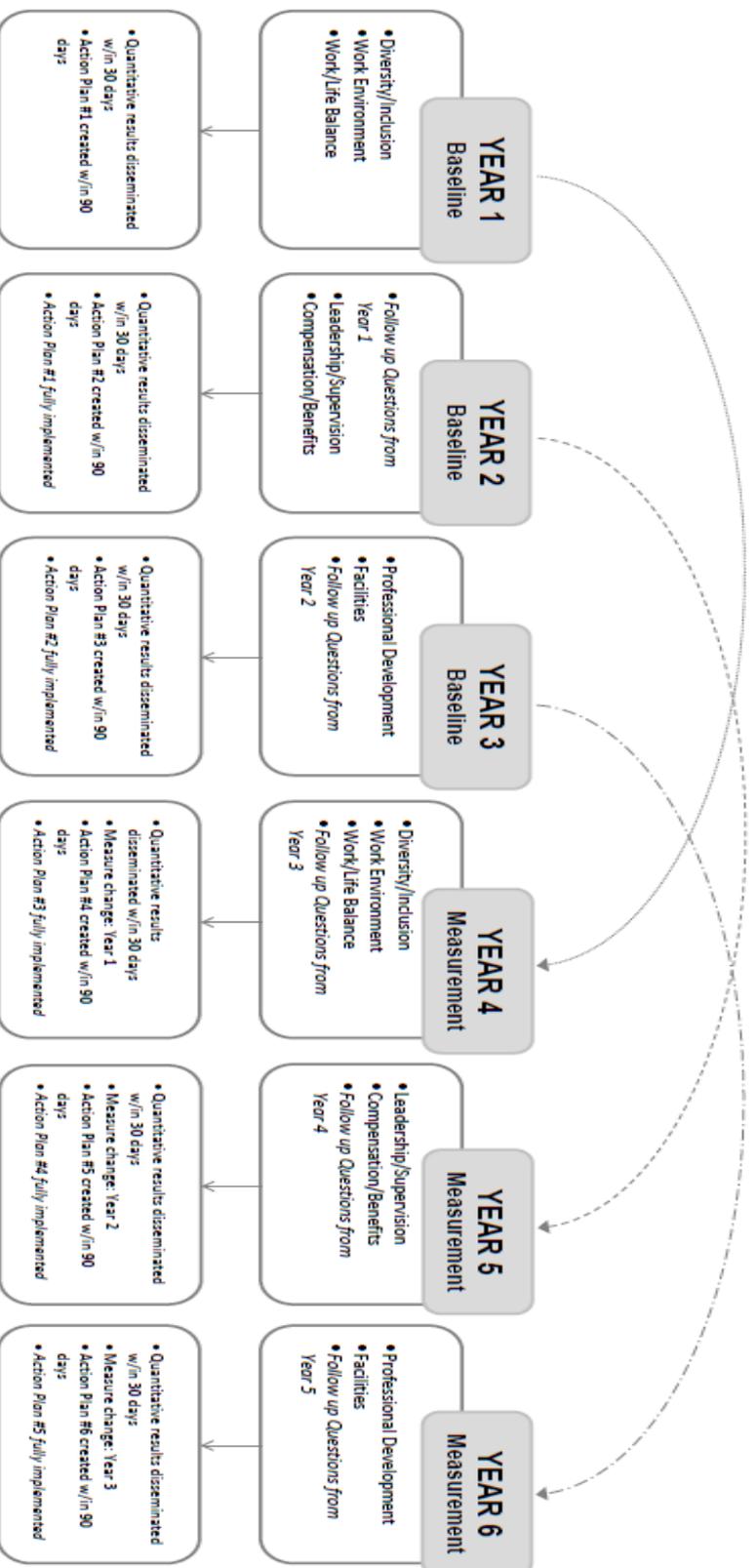
## CAMPUS CLIMATE & DIVERSITY 2-YEAR SURVEY CYCLE

- The survey will be broken up into two (2) modules.
- Each module will be administered once every two (2) years, with an opportunity for a follow up of clarifying questions from the previous year on each new iteration.
- This cycle allows some time for survey data to be analyzed, shared, and action plans to be created *and implemented* before the topics are reassessed to measure improvement.



## CAMPUS CLIMATE & DIVERSITY 3-YEAR SURVEY CYCLE

- The survey will be broken up into three (3) modules.
- Each module will be administered once every three (3) years, with an opportunity for a follow up of clarifying questions from the previous year on each new iteration.
- This cycle allows time for survey data to be analyzed, shared, and action plans to be created *and implemented* before the topics are reassessed to measure improvement.



## **Cultural Competency Research Project**

In addition to the required diversity courses, the director of the Muhammad Ali Institute (MAI) and Professor of Law, Enid Trucios-Haynes and the faculty resource group of MAI developed a cultural competency research project as described below.

