

PR 3

Office of the President
June 14, 2011

Members, Board of Trustees:

UNIVERSITY OF KENTUCKY 2011-15 DIVERSITY PLAN

Recommendation: that the Board of Trustees approve the attached University of Kentucky 2011-15 Diversity Plan.

Background: Per KRS 164.020(19), the Kentucky Council on Postsecondary Education (CPE) adopted the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institutional Diversity Plan Development in September 2010. This Diversity Policy requires each public postsecondary education institution to develop a diversity plan that addresses four areas: 1. student body diversity; 2. achievement gaps; 3. workforce diversity; and 4. campus climate. Campus-based diversity plans also must comply with Kentucky Administrative Regulation 13 KAR 2:060 Degree program approval; equal opportunity goals.

This University of Kentucky 2011-15 Diversity Plan is written in accordance with the CPE Diversity Policy and Kentucky Administrative Regulation, and narrowly tailored to the institution's compelling interest in diversity.

The diversity plan review process is 1. CPE and institution staff ensure each plan meets the minimum requirements established by the CPE Diversity Policy and 13 KAR 2:060; 2. plan review and comment by the CPE Committee on Equal Opportunities; 3. plan adoption by institution governing board, and; 4. review and action by CPE. CPE staff have reviewed the University of Kentucky 2011-15 Diversity Plan and will submit a report to the CPE Committee on Equal Opportunities that the UK Diversity Plan meets the criteria established by the CPE Diversity Policy and 13 KAR 2:060. Pending approval by the UK Board of Trustees, this Diversity Plan will take into consideration review comments by the CPE Committee on Equal Opportunities and be submitted to CPE for their consideration and approval at their September 2011 meeting.

Action taken: Approved Disapproved Other _____

University of Kentucky

2011-2015 Diversity Plan

Preamble

The University of Kentucky 2011-2015 Diversity Plan is written in compliance with the Kentucky Council on Postsecondary Education statewide diversity policy - **Kentucky Public Postsecondary Education Diversity Policy and Framework for Institutional Diversity Plan Development**. The UK Diversity Plan sets forth objectives in student enrollment and retention consistent with the 2009-2014 UK Strategic Plan, and employment objectives as specified in the annual UK Affirmative Action Plan. To guide the development of this 2011-2015 Diversity Plan, the University of Kentucky definition of diversity as stated in UK Governing Regulations follows:

The University is committed to diversity as a vital characteristic of an optimal education and workplace. The University maintains a firm conviction that it must strengthen the diversity of its communities, support free expression, reasoned discourse and diversity of ideas; and take into account a wide range of considerations, including but not limited to, ethnicity, race, disability, and sex, when making personnel and policy decisions. The University is committed to periodically evaluating progress made toward diversity and to communicating the results of such evaluations. Based upon these assessments, the University will give diversity factors consideration to ensure achievement of its mission of instruction, research, and service and gain the broadest benefits for the University community.

*UK Governing Regulation
Part I, F.*

The University has implemented policy and practice changes in accordance with the institution's compelling interest in diversity. What began many years ago as a review of the use of diversity in student admissions quickly expanded to provision of student financial assistance and other areas involved in student enrollment and student achievement. Affirmative employment initiatives that promote diversity are also well-documented in the institution history.

The 2003-2006 University of Kentucky Strategic Plan *The Dream & the Challenge* first addressed the broad significance of diversity with *Goal V: Nurture Diversity of Thought, Culture, Gender, and Ethnicity*. The objectives of this first-ever diversity goal stated:

- I. **The University will improve the climate for diversity.**
- II. **The University will create a diverse workplace and learning community.**

The University continued a focus on diversity in the 2006-2009 Strategic Plan. In *Goal IV: Enhance and Nurture Diversity* four objectives were established:

- I. **The University will adopt an organizational structure that supports diversity, makes explicit the shared responsibility of the entire community, and facilitates the achievement of its aspirations.**
- II. **The University will establish a coherent, focused, university-wide implementation strategy to achieve diversity.**
- III. **The University will ensure that its core belief in the value of diversity is manifest in its curriculum, extra-curricular activities, and campus climate.**
- IV. **The University will use its community engagement efforts to affirm the value of diversity and promote dialogue about pressing social issues.**

In development of the 2009-2014 Strategic Plan, the University once again put forth a major goal, including objectives and strategies, to define this compelling diversity interest. *Goal 4: Promote Diversity and Inclusion* outlines three objectives:

- 4.1 Promote inclusive excellence across the University.**
- 4.2 Promote curricular and co-curricular transformation that recognizes the educational advantages of diversity.**
- 4.3 Enhance campus/community collaborations in areas where opportunities exist to build diversity and increase inclusion.**

As a federal contractor receiving more than \$50,000 in federal contracts annually and employing greater than 50 employees, the University of Kentucky is mandated by federal Executive Order 11246, amended by Executive Order 11375, to have a written affirmative action plan. This plan must include statistical and narrative analyses, the identification of problem areas, and establish employment goals and timetables for women and all minority groups as required components set out in the aforementioned regulation. To support this regulatory requirement, Metric 4-3 of the 2009-2014 Strategic Plan is **“Achieve the employment goals of UK’s annual Affirmative Action Plan.”**

The University of Kentucky 2009-2014 Strategic Plan Mission states:

The University of Kentucky is a public, land grant university dedicated to improving people’s lives through excellence in education, research and creative work, service, and health care. As Kentucky’s flagship institution, the University plays a critical leadership role by promoting diversity, inclusion, economic development, and human well-being.

Appendix 1: University of Kentucky 2009-2014 Strategic Plan¹

The Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development requires institutions to address four areas in each campus based diversity plan. Institutional performance in each strategic area will be measured by CPE using data analysis and gap analysis to establish the status toward achieving CPE diversity policy and campus diversity plan objectives. The four diversity plan areas are:

- I. Student Body Diversity
 - a. Undergraduate student enrollment
 - b. Graduate student enrollment
- II. Student Success
 - a. Student retention
 - b. Graduation rates
 - c. Degrees conferred
 - d. Credentials conferred
- III. Workforce Diversity
 - a. Faculty
 - b. Staff
 - c. Executive/Administrative/Managerial
- IV. Campus Climate
 - a. Campus Environment Team

¹ See attached Appendix 1: University of Kentucky 2009-2014 Strategic Plan

- b. Comprehensive assessment of strategies and best practices implemented in support of the institutional diversity plans
- c. Employment retention and promotion

For the purpose of this diversity plan, the University of Kentucky will focus on 1. Race/ethnicity in Student Body Diversity and Student Success; 2. Gender, all minority groups, and African Americans in Workforce Diversity; and 3. All diversity and inclusion of the University community under Campus Climate.

