



# Korea University 2019 Diversity Report

Summary

KU Diversity Council



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## **Remarks from the President**

It is with great pleasure that I share with you the <2019 Korea University Diversity Report>.

Diversity is one of the most important keywords that define our era. In an effort to accommodate this spirit of the times, Korea University became the first private university in Korea to take the initiative of launching the Diversity Council in January 2019.

Accepting others for who they are as well as respecting their differences is in itself an important value critical to upholding human dignity. The value of diversity is essential in promoting excellence in research and education and in creating an inclusive environment where different perspectives are shared and new knowledge and values are generated. This welcoming environment will allow students rich experiences that transcend course of study, group affiliations, cultural background, or value systems and help them develop inclusive leadership skills and open mindedness that are essential qualities for today's diverse society.

As we aspire to become one of the most prestigious universities in the world, Korea University's vision is to strengthen our efforts in diversity-based research and education, thus nurturing creative, inclusive minds and turning our school into a creative and innovative space. I hope that the publication of the <2019 Korea University Diversity Report> will encourage all constituents to better understand the value of diversity and to take actions in bringing positive changes to our educational systems and culture. With continued commitments to diversity, Korea University will strive to reach the next level in our growth.

Thank you.

Chung Jin Taek, President, Korea University

## Preface

The Diversity Council is a presidential advisory body that advises and recommends policies to protect and promote diversity at Korea University (KU). While exploring policy options aimed at incorporating diversity into our educational and organizational culture from various angles, the Council conducted research to understand the diversity and inclusivity of the KU climate. To this end, KU collected relevant data from more than 30 departments on the Seoul and Sejong campuses, and it conducted a survey targeted at the entire campus population on their acceptance of diversity in 2019. Our first outcome, the <2019 Diversity Report>, is the product of the Council's efforts to analyze KU's demographic composition, institutional/cultural environment, and constituents' personal experiences from the "perspective of diversity." The report is also a policy recommendation based on the Council's stringent understanding of where we stand today. In particular, we have developed Korea University Diversity Indices (KUDI-I, KUDI-II) that represent KU's distinct characteristics. We used the indices to analyze characteristics of each constituent group—faculty, students, and staff—and assess the level of diversity by educational unit.

The Diversity Council is committed to working with you to help diversity take root as a shared value across the campus community and set up Korea University as a leading institution when it comes to diversity. Thank you.

Min Young, Chair, KU Diversity Council  
Sung Young-Shin, Kim Jeehyeong, Deputy Chair  
Kim Sunhyuk, Eunice J. Y. Kim, Kim Junesun, Kim Chai-Youn,  
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## 1. Establishment and Activities of KU Diversity Council

### 1) Organizational Structure and Key Roles

- The Korea University Diversity Council is a presidential advisory body established in January 2019 to promote and safeguard diversity at Korea University. The Council comprises no more than 15 members including the chair (Professor Min Young, School of Media & Communication). The Dean of the Office of Planning & Budget, the Dean of the Office of Academic Affairs, and the Dean of the Office of Student Affairs shall be ex-officio members. The other council members are selected with the consideration of various attributes including gender, nationality, age, and disability status, from within and outside the University community, and having knowledge and experience in promoting diversity. The Chair is appointed by the President for a two-year term.
  
- The Council defines “diversity” as a “value that accepts and respects differences in others with regards to their gender, nationality, physical, economic and social conditions, beliefs, ideologies, values, behavioral patterns, religion, and culture.” The value of diversity can be accomplished by promoting openness, inclusion, and equity. The growth and development of the entire KU community and its members is achievable by promoting: “openness”--an organization that is open to anyone and conducive to exchanges among various people; “inclusion”--an organization where all members are welcome participants and are respected for the values they bring to the community; and “equity”--an organization that implements fair policies and systems, allowing each member to perform at one’s best regardless of an individual’s characteristics or circumstances. By championing the values of diversity, a university will seek excellence in research and

educational efforts, spearhead social change, and ensure the sustainability of the organization. In a campus environment where diversity is promoted, its constituents display higher acceptance to diversity, develop creative problem-solving skills, and demonstrate a higher sense of belonging and satisfaction within the community.

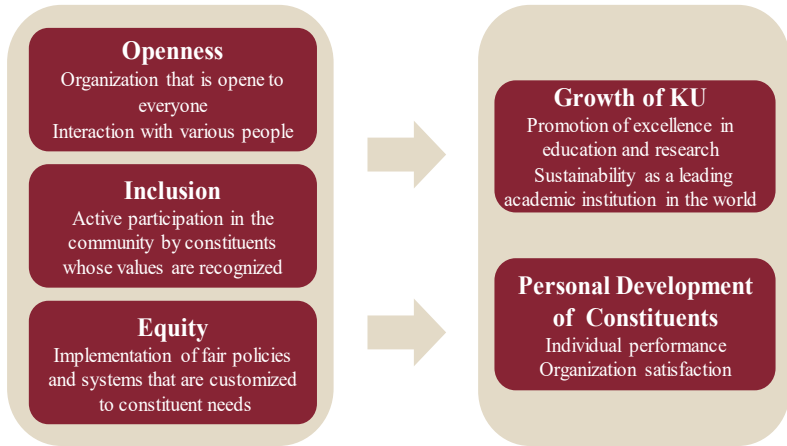


Figure 1. Elements and Outcomes of Diversity

- As a presidential advisory body, the Council’s scope includes three areas: research, education, and policy. In the research area, the Council’s primary role is to measure today’s diversity climate at KU. The council developed the Korea University Diversity Indices to be used for longitudinal assessment on the level of diversity at KU. Another key function of the Council is to develop educational programs designed to share the value of diversity with our constituents. The Council’s prime objective is to make policy and institutional recommendations required for KU to position itself as a truly diverse and inclusive institution.

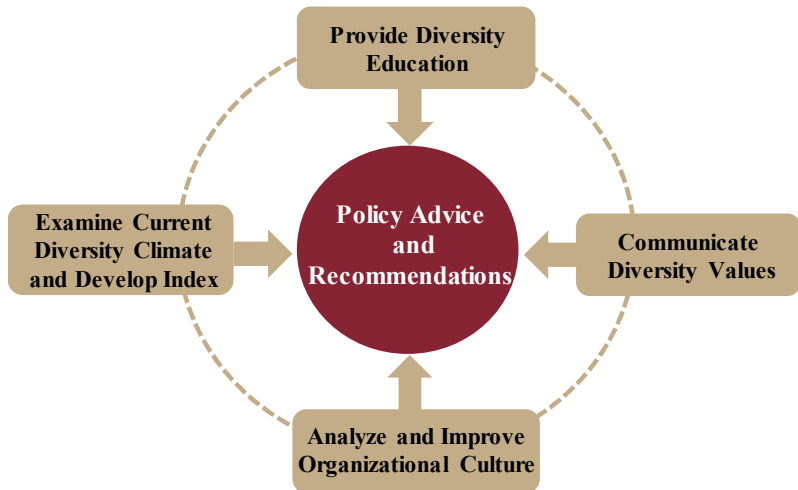


Figure 2. Key Roles of the Diversity Council

## 2) Council Activities in 2019

- For 2019, the Council set up its goals in three key areas and implemented planned activities accordingly. First, it conducted baseline research on the status of diversity and used the research findings to build indices. Second, it aimed to establish a direction in diversity education and develop detailed programs. Third, it aimed to generate publicity for the Council and spread the value of diversity across our campuses.

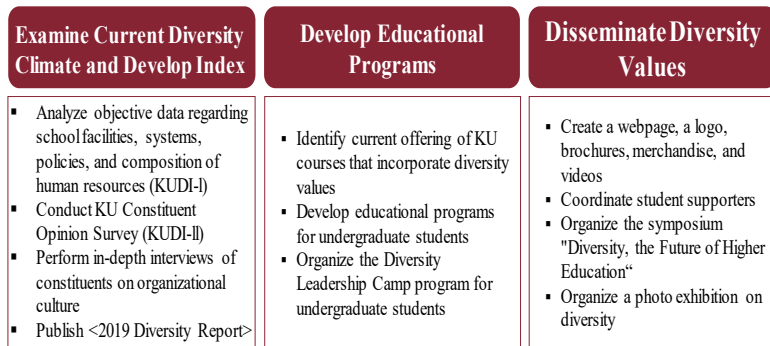


Figure 3. Key Initiatives of the Diversity Council in 2019

## 2. Findings of KU Diversity Diagnosis

### 1) KU Diversity Model and Diversity Indices (KUDI-I, II)

- In order to accurately assess KU's current diversity climate, the Council has reviewed diversity assessment metrics used by major universities, at home and abroad, that have long been operating a diversity council. However, none of the metrics we reviewed provided a comprehensive index to assess the level of diversity nor presented a long-term track record of progress or changes. Their definitions of diversity and elements used to measure the current diversity climate differed by institution, as well as the names of the diversity bodies they operate. Against this backdrop, the Council charged itself to build a diversity model and design a diversity assessment tool that reflected KU's unique characteristics.
  
