

**University of Kentucky**

**Comprehensive  
Diversity Plan Task Force**

**Report to the President**  
**December 2004—April 2005**

**University-Wide Comprehensive Diversity Plan  
Task Force Report – 2005**

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## **A word from the Chair . . .**

Having worked for three months, this extensive group of Deans, unit Heads, staff and student representatives has structured its work to put the process in place which will spearhead a deliberate plan for monitoring, on an ongoing basis, each unit toward accomplishing Goal V of the University Strategic Goals.

The *Comprehensive Diversity Plan* consists of several parts that were individually developed by working groups of the task force and will be implemented by all units with an appointed monitoring group. It is proposed that the monitoring group accumulate and report accurate numerical data that can be used to measure our future efforts with the baseline data already established in the Office of Institutional Research, Planning, and Effectiveness. Each unit will use the “promising practices” grid to inform their specific goals and implementations to achieve objectives they have set at the unit-level. Most important to the work is the assumption that the individual unit parts must all work together to strengthen the university and contribute to the overall accomplishment of the university goals.

It is a forgoing assumption that the major strategies required for moving forward must be achieved within each unit. Thus, the primary role of the monitoring groups is to establish the infrastructure needed to connect these many parts into a focused, and well-coordinated whole.

As a dynamic and living document, the *Comprehensive Diversity Plan* should continue to evolve over time as goals are met and new goals are established. It will begin the process of implementation during the Fall, 2005 as the second stage of development begins with the monitoring and campus orientation. It is the conviction of this Task Force that we must be committed to the objectives as established so that individuals at this university must not only survive but be afforded the opportunity to thrive. And as The University of Kentucky seeks *The Dream and The Challenge* for top-20 status as a research institution while improving the lives of all Kentuckians, progress in the area of diversity is a mandate.

Sincerely,

Deneese L. Jones, Ph. D.  
Chair, Comprehensive Diversity Plan Task Force

## **COMPREHENSIVE DIVERSITY PLAN**

### **Task Force Membership**

1. **Task Force Chair**, Deneese L. Jones, President's Commission on Diversity
2. Frank Butler, Acting Executive VP for Finance and Administration
3. Michael Karpf, Executive VP for Health Affairs
4. William Turner, VP University Initiatives & AP for Multicultural & Academic Affairs
5. Patricia Terrell, VP for Student Affairs- Victor Hazard
6. Kim Wilson, Associate VP for Human Resources
7. Linda Siebert Rapoport, Director, Work-Life Initiative
8. Phillipp Kraemer, Associate Provost for Undergraduate Education
9. David Bettez, Associate Provost for International Affairs
10. Lionel Williamson, Extension Faculty, Agricultural Economics
11. Steven Hoch, Dean of the College of Arts and Sciences
12. Devanathan Sudharshan, Dean of the College of Business & Economics
13. J. David Johnson, Dean of the College of Communications and Information Studies
14. Sharon Turner, Dean of the College of Dentistry
15. David Mohney, Dean of the College of Design
16. James Cibulka, Dean of the College of Education
17. Thomas Lester, Dean of the College of Engineering
18. Robert Shay, Dean of the College of Fine Arts
19. Jeannine Blackwell, Dean of the Graduate School
20. Lori Gonzalez, Dean of Health Sciences
21. Allan Vestal, Dean of the College of Law
22. Carol Diedrichs, Dean of Libraries
23. Jay Perman, Dean of the College of Medicine
24. Carolyn Williams, Dean of the College of Nursing
25. Kenneth Roberts, Dean of the College of Pharmacy
26. Stephen Wyatt, Dean of Public Health
27. Kay Hoffman, Dean of the College of Social Work
28. Jaime Nebbitt, President's Commission on Diversity Representative
29. Willie Craft, Biochemistry/Ph.D., Graduate Student Representative
30. Mary Lesch, UK Lavender Society, Student Representative
31. David Ellis, Staff Senate Representatives
32. Dorothy Brockopp, Chair, President's Commission on Women