The CPE diversity policy also requires each institution’s diversity plan to monitor and report to CPE the status of Kentucky resident African American students in enrollment, retention, and graduation.

Under the leadership of President Lee T. Todd, Jr., Provost Kumble Subbaswamy, University officials, and a host of faculty, staff, and students, timeless hours are spent promoting the University of Kentucky as a welcoming institution and building an infrastructure that will sustain the long-term appreciation of diversity.

Student Body Diversity

University of Kentucky 2009-2014 Strategic Plan *Goal I: Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society* establishes objectives and strategies for student enrollment and student success.

The CPE Diversity Policy states “each campus will ascertain the diverse makeup of the Commonwealth or the institution service area.” Given the University’s mission as a land grant research institution, flagship of the Commonwealth of Kentucky public postsecondary education system, the University’s focus must be on the Commonwealth and beyond.

The following information is provided by the U.S. Census Bureau:

**Table 1
2009 Census Bureau Population Estimates
Kentucky**

| Race/Ethnicity | Total Population | |
|--|-------------------------|-------------------|
| | Number | Percentage |
| White | 3,763,087 | 87.2% |
| Black or African American | 332,436 | 7.7% |
| American Indian and Alaska Native | 9,868 | 0.2% |
| Asian | 45,001 | 1.0% |
| Native Hawaiian and other Pacific Islander | 1,949 | 0.0% |
| Two or more races | 46,356 | 1.1% |
| Hispanic or Latino (of any race) | 115,416 | 2.7% |
| Total population | 4,314,113 | 99.9%* |

Source: U.S. Bureau of the Census, 2009 Estimates.

*Note: Percents do not total to 100% due to rounding.

Undergraduate and Graduate Student Enrollment

Per the aforementioned Commonwealth of Kentucky total population data, the University of Kentucky hereby establishes enrollment goals for the categories titled *Black or African American* and *Hispanic or Latino* (of any race). Of the total population *Black or African American*, historically the largest minority group in Kentucky, accounts for 7.7 percent of the state population. *Hispanic or Latino*, the most rapidly growing segment in the Commonwealth, accounts for 2.7 percent of the state population. Rather than create numerous additional goals independent of the 2009-2014 Strategic Plan, this diversity plan includes all other Race/Ethnicity groups that comprise the University of Kentucky community when using aggregate data only. It is understood that using 2009 U.S. Census Bureau data where individuals had the option to select *two or more races* may cause inaccuracies in establishing goals based on state population.

For **Undergraduate Student Enrollment** and **Graduate Student Enrollment** diversity plan objectives, the University of Kentucky proposes closing the gap between current enrollment of *Black or African American* students and *Hispanic or Latino* students and the overall state demographic populations. As the University aspires to grow in the number of students statewide, out-of-state students become necessary and contribute to the institution's compelling interest in diversity.

Table 2
Enrollments by Level: Fall 2010

| Undergraduate-Level | Number | Percent | State Percent | Gap-UG |
|----------------------------|---------------|----------------|----------------------|-----------------|
| White | 16,441 | 82.3% | | |
| Black or African American | 1,442 | 7.2% | 7.7% | 0.5% |
| Hispanic or Latino | 374 | 1.9% | 2.7% | 0.8% |
| <i>Other Race</i> | 520 | 2.6% | | |
| <i>Two or More Races</i> | 139 | 0.7% | | |
| <i>Non-resident Alien</i> | 358 | 1.8% | | |
| <i>Unknown or Missing</i> | 714 | 3.6% | | |
| Total | 19,988 | 100% | | |
| | | | | |
| Graduate-Level | Number | Percent | State Percent | Gap-Grad |
| White | 5,287 | 73.0% | | |
| Black or African American | 358 | 4.9% | 7.7% | 2.8% |
| Hispanic or Latino | 123 | 1.7% | 2.7% | 1.0% |
| <i>Other Race</i> | 204 | 2.8% | | |
| <i>Two or More Races</i> | 34 | 0.5% | | |
| <i>Non-resident Alien</i> | 855 | 11.8% | | |
| <i>Unknown or Missing</i> | 385 | 5.3% | | |
| Total | 7,246 | 100.0% | | |

Source: UK Office of Institutional Research

Undergraduate (UG) Student Enrollment and Graduate (Grad) Student Enrollment GOALS

Black or African American: Gap-UG \leq 0; Gap-Grad \leq 0

Hispanic or Latino: Gap-UG \leq 0; Gap-Grad \leq 0

Student Success

The University of Kentucky provides a continuous array of programs and services to support the curricular and extra-curricular success of the student community. Student retention and graduation are closely monitored and aligned with the University of Kentucky mission.

Student Retention: First-to-Second Year

UK 2009-2014 Strategic Plan Metric 1-3 states *Increase the first-to-second year retention rate to 85 percent*. For this diversity plan, the University's objective is to reduce and eventually eliminate differences in achievement for *Black or African American* and *Hispanic or Latino* students in comparison to *White* student retention.

Table 3a
Achievement Gap Closure: First Year to
Second Year Retention Rate

| Cohort | Overall | White | Black or African American (B/AA) | Gap1 (White – B/AA) | Hispanic or Latino (H/L) | Gap2 (White – H/L) |
|--------|---------|-------|----------------------------------|---------------------|--------------------------|--------------------|
| 2008 | 80.3 | 80.5 | 75.1 | 5.4 | 82.3 | -1.8 |
| 2007 | 81.0 | 81.1 | 80.0 | 1.1 | 81.8 | -0.7 |
| 2006 | 76.4 | 76.2 | 76.6 | -0.4 | 71.9 | 4.3 |
| 2005 | 77.8 | 78.0 | 75.9 | 2.1 | 82.4 | -4.4 |
| 2004 | 78.9 | 79.6 | 69.0 | 10.6 | 68.8 | 10.8 |

Source: UK Office of Institutional Research

First Year to Second Year Retention Rate GOALS

Black or African American: Gap1≤0

Hispanic or Latino: Gap2≤0

Student Retention: Second-to-Third Year

The University of Kentucky 2009-2014 Strategic Plan recognizes the significance of improving undergraduate student success in the first two years. No specific Strategic Plan metric is established to solely measure second-to-third year student retention. Consistent with the first-to-second year diversity plan goal, the University's objective is to reduce differences in achievement for *Black or African American* and *Hispanic or Latino* students in comparison to *White* student retention.

