

**Kansas Board of Regents  
Chief Diversity Officers Report  
May 20-21, 2020**



**EMPORIA STATE  
UNIVERSITY™**



**FORT HAYS STATE  
UNIVERSITY**

*Forward thinking. World ready.*

**KANSAS STATE  
UNIVERSITY.**



**Pittsburg State  
University**

**KU**  
THE UNIVERSITY OF  
**KANSAS**

**KU** MEDICAL  
CENTER  
The University of Kansas

 **WASHBURN**  
UNIVERSITY

 **WICHITA STATE  
UNIVERSITY**

## Table of Contents

| <u>Section</u>                                     | <u>Page Number</u> |
|--|--------------------|
| Message from the Chair Dr. Aswad Allen             | 3-4                |
| Chief Diversity Officers                           | 5                  |
| Purpose of the Report                              | 6                  |
| Executive Summary                                  | 7-13               |
| University Letters and Demographic Information     |                    |
| Emporia State University                           | 14-20              |
| Fort Hays State University                         | 21-25              |
| Kansas State University                            | 26-29              |
| Pittsburg State University                         | 30-33              |
| University of Kansas                               | 34-37              |
| University of Kansas Medical Center                | 38-43              |
| Washburn University                                | 44-46              |
| Wichita State University                           | 47-54              |
| Diversity, Equity and Inclusion “Better” Practices | 55                 |
| Appendix – KBOR Power Point                        | 56-74              |

# EMPORIA STATE UNIVERSITY

*Office of* DIVERSITY, EQUITY & INCLUSION

Campus Box 4001  
1 Kellogg Circle  
Emporia, Kansas 66801-5415  
620.341.5551  
emporia.edu

## *Message from the Chair*

Greetings Kansas Board of Regents and Council of Presidents:

It is with great sincerity I share with you the Kansas Board of Regents Council of Chief Diversity Officers (KBOR Council of CDOs) 2019-20 update. Along with our executive summary, you will find Institutional Initiative and Impact Statements from each of the Diversity & Inclusion leaders representing our seven 4-year Public State institutions and our Municipal University partner.

The Council of CDOs vision was reimagined a few years ago under the leadership of Mrs. Deatrea Rose and Dr. Bryan Samuel. In addition to their instrumental guidance, Dr. Marche' Randle-Fleming and Dr. Teresa L. Clouch have both provided invaluable historical insights. Also, there have been many unnoticed laborers preceding all of us... those who have valiantly provided the necessary "oxygen" in the hopes of keeping the ideas of equity and inclusion alive. On behalf of our Council of CDOs and the broader community, I express great appreciation for their unswerving commitment.

As a newcomer to the Sunflower State, initially my thoughts were framed by the significance of the 1954 Supreme Court's decision, *Brown v. Board of Education of Topeka*. The value of education, social fairness, and economic advancement is an idea context for us to consider our movement forward. Although our state has come a long way, evidence shows our nation continues to experience significant challenges in achieving equitable experiences in voting, housing, employment, health care, and safety. While, more than 60 years later, poverty, low-educational attainment, and unemployment continue to plague our states' poor rural, black, and brown communities, we have another unexpected historical marker - the Covid 19 pandemic.

Preparing our institutions to pivot into a dynamic and new paradigm, with the challenges presented by Covid 19, are proving to be incredibly complex for all of us. The pandemic's abrupt intrusion on our rapidly changing, extremely interconnected, technology mediated world has revealed our nation can only be as effective as it's people... People whose diverse backgrounds intersect with a rich array of *ethnicities, ages, abilities, gender identities, gender expressions, veteran status, ideas and perspectives, national origins, races, religious and spiritual beliefs, sexes, sexual orientations, and socioeconomic and geographic compositions*. Broad and inclusive social and economic success depends on our ability to master the process of intentionally identifying and including marginalized diverse viewpoints in education.

It is my opinion, not only is it our responsibility (as institutional leaders) to produce leaders capable of guiding systematic, social, cultural, economic and political progress, but has been an unrealized strength! I anticipate leaders in all fields who have the ability to critique dominant narratives and demonstrate a willingness to listen and learn from counter narratives will become an expectation. These leaders will be equipped to produce the "best" outcomes in business, science, the arts, industry, and service.

As our universities' understanding of diversity continues to evolve, the ability to adaptively incorporate and leverage various dimensions of diversity into daily curricular and co-curricular activities will become standard practice. Dr. Jennifer Ng, Dr. Jerrihlyn McGee, and Mrs. Danielle Dempsey-Swopes, J.D. have continued to emphasize how better practices will produce better outcomes. Identifying better practices in the areas of student outreach and recruitment, orientation and retention, student leadership and career development, as well as faculty selection, teaching and research - will all improve our institutional outcomes.

Just as our predecessors' past efforts have not been simple and straight, progress will continue to be more like a marathon... long and challenging. Nevertheless, by leveraging inclusion to produce sustainable outcomes, we will be better prepared to confidently respond to the next horizon of challenges. I invite you to join us!

*In the spirit of moving forward...*

Aswad Allen, Ph.D.  
Chief Diversity Officer  
Council Chair 2019-2020

|   |  |   |
|---|--|---|
|    |   |                                  |
| <p><b>Aswad Allen, Ph.D.</b><br/>Emporia State University<br/>Chief Diversity Officer<br/>Diversity, Equity and Inclusion</p>         | <p><b>Teresa L. Clouch, Ed.D.</b><br/>Fort Hays State University<br/>Assistant Vice President for Student Affairs,<br/>Title IX Coordinator and Senior Diversity<br/>Officer</p> | <p><b>Danielle Dempsey-Swopes, JD</b><br/>Washburn University<br/>Director, University Diversity and Inclusion</p>  |
|   |   |                                 |
| <p><b>Marché Fleming-Randle, Ph.D.</b><br/>Wichita State University<br/>Vice President for Diversity and Community<br/>Engagement</p> | <p><b>Jerrihlyn L. McGee, DNP, RN, CNE</b><br/>University of Kansas Medical Center<br/>Vice Chancellor for Diversity, Equity and<br/>Inclusion</p>                               | <p><b>Jennifer Ng, Ph.D.</b><br/>The University of Kansas<br/>Interim Vice Provost for Diversity and<br/>Equity</p> |
|    |   |   |
| <p><b>Deatrea S. Rose</b><br/>Pittsburg State University<br/>Director, Student Diversity Programs</p>                                 | <p><b>Bryan D. Samuel, Ph.D. CCDP/AP</b><br/>Kansas State University<br/>Chief Diversity and Inclusion Officer</p>   |   |

## Purpose of the Report

To provide an environmental overview of diversity, equity and inclusion across the Kansas Board of Regents institutions and provide a pathway forward. The hiring of Diversity and Inclusion leadership at KBOR Universities, Kansas has sent a signal of recognition regarding the “value-add” in talent and economic development diversity, equity and inclusion. To move forward, it is more important to understand our challenges and opportunities. Challenges highlighted by the Kansas Higher Education Data are:

- The overall population growth in Kansas has been “flat” the past 5 years and has lost residents in recent years.
- The overall public state university student enrollment is declining - specifically White student enrollment.
- A disproportionate percentage of Hispanic and Black students are underrepresented at Kansas Public Universities.
- Hispanic and Black students attending Kansas Public Community Colleges / Technical Schools are evenly represented as compared to their overall state population representation.
- The achievement / graduation gap shows significant differences between White students compared to other racial/ethnic groups (*Hispanic, -15%; Black, -30%; Other, -9%*).
- Health, education, and economic socio-economic disparities impact the value proposition for different populations, and this is illuminated through the COVID-19 pandemic.

By 2025, seventy-five percent of the global workforce will be comprised of millennials. This group has a unique perspective on diversity regarding value creating space for varying perspectives on a given issue. The ideal workplace is imagined as being supportive environment of equity and inclusion.

Recommendations include:

Intentionally pursue more effective ways to incorporate Diversity, Equity, & Inclusion into the success of our institutions.

- KBOR Level Professional for Leadership (**SYSTEMIC**)
  - Strategic Coordination and Alignment of DE&I initiatives with Council of CDO’s.
  - Facilitate DE&I Strategic plan at the Regent Level

Positioning CDO to be a strategic thought leader and partner toward Better Practices and Better Outcomes.

- Implement Cabinet Level Organizational Model: (**STRATEGIC**)
  - Establish DE&I as a Strategic Imperative Orientation
  - Report to President / Member of Presidents Executive Team
  - DE&I Representation in ALL Top-Level Leadership discussions and teams
  - Promote synergies between Academic Affairs & Student Affairs
  - Supporting collaboration between campus and community
  - Facilitating relationships between alumni, donors, and institutional outcomes

Building and developing sustainable, strategic initiatives designed to produce impactful results require structured support.

- Infrastructure Support: (**SUSTAINABLE**)
  - Appropriately Resourced
  - Appropriately Supported

**Kansas Board of Regents  
Council of Chief Diversity Officers  
EXECUTIVE SUMMARY  
2019 - 2020**

**INTRODUCTION**

At various points over the past 20 years the majority of Colleges and Universities across the nation have experienced noticeable demographic enrollment shifts. Most visionary institutions have developed robust and integrated Diversity, Equity, and Inclusion (DE&I) strategies. Other institutions have only focused on programmatic progress at a managerial level. Nevertheless, research suggest (Williams, 2013) we have learned diverse teams translate to higher rates of faculty productivity, staff satisfaction, student retention, and the birth of more innovative ideas. Unfortunately, national data reveals our education system is far from reflecting the communities and students it seeks to serve (NCES, 2018).

In response to education representation gaps, colleges and universities have historically pushed to hire DE&I professionals. While some institutions have realized the social value of diversity, unfortunately, many have not realized the benefits of strategic DE&I implementation. Some institutions continue to operate with a retrospective lens - operating in a manner that only responds to issues that have already occurred. In other cases, institutions attempt to respond to the most pressing current demands, but lack forward leaning strategic vision.

**VISION**

The Kansas Board of Regents (KBOR) Council of Chief Diversity Officers (CCDO) consists of the Chief Diversity Officers of the six state universities, Washburn University and the University of Kansas Medical Center. As the KBOR Council of Chief Diversity Officers (CCDO) it is our intention to support KBOR institutions, the Council of Presidents, and the strategic decision-making at the institutional C-Level.

We aspire to intentionally create a strategic, systemic, and sustainable culture of inclusive excellence. Our mission is to provide continuous diversity, equity and inclusion leadership, guidance, planning and policy recommendations for the Regents system.

We will accomplish this by providing leadership in the following:

- Promoting KBOR system institutions understanding, articulation, and measurement of diversity, equity, and inclusion as these apply to higher education within Kansas;
- Creating collaborative system-wide efforts to strengthen the recruitment and retention and promotion of underrepresented faculty and staff;
- Providing strategic System-wide growth of DE&I among Kansas higher education undergraduate and graduate student bodies;
- Enhancing recruitment, retention and graduation of underrepresented students;
- Elevating and promoting Kansas as a regional and national leader in professional development, innovative thought, and the dissemination of DE&I information (e.g. Tilford Conference)

Over the past seven months the Council of Chief Diversity Officers met thirteen times. CDO meetings also took place in concert with monthly KBOR sessions. The Council took advantage of video conference and face-to-face opportunities, with a focus on planning for comprehensive system-wide DE&I development. Other in person interactions included:

- Tilford Conference Strategic Think-Tank; Post-Survey Review  
(*Dr. Jennifer Ng, University of Kansas*)
- National Association of Diversity Officers in Higher Education - Big-12 Region  
(*Dr. Bryan Samuel, Kansas State University*)
- Kansas Higher Education DE&I Strategic Planning working session  
(*Dr. Marche' Fleming-Randle, Wichita State University*)
- Kansas Higher Education CDO Community Engagement  
(*Mrs. Deatrea Rose, Pittsburg State University*)

One of most comprehensive questions that emerged from our many meetings was: “How can we work together as System CDO leaders to accomplish the following:

- Being more strategic leaders at our respective institutions;
- Contributing to improving the quality of Higher Education for all citizens in our State;
- Collaborating with campus and community leaders in ways that bring forth positive impacts on our State’s economy;
- Promote better understanding and incorporate the different dimensions of diversity into the KBOR Plan and the success of the state of Kansas.

## **THE STATE CONTEXT**

The following descriptive data is provided to illustrate, quantitatively, state and institutional demographic growth, status quo, and declines. By examining these population and economic patterns, we expect to offer an improved perspective of the challenges and opportunities within the Kansas context.

Over the past 10 years the Kansas population has grown by about 50,000 residents, increasing by about 5k new residents annually. It is important to note, however, growth has plateaued from 2016 to present at approximately 2,910,000 residents. During the same period K-12 Kansas Public School enrollments also increased by about 30,000 students. Additional evidence in support of this flattening growth pattern is demonstrated by Kansas being ranked 5<sup>th</sup> in “most moved out of states” according to the 43<sup>rd</sup> Annual National Movers Study (United Van Lines, January 2020).

Even though overall growth has been slow to stagnant, from 2010 to 2019 the system average K-12 enrollment by ethnicity shows a gradual decline of about 4% in overall white student enrollment (69% to 64.9%). In comparison, during this same period, Hispanic student enrollment increased by 3.5% from 15.8% to 19.2%. Our Multi-Ethnic K-12 enrollment also experienced a slight increase of 2% (4.2% to 5.4%).

### **Kansas Public Higher Education**

While K-12 and Higher Education have historically operated as separate systems, most Kansas institutions have implemented programs and practices to improve the “primary school to professional” talent-pipeline. The recent unveiling of the new KBOR Strategic Plan draft



emphasize the importance of aligning Kansas Higher Education results with improved social and economic outcomes. KBOR goals (as described in draft form) are built upon 3 core pillars: 1) Family; 2) Business; and 3) the Economy. In a shifting demographic and cultural landscape, giving attention to our diverse talent-pipeline becomes essential.

## **ENROLLMENT DECISIONS**

Comparing 2018 Kansas population demographics to state demographic **enrollment decisions** in our Public University, Community College, and Technical School, may prompt further examination of family access equity gaps (KHEDS, 2018).

Overall, our Public University, Community College, and Technical School data show the following:

- All ethnic groups attend Community Colleges and Technical Institutes *nearly equal* to their overall State population percentages;
- White resident enrollment *exceeds* the Kansas population percentage at our Public State Universities;
- Hispanic and Black resident enrollment is *less* (by nearly half) of their State populations representation at our Public State Universities.

In 2018 our Public University, Community College, and Technical School data show nearly a 9% greater percentage of white students enrolled in our Universities (76.5%) in comparison to the percentage of the state's overall white population (67.8%). In comparison, a growing Hispanic population had a 6% lower University enrollment percentage (9.7%) than the Kansas Hispanic population (15.7%). Our Black / African American University representation of 3.3%, is 5% less than the overall State population, at 8.3%.

### **Kansas Public University Enrollment**

The most recent single year data for Kansas Public University enrollment we find a relatively flat change. The Fall Census (headcount) data from the past 5-year period reported a slight decrease of negative 3.5% from 2014 to 2019. Also, during this same period, non-resident enrollment inclined (5.6%). In contrast, our 4-year State institutions' Full-Time undergraduate enrollment also declined slightly (-2.3%).

By unpacking race and ethnicity trends, we can take a slightly closer view of our student representation. Of our total KBOR Universities student enrollment system-wide, 66.2% were white and 32.8% were non-white. Out of the nearly 31% non-white students, the largest segment were Hispanics (10.6%). Black (6.2%) and International (6.2%) were the second largest group. Those selecting Two or More Races (3.7%) and Asian student enrollment (3.1%) followed. The smallest enrollment populations were Native students (0.7%) and Hawai'ian / Pacific Islander (0.2%). Two percent enrolled in the "unknown" category.

Between 2014 and 2019, system enrollment (FTE) data reveal a steady decline in white student enrollment (-3.5%). During this same period, our Hispanic and the Two or More Race populations increased by 2 percentage points overall. Hispanic student enrollment shows a steady incline, (from 5.7% to 7.7%), as well as Two or More Race students (from 2.8% to 3.8%).

A closer examination of percent change within each group, this change also reveals 35% enrollment growth “within” the Hispanic and Two or More Race populations.

Across the U.S. our K-12 educational pipeline data further evidence the wave of change. Between 2000 and 2017, the National Center for Education Statistics report the percentage of U.S. school-age children who were White decreased by 11 percent. During this same period three other racial/ethnic groups increased: Hispanic children by 9% (16 to 25 percent); Asian children by 2% (3 to 5 percent); and 2% for children of Two or more races (2 to 4 percent). U.S. school-age children who were Black, American Indians/ Alaska Natives and Pacific Islanders remained the same. In addition, some metro areas (such as Houston) the percentage of underrepresented minorities in the age group 18-24 make up as much as 85% of the college pipeline (NCES, 2019).

### **ECONOMICS IN RESTROSPECT**

Based on an increase of nearly 5% (4.7 percent) in total Degrees conferred, we celebrate Kansas Public Universities success over the previous 5 years. This indicator moves the needle in terms of preparing our next generation of business, industry, and government leaders.

#### **Degree Completion**

Six-year graduation rates were a 56.9 percent in 2018 in line with the national average for public universities (58.9%). However, race / ethnicity completion gaps exist across our Kansas Public University system. White students experience degree completion at a higher rate (69%) than the Black / African American (38%) and Hispanic (52%) student populations. Another completion gap exists between our low-income population compared to those who are not low-income, as determined by Federal Pell Grant recipient data. The 2018 Federal Pell Grant data also indicate state-wide Public University 6-year completion rate for undergraduate students who demonstrate significant financial need (low-income) is 60 percent. This is 9% lower than their Non-Pell Grant peers (69%).

The National Center for Education Statistics, Status and Trends in Higher Education of Racial and Ethnic Groups 2018 publication also highlighted “...the number of bachelor’s degrees awarded to Hispanic students more than tripled between 2000–01 and 2015–16. During the same period, the number of degrees awarded also increased for students who were Asian/Pacific Islander (by 75 percent), Black (by 75 percent), and White (by 29 percent)”.

#### **Employment**

Jobs lost as a result the COVID-19 Pandemic have been devastating. Currently, over 33 million American workers have filed for unemployment. Due to the effects of illness and efforts to contain the virus, the Bureau of Labor Statistics indicate higher unemployment is likely. National unemployment rates among adults ages 25 to 64 are typically highest for American Indian/Alaska Native adults. Black /African American experience two-times the unemployment rate (8%) as Whites (4%), and typically are unemployed at a higher percentage compared to all populations. The Hispanic population reported unemployment (5%) is typically 25 percent higher than Whites (U.S Bureau of Labor Statistics, April 30, 2020).

### **Inflation & The Education “Value Proposition”**

The period following the financial collapse of 2007 was a challenging time for most Americans. From 2008 to 2012 many working Americans returned to Higher Education in order to complete their degrees and/or pursue and advanced degree (Masters, Doctorate). The costs of a degree also increased.

Core inflation continued its 2% per annum climb (10% over five years). Medical care and food went up at an even higher rate (3-4% per year). Higher Education rose an astonishing 5%+ during this same period. Higher education costs (referred to as “HEPI”), were driven by a number of factors. Cost included expanded research, benefits, utilities, compliance concerns, and administrative costs. Much of HEPI has been financed by student loans, which also began to show a steep increase around the year 2000.

It is reasonable to anticipate an extreme financial burden on family’s budgets under the current economic challenges. A steady increase in basic housing, food, and medical care costs result in the average American family viewing higher education as more of an aspiration than a practical need. For poorer families, Higher Education will become viewed as basically unattainable.

### **CHALLENGES & OPPORTUNITIES**

By the hiring of Diversity and Inclusion leadership at KBOR Universities, Kansas has sent a signal of recognition regarding the “value-add” in talent and economic development DE&I can provide. In order for this investment to yield the anticipated return, it becomes more important to understand our challenges and opportunities.

Some of the challenges highlighted by the Kansas Higher Education Data are the following:

- The overall population growth in Kansas has been “flat” the past 5 years and has lost residents in recent years.
- The overall public state university student enrollment is declining - specifically White student enrollment.
- A disproportionate percentage of White students are over-represented at Kansas Public Universities compared to the population representation.
- A disproportionate percentage of Hispanic and Black students are underrepresented at Kansas Public Universities.
- Hispanic and Black students attending Kansas Public Community Colleges / Technical Schools are evenly represented as compared to their overall state population representation.
- The achievement / graduation gap shows significant differences between White students compared to other racial / ethnic groups (*Hispanic, -15%; Black, -30%; Other, -9%*).
- Health, education, and economic socio-economic disparities impact the value proposition for different populations.
- COVID-19 economic impacts have produced a great deal of uncertainty.

In addition, by 2025, seventy-five percent of the global workforce will be made up of millennials. This group has a unique perspective on diversity in which they value creating space for varying perspectives on a given issue. The ideal workplace is imagined as being a more supportive environment of equity and inclusion.

A few opportunities present are the following:

- Enrollment opportunities of Hispanic, Black, and students of Two Races or More are increasing.
- Identify and collect key DE&I qualitative and quantitative data (Division Scorecards, Unit Progress Tracking Initiatives, etc.)
- Implement strategic, systemic, and sustainable campus-wide DE&I change strategies.
  - Develop indicators that support KBOR-COPS;
  - Establish baseline DATA for each indicator;
  - Annual report updating the Regents on progress;
  - KBOR Universities performance agreement indicators

## **RECOMMENDATIONS**

Intentionally pursue more effective ways to incorporate Diversity, Equity, & Inclusion into the success of our institutions.

- KBOR Level Professional for Leadership (**SYSTEMIC**)
  - Strategic Coordination and Alignment of DE&I initiatives with Council of CDO's.
  - Facilitate DE&I Strategic plan at the Regent Level

Positioning CDO to be a strategic thought leader and partner toward Better Practices and Better Outcomes.

- Implement Cabinet Level Organizational Model: (**STRATEGIC**)
  - Establish DE&I as a Strategic Imperative Orientation
  - Report to President / Member of Presidents Executive Team
  - DE&I Representation in ALL Top-Level Leadership discussions and teams
  - Promote synergies between Academic Affairs & Student Affairs
  - Supporting collaboration between campus and community
  - Facilitating relationships between alumni, donors, and institutional outcomes

Building and developing sustainable, strategic initiatives designed to produce impactful results require structured support.

