

***FORWARD TOGETHER:***  
 A Plan for a More Socially Diverse, Equitable, and Inclusive KU  
*Office of Diversity and Equity 3 Year Strategic Priorities*



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## An Introduction from the Vice Provost for Diversity and Equity

I am excited to share and introduce *Forward Together: A Plan for A More Socially Diverse<sup>1</sup>, Equitable and Inclusive KU*. This inaugural diversity, equity, and inclusion (DEI) plan and implementation document grows from KU's commitment to student academic success and to the production of future leaders, researchers, and workers. The advancement of our institutional goals rest on awareness, elasticity, and willingness to realize the potential of at least three 21<sup>st</sup> century realities:

- The demographic population of the United States is changing and by mid-century there will be no clear racial/ethnic majority;
- A diversity of thought and backgrounds are necessary for the production of innovative solutions to local and global problems and;
- Employers today are increasingly demanding a diverse workforce, professionals capable of working with a diversity of others, and leaders who understand the complexities of global issues.

A diverse, equitable, and inclusive campus community is key to our standing as a major supplier of research, leadership, and workforce talent prepared for local and regional markets, multinational corporations and dynamic economies. We must also consider the impact of higher education on social and economic mobility. A KU degree is an opportunity to reduce differences, shrink generational poverty, and grow social and economic mobility.

### **An Opportunity and Commitment**

As the state's flagship institution of higher education, we are obligated to do our best. To achieve our best we move our best intentions to goals and actions that create a model learning environment in which all students, regardless of social differences and backgrounds, are provided an equitable opportunity to meet their academic potential. This is integrally linked to workplace policies and practices that may challenge our ability to recruit and retain talented staff and faculty. Faculty and staff support the development of students both inside and outside of the classroom. Institutional trend data, recent reports, and [the climate survey](#) indicate the following: our composition does not reflect the demographics of the United States; many of our students feel that they do not belong at KU; and minority students especially, report negative experiences (i.e. exclusion) that decrease their rates of retention and completion. Simultaneously, many faculty and staff report adverse work environments (i.e. bullying and exclusion) and, while here again, minorities and marginalized employees especially have persistently expressed uncertainty about their decision to work at KU this is an observation that crosses multiple social identities.

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<sup>1</sup> Social diversity is the multiracial, multiethnic, and multicultural range of students, faculty, and staff representative of our national and global constituencies. The definition considers race, ethnicity, gender, gender expression, sexual orientation, socioeconomic status, age, disabilities, religious/nonreligious, and other social differences.

This plan and implementation document elevates our diversity, equity, and inclusion priorities and better aligns our shared purpose with 21<sup>st</sup> century national and global realities. It guides us toward meaningful change -- that which centers on our people, those students who choose KU and the staff and faculty members who work to provide the physical, supportive, and intellectual spaces for learning and growth. Meaningful change is the cultural shift founded in the purposeful implementation of actions that emphasize and integrate social diversity, equity, and inclusion in our demographic composition, policies and practices, and learning and work spaces. Together, these overlapping priorities will strengthen KU's capacity to recruit and maintain leading faculty members and staff persons, produce cutting-edge technologies and scholarship, and produce competitive graduates prepared for global realities. Our four-year priorities are as follows:

- Proportional composition: To foster the development of a student body, faculty, and staff more socially diverse and *proportionately representative* of U.S. demographics.
- Institutional cultural competence: To center and advance the purposeful integration of social diversity, equity, and inclusion in our *workplace and learning policies and practices*, as well as our everyday campus interactions.
- Enhance student preparation: To collectively emphasize the *preparation of our undergraduate and graduate students for work, research, leadership, and living in an increasingly socially diverse global society*. Preparation includes, for example, learning about and engaging with a diversity of histories, cultures, and peoples; developing skills and understandings that foster the ability to work with a diversity of others and contribute to a fair and just living and work worlds.