- Figure 4 is a schematized presentation of the KU Diversity Model. An educational institution embodies diverse constituents and builds

a distinct environment through systems (i.e., facilities, policies, and processes). Based on their experiences with other members of the campus community, as well as with facilities, policies, and processes, members can measure campus diversity on such dimensions as openness, inclusion, and equity. Both the school community as a whole and its individual members will benefit greatly when they are exposed to a campus environment where a mature human resource environment and objective systems are in place in terms of diversity.

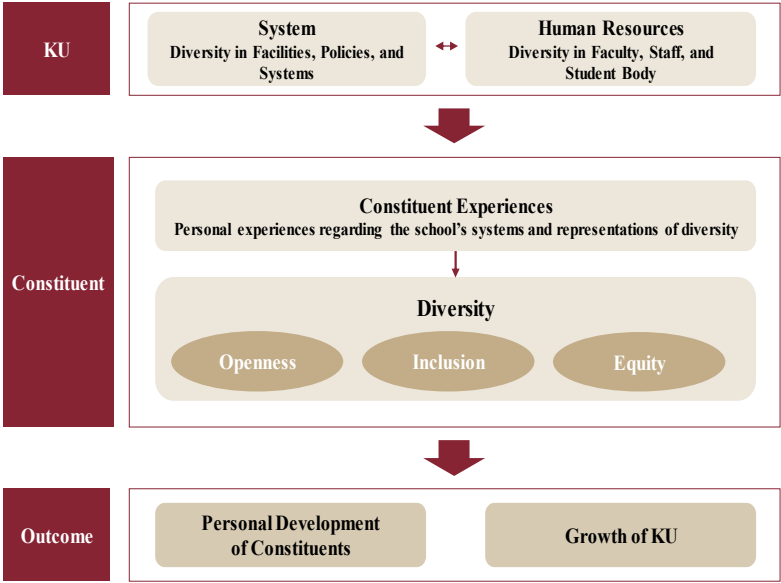


Figure 4. Korea University Diversity Model

- The Korea University Diversity Indices are composed of two distinct types: Our first index KUDI-I is an “ecological diversity index” that indicates the level of diversity represented in key

groups, i.e., faculty, staff, and the student body. Understanding diversity from a human resources perspective, this index measures how diverse and balanced a particular group's composition is on various dimensions.

- However, the ecological diversity index alone does not offer a full picture of the diversity climate in a community. In this context, the Council developed a second index, KUDI-II, by compiling constituents' subjective assessments of campus diversity culture and their actual experiences. KUDI-II refers to a "diversity climate perception index" derived from a survey of community members on their evaluation of diversity on campus. Serving as the key metrics for diagnosing diversity at KU, these indices have been generated by each category of constituent groups: faculty, staff, and undergraduate and graduate students. The indices have values ranging from 0 to 1, with a value nearing 1 indicating a higher level of diversity. By tracking future changes longitudinally from the 2019 indices as a baseline, we will be able to measure the progress in our diversity efforts at KU.

## 2) Data Collection Methods and Analysis

- Over the period of June through October 2019, the Council collected from more than 30 offices and departments across KU relevant data on the composition of human resources, school facilities/processes/policies, and performances. The human resources composition data are for the first semester (June) of 2019 and systems and performance data are from 2018.
- "2019 KU Diversity Opinion Survey," an online survey of the entire KU community, was conducted over a period of two weeks beginning on September 2, 2019. Only the responses from those



constituents who were thought to have stayed with the University for over two years were included in the survey (The total number of respondents fed into the analysis were 6,122, including 314 full-time faculty members, 263 staff members, 4,054 undergraduate students, and 1,491 graduate students).

- “2019 KU Image Survey” for the general public was conducted from September 17 through 19, 2019, by an external online panel service provider (Marketlink). The survey sampled 1,000 people in their 30s-50s, with community college or higher education, residing in six major cities (Seoul, Busan, Daegu, Gwangju, Daejeon, and Ulsan). All questions used a 6-point scale ranging from 1 to 6.

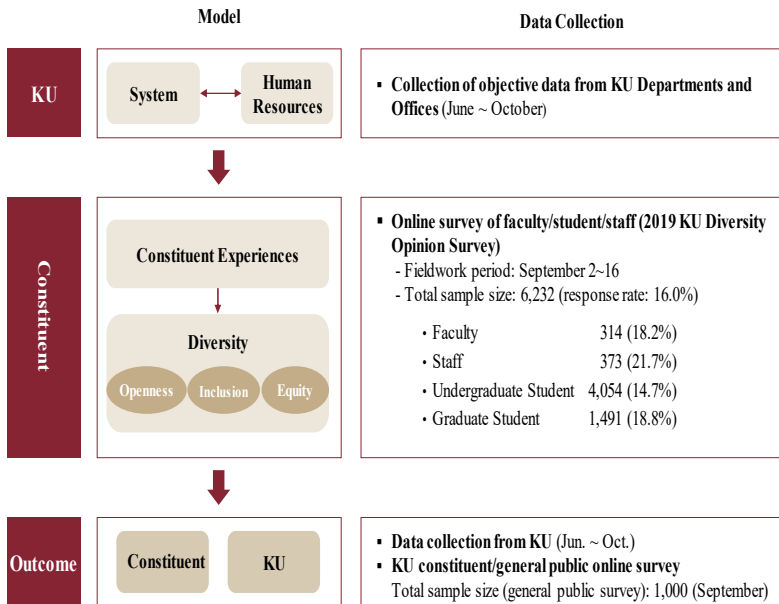


Figure 5. Data Collection Method

### 3) KUDI-I (KU Ecological Diversity Index)

- The results of KUDI-I indicate the level of ecological diversity was 0.5 or less in all groups, with the faculty group showing the lowest score. Such a low score from the faculty group is attributed to a high level of gender imbalance compared to the other groups. Representation of different nationalities in the faculty group was also lower compared to the student group.

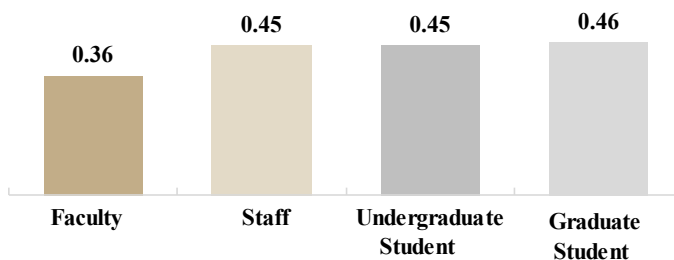


Figure 6. KUDI-I by Constituent Group

- The 2019 ecological diversity index among staff members did not show a significant gap between campuses (Seoul 0.45 vs. Sejong 0.43). As for the faculty group, the Sejong campus registered a higher score, which indicates that the Sejong campus hired a more diverse faculty body in terms of gender and alma mater (Seoul 0.35 vs. Sejong 0.44). Within the undergraduate student group, the Seoul campus showed a higher level of ecological diversity due to the fact that students at the Seoul campus were more diverse in terms of nationality and the type of high school they attended (Seoul 0.47 vs. Sejong 0.38).
- Analyzed by college or department within the faculty group, colleges and departments that demonstrated higher ecological

diversity index values showed a more balanced distribution of faculty members in terms of gender, alma mater, and nationality. As for colleges or departments with lower ecological diversity index values, a skewed distribution among faculty members was conspicuous especially in gender and alma mater (See the appendix for the complete KUDI-I data by college/department).

