

DIVERSITY AND INCLUSIVITY

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Diversity and Inclusivity

Defining Diversity at UK



The University is committed to diversity as a vital characteristic of an optimal education and workplace. The University maintains a firm conviction that it must strengthen the diversity of its communities, support free expression, reasoned discourse and diversity of ideas; and take into account a wide range of considerations, including but not limited to, ethnicity, race, disability, and sex, when making personnel and policy decisions. The University is committed to periodically evaluating progress made toward diversity and to communicating the results of such evaluations. Based upon these assessments, the University will give diversity factors consideration to ensure achievement of its mission of instruction, research and service and gain the broadest benefits for the University community.



Enhance the diversity and inclusivity of our University community through recruitment and retention of an increasingly diverse population of faculty, staff and students and by implementing initiatives that provide rich diversity-related experiences for all, to help ensure their success in an interconnected world.



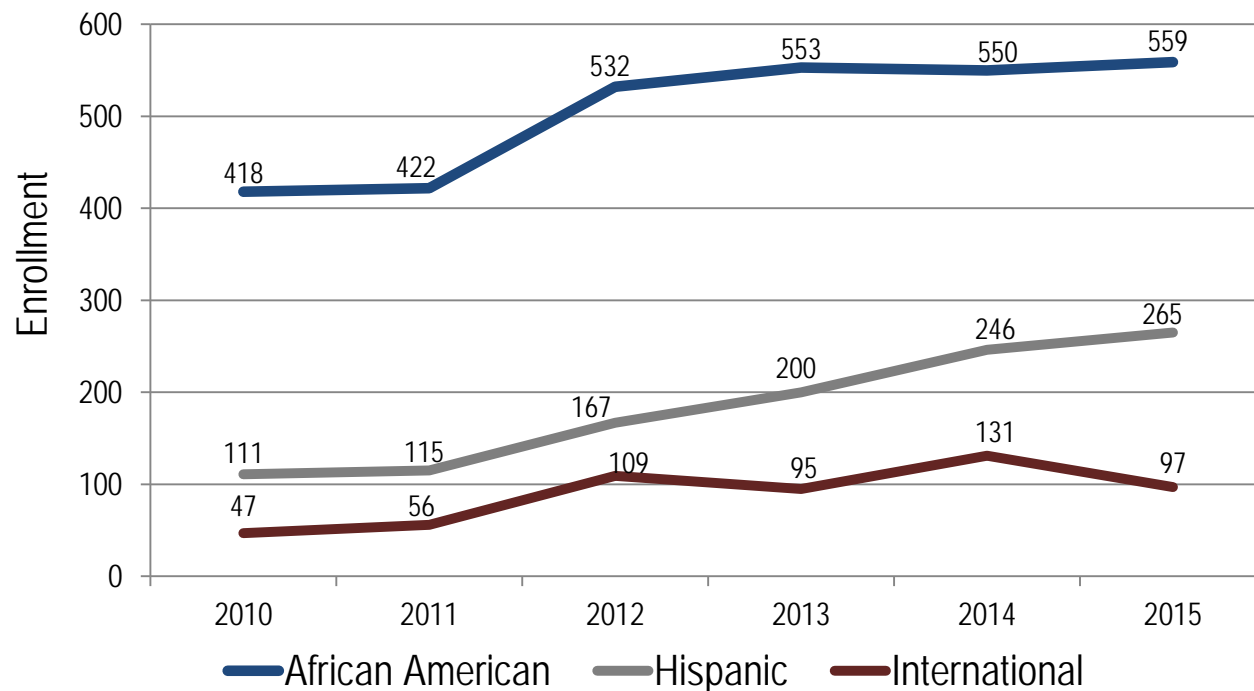
- I. Foster a diverse community of engaged students.
- II. Improve workforce diversity and inclusion.
- III. Engage diverse worldviews and perspectives by increasing awareness of diversity and by communications across campus that address these issues.