- Infrastructure Support: (**SUSTAINABLE**)
  - Appropriately Resourced
  - Appropriately Supported

## **CONCLUDING REMARKS**

As a result of the severe impact of the COVID-19 pandemic, welcoming different types of people (from a wide range of identities and with different perspectives, experiences, etc.) into the process of health and economic stability has become even more critical. The process of ensuring equally high outcomes for all and removing the predictability of success or failure that currently correlates with any social or cultural factor must be eliminated.

The Kansas Board of Regents Council of Diversity Officers embrace the process of putting diversity into action with great sincerity. We look forward to intentionally pursuing state-wide impact by facilitating and enhancing environments of involvement, respect, and connection —

where the richness of ideas, backgrounds, and perspectives are harnessed to create personal and economic value.

## Emporia State University Demographic Overview

Emporia State University has the following DEI trends:

- The number of ESU graduates has increased in recent years.
- Fewer international students are enrolling at ESU (national trend, as well).
- The female to male faculty ratio continues to increase at ESU.
- Some analysis involves small “n” samples.
- DEI is a priority for all higher education institutions.
- DEI is also a priority nationally. Student success is important to accreditation including focused DEI efforts and strategic institutional planning.

Statistical overview information is compiled based upon the following target areas:

- Information from campus climate surveys
- Demographic breakout for faculty and students
- Demographic breakout between colleges / schools and between departments / programs
- Demographic breakout between tenured & adjunct faculty
- Demographic breakout between undergraduate (UG) & graduate (GR) students
- Primary countries of origin for international faculty

Resources for the report include:

- Kansas Board of Regents (KBOR)
  - KBOR Strategic Plan (Foresight 2020 and updates)
  - Kansas Higher Education Statistics (KHEDS)
  - KBOR Databook
- Consortium for Student Retention Data (CSRDE)
- ESU “The Adaptive University” Strategic Plan Revision 2019
- ESU Office of Institutional Effectiveness website
  - ESU Databook
  - Fast Facts
  - Tables 3.2, 1.1, etc.
- ESU Human Resources
- ESU Office of DEI

## University Headcount by Institution (headcount)

|                            | 2014          | 2015          | 2016          | 2017          | 2018          | 2019          | 1 Year Chg  | 5 Year Chg   |
|----------------------------|---------------|---------------|---------------|---------------|---------------|---------------|-------------|--------------|
| Emporia State University   | 6,114         | 6,094         | 5,887         | 5,732         | 5,796         | 5,877         | 1.4%        | -3.9%        |
| Fort Hays State University | 13,825        | 14,210        | 14,658        | 15,100        | 15,523        | 15,908        | 2.5%        | 15.1%        |
| Kansas State University    | 24,290        | 23,678        | 23,318        | 22,343        | 21,758        | 21,252        | -2.3%       | -12.5%       |
| Kansas State U-Veterinary  | 476           | 468           | 461           | 452           | 463           | 467           | 0.9%        | -1.9%        |
| Pittsburg State University | 7,479         | 7,244         | 7,102         | 6,907         | 6,625         | 6,645         | 0.3%        | -11.2%       |
| University of Kansas       | 24,612        | 24,708        | 24,892        | 24,891        | 24,815        | 24,629        | -0.8%       | 0.1%         |
| KU Med Center              | 3,371         | 3,383         | 3,509         | 3,556         | 3,695         | 3,794         | 2.7%        | 12.6%        |
| Wichita State University   | 15,003        | 14,495        | 14,474        | 15,081        | 15,784        | 16,058        | 1.7%        | 7.0%         |
| <b>Total</b>               | <b>95,170</b> | <b>94,280</b> | <b>94,301</b> | <b>94,062</b> | <b>94,459</b> | <b>94,630</b> | <b>0.2%</b> | <b>-0.6%</b> |

Source: KHEDS Fall Census Collection

## System Enrollment by FTE and Race/Ethnicity in Kansas Vs. Emporia State University

### KBOR State Universities

| Race                             | 2014           | 2015           | 2016           | 2017           | 2018           | 2019           | 2019%         |
|----------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|---------------|
| White                            | 97,952         | 95,252         | 93,974         | 92,703         | 91,689         | 90,044         | 66.2%         |
| Hispanic                         | 11,003         | 11,449         | 12,400         | 12,964         | 13,699         | 14,357         | 10.6%         |
| Black or African-American        | 9,294          | 8,993          | 8,344          | 8,577          | 8,744          | 8,466          | 6.2%          |
| American Indian or Alaska Native | 1,161          | 1,056          | 1,040          | 1,077          | 1,094          | 1,012          | 0.7%          |
| Asian                            | 3,726          | 3,845          | 4,027          | 4,028          | 4,106          | 4,169          | 3.1%          |
| Native Hawaiian or Other Pacific | 230            | 221            | 462            | 178            | 197            | 217            | 0.2%          |
| International (nra)              | 9,406          | 9,709          | 9,551          | 9,222          | 8,669          | 8,406          | 6.2%          |
| Two or More Races                | 3,671          | 4,038          | 4,277          | 4,413          | 4,778          | 5,076          | 3.7%          |
| Unknown                          | 5,206          | 5,873          | 4,761          | 5,068          | 4,453          | 4,238          | 3.1%          |
| <b>Total</b>                     | <b>141,649</b> | <b>140,436</b> | <b>138,836</b> | <b>138,230</b> | <b>137,429</b> | <b>135,985</b> | <b>100.0%</b> |

### Emporia State University

| TOTAL STUDENTS                 | 2015         | 2016         | 2017         | 2018         | 2019         | 2019%         |
|--------------------------------|--------------|--------------|--------------|--------------|--------------|---------------|
| <b>Number of Students</b>      |              |              |              |              |              |               |
| White                          | 4,310        | 3,784        | 3,448        | 3,223        | 3,135        | 53.3%         |
| Black                          | 250          | 239          | 195          | 169          | 175          | 3.0%          |
| Hispanic                       | 338          | 307          | 293          | 293          | 263          | 4.5%          |
| Asian                          | 56           | 52           | 40           | 42           | 42           | 0.7%          |
| American Indian/Alaskan Native | 28           | 18           | 19           | 18           | 19           | 0.3%          |
| Hawaain/Pacific Islander       | 6            | 5            | 2            | 2            | 2            | 0.0%          |
| International                  | 566          | 477          | 444          | 353          | 288          | 4.9%          |
| Two or more races              | 297          | 707          | 992          | 378          | 382          | 6.5%          |
| Unknown                        | 243          | 298          | 299          | 1,318        | 1,571        | 26.7%         |
| <b>Total</b>                   | <b>6,094</b> | <b>5,887</b> | <b>5,732</b> | <b>5,796</b> | <b>5,877</b> | <b>100.0%</b> |

Source: KHEDS Academic Year Collection

| Emporia City, KS by Ethnicity  |              |              |              |              |              | Emporia City, KS % by Ethnicity |               |               |               |               |               |
|--------------------------------|--------------|--------------|--------------|--------------|--------------|---------------------------------|---------------|---------------|---------------|---------------|---------------|
|                                | 2014         | 2015         | 2016         | 2017         | 2018         |                                 | 2014          | 2015          | 2016          | 2017          | 2018          |
| White Alone                    | 16198        | 16066        | 15928        | 15900        | 15874        | White Alone                     | 65.3%         | 64.9%         | 64.5%         | 64.5%         | 64.1%         |
| Black or African American      | 616          | 743          | 727          | 675          | 768          | Black or African American       | 2.5%          | 3.0%          | 2.9%          | 2.7%          | 3.1%          |
| American Indian/Alaskan Native | 44           | 44           | 24           | 8            | 9            | American Indian/Alaskan Native  | 0.2%          | 0.2%          | 0.1%          | 0.0%          | 0.0%          |
| Asian/Pacific Islander         | 700          | 664          | 605          | 619          | 668          | Asian/Pacific Islander          | 2.8%          | 2.7%          | 2.4%          | 2.5%          | 2.7%          |
| Hispanic                       | 6510         | 6535         | 6642         | 6590         | 6662         | Hispanic                        | 26.3%         | 26.4%         | 26.9%         | 26.7%         | 26.9%         |
| Unknown/Two or more races      | 719          | 687          | 781          | 867          | 792          | Unknown/Two or more races       | 2.9%          | 2.8%          | 3.2%          | 3.5%          | 3.2%          |
| <b>Total</b>                   | <b>24787</b> | <b>24739</b> | <b>24707</b> | <b>24659</b> | <b>24765</b> | <b>Total</b>                    | <b>100.0%</b> | <b>100.0%</b> | <b>100.0%</b> | <b>100.0%</b> | <b>100.0%</b> |

**TOTAL STUDENTS**

| <u>Number of Students</u>      |  | 2015         | 2016         | 2017         | 2018         | 2019         |
|--------------------------------|--|--------------|--------------|--------------|--------------|--------------|
| White                          |  | 4,310        | 3,784        | 3,448        | 3,223        | 3,135        |
| Black                          |  | 250          | 239          | 195          | 169          | 175          |
| Hispanic                       |  | 338          | 307          | 293          | 293          | 263          |
| Asian                          |  | 56           | 52           | 40           | 42           | 42           |
| American Indian/Alaskan Native |  | 28           | 18           | 19           | 18           | 19           |
| Hawaain/Pacific Islander       |  | 6            | 5            | 2            | 2            | 2            |
| International                  |  | 566          | 477          | 444          | 353          | 288          |
| Two or more races              |  | 297          | 707          | 992          | 378          | 382          |
| Unknown                        |  | 243          | 298          | 299          | 1,318        | 1,571        |
|                                |  | <b>6,094</b> | <b>5,887</b> | <b>5,732</b> | <b>5,796</b> | <b>5,877</b> |

**Students Ethnicity %**

|                                | 2015   | 2016   | 2017   | 2018   | 2019   |
|--------------------------------|--------|--------|--------|--------|--------|
| White                          | 70.7%  | 64.3%  | 60.2%  | 55.6%  | 53.3%  |
| Black                          | 4.1%   | 4.1%   | 3.4%   | 2.9%   | 3.0%   |
| Hispanic                       | 5.5%   | 5.2%   | 5.1%   | 5.1%   | 4.5%   |
| Asian                          | 0.9%   | 0.9%   | 0.7%   | 0.7%   | 0.7%   |
| American Indian/Alaskan Native | 0.5%   | 0.3%   | 0.3%   | 0.3%   | 0.3%   |
| Hawaain/Pacific Islander       | 0.1%   | 0.1%   | 0.0%   | 0.0%   | 0.0%   |
| International                  | 9.3%   | 8.1%   | 7.7%   | 6.1%   | 4.9%   |
| Two or more races              | 4.9%   | 12.0%  | 17.3%  | 6.5%   | 6.5%   |
| Unknown                        | 4.0%   | 5.1%   | 5.2%   | 22.7%  | 26.7%  |
|                                | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

**UG vs. GR Gender Equity at ESU** (source: ESU Fast Facts)

| <u>Number of Males</u>   |  | 2015          | 2016          | 2017          | 2018          | 2019          |
|--------------------------|--|---------------|---------------|---------------|---------------|---------------|
| Undergraduate            |  | 1,527         | 1,420         | 1,357         | 1,326         | 1,252         |
| Graduate                 |  | 698           | 685           | 662           | 626           | 691           |
|                          |  | <b>2,225</b>  | <b>2,105</b>  | <b>2,019</b>  | <b>1,952</b>  | <b>1,943</b>  |
| <u>Number of Females</u> |  | 2015          | 2016          | 2017          | 2018          | 2019          |
| Undergraduate            |  | 2,337         | 2,282         | 2,248         | 2,243         | 2,153         |
| Graduate                 |  | 1,532         | 1,500         | 1,465         | 1,601         | 1,781         |
|                          |  | <b>3,869</b>  | <b>3,782</b>  | <b>3,713</b>  | <b>3,844</b>  | <b>3,934</b>  |
| Total                    |  | <b>6,094</b>  | <b>5,887</b>  | <b>5,732</b>  | <b>5,796</b>  | <b>5,877</b>  |
| <u>% Male Students</u>   |  | 2015          | 2016          | 2017          | 2018          | 2019          |
| Undergraduate            |  | 25.1%         | 24.1%         | 23.7%         | 22.9%         | 21.3%         |
| Graduate                 |  | 11.5%         | 11.6%         | 11.5%         | 10.8%         | 11.8%         |
|                          |  | <b>36.5%</b>  | <b>35.8%</b>  | <b>35.2%</b>  | <b>33.7%</b>  | <b>33.1%</b>  |
| <u>% Female Students</u> |  | 2015          | 2016          | 2017          | 2018          | 2019          |
| Undergraduate            |  | 38.3%         | 38.8%         | 39.2%         | 38.7%         | 36.6%         |
| Graduate                 |  | 25.1%         | 25.5%         | 25.6%         | 27.6%         | 30.3%         |
|                          |  | <b>63.5%</b>  | <b>64.2%</b>  | <b>64.8%</b>  | <b>66.3%</b>  | <b>66.9%</b>  |
| Total                    |  | <b>100.0%</b> | <b>100.0%</b> | <b>100.0%</b> | <b>100.0%</b> | <b>100.0%</b> |



## First-time Degree Seeking Freshman Cohorts Retention 1<sup>st</sup> to 2<sup>nd</sup> Year (ESU)

|        | 5-Year avg |       |       |       |       |       |       |
|--------|------------|-------|-------|-------|-------|-------|-------|
|        | number     | 2013  | 2014  | 2015  | 2016  | 2017  | AVG   |
| Female | 443        | 73.8% | 73.4% | 74.1% | 74.1% | 74.4% | 74.0% |
| Male   | 237        | 70.2% | 70.5% | 66.7% | 71.8% | 75.7% | 71.0% |

|                     | 5-Year avg |      |      |      |      |      |     |
|---------------------|------------|------|------|------|------|------|-----|
|                     | number     | 2013 | 2014 | 2015 | 2016 | 2017 | AVG |
| White               | 496        | 74%  | 74%  | 73%  | 78%  | 77%  | 75% |
| Multi-Racial        | 61         | 65%  | 67%  | 69%  | 68%  | 54%  | 65% |
| Hispanic            | 47         | 67%  | 72%  | 68%  | 56%  | 78%  | 68% |
| Black               | 37         | 74%  | 65%  | 70%  | 50%  | 71%  | 66% |
| International (nra) | 23         | 79%  | 75%  | 57%  | 71%  | 76%  | 72% |
| Unkown              | 7          | 80%  | 67%  | 90%  | 78%  | 100% | 83% |
| Asian               | 5          | 75%  | 86%  | 67%  | 80%  | 50%  | 71% |
| American Indian     | 3          | 50%  | 67%  | 67%  | 100% | 33%  | 63% |
| Hawaiian            | 1          |      | 100% | 0%   | 100% |      | 40% |

Source: Consortium for Student Retention Data

## Degrees Conferred at State Universities by Institution Academic Year 2014 - 2019

Table 3.6a

| Institutions                        | AY 2014       | AY 2015       | AY 2016       | AY 2017       | AY 2018       | AY 2019       | % Change<br>AY 14 - 19 |
|-------------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|------------------------|
| University of Kansas                | 5,953         | 5,768         | 5,985         | 5,909         | 6,037         | 6,093         | 2.4%                   |
| University of Kansas Medical Center | 748           | 719           | 765           | 714           | 759           | 796           | 6.4%                   |
| Kansas State University             | 5,322         | 5,442         | 5,287         | 5,321         | 5,325         | 5,354         | 0.6%                   |
| Wichita State University            | 3,036         | 2,975         | 3,152         | 3,050         | 3,116         | 3,083         | 1.5%                   |
| Emporia State University            | 1,397         | 1,380         | 1,461         | 1,461         | 1,454         | 1,567         | 12.2%                  |
| Pittsburg State University          | 1,543         | 1,711         | 1,706         | 1,713         | 1,622         | 1,557         | 0.9%                   |
| Fort Hays State University          | 3,252         | 3,208         | 3,374         | 3,419         | 3,874         | 3,796         | 16.7%                  |
| <b>Degrees Total</b>                | <b>21,251</b> | <b>21,203</b> | <b>21,730</b> | <b>21,587</b> | <b>22,187</b> | <b>22,246</b> | <b>4.7%</b>            |








**Graduation Rates of First-Time, Full-Time Freshmen  
(4,5,6, and 8-Year Cohort)**

**Table 3.7**

| Graduation Rates              | KU    | KSU   | WSU   | ESU   | PSU   | FHSU  |
|-------------------------------|-------|-------|-------|-------|-------|-------|
| <b>4-Year Grad Rate</b>       |       |       |       |       |       |       |
| Percent of 2014 First-time    |       |       |       |       |       |       |
| - Graduated by Aug 31, 2018   | 46.0% | 40.4% | 25.2% | 26.5% | 36.3% | 25.1% |
| - Still Enrolled in Fall 2018 | 20.2% | 30.6% | 29.7% | 22.8% | 20.6% | 24.4% |
| <b>5-Year Grad Rate</b>       |       |       |       |       |       |       |
| Percent of 2013 First-time    |       |       |       |       |       |       |
| - Graduated by Aug 31, 2018   | 63.5% | 61.1% | 42.5% | 45.8% | 47.1% | 38.5% |
| - Still Enrolled in Fall 2018 | 5.1%  | 7.1%  | 14.6% | 5.2%  | 6.2%  | 8.8%  |
| <b>6-Year Grad Rate</b>       |       |       |       |       |       |       |
| Percent of 2012 First-time    |       |       |       |       |       |       |
| - Graduated by Aug 31, 2018   | 64.8% | 63.9% | 46.6% | 45.3% | 51.4% | 42.5% |
| - Still Enrolled in Fall 2018 | 2.1%  | 2.8%  | 7.5%  | 2.3%  | 2.6%  | 4.1%  |
| <b>8-Year Grad Rate</b>       |       |       |       |       |       |       |
| Percent of 2010 First-time    |       |       |       |       |       |       |
| - Graduated by Aug 31, 2018   | 65.5% | 66.5% | 50.4% | 46.8% | 49.5% | 38.3% |
| - Still Enrolled in Fall 2018 | 1.0%  | 0.6%  | 2.2%  | 1.5%  | 0.7%  | 2.5%  |

**Student Success Index\*  
Entrance Year 2008 - 2013**

**Table 3.10**

|                                   | Entrance Year |       |       |       |       |       | Entrance Year 2013 Shown Below on Graph   |
|-----------------------------------|---------------|-------|-------|-------|-------|-------|---|
|                                   | 2008          | 2009  | 2010  | 2011  | 2012  | 2013  |   |
| <b>State Universities</b>         | 76.0%         | 73.8% | 73.2% | 73.1% | 75.2% | 74.9% |    |
| <b>University of Kansas</b>       | 80.8%         | 78.4% | 77.4% | 78.0% | 80.9% | 81.4% |    |
| <b>Kansas State University</b>    | 76.2%         | 75.1% | 76.0% | 75.8% | 77.8% | 78.7% |    |
| <b>Wichita State University</b>   | 74.2%         | 69.3% | 68.3% | 67.6% | 70.2% | 69.7% |    |
| <b>Emporia State University</b>   | 71.4%         | 69.8% | 69.2% | 70.9% | 72.1% | 69.4% |  |
| <b>Pittsburg State University</b> | 70.7%         | 69.3% | 64.8% | 66.1% | 68.9% | 71.0% |  |
| <b>Fort Hays State University</b> | 73.9%         | 71.2% | 72.6% | 71.0% | 72.0% | 69.3% |  |

\*Cohort measured includes all first-time entering and transferring degree-seeking students.

Notes for this section begin on page 47.