Table 3b
Achievement Gap Closure: Second Year to
Third Year Retention Rate

| Cohort | Overall | White | Black or African American | Gap1 (White – B/AA) | Hispanic or Latino | Gap2 (White – H/L) |
|--------|---------|-------|---------------------------|---------------------|--------------------|--------------------|
| 2007 | 71.1 | 71.6 | 65.9 | 5.7 | 63.6 | 8.0 |
| 2006 | 68.4 | 68.4 | 67.1 | 1.3 | 61.4 | 7.0 |
| 2005 | 68.9 | 69.1 | 64.5 | 4.6 | 73.5 | -4.4 |
| 2004 | 70.4 | 71.6 | 55.6 | 16.0 | 53.1 | 18.5 |
| 2003 | 70.2 | 70.4 | 60.8 | 9.6 | 71.9 | -1.5 |

Source: UK Office of Institutional Research

Second Year to Third Year Retention Rate GOALS

Black or African American: Gap1≤0

Hispanic or Latino: Gap2≤0

Graduation Rates

Metric 1-5 of the 2009-2014 UK Strategic Plan states *Increase the six-year graduation rate to 64 percent.* Consistent with Student Retention, the objective is closure of disparities in graduation rate between Black or African American and Hispanic or Latino students in comparison to the graduation rate of White students.

**Table 3c
Achievement Gap Closure: Graduation Rate**

| Cohort | Overall | White | Black or African American | Gap1 (White – B/AA) | Hispanic or Latino | Gap2 (White – H/L) |
|--------|---------|-------|---------------------------|---------------------|--------------------|--------------------|
| 2003 | 59.5 | 60.4 | 42.7 | 17.7 | 53.1 | 7.3 |
| 2002 | 57.7 | 58.6 | 47.6 | 11.0 | 46.7 | 11.9 |
| 2001 | 61.4 | 62.5 | 50.3 | 12.2 | 59.3 | 3.2 |
| 2000 | 59.1 | 60.3 | 44.8 | 15.5 | 39.1 | 21.2 |

Source: UK Office of Institutional Research

Graduation Rate GOALS

Black or African American: Gap1≤0

Hispanic or Latino: Gap2≤0

Degrees Conferred

For the purpose of this diversity plan, the University of Kentucky selects Metric 1-8 from the 2009-2014 Strategic Plan: *Increase bachelor degrees awarded per academic year to 3,925.* The University’s objective is to increase the total number of, or percent of total, bachelor degrees conferred each academic year for Black or African American and Hispanic or Latino students.

**Table 4
Bachelor's Degrees Conferred: 2005-06 – 2009-10**

| | 05-06 | % | 06-07 | % | 07-08 | % | 08-09 | % | 09-10 | % |
|----------------------------------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|
| White | 3,219 | 91.5% | 3,242 | 89.7% | 3,390 | 89.8% | 3,285 | 90.0% | 3,018 | 85.7% |
| Black or African American | 152 | 4.3% | 153 | 4.2% | 150 | 4.0% | 154 | 4.2% | 145 | 4.1% |
| Hispanic or Latino | 43 | 1.2% | 36 | 1.0% | 34 | 0.9% | 35 | 1.0% | 48 | 1.4% |
| Other Races/Missing | 105 | 3.0% | 182 | 5.0% | 201 | 5.3% | 176 | 4.8% | 310 | 8.8% |
| Total | 3,519 | 100.0% | 3,613 | 100.0% | 3,775 | 100.0% | 3,650 | 100.0% | 3,521 | 100.0% |

Source: UK Office of Institutional Research

Degrees Conferred GOALS

Black or African American Bachelor Degrees = Previous Year N +1 or Increase over Previous Year Percent of Total

Hispanic or Latino Bachelor Degrees = Previous Year N +1 or Increase over Previous Year Percent of Total

Workforce Diversity

The University of Kentucky produces annually an Affirmative Action Plan (AAP) for employment based on technical regulatory standards established by federal Executive Order 11246, as amended, and administered by the U.S. Office of Federal Contract Compliance Programs. Part 1 of University of Kentucky Governing Regulations clearly states:

Equal opportunities shall be provided for all persons throughout the University in recruitment, appointment, promotion, payment, training, and other employment and education practices without regard for economic or social status and will not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, marital status, or age. The University does not discriminate on the basis of uniform service, veteran status, or physical or mental disability when an individual otherwise meets the minimum qualifications for application or participation. All University members are expected to comply with the institution's nondiscrimination policy. The president is responsible for the development of an affirmative action plan by which full implementation of this policy shall be effected in the University.

The AAP includes statistical and narrative analyses, identification of problem areas, and establishment of employment goals and timetables as required components of the federal administrative regulations.

Appendix 2: 2010 University of Kentucky Affirmative Action Plan²

The 2009-2014 UK Strategic Plan Strategy 3.4.3 is *Sustain continuous progress in employment of women and all minorities at all levels of the University.* This strategy is further supported by Metric 4-3 *Achieve the employment goals of UK's annual Affirmative Action Plan.*

In 2009-2010 the University of Kentucky employed 12,096 regular full-time employees in seven position categories: Executive/Administrative/Managerial, Faculty, Professional, Office and Clerical, Technical/Paraprofessional, Skilled Crafts, and Service and Maintenance. Employment goals are established for each position category based on availability of individuals with the requisite skills in the relevant labor market. Labor markets vary from national searches for Executive/Administrative/Managerial and Faculty category positions to the local labor market in which individuals can reasonably commute to the worksite for Skilled Crafts and Service and Maintenance personnel.

For University of Kentucky diversity planning, women, all minority groups, and Black or African American are the primary focus. Black or African American employees are also included in the "all minority groups" data.

