



KOREA
UNIVERSITY

2020 Korea University Diversity Report

Special Theme University Education and Diversity

Summary

KU Diversity Council

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KU Diversity Council

Congratulatory Remarks from the President

Congratulations on the publication of the “Korea University Diversity Report 2020.”

The Korea University Diversity Council, which was launched in 2019 for the first time as a private university in Korea, has carried out various activities to promote diversity and build an inclusive culture and system in our university. In particular, the “Korea University Diversity Report 2020,” which is the second report of the Council, is of great significance in that it provided a direction for education to cultivate talented individuals with diversity values and competence by extensively researching cases of overseas universities and diagnosing the current status of Korea University. Diversity is the most precious value in nurturing creative talents who challenge beyond the boundaries of the times and academics and true leaders who will contribute to the future of mankind.

We will endeavor to ensure that all members demonstrate their best competence and grow with a sense of belonging and satisfaction at Korea University. I hope that Korea University’s inclusive organizational culture will become more mature with the publication of the “Korea University Diversity Report 2020.”

Thank you.

Chung Jin Taek, President, Korea University

Preface

The year 2021 marks the second anniversary of Korea University's Diversity Council. The "Korea University Diversity Report 2019," which was published in 2020, was the first report to analyze Korea University's human composition, system and culture, and the subjective experience of members from a "diversity perspective." It published the Korea University Diversity Index I and II, which were developed based on current-status data collected by more than 30 ministries and a campus climate survey. The development of the diversity index was a meaningful attempt that has no precedents in domestic and foreign universities. The diversity status analysis, campus climate survey, and diversity index analysis will be continued in the "Korea University Diversity Report 2021."

The "Korea University Diversity Report 2020" focuses on analyzing the importance of diversity in higher education by selecting "University Education and Diversity" as the special theme. To this end, ten universities in the United States (U.S.), which have been systematically reflecting the value of diversity in their curriculum and extracurricular programs, were selected. Their educational goals, curriculum and course management policies are analyzed in detail, and compared with the status of Korea University courses. In addition, this report describes the achievements and future tasks of the elective general education course "Diversity for the Future," established as the first stage program of diversity education, in detail. Actions and policies needed to gradually expand diversity-based education are presented based on this analysis.



Further, this report introduces various projects, which the Diversity Council has led to create a diversity-friendly and inclusive organizational culture and highlights their achievements and implications. The policy direction that can continuously promote the diversity of members and expand inclusive cultural experience is also provided.

The diversity strategy is the driving force behind the university's present and future. The field of diversity policy is becoming increasingly complex, reflecting its importance. Building diversity governance properly is very important for promoting diversity strategy and policy, which will lead to the excellence and sustainability of the university. In order to become a leader in diversity, the diversity organization should play the role of driving substantial policy changes that go beyond mere symbolic meaning. In this regard, this report suggests the direction of diversity governance that Korea University should pursue in the mid to long term by analyzing the diversity organizations of major overseas universities.

We hope that members' interest in and discussions on diversity and inclusion will deepen with the publication of the "Korea University Diversity Report 2020." Thank you.

January 2021

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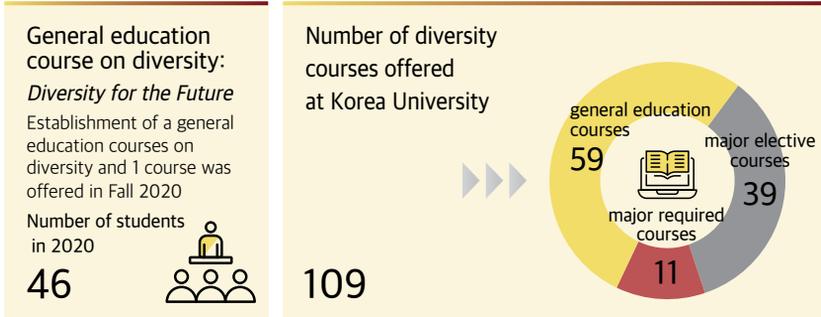


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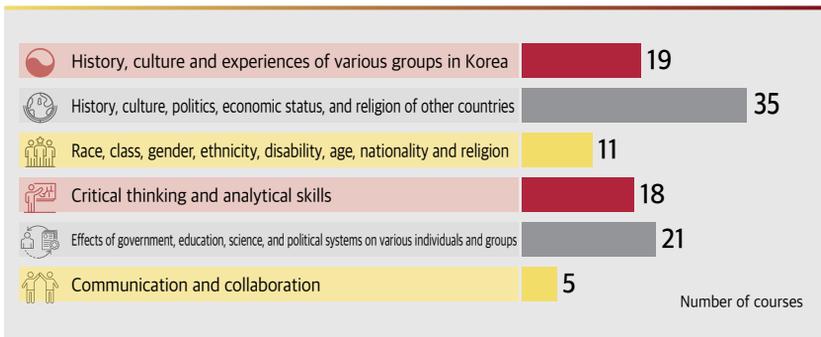
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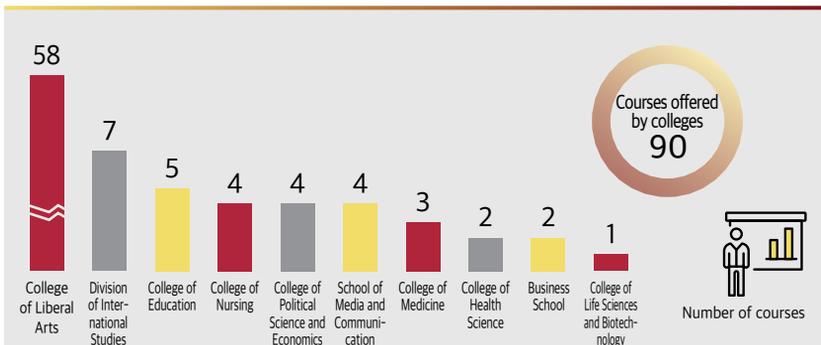
2020 Korea University diversity education status indicator (as of Fall 2020)



Korea University's diversity courses by topic



Status of Korea University's diversity courses by college



Korea University's activities in 2020 to spread the value of diversity

<p>Diversity Lecture: <i>Diversity for the Future</i></p> <ul style="list-style-type: none"> - Establishment and operation of an elective general education course as the first level of diversity education - Cultivation of diversity competence in university students through intensive education on the value of diversity 	<p>Extracurricular program: Student internship <i>Change Makers</i></p> <ul style="list-style-type: none"> - Operating an extracurricular program consisting of education and campaign activities to spread the value of diversity among the student community - Planning and running of the student-led Dream Wear campaign on a digital platform 	<p>Survey on foreign students' experience and perception of inclusion</p> <ul style="list-style-type: none"> - Focus on the group of international students who are facing increased difficulties due to COVID-19 - In-depth investigation of non-inclusive experiences on campus - Policy suggestions to increase the sense of belonging and satisfaction of foreign students 
<p>Publication of diversity booklet <i>Diversitas</i></p> <ul style="list-style-type: none"> - Monthly publication of the booklet <i>Diversitas</i> since June 2020 - Writing activities to revitalize communication about diversity issues and establish a theoretical basis for diversity education 	<p>Production of diversity video</p> <ul style="list-style-type: none"> - To communicate more freely with the members of the university about the usefulness and meaning of diversity - An animation video will be produced and shared in 2021 	<p>Diversity research contest for graduate students</p> <ul style="list-style-type: none"> - Research contest for graduate students who participate in BK21 programs - Activities to encourage graduate student research on diversity-related topics with a creative and interdisciplinary approach - Research presentation scheduled in 2021 



Part I

Diversity Strategies and Policies of Universities

Areas of diversity strategies of universities



Education Strategies

Educate the campus on diversity issues



Communication Strategies

Communicate the diversity mission, vision, goals, strategic plan, and progress with the institution



Symbolic Strategies

Influence campus culture through actions, presence, messages, and rituals that embrace diversity



Research Strategies

Define current status of diversity on campus. Measures include student success, access and equity, campus climate, and student development



Accountability Strategies

Establish indicators to measure diversity progress



Entrepreneurial Strategies

Finance diversity strategies



Recruitment Strategies

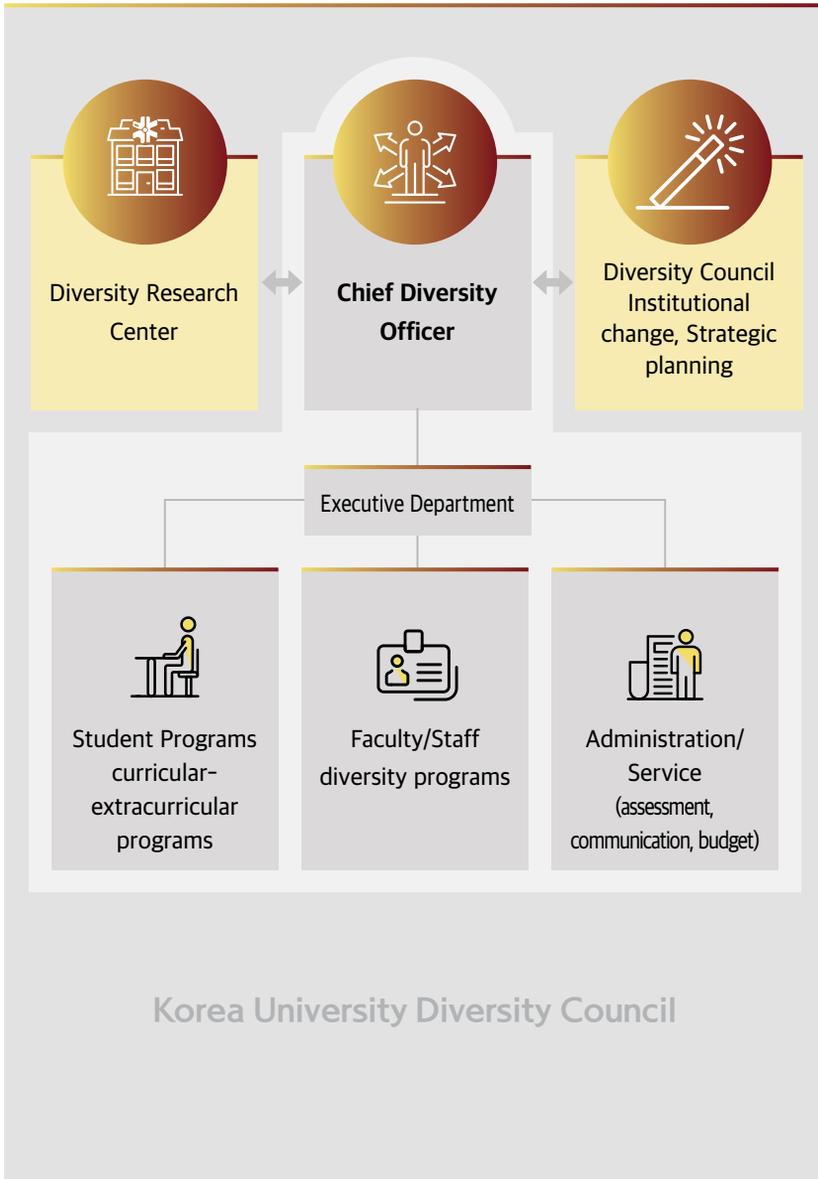
Recruitment of underrepresented students, faculty, and staff



Diversity Scholarship Strategies

Engage and partner with faculty to incorporate diversity into their research agenda

Desirable diversity governance model



I. Diversity strategies and policies of universities

1. Multidimensionality of diversity policies of universities

- Diversity issues addressed by higher educational institutions encompass all aspects of **Equity, Diversity, and Inclusion(EDI)**, and cover multidimensional issues.¹⁾ The effects of diversity policies of higher educational institutions are presented in Table 1-1.

Table 1-1. Effects of university diversity policy²⁾

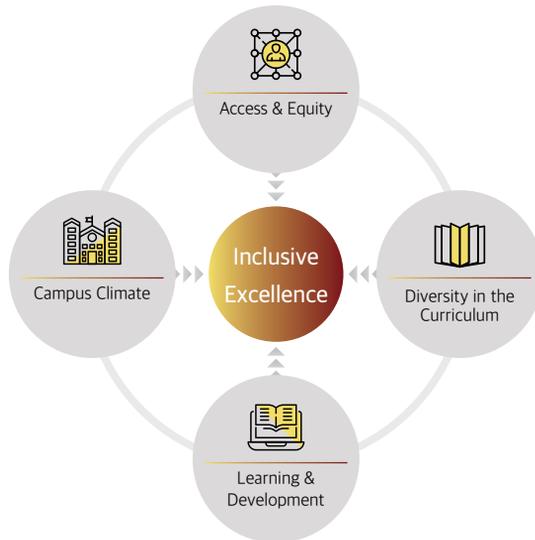
Individual effects on all members	Organizational effects	
	Organizational management effects	Effects of faculty diversity
 <ul style="list-style-type: none"> ▪ Improves racial and cultural perception ▪ Promotes diversity and openness to challenges ▪ Accepts a non-discriminatory way of life ▪ Improves critical thinking skills ▪ Increases satisfaction of university life 	 <ul style="list-style-type: none"> ▪ Creates a workplace environment with high multicultural acceptance ▪ Promotes the employment of talents ▪ Improves the image of the university ▪ Promotes organizational creativity and innovation ▪ Promotes enhanced problem-solving ability and organizational flexibility 	 <ul style="list-style-type: none"> ▪ Encourages a student-centered approach to teaching and learning ▪ Promotes a variety of courses ▪ Revitalizes research on diversity issues ▪ Enhances the role of minority faculty members in on- and off-campus activities

1) Smith, D. G. (2015). *Diversity's promise for higher education: Making it work*. Baltimore, MD: Johns Hopkins University Press.