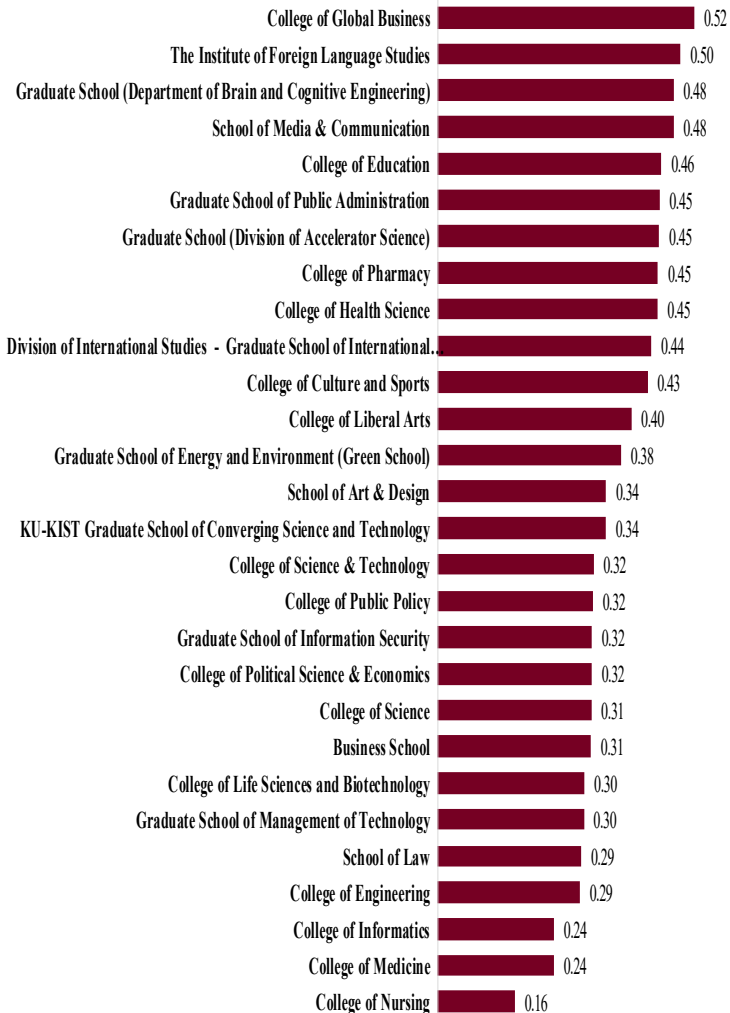


Figure 7. KUDI-I by College<sup>1)</sup>

1) Classification of colleges is based on the standard of the Office of Academic Affairs.

#### 4) KUDI-II (KU Diversity Assessment Index)

- The index generated from respondents' subjective assessments of the organization's openness, inclusion, and equity showed an above the midpoint score (0.5) in all the groups except for the staff group. The diversity climate perception index within the staff group was below the midpoint, indicating that diversity experience was more negative among staff members than in any other group (See Figure 8).

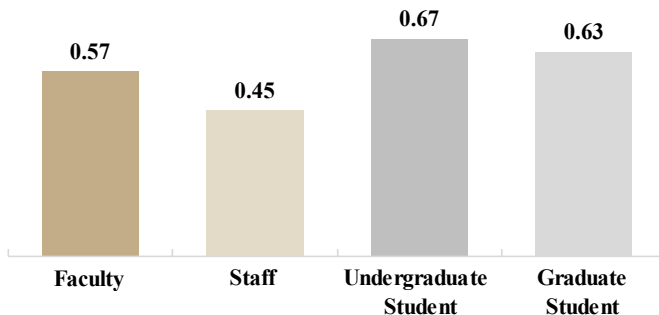


Figure 8. KUDI-II by Constituent Group

- The feedback from the faculty group was the most negative for the dimension of inclusion including a sense of belonging. The staff group was most critical of equity, the dimension indicative of fair opportunity and evaluation. This group's responses were also unfavorable in terms of openness that measured the employment of diverse employees and dynamic interactions with other groups. The student group's evaluation was significantly more favorable than the other groups, but their assessment of inclusion and equity was not as positive as that of openness.

- Assessment of diversity by the faculty and staff groups showed no significant difference by campus. However, the undergraduate students' level of satisfaction with the organization's openness, inclusion, and equity was lower on the Seoul campus (Sejong 0.70 > Seoul 0.60).
- The level of individual's diversity acceptance was measured on cognitive, emotional, and behavioral dimensions. The staff members appeared to positively evaluate their own acceptance of diversity while their evaluation of school diversity was poorer. Across all the groups, respondents' diversity acceptance was lower in behavioral than in cognitive and emotional areas, which indicates that acceptance does not necessarily lead to action.

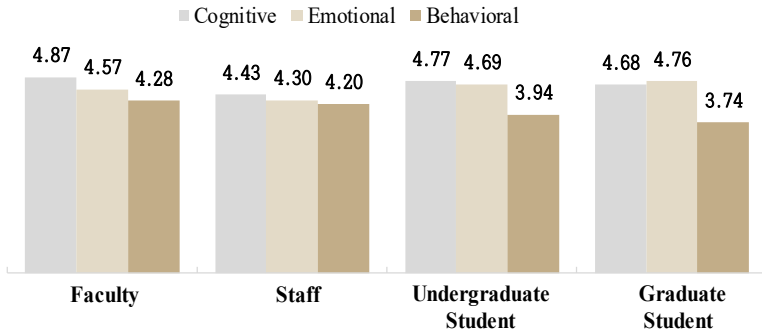


Figure 9. Diversity Acceptance by Constituent Group

- The general public's perception of Korea University can be summarized as a "university that is competent and fair, but is relatively lacking in terms of future-orientation and global consciousness and is in need of stronger values of diversity."

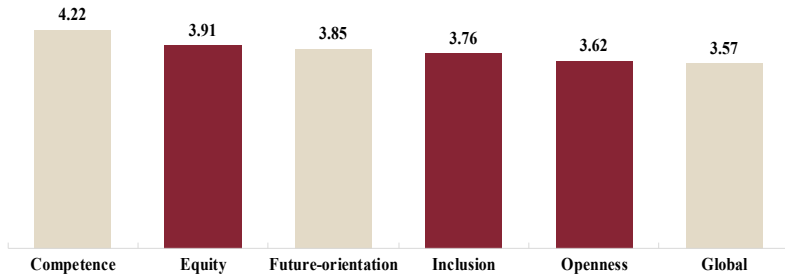


Figure 10. General Public's Assessment of KU Image

### 3. Faculty Diversity

#### 1) Gender Ratio & Its Perceived Adequacy

- Of all KU full-time faculty members, the percentage of female professors remained significantly<sup>2)</sup> lower at 16.1% than at peer universities overseas. The percentage of female faculty members on the Seoul campus, the Anam campus to be specific excluding the College of Medicine, was mere 12.9%, one of the lowest of all domestic universities. As illustrated by Figure 11, KU's female student to female faculty ratio is lower than that of Seoul National University, let alone its peer institutions overseas.

- 
- 2) Percentage of females among full-time faculty members at major universities, home and abroad
    - Seoul National University 16% (SNU Diversity Report 2018)
    - Harvard University 53%, Yale University 56%, Stanford University 55%, MIT 40%  
(<https://www.collegefactual.com>)

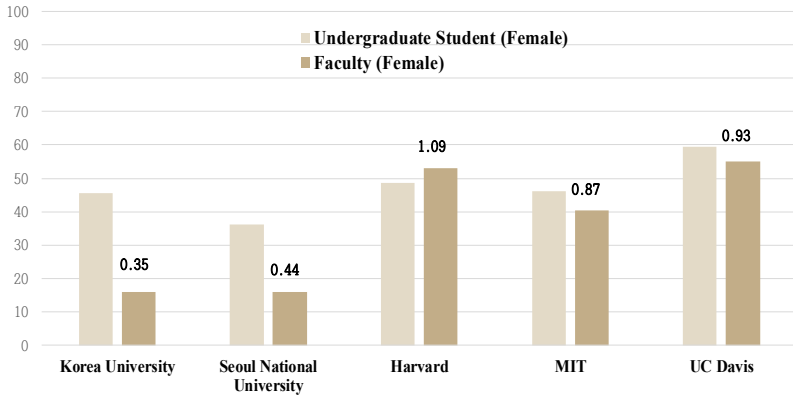


Figure 11. Female Student to Female Faculty Ratio in Major Universities

- Colleges where the share of female faculty remained less than 5% included College of Informatics (Department of Computer Science and Engineering), Graduate School of Management of Technology, Graduate School of Information Security, KU-KIST Graduate School of Converging Science and Technology, College of Engineering, and College of Science. As of February 2020, the number of departments (undergraduate) having no female faculty reaches 18 while the number of those having no male faculty remains at 2 (See Table 1). Although these numbers reflect particular areas of study traditionally associated with stereotypical gender separation, a change is required when considering the current student gender ratios in these departments.



