

The College of Public Health aims to be a champion of diversity, equity and inclusion, in line with our vision ‘to be the catalyst of positive change for population health’. To accomplish our mission, which is ‘to develop health champions, conduct multidisciplinary and applied research, and collaborate with partners to improve health for Kentucky and beyond’, we understand that excellence in teaching, scholarship and practice is not possible without diversity and inclusion. Our greatest and longest lasting contribution to achieving improved population health is through the creation of new knowledge, development of the next generation of well trained professionals, and by fostering an environment in which all members flourish regardless of age, race/ethnicity, gender and gender identity, sexual orientation, socio-economic status, language/culture, national origin, religion, political perspective or disability status. Advancing diversity and inclusive excellence in the college will enable us to live up to our values, promote the common good and achieve greater impact by understanding and promoting a rich variety of perspectives.

This 5-year diversity and inclusive excellence plan serves as a blueprint developed with input from students, staff, faculty members, college administrators and leaders. It reflects our shared aspirations as well as an understanding that considerations of diversity and inclusive excellence must be woven into each and every initiative and strategy, and outlines specific approaches to eliminate barriers to excellence that may disproportionately affect any group of individuals compared with others. Most important to our vision are the students, faculty, and staff who represent a broad diversity of thought, background, ethnicity and perspectives, who find their inspiration through their interactions with each other; these different perspectives, backgrounds, and experiences make us stronger and ensure that we create a climate of success for all who learn and work here

This plan reflects the vision of the Dean and Assistant Dean for Inclusive Excellence at the College of Public Health to create a diverse, inclusive and equitable academic environment and encourages individual and collective action towards this goal at every level.

Institutional Policies

The University of Kentucky is committed to a policy of providing equal employment opportunities to all candidates regardless of economic or social status and will not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, gender identity, gender expression, pregnancy, marital status, genetic information or age. The University does not discriminate against any employee or applicant for employment because of Vietnam-era veteran status, disabled veteran status, or physical or mental disability in regard to any position for which the employee or employment applicant otherwise meets minimum qualifications. The University does not discriminate against any employee or applicant for employment because the individual is a smoker or nonsmoker, as long as the person complies with the University [policy concerning smoking](#). Compliance with Title IX of the Educational Amendments of 1972, which prohibits sex discrimination, and with Title VI of the Civil Rights Act of 1964 is coordinated by the Institutional Equity & Equal Opportunity Office, 13 Main Building, University of Kentucky, Lexington, KY 40506-0032, (859) 257-8927.

In addition to employment, the University of Kentucky is committed to a policy of providing educational opportunities to all qualified students regardless of economic or social status and will not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, gender identity, gender expression, pregnancy, marital status, genetic information, age, veteran status, or physical or mental disability. Compliance with Title IX of the Educational Amendments of 1972, which prohibits sex discrimination, and with Title VI of the Civil Rights Act of 1964 is coordinated by the Equal Opportunity Office, 13 Main Building, University of Kentucky, Lexington, KY 40506-0032, (859) 257-8927.

Our Goals

We are fully committed to increasing diversity, equity and inclusion amongst students, staff and faculty at the University of Kentucky College of Public Health.

Diversity: The concept of diversity is defined as practice of acknowledging, understanding, accepting and valuing differences among people with respect to age, class, race, ethnicity, gender, sexual orientation, disabilities etc. (Esty, 1995). Diversity encompasses acceptance and respect, and requires an understanding of our individual differences and not just a tolerance of those differences, but embracing and celebrating the multiple, potentially overlapping diverse dimensions of each individual

We strongly believe that diversity promotes innovation. The positive influence of racial diversity on complex thinking in college students has been reported in multiple peer-reviewed studies. Antonio et al (2004) showed that among 357 students at three universities, higher proportions of racial and opinion minorities were perceived as contributing to novelty, and had positive effects on integrative complex thinking among students. Among medical students at two large universities, 97% reported having little intercultural contact in childhood but significantly more interactions in medical school (Whitla, 2003), and these interactions with diverse peers were associated with improved educational experience. A recent publication also support the hypothesis that gender diversity improves the quality of scholarship. Campbell et al (2013) observed that peer-reviewed publications with gender-heterogeneous authorship teams received 34% more citations compared with publications by gender-uniform authorship teams, an indicator of higher quality publications. These empirical studies suggest that promoting diversity not only improves representation and fairness, but may also lead to improved educational experiences for students, and a higher quality of scholarship and innovation by faculty.