Three Workforce Diversity categories are specified according to the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institutional Diversity Plan Development:
Executive/Administrative/Managerial (E/A/M), Faculty, and Staff.

Executive/Administrative/Managerial

In this position category, the University of Kentucky employed 506 individuals in 2009-2010. The definition of primary occupational activity in this category of employment is responsibility for management of the institution or major subdivision or department.

² See attached Appendix 2: 2010 University of Kentucky Affirmative Action Plan

Faculty

In 2009-2010 the University of Kentucky employed 2,100 regular full-time Faculty. Employees classified as Faculty are defined by federal regulation as conducting instruction, research or public service as principal activity(ies), and hold academic rank.

Staff

The University of Kentucky employed 9,490 regular full-time staff in 2009-2010 in Professional, Office and Clerical, Technical/Paraprofessional, Skilled Crafts, and Service and Maintenance positions.

The University of Kentucky establishes the following diversity plan employment goals in Executive/Administrative/Managerial, Faculty, and Professional job groups. These goals are consistent with the 2009-2014 Strategic Plan and 2010 Affirmative Action Plan.

Table 5
Full-time Employees by
Job Classification: Fall 2009

| Job Category | Total | Females | % | Goal % | All Minorities | % | Goal % | Black or African American | % | Goal % |
|--------------|-------|---------|-------|--------|----------------|-------|--------|---------------------------|------|--------|
| E/A/M | 506 | 236 | 46.6% | 47.2% | 38 | 7.5% | 12.1% | 21 | 4.2% | 6.0% |
| Faculty | 2,100 | 732 | 34.9% | 34.0% | 376 | 17.9% | 15.8% | 86 | 4.1% | 4.0% |
| Professional | 4,007 | 2,551 | 63.7% | 50.0% | 401 | 10.0% | 9.1% | 166 | 4.1% | 4.4% |

Source: EEO Report, 2009-2010

Employees by Job Classification GOALS

Females= Affirmative Action Plan Employment Goals

All Minorities= Affirmative Action Plan Employment Goals

Black or African American= Affirmative Action Plan Employment Goals

Campus Climate

The University of Kentucky values the contribution of all students, faculty, and staff as members of the educational community. Provision of an inclusive and welcoming environment is the responsibility of everyone.

The University demonstrates its compelling interest in diversity every day by the policies, practices, and initiatives that guide this public, land grant institutional mission. In 2005 the University closely examined and incorporated diversity into student enrollment decisions. In 2008 the Office of the Vice President for Institutional Diversity was established. Student and employee survey instruments are administered as ongoing measures of the effectiveness of diversity and inclusion.

Much work remains. The University must reach the point where the educational benefit of diversity is understood and appreciated, and affirmative policies and strategies that promote diversity and inclusion are not essential to assure progress.

Campus Environment Team

Students, faculty, staff, and administrators are appointed by the Office of the President to serve as members of the University of Kentucky Equal Opportunity Panel (EOP) each academic year. Faculty, staff, and administrators have three year appointments; students are appointed for one year. In accordance with UK Administrative Regulation AR 3:12, the EOP responsibilities follow:

1. Monitor plans and programs that ensure equal opportunity throughout the University;
2. Facilitate the development and implementation of diversity perspective in all University affairs; and
3. Design processes that can assist University officials in exercising their responsibility to assure equal opportunity and a supportive campus environment.

The Equal Opportunity Panel also serves as the University's Campus Environment Team (CET), monitoring implementation of programs, services, and activities that make UK a more inclusive living, learning, and working environment. The CET is charged with assessing provision of equal opportunities throughout the University and fostering an environment of inclusiveness. The CET was established to support the Kentucky Plan for Equal Opportunities in Postsecondary Education. The remedial Kentucky Plan has been replaced with a new statewide Council on Postsecondary Education diversity policy.

Members of the EOP developed a list of recommendations to focus on during the 2010-2011 academic year. The list of recommendations is responsive to the annual UK Affirmative Action Plan, 2009-2014 UK Strategic Plan, and Kentucky Public Postsecondary Education Diversity Policy and Framework for Institutional Diversity Plan Development. University officials are invited to provide information and receive feedback relative to the EOP charge. Following is the list of recommendations that guides the EOP's work:

- I. Promote achievement of employment goals for women and minorities in all position categories. Members of the Equal Opportunity Panel consulted the UK Human Resources Employment Manager. The Employment Office implemented a Hiring Enhancement Program to train UK hiring officials on how to hire the best qualified applicant. To date 329 hiring officials have participated in the program. Pre-paid advertising is also offered to colleges and departments across campus to facilitate access to diverse applicant pools. The 2010 University of Kentucky employment analysis indicates underutilization of women and minorities in job groups such as Executive/Administrative/Managerial, but there is continuous progress in attaining AAP employment goals in every position category. The Equal Opportunity Panel will continue working with Human Resources Employment and monitoring this recommendation.
- II. Examine the University's equal opportunity outreach and engagement initiatives to community and disadvantaged business enterprise (DBE) organizations. The Equal Opportunity Panel worked with the Vice President for Facilities Management and the Supply Chain Coordinator to review this recommendation. Facilities Management established goals for disadvantaged business enterprises including:
 - Develop and maintain a database of designated DBE vendors for use by construction managers, general contractors, and other purchasing entities.
 - Create a management system for continuous evaluation of performance for inclusion of DBE contractors and vendors.
 - Increase the total amount of contracted goods and services acquired from DBE contractors and vendors.
 - Serve as a liaison for DBE contractors and vendors desiring to conduct business with Facilities Management in conjunction with the Purchasing Division.

TKT and Associates, Inc. was selected and is currently performing general consulting in the supplier diversity area and refining UK's supplier diversity process and program. DBE contractor participation has increased to 6.5 percent total with individual projects up to 26.1 percent. The Equal Opportunity Panel will request progress updates from Facilities Management.

- III. Support educational access to the University of Kentucky for low income students and students with disabilities. UK Enrollment Management officials and the Disability Resource Center Director worked with Equal Opportunity Panel members. Enrollment Management seeks ways to provide better information to low income students regarding access to University programs. Enrollment Management staff conducted events for students and guidance counselors in 17 cities on finance to explain assistance available for attending the University of Kentucky. Enrollment Management staff also worked with churches and other community organizations to provide student financial advice. Financial assistance for low income students is becoming more difficult as the gap between financial aid available and student fees increases. UK has recently experienced a 20 percent increase in receipt of financial aid applications. A student financial ombud arranges payment plans for students every academic year that are unable to pay their fees.