Matters of social diversity have had the attention of universities for decades. Universities across the United States continue to seek solutions to long-standing intersecting issues of inclusion and equity related to race, ethnicity, gender, gender expression, socioeconomic status, disabilities, sexuality, nationality, religion/nonreligious, age and other social differences that impact the experiences of students, faculty, and staff. *Forward Together* places us in step with some of our peer institutions and ahead of others.

*Forward Together* is a living document that centers diversity, equity, and inclusion as an emphasis shared across the University. It is not a set plan that exhausts the issues or concerns that characterize the breadth of experiences at KU. Instead, consider it is a work in progress intended to be revised as we learn more about how to realize our vision for a model KU. In the meantime, KU community members are encouraged to explore available reports and data available on the Office of Diversity & Equity website<sup>2</sup>. Comments and recommendations are always welcome.

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<sup>2</sup> [diversity.ku.edu](https://diversity.ku.edu)

## Guiding Principles

Our guiding principles – social diversity, equity, and inclusion -- are the values we share as we work together to maintain and grow a more socially diverse, equitable, and inclusive KU for students, faculty, and staff.

### **Social Diversity**

We are committed to providing an environment where social differences strengthen our entire community and provide the foundation for equitable opportunities and successful outcomes for all. Our definition of “social diversity” encompasses acceptance and respect for each other. We are multiracial, multiethnic, and multicultural, and we recognize that there are inequalities and privileges generated by those intersecting differences that include race, ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, abilities, religion/nonreligious, regions, Veteran status, citizenship status, and nationality. By affirming the complexities of our histories, cultures, and experiences, we move toward a fuller understanding of ourselves and each other.

### **Equity**

We are committed to, and hold ourselves accountable for, developing and maintaining policies, processes, practices, and programs that appreciate difference and create fair, safe, and just learning, working, and living environments for students, staff, and faculty. This commitment is further demonstrated in our efforts to facilitate the ability of students, faculty and staff to learn about matters of equity and build skills that contribute to just social, living, learning and professional environments.

### **Inclusion**

We are committed to, and hold ourselves accountable for, providing a learning and work environment in which our students, staff, and faculty receive respect and opportunities for intellectual growth and professional development for careers, service to the public, and democratic participation in a diverse society, regardless of social, cultural and economic background and experience. This commitment is further demonstrated by facilitating the development and use of inclusive pedagogical techniques and classroom practices, the creation of programs that build a greater sense of belonging among our campus members; and fostering transparency, access, and equity in everyday practices.

## Steps Forward: Priority 1, Proportional Composition

*Why must we foster the development of a student body, faculty, and staff more socially diverse and proportionately representative of U.S. demographics?*

United States demographics are changing and KU must do a better job of serving this dynamic constituency if it is to maintain its relevance as a leading research university. While we excel in other areas of recruitment and retention, we are not adequately serving all populations. At present, historically racial and ethnic minorities comprise about 40 percent of the United States population and demographers predict that by 2050, there will be no clear racial or ethnic numerical majority and one-half of our workforce will be of color. Our future U.S. leaders, researchers, and workers will no longer be majority white but will increasingly hail from multiple racial and ethnic communities and nationalities. It is in everyone's interest that all United States racial and ethnic groups have equitable access to knowledge, and skill development that will maintain a well-informed and well-rounded, competitive, effective workforce that is prepared to manage and solve 21st century problems. Yet, racial/ethnic gaps in United States higher education achievement are historical. Among students at major research universities such as KU, African American/Black, Native American and Alaskan Native, Hispanic/Latinx<sup>3</sup>, and Hawaiian Native/Pacific Islander students remain underrepresented in recruitment, retention, and degree completions. Similarly, these demographic groups are underrepresented among faculty, staff, and university administrators.