Source: KBOR Graduation and Retention Rates Report-institution submissions; KHEDS AY Collection; National Student Clearinghouse

# ESU 6-Year Degree Completions

(source: ESU Fast Facts)

|        | <b>N (average)</b> | <b>2008</b> | <b>2009</b> | <b>2010</b> | <b>2011</b> | <b>2012</b> |
|--------|--------------------|-------------|-------------|-------------|-------------|-------------|
| Female | 376                | 44.3%       | 46.7%       | 47.0%       | 48.3%       | 48.7%       |
| Male   | 246                | 32.1%       | 33.5%       | 38.2%       | 38.1%       | 40.2%       |

|                     | <b>N (average)</b> | <b>2008</b> | <b>2009</b> | <b>2010</b> | <b>2011</b> | <b>2012</b> |
|---------------------|--------------------|-------------|-------------|-------------|-------------|-------------|
| White               | 473                | 40.8%       | 44.5%       | 46.7%       | 50.6%       | 45.8%       |
| Hispanic            | 45                 | 22.0%       | 28.2%       | 24.4%       | 24.5%       | 51.0%       |
| Multi               | 43                 |             |             | 34.1%       | 29.7%       | 34.6%       |
| Black               | 39                 | 18.4%       | 29.5%       | 32.5%       | 23.1%       | 38.9%       |
| Unkown              | 22                 | 37.5%       | 33.3%       | 57.1%       | 33.3%       | 42.9%       |
| Asian               | 6                  | 50.0%       | 55.6%       | 60.0%       | 25.0%       | 66.7%       |
| International (nra) | 6                  | 66.7%       | 60.0%       | 80.0%       | 33.3%       | 66.7%       |
| American Indian     | 4                  | 100.0%      | 20.0%       | 50.0%       | 42.9%       | 66.7%       |
| Hawaiian            | 2                  |             |             | 50.0%       | 0.0%        |             |

## ESU Faculty Ethnicity (source: ESU Fast Facts)

| <b>Number of Faculty</b>       | <b>2015</b> | <b>2016</b> | <b>2017</b> | <b>2018</b> | <b>2019</b> |
|--------------------------------|-------------|-------------|-------------|-------------|-------------|
| White                          | 206         | 202         | 203         | 201         | 192         |
| Black                          | 4           | 3           | 3           | 3           | 4           |
| American Indian/Alaskan Native | 1           | 1           | 1           | 2           | 2           |
| Asian/Pacific Islander         | 18          | 16          | 18          | 21          | 20          |
| Hispanic                       | 9           | 10          | 14          | 14          | 13          |
| International                  | 0           | 3           | 2           | 0           | 0           |
| Unknown/Two or more races      | 16          | 17          | 6           | 3           | 18          |
|                                | 254         | 252         | 247         | 244         | 249         |

| <b>Faculty % Ethnicity</b>     | <b>2015</b> | <b>2016</b> | <b>2017</b> | <b>2018</b> | <b>2019</b> |
|--------------------------------|-------------|-------------|-------------|-------------|-------------|
| White                          | 81.1%       | 80.2%       | 82.2%       | 82.4%       | 77.1%       |
| Black                          | 1.6%        | 1.2%        | 1.2%        | 1.2%        | 1.6%        |
| American Indian/Alaskan Native | 0.4%        | 0.4%        | 0.4%        | 0.8%        | 0.8%        |
| Asian/Pacific Islander         | 7.1%        | 6.3%        | 7.3%        | 8.6%        | 8.0%        |
| Hispanic                       | 3.5%        | 4.0%        | 5.7%        | 5.7%        | 5.2%        |
| International                  | 0.0%        | 1.2%        | 0.8%        | 0.0%        | 0.0%        |
| Unknown/Two or more races      | 6.3%        | 6.7%        | 2.4%        | 1.2%        | 7.2%        |
|                                | 100.0%      | 100.0%      | 100.0%      | 100.0%      | 100.0%      |

# ESU Faculty Gender by School (per Fast Facts)

| <b><u>Number of Males</u></b>    | <b><u>2015</u></b> | <b><u>2016</u></b> | <b><u>2017</u></b> | <b><u>2018</u></b> | <b><u>2019</u></b> |
|----------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| School of Business               | 25                 | 25                 | 21                 | 19                 | 21                 |
| Teachers College                 | 30                 | 34                 | 32                 | 27                 | 23                 |
| Liberal Arts & Sciences          | 77                 | 73                 | 68                 | 72                 | 73                 |
| Library & Information Management | 4                  | 3                  | 4                  | 4                  | 3                  |
|                                  | 136                | 135                | 125                | 122                | 120                |

| <b><u>Number of Females</u></b>  | <b><u>2015</u></b> | <b><u>2016</u></b> | <b><u>2017</u></b> | <b><u>2018</u></b> | <b><u>2019</u></b> |
|----------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| School of Business               | 5                  | 5                  | 8                  | 8                  | 8                  |
| Teachers College                 | 53                 | 48                 | 52                 | 54                 | 57                 |
| Liberal Arts & Sciences          | 55                 | 58                 | 57                 | 55                 | 58                 |
| Library & Information Management | 5                  | 6                  | 5                  | 5                  | 6                  |
|                                  | 118                | 117                | 122                | 122                | 129                |

| <b><u>Faculty % Male</u></b>     | <b><u>2015</u></b> | <b><u>2016</u></b> | <b><u>2017</u></b> | <b><u>2018</u></b> | <b><u>2019</u></b> |
|----------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| School of Business               | 9.8%               | 9.9%               | 8.5%               | 7.8%               | 8.4%               |
| Teachers College                 | 11.8%              | 13.5%              | 13.0%              | 11.1%              | 9.2%               |
| Liberal Arts & Sciences          | 30.3%              | 29.0%              | 27.5%              | 29.5%              | 29.3%              |
| Library & Information Management | 1.6%               | 1.2%               | 1.6%               | 1.6%               | 1.2%               |
|                                  | 53.5%              | 53.6%              | 50.6%              | 50.0%              | 48.2%              |

| <b><u>Faculty % Female</u></b>   | <b><u>2015</u></b> | <b><u>2016</u></b> | <b><u>2017</u></b> | <b><u>2018</u></b> | <b><u>2019</u></b> |
|----------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| School of Business               | 2.0%               | 2.0%               | 3.2%               | 3.3%               | 3.2%               |
| Teachers College                 | 20.9%              | 19.0%              | 21.1%              | 22.1%              | 22.9%              |
| Liberal Arts & Sciences          | 21.7%              | 23.0%              | 23.1%              | 22.5%              | 23.3%              |
| Library & Information Management | 2.0%               | 2.4%               | 2.0%               | 2.0%               | 2.4%               |
|                                  | 46.5%              | 46.4%              | 49.4%              | 50.0%              | 51.8%              |



# FORT HAYS STATE UNIVERSITY

*Forward thinking. World ready.*

---

May 1, 2020

STUDENT AFFAIRS

## To the Kansas Board of Regents:

### FORT HAYS STATE UNIVERSITY

Since 1902, Fort Hays State University has been breaking ground in the higher education landscape as the Midwest's leading state institution with highly accessible, award-winning programs and an extensive global reach. Our resolve to outlast and achieve is as firm and steady as our century-old limestone buildings. Nowhere else will you find a staff and faculty dedicated and willing to give 150 percent effort to our mission and reinvest assets in what matters most – our students. Through every challenge, we come out stronger than ever with the tenacity to carry out our individuals' successes to our community – and the world. With an enrollment of 15,908, including 4,486 on-campus, 6,924 online students, and 4,498 students in our China program, we are proud of the accomplishments of our Tiger students.

At Fort Hays State University (FHSU), I serve in the role as the Assistant Vice President for Student Affairs | Title IX Coordinator | Senior Diversity Officer. As a higher education professional, I have worked in diversity inclusion at three different universities with more than 25 years of experience in residential life, fraternity and sorority life, advancement, academic advising, Title IX, and diversity, equity, and inclusion.

### DIVERSITY, EQUITY, AND INCLUSION HISTORY, CURRENT PROGRAMMING AND HIGHLIGHTS

The diversity, equity, and inclusion efforts have been a work in progress. Beginning with a coordinator of multicultural programming, to a director of inclusion and diversity, and now FHSU has an assistant director of student engagement for diversity and inclusion and an assistant vice president for student affairs | title ix coordinator | senior diversity officer. FHSU has made a commitment through staffing and strategic planning processes. Highlights of FHSU's efforts include the following:

- Hispanic College Institute ~ is a free, four-day, residential program that prepares high school Hispanic students to enter and succeed in higher education
- Hosted the 2017 and 2018 Michael Tilford Conference on Diversity and Multiculturalism
- Novels for Hope ~ book club for faculty, staff, and students
- Awareness Month Programming
- Yearly diversity training (e.g. Microaggressions, Safe Zone, Undocumented/DACA, and Tunnel of Oppression)
- Inclusion Diversity Equity Advisory Team composed of faculty and staff
- Diversity Graduation Reception
- Social Justice & Civic Engagement Summit: Mountain Movers
  - The purpose of the five-day, overnight, out-of-state, unique, and powerful diversity leadership experience is to prepare students to be leaders for the common good on campus and in the community. Students participate in an intensive diversity leadership experience designed to explore social justice issues and develop knowledge, skills, and behaviors to build inclusive

communities. This experience is unlike any other diversity leadership experience students have participated in at Fort Hays State University or in the region. The students

- Develop a deeper understanding of adaptive leadership,
- Explore the cycle of socialization and impact on your conscious and unconscious bias,
- Explore and experiment how to use adaptive leadership to address social justice issues,
- Diagnose how groups and teams can respond to social justice challenges, and
- Develop strategies to become an adaptive leader and build inclusive communities.

Through these efforts, we are proud of what we have accomplished as we know our work is beginning to change the world in which we live.

#### **FHSU IS MAKING A DIFFERENCE**

The Hispanic College Institute provides educational sessions to high school juniors and seniors to get excited about college while meeting other students across Kansas and surrounding states.

Those who participate in the first year learn about the importance of going to college, the college admission process, get help writing a college application essay, improve public speaking, presentation, interviewing skills, how to navigate financial aid and FAFSA application processes, engage with Hispanic leaders, mentors, and role models and discover how they made their college and career choices.

Students who have already participated in the Hispanic College Institute are encouraged to return for another session. The second-year track is designed to take student college preparation to the next level by going into more details about the college admission process, scholarship opportunities, develop critical thinking skills, engage with Hispanic leaders and role models, cultivate a support network with students, faculty, and staff and compete for a variety of scholarships.

For the students who have already become FHSU Tigers, we have provided free immigration attorney consultations for our undocumented and DACA students and training for faculty, staff, and students regarding immigration laws, and policies.

Our institution provides campus trainings, question & answer sessions, and individual immigration consultations with BJ McCullick & Carly McPeak, associate immigration attorneys at McCrummen Immigration Law. The McCrummen Immigration Law Group is a full-service immigration law firm in North Kansas City, Missouri.

The FHSU Living Learning Communities provide students opportunities to get connected and make the transition to college life. The living learning community, 1st to Finish is for students interested in leading the way as first-generation college students (the first students in their family to attend or graduate from college).

In the 1st to Finish LLC students get the opportunity to live together on the same floor in the Victor E. Village Residential Hall, take five classes together, and engage in co-curricular programming with fellow 1<sup>st</sup> Generation Students. This LLC truly supports up to 24 of our 1<sup>st</sup>

Generation students each year. These students get a jumpstart to their success by moving in early, participating in LLC orientation, and being mentored by a Faculty Coordinator and Peer Academic Leader. We also cover all the costs to send our students **to a state-wide conference specifically for 1<sup>st</sup> generation students.**

#### **FUTURE INITIATIVES**

We understand that diversity, equity, and inclusion is an aspirational value. We celebrate difference and foster dignity, understanding respect, and opportunity for all. To that end, the following is part of our strategic plan and future initiatives

- 1) A campus climate survey in the area of diversity, equity, and inclusion will be conducted during the 2020-2021 academic year. Based upon information reviewed, this is the first campus climate survey based upon diversity, equity, and inclusion.
- 2) Attract and retain diverse, talented, and dedicated faculty and staff to reflect the diversity of the student body.
- 3) Continue implementation and growth of the Hispanic College Institute Program.
- 4) Establish training and development opportunities on campus.
- 5) Strategic Planning Goals, <https://fhsu.edu/president/strategic-plan/untapped-potential/strategic-plan>
  - a. Aspirational Value (pg. 4) is Diversity and Inclusion
  - b. Goal 2: Student Success; 2.3 Improve transition programming for new freshmen and for transfer students
  - c. Goal 3 Strategic Growth; 3.3 Attract and retain diverse, talented, and dedicated faculty and staff to support institutional growth

#### **CONCLUSION**

Fort Hays State University has been trailblazers for Hispanic and Latinx/a/o initiatives. We will continue to build momentum and utilize our Diversity Equity Inclusion Advisory Board comprised of faculty and staff to be strategic, develop accountability, and evaluate progress. There is room for growth and opportunities as Fort Hays State University has made progress in the area of diversity and inclusion. There is room for growth and opportunities to bring diversity and inclusion work as a common thread in all that Fort Hays State University does for the members of the campus community. Our goal is for Fort Hays State University to lead the way in developing distinct diversity, equity, and inclusion initiatives.

With regards,



Dr. Teresa L. Clouch  
Assistant Vice President for Student Affairs | Title IX Coordinator | Senior Diversity Officer  
Fort Hays State University  
Hays, Kansas

## Fort Hays State University Demographic Overview

### Fall 20th Day HDCT By Race

| Student Type  | Race Desc                         | 2014          | 2015          | 2016          | 2017          | 2018          | 2019          |
|---------------|-----------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
|               |                                   | F             | F             | F             | F             | F             | F             |
|               |                                   | HDCT          | HDCT          | HDCT          | HDCT          | HDCT          | HDCT          |
| Domestic      | Asian/Pacific Islander            | 145           | 162           | 158           | 166           | 176           | 164           |
|               | Black (not of Hispanic origin)    | 514           | 528           | 546           | 565           | 518           | 477           |
|               | Hispanic                          | 877           | 944           | 1,031         | 1,074         | 1,124         | 1,145         |
|               | Mixed ethnicity                   | 281           | 291           | 324           | 340           | 366           | 388           |
|               | Native American or Alaskan Native | 56            | 62            | 69            | 68            | 66            | 66            |
|               | Refuse to indicate                | 201           | 235           | 241           | 152           | 131           | 165           |
|               | White (not of Hispanic origin)    | 8,189         | 8,522         | 8,698         | 8,878         | 8,900         | 8,790         |
|               |                                   | 10,263        | 10,744        | 11,067        | 11,243        | 11,281        | 11,195        |
| International | Asian/Pacific Islander            | 3,424         | 3,307         | 3,449         | 3,751         | 4,155         | 4,616         |
|               | Black (not of Hispanic origin)    | 24            | 36            | 40            | 32            | 19            | 26            |
|               | Hispanic                          | 16            | 19            | 18            | 16            | 19            | 16            |
|               | Mixed ethnicity                   | 3             | 5             | 4             | 1             | 3             | 2             |
|               | Native American or Alaskan Native | 1             | 1             | 2             |               |               |               |
|               | Refuse to indicate                | 15            | 19            | 9             | 9             | 8             | 7             |
|               | White (not of Hispanic origin)    | 79            | 79            | 69            | 48            | 38            | 46            |
|               |                                   | 3,562         | 3,466         | 3,591         | 3,857         | 4,242         | 4,713         |
|               |                                   | <b>13,825</b> | <b>14,210</b> | <b>14,658</b> | <b>15,100</b> | <b>15,523</b> | <b>15,908</b> |

| Race/Ethnicity  | 2015       | 2016       | 2017       | 2018       |
|---|------------|------------|------------|------------|
| American Indian or Alaska Native (Not Hispanic or Latino) | 3          | 3          | 2          | 4          |
| Asian (Not Hispanic or Latino)                            | 6          | 7          | 9          | 9          |
| Black or African American (Not Hispanic or Latino)        | 8          | 10         | 11         | 14         |
| Hispanic or Latino  | 12         | 15         | 13         | 11         |
| Unknown   | 91         | 101        | 94         | 93         |
| Two or More Races   | 12         | 10         | 7          | 9          |
| White (Not Hispanic or Latino)                            | 666        | 696        | 676        | 716        |
| <b>Grand Total</b>  | <b>798</b> | <b>842</b> | <b>812</b> | <b>856</b> |



| <b>FHSU Faculty by College</b>                             |             |             |             |             |             |             |
|--|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>College\Year</b>  | <b>2015</b> | <b>2016</b> | <b>2017</b> | <b>2018</b> | <b>2019</b> | <b>2020</b> |
| <b>College of Arts Humanities and Social Sciences</b>      | <b>283</b>  | <b>285</b>  | <b>280</b>  | <b>282</b>  | <b>284</b>  | <b>275</b>  |
| Asian  | 8           | 10          | 14          | 12          | 13          | 9           |
| Black  | 2           | 3           | 4           | 4           | 3           | 4           |
| Hispanic   | 10          | 12          | 13          | 10          | 13          | 17          |
| Native American  | 3           | 4           | 3           | 3           | 4           | 3           |
| Two or more  | 5           | 3           | 4           | 5           | 5           | 6           |
| Unknown  | 4           | 6           | 5           | 10          | 10          | 9           |
| White  | 251         | 247         | 237         | 238         | 236         | 227         |
| <b>College of Education</b>                                | <b>83</b>   | <b>101</b>  | <b>106</b>  | <b>106</b>  | <b>112</b>  | <b>116</b>  |
| Asian  | 1           | 1           | 1           | 1           | 1           |             |
| Black  |             |             | 4           | 3           | 2           | 1           |
| Hispanic   | 5           | 4           | 4           | 5           | 6           | 6           |
| Native American  | 1           | 2           | 2           | 3           | 3           | 3           |
| Two or more  | 1           |             |             | 1           | 1           |             |
| Unknown  | 6           | 6           | 4           | 4           | 4           | 3           |
| White  | 69          | 88          | 91          | 89          | 95          | 103         |
| <b>College of Health and Behavioral Sciences</b>           | <b>109</b>  | <b>121</b>  | <b>128</b>  | <b>127</b>  | <b>134</b>  | <b>135</b>  |
| Asian  | 1           | 3           | 3           | 2           | 3           | 3           |
| Black  | 3           | 3           | 2           | 1           | 1           | 1           |
| Hispanic   |             |             | 1           | 1           | 1           |             |
| Native American  |             |             |             |             |             | 1           |
| Two or more  | 2           | 2           | 1           | 1           | 3           | 3           |
| Unknown  | 1           | 1           | 1           | 1           | 1           | 1           |
| White  | 102         | 112         | 120         | 121         | 125         | 126         |
| <b>Robbins College of Business and Entrepreneurship</b>    | <b>101</b>  | <b>101</b>  | <b>112</b>  | <b>109</b>  | <b>113</b>  | <b>116</b>  |
| Asian  | 6           | 8           | 14          | 11          | 14          | 15          |
| Black  | 5           | 2           | 3           | 6           | 5           | 6           |
| Hispanic   | 2           | 2           | 3           | 4           | 4           | 4           |
| Two or more  | 1           | 1           | 1           | 1           | 1           | 1           |
| Unknown  | 5           | 6           | 4           | 6           | 6           | 4           |
| White  | 82          | 82          | 87          | 81          | 83          | 86          |
| <b>Werth College of Science Technology and Mathematics</b> | <b>94</b>   | <b>98</b>   | <b>99</b>   | <b>106</b>  | <b>120</b>  | <b>128</b>  |
| Asian  | 7           | 9           | 12          | 14          | 14          | 9           |
| Black  | 1           | 2           | 1           | 1           | 2           | 2           |
| Hispanic   | 1           |             |             |             | 2           | 3           |
| Native American  |             |             | 1           | 2           | 3           | 3           |
| Two or more  |             | 1           | 1           | 1           | 1           | 1           |
| Unknown  | 2           | 2           | 2           | 4           | 5           | 5           |
| White  | 83          | 84          | 82          | 84          | 93          | 105         |

April 27, 2020

Kansas Board of Regents  
1000 SW Jackson St. #520  
Topeka, KS 66612

Greetings Regents,

For the last two years, I have had the distinct pleasure of serving Kansas State University as the inaugural Chief Diversity and Inclusion Officer. In this role, I am charged with working across K-State campuses to promote a culture of inclusion where individuals from all backgrounds are able to thrive and be engaged. One major initiative that has been underway during this COVID-19 pandemic was the creation and deployment of a University Climate Survey. Completing the University Climate Survey included but was not limited to leading the work of both the climate survey steering committee to develop the scope of the survey and the climate survey team to develop questions, pilot, revise and execute the survey. The climate survey was designed to help improve the experience and wellbeing of our university community by measuring how diversity and inclusion play a crucial role at the university. At the close of the university climate survey, March 9th, 28% of the K-State community had completed and submitted a survey including 63% of administrators, 49% of faculty, 45% of staff and 21.5% of students. Additionally, I work to stay apprised of best practices in diversity and inclusion during this time of COVID-19.

The impact of these initiatives has been tremendous for our university community. First, data from the university climate survey will assist K-State with having a keen understanding of our campus climate and culture. Across the higher education landscape, COVID 19 has caused many members of the Asian community to feel unwelcomed. However, the results from our university climate survey has revealed that Asian students, faculty, staff and administrators feel welcomed in the University community at 52%, 61%, 54% and 65% respectively. Moreover, fewer than 6% of Asians across each of the previously mentioned categories reported concerns of feeling unwelcomed. These data, coupled with staying informed of best practices in diversity and inclusion, supported K-State with creating communications to thwart Xenophobic gestures and behaviors in our community. Additionally, we were able to identify resources to support students, faculty and staff during these times and provide administrative thought leaders and decision makers with key perspectives to support navigating this new normal. Finally, in partnership with the Human Capital Services Division, a professional development workshop on Xenophobia is planned for later this summer.

Thank you for your attention to these materials and the requests of the Council of Chief Diversity and Inclusion Officers.