Equity: The concept of equity involves the creation of opportunities, and elimination of barriers, for historically underrepresented populations to ensure equal access to and participation in programs, professional growth opportunities and resource networks that are capable of closing achievement gaps in educational and career success

We strongly believe that equitable environments foster collaborative success. We are committed to creating an equitable environment by developing practices to eliminate entrenched biases, stereotypes and discrimination through intentional deconstruction of policies, practices, norms and structures that are assumed to be neutral, but in effect, contribute to inequitable outcomes. This requires evaluating outcomes disaggregated by race/ethnicity, socioeconomic status, gender, etc. and recognizing that allocation of

resources must be fair to account for historical and/or systemic shortcomings. Furthermore, we are committed to actively challenging and responding to bias, harassment and discrimination at any level, and to policies and practices that do not discriminate on the basis of age, race/ethnicity, national origin, sexual orientation, disability, etc.

Inclusion: Inclusivity involves the intentional creation of procedures, policies and practices that allows access to and full participation of all stakeholders- students, staff and faculty. An inclusive environment leverages diverse voices and perspectives in order to achieve institutional excellence in research, teaching, and service.

We strongly believe that the inclusion of diverse perspectives promotes institutional excellence. We are committed to pursuing intentional strategies to ensure that the College of Public Health welcomes, respects and celebrates different perspectives, and that each individual has a sense of belonging and inclusion. We recognize the need for strategies that acknowledges and respects cultural differences, learns from diverse perspectives to enhance teaching, scholarship and practice, and practices that create a welcoming community and engages all of our diversity in enhancing the enterprise.

Our Approach

Our approach to inclusive excellence builds on research indicating that success in making excellence inclusive requires synergy within and across organizational systems through the alignment of structures, policies, curricular framework, faculty recruitment and development, resources, symbol and culture (Williams, Berger and McClendon, 2005). We adapted aspects of the Inclusive Excellence Change Model, which promotes organizational change in terms of four key areas: Access and Equity, Campus Climate, Diversity in the Curriculum, as well as Learning and Development. In the current plan, we have aligned the diversity and inclusion goals in our CPH strategic plan with specific actions designed to promote inclusive excellence using this framework, and clearly outline a process of evaluating outcomes from baseline to target goal. The strategies outlined here will continue to be refined and updated based on input from College of Public Health students, staff and faculty over the course of the next year. The Assistant Dean for Inclusive Excellence has attended the CPH staff council meeting and incoming student’s orientation, and plans to meet with department chairs, attend faculty meetings and student organization meetings over the next year. Input and suggestions from these meetings will be incorporated into the plan.



Inclusive Excellence Framework (Williams et al. 2005)