### **(1) Conduct an Integrative/Comprehensive Literature Review of the Definitions of Cultural Competency [CC]:**

- (a) To identify definitions of cultural competency by discipline<sup>1</sup> and Student Affairs<sup>2</sup>;
- (b) To identify best practices for implementing/operationalizing/exhibiting CC in these disciplines and Student Affairs; and
- (c) To identify the expected outcomes by discipline of implementing/operationalizing/exhibiting cultural competence in these fields/disciplines, e.g., better student retention, student learning outcomes, faculty job satisfaction, recruitment and retention of diverse faculty and staff.

**(2) Further Develop the Rationale for this Research:** See research proposal by Thomas & Dumas and results from the literature review.

**(3) Research Question** – To what extent do faculty at the University, across disciplines, infuse cultural competency into their teaching:

- a. Conduct a syllabus review and content analysis of the syllabi on Blackboard to see if CC is mentioned in a syllabus. This will provide one way to understand how CC is infused in teaching.
  - i. Two years of syllabi
  - ii. Identify the key search terms – CC, and any alternative terms indicated by the literature review (e.g., “diversity,” “inclusion,” etc.)
  - iii. Omit any boilerplate diversity language from syllabi search
- b. Review list provided by UL chairs of courses and syllabi that teach CC as defined within their discipline.

Interview faculty whose syllabus refers to CC (and alternative terms) to determine whether the individual is aware of the definition of CC within their discipline, and how they exhibit/infuse/operationalize CC in their teaching.

**(4) Research Question** – To what extent do staff in Student Affairs operations infuse cultural competency into their work:

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<sup>1</sup> **Disciplines (fields of study) could be:** Law, Education, Business, Engineering, Natural Sciences, Social Sciences, Humanities, Health Sciences (could be separated into nursing, dental, public health, medicine)

<sup>2</sup> **Student Affairs Operations:** We need to identify the key student affairs operations we want to include, e.g., among counselling, admissions, career development, etc.

- a. Conduct a review of UL policy documents (e.g., statements of purpose, guiding principles, etc.) to determine if CC and alternative terms are mentioned.
- b. Identify the key search terms – CC and any alternative terms indicated by the literature review (e.g., “diversity,” “inclusion,” etc.)
- c. Omit any boilerplate diversity language.
- d. Interview Student Affairs staff to determine whether staff members are aware of the definition of CC and how they exhibit/infuse/operationalize CC in their work.

**(5) Research Question** - How does UL define, diffuse and exhibit CC in its operations:

- e. Is there a central definition that has been adopted and disseminated by executive level administrators?
- f. How does it compare to the various CC definitions across disciplines and university operations?
- g. What are the data indicators that CC is really infused across university operations by units, and faculty and staff within their units?

### **Intercultural Knowledge and Competence Values**

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

# INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please email [isabe@asa.org](mailto:isabe@asa.org)



## Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J.M. (2008). "Transformative training: Designing programs for culture learning." In M. A. Woodard (Ed.), *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations* (pp. 95-110). Thousand Oaks, CA: Sage.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
<b>Knowledge</b> <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity, aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-deception)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others)
<b>Knowledge</b> <i>Knowledge of cultural worldviews/frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs & practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs & practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs & practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs & practices.
<b>Skills</b> <i>Empathy</i>	Interprets intercultural experience from the perspective of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions	Identifies components of other cultural perspectives; but responds in all situations with own worldview	Views the experience of others but does so through own cultural worldview
<b>Skills</b> <i>Verbal and non-verbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures; or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences; but is still unable to negotiate a shared understanding	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding
<b>Attitudes</b> <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to those questions which reflect multiple cultural perspectives	Asks deeper questions about other cultures and seeks out answers to those questions	Asks simple or surface questions about other cultures	States minimal interest in learning more about other cultures
<b>Attitudes</b> <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in her/his valuing interactions with culturally different others.	Expresses openness to most if not all interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

## **Definition**

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts."

(Bennett, J. M. (2008). "Transformative training: Designing programs for culture learning." In M. A. Moodian (Ed.), *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations* (pp. 95-110). Thousand Oaks, CA: Sage.)

## **Framing Language**

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being. The levels of this rubric are informed in part by M. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M.J. (1993), "Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity". In R. M. Paige (Ed.) *Education for the Intercultural Experience* (pp. 22-71). Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff's intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006, "The identification and assessment of intercultural competence as a student outcome of internationalization" in *Journal of Studies in International Education*, Vol. 10, No. 3, 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies six of the key components of intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other research.