2) Worthington, R. L., Stanley, C. A., & Smith, D. G. (2019). Advancing the professionalization of diversity officers in higher education. *Journal of Diversity in Higher Education*, 13(1), 1-22.

- The leading universities in the so-called EDI strategy and policy have presented “inclusive excellence” as their ultimate goal. The goal is to select and recruit university members (students and faculty members) from the widest possible range of background, culture, race, life experiences, perspectives, and beliefs so that their diverse experiences and ways of thinking can lead to various types of “performance excellence.” The **inclusive excellence policy** is largely composed of the following four areas.

Figure 1-1. Inclusive excellence model³⁾



3) Williams, D. A., Berger, J. B., & McClendon, S. A. (2005). *Toward a model of inclusive excellence and change in postsecondary institutions*. Association of American Colleges and Universities.

- ① **Access and equity:** Policy that organizes diverse and heterogeneous groups of professors, staff, and students and provides fair opportunities to all
- ② **Campus climate:** Policy that fosters a culture for faculty and students to positively perceive and experience the environment of the organization
- ③ **Learning and development:** Policy that evaluates student learning outcomes in terms of active thinking, intellectual motivation, effective communication, cooperative problem-solving skills, empathy for and understanding of others, and the ability to recognize differences
- ④ **Diversity in the curriculum:** Policy that promotes and practices diversity education through regular courses and extracurricular activities

2. Diversity governance of universities

1) Importance of diversity governance

- As of 2013, at least 60 U.S. universities had created the position of a Chief Diversity Officer (CDO) to oversee diversity planning and implementation.⁴⁾ This shows that universities are approaching the diversity issue through a strategic model rather than a reactionary model and that the diversity issue is important in university development strategy. The areas of diversity strategy promoted by universities can be broadly grouped into 8 categories as presented in Table 1-2.

4) Leon, R. A. (2014). The chief diversity officer: An examination of CDO models and strategies. *Journal of Diversity in Higher Education*, 7(2), 77-91.

Table 1-2. Areas of diversity strategies of universities

Types of strategy	Definition
 Education Strategies	Educate the campus on diversity issues
 Communication Strategies	Communicate the diversity mission, vision, goals, strategic plan, and progress with the institution
 Symbolic Strategies	Influence campus culture through actions, presence, messages, and rituals that embrace diversity
 Research Strategies	Define current status of diversity on campus. Measures include student success, access and equity, campus climate, and student development
 Accountability Strategies	Establish indicators to measure diversity progress
 Entrepreneurial Strategies	Finance diversity strategies
 Recruitment Strategies	Recruitment of underrepresented students, faculty, and staff
 Diversity Scholarship Strategies	Engage and partner with faculty to incorporate diversity into their research agenda

- As the administrator responsible for diversity, the CDO manages, integrates, and coordinates diversity issues on campus. He/she is responsible for reporting the current situation to the top leadership (usually the president) and advising on policies and strategies.⁵⁾ The main field of work of the organization overseeing diversity

5) Williams, D. A., & Wade-Golden, K. (2007). *The chief diversity officer: A primer for college and university presidents*. Washington, DC: American Council on Education.

can be divided into faculty recruitment/promotion/career development, student recruitment/retention/achievement, curricular and extracurricular development, and creation of campus culture.

- The structure of the Chief Diversity Office can influence the functions and role of the CDO. Specifically, the following issues are most important: ① whether the CDO has a direct reporting line to the president, ② how closely he/she can interact with the heads of colleges and departments, ③ how closely he/she cooperates with administrative departments such as the Admissions Office, Academic Affairs Office, and Student Affairs Office, and ④ what kinds of communications systems exist between the CDO and other diversity organizations on campus. In particular, securing an ongoing communication channel between the university's high-ranking administrators and the CDO is very important in the diversity strategy.

2) Diversity governance: How should the organization for diversity be structured?

- A university diversity organization can take various forms for establishing and implementing diversity strategies and policies. According to the survey on diversity organizations at the U.S. universities,⁶⁾ about 40% of the universities have a Collaborative Officer model, 31% have a Unit-Based model, and 28% have a Portfolio Divisional model.
- In contrast to the collaborative officer model, the unit-based model and portfolio

6) Leon, R. A. (2014). The chief diversity officer: An examination of CDO models and strategies. *Journal of Diversity in Higher Education*, 7(2), 77-91.

divisional model provide more comprehensive programs and services that encompass multiple member groups based on relatively abundant administrative and professional resources, and play a role in establishing the overall university strategies.

Table 1-3. Models of diversity organizations

Collaborative officer model	Unit-based model	Portfolio divisional model
<ul style="list-style-type: none"> ▪ One-person office with small support staff (secretary, student employee) ▪ No reporting unit structure/no supervision of lower-rank diversity officers ▪ Limited budget and narrow span of priorities ▪ High value on building personal relationships on campus ▪ Rarely involved in implementation of diversity initiatives at ground level 	<ul style="list-style-type: none"> ▪ Presence of additional staff (e.g., administrative support professionals, program assistant, research assistant) to sponsor diversity initiatives ▪ Supervision of lower-rank diversity officers ▪ No reporting unit structures ▪ High value on building personal relationships on campus ▪ Direct collaboration with diversity and non diversity-related units 	<ul style="list-style-type: none"> ▪ Most cost-intensive model (staff and resources) ▪ Direct collaboration with high-ranking administrators ▪ High value on building personal relationships on campus ▪ Presence and supervision of lower-ranking diversity officers ▪ Direct relationship with reporting units (e.g., multicultural affairs, ethnic and gender studies)

- A large-sized institution (more than 35,000 university members) is likely to adopt a portfolio divisional model, and the administrative status of the CDO is relatively

high. The CDO is supported by professional and administrative personnel and has the authority to comprehensively plan and implement diversity strategies on campus. The CDO's administrative status varies from university to university but is generally equivalent to the rank of vice-president. This is because when a CDO is appointed to a relatively low administrative position, he/she will not have substantial decision-making or executive power, and will be relegated to the role of accepting or listening to the opinions of higher rank decision-makers.

- Insufficient administrative support will disrupt diversity activities even if the CDO is appointed to a senior administrative position.⁷⁾ In particular, the CDO is more likely to be immersed in administrative affairs and one-off programs, rather than be involved in coordinating and managing the strategic direction of the entire campus through leadership, in a structure in which the organization consists of a CDO and only a few administrative staff members as in the collaborative officer model.

3) Suggestions for building desirable diversity governance

- The following questions should be considered essential in the process of building university diversity governance.

- ① How should the organization for diversity be institutionally structured?
- ② Who should become the CDO, and what programs and services should the organization provide to the members?
- ③ Should the organization which directly implements diversity policies and

7) Williams, D. A., & Wade-Golden, K. (2013). *The chief diversity officer: Strategy, structure, and change management*. Fairfax, VA: Stylus Publishing Press.

programs and the advisory committee exist separately?

- ④ What kind of relationships should it establish with various diversity organizations that already exist (e.g., the Center for Support for Students with Disabilities and Center for Gender Equality), and how should it cooperate with the university's other administrative departments and colleges?
- Universities design and operate diversity organizations in various forms. They range from models with a small number of administrative staff focusing on programs for students to those that run multiple programs in a complete and comprehensive manner and have specialized personnel for each program. The form of the diversity organization can be divided into an identity-specific model, a programming and professional point-of-contact model, and a comprehensive service model. The portfolio divisional model presented earlier may be comparable to the comprehensive service model.
 - In the case of a comprehensive service model, the position of the CDO is equivalent to that of a vice president or vice provost and he/she serves as a member of the executive branch of the university headquarters. In particular, it is desirable for the CDO to be involved in the establishment of mid- to long-term development plans for the university by participating in the strategic planning committees led by the president. This is because in this process the CDO can set the diversity agenda for the university leadership and continue to convey the message that diversity and inclusion organizations are as important as other organizations in the university. The CDO should cooperate closely with administrative departments such as the Office of General Affairs, Office of Student Affairs, and Office of Academic Affairs.
 - Large universities assign a special advisory role to the CDO in terms of presenting the

diversity agenda to the president and advising on strategic directions and policies. The CDO is responsible for setting, evaluating, and overseeing the goals of various diversity initiatives of the university while providing diversity education to faculty and staff through workshops and seminars.

- It may be impossible for all university diversity organizations to emulate a portfolio divisional model or a comprehensive service model in the short term since different universities have different budgets and workforce conditions. However, **in order for all members to grow in an inclusive culture without any discrimination and to contribute to the university's achievements, diversity governance should aim for "inclusiveness" and "completeness" in the medium to long term.**

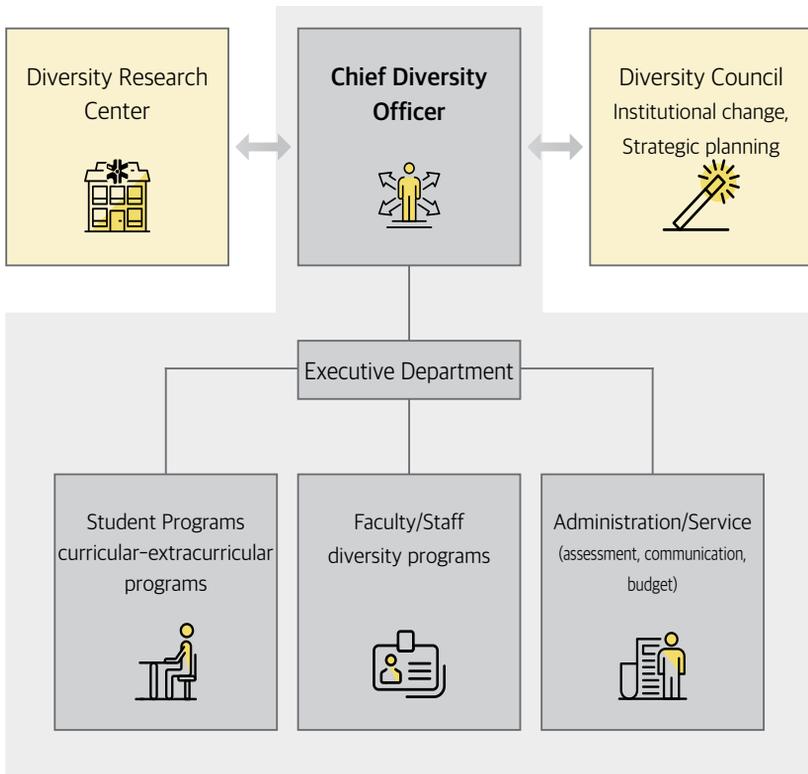
- Above all, the organization overseeing diversity should be equipped with professional and administrative personnel capable of operating programs for each member group (students, professors, and staff) and demonstrate substantial execution power. In order to develop, maintain, and expand programs that meet the needs of members, rather than execute one-off projects, it is important to secure specialized personnel for each program.

- In the mid to long term, research funding from the government and industry should be secured by establishing an independent diversity research center. Supporting research that can promote diversity and excellence in various academic fields through these resources is also important.

- As presented in Figure 1-2, in the long term, it is reasonable to separate the execution department of the organization overseeing diversity and the diversity council as a voting and advisory body. Establishing an independent research center to promote

diversity studies can also be considered. This is because the most efficient structure would be one in which all of the university diversity policies and strategies are established through the diversity council and carried out through the executive department. In addition, for diversity policies and strategies to spread to all educational units and administrative departments, the diversity council should be composed of representatives of educational and administrative units.