Table 1. Schools/Departments with No Female Faculty Members\*

College of Engineering	School of Mechanical Engineering
	School of Industrial Management Engineering
	Department of Materials Science & Engineering
	School of Electrical Engineering
College of Liberal Arts	Department of History (Total no. of faculty members: 4)
	Department of Philosophy
	Department of Classical Chinese
College of Health Science	School of Health and Environmental Science
College of Life Sciences and Biotechnology	Division of Biotechnology
	Department of Food and Resource Economics
College of Science	Department of Mathematics
College of Political Science & Economics	Department of Economics
College of Informatics	College of Informatics (Department of Computer Science and Engineering)
College of Science & Technology	Division of Display and Semiconductor Physics
	Department of Food and Biotechnology
	Department of Electro-Mechanical Systems Engineering
	Department of Computer Convergence Software
	Department of Environmental Systems Engineering

\*Analysis of departments/schools based on the data provided by the Office of Academic Affairs as of June 2019 (graduate-school and multiple-affiliation appointments were not considered).

- Over the past three years, the percentage of female faculty of all newly hired faculty rose from 21.4% in 2017 to 35.9% in 2018, but it came down again to 22.8% in 2019. Of all departments with no female professors, 13 units hired a total of 23 new faculty members in 2019, but only one of these new hires was female.

- The gender imbalance deepens further when we narrow the scope of the problem to administrative faculty members who hold an administrative or decision-making position. Of the faculty members holding administrative positions, males account for as much as 90%; Within the Academic Affairs Committee, women account for less than 5%.<sup>3)</sup>
  
- The percentage of respondents who perceived gender ratios as adequate was overwhelmingly lower among female professors than their male counterparts. With regard to gender ratio adequacy within administrative faculty, faculty members had a negative perception overall, but the perception gap between the two gender groups was conspicuous (See Table 2).
  
- Male and female professors also differed widely in their perception of the presence of gender discrimination within the faculty community. To the question that asked how strongly they agreed with the statement, “There is no gender discrimination in the KU faculty community” (6-point scale), male professors responded somewhat positively at 4.14 points on average. On the other hand, female professors showed a considerably negative perception at 2.36 on average.

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3) As of June 2019, there were three female members out of 67 seats. As of February 2020, there are four female Academic Affairs Committee members total.

Table 2. Faculty Gender Ratio & Its Perceived Adequacy

	Gender Ratio		The Perceived Gender Ratio Adequacy (6-point scale)	
	Male Faculty	Female Faculty	Male Faculty	Female Faculty
Total	83.9%	16.1%	3.17	1.86
Faculty member holding an administrative position*	88.9%	11.1%	3.01	1.59
Academic Affairs Committee member	95.5%	4.5%		

\*Administrative positions: President-appointed positions, i.e., Academic Affairs Committee members, associate deans, heads of auxiliary institutes, etc.

## 2) Faculty Alma Mater Composition & Its Perceived Adequacy

- A significant disparity also manifested between colleges and departments in terms of faculty alma mater distribution. Professors with non-KU undergraduate degrees showed more negative perceptions and answered that they have experienced discrimination.
- Of all KU faculty members, professors with KU undergraduate degrees accounted for 58.2%. When the issue focused on Seoul and Sejong campuses, excluding the College of Medicine, this proportion shrank to about 50%, demonstrating that there has been progress, to a certain extent, in HR's policy efforts aimed at ensuring alma mater diversity.
- The level of faculty alma mater diversity differed widely by school or department. There were a total of 13 schools or departments where over 75% of all faculty members had their undergraduate degrees from KU. In three other departments, over 60% of all

faculty members were from non-KU undergraduate programs, but mostly from a few specific universities (See Table 3 and Table 4).

Table 3. Schools/Departments with High Ratios of KU-alumni Faculty

85% and over	75% and over
Department of History* Department of Philosophy Department of Medicine Department of Korean History Department of Korean Language Education Department of Nursing	Department of Russian Language and Literature Department of Mathematics Education Division of Cultural Heritage Convergence Department of Classical Chinese Department of English Language and Literature Department of Linguistics Department of History Education

\*Departments with less than 5 faculty members

Table 4. Schools/Departments with High Ratios of Faculty Whose Alma Maters are a Few Specific Non-KU Universities

60% and over	40% and over
Department of Pharmacy Department of Chemical & Biological Engineering Department of Geography Education	School of Mechanical Engineering School of Biomedical Engineering Department of Home Economics Education School of Art & Design Department of Economics Division of Life Sciences Department of Physics Department of Electronics and Information Engineering Department of Business Administration

- Of the entire administrative faculty, KU undergraduate alumni professors accounted for 63%. This number rose to as high as 72% when we only looked at the faculty members who also hold

positions in an academic affairs committee. This issue undermines the University’s efforts in ensuring diversity in leadership, and negatively impacts constituents with non-KU undergraduate degrees in their experience with the organization. To the question about “the adequacy of the proportion of KU alumni professors,” professors with non-KU undergraduate degrees responded more negatively, revealing a perception gap between respondents depending on their alma mater. Those with non-KU degrees were more likely to view that the proportion of KU alumni faculty members holding a position in school administration and operation was inappropriate (See Table 5).

Table 5. Faculty Alma Mater Composition & Its Perceived Adequacy

	Composition by Undergraduate Alma Mater		The Perceived Alma Mater Composition Adequacy (6-point scale)	
	KU	Non-KU	KU	Non-KU
Total	58.2%	41.7%	4.08	3.16
Faculty Member Holding Administrative Position*	63.2%	36.8%	3.77	2.64
Academic Affairs Committee member	71.6%	28.4%		

\*Administrative positions: President-appointed positions, i.e., Academic Affairs Committee member, associate dean, head of auxiliary institutes, etc.

- Again, with regard to the presence of discrimination by undergraduate alma mater within the faculty community, professors with non-KU undergraduate degrees were more likely to remain negative. When asked how strongly they agreed with the statement, “There is no discrimination on the basis of undergraduate alma mater,” professors from non-KU undergraduate programs were less likely to agree with the statement (KU 4.11 > Non-KU 3.33).

### 3) Findings on International Faculty

- By group, the percentage of foreign nationals at KU is 6.6% among faculty, and 8.9% and 8.2% among undergraduate and graduate students, respectively. When excluding three particular colleges, such as the Institute of Foreign Language Studies, which has a large international faculty size, the proportion of international faculty members was 3.8%. As compared to Seoul National University, the proportion of international faculty at KU was about 1% greater whereas KU far outnumbered SNU in terms of the percentage of international students.<sup>4)</sup> As a result, the international student to international faculty ratio at KU remained relatively poor. In order for KU to better assist and accommodate the evolving trends of internationalization and greater diversity in the student body, KU is required to adopt a set of policies designed to hire more international faculty to expand diversity in nationality. Building a more internationally diverse faculty should not be considered as a local issue limited to individual colleges or departments. The issue requires a broader scale, institution-wide, longer-term initiative. At the same time, substantive actions are urgently needed to address issues, i.e., discrimination, alienation, or difficulties in communication experienced by international faculty at KU.

### 4) Areas of Improvement

- Figure 12 summarizes the diagnosis of the state of faculty diversity and the areas of improvement.