Making Progress on our Priorities

Building a Quality Student Body



First-year Class, Diversity Enrollment



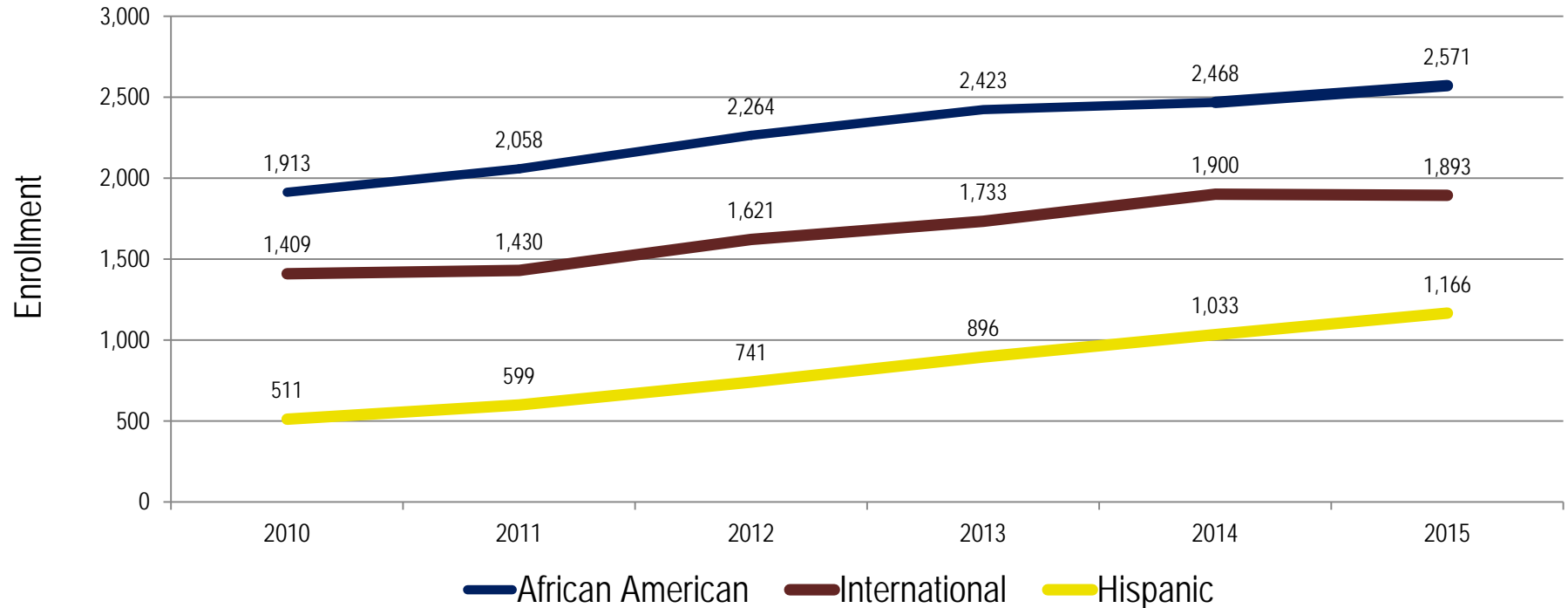
Average ACT	25.5
Average Entering GPA	3.68
National Merit Hispanic & Achievement Scholars	117
ACT/SAT of 31 or above	704