1. Recruitment and retention of minority faculty and staff

- a. Recruitment: Evaluate faculty and staff recruitment procedures to identify and address non-inclusive language and/or practices using best practices to maximize the likelihood that diverse, well-qualified candidates are identified and recruited into the college. Research indicates that introducing a diversity indicator in the job description creates the potential for expanding the role of diversity in faculty searches. Encourage all members of search committee to take the Implicit Bias Test (<https://implicit.harvard.edu/implicit/>), currently mandatory by UK for all search committee members, and incorporate STRIDE (Strategies and Tactics for Recruiting to Increase Diversity and Excellence) best practices in the recruitment process. **(Access & Equity)**
- b. Recruitment: In partnership with the Provost and the University Office of Diversity and Inclusion, utilize UK resources to provide extra incentives and resources for hiring packages of underrepresented minorities in line with industry practices. **(Access & Equity)**
- c. Recruitment: Work closely with college Dean, department chairs and Appointment Promotion and Tenure committee to ensure that experience conducting research in diverse populations, mentoring diverse students, and continued interest in this area are highlighted in evaluating faculty candidate applicants. **(Access & Equity)**
- d. Retention: In partnership with the Dean and University Office of Diversity and Inclusion, create a policy for and funding to provide support for childcare and eldercare for current faculty and staff when attendance is required for professional activities. Such a program may provide a professional caregiver 24 hours a day, 7 days a week, or at a qualified facility, when normal arrangements are disrupted and/or when there is need for short-term care. **(Access & Equity)**
- e. Retention: In partnership with the Dean, department chairs and Appointment Promotion and Tenure committee, identify and implement best practices for including diversity, equity and inclusion related contributions and training in staff and faculty evaluation and performance reviews and to evaluate promotion and tenure procedures to identify and address non-inclusive language and/or practices. **(Diversity in the Curriculum)**
- f. Retention: Work closely with the University Office of Diversity and Inclusion to develop networking and mentoring programs for UK faculty members of color to create opportunities to meet and share experiences and define institutional goals. **(Campus Climate)**

2. Recruitment, retention and support of minority undergraduate and graduate students

- a. Recruitment: Work closely with the CPH Admissions and Student Affairs committee to evaluate student recruitment procedures to ensure inclusiveness and promote recruitment outreach and formal relationships with urban schools in Kentucky and across the country, with a goal of encouraging students to apply to and attend UK. The recruitment and outreach program will target schools in areas such as Atlanta, Louisville, Cincinnati, Chicago, St. Louis, Indianapolis, and Baltimore. **(Access & Equity)**
- b. Recruitment: Graduate student pipeline: Work closely with the CPH Admissions and Student Affairs committee to build a coordinated strategy for cultivating new alliances and enhancing existing partnerships with minority serving institutions nation-wide. Develop an outreach program with Kentucky State University in Frankfort, KY. In addition, convene a working group tasked with developing a Summer Research Opportunity Program for minority and first-generation college students which will provide 6-8 weeks of summer research training with CPH faculty mentors, stipend and housing. This will provide minority and first-generation students exposure to the UK campus, experience in conducting research, and encourage applications to one of the UK CPH programs. **(Access & Equity)**
- c. Retention: First generation student support: In conjunction with University Office of Diversity and Inclusion, provide academic, financial and co-curricular support for students who are first in their family to attend college to eliminate social and/or financial barriers to success at CPH. **(Access & Equity)**
- d. Retention: Engaged learning and co-curricular support: Develop a working group to develop a resource guide, and work closely with University resources to develop and promote a course/program focused on equalizing access to resources, identifying and removing barriers to seeking help, and decreasing barriers to academic and social pursuits for all students, and developing educational and social programs that foster identity and cultural enrichment. **(Campus Climate)**
- e. Retention: Increase capacity and coordination of existing campus initiatives to provide resources for students when incidents of bias occur. This effort will offer support for all students involved in crisis or bias-related incidents, and will increase student communication to raise awareness about available resources and organizations as well as channels for reporting bias incidents. **(Campus Climate)**

3. Promote innovative and inclusive scholarship, teaching and practice

- a. Work with department chairs and faculty to identify all courses focused on diversity and equity in health and associated competencies (Table 1.8.a.v- CPH Strategic Plan). These courses will be highlighted in course schedules, brochures and college website for prospective and current students interested in learning innovative approaches to health equity research. **(Diversity in the Curriculum)**
- b. Work with the Associate Dean for Research on a plan to develop an initiative/center focused on health disparities research in the college of public health. This will provide an avenue for increased collaboration among faculty conducting disparities research within the college, and with faculty at other colleges in the university, and provide opportunities for students to easily identify faculty mentors with expertise in disparities research. The initiative/center will be featured in college website and brochures to highlight ongoing work in the area of disparities in the college. **(Learning and Development)**
- c. Work with the Associate Dean for Research and Student Affairs to promote student research in the area of diversity by: 1) create a separate prize category for student research focused on disparities during the annual CPH Research Day. The prize will be awarded to the top-ranked abstract submitted by a current CPH student focused on disparities, and presented during the CPH Research Day ceremony. 2) Provide a \$500 prize to students whose disparities-focused abstracts are accepted at national conferences. **(Learning and Development)**