#### **Ex-officio Members:**

Lee T. Todd, President

Michael Neitzel, Provost

Thomas Harris, Associate VP for External Affairs

Douglas Boyd, Chief of Staff to the President

**DREAM CHALLENGE SUCCEED**

**University of Kentucky**

**Strategic Goal V-Nurture Diversity of Thought, Culture, Gender and Ethnicity**

**□ Charge**

The University of Kentucky is committed to creating a diverse, multicultural community of scholars and learners. By providing a model for the Commonwealth of a truly diverse society that celebrates human differences, promotes fairness and equity in policies and practices, and upholds basic principles of social justice, and under the recommendation of the *President's Commission on Diversity*, this Diversity Plan Task Force was charged with the development of a comprehensive, university-wide Diversity Plan that is inclusive of all of the diversity goals and specific action plans for each unit on campus.

**□ Objective**

- The University will improve the climate for diversity
- The University will create a diverse workplace and learning community

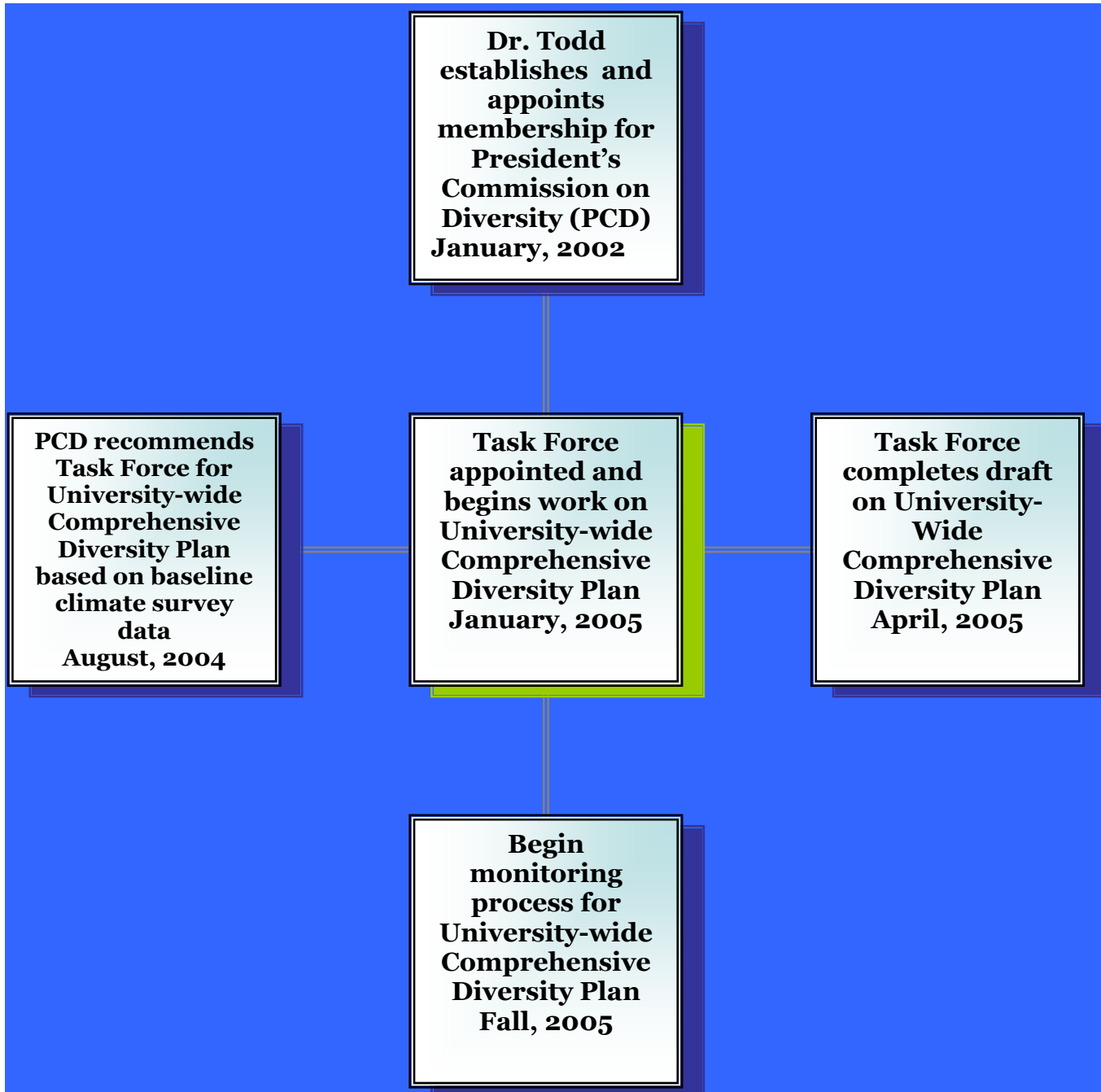
The Task Force was comprised of Deans, Staff and Student representatives and Heads of units on campus. It structured its work using the following template in an effort to achieve a coherent and well-coordinated whole: The VP for University Initiatives and Associate Provost for Multicultural and Academic Affairs, the Office for Institutional Research, Planning, and Effectiveness along with the *President's Commission on Diversity* was charged to monitor, on an ongoing basis, the progress of each unit toward accomplishing their diversity goals using the university *Strategic Planning and Reporting System*. They will additionally submit an annual report to the President and will work with the units to revise their plans as needed.