Making Progress on our Priorities

Building a Quality Student Body



Overall Diversity Enrollment

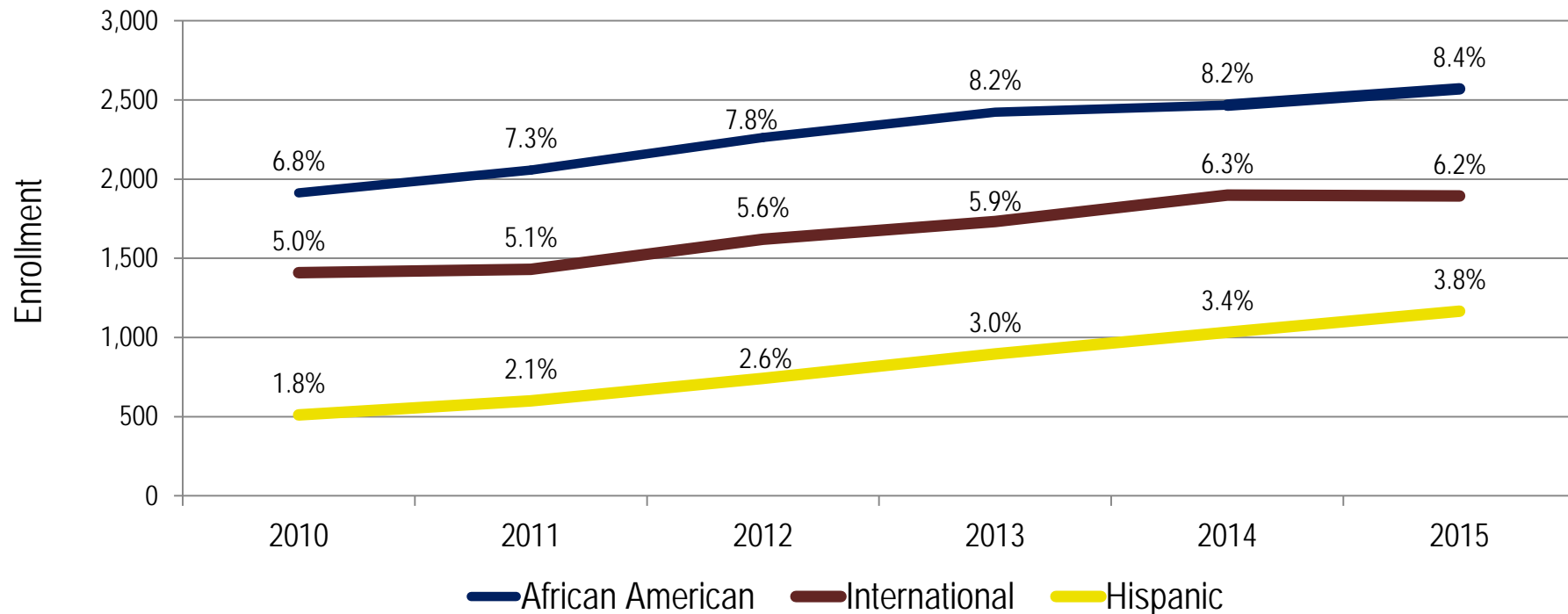


Making Progress on our Priorities

Building a Quality Student Body



Overall Diversity Enrollment | Percent of Student Body

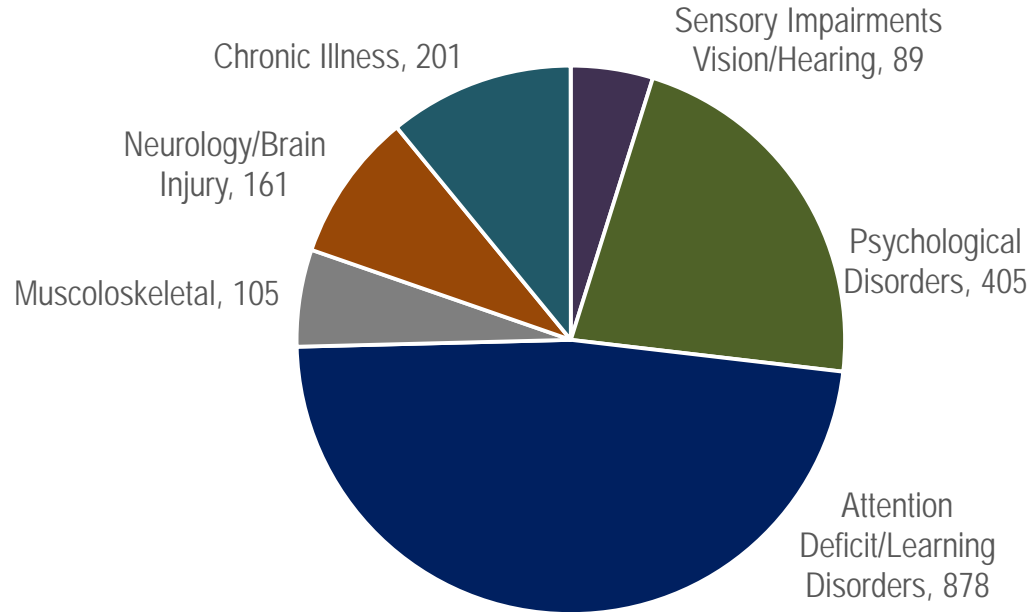


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Disability Resource Center | Breakdown of 1,839 Disability Types



According to the Disability Resource Center, a majority of the disability types at UK are related to learning and psychological disorders.





Unconscious Bias Initiative

- Processing information without thought
- Acting and making decisions based on unconscious judgments
- Creating a conscious awareness – individual and institutional

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Timeline for Model Initial Action | Unconscious Bias Training



University-wide implementation of the Unconscious Bias Initiative.

- **Winter 2016**
 - Develop strategy and implementation of unconscious bias initiative
- **Summer 2016**
 - Conduct baseline assessments, interventions and policy review
- **Continuous**
 - Design and implement training for faculty and staff search committees
 - Provide unconscious bias training through multiple sources for all students, faculty, and staff
- **Annually**
 - Evaluate organizational outcomes resulting from unconscious bias initiative and recommend strategy for moving forward



Strengthening Student Support Mechanisms

- URM, LGBTQ*, and students with disabilities
- Undergraduate and graduate students

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Timeline for Model Initial Action | Strengthen Support Mechanisms



Strengthen initiatives to build and enhance student support mechanisms for URM, LGBTQ* and students with disabilities at the undergraduate and graduate levels.

- **Spring 2016**