4. Create a more collegial, accessible, equitable and inclusive college climate through programs and strategies to promote and celebrate diversity within the college

- a. Bias reporting: Raise awareness about bias reporting and enhance linkage with resources when incidents of bias occur. The Assistant Dean for Inclusive Excellence will attend faculty, staff and student organization meetings periodically to highlight these resources, and a list of available resources will be listed on the Inclusion page of the CPH website. **(Campus Climate)**
- b. Climate survey: In partnership with the Assistant Dean for Strategic Planning and Assessment, conduct an annual college climate survey of students, staff and faculty at CPH will be conducted to evaluate perceptions regarding collegiality, accessibility, equity and inclusion in the college. The anonymous survey will be sent to all current students, faculty and staff, and results will be disaggregated by race, gender, rank, # years in the college. Results will be used to evaluate progress in improving the college climate, and inform changes to current programs or addition of new programs to enhance a positive college climate. **(Campus Climate)**
- c. Online accessibility: Provide web and online accessibility testing service for all college web pages **(Access & Equity)**

- d. Facilities checklist: Develop a working group to develop an inclusive facilities checklist to support a more accessible and inclusive physical environment in the college presently, as well as in the anticipated new CPH building. This will include ensuring that the CPH building contains a private, clean and accessible lactation room with the key available on request at a specified location within the college and ensuring that the CPH building contains a unisex bathroom(**Access & Equity**)
 - e. Diversity Celebration: Activities will include an annual flag ceremony each fall where a flag representing incoming students' country of origin is unveiled and placed prominently in college; monthly staff spotlight highlighting the unique background and contribution of staff members within the college each month; country of interest bulletin highlighting the demographics, unique characteristics and health features of countries represented within the college. These activities will be featured prominently in the college as well as on social media (**Campus Climate**)
- 5. Enhance and promote cultural competency for all staff and faculty through educational, learning and training programs through courses, invited speaker series, and workshops**
- a. Diversity, equity and inclusion training: Provide professional development training opportunities and experiences for managers, faculty and administrators focused on handling diversity, equity and inclusion issues as part of onboarding and continued leadership support. This activity will be developed in collaboration with the University Office of Diversity and Inclusion, as well as the UK Martin Luther King Center. (**Learning and Development**)

UK College of Public Health Inclusive Excellence Plan Scorecard				
Perspective	Goal	Objective	Strategy	Measures
Access & Equity	Recruit and retain diverse faculty, staff and students; and maintain student and staff diversity	To achieve/maintain proportional representation by race and gender among faculty and staff, and by race/gender/socioeconomic status (first-generation) among students across CPH	Evaluate faculty and staff recruitment procedures to identify and address non-inclusive language and/or practices	<p>Baseline- Number of faculty, staff and students from underrepresented/minority groups</p> <p>Target- At least proportional representation determined by state population</p>
			Provide extra incentives and resources for hiring packages of underrepresented minorities in line with industry practices	
			Work closely with college Dean, department chairs and Appointment promotion and tenure committee to include experience conducting research in diverse populations, mentoring diverse students, and continued interest in this area as criteria in evaluating faculty candidates	
			Create policy and find funding source to provide support for work-life balance, including childcare and eldercare for qualified faculty and staff	
			Develop a coordinated strategy for cultivating new alliances and enhancing existing partnerships with minority serving institutions nationwide. In addition, develop a Summer Research Opportunity Program for minority and first-generation college	