Figure 1-2. Desirable diversity governance model

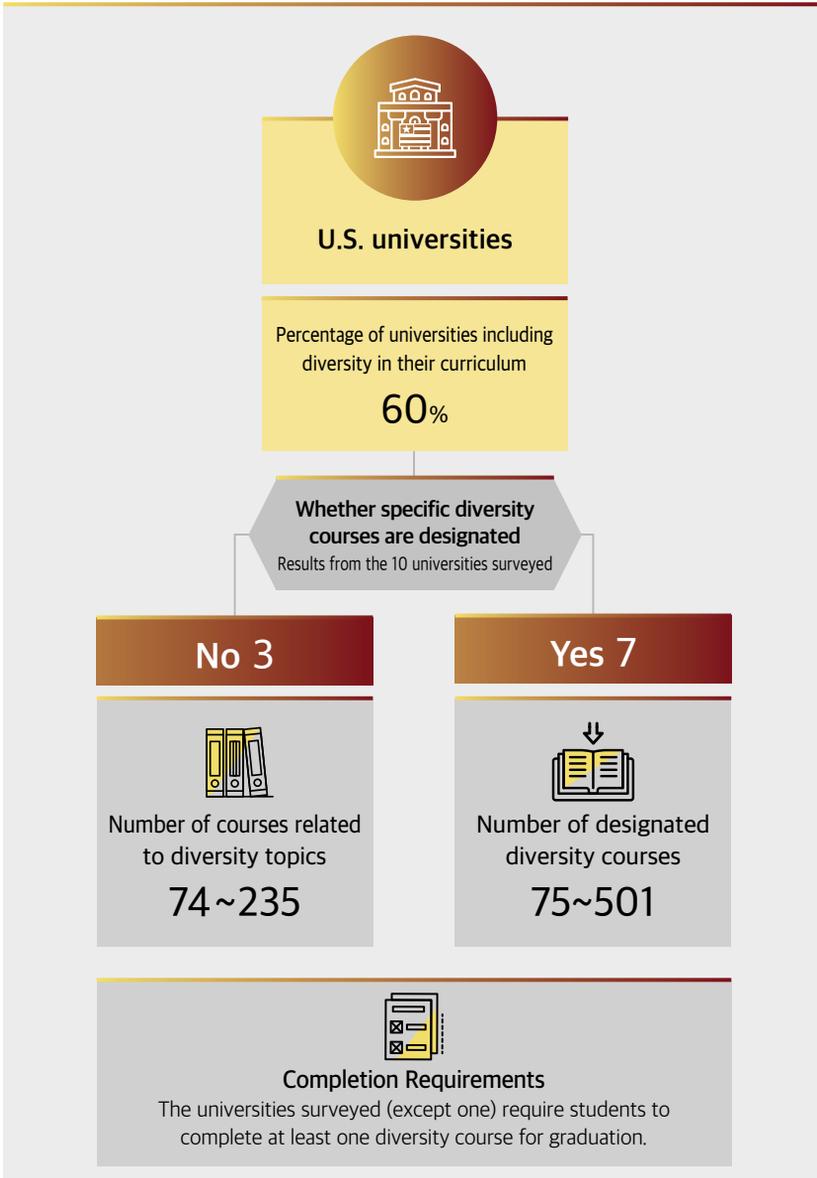




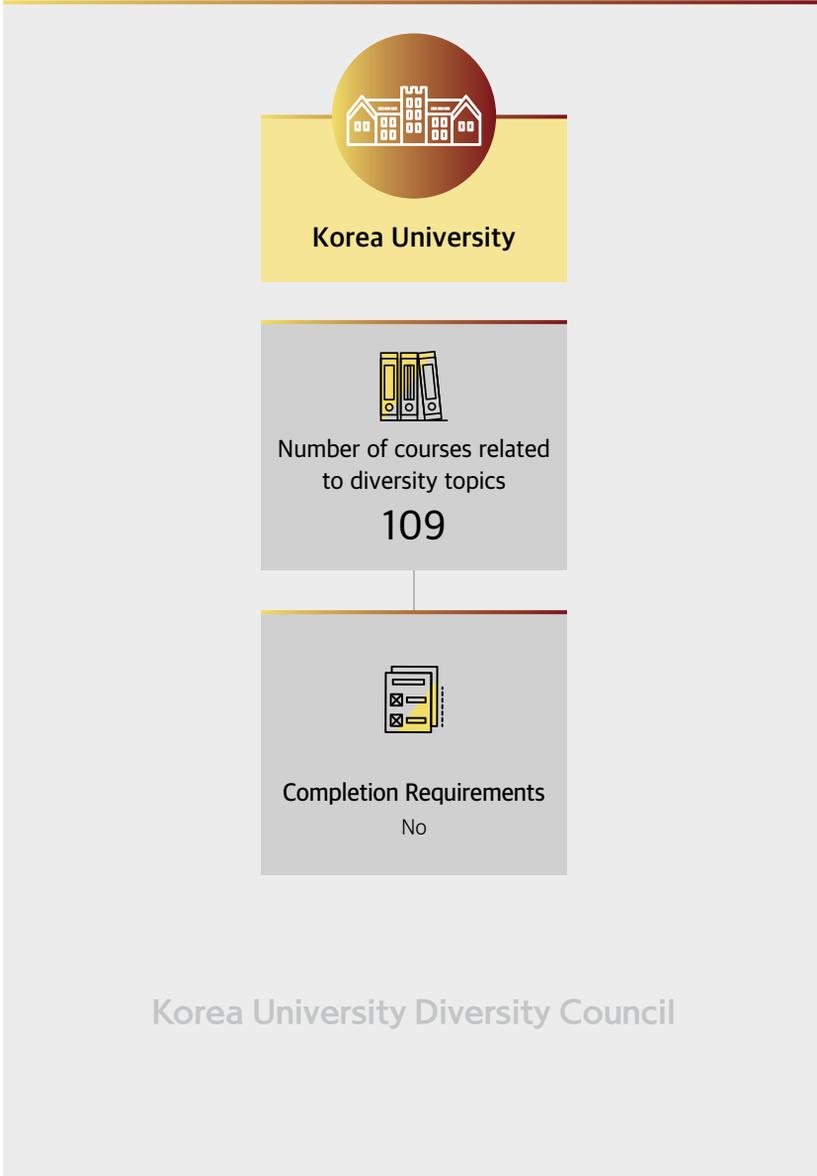
Part II

Diversity-Based Education in Universities

The status of diversity courses at universities in the U.S. (as of Fall 2020)



The status of Korea University's diversity courses (as of Fall 2020)



II. Diversity-based education in universities

1. Meaning and effects of diversity education

- Although the starting point of a diversity policy is to include people from different groups, what is more important is that it creates a structure and environment in which members feel a sense of belonging and encourages members to learn a culture that embraces and respects diversity. Therefore, in order for universities to practice the value of diversity and connect it to their excellence, the core of the diversity policy should be set to “education.”
- The Association of American Colleges & Universities proclaims diversity to be “the essence of higher education.” In the case of the U.S., about 60% of educational institutions include diversity in their curriculum⁸⁾ and students are required to take at least one diversity course.
- “Diversity education” is a comprehensive term that refers to the overall process of preparing students to live and work in diverse societies⁹⁾. The basic goal of diversity education is to enable effective interaction with diverse people by cultivating perception, attitudes, and skills/behavioral norms on diversity.

8) Hart Research Associates (2016). Recent trends in general education design, learning outcomes, and teaching approaches: Key findings from a survey among administrators at AAC&U member institutions.

9) Sciamè-Giesecke, S., Roden, D., & Parkison, K. (2009). Infusing diversity into the curriculum: What are faculty members actually doing? *Journal of Diversity in Higher Education*, 2(3), 156-165.

- Perception: Reflecting and understanding one’s point of view in the relationship with others’; understanding the historical and structural backgrounds surrounding differences; understanding social inequality such as privilege and alienation
- Attitudes: Elimination of stereotypes and prejudice; non-discriminatory and tolerant attitudes; perspective-taking and empathy; social accountability
- Skills/behavior: Ability to communicate and collaborate effectively with others; abilities of critical thinking from the perspective of diversity; active social and political engagement

2. Course design that embraces diversity

- The use of inclusive teaching methods for students from diverse backgrounds in the classroom ① provides fair opportunities, especially for minority students so that they can benefit from education and ② is useful in helping all students develop complex thinking skills and the ability to collaborate on differences and reducing prejudice.
- The faculty should carefully consider how to integrate diversity into the content and structure of the curriculum to create an inclusive learning environment for all subjects across all majors. To do so, the so-called diversity-inclusivity framework can be utilized (Refer to Table 2-1).

- ① **Goal:** The goal of education is set to acquire the knowledge, attitudes, and skills required for effective participation in a highly diverse society.
- ② **Content:** Content reflects the experiences of multiple cultural groups beyond the mainstream perspectives and experiences.
- ③ **Foundations/Perspective:** The course draws on theories that show how human differences (including the background characteristics of students and faculty) influence our understanding of a course topic.
- ④ **Learners:** Course content and teaching methods are designed and adjusted to fit students' learning needs.
- ⑤ **Instructor(s):** Instructors continuously reflect on how their own identities, bias, and values influence the content and method of the lecture.
- ⑥ **Pedagogy:** Focusing on the understanding that all students have different learning motivations and needs
- ⑦ **Classroom environment:** The environment should be empowering, reflective of the diverse backgrounds of students and designed to support to student learning.
- ⑧ **Assessment/evaluation:** Instructors use various formal and informal evaluation methods that are more sensitive to the various backgrounds of students.
- ⑨ **Adjustment:** The instructor flexibly adjusts course design through interaction with students. Even adjust the objectives of the course according to the students' motivation and desires.

Table 2-1. Diversity-inclusivity framework¹⁰⁾

Element	Inclusivity Continuum		
① Purpose/ Goals	prepare students	» prepare students for diverse experiences	» prepare students to actively engage in a diverse society
② Content	monocultural	» additive	» multicultural
③ Foundations/ Perspectives	unexplored	» exposed	» multiple foundations/ perspectives examined
④ Learners	passive acceptors	» participants with some learning needs	» collaborators with diverse learning needs
⑤ Instructor	unexplored views, biases, values	» exploring own views, biases, values	» understanding own views, biases, values
⑥ Pedagogy	filling students with knowledge	» transitional, using varied techniques	» critical/equity oriented
⑦ Environment	ignored	» inclusive	» empowering
⑧ Assessment Evaluation	standard	» mixed methods	» methods suited to student diversity
⑨ Adjustment	adjustment to cover material	» adjustment to some needs of students	» adjustment to diverse needs of students

10) Nelson Laird, T. F. (2014). Reconsidering the inclusion of diversity in the curriculum. *Diversity and Democracy*, 27(4), 12-14.

3. University diversity education cases: Focusing on 10 universities in the U.S.

1) University selection criteria

- To analyze cases of diversity education in universities, we have selected 10 U.S. universities that have long emphasized “diversity” as a key component of their educational policy and curriculum. In particular, whether a university provides a balanced variety of regular courses and extracurricular programs was regarded as a selection criterion. It was also considered whether it has regional representation while being ranked at the top in the U.S. university evaluation (Refer to Table 2-2).

Table 2-2. University list for diversity education survey

No.	University name	Area
1	Messachusetts Institute of Technology (MIT)	Northeast
2	Harvard University	Northeast
3	University of Pittsburgh	Northeast
4	Stanford University	Western
5	University of California, Los Angeles (UCLA)	Western
6	Northwestern University	Central
7	University of Wisconsin-Madison	North-central
8	University of Michigan-Ann Arbor	North-central
9	University of Florida	Southeast
10	University of Texas-Austin	South-central

2) Examples of diversity courses

- U.S. universities have been striving to provide students with regular courses that reflect the value of diversity. Specifically, they provide courses that include topics such as inequality, alienation, discrimination, or intercultural communication and collaboration relating to race, gender, migrants, and refugees in the curriculum
- The University of Washington categorizes a wide variety of courses into 6 broad topics as shown in Table 2-3. The present report used this classification and analyzed diversity courses for undergraduate students introduced in the fall 2020 semester at the 10 target universities.

Table 2-3. Six topics of diversity courses

	① Histories, cultures, & experiences of people of diverse backgrounds in the US
	② The study of peoples in other countries, their histories, cultures, politics, economic status, and religions
	③ The study of race, class, gender, ethnicity, disability, age, sexuality, nationality, and religion
	④ Critical thinking and analytical skills
	⑤ Study of the effects of institutions-government, education, science, politics-on diverse individuals and groups
	⑥ Communicating and working collaboratively across differences

(1) Topic 1:  Histories, cultures, and experiences of people of diverse backgrounds in the U.S.

- **Educational goals:** It explores how various groups coexisting in society have formed communities and expressed their opinions through political movements, arts, and literature in order to understand the various cultures of the U.S.