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4) The proportion of foreigners in Seoul National University: full-time professors 5.1%, undergraduate students 0.9%, graduate students 3.7% (SNU Diversity Report 2018)

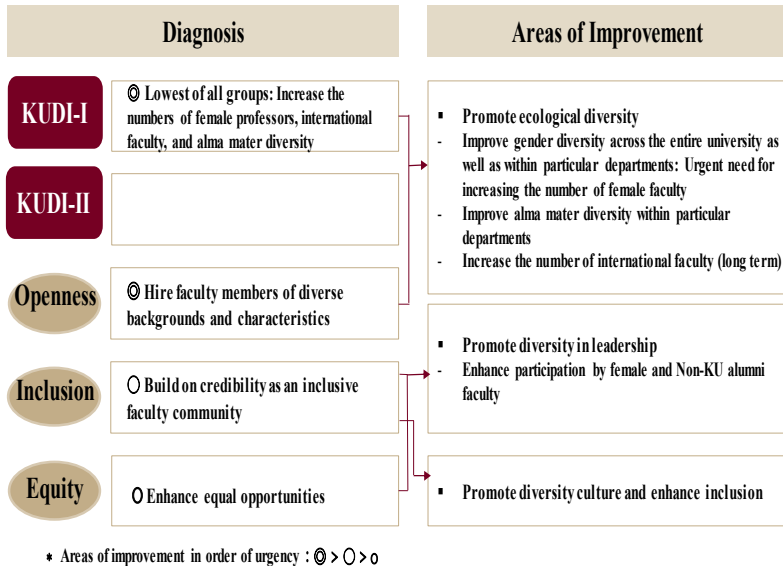


Figure 12. Areas of Improvement Based on Faculty-Community Diagnosis

- (1) To strengthen ecological diversity, the proportion of female faculty needs to be increased urgently.
- In January 2020, the National Assembly passed legislation that mandates national and public universities to maintain the proportion of female faculty at a minimum of 25%. Presently, the proportion of female faculty at KU remains one of the lowest of all universities--national/public and private institutions combined. In this circumstance, efforts of individual departments alone are not sufficient enough to effectively resolve this gender imbalance. Going forward, the KU headquarters is required to show a strong commitment to hiring more female professors, and based on this commitment, it needs to develop actionable, medium- to long-term

initiatives to garner voluntary participation and support from its constituents.

- Imbalance pertaining to alma mater is not as significant as the gender imbalance. Still, certain colleges and departments have a faculty composition consisting mainly of graduates from KU or just a handful of select universities. By sharing the results as shown by the diversity indices at both the college and the department levels, KU can encourage the units that show meaningful progresses and foster further changes.

(2) Priority should be given to diversity in leadership positions.

- Lack of diversity in leadership positions will likely create strong disapproval from minority groups. Within the faculty community, females and non-KU graduates believed that they did not have enough decision-making powers, and this perception led to a negative assessment of KU's diversity climate. Considering the fact that ecological diversity within the faculty community cannot be improved in a short period of time, actively engaging various faculty talents in administrative positions and consistently demonstrating the University's commitment to these changes will have a significant impact on improving professors' experiences within the organization and changing their perception.

(3) Collective efforts are required to build an inclusive culture.

- Regarding the organizational culture, faculty members' assessment was more negative in terms of inclusion than in openness or equity. There was quite a strong consensus among constituents that the faculty community was not inclusive enough. Thus, it is recommended that the University engage its constituents in a broad



discussion to identify institutional and cultural factors that undermine inclusion. In particular, it is important to provide opportunities for the campus community, particularly among female and non-KU undergraduate alumni professors, to share specific examples of negative experiences that result from intangible, customary cultural practices and to discuss ways to bring changes.

#### 4. Staff Diversity

##### 1) Gender Ratio & Its Perceived Adequacy

- KU seemingly secured overall gender equity with female staff accounting for 42.4% of the KU staff. However, the ratio varies between different position types (i.e., president-appointed position vs. head of department appointed position). Regarding the adequacy of the gender ratios, female staff held more negative views than their male peers. Women held less than 25% of managerial positions. A similar ratio is seen in the president-appointed positions. When limiting the scope to general managerial positions, the number was much lower with women accounting for 17%. This indicates that women have limited access to opportunities for promotion. Female staff were more concerned about the adequacy of the gender ratio in higher ranking positions.

Table 6. Staff Gender Ratio & Its Perceived Adequacy

	Gender Ratio		The Perceived Gender Ratio Adequacy (6 point scale)	
	Male Staff	Female Staff	Male Staff	Female Staff
Total	57.6%	42.4%	3.64	3.10
Managerial Level	75.4%	24.6%	3.75	2.33

- Female staff had more negative experiences regarding gender discrimination, which necessitates further study on any relevance with rank and position appointment types. Female staff also were more negative toward the level of diversity in school, showing a big perception gap with their male peers when it comes to fair opportunity and equity (Male 3.36 > Female 2.64). Generally female staff showed lower figures in terms of diversity acceptance compared to those of male staff (see Figure 13).

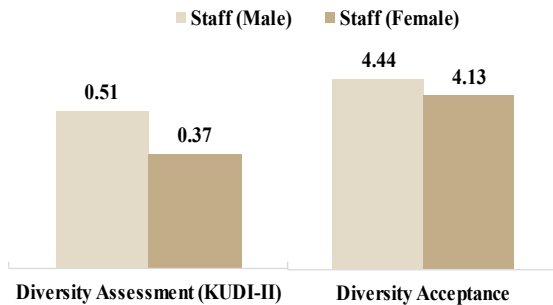


Figure 13. Diversity Assessment and Acceptance by Staff by Gender

## 2) Staff Alma Mater Composition & Its Perceived Adequacy

- Other than gender, undergraduate alma mater had the biggest impact on staff diversity assessment and experience.
- KU undergraduate alumni staff accounted for 24.8% of the total number of staff. At the managerial level, the ratio goes up by 7%, but still this group accounts for less than one third of total staff. Despite this fact, non-KU undergraduate alumni staff showed more negative responses to the imbalance between the two groups as shown below (See Table 7). Staff with non-KU degrees experienced more discrimination resulting in their negative assessment of the organization. The biggest perception gap between the two groups was in fairness and equity in performance evaluation and compensation systems (KU 3.39 > Non-KU 2.88).

Table 7. Staff Alma Mater Composition & Its Perceived Adequacy

	Staff Alma Mater Composition		The Perceived Staff Alma Mater Composition Adequacy (6-point scale)	
	KU	Non-KU	KU	Non-KU
Total	24.8%	75.2%	4.00	2.86
Managerial Level	31.7%	68.3%	3.89	2.89

## 3) Areas of Improvement

- Diagnostic summary on the state of staff diversity and areas of improvement is shown in Figure 14.

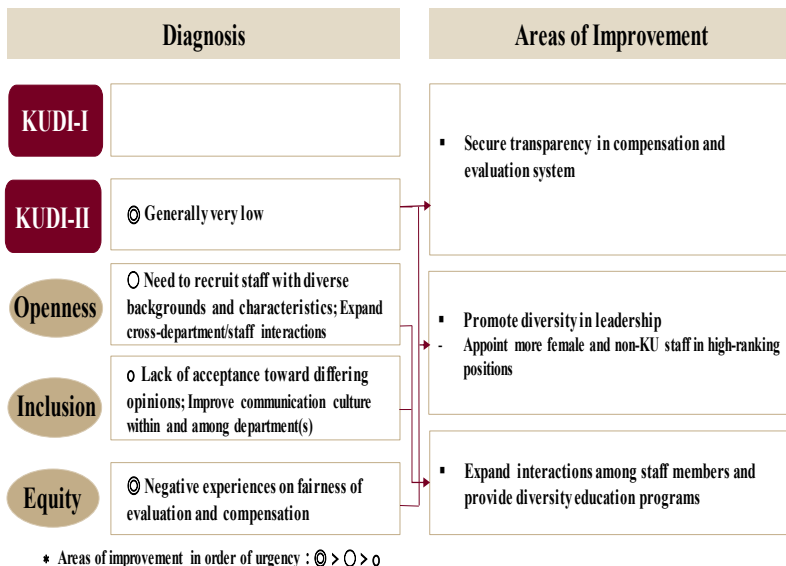


Figure 14. Areas of Improvement Based on Staff-Community Diagnosis

(1) Transparency in the compensation and evaluation systems is needed

- The staff community in general, regardless of gender or undergraduate alma mater, expressed negative perceptions of the evaluation and compensation systems, indicating that immediate attention is needed to improve the situation.
- Most of all, an investigation on the transparency of the evaluation systems and the staff accessibility to information on the evaluation process and its outcome is needed. It is also necessary to take measures to receive feedback on the evaluation and compensation systems and ensure accurate assessment of the causes of negative perception widespread in the staff community.