Respectfully,

*Bryan D. Samuel, CCDP/AP*

Dr. Bryan D. Samuel, CCDP/AP

## Kansas State University Demographic Overview

| <b>Kansas State University</b>            |               |               |               |               |               |               |
|---|---------------|---------------|---------------|---------------|---------------|---------------|
| <b>Number of Students</b>                 |               |               |               |               |               |               |
|   | <b>2014</b>   | <b>2015</b>   | <b>2016</b>   | <b>2017</b>   | <b>2018</b>   | <b>2019</b>   |
| White                                     | 20,677        | 20,351        | 19,988        | 19,557        | 18,935        | 18,328        |
| Hispanic                                  | 1,528         | 1,597         | 1,702         | 1,658         | 1,702         | 1,725         |
| Black or African-American                 | 1,140         | 1,114         | 1,032         | 995           | 911           | 840           |
| American Indian or Alaska Native          | 115           | 106           | 104           | 120           | 133           | 126           |
| Asian                                     | 436           | 448           | 456           | 455           | 438           | 456           |
| Native Hawaiian or Other Pacific Islander | 39            | 40            | 32            | 32            | 26            | 25            |
| Non-Resident Alien                        | 2,643         | 2,770         | 2,403         | 2,250         | 2,072         | 1,850         |
| Two or More Races                         | 732           | 769           | 785           | 806           | 863           | 836           |
| Unknown                                   | 560           | 503           | 437           | 366           | 369           | 360           |
| <b>Total</b>                              | <b>27,870</b> | <b>27,698</b> | <b>26,939</b> | <b>26,239</b> | <b>25,449</b> | <b>24,546</b> |

| <b>Kansas State University</b>  |                   |             |             |             |             |             |            |
|---|-------------------|-------------|-------------|-------------|-------------|-------------|------------|
| First-time Degree Seeking Freshman Cohorts Retention (First to Second Year) |                   |             |             |             |             |             |            |
|   | <b>5-Year avg</b> |             |             |             |             |             |            |
|   | <b>number</b>     | <b>2013</b> | <b>2014</b> | <b>2015</b> | <b>2016</b> | <b>2017</b> | <b>AVG</b> |
| Female  | 1765              | 85.53%      | 86.06%      | 86.56%      | 84.75%      | 87.29%      | 86.04%     |
| Male  | 1804              | 80.91%      | 80.63%      | 83.78%      | 83.84%      | 83.85%      | 82.60%     |
|   | <b>5-Year avg</b> |             |             |             |             |             |            |
|   | <b>number</b>     | <b>2013</b> | <b>2014</b> | <b>2015</b> | <b>2016</b> | <b>2017</b> | <b>AVG</b> |
| White   | 2857              | 84.84%      | 85.35%      | 86.50%      | 86.07%      | 86.82%      | 85.92%     |
| Hispanic  | 241               | 73.85%      | 80.36%      | 79.48%      | 73.62%      | 76.99%      | 76.86%     |
| Black or African-American   | 118               | 72.08%      | 64.12%      | 79.13%      | 75.68%      | 77.22%      | 73.65%     |
| American Indian or Alaska Native  | 15                | 80.00%      | 75.00%      | 94.12%      | 82.35%      | 100.00%     | 86.29%     |
| Asian   | 50                | 78.26%      | 73.91%      | 86.54%      | 79.25%      | 88.24%      | 81.24%     |
| Native Hawaiian or Other Pacific Islander                                   | 3                 | 0.00%       | 100.00%     | 75.00%      | 57.14%      | 0.00%       | 46.43%     |
| Non-Resident Alien  | 113               | 85.82%      | 77.76%      | 76.42%      | 74.19%      | 78.67%      | 78.57%     |
| Two or More Races   | 136               | 77.42%      | 77.78%      | 79.20%      | 83.66%      | 80.85%      | 79.78%     |
| Unknown   | 36                | 76.36%      | 77.08%      | 81.25%      | 90.91%      | 86.36%      | 82.39%     |

| <b>Students Ethnicity %</b>               |                |                |                |                |                |                |
|---|----------------|----------------|----------------|----------------|----------------|----------------|
|   | <b>2014</b>    | <b>2015</b>    | <b>2016</b>    | <b>2017</b>    | <b>2018</b>    | <b>2019</b>    |
| White                                     | 74.19%         | 73.47%         | 74.20%         | 74.53%         | 74.40%         | 74.67%         |
| Hispanic                                  | 5.48%          | 5.77%          | 6.32%          | 6.32%          | 6.69%          | 7.03%          |
| Black or African-American                 | 4.09%          | 4.02%          | 3.83%          | 3.79%          | 3.58%          | 3.42%          |
| American Indian or Alaska Native          | 0.41%          | 0.38%          | 0.39%          | 0.46%          | 0.52%          | 0.51%          |
| Asian                                     | 1.56%          | 1.62%          | 1.69%          | 1.73%          | 1.72%          | 1.86%          |
| Native Hawaiian or Other Pacific Islander | 0.14%          | 0.14%          | 0.12%          | 0.12%          | 0.10%          | 0.10%          |
| Non-Resident Alien                        | 9.48%          | 10.00%         | 8.92%          | 8.58%          | 8.14%          | 7.54%          |
| Two or More Races                         | 2.63%          | 2.78%          | 2.91%          | 3.07%          | 3.39%          | 3.41%          |
| Unknown                                   | 2.01%          | 1.82%          | 1.62%          | 1.39%          | 1.45%          | 1.47%          |
| <b>Total</b>                              | <b>100.00%</b> | <b>100.00%</b> | <b>100.00%</b> | <b>100.00%</b> | <b>100.00%</b> | <b>100.00%</b> |

| <b>Kansas State University</b>            |                   |             |             |             |             |             |            |
|---|-------------------|-------------|-------------|-------------|-------------|-------------|------------|
| <b>6-Year Degree Completions</b>          |                   |             |             |             |             |             |            |
|   |                   |             |             |             |             |             |            |
|   | <b>5-Year avg</b> |             |             |             |             |             |            |
|   | <b>number</b>     | <b>2008</b> | <b>2009</b> | <b>2010</b> | <b>2011</b> | <b>2012</b> | <b>AVG</b> |
| Female                                    | 1778              | 62.25%      | 65.30%      | 64.52%      | 64.83%      | 66.37%      | 64.65%     |
| Male                                      | 1789              | 55.35%      | 58.59%      | 61.10%      | 60.80%      | 61.48%      | 59.46%     |
|   | <b>5-Year avg</b> |             |             |             |             |             |            |
|   | <b>number</b>     | <b>2008</b> | <b>2009</b> | <b>2010</b> | <b>2011</b> | <b>2012</b> | <b>AVG</b> |
| White                                     | 2893              | 62.53%      | 66.23%      | 66.44%      | 67.00%      | 68.42%      | 66.12%     |
| Hispanic                                  | 171               | 48.12%      | 44.96%      | 54.44%      | 52.20%      | 50.93%      | 50.13%     |
| Black or African-American                 | 187               | 23.78%      | 35.26%      | 25.71%      | 32.18%      | 35.55%      | 30.50%     |
| American Indian or Alaska Native          | 15                | 50.00%      | 43.48%      | 53.33%      | 50.00%      | 53.33%      | 50.03%     |
| Asian                                     | 40                | 51.52%      | 52.78%      | 61.11%      | 57.38%      | 50.00%      | 54.56%     |
| Native Hawaiian or Other Pacific Islander | 5                 | 66.67%      | 40.00%      | 50.00%      | 20.00%      | 50.00%      | 45.33%     |
| Non-Resident Alien                        | 147               | 42.78%      | 49.41%      | 43.75%      | 50.85%      | 52.63%      | 47.88%     |
| Two or More Races                         | 85                | 42.55%      | 45.45%      | 55.70%      | 43.36%      | 45.00%      | 46.41%     |
| Unknown                                   | 38                | 58.59%      | 50.94%      | 77.78%      | 66.67%      | 65.96%      | 63.99%     |

| <b>K-State Faculty Ethnicity</b> |             |             |             |             |             |
|----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>All Full-time Faculty</b>     |             |             |             |             |             |
|                                  | <b>2014</b> | <b>2015</b> | <b>2016</b> | <b>2017</b> | <b>2018</b> |
| <b>Ethnicity</b>                 |             |             |             |             |             |
| White                            | 1,078       | 1,076       | 1,082       | 1,079       | 1,033       |
| Minority                         | 239         | 246         | 257         | 254         | 270         |
| Unspecified                      | 19          | 21          | 18          | 20          | 17          |
| Non-Res Alien                    | 68          | 75          | 80          | 68          | 67          |
| Total                            | 1,404       | 1,418       | 1,437       | 1,421       | 1,387       |
| <b>Ethnicity %</b>               |             |             |             |             |             |
| White                            | 76.78%      | 75.88%      | 75.30%      | 75.93%      | 74.48%      |
| Minority                         | 17.02%      | 17.35%      | 17.88%      | 17.87%      | 19.47%      |
| Unspecified                      | 1.35%       | 1.48%       | 1.25%       | 1.41%       | 1.23%       |
| Non-Res Alien                    | 4.84%       | 5.29%       | 5.57%       | 4.79%       | 4.83%       |
| Total                            | 100.00%     | 100.00%     | 100.00%     | 100.00%     | 100.00%     |



## Pittsburg State University

1701 South Broadway - Pittsburg, KS 66762  
800-854-PITT (7488) · pittstate.edu

April 26, 2020

To the Council of Presidents of the Kansas Board of Regents,

Greetings from the Office of Student Diversity at Pittsburg State University. Our office seeks to enrich the academic, cultural and social development of diverse students and to cultivate a culture of respect, understanding and awareness among the entire PSU community. Our goal is to build on the university's multicultural student recruitment momentum and increase retention and graduation rates while creating a culture for inclusion to promote diversity.

We provide a range of services and events to promote academic and social integration opportunities for students of color and marginalized communities, including direct support to multicultural student organizations and the various leadership councils for these organizations and identity groups.

During the COVID-19 pandemic, the Office of Student Diversity staff has been responding to the needs of our marginalized students by providing academic support through the identification of resources within the communities they are residing in including, but not limited to helping them identify discounted WI-FI and hot spot purchases, churches and food banks providing food, checking in with students daily via a virtual OSD living room where students can log in via mobile devices or computer to chat, garner support and ask for assistance with classwork, etc.

Our staff has continued to advocate for our students by informing administration of unequal access to technology, hardware and software, working collaboratively with faculty and staff through our Michael Tilford Group to encourage apathy when considering students who have accessibility issues and unique circumstances beyond their control, including but not limited to being essential workers, causing them to balance home life, work and school, learning to use new technology that they have not been trained on and lacking access to the necessary technology to complete assignments.

It has been paramount to stay apprised of national best practices other colleges and universities have implemented to ensure that our marginalized students achieve success, even in the worst of times. Pittsburg State University Administration has responded to our students needs by adopting a Pass/Fail policy, thereby giving students options to determine their fate in coursework that may be difficult to complete under these circumstances. The laptop loaner program has assisted some students and the flexibility of faculty members to go above and beyond for students who need additional assistance has proven to be successful.

We look forward to working with the Council of Presidents and our respective administrators to continue to advocate and serve our students, while continuing a meaningful dialog as we maneuver the many unknowns in the days, weeks and months to come.

Warmest Regards,

*Deatrea S. Rose*

Deatrea S. Rose  
Director, Student Diversity Programs

## Pittsburg State University Student Headcounts by Race/Ethnicity Categories Fall 2015 - Fall 2019

| Female - Student Headcounts by Race/Ethnicity |               |             |               |             |               |             |               |             |               |             |
|---|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|
| Race/Ethnicity                                | Fall 2015     |             | Fall 2016     |             | Fall 2017     |             | Fall 2018     |             | Fall 2019     |             |
|   | Undergraduate | Graduate    | Undergraduate | Graduate    | Undergraduate | Graduate    | Undergraduate | Graduate    | Undergraduate | Graduate    |
| Non - Resident Alien                          | 128           | 72          | 122           | 51          | 99            | 43          | 88            | 42          | 76            | 39          |
| Hispanic                                      | 135           | 19          | 139           | 21          | 149           | 21          | 145           | 25          | 155           | 26          |
| American Indian or Alaska Native              | 43            | 17          | 38            | 17          | 42            | 14          | 35            | 13          | 27            | 6           |
| Black or African American                     | 101           | 15          | 88            | 13          | 75            | 18          | 76            | 15          | 64            | 24          |
| Asian   | 25            | 3           | 21            | 5           | 25            | 4           | 27            | 5           | 21            | 10          |
| Native Hawaiian or Pacific Islander           | 3             | 0           | 4             | 0           | 6             | 0           | 5             | 0           | 3             | 1           |
| White   | 2294          | 579         | 2254          | 623         | 2180          | 619         | 2107          | 628         | 2053          | 753         |
| Two or More Races                             | 155           | 25          | 162           | 25          | 160           | 27          | 166           | 40          | 164           | 48          |
| Undeclared by Choice                          | 5             | 9           | 5             | 5           | 0             | 7           | 0             | 0           | 2             | 2           |
| <b>Total</b>                                  | <b>2689</b>   | <b>741</b>  | <b>2628</b>   | <b>760</b>  | <b>2736</b>   | <b>753</b>  | <b>2649</b>   | <b>768</b>  | <b>2565</b>   | <b>909</b>  |
| Male - Student Headcounts by Race/Ethnicity   |               |             |               |             |               |             |               |             |               |             |
| Race/Ethnicity                                | Fall 2015     |             | Fall 2016     |             | Fall 2017     |             | Fall 2018     |             | Fall 2019     |             |
|   | Undergraduate | Graduate    | Undergraduate | Graduate    | Undergraduate | Graduate    | Undergraduate | Graduate    | Undergraduate | Graduate    |
| Non - Resident Alien                          | 253           | 98          | 205           | 105         | 139           | 84          | 114           | 67          | 85            | 75          |
| Hispanic                                      | 189           | 12          | 173           | 12          | 179           | 17          | 165           | 15          | 164           | 18          |
| American Indian or Alaska Native              | 40            | 8           | 32            | 4           | 36            | 4           | 35            | 7           | 33            | 8           |
| Black or African American                     | 141           | 14          | 134           | 13          | 134           | 10          | 118           | 17          | 102           | 20          |
| Asian   | 28            | 3           | 31            | 3           | 27            | 4           | 28            | 6           | 25            | 6           |
| Native Hawaiian or Pacific Islander           | 5             | 0           | 1             | 0           | 3             | 0           | 2             | 0           | 0             | 0           |
| White   | 2375          | 265         | 2309          | 281         | 2253          | 304         | 2105          | 323         | 2037          | 405         |
| Two or More Races                             | 184           | 12          | 182           | 19          | 186           | 19          | 185           | 19          | 166           | 23          |
| Undeclared by Choice                          | 8             | 3           | 9             | 1           | 8             | 6           | 1             | 1           | 4             | 0           |
| <b>Total</b>                                  | <b>3204</b>   | <b>410</b>  | <b>3076</b>   | <b>436</b>  | <b>2965</b>   | <b>418</b>  | <b>2753</b>   | <b>455</b>  | <b>2616</b>   | <b>555</b>  |
| <b>Total Students (Female + Male)</b>         | <b>6093</b>   | <b>1151</b> | <b>5904</b>   | <b>1196</b> | <b>5701</b>   | <b>1201</b> | <b>5402</b>   | <b>1223</b> | <b>5181</b>   | <b>1464</b> |

## Pittsburg State University Faculty Headcounts by Race/Ethnicity Categories Fall 2015 - Fall 2019

| Female - Faculty Headcounts by Race/Ethnicity (Full-Time) |            |            |            |            |            |            |            |            |            |            |
|---|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Race/Ethnicity  | Fall 2015  |            | Fall 2016  |            | Fall 2017  |            | Fall 2018  |            | Fall 2019  |            |
|   | T          | NT         | T          | NT         | T          | NT         | T          | NT         | T          | NT         |
| Nonresident Alien   |            | 1          |            | 2          |            |            |            |            |            |            |
| Hispanic  |            |            |            |            |            | 1          |            | 1          |            | 1          |
| American Indian or Alaska Native                          |            |            |            |            |            |            |            |            |            |            |
| Black or African American                                 |            |            |            | 1          |            | 1          |            |            |            |            |
| Asian   | 2          | 2          | 1          | 3          | 2          | 3          | 2          | 3          | 2          | 5          |
| Native Hawaiian or Pacific Islander                       |            |            |            |            |            |            |            |            |            |            |
| White   | 65         | 57         | 64         | 67         | 64         | 66         | 64         | 60         | 66         | 54         |
| Two or More Races   |            |            |            |            |            |            |            |            |            |            |
| Undeclared by Choice                                      | 1          |            |            |            |            |            |            |            |            |            |
| <b>Total</b>  | <b>68</b>  | <b>60</b>  | <b>65</b>  | <b>73</b>  | <b>66</b>  | <b>71</b>  | <b>66</b>  | <b>64</b>  | <b>68</b>  | <b>60</b>  |
| Male - Faculty Headcounts by Race/Ethnicity (Full-Time)   |            |            |            |            |            |            |            |            |            |            |
| Race/Ethnicity  | Fall 2015  |            | Fall 2016  |            | Fall 2017  |            | Fall 2018  |            | Fall 2019  |            |
|   | T          | NT         | T          | NT         | T          | NT         | T          | NT         | T          | NT         |
| Nonresident Alien   |            | 5          |            | 5          |            |            |            |            |            |            |
| Hispanic  | 1          | 2          | 1          | 1          | 1          | 2          | 1          | 2          | 2          | 1          |
| American Indian or Alaska Native                          |            |            | 1          |            | 4          |            | 2          |            | 2          |            |
| Black or African American                                 | 2          | 1          | 2          | 2          | 2          | 4          | 3          | 3          | 1          | 2          |
| Asian   | 9          | 5          | 10         | 4          | 9          | 5          | 10         | 3          | 11         | 3          |
| Native Hawaiian or Pacific Islander                       |            |            |            |            |            |            |            |            |            |            |
| White   | 108        | 52         | 102        | 55         | 104        | 48         | 101        | 40         | 98         | 41         |
| Two or More Races   |            |            |            |            | 1          |            | 1          |            | 1          |            |
| Undeclared by Choice                                      | 2          | 1          | 2          | 1          |            |            |            |            |            | 1          |
| <b>Total</b>  | <b>122</b> | <b>66</b>  | <b>118</b> | <b>68</b>  | <b>121</b> | <b>59</b>  | <b>118</b> | <b>48</b>  | <b>115</b> | <b>48</b>  |
| <b>Total Students (Female + Male)</b>                     | <b>190</b> | <b>126</b> | <b>183</b> | <b>141</b> | <b>187</b> | <b>130</b> | <b>184</b> | <b>112</b> | <b>183</b> | <b>108</b> |



| <b>Female - Faculty Headcounts by Race/Ethnicity (Part-Time/Adjourn)</b> |                  |                  |                  |                  |                  |
|--|------------------|------------------|------------------|------------------|------------------|
| <b>Race/Ethnicity</b>  | <b>Fall 2015</b> | <b>Fall 2016</b> | <b>Fall 2017</b> | <b>Fall 2018</b> | <b>Fall 2019</b> |
| <b>Nonresident Alien</b>   |                  |                  |                  |                  |                  |
| <b>Hispanic</b>  |                  | 1                | 1                | 2                | 2                |
| <b>American Indian or Alaska Native</b>                                  | 1                |                  |                  |                  | 2                |
| <b>Black or African American</b>   | 1                |                  |                  | 2                | 1                |
| <b>Asian</b>   |                  | 1                |                  |                  |                  |
| <b>Native Hawaiian or Pacific Islander</b>                               |                  |                  | 1                |                  |                  |
| <b>White</b>   | 53               | 55               | 52               | 71               | 69               |
| <b>Two or More Races</b>   |                  |                  |                  |                  |                  |
| <b>Undeclared by Choice</b>  |                  |                  |                  |                  |                  |
| <b>Total</b>   | <b>55</b>        | <b>57</b>        | <b>54</b>        | <b>75</b>        | <b>74</b>        |
| <b>Male - Faculty Headcounts by Race/Ethnicity (Part-Time/Adjourn)</b>   |                  |                  |                  |                  |                  |
| <b>Race/Ethnicity</b>  | <b>Fall 2015</b> | <b>Fall 2016</b> | <b>Fall 2017</b> | <b>Fall 2018</b> | <b>Fall 2019</b> |
| <b>Nonresident Alien</b>   |                  |                  |                  |                  |                  |
| <b>Hispanic</b>  |                  | 1                | 1                | 1                | 1                |
| <b>American Indian or Alaska Native</b>                                  |                  |                  |                  |                  |                  |
| <b>Black or African American</b>   |                  |                  |                  |                  |                  |
| <b>Asian</b>   | 1                |                  | 2                | 3                | 2                |
| <b>Native Hawaiian or Pacific Islander</b>                               |                  |                  |                  |                  |                  |
| <b>White</b>   | 37               | 43               | 31               | 39               | 58               |
| <b>Two or More Races</b>   |                  |                  |                  |                  |                  |
| <b>Undeclared by Choice</b>  |                  |                  |                  |                  | 1                |
| <b>Total</b>   | <b>38</b>        | <b>44</b>        | <b>34</b>        | <b>43</b>        | <b>62</b>        |
| <b>Total Students (Female + Male)</b>                                    | <b>93</b>        | <b>101</b>       | <b>88</b>        | <b>118</b>       | <b>136</b>       |



May 6, 2020

To the Council of Presidents of the Kansas Board of Regents,

The University of Kansas established the Office of Diversity and Equity in 2010 to better achieve its goal of fostering an inclusive educational environment within which the dignity and rights of all individuals are respected. Harnessing the strengths of several units that existed long before its creation, the Office of Diversity and Equity now includes approximately 13 full-time staff in four offices that provide strategic support to students from historically underrepresented groups as well as educational opportunities for the broader campus community. These units include the Office of Multicultural Affairs, the Center for Sexuality and Gender Diversity, the Emily Taylor Center for Women and Gender Equity, and the Multicultural Scholars Program. With leadership and support from within the Provost's Office, the Office of Diversity and Equity also advances the concerns of faculty and staff by leading key university initiatives, supporting the efforts of several self-governing affinity groups, and sponsoring professional development throughout the institution.

During the early stages of the COVID-10 crisis, the Diversity and Equity team mobilized to identify the needs of our campus' most vulnerable students, staff, and faculty. We created virtual office hours for academic advising, hosted online social gatherings, and adapted as many programs and events as possible to conform to social distancing restraints. We partnered with other campus divisions such as Student Affairs, Faculty Development, International Affairs, Instructional Technology, and Human Resource Management. Our message to campus across all endeavors was clear: We are more committed than ever to ensuring that the services and spaces we provide remain strong.

During this year as interim Vice Provost of Diversity and Equity, relaying the experiences of our campus' most vulnerable students, staff, and faculty so that they would remain at the forefront of pandemic response planning has been critical. The pandemic has magnified the consequences of longstanding inequality in people's lives—through remote or distant geographies that made technological access and necessary accommodations to campus tenuous; uncertain journeys across national borders as well as returns to homes that were quite certainly unsafe for some individuals; and growing reliance upon limited and dwindling financial resources. It also exacerbated the gendered challenges of caregiving amidst the demands of studying or working; the race-specific disparities of healthcare access and likelihood of mortality; and psychological toll of racist fearmongering and global conflict.

As documented in the accompanying report, there is much work to be done to achieve racial equity in terms of representation in Kansas higher education. However, it must be emphasized that representation alone is not sufficient. We must ensure that historically marginalized and at-risk communities are supported and retained in meaningful ways that facilitate their full participation and success in higher education. The current pandemic serves as powerful reminder that we have a collective responsibility to realize our expressed commitments to diversity,

equity, and inclusion and that these commitments matter. The Office of Diversity & Equity at KU remains dedicated to serving the immediate needs of our campus community, while providing leadership on the long-term course of the state and University's plans for the future.