KU demographic trends mostly mirror those of other major research institutions. In other words, most major research universities have an underrepresentation of African American/Black, Hispanic/Latinx, American Indian/Alaskan Native, and Native Hawaiian/Pacific Islanders among either their student bodies, faculty, and staff, if not all of the above. In 2016, American Indian/Alaskan Native, African American/Black, Hispanic/Latinx, and Native Hawaiian/Pacific Islanders at KU were only 101 of 1,149 tenure-track faculty and librarians, and only 2 of almost 50 faculty administrators (less than 10 percent)<sup>4</sup>. Among our faculty, librarians, and faculty administrators, eight identified as American Indian/Alaskan Native, 40 as Black and African American, and 53 Hispanic/Latinx<sup>5</sup>. Among unclassified academic and professional staff and university support staff, only 319 of approximately 3,500 (less than 10 percent) were historically underrepresented racial and ethnic minorities. Among these 33 identified as American Indian/Alaskan Native, 143 Black/African American, and 143 Hispanic/Latinx. A similar pattern exists among our student body. In Fall 2017, students who self-reported as part of historically underrepresented racial/ethnic minority categories – were approximately 11 percent of KU's student composition, less than 3,000 of 24,891 undergraduate and graduate students<sup>6</sup>.

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<sup>3</sup> Latinx (adj.): Relating to people of Latin American origin or descent. This term is used as a gender-neutral or non-binary alternative to the terms Latino or Latina.

<sup>4</sup> <https://oirp.ku.edu/sites/oirp.ku.edu/files/files/Profiles/2017/6-115.pdf>

<sup>5</sup> <https://oirp.ku.edu/sites/oirp.ku.edu/files/files/Profiles/2017/6-105.pdf>

<sup>6</sup> See Appendix A.

Our composition is not accidental. It reflects the taken for granted practices and policies that work to inhibit or encourage the application, acceptance, and retention of some populations over others. Unconscious biases and negative stereotypes about racial/ethnic minorities and those with disabilities, for example, may impact decision-making in our student, staff, and faculty recruitment processes. Academic program design and implementation may reflect biases toward traditional college students to the detriment of transfer, part-time, working, and parenting students.

Our inequities need not persist. We have the opportunity to create a model for change in this area. Steps forward will prioritize our need to increase and better appreciate the social diversity of our campus population, with particular attention on growing our enrollment numbers and increasing retention of U.S. historically *underrepresented* racial and ethnic minorities in particular but with critical attention to other marginalized identities and their intersections. In *Forward Together*, **Priority 1(a)** focuses on faculty and staff and **Priority 1(b)** focuses on the student body. An emphasis on U.S. historically underrepresented racial and ethnic minorities does not exclude our need to attend to the recruitment and retention of other minoritized (that are not proportionately underrepresented) populations such as students from low socioeconomic backgrounds, first generation, individuals with disabilities, and those who identify as LGBTQ+. The steps under Priority 1(a) that focus on faculty and staff and Priority 1(b) that focus on the student body will strengthen our ability to create a more socially diverse and representative campus community overall.

### Priority 1(a): Faculty and Staff Demographic Composition

We will establish our commitment to, and accountability for growing a faculty and staff composition that is more socially diverse<sup>7</sup> and proportionately representative of U.S. demographics, with particular emphasis on the recruitment and retention of United States historically underrepresented racial and ethnic minority populations.

Strategies	Timeline
Center diversity, equity, and inclusion in staff, faculty, and administrative external and internal hires	
a) Create guidelines that more purposefully consider and integrate diversity, equity, and inclusion into hiring steps	Completed – Spring 2018
b) Work collaboratively with Human Resource Management, Faculty Development, University Governance and others to implement hiring steps into job approval, search and decision-making processes.	In Progress – Pilot Fall 2018
Foster an active community of expressed care and support for faculty and staff.	
a) Create <i>Support Pathway for Faculty and Staff Success and Retention</i> to serve as a point of contact and guidance resource	Completed – Fall 2017
b) Create the Council of Councils, a collaborative social and professional network for recruitment, advancement and retention of marginalized faculty and staff	Completed – Fall 2017
c) Facilitate and enhance policies to support more transparent and equitable professional advancement opportunities for staff <sup>8</sup>	On-going
d) Facilitate the development of and enhancement of policies and practices that acknowledge and better support work/life balance	On-going
e) Collaboratively foster greater community and support for International faculty and staff	On track –Fall 2018
f) Collaboratively foster greater community and support for non-tenure track faculty <sup>9</sup>	On-going
g) Collaboratively foster greater community and support for faculty and staff with disabilities <sup>10</sup>	Completed – Fall 2017
h) Establish a committee to address issues of gender inequity in the workplace	Completed – Spring 2018

<sup>7</sup> We recognize that other demographic groups, though historically minoritized, have achieved numerical overrepresentation among students, faculty, and staff. Nonetheless, university efforts to build diversity, equity, and inclusion will actively integrate the experiences and concerns of this broad range of KU student, faculty, and staff populations.