			<p>students which will provide 6-8 weeks of summer research training with CPH faculty mentors, stipend and housing. This will enhance exposure to UK campus, experience in research, and encourage applications to one of the UK CPH programs</p> <p>Provide academic, financial and co-curricular support for students who are first in their family to attend college to eliminate social and/or financial barriers to success at CPH</p> <p>Provide web and online accessibility testing service for all college web pages</p> <p>Develop a working group to develop an inclusive facilities checklist to support a more accessible and inclusive physical environment in the college presently, as well as in the anticipated new CPH building</p>	
Campus Climate	Assure an environment that values inclusivity	To promote activities that ensures a collegial, inclusive campus climate and culture, and eliminate barriers to success for minority and under-represented groups	<p>Work with the University Diversity and Inclusion office to develop networking programs for UK faculty members of color to create opportunities to meet and share experiences and define institutional goals</p> <p>Develop a resource guide, and work closely with University resources to develop and promote a course/program focused on equalizing</p>	<p>Baseline- Proportion of faculty, staff and students who self-report report an adequate climate of collegiality, inclusivity and equity in the college</p>

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			<p>access to resources, identifying and removing barriers to seeking help, and decreasing barriers to academic and social pursuits for all students, and developing educational and social programs that foster identity and cultural enrichment</p> <p>Increase capacity and coordination of existing campus initiatives to provide resources for students when incidents of bias occur. Offer support for all students, faculty and staff involved in crisis or bias-related incidents, and raise awareness about available resources and organizations as well as channels for reporting bias incidents</p> <p>Conduct an annual college climate survey of students, staff and faculty at CPH to evaluate perceptions regarding collegiality, accessibility, equity and inclusion in the college. The anonymous survey will be sent to all current students, faculty and staff, and results will be disaggregated by race, gender, rank, # years in the college.</p> <p>Develop an annual flag ceremony event each fall where a flag representing incoming students' /faculty or staff country of origin is unveiled and placed prominently in college. Promote an annual cultural pot-luck event</p>	<p>Target- At least 20% improvement in perceptions of an adequate climate of collegiality, inclusivity and equity in the college</p>
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			organized by the public health student association	
Diversity in the Curriculum	Increase student opportunities to explore diverse perspectives across the curriculum and the co-curriculum	To develop and promote courses and practice engagement opportunities for students with faculty members and organizations focused on research in diverse populations or conducting disparities research	In partnership with the Associate Dean for Academic and Student Affairs, identify and implement best practices for including diversity, equity and inclusion related contributions and training in staff and faculty evaluation and performance reviews and to evaluate promotion and tenure procedures to identify and address non-inclusive language and/or practices	<p>Baseline- Number of courses focused on diversity or study of diverse populations highlighted in college promotional materials including website</p> <p>Target- All CPH courses focused on diversity or on study of diverse populations highlighted in college promotional materials including website</p>
			Work with department chairs and faculty to identify all courses focused on diversity and equity in health and associated competencies. These courses will be highlighted in course schedules, brochures and college website for prospective and current students interested in learning innovative approaches to diversity research	
Learning and Development	Provide formal inclusiveness and diversity professional development for all faculty, staff, managers, and supervisors	To provide opportunities for ongoing training, workshop and speaker series on inclusion, equity and diversity topics at the College of Public Health	Work with the Associate Dean for Research on a plan to develop an initiative/center focused on health disparities research in the college of public health. This will provide an avenue for increased collaboration among faculty conducting disparities research within the college, and with faculty at other colleges in the university, and provide opportunities	<p>Baseline- 1) Number of professional development and training opportunities for staff and faculty in diversity, inclusion and equity issues</p> <p>2) Presence of training, scholarship and learning opportunities focused on</p>