Over 1,000 students registered with the Disability Resource Center in 2010. Architectural barriers remain on campus that inhibit facility access for disabled students. Technology has increased program access, including closed captioning, distance learning, and streaming video and additional technological advances. The Equal Opportunity Panel must continue to monitor these areas and provide advisement to University officials on financial access, removal of physical barriers, and other obstacles that challenge inclusion.

- IV. Assess progress in achievement of equal opportunity goals for units reported in annual strategic plan updates. Equal Opportunity Panel members consulted the UK Director of Planning and Institutional Effectiveness for guidance in UK Strategic Plan information. Each campus unit is responsible for updating their strategic plan annually. Diversity is multifaceted and unit/program specific. Institutional information will be closely examined and reported when the updating process is complete. Also, academic and administrative units undergo a program review every 5-7 years. The Equal Opportunity Panel will work with Planning and Institutional Effectiveness officials to review campus diversity information.

- V. Review institutional culture and campus climate issues associated with Greek Life. The Equal Opportunity Panel consulted Fraternity and Sorority Affairs officials, Interfraternity Council President, Panhellenic Council President, National Pan-Hellenic Council President, and InterGreek Programming Assembly President. The organizations and chapters are very distinctive but in many ways share common goals. There are programs in place for Greek chapters to work together on community service and social events. Every student has an opportunity to pursue membership in Greek-affiliated organizations, but financial obligations may prevent some students from participating. The Equal Opportunity Panel's goal is to review the accessibility of the UK Greek community and work to inform Student Affairs officials of ongoing concerns.

In addition to other endeavors, the EOP seeks to foster learning in a climate of equality, civility, and mutual respect for the rights and responsibilities of all members of the campus community. Academic excellence and University vitality require a community in which persons who are different in race, ethnicity, gender, nationality, religion, and other characteristics participate individually and collectively in the life of the University of Kentucky.

Appendix 3: University of Kentucky Administrative Regulation AR 3:12 Equal Opportunity Panel³

Transfer Students

The 2009-2014 UK Strategic Plan Strategy 1.4.4 is Develop and implement new programs and strategies to increase student enrollment and diversity including efforts related to transfer student, non-traditional student, and military veteran enrollment, as appropriate, and pipeline initiatives with middle and high school students and their teachers.

Table 6
First Time Transfers
From KCTCS

| Term | Nonresident Alien | Black (Non-Hispanic) | American Indian or Alaskan Native | Asian | Hispanic | Native Hawaiian or Other Pacific Is | White (Non-Hispanic) | Unknown | Multi-Racial (two or more races) | Total |
|--------------|-------------------|----------------------|-----------------------------------|-------|----------|-------------------------------------|----------------------|---------|----------------------------------|-------|
| 2010-2011 YR | 3 | 34 | 1 | 14 | 13 | 1 | 514 | 27 | 8 | 615 |
| 2009-2010 YR | 4 | 27 | 0 | 11 | 15 | 0 | 452 | 25 | 0 | 534 |
| 2008-2009 YR | 4 | 29 | 1 | 10 | 9 | 0 | 445 | 14 | 0 | 512 |
| 2007-2008 YR | 8 | 27 | 2 | 7 | 6 | 0 | 396 | 12 | 0 | 458 |
| 2006-2007 YR | 5 | 33 | 1 | 15 | 11 | 0 | 697 | 31 | 0 | 793 |

Source: UK Office of Institutional Research

To support this UK Strategic Plan commitment including transfer students, the University of Kentucky has the following initiatives in place:

- A. **Transfer Student Services (TSS):** Provides communication and services for students transferring to UK from any other higher education institution as well as for currently enrolled transfer students. The services and programs currently in effect include pre-admission advising from a dedicated transfer advisor, pathway to transfer guides for KCTCS students, the BCTCblue+ program, K Week activities for transfer students and assistance with the transfer student organization.
- B. **Dedicated Transfer Advisor:** The Transfer Advisor provides preadmission advising and answers questions about the transfer process to any student interested in transferring to the University of Kentucky. The Transfer Advisor is stationed at Bluegrass Community and Technical College four days a week working with BCTC students interested in transferring to UK. The Transfer Advisor also makes periodic trips to other KCTCS institutions to advise prospective transfer students. Additionally, the Transfer Advisor is an advocate for current UK transfer students and works with these students on issues related to the transfer process, including transfer equivalencies and campus resources.
- C. **Pathway to Transfer guides:** The Pathway to Transfer guides provide suggested sequences of the coursework that will satisfy the requirements for an Associate of Arts (AA) or Associate of Science (AS) degree at BCTC (or KCTCS) and that are best suited for completing a wide array of UK undergraduate majors in no more than two to three years after completing either the AA or AS degree.

³ See attached Appendix 3: University of Kentucky Administrative Regulation AR 3:12 Equal Opportunity Panel

- D. **BCTCblue+**: BCTCblue+ is a program designed to promote successful undergraduate educational experiences for students whose academic plans involve enrollment at Bluegrass Community and Technical College and then a transfer to UK. This partnership results in better service, eliminates barriers and increases student success. The goal is to support a more seamless transfer to UK after achieving an AA or AS degree at BCTC. Students in this program can take up to 12 credits hours (up to 4 classes) at UK while they complete their BCTC courses while paying BCTC tuition rate for those courses.
- E. **University of Kentucky Association for Transfer Students (UKATS)**: The Transfer Advisor works with transfer student leaders in this transfer student organization and also serves as the advisor. The stated purpose in the UKATS constitution is as follows: *As transfer students, our purpose is to ease/aid our fellow transfer students by providing: Resources, Support, Peer Mentors, Social Events, Campus Involvement, and Advocating for and representing them within the UK campus community.*

Comprehensive assessment of strategies and best practices implemented in support of the institutional diversity plan.