<sup>8</sup> Diversity and Equity worked with Ola Faucher in Human Resource Management and the Faculty and Staff Councils to revise the policy for greater fairness in staff participation in professional development. This policy also enables staff to search for jobs when their jobs are restructured. Work in this area is always on-going for D&E. This policy can be found here: <http://policy.ku.edu/human-resources/professional-development-and-university-service>.

<sup>9</sup> Faculty development has led efforts to provide a ranking system that supports the advancement of lecturers.

<sup>10</sup> In fall 2017, D&E facilitated the development of the Council for Disability Inclusion and established a regular collaborative relationship with Catherine Johnson, leadership of the ADA Resource Center at KU.

**Priority 1(b): Student Body Demographic Composition**

We will establish our commitment to, and accountability for, growing an undergraduate and graduate student body composition that is more socially diverse and proportionately representative of U.S. demographics, with particular emphasis on the recruitment and retention of United States historically underrepresented racial and ethnic minority populations.

Strategies	Timeline
Foster and support activities that enhance recruitment efforts in undergraduate admissions	
a) Foster collaboration and partnership with KU units and local entities to enhance recruitment for greater social diversity	On-going
b) Engagement with local and regional school districts to enhance recruitment of traditionally underrepresented students (e.g. Common Book outreach; Campus/Community Resource for LGBTQ+ Youth: A partnership between D&E, District 497, and Bert Nash)	Completed: formal relationship established, work on-going
Foster an Active Community of Care and Belonging for Undergraduate and Graduate Students	
a) Develop office and web resource to better support undocumented students	Completed – Fall 2017
b) Reorganization of D&E reporting units for greater collaboration, long-range planning, and enhanced ability to meet students’ needs of multiple and intersecting identities	Completed – Fall 2017
c) Reconfigure, expand, and enhance D&E administrative units to better acknowledge and serve the multidimensionality/intersectionality of student identities and experiences	Completed – Summer 2017
d) Advance student opportunities to learn and participate in DEI related events and activities	In Progress – on track to be completed 2018-19
e) Establish a “point of contact” or “one stop” to support the retention and academic success of undergraduate and graduate students. Many students struggle to identify and navigate available student services and resources established to support their success. This is a particular challenge when students are challenged by multiple and overlapping issues, such as financial and housing concerns, food insecurity, of family crisis, for examples. A student one-stop resource office is intended to offer guidance to students who are experiencing multiple and simultaneous concerns that, if inadequately addressed, may inhibit their academic degree completion.	Completed – Spring 2018



f) Enhance and work collaboratively to better support the successful transition, retention, and academic completion of nontraditional students such as the following: parenting students, transfer students, students of non-traditional age, part-time students, students with disabilities	In Progress – on track to be completed 2018-19
g) Strengthen support for LGBTQIA+ students by implementing components of Student Profile Project. This includes revisions to KU student identification cards, collection of demographic data, expanding availability of gender-inclusive restrooms, and more.	In Progress – on track to be completed 2019-2020
h) Facilitate and advance campus- and university-wide events for DEI learning	On-going
i) Support and advance student and unit-level activities that encourage multicultural student learning and engagement (e.g. Graduate Student Social, Graduate Student Welcome, Community Table monthly lunch program, Martin Luther King, Jr. week of events, etc.)	On-going
j) Work with endowment to maintain current donors and identify new donors to support retention efforts	On-going

## Steps Forward: Priority 2, Institutional Cultural Competence

*Why must we more purposely center social diversity, equity, and inclusion in our professional workplace, learning policies and practices, as well as in our everyday campus interactions?*

We will all benefit from a more equitable, fair and inclusive KU. In addition to demographic composition, past reports and a recently commissioned Campus Climate Survey (2016-2017)<sup>11</sup> suggest additional areas in need of improvement. As shared in an earlier Provost document<sup>12</sup>, students, faculty, and staff report problems of exclusionary behaviors, retention, and unwanted sexual conduct that undermine goals to recruit and retain students, faculty, and staff and maintain our standing as a leading research university.