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			<p>for students to easily identify faculty mentors with expertise in disparities research</p> <p>Work with the Associate Dean for Research to promote student research in the area of diversity by: 1) create a separate prize category for student research focused on disparities during the annual CPH Research Day. The prize will be awarded to the top-ranked abstract submitted by a current CPH student focused on disparities, and presented during the CPH Research Day ceremony. 2) Provide a \$500 prize to students whose disparities-focused abstracts are accepted at national conferences</p> <p>Provide professional development training opportunities and experiences for managers, faculty and administrators focused on handling diversity, equity and inclusion issues as part of onboarding and continued leadership support.</p>	<p>disparities on the college website</p> <p>3) Number of students engaged in disparities research</p> <p>Target- 1) At least two professional development or training opportunities per year provided for staff and faculty focused on diversity, inclusion and equity issues</p> <p>2) Prominent display of ongoing training, scholarship and learning opportunities focused on disparities in college promotional materials, including website</p> <p>3) At least a 10% increase in number of students engaged in disparities research</p>
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Resources to Support Inclusive Excellence

- 1. College of Public Health Office of Practice and Experiential Education:** <http://www.uky.edu/publichealth/outreach/practice-and-experiential-education>
The office focuses on the application of didactically acquired knowledge in diverse practice environments and will provide students with comprehensive public health practical program support for all College of Public Health curriculum. The Office will establish and sustain relationships with the public health practice community and work with the community to develop local, national, and international experiential opportunities for undergraduate and graduate students within the College of Public Health. By going outside traditional academic settings, students gain a greater understanding and appreciation of what they are learning in the classroom.
- 2. Office of the Ombudsman:** <https://www.uky.edu/ombud/>
The Office of the Ombudsman works with all those engaged in the teaching and learning activities of the university, including students in all undergraduate, graduate, and professional school programs, TA's, and RA's, as well as full-time and part-time faculty to provide a safe, neutral, and confidential setting in which to ask questions, discuss problems and seek assistance with academic-related conflicts and disputes. These include, but are not limited to: grade disputes, registration problems, fear of retaliation, disability accommodation issues, cross-cultural misunderstandings and personality conflict
- 3. Disability Resource Center:** www.uky.edu/drc
The goal of the DRC is to provide equal access to students who are eligible by advocating for reasonable accommodation, removal of barriers and acceptance of different learning methods in order to achieve an accessible educational environment where students with disabilities have an equal opportunity to fully participate in all aspects of the university community. Students are encouraged to contact the DRC early to request specific assistance so that the required medical or psychological documentation can be reviewed and reasonable accommodation can be provided from the beginning of class work in order to achieve the greatest benefit to students.
- 4. Office of LGBTW resources:** <https://www.uky.edu/lgbtq/>
The UK Office of LGBTQ* resources is the central hub for accessing information, groups, and services related to diverse sexual orientations and gender identities. The center is actively engaged in supporting student organizations, offering professional development opportunities for campus groups, and advocating for lesbian, gay, bisexual, transgender, and queer individuals from many walks of life. Their ultimate goal is to highlight the wonderfully diverse experiences of LGBTQ* Wildcats while working to decrease marginalization in all forms.

5. **Martin Luther King Center:** <http://www.uky.edu/mlkc/>

The mission of the MLK Center is threefold: (1) to advance the university's strategic goal of achieving a more diverse and inclusive campus environment, (2) to support increased retention of undergraduate students who are generally underrepresented in the student body, and (3) to enhance student achievement by helping students to have a more engaged, productive and fulfilling undergraduate experience. To these ends, our goals are to foster intercultural competence, promote respect and passion for the pursuit of quality education, and to help prepare students for productive and responsible engagement in a global society. Programs include speaker series, diversity organization council- providing a hub for diversity student organizations to collaborate, monthly lunch & learn, Black & Latino Male Initiative- providing opportunities for Black and Latino male students at the University of Kentucky to connect with other students, faculty and staff, among others.

