DIVERSITY AND INCLUSIVITY

Terry Allen

Interim Vice President for Institutional Diversity
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.

University of Kentucky, Governing Regulations, Part I, Section D.
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

<table>
<thead>
<tr>
<th>Year</th>
<th>African American</th>
<th>Hispanic</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>47</td>
<td>111</td>
<td>418</td>
</tr>
<tr>
<td>2011</td>
<td>56</td>
<td>115</td>
<td>422</td>
</tr>
<tr>
<td>2012</td>
<td>95</td>
<td>167</td>
<td>532</td>
</tr>
<tr>
<td>2013</td>
<td>200</td>
<td>200</td>
<td>553</td>
</tr>
<tr>
<td>2014</td>
<td>246</td>
<td>246</td>
<td>550</td>
</tr>
<tr>
<td>2015</td>
<td>265</td>
<td>265</td>
<td>559</td>
</tr>
</tbody>
</table>

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

- **African American**
  - 2010: 1,409
  - 2011: 1,430
  - 2012: 1,621
  - 2013: 1,733
  - 2014: 1,900
  - 2015: 1,893

- **International**
  - 2010: 1,913
  - 2011: 2,058
  - 2012: 2,264
  - 2013: 2,423
  - 2014: 2,468
  - 2015: 2,571

- **Hispanic**
  - 2010: 511
  - 2011: 599
  - 2012: 741
  - 2013: 896
  - 2014: 1,033
  - 2015: 1,166
Making Progress on our Priorities
Building a Quality Student Body

Overall Diversity Enrollment | Percent of Student Body

- African American Enrollment
- International Enrollment
- Hispanic Enrollment

Year | African American | International | Hispanic
--- | --- | --- | ---
2010 | 6.8% | 5.0% | 1.8%
2011 | 7.3% | 5.1% | 2.1%
2012 | 7.8% | 5.6% | 2.6%
2013 | 8.2% | 5.9% | 3.0%
2014 | 8.2% | 6.3% | 3.4%
2015 | 8.4% | 6.2% | 3.8%
According to the Disability Resource Center, a majority of the disability types at UK are related to learning and psychological disorders.

Students Registered with UK Disability Resource Center: 1,492
Unconscious Bias Initiative

– Processing information without thought

– Acting and making decisions based on unconscious judgments

– Creating a conscious awareness – individual and institutional
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
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
### Diversity and Inclusivity

**Metrics | Baseline and Target Values**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Definition</th>
<th>Baseline</th>
<th>2020 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment percentage of under-represented undergraduate and graduate students</td>
<td>Undergraduates</td>
<td>11.6%</td>
<td>12.9%</td>
</tr>
<tr>
<td></td>
<td>Graduates</td>
<td>7.2%</td>
<td>11.8%</td>
</tr>
</tbody>
</table>
## Diversity and Inclusivity

**Metrics | Baseline and Target Values**

<table>
<thead>
<tr>
<th>Metric</th>
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<th>Baseline</th>
<th>2020 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation rate for under-represented students</td>
<td>Undergraduates (6-year cohort)</td>
<td>45.2%</td>
<td>60.2%</td>
</tr>
<tr>
<td>Masters (3-year cohort)</td>
<td></td>
<td>71.0%</td>
<td>76.0%</td>
</tr>
<tr>
<td>Doctoral (7-year cohort)</td>
<td></td>
<td>48.0%</td>
<td>53.0%</td>
</tr>
<tr>
<td>Metric</td>
<td>Definition</td>
<td>Baseline</td>
<td>2020 Target</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------</td>
<td>----------</td>
<td>-------------</td>
</tr>
<tr>
<td>Faculty Females</td>
<td></td>
<td>37.1%</td>
<td>48.2%</td>
</tr>
<tr>
<td>African American/Black</td>
<td></td>
<td>3.4%</td>
<td>6.9%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td></td>
<td>2.8%</td>
<td>4.2%</td>
</tr>
</tbody>
</table>
## Diversity and Inclusivity

### Metrics | Baseline and Target Values

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<tr>
<th>Metric</th>
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<th>Baseline</th>
<th>2020 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive, Administrative, and Managerial</td>
<td>Female</td>
<td>48.9%</td>
<td>50.0%</td>
</tr>
<tr>
<td></td>
<td>African American/Black</td>
<td>3.5%</td>
<td>7.9%</td>
</tr>
<tr>
<td></td>
<td>Hispanic/Latino</td>
<td>0.5%</td>
<td>6.1%</td>
</tr>
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</table>
## Diversity and Inclusivity

### Metrics | Baseline and Target Values

<table>
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<tr>
<th>Metric</th>
<th>Definition</th>
<th>Baseline</th>
<th>2020 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>African American/Black</td>
<td>4.3%</td>
<td>5.1%</td>
</tr>
<tr>
<td></td>
<td>Hispanic/Latino</td>
<td>1.1%</td>
<td>1.5%</td>
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