Eighteen percent of those who participated in the recent Climate Survey personally experienced exclusionary conduct at KU in the 12 months prior to the survey. The types of behavior included being shunned or ignored, bullied and/or harassed, and experiencing intimidating or offensive words or behavior. Those students, faculty, and staff who experienced such behavior cited five characteristics that made them a target: gender/gender identity, position status, age, ethnicity, or race. Students were both the top target and the top source of the exclusionary behavior. Only a third of the respondents reported their experience to a KU resource; of those that did, the majority were dissatisfied with our institutional response.

Many student, faculty, and staff Climate Survey respondents said they had seriously considered leaving KU. The percentage of faculty and staff reporting such a consideration was high with 64 percent of faculty respondents and 55 percent of staff respondents having pondered the option. The rates were even higher among respondents from certain racial and ethnic groups, among individuals with disabilities, and from those who identified as part of the LGBTQ+ community. Within the latter category, trans Jayhawks face distinct issues. Other subpopulations, such as transfer and parenting students also report challenges due to their nontraditional KU student status. Staff members reported low pay and limited opportunities for advancement as key reasons for their responses. Staff also reported concerns about opportunities and about transparency and fairness in evaluations. Faculty members indicated low pay and positions at other institutions as the top reasons for their responses. Undergraduate students said their top three reasons for considering leaving are (in order): a lack of sense of belonging, a climate that was not welcoming, and financial concerns.

A small but meaningful number of Climate Survey respondents experienced a range of unwanted sexual conduct while at KU, and 2 percent, the majority of which were students, reported unwanted sexual contact. Of those students reporting unwanted sexual contact, 72 percent indicated alcohol was involved. The contact was most likely to occur during the fall semester of an undergraduate's first year. Regrettably, only 12 percent of individuals who said they experienced unwanted sexual contact reported it to KU resources.

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<sup>11</sup> The full report and executive summary can be found here: <http://climatestudy.ku.edu/reports>

<sup>12</sup> <https://provost.ku.edu/memos/20170420>

Each of the above are of serious concern and KU has taken steps toward improvement. Some examples of these efforts include: prioritizing the review of reports, relevant policies, and practices by University governing bodies; the elevation of diversity, equity, and inclusion related professional development for faculty and staff; and the full implementation of mandatory sexual harassment and assault and prevention training for students, faculty, and staff. Steps forward will enhance and build upon these and other actions to create a more welcoming and more fair KU community. Steps forward must also appreciate the multiple and intersecting identities of our students, faculty, and staff and integrate practices, programs, and activities that embrace a more holistic approach to resources and support.

## Priority 2: Center Social Diversity, Equity, and Inclusion

We will advance the purposeful integration of social diversity, equity and inclusion in our workplace and learning policies and practices, as well as our everyday campus interactions. Measures of accountability and effectiveness will be developed, as appropriate, for implementation strategies.