Table 2-4. Examples of diversity courses offered by the U.S. universities: Topic 1

University name	Course name	Content
MIT	Race, Crime, and Citizenship in American Law	Race-related laws of the U.S.
Harvard	Power to the People: Black Power, Radical Feminism, and Gay Liberation	Minority movement that drove American social change
Pittsburgh	Anti-Black Racism: History, Ideology, and Resistance	American history of anti-racism, ideology and resistance (Mandatory course for freshmen)
Stanford	Perspectives on American Identity	Diversity and change of American identity
UCLA	Social Organization of Black Communities	Development of African American community and modern problems
Northwestern	Chicago Speaks: Listening for Power and Place	Chicago's diverse races and ethnic composition
Wisconsin	American Indian Women	Life of an American Indian women
Michigan	American Immigration	American immigration experience of various ethnic groups
Florida	Cultural Diversity in the United States	Current status of diversity in contemporary U.S. society
Texas	African American Experiences in Architecture	African Americans' architectural experience

(2) Topic 2:  The study of peoples in other countries, their histories, cultures, politics, economic status, and religions

- **Educational goals:** By exploring the history, culture, and identities of various groups of different nationalities from the perspective of mutual cultural understanding, students can avoid cultural stereotypes and understand the modern global society.

Table 2-5. Examples of diversity courses offered by the U.S. universities: Topic 2

University	Course name	Content
MIT	Race and Migration in Europe	Race and ethnic politics in Europe
Harvard	Islam and Politics in the Modern Middle East	Relationship between politics and religion in Middle Eastern countries
Pittsburgh	The French Atlantic	French colonial history
Stanford	Modern Korean History	Korean modern and contemporary history
UCLA	Languages and Cultures of Asia	The relationship between Asian historical and cultural backgrounds and languages
Northwestern	History of the Black World	History of Africans around the world
Wisconsin	Introduction to Southeast Asia: Vietnam to the Philippines	Ethnicity, culture, religion, politics, and history in Southeast Asia
Michigan	Slavery and Ethnicity in the Ancient World	Ancient and modern slavery in the world
Florida	The Arab Woman	Arab culture and the role and status of women
Texas	Gender and Modern India	Indian history and gender

(3) Topic 3:  Race, class, gender, ethnicity, disability, age, nationality and religion

- **Educational goals:** By learning how “differences” in race, class, and gender are socially formed, changed, and overlap with each other, students can increase their openness to differences and free themselves from discriminatory attitudes.

Table 2-6. Examples of diversity courses offered by the U.S. universities: Topic 3

University name	Course name	Content
MIT	D-lab: Gender and Development	Project for analyzing and resolving gender inequality
Harvard	Global Feminisms	History and concept of feminism
Pittsburgh	America Childhoods: Race, Gender, and Citizenship, 1865 ~ Present	Impact of race, class, and gender on children and youth
Stanford	Gendered Innovations in Science, Medicine, Engineering, and Environment	History of women in science and gender innovation, equality
UCLA	Perspectives on Disability Studies	Perspective on disability
Northwestern	Race, Class and Gender	Identity experiences in areas of life such as work, home, education, and poverty
Wisconsin	Introduction To The City	History of spatial and social segregation of race, class, ethnicity, and gender in the city
Michigan	Race, Gender and Nation	Racial and gender-related experiences in a variety of cultural contexts
Florida	Race and Racism	Race and racial discrimination
Texas	Comparing Religions	Comparison of 10 religions

(4) Topic 4:  Diversity-related critical thinking and analytical skills

- **Educational goals:** Critical thinking skills can be improved, and integrated problem-solving skills can be developed by analyzing disputes and issues related to diversity and exploring solutions.

Table 2-7. Examples of diversity courses offered by the U.S. universities: Topic 4

University name	Course name	Content
MIT	Diversity as Discovery	Cultivate the value of diversity and skills based on self-understanding and analysis
Harvard	Justice: Ethics in an Age of Pandemic and Racial Reckoning	Analyze ethical issues such as inequality, individual rights, and common good in the age of pandemic
Pittsburgh	Seminar in Composition: Topics in Diversity	Reading and writing course that explores diversity-related topics
Stanford	Doing Community History: Asian Americans and the Pandemic	Analysis of experiences and video production of Asian Americans infected with COVID-19
UCLA	Foundations and Debates in Public Thought	Discuss race, class, and gender inequality
Northwestern	Reading Difference	Analysis of expressions about “differences” in literature, movies, and media
Wisconsin	Intersectionalities, Self-Awareness, and Social Actions for Social Change	Develop knowledge and skills related to diversity, such as thinking from different perspectives
Michigan	Social Justice, Identity, Diversity and Community	Analysis of social justice, identity, diversity, and relationships between groups (Sociology course for freshmen)
Florida	Social Inequality	Analysis of social inequality factors such as wealth and power
Texas	Individual Differences	Analysis of “differences” among people

(5) Topic 5:  Effects of government, education, science, and political systems on various individuals and groups

- **Educational goals:** Students can systematically analyze and criticize social prejudice and discrimination and increase their involvement in socio-political issues by understanding the effects of social changes and systems on various groups of people.

Table 2-8. Examples of diversity courses offered by the U.S. universities: Topic 5

University name	Course name	Content
MIT	Globalization: The Good, the Bad and the In-Between	Cultural, artistic, social, and political effects of globalization
Harvard	Confronting COVID-19: Science, History, Policy	Analysis of how COVID-19 reveals social structures such as inequality between groups
Pittsburgh	The Language of Policy and Power: Topics in Diversity	Relationship between unequal distribution of power and privilege and public policy
Stanford	Race and Gender in Silicon Valley	Impact of the era of data and AI on individual identity formation and expression
UCLA	Political Violence in Modern World: Causes, Cases, and Consequences	Causes, cases, and consequences of political violence (war, racism, massacre)
Northwestern	Race and Public Policy	How diversity shapes U.S. policy and how policy affects diversity
Wisconsin	Inequality, Race And Public Policy	Examples of public policy creating inequality in areas such as labor market, education, and health

University name	Course name	Content
Michigan	Education Policy in a Multicultural Society	Status and improvement of U.S. public education policies related to equity and accessibility
Florida	Marriage and Family	Changes in the marriage and family system and gender roles within the system
Texas	Social Determinants of Health Disparities	Social gaps in health and disease and strategies to reduce them

(6)  Topic 6: Communication and collaboration beyond differences

- **Educational goals:** Students understand the impact of “differences” on interactions and practice communication skills such as listening, empathy, and self-expression so that they can resolve conflicts and promote cooperation between different groups.

Table 2-9. Examples of diversity courses offered by the U.S. universities: Topic 6

University name	Course name	Content
MIT	The Art and Science of Negotiation	Method of negotiating and resolving conflicts based on mutual understanding
Harvard	Reclaiming Argument: Logic as a Force for Good	Practice communication methods to overcome differences in perspectives
Pittsburgh	Written Professional Communication: Topics in Diversity	Analyze and practice the characteristics of written communication
Stanford	Intergroup Communication	Learn to communicate based on the understanding of various groups

University name	Course name	Content
UCLA	Culture and Communication	Daily life and communication in customary language
Northwestern	Argumentation and Debate	Theory and practice of dispute and debate
Wisconsin	Intercultural Dialogues	Discussion between groups from different backgrounds to promote diversity
Michigan	Processes of Intergroup Dialogues Facilitation	Skills training to facilitate effective dialogue between various groups
Florida	Intercultural Communication	Analysis of communication differences by culture
Texas	Intercultural Communication	Method of communicating between people who speak different languages

3) Diversity course graduation requirements

- Most colleges and universities in the U.S. call for the completion of diversity courses as a graduation requirement. Table 2-10 summarizes the requirements for completing diversity courses and the number of diversity courses at the surveyed universities.

Table 2-10. Completion requirements for diversity courses at the U.S. universities

University name	Completion requirements	Number of diversity courses (as of Fall 2020)
MIT	<ul style="list-style-type: none"> ▪ D-classes containing diversity values are opened every semester, but there are no mandated completion requirements. 	<p>74</p> <p>(5 D-classes + Diversity-related major and general education courses selected by the investigator)</p>

University name	Completion requirements	Number of diversity courses (as of Fall 2020)
Harvard	<ul style="list-style-type: none"> ▪ Complete a total of 4 courses, one each in four general education categories including diversity values 	<p style="text-align: center;">144</p> <p>(Diversity-related major and general education courses selected by the investigator)</p>
Pittsburgh	<ul style="list-style-type: none"> ▪ Mandatory courses for freshmen: “Anti-Black Racism: History, Ideology, and Resistance” ▪ Completion requirements vary by university 	<p style="text-align: center;">135</p> <p>(Mandatory diversity courses + Diversity major and general education designated courses)</p>
Stanford	<ul style="list-style-type: none"> ▪ Complete 1 course in the field of “WAY-ED(Engaging Diversity)” 	<p style="text-align: center;">121</p> <p>(Diversity designated courses)</p>
UCLA	<ul style="list-style-type: none"> ▪ Complete 1 course in the field of “Diversity Class” 	<p style="text-align: center;">121</p> <p>(Diversity designated courses)</p>
Northwestern	<ul style="list-style-type: none"> ▪ Mandatory courses for Engineering freshmen: “Design Thinking and Communication” ▪ Completion requirements vary by university 	<p style="text-align: center;">235</p> <p>(Diversity-related major and general education courses selected by the investigator)</p>
Wisconsin	<ul style="list-style-type: none"> ▪ Complete 1 course in the field of “Ethnic Studies” 	<p style="text-align: center;">75</p> <p>(Diversity designated courses)</p>
Michigan	<ul style="list-style-type: none"> ▪ Complete 1 course in the field of “Race and Ethnicity” 	<p style="text-align: center;">120</p> <p>(Diversity designated courses)</p>
Florida	<ul style="list-style-type: none"> ▪ Complete 1 course in the field of diversity ▪ Complete 1 course in the international field 	<p style="text-align: center;">148</p> <p>(Diversity designated courses)</p>
Texas	<ul style="list-style-type: none"> ▪ Complete 1 course in the field of “Cultural Diversity in the U.S.” and complete 1 course in the field of “Global Cultures” 	<p style="text-align: center;">501</p> <p>(Diversity major and general education designated courses)</p>

- Most U.S. colleges and universities require students to take at least one course from a list of courses related to diversity, and some require students to take certain courses. Moreover, there are universities that require diversity extracurricular programs in addition to regular courses. There are also universities that have different course completion requirements by colleges and majors.

4) Extracurricular programs

- Many universities provide extracurricular programs along with regular courses. The programs can be classified into the following four broad types.

(1) Education: Workshops, conferences, and forums on diversity

Table 2-11. Examples of extracurricular programs on diversity at the U.S. universities: Education

University name	Program name	Content
MIT	DEI (Diversity, Equity, Inclusion)	<ul style="list-style-type: none"> ▪ Approximately 45 minutes of online education must be completed by all freshmen - Understanding of related terms - Method of identifying unconscious prejudice - Resources available at MIT
Pittsburgh	First Year Diversity Workshop	<ul style="list-style-type: none"> ▪ Essential workshop for all engineering freshmen ▪ Understand what diversity means and how it contributes to personal, career, and social improvement

University name	Program name	Content
	Immersive Sessions	<ul style="list-style-type: none"> ▪ Workshops on the following topics <ul style="list-style-type: none"> - Reducing Bias & Stereotyping - Essential Conversations 2.0 - White Identity Student Affinity Session
Stanford	Stanford Gender, Equity, and Justice Summit	<ul style="list-style-type: none"> ▪ Conference on gender inclusion and equity ▪ Topics <ul style="list-style-type: none"> - Love, Resilience, and Self Care - Tomorrow's World is Ours to Build - Dare to be Powerful: Our Strengths, Our Vision, Our Community
Wisconsin	UW Diversity Forum	<ul style="list-style-type: none"> ▪ A host of diversity and equality sessions are held over a certain period of time <ul style="list-style-type: none"> - 2020 forum topic: "The Pandemic Effect: Exposing Racism & Inequalities"
Florida	Real Talk Workshops	<ul style="list-style-type: none"> ▪ Comprehensive workshop under the theme "Respect, Equity, and Allyship for Leaders" <ul style="list-style-type: none"> - Foundational Diversity Workshop - Bias, Stereotypes, Microaggressions - Power, Privilege and Oppression - Allyship and Action - Anti-Racism Education - Inclusive Leadership Initiative
Texas	Courses for Racial Awareness and Healing	<ul style="list-style-type: none"> ▪ Six online education sessions under the theme "The History of the Black Experience"
	Disability Advocate Program	<ul style="list-style-type: none"> ▪ Provision of education to foster understanding and awareness of disability

(2) Internship/projects: On- and off-campus diversity action projects that can foster practical diversity competence based on theoretical understanding

Table 2-12. Examples of extracurricular programs on diversity at the U.S. universities: Internship/projects