## **Glossary**

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- Culture: All knowledge and values shared by a group.
- Cultural rules and biases: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- Empathy: "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)". Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In Bennett, M., Ed. Basic concepts of intercultural communication. Yarmouth ME: Intercultural Press, 215 – 224.
- Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- Intercultural/cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- Suspends judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self.  
Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

# Diversity Accountability Form

School:  
Date of Submission:  
Submitted by:

## HSC Diversity Accountability Form

We, as an institution, place our priorities on four fundamental areas: education, research, community outreach and campus climate. The establishment of an integrative framework for diversity supporting our mission "to conceptualize, cultivate and coordinate partnerships across the schools of Dentistry, Medicine, Nursing and Public Health & Information Sciences by building organizational capacity and expanding leadership competency for the HSC diversity and inclusion efforts," creates a matrix to measure our progress and programming that occur on the HSC campus. Through accountability we can increase our capacity to augment structures, processes, and policies and identify best practices that are occurring that contribute to "an environment where the diversity of individual identities and ideas are treated equitably in a climate that fosters success and achievement by all." This accountability plan, with its goals and strategies related to our priority areas, acts as a template for the campus to assess its' progress and provides opportunities for continuous feedback and improvement of the activities.

Each school will have goals and strategies based on their individual mission and needs. The purpose of this accountability plan will be to measure how each school empowers and manages its plan based on specific areas that have been deemed uniformly fundamental to the advancement of diversity as a core mission to institutional excellence.

Although quantitative data is a necessity for determining trends (i.e., workforce, number of diversity-related courses, etc.), it is not enough to accomplish our institutions commitment for enhancing diversity. Qualitative measures need to be incorporated, such as understanding the relationships of our constituents with each other and the institution, the impact of curriculum on learning, reasons of research priorities, development of community connections and more, to further our understanding and impact of diversity, inclusion and equity and provide a longitudinal measure of behavioral change leading to cultural shifts of our campus.

It is also vital to acknowledge that most of these accountability measures were developed and determined by Dr. Darryl Smith of Claremont Graduate University, as imperative to ensuring institutional change in terms of diversity, equity and inclusion.

**Definitions:** The following are definitions as defined by the Kentucky Council on Postsecondary Education (<http://cpe.ku.gov/policies/academicaffairs/diversitypolicy.pdf>). Throughout this accountability plan document the term "diversity" will primarily be used to encompass all of the three terms below, unless stated otherwise. As such schools should report areas of cultural competency, diversity, inclusion and equity, even if the measure only indicates the term diversity.

**Cultural Competence:** An ability to interact effectively with people of different cultures. A culturally competent individual:

- Has an awareness of one's own cultural worldview;
- Possesses knowledge of different cultural practices and worldviews; and
- Possesses cross-cultural skills to better interact with those from other cultures

**Diversity:** People with varied human characteristics, ideas, world views, and backgrounds. Diversity in concept expects the creation by institutions of a safe, supportive, and nurturing environment that honors and respects those differences.

**Equity:** The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs.

**Inclusion:** The active, intentional, and ongoing engagement with diversity in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographic) with which individuals might connect in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

**I. INSTITUTIONAL VITALITY AND VALIDITY:**

**Goal 1:** Develop institutional capacity around diversity and inclusion work across the system to ensure leadership commitment in a diverse society.

**Indicators**

A. Demonstrate the centrality of diversity in the school's mission statement.

- List your school's mission statement and web link to your mission statement.

TO BE ASSESSED BY HSCODI			
Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations	
2	1	0	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Link to your school's diversity, equity and/or inclusion website(s):

TO BE ASSESSED BY HSCODI			
Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations	
2	1	0	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

a. Each school will provide to the EVPHA and the AVP for Health Affairs / Diversity Initiatives an approved Diversity Plan with measurable outcomes (i.e. not just a list of programming).

- Plan is attached  Plan is currently in development (comment below)  No plan (comment below)

If not provided, please provide brief comments regarding the status of your Diversity Plan (300 words or less):

TO BE ASSESSED BY HSCODI			
Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations	
2	1	0	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Perform an audit of existing (and planned) marketing media, including audio, print, and electronic publications to ensure diversity is addressed.

- Audit results attached

If not provided, please provide brief comments regarding the status of your Diversity Plan (300 words or less):

TO BE ASSESSED BY HSCODI			
Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations	
2	1	0	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



b. Faculty: (Administrators should only be included if their faculty appointment is their primary appointment)

<i>(Briefly list your reflections on the data, areas to highlight and areas that need improvement - 750 words or less)</i>	TO BE ASSESSED BY HSCODI		
	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations
	2	1	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. Staff:

<i>(Briefly list your reflections on the data, areas to highlight and areas that need improvement - 750 words or less)</i>	TO BE ASSESSED BY HSCODI		
	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations
	2	1	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. Students: (Administrators should only be included if their faculty appointment is their primary appointment)

<i>(Briefly list your reflections on the data, areas to highlight and areas that need improvement - 750 words or less)</i>	TO BE ASSESSED BY HSCODI		
	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations
	2	1	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Describe the school's overall plan for recruitment of faculty, administrators, and students. Include progress/demonstration of success.