Sincerely,



Jennifer Ng, PhD  
Interim Vice Provost, Office of Diversity and Equity  
Professor, Educational Leadership and Policy Studies

## University of Kansas Demographic Overview

| Lawrence Campus                         |           |           |           |           |           |
|---|-----------|-----------|-----------|-----------|-----------|
|   | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
| American Indian or Alaska Native        | 116       | 115       | 123       | 138       | 129       |
| Asian                                   | 1,136     | 1,111     | 1,099     | 1,048     | 1,015     |
| Black or African American               | 1,062     | 1,067     | 1,059     | 1,025     | 976       |
| Hispanic                                | 1,974     | 1,857     | 1,698     | 1,617     | 1,520     |
| Native Hawaiian or Other Pacific Island | 24        | 18        | 10        | 7         | 8         |
| Unspecified                             | 198       | 215       | 247       | 303       | 349       |
| White                                   | 16,876    | 17,125    | 17,287    | 17,326    | 17,233    |
| International                           | 2,031     | 2,114     | 2,182     | 2,299     | 2,363     |
| Two or More Races                       | 1,212     | 1,193     | 1,186     | 1,129     | 1,115     |

| Lawrence Campus                        |           |           |           |           |           |
|--|-----------|-----------|-----------|-----------|-----------|
|  | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
| Minority Tenured Faculty               | 159       | 166       | 164       | 163       | 167       |
| Minority Tenure-Track Faculty          | 56        | 48        | 53        | 55        | 48        |
| Minority Nontenure Track Faculty       | 69        | 64        | 69        | 61        | 68        |
| Minority Tenured Faculty Administrator | 8         | 10        | 10        | 12        | 9         |
| Minority Tenured Librarian             | 3         | 3         | 3         | 3         | 4         |
| Minority Tenure-track Librarian        | 1         | 2         | 3         | 2         | 1         |
| Minority Nontenure Track Librarian     | 0         | 0         | 0         | 1         | 2         |

| Lawrence Campus Faculty                 |           |           |           |           |           |
|---|-----------|-----------|-----------|-----------|-----------|
|   | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
| American Indian or Alaska Native        | 8         | 9         | 8         | 6         | 6         |
| Asian                                   | 140       | 143       | 143       | 145       | 140       |
| Black or African American               | 53        | 48        | 47        | 42        | 43        |
| Hispanic                                | 57        | 55        | 57        | 55        | 62        |
| Native Hawaiian or Other Pacific Island | 0         | 0         | 1         | 1         | 1         |
| Unspecified                             | 0         | 2         | 0         | 0         | 3         |
| White                                   | 1,209     | 1,187     | 1,080     | 1,052     | 1,011     |
| International                           | 52        | 48        | 45        | 48        | 44        |
| Two or More Races                       | 26        | 23        | 30        | 30        | 31        |

| Lawrence Campus Librarian               |           |           |           |           |           |
|---|-----------|-----------|-----------|-----------|-----------|
|   | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
| American Indian or Alaska Native        | 0         | 0         | 0         | 0         | 0         |
| Asian                                   | 2         | 2         | 2         | 2         | 2         |
| Black or African American               | 1         | 2         | 2         | 2         | 2         |
| Hispanic                                | 1         | 1         | 2         | 2         | 3         |
| Native Hawaiian or Other Pacific Island | 0         | 0         | 0         | 0         | 0         |
| Unspecified                             | 0         | 0         | 0         | 0         | 0         |
| White                                   | 37        | 33        | 44        | 40        | 36        |
| International                           | 1         | 0         | 0         | 0         | 0         |
| Two or More Races                       | 0         | 0         | 0         | 0         | 0         |

| Lawrence Campus Faculty Administrator   |           |           |           |           |           |
|---|-----------|-----------|-----------|-----------|-----------|
|   | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
| American Indian or Alaska Native        | 1         | 1         | 0         | 0         | 0         |
| Asian                                   | 4         | 4         | 4         | 3         | 3         |
| Black or African American               | 1         | 2         | 3         | 5         | 3         |
| Hispanic                                | 1         | 1         | 2         | 3         | 2         |
| Native Hawaiian or Other Pacific Island | 0         | 0         | 0         | 0         | 0         |
| Unspecified                             | 0         | 0         | 0         | 0         | 0         |
| White                                   | 41        | 41        | 39        | 40        | 39        |
| International                           | 0         | 0         | 0         | 0         | 0         |
| Two or More Races                       | 1         | 2         | 1         | 1         | 1         |



May 5, 2020

Re: KUMC Chief Diversity Officer letter to KBOR Council of Presidents

Dear Council of Presidents:

It is with great honor I introduce myself to you. My name is Jerrihlyn L. McGee, Vice Chancellor and Chief Diversity Officer at the University of Kansas Medical Center (Kansas City, Salina and Wichita) since September 16, 2019. Our core campus is located in Wyandotte County in Kansas City, Kansas, the most diverse county and city in our wonderful state of Kansas. I am a nurse and three-time graduate of the University of Kansas. Before transitioning to academia in 2011, I was Director of Nursing in a local hospital with 81 direct reports. I have taught in the undergraduate and graduate programs at KU School of Nursing (KU SON) since 2011. As a former the former Leadership Program Director in KU SON, I had oversight of the Master's (MS) and Doctor of Nursing Practice (DNP) Leadership Program with specialties in Nursing Education, Informatics, Organizational Leadership and Public Health Nursing, as well as the Health Professions Educator and Healthcare Informatics certificates. While in this role, I led the development of new courses and new specialties, broadened program offerings, built and strengthened partnerships, and recruited and on-boarded new faculty. I teach leadership courses, advise students on MS Research Projects, chair DNP Projects, and chair MS and DNP oral comprehensive exams. My scholarly works have focused on civility, healthy work environment, cultural competency, underrepresented students' perceptions of nursing as a career, perceptions of health in urban settings, and health and educational equity. These inquiries have afforded me opportunities to present locally and nationally, and facilitate workshops on fostering healthy work environments. Additionally, I am a mentor to two postdoctoral fellows on a NIH-NIA diversity supplement grant focusing on Alzheimer's disparities among African Americans and Latinx older adults. I have served and led on the University of Kansas Medical Center's (KUMC) Diversity & Inclusion Cabinet since its inception by Chancellor Girod five years ago. I am also the KU SON representative on the American Association of Colleges of Nursing (AACN) Diversity, Equity and Inclusion Group (DEIG). This group explores innovative approaches to enhancing diversity, equity, and inclusion in nursing. Key areas of attention for this group are access and success for underrepresented students.

Over the past five years, KUMC has made progressive accomplishments with its diversity, equity and inclusion initiatives. As a Cabinet we developed and implemented the KUMC Diversity Core Value statement, reignited the EVC's Diversity & Inclusion Award, and developed education and training focused on diversity, cultural competency, respect for KUMC faculty, staff and students. We also implemented campus-wide unconscious bias training, and ongoing programming around crucial conversations related to race, social justice, and equity.

KUMC has *long* maintained pipeline programs through KU School of Medicine, as well as other K-12 initiatives for recruitment into our health science programs. A newer pipeline initiative is a summer program collaboration between KU SON Office of Student Affairs, Kansas City Kansas Public Schools and PREP-KC (Partnership for Regional Educational Preparation-Kansas City). This program is designed to spark

Vice Chancellor's Diversity, Equity & Inclusion Cabinet  
Mail Stop 2015 | 3901 Rainbow Blvd. | Kansas City, KS 66160 | (913) 588-3319 | TTY 711 | [diversity.kumc.edu](http://diversity.kumc.edu)



underrepresented high school students' interests in the variety of health-related degree programs offered by the KUMC and Lawrence campuses. This recruitment initiative requires securing financial support, and collaboration from all three Schools (Health Professions, Medicine and Nursing), the bioscience researchers, as well as the School of Pharmacy on the KU Lawrence campus. Pre and post program evaluations from students have shown the program to be a success.

As mentioned previously, KUMC has had gradual success with its diversity and inclusion initiatives. However, with the addition of *equity* as a focus area, it is time to reawaken and lay new foundation, particularly in the face of the COVID-19 pandemic. For example, KUMC is partnering with the Wyandotte County Health Department to address the pandemic's effects on vulnerable populations. Additionally, KUMC has recently developed a new framework for diversity, equity and inclusion (DEI). This new framework will guide each campus' development of DEI strategic initiatives to align with the organization's strategic plan. The planned *go live* date for our new framework and initiatives is July 1, 2020. As a graduate of KUMC, and having been a member and leader on the cabinet since its inception, I am familiar with KUMC's culture, and have had my finger on the pulse of KUMC, leveraging this to discern it is time to reimagine how we can do DEI differently. To that end, KUMC will strive to increase diverse representation among students, faculty and staff; foster internal and external equitable environments; and promote more inclusive settings where all persons feel valued, respected and heard.

My vision for the Vice Chancellor role is to facilitate measurable progressive change by: 1) fulfilling the mission and vision of KUMC; 2) collaborating with key departments to attract and retain the best talent; and 3) developing and meeting metrics for reporting and publications including but not limited to: representation, recruitment and retention, organizational climate, learning and development, and community engagement. Moreover, in collaboration with DE&I Cabinet, Human Resources, Equal Opportunity Office, Community Outreach, each School, and other essential support departments, ongoing targeted efforts towards enhancing a therapeutic learning, work, and care environment will be paramount. To achieve these progressive change initiatives, best practices must be continued, supported and implemented to create a sense of belonging and a culture of empathy during triumphs and adversities. I wholeheartedly thank you for your support.

Respectfully,

A handwritten signature in blue ink that reads "Jerrilyn L. McGee".

Jerrilyn L. McGee, DNP, RN, CNE  
Vice Chancellor for Diversity, Equity and Inclusion & Chief Diversity Officer  
University of Kansas Medical Center  
Clinical Associate Professor  
University of Kansas School of Nursing

## University of Kansas Medical Center Demographic Overview – Student Information

| Student 20th Day Headcount* by Ethnicity and Race |   |           |     |     |             |           |      |     |             |           |      |     |             |           |      |     |             |           |      |     |             |
|---|---|-----------|-----|-----|-------------|-----------|------|-----|-------------|-----------|------|-----|-------------|-----------|------|-----|-------------|-----------|------|-----|-------------|
| Semester  |   | Fall 2015 |     |     |             | Fall 2016 |      |     |             | Fall 2017 |      |     |             | Fall 2018 |      |     |             | Fall 2019 |      |     |             |
| Ethnicity   | Race                                      | UG        | GR  | MD  | Total       | UG        | GR   | MD  | Total       | UG        | GR   | MD  | Total       | UG        | GR   | MD  | Total       | UG        | GR   | MD  | Total       |
| Hispanic or Latino                                |   | 29        | 38  | 53  | <b>120</b>  | 23        | 37   | 56  | <b>116</b>  | 29        | 36   | 61  | <b>126</b>  | 60        | 48   | 54  | <b>162</b>  | 54        | 53   | 61  | <b>168</b>  |
| Not Hispanic or Latino                            | American Indian or Alaska Native          |           | 8   | 3   | <b>11</b>   | 2         | 10   | 2   | <b>14</b>   | 2         | 7    |     | <b>9</b>    | 1         | 6    | 1   | <b>8</b>    | 1         | 7    | 1   | <b>9</b>    |
|   | Asian                                     | 25        | 41  | 75  | <b>141</b>  | 27        | 37   | 72  | <b>136</b>  | 23        | 46   | 71  | <b>140</b>  | 30        | 60   | 84  | <b>174</b>  | 27        | 66   | 96  | <b>189</b>  |
|   | Black or African American                 | 13        | 48  | 14  | <b>75</b>   | 15        | 48   | 13  | <b>76</b>   | 21        | 43   | 14  | <b>78</b>   | 19        | 52   | 10  | <b>81</b>   | 20        | 42   | 6   | <b>68</b>   |
|   | Native Hawaiian or Other Pacific Islander | 1         |     |     | <b>1</b>    |           |      |     |             | 3         | 1    |     | <b>4</b>    | 4         | 1    |     | <b>5</b>    | 2         | 2    |     | <b>4</b>    |
|   | Two or More Races                         | 13        | 33  | 57  | <b>103</b>  | 17        | 39   | 63  | <b>119</b>  | 22        | 40   | 72  | <b>134</b>  | 21        | 39   | 67  | <b>127</b>  | 27        | 45   | 64  | <b>136</b>  |
|   | Unknown                                   | 24        | 26  | 36  | <b>86</b>   | 19        | 29   | 14  | <b>62</b>   | 10        | 33   | 14  | <b>57</b>   | 4         | 32   | 14  | <b>50</b>   | 6         | 32   | 17  | <b>55</b>   |
|   | White                                     | 387       | 791 | 600 | <b>1778</b> | 394       | 880  | 624 | <b>1898</b> | 434       | 891  | 640 | <b>1965</b> | 449       | 914  | 631 | <b>1994</b> | 442       | 923  | 610 | <b>1975</b> |
| KUMC Total  |   | 492       | 985 | 838 | <b>2315</b> | 497       | 1080 | 844 | <b>2421</b> | 544       | 1097 | 872 | <b>2513</b> | 588       | 1152 | 861 | <b>2601</b> | 579       | 1170 | 855 | <b>2604</b> |
| KUMC Non-Resident Aliens                          |   | 13        | 116 |     | <b>129</b>  | 9         | 102  |     | <b>111</b>  | 11        | 97   |     | <b>108</b>  | 9         | 99   |     | <b>108</b>  | 8         | 96   |     | <b>104</b>  |

| Female - Student 20th Day Headcount* by Ethnicity and Race |   |           |     |     |             |           |     |     |             |           |     |     |             |           |     |     |             |           |     |     |             |
|--|---|-----------|-----|-----|-------------|-----------|-----|-----|-------------|-----------|-----|-----|-------------|-----------|-----|-----|-------------|-----------|-----|-----|-------------|
| Semester   |   | Fall 2015 |     |     |             | Fall 2016 |     |     |             | Fall 2017 |     |     |             | Fall 2018 |     |     |             | Fall 2019 |     |     |             |
| Ethnicity  | Race                                      | UG        | GR  | MD  | Total       | UG        | GR  | MD  | Total       | UG        | GR  | MD  | Total       | UG        | GR  | MD  | Total       | UG        | GR  | MD  | Total       |
| Hispanic or Latino   |   | 23        | 27  | 21  | <b>71</b>   | 19        | 27  | 22  | <b>68</b>   | 22        | 25  | 27  | <b>74</b>   | 53        | 32  | 20  | <b>105</b>  | 48        | 34  | 27  | <b>109</b>  |
| Not Hispanic or Latino                                     | American Indian or Alaska Native          |           | 5   | 1   | <b>6</b>    | 2         | 8   | 1   | <b>11</b>   | 2         | 7   |     | <b>9</b>    |           | 6   | 1   | <b>7</b>    |           | 5   | 1   | <b>6</b>    |
|  | Asian                                     | 16        | 32  | 35  | <b>83</b>   | 19        | 29  | 35  | <b>83</b>   | 16        | 37  | 35  | <b>88</b>   | 21        | 48  | 42  | <b>111</b>  | 19        | 49  | 51  | <b>119</b>  |
|  | Black or African American                 | 11        | 39  | 12  | <b>62</b>   | 12        | 35  | 10  | <b>57</b>   | 15        | 30  | 11  | <b>56</b>   | 15        | 38  | 7   | <b>60</b>   | 16        | 29  | 4   | <b>49</b>   |
|  | Native Hawaiian or Other Pacific Islander |           |     |     |             |           |     |     |             | 2         | 1   |     | <b>3</b>    | 3         | 1   |     | <b>4</b>    | 2         | 2   |     | <b>4</b>    |
|  | Two or More Races                         | 13        | 23  | 25  | <b>61</b>   | 14        | 28  | 28  | <b>70</b>   | 20        | 31  | 35  | <b>86</b>   | 17        | 35  | 34  | <b>86</b>   | 21        | 41  | 34  | <b>96</b>   |
|  | Unknown                                   | 23        | 17  | 12  | <b>52</b>   | 18        | 20  | 6   | <b>44</b>   | 10        | 27  | 7   | <b>44</b>   | 4         | 27  | 8   | <b>39</b>   | 5         | 26  | 9   | <b>40</b>   |
|  | White                                     | 344       | 614 | 270 | <b>1228</b> | 348       | 672 | 287 | <b>1307</b> | 373       | 660 | 295 | <b>1328</b> | 381       | 668 | 299 | <b>1348</b> | 379       | 695 | 282 | <b>1356</b> |
| KUMC Female Total  |   | 430       | 757 | 376 | <b>1563</b> | 432       | 819 | 389 | <b>1640</b> | 460       | 818 | 410 | <b>1688</b> | 494       | 855 | 411 | <b>1760</b> | 490       | 881 | 408 | <b>1779</b> |
| KUMC Female Non-Resident Aliens                            |   | 5         | 55  |     | <b>60</b>   | 3         | 50  |     | <b>53</b>   | 6         | 48  |     | <b>54</b>   | 5         | 54  |     | <b>59</b>   | 5         | 58  |     | <b>63</b>   |

| Male - Student 20th Day Headcount* by Ethnicity and Race |   |           |     |     |            |           |     |     |            |           |     |     |            |           |     |     |            |           |     |     |            |
|--|---|-----------|-----|-----|------------|-----------|-----|-----|------------|-----------|-----|-----|------------|-----------|-----|-----|------------|-----------|-----|-----|------------|
| Semester   |   | Fall 2015 |     |     |            | Fall 2016 |     |     |            | Fall 2017 |     |     |            | Fall 2018 |     |     |            | Fall 2019 |     |     |            |
| Ethnicity  | Race                                      | UG        | GR  | MD  | Total      | UG        | GR  | MD  | Total      | UG        | GR  | MD  | Total      | UG        | GR  | MD  | Total      | UG        | GR  | MD  | Total      |
| Hispanic or Latino                                       |   | 6         | 11  | 32  | <b>49</b>  | 4         | 10  | 34  | <b>48</b>  | 7         | 11  | 34  | <b>52</b>  | 7         | 16  | 34  | <b>57</b>  | 6         | 19  | 34  | <b>59</b>  |
| Not Hispanic or Latino                                   | American Indian or Alaska Native          |           | 3   | 2   | <b>5</b>   |           | 2   | 1   | <b>3</b>   |           |     |     |            | 1         |     |     | <b>1</b>   | 1         | 2   |     | <b>3</b>   |
|  | Asian                                     | 9         | 9   | 40  | <b>58</b>  | 8         | 8   | 37  | <b>53</b>  | 7         | 9   | 36  | <b>52</b>  | 9         | 12  | 42  | <b>63</b>  | 8         | 17  | 45  | <b>70</b>  |
|  | Black or African American                 | 2         | 9   | 2   | <b>13</b>  | 3         | 13  | 3   | <b>19</b>  | 6         | 13  | 3   | <b>22</b>  | 4         | 14  | 3   | <b>21</b>  | 4         | 13  | 2   | <b>19</b>  |
|  | Native Hawaiian or Other Pacific Islander | 1         |     |     | <b>1</b>   |           |     |     |            | 1         |     |     | <b>1</b>   | 1         |     |     | <b>1</b>   |           |     |     |            |
|  | Two or More Races                         |           | 10  | 32  | <b>42</b>  | 3         | 11  | 35  | <b>49</b>  | 2         | 9   | 37  | <b>48</b>  | 4         | 4   | 33  | <b>41</b>  | 6         | 4   | 30  | <b>40</b>  |
|  | Unknown                                   | 1         | 9   | 24  | <b>34</b>  | 1         | 9   | 8   | <b>18</b>  |           | 6   | 7   | <b>13</b>  |           | 5   | 6   | <b>11</b>  | 1         | 6   | 8   | <b>15</b>  |
|  | White                                     | 43        | 177 | 330 | <b>550</b> | 46        | 208 | 337 | <b>591</b> | 61        | 231 | 345 | <b>637</b> | 68        | 246 | 332 | <b>646</b> | 63        | 228 | 328 | <b>619</b> |
| KUMC Male Total  |   | 62        | 228 | 462 | <b>752</b> | 65        | 261 | 455 | <b>781</b> | 84        | 279 | 462 | <b>825</b> | 94        | 297 | 450 | <b>841</b> | 89        | 289 | 447 | <b>825</b> |
| KUMC Male Non-Resident Aliens                            |   | 8         | 61  |     | <b>69</b>  | 6         | 52  |     | <b>58</b>  | 5         | 49  |     | <b>54</b>  | 4         | 45  |     | <b>49</b>  | 3         | 38  |     | <b>41</b>  |

\* Data excludes visiting medical students and medical residents and fellows. Non-resident aliens are not categorized for IPEDS by ethnicity or race.  
 Abbreviations: UG = Undergraduate Program, GR = Graduate Program, MD = Doctor of Medicine Program