University name	Program name	Content
Harvard	Diversity Peer Educators Program	<ul style="list-style-type: none"> ▪ Long-term internship program for 20 undergraduate students for one year
Stanford	Dialogue-to-Action Program for Equity and Justice	<ul style="list-style-type: none"> ▪ Long-term project that fosters leaders with diversity competence <ul style="list-style-type: none"> - Small group discussion: Planning of projects to solve social problems - Training by faculty and staff - Dialogue-to-Action project: Execute the developed project in the 3rd year
UCLA	Envelope: Art & Writing Magazine	<ul style="list-style-type: none"> ▪ Project in which foreign students and faculty members produce art and literature magazines together ▪ Platform that spreads the unique ideas and perspectives of foreign members of the university to the campus community through poetry, novels, editorials, photos, and drawings
Michigan	College Day Middle School Program	<ul style="list-style-type: none"> ▪ Students majoring in Ecology and Evolutionary Biology participate in science-related discussions and educational services to expand diversity in STEM fields

(3) Discussion/dialogue: Programs in which one freely and openly discusses various topics such as identity and social issues

Table 2-13. Examples of extracurricular programs on diversity at the U.S. universities: Discussion/dialogue

University name	Program name	Content
Harvard	Diversity Dialogue Series	<ul style="list-style-type: none"> Program in which undergraduate students freely communicate and discuss diversity-related topics and identities
Harvard	Intimate Conversations	<ul style="list-style-type: none"> Program in which students and faculty share their identities and experiences and reflect
Stanford	Feminist Discussions Program	<ul style="list-style-type: none"> Facilitates discussion on feminism, social justice, and current issues
UCLA	The Intergroup Dialogue Program	<ul style="list-style-type: none"> Provides a platform for ongoing dialogue and discussion to explore one's social identity (e.g. gender, race, nationality, religion/spirituality, sexual orientation, and class) and status within the campus environment
Florida	Gatorship	<ul style="list-style-type: none"> Weekend retreat. Provides an opportunity to explore and understand issues related to identity, inequality, and social change through discussion, activities, and dialogue

(4) Mentoring: Counseling and support to provide inclusive learning opportunities for minority groups on campus

Table 2-14. Examples of extracurricular programs on diversity at the U.S. universities: Mentoring

University name	Program name	Content
Pittsburgh	PITT EXCEL	<ul style="list-style-type: none"> ▪ Provides “Summer Engineering Academy” “Academic Counseling,” and “Internship” to prevent alienation of students at the university
Stanford	Women in STEM	<ul style="list-style-type: none"> ▪ Offers support for building STEM female students network on campus - Mentoring program: Connects female undergraduate and graduate students in the STEM field - Provides women-related materials and career information in the STEM field
Florida	First Year Transitional Programs	<ul style="list-style-type: none"> ▪ Program that supports new undergraduate students of diverse races with academic achievement and university life adjustment - Adelante program: For Hispanic-Latin freshmen - APIA Early Arrival program: For Asian Pacific Islander freshmen - PAACT program: For black freshmen

4. Korea University’s diversity education

1) Status of Korea University’s diversity courses

- To understand the current status of diversity education at Korea University, courses related to diversity topics were selected from among the courses offered at the Seoul campus in the second semester of 2020 (Refer to Table 2-15). A total of 109 courses were related to diversity. By course completion classification, these could be categorized into 59 general education courses, 39 major elective courses, and 11 mandatory major courses.

Table 2-15. Status of Korea University’s diversity courses by completion classification

Completion category	Number of courses	
	Number of courses	Ratio
General education	59	54.1%
Major elective	39	35.8%
Major required	11	10.1%
Total	109	100%

- The status of diversity courses by college (undergraduate) at Korea University (Refer to Table 2-16) confirms that most of the courses are offered by the College of Liberal Arts (64.4%), followed by the Division of International Studies with 7 courses (7.8%), and the College of Education with 5 courses (5.6%).

Table 2-16. Status of Korea University's diversity courses by college

College (Undergraduate)	General education	Major	Total	
	Number of courses	Number of courses	Number of courses	Ratio
College of Liberal Arts	34	24	58	64.4%
Division of International Studies	-	7	7	7.8%
College of Education	4	1	5	5.6%
College of Nursing	1	3	4	4.4%
College of Political Science and Economics	-	4	4	4.4%
School of Media and Communication	-	4	4	4.4%
College of Medicine	-	3	3	3.3%
College of Health Science	-	2	2	2.2%
Business School	-	2	2	2.2%
College of Life Sciences and Biotechnology	1	-	1	1.1%
Total	40	50	90	100%

- Looking at the status of courses for each of the six topics, (Refer to Table 2-17), the proportion of courses related to topic 2 (history, culture, politics, economic status, and religion of other countries) was the highest at 32.1%. In particular, the proportion of courses corresponding to topic 2 among general education courses was 45.8%, which is nearly half. Next, 19.3% of the total courses corresponded to topic 5 (effect of institutions such as government, education, science, and politics on various individuals and groups). The ratio was high, especially in the major courses. On the

other hand, the proportion of courses corresponding to topic 3 (Race, class, gender, ethnicity, disability, age, nationality, and religion) and topic 6 (Communication and collaboration) among the total courses offered was 10.1% and 4.6%, respectively. This confirms a need for expanding the courses related to these topics.

Table 2-17. Korea University's diversity courses by topic

Topic	Number of courses (Ratio)		
	General education	Major	Total
1. History, culture and experiences of various groups in Korea	14 (23.7%)	5 (10.0%)	19 (17.4%)
2. History, culture, politics, economic status, and religion of other countries	27 (45.8%)	8 (16.0%)	35 (32.1%)
3. Race, class, gender, ethnicity, disability, age, nationality and religion	6 (10.2%)	5 (10.0%)	11 (10.1%)
4. Critical thinking and analytical skills	5 (8.5%)	13 (26.0%)	18 (16.5%)
5. Effects of government, education, science, and political systems on various individuals and groups	5 (8.5%)	16 (32.0%)	21 (19.3%)
6. Communication and collaboration	2 (3.4%)	3 (6.0%)	5 (4.6%)
Total	59 (100.0%)	50 (100.0%)	109 (100.0%)

2) Korea University's new diversity course: *Diversity for the Future*¹¹⁾

- The Diversity Council has presented a three-stage educational model, which links general education-division-major courses in order to establish a comprehensive diversity-based education system. "Diversity for the Future" is a general education course corresponding to the first stage and was established to cultivate the diversity competence of university students through intensive education on the value of diversity.
- It was finally approved as an elective general education course in June 2020 and was first introduced in the second semester of 2020. The number of students enrolled was 46, with 32 students in their 1st and 2nd year and 14 in their 3rd year. In terms of representation by college, the College of Liberal Arts (17 students), College of Political Science and Economics (9 students), and School of Media and Communication (7 students) accounted for a high proportion. The number of students from the College of Engineering, Business School, and College of Education was relatively small. Thirteen students of foreign nationalities, including from Uzbekistan, Japan, and China, also took the course.

(1) Learning objectives

- The learning objectives were largely set to four. First, students can self-diagnose and cultivate their sensitivity to diversity. Second, they can analyze and evaluate the causes and effects of various issues in society from the perspective of diversity. Third, students can listen to and accept diverse opinions while working with different members for common goals. Fourth, students can cultivate the ability to think critically

11) The lecture was planned and developed with the support of the National Research Foundation of Korea's Support Program for University Development.

and reflectively on the working principle of society and develop an identity that can ultimately lead to social change.

(2) Method of executing the lecture

- Cognitive approaches (e.g., reflection on special lectures and derivation of problem-solving methods) and experiential approaches (e.g., personal reflection activities and learning through group dynamics) were adopted to provide opportunities for comprehensive learning about diversity at the individual and social level.

- A total of 8 special lectures were held to discuss the meaning and value of “diversity” across various fields and topics. The topic of the special lecture was to introduce what diversity issues exist and what discussions are being carried out in various academic (sociology, psychology, science, and technology, etc.) and industrial fields (creative advertising, IT companies, etc.).

- Group problem-solving project: Each group identified a diversity problem around them, defined it, analyzed the cause, and then proposed practical solutions. They approached the issue in three stages, namely problem discovery, analysis, and solution derivation, and the instructor gave a lecture on the methodology available at each stage (e.g. method of defining problems, method of analyzing various causes using logic trees, and method of researching data through interviews or surveys). Each group chose a topic autonomously. They addressed various topics ranging from matters concerning foreign students on campus to issues faced by wheelchair users, vegetarians, and queer people, and environmental issues.

(3) Student evaluation and performance

- The most important performance indicator was whether students' sense of diversity changed positively through this course. By analyzing the changes before and after the course by using the diversity acceptance items developed by the KU Diversity Council, it was found that individual acceptance of diversity, that is, a positive perception of the value of diversity, increased significantly after taking the course (Refer to Table 2-18).

Table 2-18. Diversity acceptance: Pre-post comparison

	Pre	Post	<i>t-value</i>
Individual diversity acceptance (6-point scale)	4.62	5.05	4.98*

Note. * $p < .05$

- Moreover, in the evaluation of the degree of change in individual competence through the course, a significant increase was observed in all items related to the ability to harmonize and empathize in interpersonal relationships and self-efficacy for cooperation. In the case of problem-solving competence, significant changes were found only in specific items (positive problem orientation) (Refer to Table 2-19).

Table 2-19. Changes in competence through course (5-point scale)

Competence name		Pre	Post	<i>t-value</i>
Interpersonal harmony	Cognitive factor	4.28	4.44	3.77*
	Emotional factor	3.85	4.07	3.74*
	Behavioral factor	4.05	4.22	2.86*

Competence name		Pre	Post	<i>t-value</i>
Empathy		3.77	3.88	2.06*
Cooperative self-efficacy	Leadership	3.93	4.30	4.73*
	Exchange of opinion	3.88	4.25	3.73*
	Evaluation of opinion	3.94	4.22	3.78*
	Integration of opinion	4.11	4.26	2.07*
Problem solving skills	Positive problem orientation	3.56	3.77	2.29*
	Negative problem orientation	3.05	3.24	1.82
	Reasonable problem-solving skills	4.11	4.18	0.82
	Impulsive-careless response style	3.88	3.79	-0.83
	Evasive response style	3.75	3.63	-1.22

Note. * $p < .05$

3) Future diversity education improvement plan

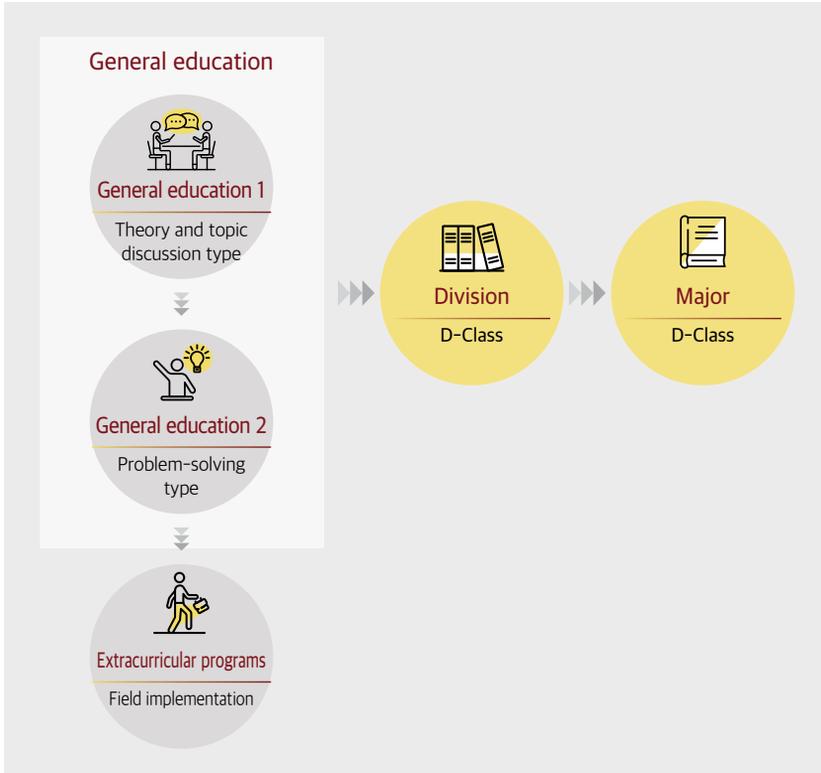
- **Expansion of general education courses on diversity and diversity topics:** Potential student demand was identified through the new diversity course opened in the second semester of 2020. There is a need to offer additional basic diversity courses and expand the variety of the content and topics of the courses so that students can broaden their perspective on diversity from a wider angle.