 - Utilize existing, and develop new, mechanisms for identifying URM, LGBTQ*, and students with disabilities populations
- **Continuous**
 - Identify and increase collaborative efforts between campus curricular and co-curricular support units
 - Provide additional support services to URM, LGBTQ* and students with disabilities
- **Annually**
 - Recruit and admit aspiring underrepresented populations from all backgrounds to bring talented, diverse students to campus



Students and Employees

1. Enrollment percentage of under-represented undergraduate and graduate students
2. Graduation rate for under-represented students
3. Faculty
4. Executive/ Administrative/ Managerial
5. Professional

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Metrics | Baseline and Target Values



Metric	Definition	Baseline	2020 Target
Enrollment percentage of underrepresented undergraduate and graduate students	Undergraduates	11.6%	12.9%
	Graduates	7.2%	11.8%

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Metrics | Baseline and Target Values



Metric	Definition	Baseline	2020 Target
Graduation rate for under-represented students	Undergraduates (6-year cohort)	45.2%	60.2%
	Masters (3-year cohort)	71.0%	76.0%
	Doctoral (7-year cohort)	48.0%	53.0%

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Metrics | Baseline and Target Values



Metric	Definition	Baseline	2020 Target
Faculty	Females	37.1%	48.2%
	African American/Black	3.4%	6.9%
	Hispanic/Latino	2.8%	4.2%

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Metrics | Baseline and Target Values



Metric	Definition	Baseline	2020 Target
Executive, Administrative, and Managerial	Female	48.9%	50.0%
	African American/Black	3.5%	7.9%
	Hispanic/Latino	0.5%	6.1%

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Metrics | Baseline and Target Values



Metric	Definition	Baseline	2020 Target
Professional	African American/Black	4.3%	5.1%
	Hispanic/Latino	1.1%	1.5%