## University of Kansas Medical Center Demographic Overview – Faculty Information

| October 1st Headcount* by Ethnicity and Race |   |           |         |         |     |       |           |         |         |     |       |           |         |         |     |       |           |         |         |     |       |           |         |         |     |       |
|--|---|-----------|---------|---------|-----|-------|-----------|---------|---------|-----|-------|-----------|---------|---------|-----|-------|-----------|---------|---------|-----|-------|-----------|---------|---------|-----|-------|
| Semester                                     |   | Fall 2015 |         |         |     |       | Fall 2016 |         |         |     |       | Fall 2017 |         |         |     |       | Fall 2018 |         |         |     |       | Fall 2019 |         |         |     |       |
| Ethnicity                                    | Race                                      | SoHP      | SoM - B | SoM - C | SoN | Total | SoHP      | SoM - B | SoM - C | SoN | Total | SoHP      | SoM - B | SoM - C | SoN | Total | SoHP      | SoM - B | SoM - C | SoN | Total | SoHP      | SoM - B | SoM - C | SoN | Total |
| Hispanic or Latino                           |   | 1         | 8       | 21      | 1   | 31    | 1         | 7       | 18      | 1   | 27    | 1         | 6       | 12      | 2   | 21    |           | 7       | 19      | 1   | 27    |           | 6       | 23      | 1   | 30    |
| Not Hispanic or Latino                       | American Indian or Alaska Native          |           |         |         | 1   | 1     |           |         |         | 1   | 1     |           |         | 3       | 3   |       |           |         | 3       |     | 3     |           |         | 4       |     | 4     |
|  | Asian                                     | 6         | 30      | 129     | 3   | 168   | 5         | 24      | 132     | 1   | 162   | 6         | 26      | 149     | 2   | 183   | 6         | 31      | 163     | 2   | 202   | 7         | 28      | 168     | 2   | 205   |
|  | Black or African American                 | 2         | 6       | 21      | 2   | 31    | 3         | 6       | 22      | 3   | 34    | 4         | 7       | 26      | 3   | 40    | 3         | 9       | 28      | 3   | 43    | 3         | 7       | 31      | 2   | 43    |
|  | Native Hawaiian or Other Pacific Islander |           |         |         |     |       |           |         |         |     |       |           |         |         |     |       |           |         |         |     |       | 1         |         |         |     | 1     |
|  | Two or More Races                         |           |         | 10      | 1   | 11    |           |         | 15      | 1   | 16    |           |         | 20      | 1   | 21    |           |         | 20      | 1   | 21    |           |         | 23      | 1   | 24    |
|  | Unknown                                   | 2         | 4       | 53      | 1   | 60    | 1         | 4       | 56      | 1   | 62    | 1         | 3       | 36      | 1   | 41    |           | 3       | 8       | 1   | 12    |           | 3       | 8       | 1   | 12    |
| White  |   | 71        | 109     | 646     | 55  | 881   | 78        | 108     | 693     | 55  | 934   | 75        | 104     | 733     | 61  | 973   | 74        | 93      | 816     | 60  | 1043  | 77        | 98      | 840     | 65  | 1080  |
| KUMC Total                                   |   | 82        | 157     | 880     | 64  | 1183  | 88        | 149     | 936     | 63  | 1236  | 87        | 146     | 979     | 70  | 1282  | 83        | 143     | 1057    | 68  | 1351  | 88        | 142     | 1097    | 72  | 1399  |
| KUMC Non-Resident Aliens                     |   | 2         | 4       | 47      | 1   | 54    | 1         | 5       | 56      | 1   | 63    | 3         | 4       | 47      |     | 54    | 2         | 6       | 55      |     | 63    | 3         | 7       | 50      |     | 60    |

| Female - October 1st Headcount* by Ethnicity and Race |   |           |         |         |     |       |           |         |         |     |       |           |         |         |     |       |           |         |         |     |       |           |         |         |     |       |
|---|---|-----------|---------|---------|-----|-------|-----------|---------|---------|-----|-------|-----------|---------|---------|-----|-------|-----------|---------|---------|-----|-------|-----------|---------|---------|-----|-------|
| Semester  |   | Fall 2015 |         |         |     |       | Fall 2016 |         |         |     |       | Fall 2017 |         |         |     |       | Fall 2018 |         |         |     |       | Fall 2019 |         |         |     |       |
| Ethnicity   | Race                                      | SoHP      | SoM - B | SoM - C | SoN | Total | SoHP      | SoM - B | SoM - C | SoN | Total | SoHP      | SoM - B | SoM - C | SoN | Total | SoHP      | SoM - B | SoM - C | SoN | Total | SoHP      | SoM - B | SoM - C | SoN | Total |
| Hispanic or Latino                                    |   | 1         | 1       | 10      | 1   | 13    | 1         | 1       | 8       | 1   | 11    | 1         |         | 6       | 2   | 9     |           | 1       | 7       | 1   | 9     |           |         | 9       | 1   | 10    |
| Not Hispanic or Latino                                | American Indian or Alaska Native          |           |         |         | 1   | 1     |           |         |         | 1   | 1     |           |         | 1       | 1   |       |           |         | 1       |     | 1     |           |         | 1       |     | 1     |
|   | Asian                                     | 2         | 7       | 54      | 3   | 66    | 2         | 7       | 53      | 1   | 63    | 2         | 9       | 64      | 2   | 77    | 3         | 10      | 71      | 2   | 86    | 4         | 9       | 71      | 2   | 86    |
|   | Black or African American                 | 2         | 5       | 11      | 2   | 20    | 2         | 5       | 11      | 3   | 21    | 3         | 6       | 14      | 3   | 26    | 2         | 7       | 14      | 3   | 26    | 2         | 5       | 14      | 2   | 23    |
|   | Native Hawaiian or Other Pacific Islander |           |         |         |     |       |           |         |         |     |       |           |         |         |     |       |           |         |         |     |       | 1         |         |         |     | 1     |
|   | Two or More Races                         |           |         | 6       | 1   | 7     |           |         | 10      | 1   | 11    |           |         | 13      | 1   | 14    |           |         | 12      | 1   | 13    |           |         | 13      | 1   | 14    |
|   | Unknown                                   | 2         | 3       | 9       |     | 14    | 1         | 3       | 10      |     | 14    | 1         | 3       | 5       |     | 9     |           | 3       | 3       |     | 6     |           | 3       | 3       |     | 6     |
| White   |   | 52        | 43      | 246     | 53  | 394   | 55        | 43      | 264     | 52  | 414   | 52        | 41      | 286     | 58  | 437   | 52        | 35      | 325     | 59  | 471   | 57        | 36      | 329     | 63  | 485   |
| KUMC Female Total                                     |   | 59        | 59      | 336     | 61  | 515   | 61        | 59      | 356     | 59  | 535   | 59        | 59      | 389     | 66  | 573   | 57        | 56      | 433     | 66  | 612   | 64        | 53      | 440     | 69  | 626   |
| KUMC Female Non-Resident Aliens                       |   | 1         | 1       | 22      | 1   | 25    |           | 1       | 24      | 1   | 26    | 2         | 1       | 17      |     | 20    | 2         | 1       | 18      |     | 21    | 2         | 1       | 18      |     | 21    |

| Male - October 1st Headcount* by Ethnicity and Race |   |           |         |         |     |       |           |         |         |     |       |           |         |         |     |       |           |         |         |     |       |           |         |         |     |       |
|---|---|-----------|---------|---------|-----|-------|-----------|---------|---------|-----|-------|-----------|---------|---------|-----|-------|-----------|---------|---------|-----|-------|-----------|---------|---------|-----|-------|
| Semester  |   | Fall 2015 |         |         |     |       | Fall 2016 |         |         |     |       | Fall 2017 |         |         |     |       | Fall 2018 |         |         |     |       | Fall 2019 |         |         |     |       |
| Ethnicity   | Race                                      | SoHP      | SoM - B | SoM - C | SoN | Total | SoHP      | SoM - B | SoM - C | SoN | Total | SoHP      | SoM - B | SoM - C | SoN | Total | SoHP      | SoM - B | SoM - C | SoN | Total | SoHP      | SoM - B | SoM - C | SoN | Total |
| Hispanic or Latino                                  |   |           | 7       | 11      |     | 18    |           | 6       | 10      |     | 16    |           | 6       | 6       |     | 12    |           | 6       | 12      |     | 18    |           | 6       | 14      |     | 20    |
| Not Hispanic or Latino                              | American Indian or Alaska Native          |           |         |         |     |       |           |         |         |     |       |           |         | 2       | 2   |       |           |         | 2       |     | 2     |           |         | 3       |     | 3     |
|   | Asian                                     | 4         | 23      | 75      |     | 102   | 3         | 17      | 79      |     | 99    | 4         | 17      | 85      |     | 106   | 3         | 21      | 92      |     | 116   | 3         | 19      | 97      |     | 119   |
|   | Black or African American                 |           | 1       | 10      |     | 11    | 1         | 1       | 11      |     | 13    | 1         | 1       | 12      |     | 14    | 1         | 2       | 14      |     | 17    | 1         | 2       | 17      |     | 20    |
|   | Native Hawaiian or Other Pacific Islander |           |         |         |     |       |           |         |         |     |       |           |         |         |     |       |           |         |         |     |       |           |         |         |     |       |
|   | Two or More Races                         |           |         | 4       |     | 4     |           |         | 5       |     | 5     |           |         | 7       |     | 7     |           |         | 8       |     | 8     |           |         | 10      |     | 10    |
|   | Unknown                                   |           | 1       | 44      | 1   | 46    |           | 1       | 46      | 1   | 48    |           |         | 31      | 1   | 32    |           |         | 5       | 1   | 6     |           |         | 5       | 1   | 6     |
| White   |   | 19        | 66      | 400     | 2   | 487   | 23        | 65      | 429     | 3   | 520   | 23        | 63      | 447     | 3   | 536   | 22        | 58      | 491     | 1   | 572   | 20        | 62      | 511     | 2   | 595   |
| KUMC Male Total                                     |   | 23        | 98      | 544     | 3   | 668   | 27        | 90      | 580     | 4   | 701   | 28        | 87      | 590     | 4   | 709   | 26        | 87      | 624     | 2   | 739   | 24        | 89      | 657     | 3   | 773   |
| KUMC Male Non-Resident Aliens                       |   | 1         | 3       | 25      |     | 29    | 1         | 4       | 32      |     | 37    | 1         | 3       | 30      |     | 34    |           | 5       | 37      |     | 42    | 1         | 6       | 32      |     | 39    |

\* Data excludes temporary employees, volunteer faculty, and administrators with faculty appointment. Non-resident aliens are not categorized for IPEDS by ethnicity or race.

Abbreviations: SoHP = School of Health Professions, SoM - B = School of Medicine (Basic Science), SoM - C = School of Medicine (Clinical), SoN = School of Nursing

## University of Kansas Medical Center Demographic Overview – Faculty Information

| October 1st Headcount* by Ethnicity and Race |   |           |         |         |     |       |           |         |         |     |       |           |         |         |     |       |           |         |         |     |       |           |         |         |     |       |
|--|---|-----------|---------|---------|-----|-------|-----------|---------|---------|-----|-------|-----------|---------|---------|-----|-------|-----------|---------|---------|-----|-------|-----------|---------|---------|-----|-------|
| Semester                                     |   | Fall 2015 |         |         |     |       | Fall 2016 |         |         |     |       | Fall 2017 |         |         |     |       | Fall 2018 |         |         |     |       | Fall 2019 |         |         |     |       |
| Ethnicity                                    | Race                                      | SoHP      | SoM - B | SoM - C | SoN | Total | SoHP      | SoM - B | SoM - C | SoN | Total | SoHP      | SoM - B | SoM - C | SoN | Total | SoHP      | SoM - B | SoM - C | SoN | Total | SoHP      | SoM - B | SoM - C | SoN | Total |
| Hispanic or Latino                           |   | 1         | 8       | 21      | 1   | 31    | 1         | 7       | 18      | 1   | 27    | 1         | 6       | 12      | 2   | 21    |           | 7       | 19      | 1   | 27    |           | 6       | 23      | 1   | 30    |
| Not Hispanic or Latino                       | American Indian or Alaska Native          |           |         |         | 1   | 1     |           |         |         | 1   | 1     |           |         | 3       | 3   |       |           |         | 3       | 3   |       |           |         | 4       | 4   | 4     |
|  | Asian                                     | 6         | 30      | 129     | 3   | 168   | 5         | 24      | 132     | 1   | 162   | 6         | 26      | 149     | 2   | 183   | 6         | 31      | 163     | 2   | 202   | 7         | 28      | 168     | 2   | 205   |
|  | Black or African American                 | 2         | 6       | 21      | 2   | 31    | 3         | 6       | 22      | 3   | 34    | 4         | 7       | 26      | 3   | 40    | 3         | 9       | 28      | 3   | 43    | 3         | 7       | 31      | 2   | 43    |
|  | Native Hawaiian or Other Pacific Islander |           |         |         |     |       |           |         |         |     |       |           |         |         |     |       |           |         |         |     |       | 1         |         |         |     | 1     |
|  | Two or More Races                         |           |         | 10      | 1   | 11    |           |         | 15      | 1   | 16    |           |         | 20      | 1   | 21    |           |         | 20      | 1   | 21    |           |         | 23      | 1   | 24    |
|  | Unknown                                   | 2         | 4       | 53      | 1   | 60    | 1         | 4       | 56      | 1   | 62    | 1         | 3       | 36      | 1   | 41    |           | 3       | 8       | 1   | 12    |           | 3       | 8       | 1   | 12    |
| White  |   | 71        | 109     | 646     | 55  | 881   | 78        | 108     | 693     | 55  | 934   | 75        | 104     | 733     | 61  | 973   | 74        | 93      | 816     | 60  | 1043  | 77        | 98      | 840     | 65  | 1080  |
| KUMC Total                                   |   | 82        | 157     | 880     | 64  | 1183  | 88        | 149     | 936     | 63  | 1236  | 87        | 146     | 979     | 70  | 1282  | 83        | 143     | 1057    | 68  | 1351  | 88        | 142     | 1097    | 72  | 1399  |
| KUMC Non-Resident Aliens                     |   | 2         | 4       | 47      | 1   | 54    | 1         | 5       | 56      | 1   | 63    | 3         | 4       | 47      |     | 54    | 2         | 6       | 55      |     | 63    | 3         | 7       | 50      |     | 60    |

| Female - October 1st Headcount* by Ethnicity and Race |   |           |         |         |     |       |           |         |         |     |       |           |         |         |     |       |           |         |         |     |       |           |         |         |     |       |
|---|---|-----------|---------|---------|-----|-------|-----------|---------|---------|-----|-------|-----------|---------|---------|-----|-------|-----------|---------|---------|-----|-------|-----------|---------|---------|-----|-------|
| Semester  |   | Fall 2015 |         |         |     |       | Fall 2016 |         |         |     |       | Fall 2017 |         |         |     |       | Fall 2018 |         |         |     |       | Fall 2019 |         |         |     |       |
| Ethnicity   | Race                                      | SoHP      | SoM - B | SoM - C | SoN | Total | SoHP      | SoM - B | SoM - C | SoN | Total | SoHP      | SoM - B | SoM - C | SoN | Total | SoHP      | SoM - B | SoM - C | SoN | Total | SoHP      | SoM - B | SoM - C | SoN | Total |
| Hispanic or Latino                                    |   | 1         | 1       | 10      | 1   | 13    | 1         | 1       | 8       | 1   | 11    | 1         |         | 6       | 2   | 9     |           | 1       | 7       | 1   | 9     |           |         | 9       | 1   | 10    |
| Not Hispanic or Latino                                | American Indian or Alaska Native          |           |         |         | 1   | 1     |           |         |         | 1   | 1     |           |         | 1       | 1   |       |           |         | 1       | 1   |       |           |         | 1       | 1   | 1     |
|   | Asian                                     | 2         | 7       | 54      | 3   | 66    | 2         | 7       | 53      | 1   | 63    | 2         | 9       | 64      | 2   | 77    | 3         | 10      | 71      | 2   | 86    | 4         | 9       | 71      | 2   | 86    |
|   | Black or African American                 | 2         | 5       | 11      | 2   | 20    | 2         | 5       | 11      | 3   | 21    | 3         | 6       | 14      | 3   | 26    | 2         | 7       | 14      | 3   | 26    | 2         | 5       | 14      | 2   | 23    |
|   | Native Hawaiian or Other Pacific Islander |           |         |         |     |       |           |         |         |     |       |           |         |         |     |       |           |         |         |     |       | 1         |         |         |     | 1     |
|   | Two or More Races                         |           |         | 6       | 1   | 7     |           |         | 10      | 1   | 11    |           |         | 13      | 1   | 14    |           |         | 12      | 1   | 13    |           |         | 13      | 1   | 14    |
|   | Unknown                                   | 2         | 3       | 9       |     | 14    | 1         | 3       | 10      |     | 14    | 1         | 3       | 5       |     | 9     |           | 3       | 3       |     | 6     |           | 3       | 3       |     | 6     |
| White   |   | 52        | 43      | 246     | 53  | 394   | 55        | 43      | 264     | 52  | 414   | 52        | 41      | 286     | 58  | 437   | 52        | 35      | 325     | 59  | 471   | 57        | 36      | 329     | 63  | 485   |
| KUMC Female Total                                     |   | 59        | 59      | 336     | 61  | 515   | 61        | 59      | 356     | 59  | 535   | 59        | 59      | 389     | 66  | 573   | 57        | 56      | 433     | 66  | 612   | 64        | 53      | 440     | 69  | 626   |
| KUMC Female Non-Resident Aliens                       |   | 1         | 1       | 22      | 1   | 25    |           | 1       | 24      | 1   | 26    | 2         | 1       | 17      |     | 20    | 2         | 1       | 18      |     | 21    | 2         | 1       | 18      |     | 21    |

| Male - October 1st Headcount* by Ethnicity and Race |   |           |         |         |     |       |           |         |         |     |       |           |         |         |     |       |           |         |         |     |       |           |         |         |     |       |
|---|---|-----------|---------|---------|-----|-------|-----------|---------|---------|-----|-------|-----------|---------|---------|-----|-------|-----------|---------|---------|-----|-------|-----------|---------|---------|-----|-------|
| Semester  |   | Fall 2015 |         |         |     |       | Fall 2016 |         |         |     |       | Fall 2017 |         |         |     |       | Fall 2018 |         |         |     |       | Fall 2019 |         |         |     |       |
| Ethnicity   | Race                                      | SoHP      | SoM - B | SoM - C | SoN | Total | SoHP      | SoM - B | SoM - C | SoN | Total | SoHP      | SoM - B | SoM - C | SoN | Total | SoHP      | SoM - B | SoM - C | SoN | Total | SoHP      | SoM - B | SoM - C | SoN | Total |
| Hispanic or Latino                                  |   |           | 7       | 11      |     | 18    |           | 6       | 10      |     | 16    |           | 6       | 6       |     | 12    |           | 6       | 12      |     | 18    |           | 6       | 14      |     | 20    |
| Not Hispanic or Latino                              | American Indian or Alaska Native          |           |         |         |     |       |           |         |         |     |       |           |         | 2       |     | 2     |           |         | 2       |     | 2     |           | 6       | 3       |     | 3     |
|   | Asian                                     | 4         | 23      | 75      |     | 102   | 3         | 17      | 79      |     | 99    | 4         | 17      | 85      |     | 106   | 3         | 21      | 92      |     | 116   | 3         | 19      | 97      |     | 119   |
|   | Black or African American                 |           | 1       | 10      |     | 11    | 1         | 1       | 11      |     | 13    | 1         | 1       | 12      |     | 14    | 1         | 2       | 14      |     | 17    | 1         | 2       | 17      |     | 20    |
|   | Native Hawaiian or Other Pacific Islander |           |         |         |     |       |           |         |         |     |       |           |         |         |     |       |           |         |         |     |       |           |         |         |     |       |
|   | Two or More Races                         |           |         | 4       |     | 4     |           |         | 5       |     | 5     |           |         | 7       |     | 7     |           |         | 8       |     | 8     |           |         | 10      |     | 10    |
|   | Unknown                                   |           | 1       | 44      | 1   | 46    |           | 1       | 46      | 1   | 48    |           |         | 31      | 1   | 32    |           |         | 5       | 1   | 6     |           |         | 5       | 1   | 6     |
| White   |   | 19        | 66      | 400     | 2   | 487   | 23        | 65      | 429     | 3   | 520   | 23        | 63      | 447     | 3   | 536   | 22        | 58      | 491     | 1   | 572   | 20        | 62      | 511     | 2   | 595   |
| KUMC Male Total                                     |   | 23        | 98      | 544     | 3   | 668   | 27        | 90      | 580     | 4   | 701   | 28        | 87      | 590     | 4   | 709   | 26        | 87      | 624     | 2   | 739   | 24        | 89      | 657     | 3   | 773   |
| KUMC Male Non-Resident Aliens                       |   | 1         | 3       | 25      |     | 29    | 1         | 4       | 32      |     | 37    | 1         | 3       | 30      |     | 34    |           | 5       | 37      |     | 42    | 1         | 6       | 32      |     | 39    |

\* Data excludes temporary employees, volunteer faculty, and administrators with faculty appointment. Non-resident aliens are not categorized for IPEDS by ethnicity or race.

Abbreviations: SoHP = School of Health Professions, SoM - B = School of Medicine (Basic Science), SoM - C = School of Medicine (Clinical), SoN = School of Nursing

## University of Kansas Medical Center Demographic Overview – Faculty Information

| October 1st Headcount* by Ethnicity and Race |   |            |            |            |           |             |            |            |            |           |             |            |            |            |           |             |            |            |            |           |             |            |            |            |           |             |
|--|---|------------|------------|------------|-----------|-------------|------------|------------|------------|-----------|-------------|------------|------------|------------|-----------|-------------|------------|------------|------------|-----------|-------------|------------|------------|------------|-----------|-------------|
| Semester                                     |   | Fall 2015  |            |            |           |             | Fall 2016  |            |            |           |             | Fall 2017  |            |            |           |             | Fall 2018  |            |            |           |             | Fall 2019  |            |            |           |             |
| Ethnicity                                    | Race                                      | PRF        | ASC        | AST        | OTH       | Total       | PRF        | ASC        | AST        | OTH       | Total       | PRF        | ASC        | AST        | OTH       | Total       | PRF        | ASC        | AST        | OTH       | Total       | PRF        | ASC        | AST        | OTH       | Total       |
| Hispanic or Latino                           |   | 6          | 9          | 10         | 6         | 31          | 4          | 8          | 10         | 5         | 27          | 3          | 6          | 9          | 3         | 21          | 4          | 5          | 13         | 5         | 27          | 4          | 7          | 16         | 3         | 30          |
| Not Hispanic or Latino                       | American Indian or Alaska Native          |            | 1          |            |           | 1           |            | 1          |            | 1         |             |            | 1          | 2          | 3         |             |            | 1          | 2          | 3         |             |            | 2          | 2          | 4         |             |
|  | Asian                                     | 26         | 52         | 86         | 4         | 168         | 27         | 47         | 82         | 6         | 162         | 33         | 52         | 90         | 8         | 183         | 35         | 57         | 102        | 8         | 202         | 40         | 56         | 104        | 5         | 205         |
|  | Black or African American                 | 2          | 2          | 25         | 2         | 31          | 3          | 3          | 23         | 5         | 34          | 3          | 5          | 27         | 5         | 40          | 5          | 9          | 23         | 6         | 43          | 4          | 12         | 23         | 4         | 43          |
|  | Native Hawaiian or Other Pacific Islander |            |            |            |           |             |            |            |            |           |             |            |            |            |           |             |            |            |            |           |             |            | 1          |            |           | 1           |
|  | Two or More Races                         | 1          | 2          | 6          | 2         | 11          |            | 2          | 9          | 5         | 16          |            | 3          | 15         | 3         | 21          | 1          | 2          | 16         | 2         | 21          | 1          | 4          | 17         | 2         | 24          |
|  | Unknown                                   | 7          | 13         | 34         | 6         | 60          | 7          | 17         | 33         | 5         | 62          | 5          | 12         | 22         | 2         | 41          | 2          | 3          | 6          | 1         | 12          | 2          | 3          | 7          |           | 12          |
| White  |   | 175        | 204        | 439        | 63        | 881         | 175        | 219        | 468        | 72        | 934         | 176        | 225        | 508        | 64        | 973         | 185        | 262        | 529        | 67        | 1043        | 190        | 272        | 542        | 76        | 1080        |
| <b>KUMC Total</b>                            |   | <b>217</b> | <b>283</b> | <b>600</b> | <b>83</b> | <b>1183</b> | <b>216</b> | <b>297</b> | <b>625</b> | <b>98</b> | <b>1236</b> | <b>220</b> | <b>303</b> | <b>672</b> | <b>87</b> | <b>1282</b> | <b>232</b> | <b>338</b> | <b>690</b> | <b>91</b> | <b>1351</b> | <b>241</b> | <b>355</b> | <b>711</b> | <b>92</b> | <b>1399</b> |
| <i>KUMC Non-Resident Aliens</i>              |   |            | 2          | 46         | 6         | 54          |            | 7          | 51         | 5         | 63          |            | 5          | 42         | 7         | 54          |            | 5          | 48         | 10        | 63          |            | 7          | 46         | 7         | 60          |