Unit Goal(s) and Specific Strategies	Assessment Methods, Criteria & Timelines	Responsible Person (s)
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**□ Timeline**

- Creation of the Diversity Plan Task Force December, 2004
- Diversity Plan Task Force begins work January, 2005
- Diversity Plan Task Force completes work March, 2005
- Comprehensive Diversity Plan April, 30, 2005

## Timeline of Activities for Diversity Plan



## **Diversity Task Force “Definition of Diversity”**

**Definition:** In this comprehensive, university-wide diversity plan, diversity is defined as embracing difference or promoting increased knowledge regarding race/ethnicity, gender, religion, sexual orientation, disability, veteran affairs, and thought within an inclusive community. This definition of diversity values an institutional commitment that actively contributes to academic excellence through its inclusive institutional culture, academic programs, and co-curricular activities that prepare students for active, global citizenship. This commitment further allows for an educational process that fosters growth among all members of the academic community by including a wide array of talents, and recognizing that human differences are organizational strengths.

**Process:** The University of Kentucky is committed to making diversity central to university policies, decisions, and practices. It is also committed to evaluating progress toward diversity, to disseminating results widely, and to using these results to strengthen diversity in the Commonwealth.

**Outcome:** The University of Kentucky does not practice discrimination on the basis of race/ethnicity, gender, religion, sexual orientation, or disability. Instead, it nurtures human differences as a part of excellence in education.

## **Strategic Indicators to Measure UK's Performance on Diversity Goals**

Diversity Characteristics:

**Gender, race, ethnicity, international**

Where available: disability, gay/bisexual/lesbian/transgender (GLBT)

First generation college students

Appalachian heritage

### **Groups Included:**

Students, faculty, staff

### *Criteria for Assessing the Degree of Diversity on Campus*

- I. Recruitment and retention of a diverse academic community
  - A. Students
    1. Levels of analysis: university, college, program
    2. Assessment period: annual
    3. Variables
      - i. Total undergraduate and graduate enrollment
      - ii. First-year undergraduate and graduate enrollment
      - iii. First-year undergraduate retention rate
    4. Source: Office of Institutional Research
  - B. Employees
    1. Levels of analysis: university, college, department
    2. Assessment period: annual
    3. Categories
      - i. Administration
        1. Executive
        2. Administrative
        3. Managerial
      - ii. Faculty
        1. New hires by rank
        2. Untenured by rank
        3. Tenured by rank
        4. Tenure and promotion decisions
      - iii. Staff: New hires and promotions
        1. Professional
        2. Office & clerical
        3. Technical/paraprofessional
        4. Skilled crafts
        5. Service & maintenance
    4. Source: UK Equal Opportunity Office

- II. Academic success of diverse groups of students
  - A. Levels of analysis: university, college, program
  - B. Assessment period: annual
  - C. Variables
    - 1. Percent on academic probation
    - 2. Six-year undergraduate graduation rate
    - 3. Undergraduate and graduate degrees awarded
    - 4. Scholarships and awards received
    - 5. Admission rates to graduate school
    - 6. Job placement rates
  - D. Source: Office of Institutional Research; college and program data
  