- (2) More women and staff with non-KU undergraduate degrees need to be appointed for higher ranking positions.
- At the managerial and other high-level positions, women account for much less compared to the total female staff ratio. When limiting the scope to general managerial and higher level positions, the numbers are much lower. At higher-ranking positions, staff with non-KU undergraduate degrees account for much less compared to the total non-KU alumni staff ratio. To ensure diversity in leadership roles, proactive steps must be taken to appoint more female and non-KU alumni staff for higher-ranking positions. Continued efforts and communication to this end will ensure a positive impact on the staff community with enhanced efficacy and sense of belonging.
- (3) To cultivate a culture of diversity, cross-department communication and staff training need to be promoted.
- Pointing to the lack of opportunity for cross-department communication, staff members responded that cross-department collaboration would enhance creativity and productivity. To create this cooperation between diverse staff members, measures need to be taken to break down barriers and promote cross-department communication and collaboration.
  - Considering the lack of diversity education programs pointed out by staff members, there is an urgent need for special and ongoing training programs for new hires, new appointees, and regular employees.

## 5. Student Diversity

### 1) Student Socioeconomic Strata (SES) Composition & Its Perceived Adequacy

- In the student community, diversity issues related to socioeconomic factors, such as the type of high school attended, were more prominent than other factors such as gender.
  
- Analysis of the socioeconomic diversity of undergraduate students by the high school attended, region, and income quintile clearly shows the proportion of students from lower socioeconomic classes to be much lower than the national average. The proportion was also lower when compared against Seoul National University and Yonsei University. Among the admitted students, the greatest number came from special-purpose high schools, and the region of origin was highly concentrated in Seoul, particularly the three districts within Gangnam. The socioeconomic gap shown by these indicators was the most prominent on the Seoul Campus.

Table 8. Types of High Schools  
(2019 Freshman Class)

	Regular High School	Autonomous High School (public)	Autonomous High School (private)	Special-Purpose High School* (foreign language, international, science, gifted program)	Other (specialty, Korean GED, etc.)	Total
Seoul Campus	61.41%	4.61%	11.21%	17.49%	1.02%	100%
Sejong Campus	77.97%	5.90%	8.24%	1.49%	6.40%	100%

\*Of the total number of college bound students in 2019, the percentage of those from special purpose high schools: 4.3%

Table 9. Geographical Location of High Schools  
(2019 Freshman Class)

	Seoul*	Metropolitan City	City	County	Other	Total
Seoul Campus	32.7%	20.5%	42.2%	4.0%	0.8%	100%
Sejong Campus	26.4%	22.5%	44.9%	3.7%	2.5%	100%

\*Of the total number of college bound students in 2019, the percentage of those from high schools in Seoul: 21.4%

Table 10. Household Income Distribution of Undergraduate Students  
 (based on the number of students  
 who applied for government scholarship\*)

Range	0	1	2	3	4	5	6	7	8	9	10	Total
Seoul Campus	4.2%	7.7%	5.7%	5.3%	4.9%	2.5%	4.9%	7.3%	12.5%	16.0%	28.9%	100%
Sejong Campus	2.4%	12.6%	8.0%	6.5%	6.4%	2.8%	9.0%	5.4%	12.2%	15.7%	19.1%	100%

- Undergraduate students who received need-based scholarships made up 22.8% of the total number of students. Anam Campus showed the highest figure (28.6%) followed by Sejong Campus (22.8%) and the School of Medicine (14.4%).
- When asked about “the quality of support systems for students with financial difficulties,” undergraduate students generally responded positively with a score of 4.24. On the other hand, graduate students gave more negative responses with a score of 3.22.
- In general, students did not give negative responses to questions about discrimination based on where students went to high school, where students came from, or college admission types. However, international students were more aware of the discrimination based on student provenance. In particular, international students from the US, Japan, and Taiwan gave more negative responses. Further study on the presence of any discrimination or bias against those countries or ethnicities is needed.



Table 11. Perceived Discrimination  
Due to Admission Types, High Schools & Regions of Origin

		No discrimination based on the admission type	No discrimination based on high school	No discrimination based on region
<b>Total</b>		4.31	4.50	4.62
<b>Campus</b>	Seoul	4.32	4.44	4.58
	Sejong	4.29	4.76	4.77
<b>High School</b>	Regular High School	4.30	4.51	4.64
	Public Autonomous High School	4.37	4.49	4.64
	Private Autonomous High School	4.46	4.64	4.71
	Foreign Language High School	4.42	4.54	4.69
	Science High School	4.60	4.86	4.88
	International High School	4.52	4.35	4.61
	Gifted High School	4.69	4.62	4.81
	Specialty High School	4.18	4.53	4.94
	Korean GED	4.13	4.41	4.56
	Foreign High School	3.90	4.16	4.12
<b>Region</b>	Seoul	4.31	4.54	4.66
	Metropolitan City	4.43	4.55	4.66
	City, County	4.33	4.52	4.66

## 2) Gender Ratio & Its Perceived Adequacy

- The gender ratio issue was not so conspicuous in the student community as a whole, but it differs between majors.

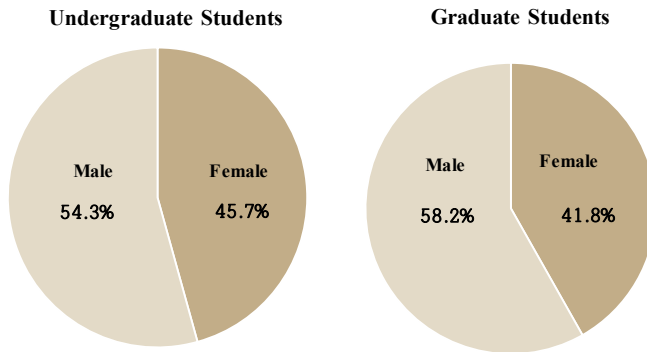


Figure 15. Student Gender Ratios

Table 12. Percentage of Female Students  
by Campus/College (School)

Seoul Campus		Sejong Campus	
Undergraduate School	Ratio	Undergraduate School	Ratio
Business School	50.7%	College of Science & Technology	28.8%
Liberal Arts	66.5%	College of Pharmacy	56.4%
College of Political Science and Economics	48.8%	College of Public Policy	47.9%
Education	53.4%	College of Global Business	51.0%
School of Art & Design	81.0%	College of Culture and Sports	53.8%
Division of International Studies	65.6%		
School of Media & Communication	76.6%		
School of Interdisciplinary Studies	57.3%		
College of Medicine	32.8%		
College of Nursing	82.7%		
College of Health Science	51.3%		
School of Information Security	2.6%		
College of Informatics	19.7%		
College of Science	30.1%		
College of Engineering	21.3%		
College of Life Sciences and Biotechnology	50.2%		
Total	48.2%	Total	37.6%

\*College classification follows the current new student admission guidelines.

- Contrary to the figure that indicates growth in gender balance, female students had more negative gender discrimination experiences compared to their male peers. Female students also gave more negative assessment of school life in terms of inclusion (sense of belonging and engagement) and equity (fair opportunity).

Table 13. Diversity Assessment and Acceptance by Student Gender

Assessment Item		Undergraduate Student		Graduate Student	
		Gender		Gender	
		Male	Female	Male	Female
There is no discrimination based on student gender (male/female).		4.26	4.54	4.05	4.38
Diversity Assessment	Openness	4.56	4.28	4.22	3.85
	Inclusion	4.63	4.04	4.48	3.94
	Equity	4.61	4.08	4.44	3.84
	Diversity Assessment (KUDI-II)	0.72	0.63	0.68	0.58

Due to difficulties in obtaining objective data on gender identities, we used questions from the ‘Diversity Opinion Survey.’ For gender selection, three choices of male, female, and other were given and 0.7% of undergraduate and graduate students selected ‘other.’ It is not clear if those who selected ‘other’ indicate nonbinary gender identities, but it shows the need for further study on gender identity and sexual orientation.

3) Findings on Minority Groups (Students with Disabilities and International Students)

Students with disabilities account for 0.7% and 0.1% of the undergraduate and graduate population, respectively. The number is higher than in Seoul National University.<sup>5)</sup> However, it is worth noting that admitted students with disabilities were mostly students with mild disabilities. Admission practices need to be improved to be more open toward students with more severe disabilities.

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5) Students with disabilities registered make up 0.3% of all students in Seoul National University (SNU Diversity Report 2018).

Considering some programs designed for students with disabilities are not being utilized at all, efforts are needed to promote actual participation by students with disabilities. It is also important to identify benchmark programs for minority groups (e.g., Sejong Campus Mentoring Program for Students with Disabilities) and make efforts to promote the programs.

- International students make up 8.9% and 8.2% of undergraduate and graduate students, respectively. International graduate students are from 79 different countries, while undergraduate students come from 92 different countries. Chinese students continue to make up the largest proportion of international students (undergraduate 65.2%, graduate 57.3%). Various facilities and systems geared for international students such as dormitories, scholarships, orientations, mentoring, and cultural festivals are available on Seoul Campus. However, the participation and satisfaction rates of international students are still low. It is necessary to identify their specific criticisms and perceived areas of improvement.