| Female - October 1st Headcount* by Ethnicity and Race |   |           |            |            |           |            |           |            |            |           |            |           |            |            |           |            |           |            |            |           |            |           |            |            |           |            |
|---|---|-----------|------------|------------|-----------|------------|-----------|------------|------------|-----------|------------|-----------|------------|------------|-----------|------------|-----------|------------|------------|-----------|------------|-----------|------------|------------|-----------|------------|
| Semester  |   | Fall 2015 |            |            |           |            | Fall 2016 |            |            |           |            | Fall 2017 |            |            |           |            | Fall 2018 |            |            |           |            | Fall 2019 |            |            |           |            |
| Ethnicity   | Race                                      | PRF       | ASC        | AST        | OTH       | Total      | PRF       | ASC        | AST        | OTH       | Total      | PRF       | ASC        | AST        | OTH       | Total      | PRF       | ASC        | AST        | OTH       | Total      | PRF       | ASC        | AST        | OTH       | Total      |
| Hispanic or Latino                                    |   |           | 4          | 6          | 3         | 13         |           | 4          | 5          | 2         | 11         |           | 3          | 3          | 3         | 9          |           | 2          | 4          | 3         | 9          |           | 2          | 6          | 2         | 10         |
| Not Hispanic or Latino                                | American Indian or Alaska Native          |           | 1          |            |           | 1          |           | 1          |            |           | 1          |           |            | 1          |           | 1          |           |            | 1          |           | 1          |           |            | 1          |           | 1          |
|   | Asian                                     | 5         | 17         | 41         | 3         | 66         | 6         | 16         | 38         | 3         | 63         | 6         | 21         | 46         | 4         | 77         | 7         | 24         | 52         | 3         | 86         | 9         | 24         | 50         | 3         | 86         |
|   | Black or African American                 | 1         |            | 18         | 1         | 20         | 1         |            | 18         | 2         | 21         | 2         |            | 21         | 3         | 26         | 3         | 3          | 17         | 3         | 26         | 1         | 4          | 16         | 2         | 23         |
|   | Native Hawaiian or Other Pacific Islander |           |            |            |           |            |           |            |            |           |            |           |            |            |           |            |           |            |            |           |            |           | 1          |            |           | 1          |
|   | Two or More Races                         | 1         | 2          | 2          | 2         | 7          |           | 2          | 4          | 5         | 11         |           | 2          | 10         | 2         | 14         | 1         | 1          | 10         | 1         | 13         | 1         | 1          | 11         | 1         | 14         |
|   | Unknown                                   |           | 3          | 9          | 2         | 14         |           | 4          | 9          | 1         | 14         |           | 2          | 7          |           | 9          |           | 1          | 5          |           | 6          |           | 1          | 5          |           | 6          |
| White   |   | 44        | 88         | 216        | 46        | 394        | 43        | 100        | 220        | 51        | 414        | 45        | 103        | 246        | 43        | 437        | 46        | 122        | 261        | 42        | 471        | 51        | 124        | 262        | 48        | 485        |
| <b>KUMC Female Total</b>                              |   | <b>51</b> | <b>115</b> | <b>292</b> | <b>57</b> | <b>515</b> | <b>50</b> | <b>127</b> | <b>294</b> | <b>64</b> | <b>535</b> | <b>53</b> | <b>131</b> | <b>334</b> | <b>55</b> | <b>573</b> | <b>57</b> | <b>153</b> | <b>350</b> | <b>52</b> | <b>612</b> | <b>62</b> | <b>157</b> | <b>351</b> | <b>56</b> | <b>626</b> |
| <i>KUMC Female Non-Resident Aliens</i>                |   |           | 2          | 20         | 3         | 25         |           | 3          | 22         | 1         | 26         |           | 1          | 18         | 1         | 20         |           | 1          | 18         | 2         | 21         |           | 2          | 17         | 2         | 21         |

| Male - October 1st Headcount* by Ethnicity and Race |   |            |            |            |           |            |            |            |            |           |            |            |            |            |           |            |            |            |            |           |            |            |            |            |           |            |
|---|---|------------|------------|------------|-----------|------------|------------|------------|------------|-----------|------------|------------|------------|------------|-----------|------------|------------|------------|------------|-----------|------------|------------|------------|------------|-----------|------------|
| Semester  |   | Fall 2015  |            |            |           |            | Fall 2016  |            |            |           |            | Fall 2017  |            |            |           |            | Fall 2018  |            |            |           |            | Fall 2019  |            |            |           |            |
| Ethnicity   | Race                                      | PRF        | ASC        | AST        | OTH       | Total      | PRF        | ASC        | AST        | OTH       | Total      | PRF        | ASC        | AST        | OTH       | Total      | PRF        | ASC        | AST        | OTH       | Total      | PRF        | ASC        | AST        | OTH       | Total      |
| Hispanic or Latino                                  |   | 6          | 5          | 4          | 3         | 18         | 4          | 4          | 5          | 3         | 16         | 3          | 3          | 6          |           | 12         | 4          | 3          | 9          | 2         | 18         | 4          | 5          | 10         | 1         | 20         |
| Not Hispanic or Latino                              | American Indian or Alaska Native          |            |            |            |           |            |            |            |            |           |            |            |            |            | 2         | 2          |            |            |            | 2         | 2          |            |            | 1          | 2         | 3          |
|   | Asian                                     | 21         | 35         | 45         | 1         | 102        | 21         | 31         | 44         | 3         | 99         | 27         | 31         | 44         | 4         | 106        | 28         | 33         | 50         | 5         | 116        | 31         | 32         | 54         | 2         | 119        |
|   | Black or African American                 | 1          | 2          | 7          | 1         | 11         | 2          | 3          | 5          | 3         | 13         | 1          | 5          | 6          | 2         | 14         | 2          | 6          | 6          | 3         | 17         | 3          | 8          | 7          | 2         | 20         |
|   | Native Hawaiian or Other Pacific Islander |            |            |            |           |            |            |            |            |           |            |            |            |            |           |            |            |            |            |           |            |            |            |            |           |            |
|   | Two or More Races                         |            |            | 4          |           | 4          |            |            | 5          |           | 5          |            | 1          | 5          | 1         | 7          |            | 1          | 6          | 1         | 8          |            | 3          | 6          | 1         | 10         |
|   | Unknown                                   | 7          | 10         | 25         | 4         | 46         | 7          | 13         | 24         | 4         | 48         | 5          | 10         | 15         | 2         | 32         | 2          | 2          | 1          | 1         | 6          | 2          | 2          | 2          |           | 6          |
| White   |   | 131        | 116        | 223        | 17        | 487        | 132        | 119        | 248        | 21        | 520        | 131        | 122        | 262        | 21        | 536        | 139        | 140        | 268        | 25        | 572        | 139        | 148        | 280        | 28        | 595        |
| <b>KUMC Male Total</b>                              |   | <b>166</b> | <b>168</b> | <b>308</b> | <b>26</b> | <b>668</b> | <b>166</b> | <b>170</b> | <b>331</b> | <b>34</b> | <b>701</b> | <b>167</b> | <b>172</b> | <b>338</b> | <b>32</b> | <b>709</b> | <b>175</b> | <b>185</b> | <b>340</b> | <b>39</b> | <b>739</b> | <b>179</b> | <b>198</b> | <b>360</b> | <b>36</b> | <b>773</b> |
| <i>KUMC Male Non-Resident Aliens</i>                |   |            |            | 26         | 3         | 29         |            | 4          | 29         | 4         | 37         |            | 4          | 24         | 6         | 34         |            | 4          | 30         | 8         | 42         |            | 5          | 29         | 5         | 39         |

\* Data excludes temporary employees, volunteer faculty, and administrators with faculty appointment. Non-resident aliens are not categorized for IPEDS by ethnicity or race.

Abbreviations: PRF = Full Professor, ASC = Associate Professor, AST = Assistant Professor, OTH = Instructor/Other



May 1, 2020

Dear Kansas Board of Regents, Council of Presidents,

Thank you for the opportunity to highlight our work in diversity and inclusion at Washburn University. Washburn University was founded in 1865 as Lincoln College, on the principles of diversity and inclusion. Lincoln College admitted all students without regard to race or gender. Today, our student body has grown significantly more diverse. Currently, 32% of Washburn Students identify as members of historically marginalized groups. Specifically, Washburn University's enrollment of students who identify as Latinx and African American has steadily increased over the previous four and five years.

Currently, 48% of Washburn Students identify as first generation students and more than 80% of Washburn Students work full or part-time to pay for their education. Our diverse student body is more challenging, but, we remain committed to meeting the needs of all of our students and committed to enhancing our efforts to improve diversity, inclusion and overall institutional excellence.

The Washburn University Division of Student Life created the Office of University Diversity and Inclusion in the Fall of 2016 to provide services and support to our changing student body. The Office leads the University's effort to enhance diversity and inclusion by providing student services, including academic accommodations, military education certifications, mentoring multicultural student organizations and implementing diversity programs. As Director of University Diversity and Inclusion, I work with campus partners to address issues related to the University's core value of Inclusion. I have developed community programs with many community partners, including the Brown v. Board of Education National Historic Site, the Topeka Girls and Boys Club and USD 501 Schools. The programs I have initiated with USD 501 middle schools are now integral to our multicultural recruitment and retention effort.

I am also a part of the university leadership team formed to continually address issues, recommend policy and provide leadership in the University's overall drive towards greater diversity and inclusion. Our leadership team has recently concluded a campus-wide climate survey, a review of innovative approaches to address campus bias and the creation of multicultural student engagement center that will serve as an Intersectional learning space.

My campus and community leadership specifically includes the following:

Providing Accommodations 200 – Registered Students with Academic Disability  
Accommodations (per semester)

Completing Certifications 225 – Military Education Benefit Certifications (per semester)

Hosting and Sponsoring Diversity Workshops, Speakers, Presentations and Events, including:

WUBASH – Welcome back neighborhood event

Latin Night

Understanding Faith Series - Islam, Buddhism, Judaism, Voodoo, Santeria, Unitarian

Trans-student Empowerment Conference

It's a Greek Thing Step Show

Tim Wise, KTWU – Minds that Matter Lecture

Ta'Nehisi Coates Community Lecture

During the fall 2020, the Office of Diversity and Inclusion will lead the University efforts to further demonstrate its commitment through the opening of the Washburn University Student Intersectional Learning Space. The proposed space will be open to all students and host programs and activities to create and foster an inclusive campus community that respects and embraces intersectional identities.

The Washburn Intersectional Learning Space will provide student-centered support for multicultural student organizations and students identified as historically marginalized. Support will be provided through multicultural and intersectional learning opportunities designed to enhance students' academic success, retention, ability to communicate with empathy, inclusive leadership skills and respect for cultural differences.

I look forward to identifying new and innovative approaches to engaging our students and the campus community. I look forward to working with my colleagues at the Kansas Regents institutions to collaborate and to enhance our commitment to excellence and inclusion at all Kansas public institutions of higher learning.

Sincerely,

*Danielle Dempsey-Swopes*

Danielle Dempsey-Swopes, JD  
Washburn University  
Director, University Diversity and Inclusion

Washburn University | 1700 College Ave | 105 Morgan Hall  
Topeka, KS 66621  
785-670-1629  
[dds@washburn.edu](mailto:dds@washburn.edu)

## Washburn University Demographic Information

| <b>Washburn University Student Headcounts by Race/Ethnicity Categories Fall 2015 - Fall 2019</b> |                  |                  |                  |                  |                  |
|--|------------------|------------------|------------------|------------------|------------------|
| <b>Student Headcounts by Race/Ethnicity</b>  |                  |                  |                  |                  |                  |
|  | <b>Fall 2015</b> | <b>Fall 2016</b> | <b>Fall 2017</b> | <b>Fall 2018</b> | <b>Fall 2019</b> |
| American Indian  | 36               | 36               | 44               | 41               | 36               |
| Asian  | 80               | 76               | 74               | 89               | 76               |
| Black or AF Amer   | 328              | 339              | 376              | 386              | 352              |
| Hispanic/Latino  | 451              | 578              | 683              | 674              | 631              |
| Two or More Races  | 242              | 261              | 298              | 269              | 262              |
| International  | 299              | 283              | 259              | 246              | 220              |

| <b>Faculty Headcounts by Race/Ethnicity and Full-time/Part-time Status</b> |                  |           |                  |           |                  |           |                  |           |                  |           |
|--|------------------|-----------|------------------|-----------|------------------|-----------|------------------|-----------|------------------|-----------|
|  | <b>Fall 2015</b> |           | <b>Fall 2016</b> |           | <b>Fall 2017</b> |           | <b>Fall 2018</b> |           | <b>Fall 2019</b> |           |
|  | <b>FT</b>        | <b>PT</b> | <b>FT</b>        | <b>PT</b> | <b>FT</b>        | <b>PT</b> | <b>FT</b>        | <b>PT</b> | <b>FT</b>        | <b>PT</b> |
| American Indian  | 2                | 2         | 2                | 1         | 2                | 2         | 1                | 1         | 1                | 1         |
| Asian  | 13               | 8         | 3                | 6         | 2                | 6         | 10               | 3         | 2                | 2         |
| Black or AF Amer   | 7                | 10        | 4                | 9         | 5                | 9         | 3                | 9         | 7                | 8         |
| Hispanic/Latino  | 13               | 5         | 11               | 5         | 8                | 8         | 9                | 7         | 10               | 9         |



May 12, 2020

Kansas Board of Regents  
1000 SW Jackson Street, Suite 520  
Topeka, KS 66612-1368

Dear Kansas Board of Regents and Council of Presidents:

For 124 years, Wichita State University has been an essential educational, cultural and economic driver for Kansas and the greater public good. In 2015, Wichita State University formalized the Chief Diversity Officer role and I respectfully serve in this position. In 2017, the Division of Diversity and Community Engagement was established which led to the honor of lifetime of being appointed the first African American female vice president in the history of the university in addition to serving as Chief Diversity Officer. This distinct honor and recognition carry significant responsibility and I am proud and thankful for this opportunity.

The Division of Diversity and Community Engagement promotes the university strategic plan goal of inclusive excellence to ensure Wichita State University is a campus that reflects and promotes – in all community members – the evolving diversity of society. The Division of Diversity and Community Engagement collaborates with campus departments including the Office of Diversity and Inclusion to foster dynamic learning environments, academic support, recruitment and outreach programs to advance the university-wide responsibility of diversity, equity and inclusive excellence.

The evolving diversity of the student body at Wichita State University affords us an opportunity to enhance the university community in meaningful ways. In the 2019-2020 academic year, Wichita State University served 16,058 undergraduate and graduate students. Of students served, 45 percent of undergraduate and 17 percent of graduate students were first-generation college students. While 57 percent of students identify as White non-Hispanic, Wichita State University has an ever-growing racially diverse student population which includes 13 percent Hispanic, 6 percent Black non-Hispanic, 7 percent Asian non-Hispanic students. In addition, the majority of students are female which is reflected in enrollment with 55 percent of undergraduate and 58 percent of graduate students served. These demographics highlight now more than ever the significance of acknowledging, understanding and advancing inclusive excellence. With this understanding, Wichita State University leadership has expressed a commitment to Wichita State faculty and staff reflect the student population.

We are living and learning to provide higher education in unprecedented times. Throughout the COVID-19 pandemic, the Division of Diversity and Community Engagement staff have responded to needs of our underserved students by providing academic support, emergency student loans, and providing targeted follow-up with underrepresented students including

military, veterans and dependents. We have also fostered partnerships with first responders including medical and safety professionals through recognition and support of their heroic and selfless acts of courage. Our institutional outcomes are strengthened as we prioritize our Kansas Board of Regents inclusive excellence goals which include:

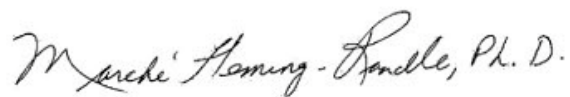
- Collaborate with secondary educational institutions and community organizations to ensure that there is a well-prepared pre-college pipeline of students from underserved backgrounds.
- Engage and foster relationships with alumni, stakeholders, and friends of diversity to build upon endowments and scholarship opportunities.
- Continue to build a welcoming and supportive campus climate for students, faculty and staff through Faculty Advancement, Institutional Research, and Faculty and Staff Affinity Groups.

At Wichita State University, I am committed to strengthening the social fabric of society which can only be achieved through advancing diversity, equity and inclusive excellence.

Wichita State University faculty, staff, students and community partners demonstrate support through the President's Diversity Council, which is a university-wide initiative, to monitor the university campus climate and identify solutions to persistent challenges. Over the past several years, President's Diversity Council members have worked tirelessly to educate faculty, staff and students regarding the dimensions of a positive campus culture, review university processes for equity and enculturate diversity, equity and inclusive excellence as a part of Wichita State strategic values.

To further solidify our commitment, Wichita State staff are in the process of finalizing a university-wide strategic diversity plan in response to the recent results from the university climate survey and other related process and system issues to move Wichita State University to the next level. I look forward to identifying new and innovative approaches to engage community leaders, faculty, staff and students in unique dialogue that leads to more inclusive policies, processes and procedures. Thank you to my fellow colleagues and I am excited about our shared commitment to elevate inclusive excellence at all Kansas public institutions of higher learning.

Sincerely,



Marché Fleming-Randle, Ph.D.  
Vice President for Diversity and Community Engagement  
Wichita State University



## Wichita State University Demographic Information

Wichita State University captures demographic data of students, faculty and staff from myriad sources. For this report, data is sourced from the Wichita State University’s Office of Planning and Analysis, Kansas Board of Regents, Hanover Research Group Climate Survey, Office of Diversity and Inclusion LGBTQ Student Climate Survey and the U.S. Census. For this purpose, data between 1980 to 2019 academic year are utilized as the framework for the landscape for this diversity, equity and inclusion (DEI) overview.

Wichita State University leadership recognize that diversity, equity and inclusion are a part of an ecosystem within higher education which requires a multi-faceted approach to understand the underlying systemic undercurrents that impact campus climate. As such, a comprehensive look at data is always necessary to organize and manage strategic change. This brief overview captures several key data points pertaining to DEI indicators through race/ethnicity, sex-type, sexual orientation underrepresented minority status, first-generation, military status, and employee type.

Wichita State University is located in the largest Metropolitan Statistical Areas in the state, Sedgwick County. In 2019, there is an estimated population of 640,218 in the Sedgwick County Metropolitan Area (MSA). Since 2010, the MSA population has increased 16,331 or 2.6 percent during this time. This ongoing population growth provides context for the local population available that the university serves.

Since 2015, the overall headcount for Wichita State University has grown 7 percent and this positive growth is partially attributed to expanding the growing racially and ethnically diverse student population. Wichita State University has been fortunate to experience sustained enrollment and retention as some colleges and universities are challenged in this area.

| <b>Kansas Board of Regents State Universities</b>             |              |              |              |              |              |               |                |
|---|--------------|--------------|--------------|--------------|--------------|---------------|----------------|
| Fall Preliminary (20th Day) Enrollment Summary for: Headcount |              |              |              |              |              |               |                |
| Fall Calendar Years 2014 - 2019                               |              |              |              |              |              |               |                |
| Institution   | 2015         | 2016         | 2017         | 2018         | 2019         | 1 Year Chg    | 5 Year Chg     |
| Emporia State University                                      | 6094         | 5887         | 5732         | 5796         | 5877         | 0.014         | -0.0388        |
| Fort Hays State University                                    | 14210        | 14658        | 15100        | 15523        | 15908        | 0.0248        | 0.1507         |
| Kansas State University*                                      | 23678        | 23318        | 22343        | 21758        | 21252        | -0.0233       | -0.1251        |
| Kansas State University-Veterinary Medicine*                  | 468          | 461          | 452          | 463          | 467          | 0.0086        | -0.0189        |
| Pittsburg State University                                    | 7244         | 7102         | 6907         | 6625         | 6645         | 0.003         | -0.1115        |
| University of Kansas  | 24708        | 24892        | 24891        | 24815        | 24629        | -0.0075       | 0.0007         |
| University of Kansas Medical Center                           | 3383         | 3509         | 3556         | 3695         | 3794         | 0.0268        | 0.1255         |
| Wichita State University                                      | 14495        | 14474        | 15081        | 15784        | 16058        | 0.0174        | 0.0703         |
| <b>Total</b>  | <b>94280</b> | <b>94301</b> | <b>94062</b> | <b>94459</b> | <b>94630</b> | <b>0.0018</b> | <b>-0.0057</b> |

At Wichita State, the first-generation student population has grown. Nearly half of undergraduate students since 2015 identify as first-generation college students. Wichita State University defines first-generation college students using the federally defined language adopted for TRIO programs which indicates first-generation students are from families where their biological parents did not complete a four-year college degree. As a large population within the university, Wichita State

| Undergraduate Degree-Seeking Students Enrolled at Fall Census |        |        |        |        |        |
|---|--------|--------|--------|--------|--------|
| Year of Fall Census   |        |        |        |        |        |
| dimensions:   | 2015   | 2016   | 2017   | 2018   | 2019   |
| total   | 11,060 | 11,037 | 10,970 | 11,148 | 11,204 |
| non first generation  | 6,261  | 6,213  | 6,085  | 6,122  | 6,212  |
| first generation  | 4,799  | 4,824  | 4,885  | 5,026  | 4,992  |
| % first generation  | 43.4%  | 43.7%  | 44.5%  | 45.1%  | 44.6%  |

University pursued and received the First-gen Forward designation for targeted efforts to support this population.

While undergraduate numbers for first-generation students are significant, only 17 percent of graduate students at Wichita State are graduate students and this represents an opportunity for future growth. To support

| Graduate Degree-Seeking Students Enrolled at Fall Census |       |       |       |       |       |
|--|-------|-------|-------|-------|-------|
| Year of Fall Census                                      |       |       |       |       |       |
| dimensions:  | 2015  | 2016  | 2017  | 2018  | 2019  |
| total  | 2,797 | 2,645 | 2,677 | 2,772 | 2,835 |
| non first generation                                     | 2,428 | 2,249 | 2,243 | 2,349 | 2,365 |
| first generation   | 369   | 396   | 434   | 423   | 470   |
| % first generation                                       | 13.2% | 15.0% | 16.2% | 15.3% | 16.6% |

growth in this area, Wichita State plans to increase opportunities for graduate students which will create opportunities for employment to reduce the concerns pertaining to affordability. As Wichita State learns more about the first-generation population, a first-generation faculty and staff affinity group is being explored with goal of providing opportunities to build connections between faculty, staff and students around the first-generation relationship.