The University of Kentucky strategies and best practices that support diversity begin with the 2009-2014 Strategic Plan. The University’s compelling interest in diversity is present throughout this plan including Mission, Values, and Goals. Specific metrics provide for annual progress measures. Best practices include, but are not limited to, the following programs, services, activities, organizational units, and other initiatives:

Enrollment Commitments and Actions

- I. Governor’s Minority Student College Preparation Program

Minority College Awareness Program

The **Minority College Awareness Program (MCAP)** at the University of Kentucky is comprised of several early intervention program components focused on preparing African American and other underrepresented minority students for success in postsecondary education institutions. There are five program components: 1) **UK Academic Year Focus on Math**, 2) **UK Second/Third Grade Reading Enhancement**, 3) **UK Summer Focus on Math**, 4) **YMCA Black Achievers Seventh Grade Educational Enhancement Cluster**, and 5) **Winburn Middle School Realizing Academic Potential (R.A.P)**.

- The *UK Academic Year Focus on Math* component integrates mathematics with classes in science and African-American history.
- The *Second/Third Grade Reading Enhancement* component focus entirely on reading and comprehension in an effort to better prepare students for success in the other disciplines.
- The *UK Summer Focus on Math* component offers a concentrated mathematics curriculum incorporating math and science opportunities through the university and the local community.
- *The YMCA Black Achievers Seventh Grade Educational Enhancement Cluster* emphasizes career education and relating students’ academic performance to the career choices they make.
- The *R.A.P. component* is designed as an incentive program to motivate all students at Winburn Middle School to earn a grade point average that will allow them to be placed on the honor roll.

A wide variety of strategies is used to identify students for participation in the various MCAP components. Referrals come from schools, churches, parents, self-referrals, and other sources. Fayette County schools are very active in supporting the MCAP program.

II. Institutional Health Center Programs

A. Area Health Education Center

The Area Health Education Center Health Careers Pipeline Program (AHEC-HCPP) develops and implements activities for rural, Appalachian, and underserved urban communities through work with local schools and health care facilities. The goal of these activities is to stimulate interest and prepare disadvantaged and underrepresented students for success in pursuing health careers. This pipeline program provides coordinated, longitudinal experiences to enable students to advance throughout their academic pathway. Programming is offered to students in K-5, middle school, and high school. The focus is on Kentucky's most rural and underserved counties and urban counties with large Hispanic and African-American populations.

The AHEC-HCPP model includes brief, targeted experiences offered in all AHEC regions, focused longitudinal programming offered in all regional AHECs, and summer camps (available on the UK campus and in some regions). The brief, targeted programming includes presentations and large group events on health career exploration and related areas while the longitudinal programming efforts involve academic enrichment and experiential opportunities for smaller groups of students who have expressed an interest in pursuing a health career. UK camps include a six-week academic enrichment camp for rising juniors and a two-week summer research academy for rising seniors. Regional camps are generally one or three-week non-residential programs with both enrichment and experiential opportunities for students.

B. Professional Education Preparation Program

The University of Kentucky Professional Education Preparation Program (PEPP) provides support for students from underserved Kentucky counties who wish to pursue careers in medicine or dentistry. The program seeks to address the critical shortage of physicians and dentists in rural and underserved communities of Kentucky by supporting students who hope to return home or to similar geographic areas to practice medicine or dentistry. Each year PEPP administers two summer programs: UK PEPP Scholars and UK PEPP STEP II.

UK PEPP Scholars offers a four-week residential summer experience for students who have just graduated from high school and are preparing to begin college. The program provides an introduction to careers in medicine and dentistry through academic enrichment, admissions guidance, health-related seminars and experiences, and clinical/hospital rotations at the University of Kentucky Medical Center.

UK PEPP II provides a four-week summer program for college students who are pursuing a career in medicine or dentistry. Students typically take part in UK PEPP II during the summer following their sophomore year in college. The program is designed to prepare students for the admissions process for medical school and dental school. The summer program offers admissions support, a review of organic chemistry, an introduction to the Medical College Admission Test (MCAT) and Dental Admission Test (DAT), health-related seminars and

experiences, and clinical/hospital rotations in the UK Medical Center. Year-round support is provided to PEPP II students as they negotiate the admissions process for medical school or dental school.

C. Health Center Student Diversity and Enrichment Services

Health Center Student Diversity and Enrichment Services works with each of the six health professions colleges (Dentistry, Health Sciences, Medicine, Nursing, Pharmacy, and Public Health) to facilitate the recruitment, retention, and professional development of underrepresented students. The office is responsible for the execution of a targeted recruitment plan to enhance the diversity of each college's applicant pool. The plan focuses on outreach to undergraduates in the UK community; current undergraduates from around the state; and students from selected metropolitan areas outside the state. Part of this office's mission is to communicate and coordinate schedules with all of the health professions colleges. The programs administered by Health Center Student Diversity Services include the annual Multicultural Health Careers Open House, targeted outreach recruitment, and several activities designed to offer support and professional development, including the mentoring program.

D. Appalachian and Minority Science, Technology, Engineering, and Mathematics Majors Program

The Appalachian and Minority Science, Technology, Engineering, and Mathematics Majors (AMSTEMM) Program is a grant-funded initiative for the recruitment, retention, and graduation of Appalachian and minority students. The AMSTEMM Program staff includes researchers, program evaluators, a consultant from the faculty, and two full-time staff members.

The AMSTEMM Program's primary objective is to increase the number of science, technology, engineering, and mathematics majors enrolled at UK who are minorities or from Appalachian counties. The program provides a community environment, a network of support services, and numerous academic enhancement opportunities for undergraduates. The AMSTEMM Program has been in place since 2005 and grew out of a five-year grant from the National Science Foundation.

E. Diversity Pipeline Initiative

In January 2006 a group of admissions and student affairs officers from the University's six health professions colleges began meeting to discuss admissions procedures. The intent was to review recommendations made by The College Board to ensure compliance with current law (post 2003 University of Michigan decisions) related to minority admissions practices. The group conducted the following actions:

- reviewed each college's mission statement to determine if enhancement of diversity was addressed as a goal;
- developed an online diversity questionnaire, administered annually to first- and third-year medical center students, to assess student perceptions of the contribution of diversity to their educational experience;
- worked to define "critical mass," and made scholarly presentations on the educational benefits of diversity; and
- developed a model enhancement scholarship application form to be used across the health professions colleges.

Following the successful implementation of these actions, the group sought to address the small numbers of minority students who made application to the health professions colleges. Since the summer of 2006, the admissions and student affairs officers have endeavored to work together to share information on recruitment activities and better coordinate their efforts.