- III. Students' overall satisfaction with UK
  - A. Levels of analysis: campus
  - B. Assessment period: annual and every three years
  - C. Source: Office of Institutional Research
    - 1. The Survey of First-Year Experiences (annual: Spring)
    - 2. The Graduating Senior Survey (annual)
    - 3. The Campus Climate Survey (every three years)
  
- IV. Students' perceptions of:
  - 1. Living choices and experiences (measures to be added)
  - 2. Campus expectations for students
  - 3. Climate in classroom
  - 4. Social interaction/isolation
  - 5. Racial/ethnic relations on campus
  - 6. Student interactions with diverse students<sup>1</sup>
  - 7. Self-reported gains in the area of diversity
  - 8. Institutional emphasis on promoting diversity
  - 9. Estimated frequency of unkind, negative language directed at selected groups<sup>2</sup>
  - A. Levels of analysis: campus
  - B. Assessment period: see below
  - C. Source:
    - 1. National Survey of Student Engagement (biennial in odd- numbered years)
    - 2. Campus Climate Survey (every three years)
    - 3. Survey of First Year Experiences (annual; fall)
    - 4. Graduating Senior Survey (annual)

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<sup>1</sup> We recommend amending the relevant question on the Survey of First-Year Experiences as follows: "How often have you had serious conversations with students who are different from you in terms of their religious beliefs, political opinions, *sexual orientation*, or personal values?"

<sup>2</sup> We recommend amending the relevant question on the Campus Climate Survey as follows: "How often have you heard students and University employees make unkind or negative remarks about members of the following groups? 1. Racial/ethnic minorities; 2. International students; 3. *Students of gay/lesbian/bisexual/transsexual orientation*; 4. *Students with disabilities*

- V. Other measures of campus diversity (measures to be added):
  - 1. Recognition of achievements of individuals of diverse backgrounds (students, faculty, and staff)
  - 2. Treatment of students by university officials and vendors (NOTE: Nothing is collected at the Student Services level. Data are available on discrimination and sexual harassment from the Office of Employment Equity)
    - A. Levels of analysis: campus
    - B. Assessment period:
    - C. Source: Office of Employment Equity
  
- VI. Faculty and staff perceptions of diversity on campus
  - A. Levels of analysis: campus
  - B. Assessment period: once
  - C. Source: Work-life census (under development)

**Proposed Process:**

Bill Turner's office should convene a group of stakeholders to:

- 1. Achieve consensus on what diversity characteristics, groups, and criteria we will measure (Target date for completion: October 15, 2005)
- 2. Develop specific measures for each indicator (Target date for completion: November 15, 2005)
- 3. Share with deans for final discussion and approval (Target date: December 1, 2005)
- 4. Establish a decision making group and procedures for continuously reviewing these data, developing strategies to address them, and evaluating the effectiveness of the strategies (Target date: December 15, 2005)

Questions still needing clarification

- 1. How should the emerging legal definition of diversity affect our data collection?
- 2. How are these data to be used, and what are the accountability procedures associated with all the above measures? **We recommend that diversity goals and strategic indicators be made "actionable" by incorporating them in the budget process, affirmative action policies, and the strategic planning process.**
- 3. What data do we use to determine our performance targets?
  - a. How would we define benchmark data to calibrate our progress?
  - b. What is the baseline for analysis, e.g., a single year or an aggregated measure?

## Survey Items Measuring the University of Kentucky's Diversity Efforts

### Overall Satisfaction with UK

*Scales of Established Reliability* (Cronbach's Alpha = .88)

Excerpted from:

- The Survey of First-Year Experiences (annual; Spring)
- The Graduating Senior Survey (annual)
- The Campus Climate Survey (every three years)

Rated on a five-point scale:

1. To what extent has your college education fulfilled your expectations?
2. Overall, how satisfied or dissatisfied were you with your experiences at UK?
3. If you could start college again, would you enroll at UK?\*

Notes: The third question is also asked on the undergraduate and graduate alumni survey conducted in odd-numbered years. Two items measuring overall satisfaction appear on the National Survey of Student Engagement:

1. Overall, how would you evaluate your entire educational experience at this institution?
2. If you could start over again, would you go to the *same institution* you are now attending?