Strategies	Timeline
Foster trust in the KU commitment to greater DEI related learning, understanding, practice, and implementation	
a) Produce and make available annual report from the Office of Diversity & Equity (D&E)	In Progress – on track for fall 2018
b) Revise and maintain D&E website with updated and transparent reports of progress	On-going
c) Develop website clearinghouse of DEI related activities	Completed
d) Provide clear and consistent communication with campus and leadership on matters of diversity, equity, and inclusion as appropriate	On-going
Build and expand accountability for actions to improve representation, equity, and inclusion in learning, living, and work environments	
a) Develop DEI job expectations template language for use in job advertisements/postings and annual reviews of faculty, staff, and administrators	In Progress – on track for 2018-19
b) Facilitate and support the development of unit-level DEI strategic plans with clear goals and measurable outcomes	On-going – on track to begin summer 2019
c) Develop guidelines for more purposeful attention to diversity in hiring of faculty, staff, and administrators <sup>13</sup>	Completed
d) Develop unit-level DEI self-assessment tools and facilitate the development of policies that support the integration of DEI in course materials, promotion/tenure/annual reviews, faculty and staff student evaluations of teaching and services.	In Progress – on track for 2018-19
e) Measure DEI-related progress at regular Intervals by developing and implementing KU Campus Climate Self-Assessment Survey	On-going – on track for summer 2019
f) Create Campus Equity Implementation Committee (CEIC) to work as part of the Office of Diversity & Equity to support collaborative efforts, the direction, and review of DEI progress	Completed
Foster greater institutional cultural competency. (Institutional cultural competency is the ability and willingness of students, staff, faculty, and administrators to understand social differences and respectfully and effectively	

<sup>13</sup> Pilot implementation in fall 2018.

engage, interact, and support the success of others regardless of those differences)	
<p>a) Step 1: Create accessible base-line DEI learning/professional development resource for students, faculty, staff, and administrators that offers:</p> <ul style="list-style-type: none"> <li>i) Shared understanding of diversity, equity, and inclusion practices</li> <li>ii) Related expectations, and</li> <li>iii) An on-going resource for faculty/staff professional development</li> </ul>	Completed/pilot January-Feb 2019
<p>b) Step 2: Develop multiple supplemental opportunities to enhance DEI knowledge and skills. Cultural competency is a multi-layered process. Step 2 builds upon Step 1 and will offer online professional development, workshops, and other opportunities that move KU community members and units toward greater multicultural proficiencies.</p>	In Progress – on track for 2018-19

## Steps Forward: Priority 3, Enhance Student Preparation

*Why must we more thoughtfully prepare undergraduate and graduate students for the social diversity that increasingly defines the global living and the changing workforce?*

Students come to KU to acquire knowledge and skills that prepare them for productive, successful livelihoods and the ability to participate in their communities as informed global citizens. Almost 20 years into the 21st century we are witnessing increasingly multiracial, multiethnic, and multicultural living and professional spaces. Yet, many academic units have not fully integrated components of social diversity, equity, and inclusion into their curriculum, approaches to teaching, or student learning outcomes for their respective majors and areas of study. There is much more that we can and must do to produce more socially informed, workforce ready, and competitive graduates.

Today's graduates are best prepared for contemporary citizenship, careers, and leadership when their education affords them opportunities to learn from a range of others, engage with varied backgrounds, understand multiple ways of knowing, and respect a range of perspectives. Employers are increasingly demanding workers and leaders with knowledge and skills to work within socially diverse employment settings. Further, multicultural and inclusive learning and work environments enhance individual critical thinking, the development of innovative research, and resolutions to complex problems. Research suggests, too, that underrepresented and marginalized students, those most vulnerable to issues of retention, benefit from supportive identity-based campus communities on predominantly white and cisgender<sup>14</sup> campuses. Additionally, relative to peers who are not, graduates exposed to diversity in public higher education institutions, are more engaged in their jobs and are more likely to view their degree as valuable.<sup>15</sup> These realities demand that universities, like KU, to equate our social differences with excellence. Our steps forward emphasize our accountability for more active cultivation of a learning environment that will challenge students to think about and appreciate multiple perspectives and ways of knowing, engage with others unlike themselves, and graduate with the capacity to practice fairmindedness in their careers and communities after KU.

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<sup>14</sup> A person whose sense of personal identity and gender corresponds with their sex assigned at birth.