F. Outreach Center for Science and Health Career Opportunities

The Outreach Center for Science and Health Career Opportunities coordinates numerous educational programs aimed at precollege and undergraduate students, stimulates interest in the sciences, and facilitates the progress of young people geared toward health careers. Several of the programs under the umbrella of the Outreach Center target minority and rural students, while other programs attempt to reach students by providing resources and workshops for teachers. The Outreach Center makes the resources of the UK Medical Center accessible by linking individuals that are “applying science” with educators and students throughout the Commonwealth and beyond. Outreach Center programs are held in the center itself, in various laboratories and classrooms in the UK Medical Center, and are taken to individual schools at the request of teachers. The mobile teaching laboratory reaches students in remote and underfunded areas of the Commonwealth – serving as a way to inform high school students about science careers and as a tool for college recruitment.

G. UK Minority Education Development for Prospective Medical Students Program

The UK Minority Education Development (UKMED) for Prospective Medical Students Program was established in 2010 by the student subcommittee of the Dean’s Advisory Committee on Diversity. It is a recruitment day that allows underrepresented minority premedical students the opportunity to visit the University of Kentucky College of Medicine each year during the month of September. The program is for junior and senior undergraduate college students.

The four main purposes of the UKMED minority recruitment program are to implement an annual recruitment program geared directly toward prospective underrepresented minority medical students; increase all participants’ awareness of the benefits of attending medical school and becoming a physician; encourage students to apply and, if accepted, matriculate to the University of Kentucky College of Medicine; and encourage those students who decide not to enroll or are not accepted to the College to continue to pursue a career in medicine, thus increasing the number of minority medical students throughout the country.

III. Enrollment Management

A. Recruitment

The Recruitment staff works each year to incorporate diversity into all activities. Hobson’s Connect prospective student database has been utilized in a variety of ways to reach out to high-end and diversity student populations, with the understanding that the two are by no means mutually exclusive. For starters, each month Recruitment runs a filter of prospective students and sends a personal letter highlighting various aspects of the University. Each month a newsletter called “The Scholar” is also mailed to this group of students.

B. Veterans Resource Center

The Veterans Resource Center conducts the following initiatives:

Recruits military veterans to UK via several avenues

- Advertise in military/veteran periodicals
- Attend military career fairs
- Attend KY National Guard Yellow Ribbon Reintegration events
- Attend UK Preview Nights
- Working with BCTC to bring more veterans to UK.... (will be expanding this to several other community and technical colleges)

DIVERSITY RECRUITMENT ACTIVITIES

The Office of Undergraduate Admissions works with campus partners to host a variety of on and off-campus events throughout the year to facilitate the college search process for thousands of students and their families, with numerous activities targeted towards underrepresented students. As articulated in the University of Kentucky Strategic Plan, one main goal is to promote inclusive excellence across the University. Enrollment Management strives to recruit and retain a more diverse student body and help foster an inclusive campus. The Office of Undergraduate Admissions is often the first opportunity for interaction between the institution and prospective students.

Undergraduate Recruitment Office

- Admitted African American Student Receptions
- “See YOU in Blue”
- College Readiness Workshop, ACT Workshop
- Preview Nights and Counselor Workshops
- Come See For Yourself events
- Recruitment Events: College Fairs and High School Visits
- College Reality Store
- Latino/Multicultural College Fair and Conference

Recruitment and Admissions for Transfer Students

Preview Days invite representatives from UK’s colleges and departments to visit KCTCS campuses across the state during the fall and spring semesters. This allows students, faculty, and staff from these campuses to ask questions, get information, and apply for admission while UK staff are on campus.

Transfer Scholarships

Created three tiers of transfer scholarships with differing requirements, which added higher level awards for outstanding students.

Transfer Equivalency Process

When transfer students submit their official college transcripts to the Admission Office, the work is entered into the student information system. The Transfer Equivalency Office then begins the process of determining UK

course equivalencies. Most KCTCS courses have been equated, and UK has established equivalencies for many other institutions in the state of Kentucky and beyond. If a current equivalency does not exist, the office will provide the course description to the appropriate academic department on campus for evaluation.

IV. STUDENT FINANCIAL AID

- **Special Group Financial Aid Information Sessions**

Each year financial aid office staff members participate in a wide variety of both on and off campus events to talk with students and parents about the financial aid process. Events include the following: Accepted Diversity Student Receptions, Adult Back to School Workshop, College of Education Future Educators Association Workshop, College Readiness Workshop, Come See For Yourself events, Cultural Diversity Festival, Engineering Recruitment Days, Freshmen Advising Conferences, Governor's Scholars and Governor's Scholars for the Arts Conference, High School Guidance Counselor Workshops sponsored by the Kentucky Association of Student Financial Aid Administrators (KASFAA), Home School Students and Parents Group Workshop, Merit Weekend Information Sessions, Robinson Scholars Financial Aid Workshop, Student Support Services Workshop, Study Abroad Fair, and Transfer Days at the KCTCS Community Colleges.

UK Office of Academic Scholarships advances the institution by continuing to improve the academic quality and diversity of the student body each year. The William C. Parker Scholarship Program (WCP) was established in 1984 with a mission to recruit and retain Kentucky resident African American students. The William C. Parker Scholarship Program later expanded to include all ethnic groups to increase overall diversity at the University of Kentucky. Additionally, the WCP funds have supported students in summer school and participation in special programs such as Education Abroad.

Financial Ombud services:

- Sends early alert emails to unregistered students with financial problems and works one on one with students and parents.
- Advising conference financial presentations to UK freshmen and parents at Summer Advising Conferences and various other locations.
- Financial advising sessions at UK 101 class sections.

V. ADULT STUDENT SERVICES

Adult Student Services provides opportunities for intellectual, social, and personal growth to nontraditional and adult-age learners aspiring to pursue or presently engaged in undergraduate or graduate studies.

As the university's designated key contact for nontraditional and adult-age learners, Adult Student Services provides leadership in recruiting, retaining, and graduating nontraditional and adult-age students by offering a network of undergraduate and graduate recruitment efforts. Adult Student Services conducts presentations and events on and off the campus at local businesses, organizations, academic institutions, and bi-annual *Back to School Workshops* on the campus. Staff support university and statewide retention efforts such as Kentucky Council on Postsecondary Education's *Adult Learning Focused Institution* and *Project Graduate* initiatives by offering support services tailored to meet the unique needs of nontraditional and adult-age learners from admission to graduation.