6. **UK Center for Graduate and Professional Diversity Initiatives:**

<http://www.uky.edu/cgpd/>

The UK CGD works to connect graduate and professional students of color to essential tools and resources by promoting academic excellence, building inclusive communities and supporting personal and professional development through monthly programs and services such as the Mentoring Moments. Mentoring Moments are monthly small group mentoring sessions designed to connect students to faculty, alumni and practicing professionals for academic support, encouragement, and lifelong professional development. Students network, learn more about specific areas of interest, and begin to build professional relationships. Professionals share their expertise, guidance, and wisdom with students.

7. **UK Counseling Center:** <http://www.uky.edu/counselingcenter/>

The Counseling Center offers groups, workshops, and short term counseling to support student's growth and assist students with mental health, academic and/ or other personal concerns that might interfere with academic performance or a sense of personal well-being while at UK. For those experiencing a personal crisis, the UKCC provides same-day walk-in crisis appointments Monday-Friday 8am-4:30pm, and after business hours or on the weekend, call **859-257-8701**, select option #1 to be connected to a mental health clinician. Let's Talk is a new program at the UK Counseling Center that provides free and confidential access to clinicians who will listen closely to concerns and offer support, information and referrals. The Relaxation Room is another new resource where students learn and practice a variety of skills to help with stress management and relaxation. Resources include meditation and mindfulness, massage chair, light therapy, and Wildcat Wellness Programs

8. **UK Violence Intervention and Prevention Center:** <http://www.uky.edu/vipcenter/>

The VIP center leads, supports and sustains a culture of accountability to eliminate violence and oppression at UK through safe spaces for people to be heard, while also speaking for those who have been silenced. The center provides support and linkage to resources for anyone who has been hurt or knows someone who has experienced personal violence, which can include sexual assault, rape, stalking, and partner violence. No appointments necessary for walk-ins Monday-Friday 8.30 – 5pm, or call 257-3574. All VIP staff members are trained, confidential advocates and full time staff members

9. **Bias Incidence Report Team:** <http://dib.uky.edu/vipcenter/content/bias-incident-support>

The Bias Incident Response Team (B.I.R.T) is the entity through which incidents of identity-based violence and harassment can be reported, reviewed and appropriate action can be taken by the University. This will allow the University to respond to individual incidents and to examine trends and themes that need to be addressed. A bias incident is defined as any activity that intimidates, demeans, mocks, degrades, marginalizes, or threatens individuals or groups based on that individual's or group's actual or perceived ability (physical, psychological and cognitive), age, ancestry, citizenship or immigration status, ethnicity, gender, gender identity or gender expression, parenting and pregnancy status, race, religion, religious practice, sexual orientation or veteran status. A bias incident can occur whether the act was intentional or unintentional, and may or may not be a legal act. In identifying a bias incident, the focus is on the impact on an individual or group, not the intention or motivation of the actor

10. **International Center:** <http://www.uky.edu/international/home>

The UK International Center (UKIC) leads internationalization efforts at the University of Kentucky. The work of the UKIC is supported by International Advisory Council, a group of globally-engaged faculty and administrators representing each of the University's 16 colleges, plus other key academic units. The UKIC is comprised of the following units: **Education Abroad and Exchanges (EA)** –is the University's comprehensive resource for study, research, intern, teach and service-learn abroad. EA provides academically sound international experiences for all students that promote intercultural competence, disciplinary scholarship, and language acquisition. EA also oversees student exchange programs with partner institutions around the world.

International Partnerships & Research – UKIC serves as a resource center for the University's vital international linkages by supporting the development of agreements and partnerships with universities, foreign governments, NGOs, and U.S. government agencies abroad; promoting the involvement of UK faculty members, staff, and students in international research, grants, development projects, and related activities; and facilitating access to international funding opportunities. **International Student and Scholars Services (ISSS)** – provides leadership and expertise in the advising and immigration needs of more than 2,000 international students and over 500 international

faculty, staff and exchange visitors. International Health, Safety & Security (IHSS)- the newest unit of the UK International Center, manages UK's international travel medical insurance and evacuation policy, and oversees risk management issues related to international travel.