Table 14. Assessment of the Quality of Programs and Facilities for International Students (For undergraduate students)

	Nationality	
	Korea	Foreign Country
Excellent Programs/Facilities for International Students	4.28	3.17

#### 4) Factors Impacting Student’s Acceptance of Diversity

- Students’ nationality, use of dormitory, student club engagement, and student council engagement did not have a big impact on students’ assessment toward the level of school diversity. However, individual acceptance of diversity was greatly affected by these

factors. International students showed higher acceptance than their Korean peers in terms of cognitive, emotional, and behavioral aspects. Students who have wider social networks, for instance students who live in a dormitory and are actively engaged in student clubs and student councils, tend to show higher acceptance toward diversity. This indicates that active engagement in various school network activities has a positive effect on enhancing students' acceptance of diversity. School-wide campaigns are needed to encourage and promote active student engagement in non-academic activities.

Table 15. Factors Impacting Undergraduate Students' Diversity Acceptance

		Nationality		Dormitory		Student Club		Student Council	
		Korea	Foreign Country	On campus housing	Off campus housing	Active	Inactive	Active	Inactive
Diversity Assessment (KUDI-II)		0.67	0.60	0.70	0.66	0.67	0.67	0.66	0.67
(Individual) Diversity Acceptance	Cognitive Aspect	4.76	5.00	4.87	4.75	4.81	4.72	4.86	4.76
	Emotional Aspect	4.67	5.00	4.80	4.67	4.76	4.61	4.84	4.67
	Behavioral Aspect	3.91	4.40	4.13	3.90	4.08	3.77	4.31	3.89
	Diversity Acceptance	4.45	4.80	4.60	4.44	4.55	4.37	4.67	4.44

## 5) Areas of Improvement

- Diagnostic summary on the state of student diversity and areas of improvement is shown in Figure 16.

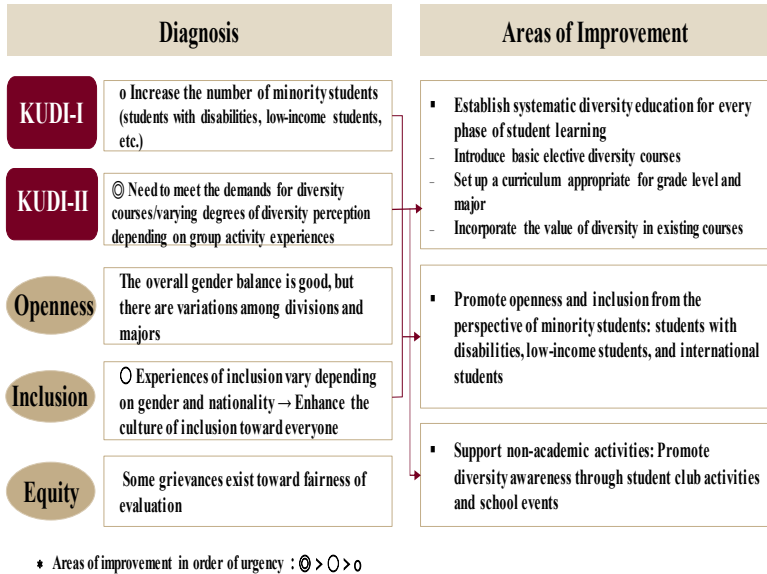


Figure 16. Areas of Improvement  
Based on Student-Community Diagnosis

- (1) Set up a systematic diversity education program for students.
- Students pointed out a lack of diversity courses and programs and raised the need to add more diversity-related curriculum. Curriculum change is inevitable to be able to foster competent students who are ready for a diverse global future. It will be necessary to implement diversity education programs in every phase

of student learning from elective courses to required major courses.

(2) Promote openness and inclusion for students with disabilities, low-income students, and international students.

- The proportion of low-income students in KU is relatively lower than other universities. KU needs to be more open toward low-income students. Although KU scholarship accommodates a large portion of low-income students, further investigation is needed to assess whether the scholarship is fully meeting the needs of these students and how effective it is in terms of openness toward these students.
- The proportion of students with disabilities is not lower than other universities, but it is necessary to examine if KU is fully open toward students with disabilities. When we look at the profile of admitted students with disabilities, most of them are students with relatively mild disabilities. It is necessary to identify the reason for low program participation for students with disabilities offered on Seoul Campus. It is also important to identify if lack of participation is due to operational issues of the program or issues on the part of students.
- Considering the fact that international students come from diverse cultural backgrounds and are highly aware of diversity issues, it is necessary to promote active student engagement within the student community. For instance, international student-led cultural festivals may be expanded to a school-wide event with official school support. Policies to attract international students from diverse countries are also needed. At the same time, more inclusive policies are needed for Chinese students who make up the largest portion of international students.



(3) Support for non-academic activities designed for promoting diversity is needed.

Students who engage in more group activities such as student clubs, small groups, and student councils showed higher acceptance of diversity. Policies promoting these non-academic activities would enhance their acceptance of diversity. Higher engagement would bring an efficient, virtuous cycle of gaining widespread acceptance of diversity values in the student community. It is also important to fully utilize current programs (e.g., Jinri Scholarship) designed to promote non-academic activities.

## 6. Policy Agenda for Promoting KU Diversity

- Based on the research findings on the state of diversity in 2019, we were able to diagnose areas that need immediate attention to promote KU diversity in terms of openness, inclusion, and equity by different KU communities: faculty, staff, and students. Figure 17 provides a policy agenda compiled based on the diversity diagnosis for realizing the value of diversity and making KU a leader in this sphere.
  
- To establish KU as a ‘Leading Institution in Diversity,’ major systematic and cultural changes are needed to bring feasible improvements in KU diversity from 2020 to 2022. Table 16 provides action items to be taken in different categories: Organizational Structure & System, Education, Research, Organizational Culture, and PR/Communication. For each category, the Diversity Council provided the KU Head Office with a policy proposal for general guidelines as well as the details.