However, given the fact that UK did not "oversample" students during the 2005 administration of NSSE, these items will not be useful in assessing the satisfaction of minority students.

### Openness to Diversity

**Scales of Established Reliability (Cronbach's Alpha = .74)**

Excerpted from:

- The Survey of First-Year Students (annual; Fall)
- The Survey of First-Year Experiences (annual; Spring)
- The Campus Climate Survey (every three years)

Rated on a five-point scale:

*Indicate how much you agree or disagree with the following items . . .*

- I enjoy discussions with people whose ideas and values differ from my own
- Talking with people who have different values from mine helps me understand myself better
- I enjoy taking courses that challenge my beliefs and values
- Learning about people from different cultures is a very important part of college
- Contact with individuals whose background is different from my own is an essential part of my college education

## ***Social Integration/Isolation***

### **Scales of Established Reliability (Cronbach's Alpha = .70)**

Excerpted from:

- Survey of First-Year Experiences (annual; fall)
- Campus Climate Survey (every three years)

Rated on a four-point scale:

*During the past year, how often have you felt . . .*

1. Supported by your friends
2. Isolated from others

Rated on a five-point scale:

1. It has been difficult for me to meet and make friends with female students\*
2. It has been difficult for me to meet and make friends with male students\*

Note: The two items above appeared only on the Campus Climate Survey

## **Perceived Freedom to Express Opinions and Beliefs**

### **Scales of Established Reliability (Cronbach's Alpha = .71)**

Excerpted from:

- Campus Climate Survey (every three years)

Rated on a five-point scale:

1. Students are able to express freely their opinions on this campus.
2. The university provides an environment for the free and open expression of ideas, opinions, and beliefs.

Rated on a four-point scale:

1. During the past year, how often have you felt safe to express your views and opinions?

## ***The Climate in the Classroom: Perceived Encouragement and Respect from Faculty***

### **Scales of Established Reliability (Cronbach's alpha = .70)**

Excerpted from:

The Campus Climate Survey (every three years)

Rated on a five-point scale:

1. My professors encourage me to pursue my academic and career goals
2. I am comfortable asking instructors for academic help
3. When I make a comment in the classroom, the instructor usually takes me seriously
4. My professors present the contributions of minorities in class
5. My professors present the contributions of women in class
6. I have been encouraged to work with faculty on projects outside of class

*The Climate in the Classroom: Perceived Unfairness in Classroom Management*  
**Scales of Established Reliability (Cronbach's alpha = .77).**

Excerpted from:

The Campus Climate Survey (every three years)

Rated on a five-point scale:

1. I have been graded unfairly based on irrelevant factors
2. My professors make unkind remarks about my abilities
3. Sometimes I get singled out in class to speak on behalf of my race/ethnicity
4. Faculty have expectations about my academic performance because of my gender
5. I have been the target of racial/ethnic stereotyping in class

## **Individual Items that Appear to Measure Diversity-Related Issues**

### **Racial/Ethnic Relations on Campus**

Excerpted from:

- The Campus Climate Survey (every three years)

Rated on a five-point scale:

1. It has been difficult to meet and make friends with students of other races/ethnicities
2. My social interactions on campus are largely with students of my race/ethnicity
3. There are interracial/ethnic tensions in UK classrooms
4. Different racial/ethnic groups in my college get along well
5. I have been the target of racial/ethnic stereotyping in class
6. *I am comfortable working on projects with students of different races/ethnicities*

### **Student Interactions with Diverse Students**

Excerpted from:

- The Survey of First-Year Experiences (annual; spring)
- The National Survey of Student Engagement (biennial in odd-numbered years)

Rated on a four-point scale:

*How often have you . . .*

1. Had serious conversations with students of a different race or ethnicity than you own
2. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values

Notes: There are slight differences in wording on the items appearing on the two surveys

### **Self-Reported Gains in the Area of Diversity**

Excerpted from:

- The Survey of First-Year Experiences (annual; spring)
- The Graduating Senior Survey (annual)

Rated on a five-point scale:

*Compared with . . . , how would you describe your following skills and knowledge?*

1. Understanding the world from a variety of viewpoints
2. Valuing cultural diversity in our society

### **Institutional Emphasis on Promoting Diversity**

Excerpted from:

- The National Survey of Student Engagement (biennial in odd-numbered years)
- The Graduating Senior Survey (annual)

Rated on a four-point scale:

1. To what extent does UK (your institution) emphasize encouraging contact among students from different economic, social and racial and ethnic backgrounds?