<i>(300 words or less)</i>	TO BE ASSESSED BY HSCODI		
	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations
	2	1	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





B. Identify research focused on diversity and/or health inequality

Title	Primary Investigator	Description of Research (100 words or less per line item)	TO BE ASSESSED BY HSCODI		
			Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations
			2	1	0
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Describe collaboration with other institutions designated as Historically Black Colleges and Universities (HBCUs) and Hispanic Serving Institutions (HSIs).

(500 words or less)	TO BE ASSESSED BY HSCODI		
	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations
	2	1	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. Identify grants awarded with a focus on diversity, inclusion and/or health disparities, and describe strategies to increase funding

Name of Grant/Award	Funding Source	Brief Description of Focus (100 words or less per line item)	TO BE ASSESSED BY HSCODI		
			Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations
			2	1	0
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Describe strategies to increase funding. (300 words or less)	TO BE ASSESSED BY HSCODI		
	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations
	2	1	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E. Identify research that engages social determinants of health and describe the strategies the school is using to increase engagement.

(300 words or less)	TO BE ASSESSED BY HSCODI		
	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations
	2	1	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. Identify Community-Based Participatory Research, including collaborations and describe strategies the school is using to increase engagement.

(300 words or less)	TO BE ASSESSED BY HSCODI		
	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations
	2	1	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G. Report publication and presentations (including capstones and dissertations) related to diversity, health disparities and social determinants of health. (Only the 10 the school would like to highlight the most for this year)

Name or Title	Lead Author/Presenter	Brief Description of Focus (100 words or less per line item)	Indicate Where Cited	TO BE ASSESSED BY HSCODI		
				Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations
				2	1	0
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**III. COMMUNITY OUTREACH AND CLINICAL SERVICE:**

**Goal 1:** Provide a venue to form new community relationships and strengthen existing associations inside and outside the university extending to underserved/underrepresented, local, regional, national, and international communities.

**Indicators**

A. Report partnerships and identify new community partners related to diversity and inclusion, describing the level of interaction with each group. *(Please list your top five for this year)*

Community partner	New this year? (Y/N)	Brief Description of Partnership (100 words or less per line item)	TO BE ASSESSED BY HSCODI		
			Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations
			2	1	0
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Assess outcomes of public constituency perceptions of the school's commitment to diversity, equity and inclusion through community surveys/focus groups.

[500 words or less]	TO BE ASSESSED BY HSCODI		
	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations
	2	1	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Goal 2:** Develop strategic alliances and partnerships to achieve common health goals and reduce health disparities.

**Indicators**

A. Identify strategies to address cultural barriers to community care and well-being, and the progress made on those strategies. *(Please list your top five for this year)*

Barrier Being Addressed	Progress Made	Brief Description of Strategy (100 words or less per line item)	TO BE ASSESSED BY HSCODI		
			Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations
			2	1	0
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**IV. COMMUNITY OUTREACH AND CLINICAL SERVICE:**

**Goal 1:** Create an environment of inclusivity and active engagement of the campus community. Data should be disaggregated by race/ethnicity and gender.

**Indicators**

A. Each school is expected to provide baseline disaggregated data on the climate of the school then report yearly progress and strategies to effect change. Please attach summary report.

Specific questions to include but not limited to, in each schools climate survey are:

Q1: Does diversity (for example race, ethnicity, gender, gender identity, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status) in the campus population benefit you?

[Yes; No; It depends; I don't know]

Please explain:

Q2: Based on your identity, do you feel able to reach your full potential in the [HSC college name]?

[Yes; No; It depends; I don't know]

Please explain:

Q3: Would you recommend the [HSC college name] to a friend?

[Yes; No; It depends; I don't know]

Please explain:

Briefly describe your strategies to change the climate of your school based on your data:

(500 words or less)

	TO BE ASSESSED BY HSCODI		
	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations
	2	1	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Cultivate a supportive and equitable environment for our workforce by ensuring constituent engagement on the HSC campus.

a. Describe the process of identifying faculty, staff and students nominated and selected for honors and awards, and how diversity, equity and inclusion is incorporated into the process.

(500 words or less)

	TO BE ASSESSED BY HSCODI		
	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations
	2	1	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Describe the process of identifying faculty, staff and students for committee appointments, and how diversity, equity and inclusion are incorporated into the process.

(500 words or less)	TO BE ASSESSED BY HSCODI		
	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations
	2	1	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Committee	Position	TO BE ASSESSED BY HSCODI																				
		American Indian/Alaska Native		Asian		Black/African American		Hispanic/Latino		Native Hawaiian/Pacific Islander		Non-Resident Alien		Two or More		Unknown/Unspecified		White		Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male			
	Student																			2	1	0
	Faculty																					
	Staff																					
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