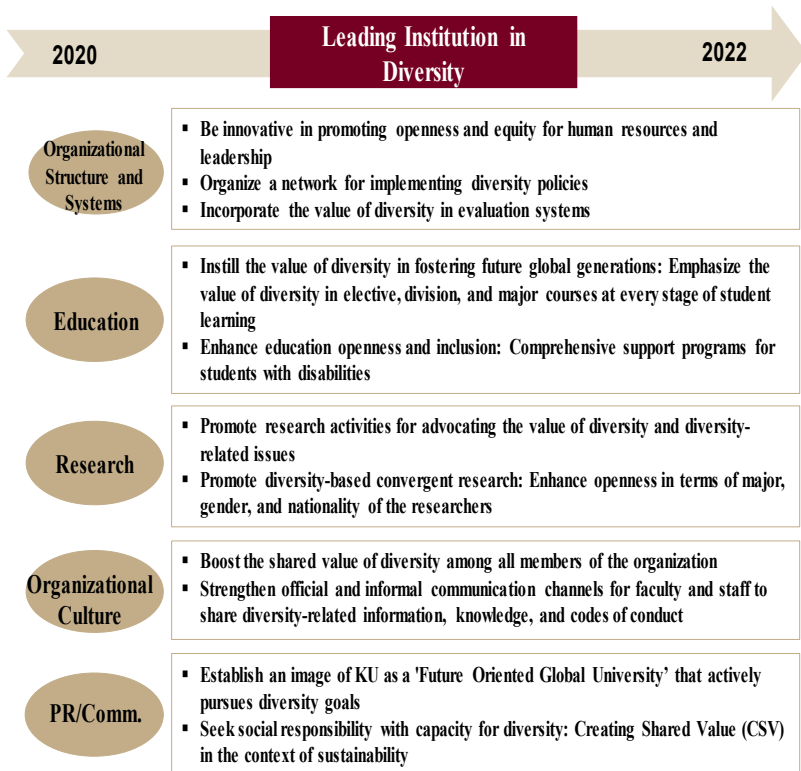


Figure 17. A Leading Institution in Diversity

Table 16. Actions Required for KU  
to Become a Leading Institution in Diversity

<p><b>Organizational Structure and System</b></p>	<ul style="list-style-type: none"> <li>■ Enhance faculty and staff diversity           <ul style="list-style-type: none"> <li>- Faculty Diversity: Increase the proportion of female faculty to 25%</li> <li>- School Administration and Operation: Increase the participation rate by female and non-KU undergraduate alumni faculty to 25% and 40%, respectively</li> <li>- Managerial and Higher Level Staff: Increase the proportion of female and non-KU undergraduate alumni staff</li> </ul> </li> <li>■ Establish organizational networks to implement diversity policies           <ul style="list-style-type: none"> <li>- Establish Diversity Council in each campus (College of Medicine, Sejong Campus)</li> <li>- Designate a diversity staff in each school/college/department/administration office</li> <li>- Establish a diversity staff network</li> </ul> </li> <li>■ Incorporate diversity value in the evaluation systems           <ul style="list-style-type: none"> <li>- Add a diversity measure to staff/course/department/school evaluations</li> </ul> </li> </ul>
<p><b>Education</b></p>	<ul style="list-style-type: none"> <li>■ Diversity education program for fostering future generation of the global society           <ul style="list-style-type: none"> <li>- Diversity education for every stage of student learning: elective, division, and major courses</li> <li>- Promote non-academic activities</li> <li>- Develop and share teaching methods for diversity courses among faculty</li> </ul> </li> <li>■ Enhance openness and inclusion in the educational environment           <ul style="list-style-type: none"> <li>- Admit more students with severe disabilities and establish &lt;Comprehensive Support Program for Students with Disabilities&gt; which forms an organic network of academic advising, health monitoring, and mentoring programs</li> </ul> </li> </ul>

<p style="text-align: center;"><b>Research</b></p>	<ul style="list-style-type: none"> <li>■ Promote research projects to spread the values of diversity <ul style="list-style-type: none"> <li>- Highlight diversity-related topics in KU research projects</li> <li>- Create policy research projects to spread the value of diversity</li> <li>- Promote diversity research projects for undergraduate and graduate students</li> </ul> </li> <li>■ Introduce incentive systems for projects with diverse researchers and diversity topics</li> </ul>
<p style="text-align: center;"><b>Organizational Culture</b></p>	<ul style="list-style-type: none"> <li>■ Provide special lectures on diversity for faculty and staff</li> <li>■ Develop and integrate in everyday communication diversity-themed content in the form of edutainment for faculty and staff</li> <li>■ Promote collaboration among staff members across teams, departments and divisions</li> </ul>
<p style="text-align: center;"><b>PR/ Communication</b></p>	<ul style="list-style-type: none"> <li>■ Establish KU as a ‘future oriented global university’ upholding the value of diversity <ul style="list-style-type: none"> <li>- Sophisticated communication efforts through newsletters, public relations materials, and press releases</li> </ul> </li> <li>■ Contribute to the local community on diversity-related efforts through CSV (Creating Shared Value) activities <ul style="list-style-type: none"> <li>- Collaborate with other universities, including Seoul National University, and propose the establishment of diversity council in each university</li> <li>- Build national consensus bringing together public offices and businesses to focus on the value of diversity</li> </ul> </li> </ul>

## ► Appendix: Faculty KUDI-I by Department

Department	Diversity Index	Department	Diversity Index
<<All KU Faculty>>	0.36		
Seoul Campus	0.35		
KU-KIST Graduate School of Converging Science and Technology	0.34	Graduate School (Department of Brain & Cognitive Engineering)	0.48
KU-KIST Graduate School of Converging Science and Technology	0.34	Department of Brain & Cognitive Engineering	0.48
College of Nursing	0.16	School of Art & Design	0.34
Department of Nursing	0.16	School of Art & Design	0.34
Business School	0.31	College of Liberal Arts	0.40
Department of Business Administration	0.31	Department of Korean Language and Literature	0.33
College of Engineering	0.29	Department of Russian Language and Literature	0.36
School of Civil, Architectural, Environment Engineering	0.29	Department of German Language and Literature	0.48
Department of Architecture	0.44	Department of French Language and Literature	0.41
School of Mechanical Engineering	0.23	Department of History	0.05
School of Industrial Management Engineering	0.23	Department of Sociology	0.25
Department of Materials Science & Engineering	0.26	Department of Spanish Language and Literature	0.56
School of Electrical Engineering	0.27	Department of Psychology	0.44
Department of Chemical & Biological Engineering	0.27	Department of Linguistics	0.20
Institute of Foreign Language Studies	0.50	Department of English Language and Literature	0.44
Institute of Foreign Language Studies	0.50	Department of Japanese Language and Literature	0.53
Division of International Studies	0.44	Department of Chinese Language and Literature	0.40
Graduate School of International Studies	0.43	Department of Philosophy	0.11
Division of International Studies	0.47	Department of Korean History	0.23
Graduate School of Energy and Environment (Green School)	0.37	Department of Classical Chinese	0.18
Graduate School of Energy and Environment (Green School)	0.37	School of Media & Communication	0.48
Graduate School of Management of Technology	0.30	School of Media & Communication	0.48
Graduate School of Management of Technology	0.30		

Department	Diversity Index	Department	Diversity Index
<<All KU Faculty>>	<b>0.36</b>		
<b>Seoul Campus</b>	<b>0.35</b>		
School of Law	<b>0.29</b>	Department of Food and Resource Economics	0.24
School of Law	0.29	Division of Environmental Science and Ecological Engineering	0.27
<b>College of Health Science</b>	<b>0.45</b>	<b>College of Medicine</b>	<b>0.24</b>
School of Biosystems and Biomedical Sciences	0.42	Department of Medical Science	0.27
School of Biomedical Engineering	0.30	Department of Medicine	0.23
Division of Health Policy and Management	0.56	<b>College of Science</b>	<b>0.31</b>
School of Health and Environmental Science	0.31	Department of Physics	0.31
<b>College of Education</b>	<b>0.46</b>	Department of Mathematics	0.29
Department of Home Economics Education	0.29	Department of Earth & Environmental Sciences	0.27
Department of Education	0.41	Department of Chemistry	0.34
Department of Korean Language Education	0.18	<b>College of Political Science &amp; Economics</b>	<b>0.32</b>
Department of Mathematics Education	0.32	Department of Economics	0.26
Department of History Education	0.39	Department of Political Science and International Relations	0.34
Department of English Language Education	0.52	Department of Statistics	0.32
Department of Geography Education	0.39	Department of Public Administration	0.38
Department of Physical Education	0.34	<b>College of Informatics</b>	<b>0.24</b>
<b>College of Life Sciences and Biotechnology</b>	<b>0.30</b>	Department of Computer Science & Engineering	0.24
Department of Biosystems and Biotechnology	0.36	<b>Graduate School of Information Security</b>	<b>0.32</b>
Department/Division of Biotechnology	0.23	Graduate School of Information Security	0.32
Department of Life Sciences	0.34		

Department	Diversity Index
<<All KU Faculty>>	0.36
Sejong Campus	0.43
<b>College of Public Policy</b>	<b>0.32</b>
Division of Economics and Statistics	0.32
Division of Public Sociology and KoreanUnification/Diplomacy	0.39
<b>College of Science &amp; Technology</b>	<b>0.32</b>
Division of Display and Semiconductor Physics	0.34
Department of Biotechnology and Bioinformatics	0.36
Department of Food and Biotechnology	0.28
Department of Advanced Materials Chemistry	0.34
Division of Applied Mathematical Science	0.43
Department of Electro-Mechanical Systems Engineering	0.21
Department of Electronics and Information Engineering	0.33
Department of Computer Convergence Software	0.30
Department of Environmental Systems Engineering	0.23
<b>College of Global Business</b>	<b>0.52</b>
Division of Global Studies	0.58
Division of Convergence Business	0.39
<b>Graduate School (Division of Accelerator Science)</b>	<b>0.45</b>
Department of Accelerator Science	0.45
<b>College of Culture and Sports</b>	<b>0.43</b>
Division of Global Sport Studies	0.43
Division of Cultural Heritage Convergence	0.36
Division of Culture Creativity	0.46
<b>College of Pharmacy</b>	<b>0.45</b>
Department of Pharmacy	0.45
<b>Graduate School of Public Administration</b>	<b>0.45</b>
Graduate School of Public Administration	0.45

\*Categories made based on the data compiled by the Office of Academic Affairs as of June 2019. Departments with less than 4 researchers/staff members were excluded from the statistical analysis.





# Korea University

## 2019 Diversity Report

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