- **Diversification of diversity education course operation:** Since “Diversity for the Future” was conducted in a way that combined special lectures and group projects, there was no sufficient time to reflect upon and discuss the contents of the special lectures. There is a need to provide enough opportunities for students to think about and discuss a variety of topics on their own because going through the process of critically analyzing issues and introspection is most important in diversity courses. To improve this process, dividing the operation of general education courses on diversity can also be considered. For example, the course could be composed of special lectures and topic discussions in the first semester and task-oriented and problem-solving activities in the second semester. The task-type class can encourage collaboration with on- and off-campus institutions and can be linked with extracurricular programs so that the results can be converted into actual action and practice.

- **Expansion of diversity courses across various majors:** As a first-level general education course, “Diversity for the Future” serves as the basis for diversity education by division and major. Ultimately, opportunities for students to experience diversity-related content in their major area must be expanded to deepen diversity-based education. Learning about “what diversity issues exist” in their major and how to “analyze major-related phenomena from a diversity perspective” will not only expand the knowledge and perspectives related to the major, but will also have a positive effect on cultivating creative thinking skills. To this end, courses related to diversity that already exist in different major fields need to be selected and classified into **D-Class**. In the absence of a related course, a new course will need to be gradually established by securing diverse faculty members.

- <Figure 2-1> presents a long-term and comprehensive diversity education model.

Figure 2-1. A proposal for diversity education model



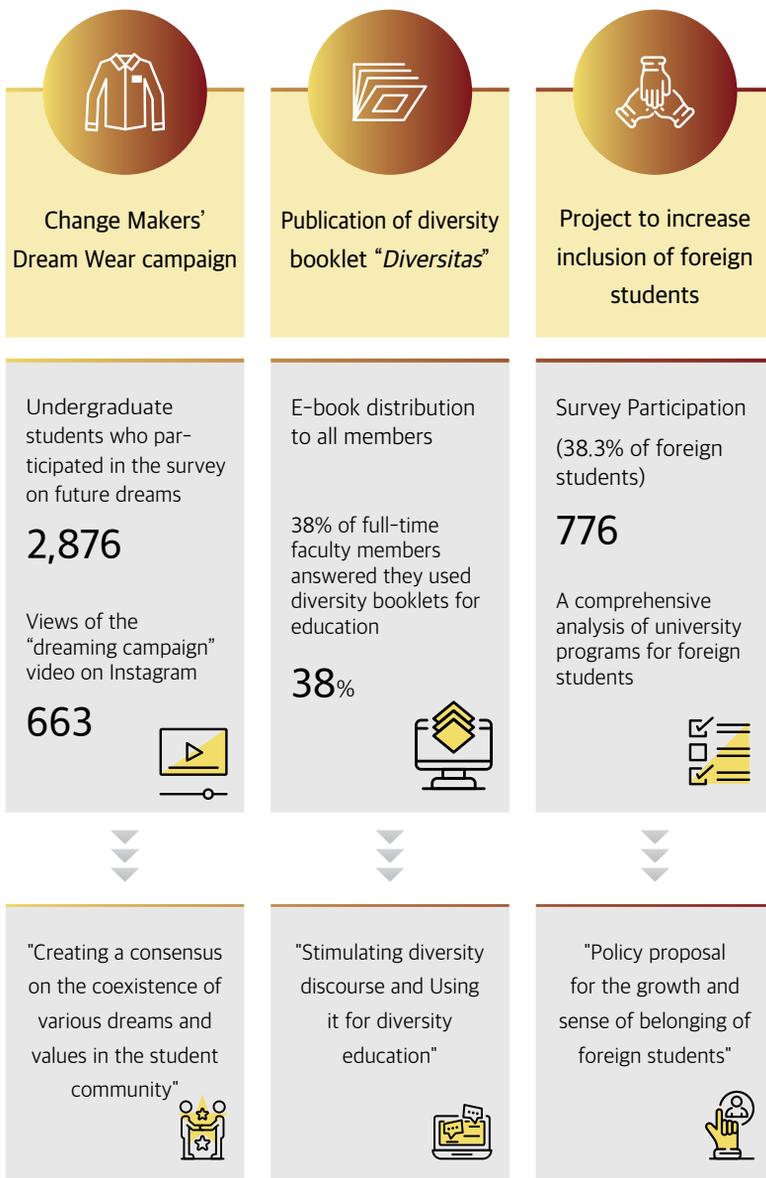
Korea University Diversity Council



Part III

Inclusive Organizational Culture in Universities

KU activities to spread the value of diversity in 2020



III. Inclusive organizational culture in universities

1. Universities' diversity policies and organizational culture

- Building an inclusive organizational culture and promoting diversity in the composition of human resources through student selection and staff recruitment is very important to the diversity strategy of a university. As part of their pursuit of “inclusive excellence,” major U.S. universities offer various programs in which members can experience the university environment positively and feel a sense of belonging and satisfaction. Examples by program type are as follows:
 - **Dialogue/forum:** The University of Wisconsin-Madison promotes dialogue among its members by holding dozens of sessions on diversity and equality over two days through the Diversity Forum. Harvard University allows undergraduate students to freely communicate and participate in discussions about diversity-related topics and identities through its Diversity Dialogue Series.
 - **Internship:** Harvard University selects 20 undergraduate students through the Diversity Peer Educators program and offers internship that allows them to experience a variety of learning and activities throughout the year.
 - **Incentive (award):** Michigan State University awards individuals or organizations for leadership and creativity in the field of diversity through the Excellence in Diversity Awards.
 - **Media (videos or magazines):** Purdue University produces videos on topics

related to diversity and inclusion and uses them for freshman orientation and events (Boiler Inclusion Project). University of Texas-Austin publishes a diversity magazine called “Access” twice a year.

- **Symposium/Seminar:** University of Michigan holds the Diversity, Equity, and Inclusion (DEI) Summit annually to share its DEI Report and provide a platform for diversity-related lectures and performances.

2. Korea University’s activities in 2020 for the creation of an inclusive organizational culture

- According to the results of a campus climate survey conducted by Korea University’s Diversity Council in 2019, the level of acceptance of cognitive, emotional, and behavioral diversity was generally high at the individual level, but the level of inclusiveness experienced at the school level (e.g., discrimination experience and effective communication) was not very positive. Accordingly, the “Korea University Diversity Report 2019” proposed “building a diversity-friendly organizational culture” as one of the policy directions and emphasized various activities that can promote diversity as a shared value of the organization.
- The biggest goal of the Diversity Council in 2020 was to lay the foundation for diversity education, and thus, activities for building a diversity-friendly organizational culture were also planned in a way that increases the effectiveness of diversity education. The organizational culture program was planned for each member group and was realized by means of a total of five projects.

- First, a peer educator program called *Change Makers* was implemented as an extracurricular activity for undergraduate students. It was similar to Harvard University's internship program. It enabled 14 selected students to experience positive changes in their knowledge of and attitude toward diversity through education and discussion and to carry out a campaign to spread it to the student community.

- Second, Korea University planned a diversity publication project mainly for faculty members and published a monthly booklet called "Diversitas." As a booklet featuring discussions on diversity in various fields such as politics, economy, culture, art, science and technology, education, medicine, and religion, it was designed to be a medium to stimulate discourse on diversity in the campus and to be practically used as a textbook for diversity courses.

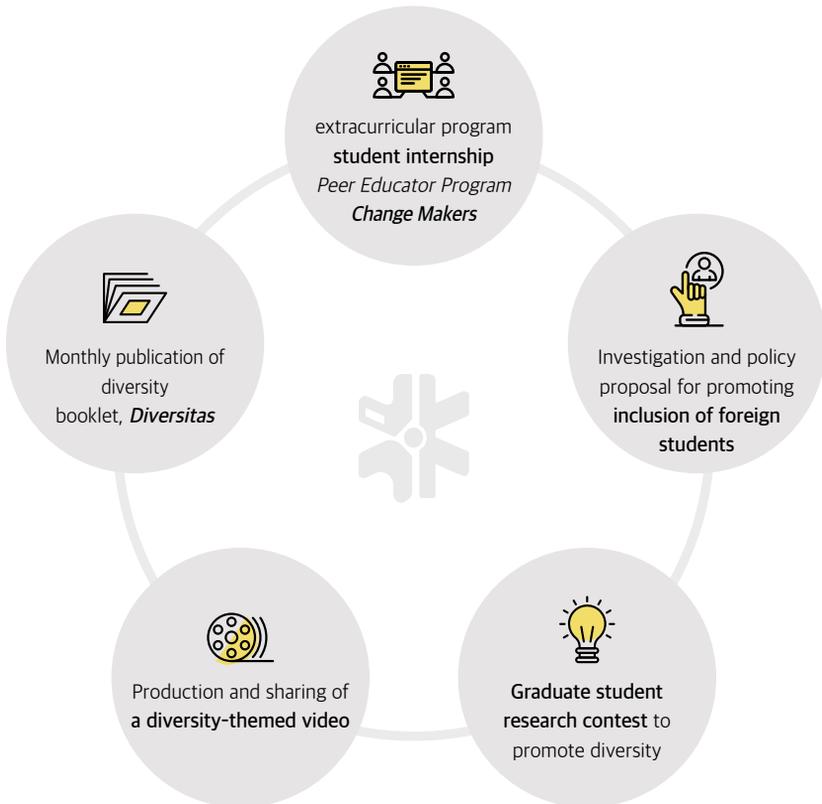
- Third, Korea University aimed to investigate the perception toward the campus environment among foreign students who had increased difficulties in the COVID-19 situation and identify areas where policy intervention or change was needed. To this end, the Diversity Council conducted a thorough investigation of programs for foreign students carried out by various departments on campus and also carried out extensive surveys and in-depth interviews of foreign students.

- Fourth, a video that communicates the significance and usefulness of diversity to all members of the university is being planned and produced, although the main targets are the faculty and staff, who showed relatively low diversity awareness in the 2019 campus climate survey.

- Fifth, five research projects are being carried out by inviting graduate students to provide research ideas on diversity-related topics.

- Diversity video production and graduate student research projects are in progress with the goal of completion by 2021. Accordingly, the following section will discuss in detail the contents and implications of extracurricular activities for undergraduate students, diversity publication, and activities related to international students.

Figure 3-1. Activities of KU Diversity Council for creating an inclusive organizational culture

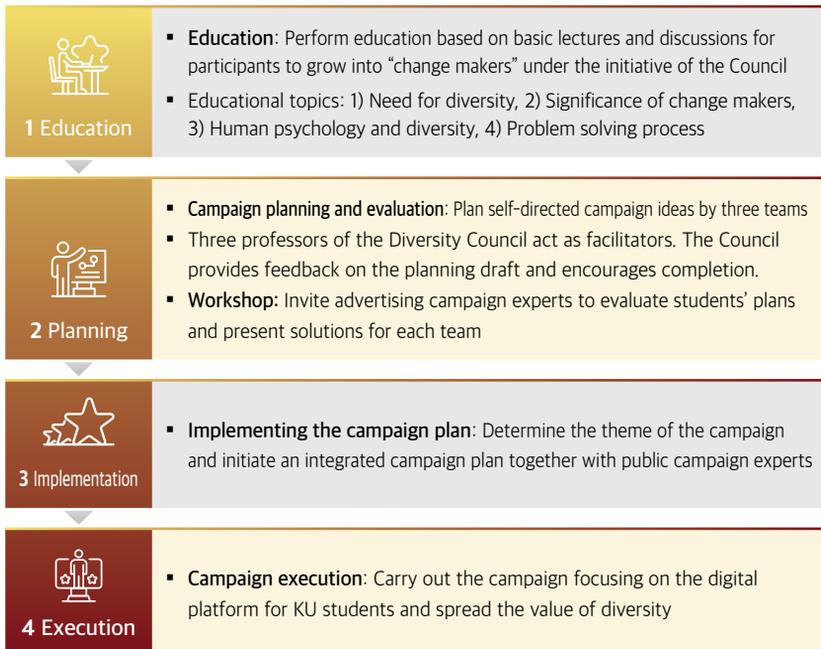


3. Undergraduate extracurricular program: Change Makers¹²⁾

1) Activity goals and contents

- Change Makers activities, which were planned as part of the Peer Educator Program, aimed to first establish a mature sense of diversity in participants through education and discussion, and then plan and execute a campaign to spread the value of diversity in the student community. The Change Makers program consists of four major steps(Refer to <Figure 3-2>).

Figure 3-2. Step-by-step process of the Change Makers program



12) This program was supported by Korea University’s Jinli Scholarship and the National Research Foundation of Korea’s Support Program for University Development.

- The 14 students selected as Change Makers conducted self-directed learning on diversity by carrying out a preliminary assignment and reviewing data on the status of diversity on campus. They also participated in a diversity awareness survey. Through the full-day education program held in May 2020, students learned about the significance of diversity, leadership and problem solving, human psychology, and social change processes necessary for campaign planning and execution.

- Students were divided into three teams and started “planning a campaign to spread the value of diversity.” Through a workshop, each team presented the first plan and received feedback from the Diversity Council members and campaign experts.