<sup>15</sup> <http://news.gallup.com/poll/186257/graduates-exposed-diversity-believe-degree-valuable.aspx>

### Priority 3: More Purposely Prepare Students for an Increasingly Diverse and Global Society

Increased diversity in the demographic composition of our students, faculty and staff provide all students an opportunity for meaningful learning and engagement with a diversity of others, access to varied pedagogical techniques, experiences, and ways of understanding. The integration of social diversity, equity, and inclusion in our learning and workplace policies and practices will form the basis for successful recruitment and retention of human excellence we seek to cultivate as a leading research institution. Beyond these important steps we must also provide students with direct opportunities to enhance their respective undergraduate majors and graduate areas of study. Measures of accountability and effectiveness will be developed, as appropriate, for steps and actions. In this section we list the steps and actions intended for this purpose.

Strategies	Timeline
<b>Direct Supplemental Student Learning</b>	
a) Develop, promote, and maintain a Social Diversity, Equity, and Inclusion clearinghouse calendar of activities that are open to the attendance and participation of students	Completed
b) Support and advance community building activities that encourage peer-to-peer engagement among a diversity of students. Examples include regular graduate student socials, and graduate student cross disciplinary professional development opportunities, Community Table lunches, Martin Luther King, Jr week of events, etc.)	Completed and on-going
<b>Academic Curriculum and Classroom Learning<sup>16</sup></b>	
a) Foster greater consideration and integration of diversity and inclusion in classroom materials	In Progress
b) Foster greater consideration and integration of inclusive and equitable classroom practices that demonstrate expressed respect and appreciation for social diversity, varied backgrounds and experiences	In Progress
c) Appointment of Director of Academic Inclusion and Partnership with Center for Teaching Excellence to foster greater consideration and integration of diversity and inclusion in expectations of student learning	Appointment and partnership complete

<sup>16</sup> The Academic Inclusion Coordinator (AIC) position has been established to lead this work.

## Additional Objectives: Years 1-3

1. Establish KU as a DEI leader within the Big 12
  - a) Assume leadership role in Big 12 Diversity Officer Association
  - b) Host Big 12 Chief Diversity Officer Meeting
2. Establish KU as a DEI leader among peers
  - a) Identify, join, and present at professional associations
  - b) Support staff professional development and networking
  - c) Draft and submit essays and articles to appropriate outlets
  - d) Identify opportunities for regional leadership
  - e) Leadership and participation in Tilford Conference
3. Fundraising to support D&E initiatives
4. Request increase in D&E office staff (e.g. policy/protocol, assessment, and grant-writing)



## Appendix A

10/17

**TABLE 4-116**  
ENROLLMENT BY RACE/ETHNICITY (SELF-REPORTED) AND STUDENT LEVEL  
FALL 2017  
University of Kansas  
Lawrence and Edwards Campuses

<u>Student Level</u>	<u>American Indian/ Alaskan Native</u>	<u>Asian</u>	<u>Black</u>	<u>Hispanic</u>	<u>Native Hawaiian/ Pacific Islander</u>	<u>White</u>	<u>Two or More Races</u>	<u>Nonresident Alien</u>	<u>Unknown</u>	<u>Total</u>
Freshman	25	204	240	441	5	3,413	276	318	13	4,935
Sophomore	8	193	187	382	–	3,108	235	279	11	4,403
Junior	13	202	169	301	1	2,934	213	237	32	4,102
Senior	17	277	186	352	2	3,558	227	224	43	4,886
Undergraduate Specials	8	14	6	22	–	208	17	132	27	434
Graduate	52	209	271	200	2	4,066	218	992	121	6,131
<b>TOTAL</b>	<b>123</b>	<b>1,099</b>	<b>1,059</b>	<b>1,698</b>	<b>10</b>	<b>17,287</b>	<b>1,186</b>	<b>2,182</b>	<b>247</b>	<b>24,891</b>

Note: Beginning Fall 2010, Federal Reporting Guidelines required institutions to collect race/ethnicity information in a two question format. Students who answered the first question (Are you Hispanic?) in the affirmative are included in the Hispanic counts but may have reported other race/ethnicities for the second question. Students answering no to the first question were allowed to select one or more race/ethnic categories in the second question. An new category, Native Hawaiian/Pacific Islander, was included in the second question selection.

(<https://oirp.ku.edu/sites/oirp.ku.edu/files/files/Profiles/2018/4-116.pdf>)