### **Social and Academic Climate**

Excerpted from:

- The Graduating Senior Survey (annual)
- The Undergraduate Alumni Survey (biennial in odd-numbered years)
- The Graduate Alumni Survey (biennial in odd-numbered years)

Rated on two four-point scales:

*Assess the extent to which the academic/social climate is discriminatory or supportive for:*

1. Women
2. Men
3. African Americans
4. International Students
5. Disabled Students
6. Gay/lesbian Students

### **Sense of Campus Community**

Excerpted from:

- Campus Climate Survey (every three years)

Rated on a five-point scale:

1. I feel a sense of community at UK
2. I am pleased with the social climate at UK
3. Students in my college feel a sense of belonging

## **Estimated Frequency of Unkind of Negative Language Directed at Selected Groups**

Excerpted from:

- Campus Climate Survey (every three years)

Rated on a four-point scale:

*How often have you heard students and University employees make unkind or negative remarks about members of the following groups?*

1. Racial/ethnic minorities
2. International students

## *Promising Practices Grid*

Levels/Constituencies	Categories					
	Problems	Awareness	Training	Curricula	People	Image
<b>National/International</b>	1	2	3	4	5	6
Associations	7	8	9	10	11	12
Professions	13	14	15	16	17	18
Accrediting Bodies	19	20	21	22	23	24
<b>Government</b>	25	26	27	28	29	30
Federal	31	32	33	34	35	36
State	37	38	39	40	41	42
City	43	44	45	46	47	48
<b>Nonprofit Organizations</b>	49	50	51	52	53	54
Interest groups	55	56	57	58	59	60
Cultural	61	62	63	64	65	66
<b>Stakeholders</b>	67	68	69	70	71	72
Alumni	73	74	75	76	77	78
Constituent Groups	79	80	81	82	83	84
Suppliers	85	86	87	88	89	90
Business	91	92	93	94	95	96
Employers	97	98	99	100	101	102
<b>University Administratio</b>	103	104	105	106	107	108
Board	109	110	111	112	113	114
President	115	116	117	118	119	120
Provost	121	122	123	124	125	126
Vice Presidents	127	128	129	130	131	132
<b>Faculty</b>	133	134	135	136	137	138
<b>Staff</b>	139	140	141	142	143	144
<b>Students</b>	145	146	147	148	149	150
<b>Colleges</b>	151	152	153	154	155	156
<b>Departments/Schools</b>	157	158	159	160	161	162
<b>Funders</b>	163	164	165	166	167	168
Foundations	169	170	171	172	173	174
Granting Agencies	175	176	177	178	179	180
<b>Media</b>	181	182	183	184	185	186

## **Process of Accountability and Monitoring**

The Office of Multicultural and Academic Affairs, the Office for Institutional Research, Planning & Effectiveness, and the President's Commission on Diversity should convene a group of stakeholders to:

1. Achieve consensus on what diversity characteristics, groups, and criteria we will measure (Target date for completion: October 15, 2005)
2. Develop specific measures for each indicator (Target date for completion: November 15, 2005)
3. Share with deans for final discussion and approval (Target date: December 1, 2005)
4. Establish a decision making group and procedures for continuously reviewing these data, developing strategies to address them, and evaluating the effectiveness of the strategies (Target date: December 15, 2005)

### **Further monitoring approaches**

1. How should the emerging legal definition of diversity affect our data collection?
2. How are these data to be used, and what are the accountability procedures associated with all the above measures?
3. We recommend that diversity goals and strategic indicators be made "actionable" by incorporating them in the budget process, affirmative action policies, and the strategic planning process.
4. What data do we use to determine our performance targets?
  - a. How would we define benchmark data to calibrate our progress?
  - b. What is the baseline for analysis, e.g., a single year or an aggregated measure?