- **Dream Wear campaign implementation and execution:** The final theme of the Change Makers campaign was “diversity of dreams (occupations),” and the campaign was implemented in three stages. **In the first stage** (September 2020), a survey was conducted for all KU undergraduate students who were asked “What is your dream?” ($N = 2,876$). This phase confirmed that students’ perception of dreams (jobs) was too narrow and standardized, while raising awareness about the campaign theme among the students. **In the second stage** (October 2020), in-depth interviews were conducted with students who took the survey ($N = 41$). Through this process, students deepened their understanding of the reason for having a dream and the value they pursue through the dream. Based on the results of the survey and in-depth interviews, the Dream Wear campaign entered **the third stage** starting in November 2020. The core message of the Dream Wear campaign was “Let’s create a university and society where various dreams can coexist and be recognized.”

- Change Maker students created a “Dream Wear” Instagram channel to share messages and encourage fellow students to participate. Ordinary students were selected as

Dream Wear models and the video was produced. Wappen patches expressing various values were produced and jackets were sold to share the symbolism of clothes with many people. Through the “Wear [value] together” campaign, students were able to express and share their dreams and values. In early January 2021, the participation of Korea University freshmen was also encouraged.

Figure 3-3. Details of the Dream Wear campaign

Promotional video of Dream Wear models	Wappen patch introduction card news	“Wear [value] together” card news
		

2) Results and implications

- Students who participated in the Change Makers program experienced diversity education and discussion and campaign planning and execution, which developed their sense of diversity further. They experienced success and engaged in trial and error in the process of communicating the value of diversity to others and developed competence as leaders.
- About 3,000 undergraduate students who participated in the Dream Wear campaign’s survey and the in-depth interview had an opportunity to think about the values they pursue through their dreams. In campaign activities through social media, performance was achieved through the number of video views (up to 638 times), number of

sympathizers (up to 54 “Likes”), and number of followers (210 people). According to a survey conducted by Change Makers students at the end of the Dream Wear campaign, participants in the campaign became more interested in the dreams, careers, and values of others in addition to their dreams compared to non-participants, and were more sympathetic to the need for different dreams to be respected in society.

- Students who expressed fairly standardized dreams often prioritized personal values (capital, power control, reputation, etc.) over social values (public interest, people, etc.). This shows the need for education that links values and jobs in the process of supporting career design. It is important to provide opportunities for students to meet experts in various fields and to interact with students with similar dreams, rather than have a one-off event inviting experts, so that students can experience various jobs and expand their horizons. It is also desirable to offer regular courses such as Stanford University’s “Design Your Life.”
- To communicate the value of diversity in the student community and to enable the experience of an inclusive culture for all members, dialogue/forum programs, which allow students to freely and openly discuss topics of interest (e.g., feminism and sexual minority), need to be continuously implemented.
- It is also advisable to expand Change Makers activities by converting them into long-term programs and incorporating them into education, small group discussions, campaign planning and execution, and local community engagement. For instance, Stanford University fosters citizen leaders with diversity capabilities through the “Dialogue-to-Action Program for Equity and Justice.” The project proceeds to the actual implementation phase after exploring social issues through group dialogue and discussion and cultivating critical thinking and leadership skills required for problem-solving.

4. Monthly publication of diversity booklet for faculty members: *Diversitas*¹³⁾

1) Activity goals and contents

- The creation of an inclusive organizational culture with increased understanding and acceptance of diversity values in the faculty community is a task that must be prioritized in order to strengthen diversity-based education. For this to happen, it is necessary to stimulate the discourse on diversity through “media” and use it as content for diversity education.

- To this end, a diversity medium was planned as a series and published every month to lay the foundation to incorporate diversity values into education and research. In particular, the objective was for the publication to be used as a textbook in various courses including “Diversity for the Future,” which was introduced as a general education elective course in the 2nd semester of 2020. It was published as an electronic book and distributed to not only the faculty, but also the other members of Korea University, with the goal of establishing it as a resourceful book that is widely used not only in Korea University but also in other universities in the long term.

- The first issue of “Diversitas” was published in June 2020, and a total of 8 issues had been issued until January 2021. Two manuscripts were published in each issue. Of the 16 authors, 5 were on-campus authors and 11 were off-campus authors. “Diversitas” is mailed to all faculty members in print form and distributed by e-mail to faculty, staff, and undergraduate and graduate students in an electronic book format. “Diversitas” is

13) This program was supported by the National Research Foundation of Korea's Support Program for University Development.

also posted on the website of the Diversity Council to ensure increased access for the general public. Printed booklets are also delivered to about 30 external organizations such as universities, corporate organizations, and media outlets.

Table 3-1. “Diveristas” manuscript title and author by issue

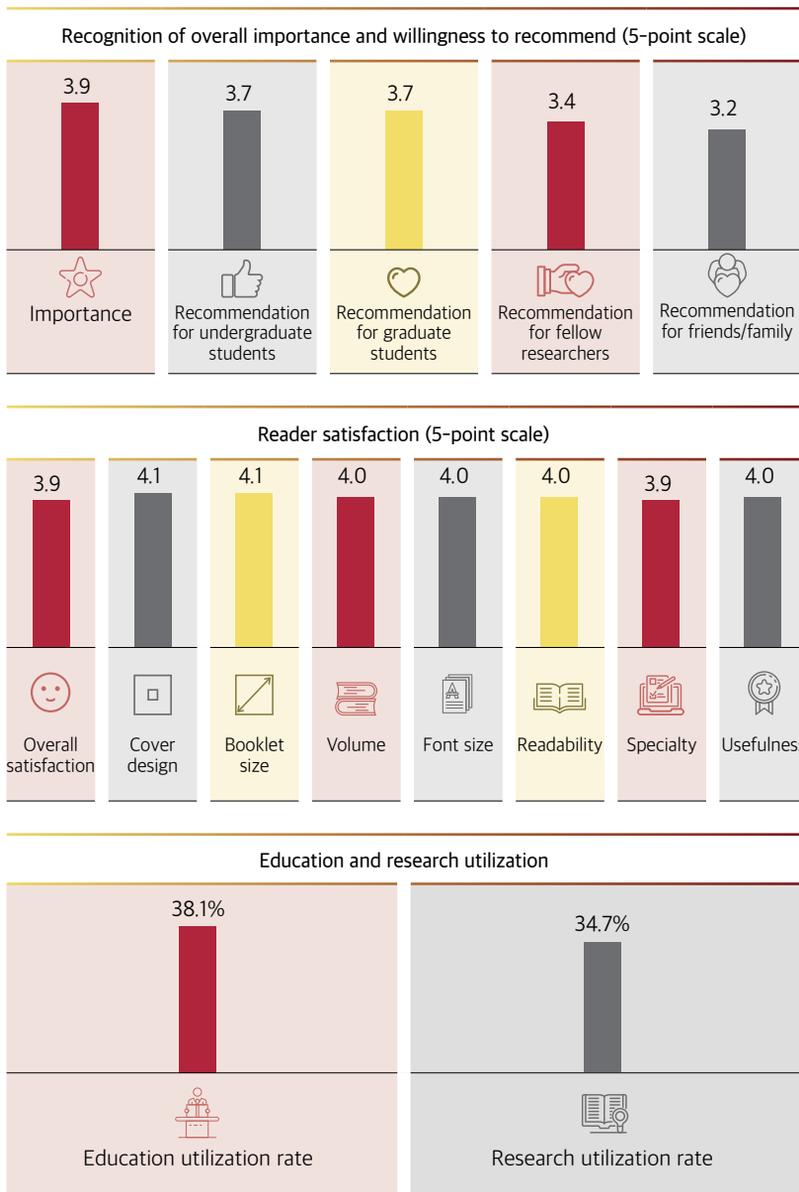
Issue	Manuscript title	Author
1	▪ Evolution is not progress, but an increase in diversity	Yi Jeongmo
	▪ The more accurate stereotypes are, the more problematic it becomes	Hur TaeKyun
2	▪ Creative solutions offer a solution to gender equality	Kim Hongtack
	▪ The Ethics of AI: Dreaming of a diversity algorithm, not difference as differentials	Shin Hye-rin
3	▪ Diversity, difference, and discrimination	Park Kyung-tae
	▪ Securing an efficient life	Bae Jong-hoon
4	▪ Questions on non-diversity	Yoon Seok-won
	▪ Population change and diversity	Choi Seulki
5	▪ Why does science and technology need more women?	Lim So-yeon
	▪ Creating a learning scene where diversity is respected	Lee Bora
6	▪ The 6 principles of diversity explored through cases from the Silicon Valley , the birthplace of innovation	Park Eun-yeon
	▪ Deformed, ugly, abandoned-Frankenstein’s monster	Noh Aegyung

Issue	Manuscript title	Author
7	▪ Regarding religious diversity: Is religious formatting an immutable law or variable law?	Seo Myeong-won
	▪ Dual implications of diversity in Korean education	Jun Dae-won
8	▪ Typography and diversity	Yoo Ji-won
	▪ The most common discrimination hidden in Korean language	Shin Ji-young

2) Results and implications

- “Diversitas” is significant in that it sheds light on the value of diversity from the perspective of experts in various fields. Its usefulness as educational content was also confirmed as it was used as an actual textbook in the course “Diversity for the Future,” which was offered in the second semester of 2020.
- A survey of all full-time faculty members ($N = 139$) was conducted in November 2020 to evaluate their perception about, satisfaction with, and utilization of “Diversitas” on campus and to explore methods for improvement in the future. The results showed that the perception about the importance of “Diversitas” was an average of 3.9 points (5-point scale), reflecting the interest in and positive expectations for diversity publications. Intention to recommend the book was the highest for undergraduate and graduate students (3.7 points). This demonstrates that “Diversitas” is positively recognized as content for student education and teaching. Satisfaction with “Diversitas” was also high in general. Not only was the overall satisfaction high, but also the satisfaction with editing, design, and content details was high. The rate of utilization for educational purposes was 38%, suggesting that it has the effect of incorporating diversity values into education as planned (Refer to Table 3-2).

Table 3-2. Perception about and satisfaction with “Diversitas”



- From the above results, the following implications were obtained for future publishing activities on diversity.
 - **Diversification of topics and authors:** There is a need to include issues experienced in daily life by further expanding the topics of the manuscripts.
 - **Diversification of composition in manuscript volume and specialty:** It is necessary to move beyond the standardized framework and consider readership with different tastes and needs by mixing more professional and more popular and longer and shorter texts than now.
 - **Archiving and e-book environment improvement:** The convenience of readers should be increased by establishing a mobile-friendly e-book environment and an archiving site.
 - **Diversification of content distribution:** Topics and subjects need to be organized in a direction in which diversity writings can be actively used as educational content in regular courses and extracurricular activities. It is also worth considering expanding contact points with members by converting the content of the manuscripts into a short video or distributing authors' interviews or special lectures online and offline.

5. Survey on foreign students' experience and perception of inclusion¹⁴⁾

1) Activity goals and contents

- The number of international students in domestic universities has increased significantly in recent times due to the quantitative and qualitative growth and globalization of Korean higher education. The number of international students at Korea University is also steadily increasing (Refer to Table 3-3).

Table 3-3. Number of international students at domestic universities and Korea University from 2017 to 2019

Category	Undergraduate School			Graduate School		
	Nationwide	Korea University (Seoul)	Korea University (Sejong)	Nationwide	Korea University (Seoul)	Korea University (Sejong)
2017	88,511	2,067	46	35,506	399	39
2018	99,806	2,327	114	31,484	383	41
2019	111,858	2,348	190	27,847	390	44

Note. National data source: Korean Educational Development Institute (2019)

KU data source: University information disclosure (2021)

- Various surveys of foreign students at Korea University confirmed their high desire for “a sense of solidarity with Korean students” and “a sense of belonging as a Korea University student.” An “inclusive culture” that recognizes each other equally in an intimate relationship is a very important factor for foreign students. Accordingly, this

14) This program was supported by the National Research Foundation of Korea's Support Program for University Development.

project was planned to suggest ways to increase the sense of belonging and satisfaction of foreign students by examining their inclusive experiences on campus in detail.

- A survey was conducted in November 2020 targeting international students enrolled in regular degree programs. A total of 776 respondents, accounting for 38.3% of the 2,027 enrolled students, participated in the survey. In addition, an in-depth interview with 7 international students was also carried out.
- An analysis was conducted by receiving data on foreign student support activities and achievements from the Global Service Center, Teaching and Learning Support Team, External Cooperation Team, and International Exchange Team from May to December 2020, and interviews with the persons responsible were conducted.