Wichita State University has an active military, veteran and dependent community as evidenced by the increased enrollment in the below. Since 2007, the unique military head count increased from 292 to 984, a 237 percent increase.

| Military Related Students Enrolled at Fall Census              |      |      |      |      |      |      |      |      |      |      |      |      |      |
|--|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Military Type:   | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| All Military related (unique headcount)                        | 292  | 236  | 427  | 510  | 503  | 559  | 615  | 673  | 836  | 902  | 971  | 932  | 984  |
| (students can be counted multiple times across military types) |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Military non-dependent   | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | 654  | 718  | 723  | 770  | 736  | 780  |
| Veteran  | 230  | 185  | 371  | 440  | 453  | 490  | 544  | 578  | 645  | 662  | 720  | 703  | 717  |
| Active Duty (incl ROTC)  | 91   | 91   | 104  | 107  | 82   | 123  | 123  | 125  | 281  | 286  | 294  | 277  | 328  |
| ROTC   | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | 0    | 0    | 0    | 0    | 0    | 11   |
| Veteran dependent  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | 24   | 157  | 261  | 317  | 321  | 356  |
| Active Duty dependent  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | 0    | 50   | 83   | 80   | 64   | 69   |

Military, veteran and dependent students represent a diverse student body with 23.5 percent of active duty and 24.7 percent of veteran students. The diversity within this group is greater than the general student population.

| Percent Underrepresented Minority* |                     |       |       |       |        |       |       |       |       |       |  |
|------------------------------------|---------------------|-------|-------|-------|--------|-------|-------|-------|-------|-------|--|
| Type:                              | Year of Fall Census |       |       |       |        |       |       |       |       |       |  |
|                                    | 2010                | 2011  | 2012  | 2013  | 2014   | 2015  | 2016  | 2017  | 2018  | 2019  |  |
| University                         | 13.6%               | 14.7% | 15.4% | 14.9% | 15.5%  | 15.7% | 16.6% | 17.7% | 18.1% | 18.7% |  |
| Military related                   | 17.6%               | 17.3% | 17.0% | 16.3% | 19.7%  | 19.3% | 22.0% | 23.5% | 22.8% | 23.1% |  |
| active duty                        | 23.4%               | 22.0% | 19.0% | 16.4% | 22.1%  | 20.7% | 23.5% | 23.8% | 24.4% | 23.5% |  |
| veteran                            | 16.0%               | 16.3% | 16.5% | 16.3% | 18.3%  | 18.1% | 20.3% | 24.5% | 22.9% | 24.7% |  |
| dependents                         | n/a                 | n/a   | n/a   | n/a   | 0.4211 | 20.3% | 23.7% | 20.9% | 20.1% | 18.8% |  |

\*Underrepresented minorities include American Indian/Alaskan Native, Black non-Hispanic, Hawaiian & Hispanic.

Wichita State University recognizes the military, veterans and dependents as a fast-growing population; however, data for first responders has never been tracked. As result, Wichita State is in the process of assessing ways to collect and track data for first responders and also establishing potential affinity groups to military, veteran and first-responders receive the appropriate support across campus.

In addition, Wichita State is also proud to report the number of female students in both undergraduate and graduate programs. Within the overall student population, female students comprise 55.6 percent of the student population and percent of male students has continued to decrease. This year, female students comprise approximately 58 percent of graduate students.

| Dimension: | Sex-type of Students by Year on Fall Census |       |       |       |       |       |       |       |       | diff         |       |              |              |              | percentage change of selected periods |       |  |  |
|------------|---|-------|-------|-------|-------|-------|-------|-------|-------|--------------|-------|--------------|--------------|--------------|---------------------------------------|-------|--|--|
|            | 1980  | 1990  | 2000  | 2010  | 2015  | 2016  | 2017  | 2018  | 2019  | 2018 to 2019 |       | 1980 to 2019 | 2000 to 2019 | 2010 to 2019 | 2015 to 2019                          |       |  |  |
|            | All % female                                | 50.5% | 53.2% | 56.1% | 54.3% | 52.5% | 53.3% | 54.4% | 54.7% | 55.6%        | 294   | 3.4%         | 6.2%         | 7.3%         | 10.9%                                 | 17.3% |  |  |
| female     | 8,398                                       | 8,873 | 8,314 | 8,045 | 7,603 | 7,717 | 8,206 | 8,627 | 8,921 | -20          | -0.3% | -13.2%       | 9.9%         | 5.6%         | 3.6%                                  |       |  |  |
| male       | 8,219                                       | 7,794 | 6,496 | 6,761 | 6,892 | 6,757 | 6,875 | 7,157 | 7,137 |              |       |              |              |              |                                       |       |  |  |

| Dimension:               | Year of Fall Semester Census |       |       |       |       |
|--------------------------|------------------------------|-------|-------|-------|-------|
|                          | 2015                         | 2016  | 2017  | 2018  | 2019  |
| <b>Undergraduate:</b>    |                              |       |       |       |       |
| percent female           | 53.0%                        | 53.0% | 54.0% | 55.0% | 55.0% |
| percent male             | 47.0%                        | 47.0% | 46.0% | 45.0% | 45.0% |
| <b>Graduate:</b>         |                              |       |       |       |       |
| percent female           | 52.0%                        | 53.0% | 56.0% | 54.0% | 58.0% |
| percent male             | 48.0%                        | 47.0% | 44.0% | 46.0% | 42.0% |
| percent first generation | 13.0%                        | 15.0% | 16.0% | 15.0% | 17.0% |

In addition to female students, Wichita State has a significant number of female staff and a growing number of faculty. Wichita State has 2,682 employees and female employees comprise almost 55 percent of employees. In addition, Wichita State has appointed several females to key leadership

| Percent Female Among Employed Staff |                    |       |       |       |
|-------------------------------------|--------------------|-------|-------|-------|
| Employee Type:                      | As of November 1st |       |       |       |
|                                     | 2016               | 2017  | 2018  | 2019  |
| Total                               | 53.6%              | 53.5% | 54.1% | 54.6% |
| faculty tenure                      | 35.6%              | 35.0% | 37.1% | 38.2% |
| faculty non tenure                  | 68.4%              | 66.9% | 67.6% | 67.9% |
| lectures                            | 62.3%              | 64.2% | 63.4% | 64.0% |
| unclassified prof                   | 57.6%              | 57.4% | 56.9% | 57.4% |
| classified staff                    | 46.4%              | 43.6% | 44.6% | 41.6% |

positions including College Deans and Assistant and Associate Vice President positions. Wichita State staff are exploring the female population by college and degree type to increase the number females involved in areas where females are historically underrepresented.

Wichita State also has several opportunities for women through affinity groups such as Women in Public Service, Women of Wichita State University and specialty groups by training. All of these opportunities have been developed to promote equity and a positive campus climate.

As the female percentage of students as grown, the racial and ethnic diversity of the students has also grown. From 2010-2019, the percentage of underrepresented minority students has nearly doubled with a 48 percent increase and the number of students has increased from 1,959 to 2,895 students. This increase in under-represented minority students provides an indication regarding

| Dimension: | Under-represented Minority Status of Students by Year on Fall Census |       |       |       |       |       |       |       |       | diff         |      |              |              |              | percentage change of selected periods |       |  |  |
|------------|--|-------|-------|-------|-------|-------|-------|-------|-------|--------------|------|--------------|--------------|--------------|---------------------------------------|-------|--|--|
|            | 1980   | 1990  | 2000  | 2010  | 2015  | 2016  | 2017  | 2018  | 2019  | 2018 to 2019 |      | 1980 to 2019 | 2000 to 2019 | 2010 to 2019 | 2015 to 2019                          |       |  |  |
|            | All student URM  | 1,431 | 1,395 | 1,544 | 1,959 | 2,213 | 2,343 | 2,633 | 2,815 | 2,895        | 80   | 2.8%         | 102.3%       | 87.5%        | 47.8%                                 | 30.8% |  |  |
| % URM      | 8.6%   | 8.4%  | 10.4% | 13.2% | 15.3% | 16.2% | 17.5% | 17.8% | 18.0% | 0.2%         | 9.4% | 7.6%         | 4.8%         | 2.8%         |                                       |       |  |  |

the accessibility of public education but also changing demographics of university community. According to the U.S. Census, the majority of Sedgwick County residents identify as White, non-

Hispanic which comprise 68 percent of the community however; there is a growing number of residents in the Hispanic and Latino identifying community which is 15 percent while Black/African-American residents comprise 9 percent and residents identifying as Asian comprise 5 percent of the Sedgwick County community. As Wichita State staff attempt to mirror the diversity of the community on campus, it is important to understand the demographic landscape of the community and nuances between race and ethnicity.

Of undergraduate and graduate students, White non-Hispanic students are the majority population with 57 percent. Over the past five years, the number of White non-Hispanic students the number has steadily declined from 63 percent over the past five years. Conversely, the number of underrepresented minority students has steadily increased.

| Dimension:                 | Year of Fall Semester Census |       |       |       |       |
|----------------------------|------------------------------|-------|-------|-------|-------|
|                            | 2015                         | 2016  | 2017  | 2018  | 2019  |
| <b>Undergraduate</b>       |                              |       |       |       |       |
| Race/Ethnicity: total      | 100%                         | 100%  | 100%  | 100%  | 100%  |
| Amer Ind & Alaskan Native  | 0.7%                         | 0.7%  | 0.6%  | 0.7%  | 0.6%  |
| Asian non-Hispanic         | 7.0%                         | 7.0%  | 6.7%  | 6.6%  | 6.6%  |
| Black non-Hispanic         | 5.5%                         | 5.6%  | 5.8%  | 6.1%  | 5.9%  |
| Hawaiian                   | 0.1%                         | 0.1%  | 0.1%  | 0.1%  | 0.1%  |
| Hispanic                   | 10.3%                        | 11.0% | 12.1% | 12.1% | 12.6% |
| White non-Hispanic         | 62.8%                        | 61.2% | 59.3% | 58.3% | 56.7% |
| multiple race non-Hispanic | 3.6%                         | 4.0%  | 4.5%  | 4.2%  | 4.4%  |
| missing                    | 2.8%                         | 2.6%  | 2.7%  | 3.1%  | 3.4%  |
| International              | 7.3%                         | 7.8%  | 8.0%  | 9.0%  | 9.7%  |
| <b>Graduate:</b>           |                              |       |       |       |       |
| Race/Ethnicity: total      | 100%                         | 100%  | 100%  | 100%  | 100%  |
| Amer Ind & Alaskan Native  | 0.5%                         | 0.5%  | 0.6%  | 0.8%  | 0.8%  |
| Asian non-Hispanic         | 3.9%                         | 4.2%  | 4.4%  | 3.9%  | 3.9%  |
| Black non-Hispanic         | 4.2%                         | 4.3%  | 5.0%  | 5.1%  | 4.8%  |
| Hawaiian                   | 0.1%                         | 0.1%  | 0.1%  | 0.0%  | 0.1%  |
| Hispanic                   | 5.2%                         | 6.0%  | 6.4%  | 7.1%  | 6.8%  |
| White non-Hispanic         | 55.3%                        | 58.9% | 59.3% | 62.1% | 62.5% |
| multiple race non-Hispanic | 2.1%                         | 2.1%  | 2.2%  | 2.2%  | 2.2%  |
| missing                    | 2.9%                         | 2.3%  | 2.3%  | 2.0%  | 2.3%  |
| International              | 25.7%                        | 21.7% | 19.8% | 16.9% | 16.6% |

Of all underrepresented undergraduate groups, Hispanic students are the fastest growing student population with a steady increase from 10.3 percent to 12.6 percent. While the Hispanic student population has grown, the Black non-Hispanic student population has slightly increased from 5.5 percent to 5.9 percent but is slightly decreased from the 2018 high of 6.1 percent. In addition to Hispanic and Black non-Hispanic undergraduate students, Asian non-Hispanic students represent the third largest minority group on campus with 6.6 percent which is a slight decrease from 7 percent in 2015 and this demonstrates that overall the stability or growth in majority of underrepresented student groups.

Although the percentages are different, Hispanic, Black non-Hispanic and Asian non-Hispanic students are the most populous of the underrepresented student population within the graduate population. One area of concern pertains to the steady decline of international students attending

graduate school which have decreased from 25.7 percent to 16.6 percent. There are myriad factors that that influenced this decline, and this represents affords the university an opportunity grows this student population.

As a part of the university strategic plan efforts, one of the goals to ensure the faculty and staff reflect the student population. Although the number and percentage of faculty and staff have increased, the race/ethnicity of staff do not mirror the evolving diversity of society. Although the percentage of Hispanic students has increased from 12.6 percent of the student population, Hispanic faculty and staff only comprise 6.11 percent of the employee population. The percentage of Hispanic employees has increased from 4.38 percent to 6.11 percent since 2016 however; this far below the rate of increase necessary to achieve parity.

| Race/Ethnicity of All Employees |       |        |       |        |       |        |       |        |
|---------------------------------|-------|--------|-------|--------|-------|--------|-------|--------|
| Race/Ethnicity                  | 2016  |        | 2017  |        | 2018  |        | 2019  |        |
| <b>All Employees</b>            | 2,444 | %      | 2,463 | %      | 2,620 | %      | 2,682 | %      |
| Amer Ind & Alaskan Native       | 13    | 0.53%  | 13    | 0.53%  | 18    | 0.69%  | 16    | 0.60%  |
| Asian non-Hispanic              | 158   | 6.46%  | 160   | 6.50%  | 161   | 6.15%  | 160   | 5.97%  |
| Black non-Hispanic              | 171   | 7.00%  | 171   | 6.94%  | 180   | 6.87%  | 188   | 7.01%  |
| Hawaiian                        | 0     | 0.00%  | 0     | 0.00%  | 0     | 0.00%  | 0     | 0.00%  |
| Hispanic                        | 107   | 4.38%  | 127   | 5.16%  | 139   | 5.31%  | 164   | 6.11%  |
| White non-Hispanic              | 1,905 | 77.95% | 1,901 | 77.18% | 1,978 | 75.50% | 1,988 | 74.12% |
| Multiple Race Non-Hispanic      | 23    | 0.94%  | 22    | 0.89%  | 32    | 1.22%  | 37    | 1.38%  |
| International                   | 61    | 2.50%  | 60    | 2.44%  | 77    | 2.94%  | 86    | 3.21%  |
| Missing                         | 6     | 0.25%  | 9     | 0.37%  | 35    | 1.34%  | 43    | 1.60%  |

Diversifying the racial/ethnicity of tenured and non-tenured faculty is an opportunity for growth. The rate of hiring minority faculty lags behind the rate of growth of minority students. While the percent of Asian faculty exceeds the student population with 18 percent of tenured faculty, Hispanic and Black non-Hispanic comprise four percent of total tenured faculty with two percent representing each race and ethnicity. In addition, the percent of international faculty also lags the student population as well and some minority groups have no representation who are tenured faculty.

| Race/Ethnicity of Tenure Faculty |            |             |            |             |            |          |            |             |
|----------------------------------|------------|-------------|------------|-------------|------------|----------|------------|-------------|
| As of November 1st               |            |             |            |             |            |          |            |             |
| Race/Ethnicity                   | 2016       |             | 2017       |             | 2018       |          | 2019       |             |
| <b>Faculty Tenure Track</b>      |            |             |            |             |            |          |            |             |
| <b>Total</b>                     | <b>382</b> | <b>100%</b> | <b>363</b> | <b>100%</b> | <b>379</b> | <b>1</b> | <b>386</b> | <b>100%</b> |
| Amer Ind & Alaskan Native        | 1          | 0%          | 1          | 0%          | 1          | 0%       | 1          | 0%          |
| Asian non-Hispanic               | 63         | 16%         | 66         | 18%         | 66         | 17%      | 68         | 18%         |
| Black non-Hispanic               | 9          | 2%          | 8          | 2%          | 7          | 2%       | 9          | 2%          |
| Hawaiian                         | 0          | 0%          | 0          | 0%          | 0          | 0%       | 0          | 0%          |
| Hispanic                         | 6          | 2%          | 5          | 1%          | 6          | 2%       | 8          | 2%          |
| White non-Hispanic               | 283        | 74%         | 269        | 74%         | 273        | 72%      | 266        | 69%         |
| multiple race non-Hispanic       | 1          | 0%          | 1          | 0%          | 1          | 0%       | 1          | 0%          |
| International                    | 18         | 5%          | 11         | 3%          | 17         | 4%       | 24         | 6%          |
| Missing                          | 1          | 0%          | 2          | 1%          | 8          | 2%       | 9          | 2%          |

While tenured minority faculty are underrepresented, there is an even greater disparity in non-tenured faculty diversity. With 85 percent of non-tenure faculty, White non-Hispanic are overrepresented and exceed both the percentage pertaining to the number of students in addition to the greater Sedgwick County population. One note to highlight is the percentage of Hispanic non-tenured faculty is significantly greater at 6 percent than 2 percent of tenured faculty. In addition, Asian non-Hispanic and Black non-Hispanic faculty are still significantly underrepresented with only 3 percent of the total of non-tenured faculty. University leadership has indicated diversity, equity and inclusion are an institutional priority and staff are identifying strategies to enhance recruitment and retention of underrepresented staff.

| <b>Race/Ethnicity of Non-Tenure Faculty</b> |                    |             |            |             |            |             |            |             |
|---|--------------------|-------------|------------|-------------|------------|-------------|------------|-------------|
|   | As of November 1st |             |            |             |            |             |            |             |
| Race/Ethnicity                              | 2016               |             | 2017       |             | 2018       |             | 2019       |             |
| <b>Faculty Non-Tenure track</b>             |                    |             |            |             |            |             |            |             |
| <b>Total</b>                                | <b>156</b>         | <b>100%</b> | <b>159</b> | <b>100%</b> | <b>174</b> | <b>100%</b> | <b>185</b> | <b>100%</b> |
| Amer Ind & Alaskan Native                   | 1                  | 1%          | 0          | 0%          | 0          | 0%          | 0          | 0%          |
| Asian non-Hispanic                          | 5                  | 3%          | 6          | 4%          | 5          | 3%          | 6          | 3%          |
| Black non-Hispanic                          | 4                  | 3%          | 4          | 3%          | 5          | 3%          | 6          | 3%          |
| Hawaiian                                    | 0                  | 0%          | 0          | 0%          | 0          | 0%          | 0          | 0%          |
| Hispanic                                    | 9                  | 6%          | 12         | 8%          | 12         | 7%          | 11         | 6%          |
| White non-Hispanic                          | 134                | 86%         | 134        | 84%         | 146        | 84%         | 158        | 85%         |
| multiple race non-Hispanic                  | 0                  | 0%          | 1          | 1%          | 1          | 1%          | 0          | 0%          |
| International                               | 2                  | 1%          | 2          | 1%          | 4          | 2%          | 4          | 2%          |
| missing                                     | 1                  | 1%          | 0          | 0%          | 1          | 1%          | 0          | 0%          |

In addition to race/ethnicity on campus, Wichita State staff continue to explore the aspects by which faculty and staff can safely identify their sexual orientation. Recently, the Office of Diversity and Inclusion completed a survey which included 43 respondents. A sample of 43 LGBTQ+ participants self-identified their sexual orientation, gender identity, racial/ethnic identity, student classification, and first-generation status. These respondents identified Wichita State University as place with resources to support the LGBTQ community, but the following would promote future growth:

- Comprehensive, straightforward institutional policies to adequately address concerns regarding facilities, identification, housing;
- University faculty and staff that respond to concerns and experiences in a competent, culturally sensitive manner;
- Awareness of programming, resources, supports, and financial aid opportunities offered at Wichita State University.

Wichita State University leadership and staff have identified improved systemic and organizational demographic as institutional priorities. Diversity, equity and inclusion for the LGBTQ community is an area for growth. In conclusion, Wichita State University leadership recognize that diversity, equity and inclusion are a part of an ecosystem within higher education which requires a multi-faceted approach to understand the underlying systemic undercurrents that impact campus climate.

## Diversity Equity and Inclusion “Better” Practices

| <b>DE&amp;I “Better” Practices</b>  | <b>DE&amp;I Success Indicators</b>   |
|---|--|
| <p><b>I. Beyond the Business Case Discussion</b></p> <ul style="list-style-type: none"> <li>○ Establish C-Level importance, bottom-line results, and institutional performance indicators.</li> <li>○ Ask for and challenge the business case for maintaining a heterogeneous campus.</li> <li>○ Pursue Inclusion with Purpose</li> </ul> <p><b>II. Identify and Challenge Systemic Barriers</b></p> <ul style="list-style-type: none"> <li>○ Conduct campus-wide bias and discrimination audits.</li> <li>○ “Take Ownership” in the impact of systemic processes and exclusionary behavioral patterns.</li> </ul> <p><b>III. Close the Impact Gap: Move from Intent to Impact</b></p> <ul style="list-style-type: none"> <li>○ Reimagine Institutional “Fit” for Inclusion</li> <li>○ Plan Intentional outreach efforts in admissions, hiring, and diverse talent development</li> <li>○ Reward Transformative Culture Transformation outcomes (Values, Beliefs, Traditions)</li> <li>○ Establish a Sense of Belonging</li> </ul> <p><b>IV. Measure What Matters</b></p> <ul style="list-style-type: none"> <li>○ Inclusive Pedagogies &amp; Practices</li> <li>○ Identify Different Institutional Experiences &amp; Values</li> </ul> | <p><b>I. Administration &amp; Continuous Improvement</b></p> <ul style="list-style-type: none"> <li>● Unit Action Plans</li> <li>● Unit &amp; Program Data (reporting metrics)</li> <li>● Existing Survey Review</li> <li>● Professional Plan Review</li> </ul> <p><b>II. Student Access &amp; Success</b></p> <ul style="list-style-type: none"> <li>● Student Enrollment Data Review</li> <li>● Student Access &amp; Outreach</li> <li>● Data Collection</li> <li>● Student Engagement &amp; Success</li> <li>● Community Engagement</li> </ul> <p><b>III. Faculty &amp; Staff Success</b></p> <ul style="list-style-type: none"> <li>● Faculty Recruitment &amp; Retention</li> <li>● Professional Development</li> <li>● Goal Identification</li> <li>● Access &amp; Outreach</li> <li>● Professional Development Data, Collection, &amp; Reporting</li> </ul> <p><b>IV. Refining Infrastructure</b></p> <ul style="list-style-type: none"> <li>● Infrastructure Development</li> <li>● Existing Resources</li> <li>● Alternate Resources</li> </ul> |