2) Results and implications

- **The necessity of orientation by college/department:** The results of the survey confirmed foreign students' high level of interest in and demand for college or department orientation. A detailed orientation is essential at the college and undergraduate level for the academic information that students most need (e.g., scholarship policies, annual academic calendar, etc.).
- **The necessity of providing integrated information service:** Foreign students find it difficult to access information due to language barriers, the complexity of information, and lack of understanding of information providers. Therefore, the phenomenon of information leakage is widespread as information already provided by related organizations is not properly transmitted to students. To solve this problem, a one-stop integrated information service needs to be provided so that foreign students can easily find the information they need.

- **The necessity of expanding foreign-Korean exchange programs:** According to the survey and in-depth interviews of foreign students, the biggest difficulty for international students was a “lack of exchange with Koreans.” A variety of Buddy Programs that help build a sense of bond with Koreans through culture and language exchange need to be developed and expanded.

Table 3-4. Examples of Korean-foreigner cultural exchange buddy programs

Topic of exchange	Content
 Cooking	Learn Korean cuisine and introduce dishes of the origin country
 Tourist information	Learn Korea's tourist information and share the tourist information of the origin country
 Language	Learn Korean and teach the language of the origin country
 Life culture	Learn the life culture of Korea and introduce the life culture of the origin country
 Film	Be introduced to Korean films and introduce films from the origin country
 Popular music	Be introduced to Korean popular music and introduce popular music from the origin country

Topic of exchange	Content
 Drama	Be introduced to Korean dramas and introduce dramas from the origin country
 Folk play	Learn Korean folk games/games and teach folk games/games of the origin country
 Literature	Be introduced to Korean literature and introduce literature from the origin country
 Curriculum	Be introduced to Korean adolescent curriculum and culture and introduce the curriculum and culture of the origin country

- Learning support reflecting the characteristics of each major:** According to the results of the survey, foreign students experience the greatest difficulties in “group learning,” such as group meetings and discussions, and also struggle in “applied learning,” such as assignments and tests that require creativity and critical thinking skills. Some foreign students complained of the difficulty in “basic learning” which requires understanding and summarizing the contents of the study. The role of colleges and departments is essential to reinforce learning support for each major. In the future, programs that support the academic performance of foreign students need to be further activated by improving the budget allocation and execution process.



Part IV

Korea University's Diversity Policy Proposal in 2021

Policy proposals for becoming a leading institution in diversity



Diversity education

- Systematization of diversity curriculum: Quantitative and qualitative intensification of diversity education
- Enhancing the completeness of the diversity education system by linking general education and major courses and curriculum-extracurricular programs
- Faculty training and improvement of course evaluation to create a learning environment that embraces diversity
- Awards for good practices in diversity education



Inclusive organizational culture

- Promotion of diversity in the composition of human resources to create an inclusive organizational culture: Establishing a university-wide task force for recruiting and engaging female professors
- Implementation of an inclusive policy centered on colleges/ departments for promoting the sense of belonging and achievements of international students
- Reinforcing communication among university members about diversity information and codes of conduct: Special lectures for members
- Daily communication of diversity messages, construction of D&I pages on the university website

Build diversity governance

IV. Korea University's diversity policy proposal in 2021

- The Diversity Council diagnosed the status of Korea University's diversity through the "Korea University Diversity Report 2019" and suggested policy directions that are required for Korea University to become a "leader in diversity." The main suggestions are as follows: First, establish an organizational system to promote the diversity of faculty and staff members and implement diversity policies more effectively. Second, systematize diversity education programs and expand openness and inclusion in the educational environment to foster future talents in the global society. Third, revitalize research projects to spread the value of diversity. Fourth, strengthen various communication channels in the faculty and staff communities to create an inclusive organizational culture. Fifth, internally and externally publicize Korea University's commitment to and plans for diversity values.

- To improve excellence and sustainability as a higher educational institution using "diversity" as a driving force, the Diversity Council in 2020 focused on "activities to create a foundation for diversity-based education" and "activities to create an organizational culture embracing the diversity of members." Since diversity education and inclusive organizational culture are the two central pillars of diversity strategy, making practical changes through policy implementation in these areas will be the most important task in the future.

- In this context, the "Korea University Diversity Report 2020" analyzed cases of diversity education at U.S. universities in detail and diagnosed the status of Korea University to continuously strengthen and systematize diversity-based education.

- The activities planned and implemented by the Diversity Council in 2020 were designed

to make everyone feel a sense of belonging and help them grow in an inclusive culture without discrimination and alienation, while ensuring the diversity of members. As changes in the organizational culture are a difficult process, continuous development, maintenance, and expansion of programs customized for each member group are needed.

- University-wide policies and strategies should be implemented by establishing appropriate governance and leadership in order to become a leading institution in diversity. To this end, diversity governance of overseas universities was analyzed and the mid- to long-term prospects of Korea University were presented.
- Next, we will present **what policy changes are needed in 2021 in terms of diversity education and inclusive organizational culture and how to build governance that will lead to those changes.**

1. Building a diversity-based educational environment

- The number of general education courses addressing diversity issues should be increased and the topic diversity of diversity courses needs to be expanded.
 - The number of basic diversity courses per semester needs to be increased to spread the positive results of “Diversity for the Future,” which was first established as an elective general education course in the second semester of 2020. It is also worth considering diversifying basic diversity courses into a theory & discussion type and a task-problem solving type.
 - The analysis of the status of Korea University's diversity courses revealed that they

were intensively offered by certain universities or majors and the topic diversity was not high. In addition to quantitatively increasing the number of elective and core general education courses, it is necessary to expand the topics and contents of diversity courses in order to deepen diversity education.

- **The comprehensiveness of the diversity education system should be improved by organically linking general education and major courses.**
 - The Diversity Council should actively encourage students to take courses that integrate diversity topics/values in general education and major courses (**D-Class**) in cooperation with the Institute for General Education, colleges, and departments.
 - Like many foreign universities, making the completion of diversity courses mandatory for graduation may be considered in the long run. In the short term, it is worth considering issuing a certificate of completion when students take more than a certain number of D-classes.

- **Student extracurricular programs that enable the practice of diversity values should be expanded and the comprehensiveness of the diversity education system should be enhanced through the linkage between regular diversity courses and extracurricular programs.**
 - The Diversity Council's 2020 student internship program "Change Makers" planned and ran a student-led campaign to spread the value of diversity in the student community. It is recommended that a signature diversity **internship program** that can represent Korea University be established and the number of participating students be gradually expanded.

- For regular courses addressing diversity issues as a task-problem-solving type, ideas suggested in the class can be applied to actual problems and put into practice. The comprehensiveness of diversity education needs to be strengthened by linking diversity courses and extracurricular programs.

- **It is recommended to provide regular faculty and staff training programs to create a more diverse and inclusive educational environment. It is also recommended to reflect the value of diversity in official course evaluations.**

- All related units, including the Diversity Council and the Center for Teaching and Learning, should collaborate to develop and provide regular online and offline education programs that deal with diversity and inclusion in course design, class content, teaching methods, student assessment, and course evaluations.

- It is recommended that a message of respect for diversity be included in all course syllabuses. Adding a multiple-choice/short-answer question on “whether the instructor respected the value of diversity” to the evaluation of all courses is a change that can be implemented immediately. Adding an item that considers the value of diversity in the university's official course assessment is recommended.

- **It is recommended that a “President's Award” be instituted to encourage good practices in developing new diversity courses or creating an inclusive learning environment.**

- It is necessary to identify cases where values of diversity and inclusion have been incorporated into the development of a course and present the President's Award to the instructor in charge, like many foreign universities already do, to encourage their significant and time-consuming efforts.

2. Building an inclusive organizational culture

1) Laying the foundation for an inclusive culture with diversity in human resources

- Promoting the “diversity” of each member group becomes the foundation for an inclusive organizational culture. In particular, increasing gender diversity, which is the most vulnerable element in the faculty community, is an essential step in building an educational environment that respects diversity and in enhancing the inclusion experience and satisfaction of the university members. As changes at the level of national and public universities are becoming visible due to legal and institutional changes such as the revision of the Public Education Officials Act in 2020, continuous efforts by the university headquarters are required to increase the diversity of human resources.
- **It is recommended that the proportion of female faculty members be increased to 25% or more in accordance with the revised Public Education Officials Act, and that the degree of participation of female professors in decision-making bodies be considerably improved. An effective plan should be made by establishing a task force (TF) at the university-wide level in which relevant administrative departments, affiliated organizations, and faculty representatives participate.**
- Since 2019, national and public universities have been evaluated by the Ministry of Education based on the percentage of female professors, the appointment of women in administrative positions, efforts to recruit female professors, and efforts to achieve gender equality at the university. The results (grades A, B, C) are published and administrative actions are taken accordingly. In the case of Seoul National University, a three-year (2021-2023) Gender Equality Action Plan TF, which was

led by the Chair of the Diversity Council, was recently implemented. Through this TF, plans were derived for the recruitment of female professors, participation of female professors in decision-making bodies and career development for female professors. The ratio of female professors at Korea University (16.6% as of June 2020) is one of the lowest among universities in the country. Accordingly, it is necessary for the leadership to express its strong commitment to change and come up with practical step-by-step plans.

2) Expanding members' inclusive experience

- To expand the inclusive experience of foreign students, appropriate information and academic support should be provided to international students, especially at the college and departmental level. It is recommended that related policies and budgets be implemented to increase the sense of belonging and satisfaction of foreign students at the affiliated unit.
 - According to our survey of foreign students, the information provided by the educational unit is most helpful in adjusting to campus life while studying abroad. For this purpose, a separate orientation for foreign freshmen should be carried out at the college and departmental level, and a daily and stable information source should be established for foreign students.
- Regular and daily communication on diversity-related information, knowledge, and codes of conduct should be strengthened so that diversity, inclusion, and equity can be rooted in the shared values of all members of Korea University. For this purpose, special lectures on diversity should be scheduled regularly for all members.

- Special lectures on diversity are needed for regular faculty and staff events such as new faculty (staff) orientations, faculty seminars, and staff workshops.
- It is necessary to establish a Diversity and Inclusion (D&I) page separately on the website of Korea University to provide comprehensive D&I information and serve as a portal to connect diversity organizations on campus.

3. Building diversity governance

- **The establishment of an efficient and democratic diversity governance system can be achieved via the leadership’s commitment to linking diversity to the excellence and sustainability of the university. The “Korea University Declaration of Diversity” should announce the university’s willingness to practice diversity, inclusion, and equity and its vision for these values.**
 - Declaration of diversity is a symbolic act of publicizing Korea University’s willingness to become a leading institution in diversity internally and externally. Furthermore, it can be a meaningful starting point for all university members to recognize the importance of the value of diversity, implement diversity policies at academic and administrative units, and make practical changes. In particular, the university’s plan and willingness to change should be expressed in two key areas of diversity policies, namely diversity education and inclusive organizational culture.
- **A cooperative network linking the Diversity Council with the administrative**

departments should be established for the materialization and implementation of diversity policies.

- Organic cooperation between relevant administrative departments and the Diversity Council is required in order for the value of diversity to be reflected in the design and operation of the regular curriculum and extracurricular programs, recruitment of students and faculty and staff members, and research activities. For this purpose, members of the Diversity Council or personnel recommended by the Council need to participate in the steering committee/advisory committee of the Office of Academic Affairs, Office of Student Affairs, Office of Admission, Office of Research Management, Office of International Affairs, the Institute for General Education, and the Center for Teaching and Learning to establish a cooperative policy network.

- Diversity officers should be appointed in colleges, academic departments, administrative units, and affiliated organizations and a collaborative network among diversity officers from various units across campus should be established.

- Establishment of an independent diversity council at the Medical School and the Sejong campus is recommended.

List of 2020 Diversity Council members (01.28.2020-01.27.2021)

Designation	Name	Position/Affiliation
Chairperson	Min Young	School of Media and Communication
Vice-chair	Sung Young-shin	Department of Psychology, College of Liberal Arts
	Khim Jee-hyeong	Department of Civil, Environmental and Architectural Engineering, College of Engineering
Members (Ex officio)	Jang Gil-soo	Dean, Office of Planning & Budget
	Jung Seung Hwan	Dean, Office of Academic Affairs
	Kim Jae-jin	Dean, Office of Student Affairs
Members (Appointed)	Kim Sunhyuk	Global Business, Division of Convergence Business
	Eunice J. Y. Kim	Department of Architecture, College of Engineering
	Kim Chai-Youn	Department of Psychology, College of Liberal Arts
	Kim Junesun	School of Health and Environmental Science, College of Health Science
	Kim Hyun Joon	Department of Public Administration, College of Political Science and Economics
	Noh Aegyung	Department of English Language Education, College of Education
	Seol Geun-hee	Department of Nursing, College of Nursing
	Yoon Tae-woong	School of Electrical Engineering, College of Engineering
	Lee Bora	Department of Education, College of Education



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