VI. GRADUATE SCHOOL

The Graduate School is committed to closing the enrollment gap as it relates to underrepresented students, particularly *Black or African American* and *Hispanic or Latino*. Due to the elimination of the Associate Dean for Diversity Recruitment position, the major job duties were reassigned to the Senior Assistant Dean for Admissions and the Director of Graduate School Diversity. This strategy is being employed to develop a seamless effort in diversity recruitment.

A cursory assessment of past practices resulted in the following:

- Stronger emphasis would be placed on recruiting current UK undergraduates.
- Recruitment allocation dollars will be spent primarily on student travel.
- Visitation Day would no longer be the responsibility of each college to conduct their own visits.
- Revitalize relationships and, as appropriate, Memoranda of Understanding with Historically Black Colleges and Universities.
- Establish relationships and, as appropriate, Memoranda of Understanding with Hispanic serving institutions.
- Reduction in the attendance at recruitment fairs without yield.

At the end of the fiscal year, these strategies and steps will be assessed for effectiveness and adjusted accordingly.

Historically, students come to the Graduate School based on the strength of the program of interest and the funding available. Many diverse students seek graduate degrees in Arts and Sciences programs where funding may not be plentiful. The Graduate School continues to employ the Lyman T. Johnson Fellowship as a means to help provide funding for this group of students. Additionally, the Graduate School continues to look for ways to employ creative funding strategies.

Additional steps taken this year included:

- The creation of a Diversity Recruitment Advisory Board in November 2010.

To help close the enrollment gap between the state population and *Black or African American* and *Hispanic or Latino* students at the University of Kentucky, the Graduate School will employ similar strategies while targeting respective special emphasis groups as identified and needed.

- I. The first strategy employed was to identify and help remove any artificial barriers to recruitment and admissions.
 - Steps taken:
 - Established recruitment advisory board
 - Surveyed current students
 - Met with Directors of Graduate Studies
 - Steps to be taken:
 - Survey of non-admitted students
 - Training of college-wide recruiters

- II. The second strategy employed was to develop and increase the applicant pool.
 - Steps taken:
 - Continue to strengthen the pipeline
 - Current undergraduates
 - At Historically Black Colleges and Universities
 - At Hispanic serving institutions
 - Continue to strengthen networks
 - Join National Name Exchange Consortium
 - Participate in targeted conferences
 - Demystify graduate school
 - Increase the number of information sessions
 - Develop status appropriate brochures
 - Continue the use of information technology
- III. The third strategy employed is development of ways to increase targeted funding.
 - Goals are established on a yearly basis. The Graduate School will evaluate and re-tool on an ongoing basis to ensure effectiveness.

Retention Commitments and Actions

I. Center for Academic Resources and Enrichment Services (CARES)

CARES provides a comprehensive academic support system as well as enrichment services to aid in increasing the retention and graduation rates of underrepresented students. Programs and activities assist students in achieving academic excellence and adjusting to student life at the University of Kentucky.

Services

- Academic Planning (Academic Progress Sessions)
- Tutoring/Study Groups
- Study Skills
- Help With Personal Issues
- Computer Lab

Programs/Activities

Freshmen Programs/Activities

Critical First Year Program

Science Learning Community

Math Learning Community

Peer Academic Coaching (PAC) – Target Partnership Program

Freshman Summer Program (FSP)

Third Semester Freshmen/Sophomore Programs/Activities

Path Finder Program: Explore, Excel, Succeed

Junior and Senior Programs/Activities

SOAR

SOAR focuses on professional and leadership development to enhance career preparedness. SOAR components include:

- Leadership Development
- Career Preparation
- Academic Planning

William C. Parker Scholars Program

William C. Parker Scholars' Academic Student Contract Requirements

Freshmen: UK 101, Academic Progress Sessions, Focus Seminars, Study Groups

Third Semester Freshmen and Sophomores: Academic Progress Sessions, Path Finder Activities

Juniors: Academic Progress Sessions, SOAR Activities

Seniors: Academic Progress Sessions, SOAR Activities

II. Student Support Services

Student Support Services (SSS) is a federally funded program through the Department of Education designed to work with college students that are first generation, low income, and/or have a documented disability. Services include academic preparedness (study skills, test taking, and writing assistance), counseling (academic, limited personal, financial aid, literacy, career, and graduate school), tutoring, computer assistance, workshops on various topics, and social/cultural enrichment. The University of Kentucky's SSS program is funded to serve 160 students until August 2016, however currently serving 173 students.

III. Office of Undergraduate Education

- A. UK 101 – Academic Orientation and UK 201 – Academic Orientation for Transfers – offered in conjunction with the Division of Student Affairs

The University of Kentucky provides over 90 sections of UK 101 - This course is designed to help new students transition to University life, build a strong foundation for academic success, and embrace opportunities that promote intellectual and personal growth. Many students from a variety of diverse backgrounds take this course in the first fall semester. The University also offers a number of UK 201 sections to help transfer students transition into the University of Kentucky.

- B. Academic Alerts/Midterm Alerts

Academic Alerts: Instructors submit alert notices for students who are manifesting difficulties in the classroom (e.g., poor or missing homework, lack of attendance, poor test/quiz grades, etc.). The student and academic advisor receive these alerts by email. The student talks with the instructor or advisor to devise a solution to the problem and improve performance.

Midterm Alerts: Instructors submit midterm grades for each student. Academic advisors contact students whose midterms indicate inadequate performance and discuss options to help the student perform better in the course(s) of concern.

- C. Academic Readiness Program/Academic Preparation Program

Academic Readiness Program (ARP): Incoming freshmen who enter UK with certain academic deficiencies in reading, writing, and/or math as defined by ACT scores are enrolled in

supplementary or developmental instruction to address these deficiencies. Once this instruction is complete, opportunities are offered to test into credit-bearing courses in the subject area. Success is indicated by demonstration of college-level skills in the relevant area(s).

Academic Preparation Program (APP): This “next-generation” replacement for ARP will be offered in Fall 2011 to students at all levels who wish to improve their skills in reading, writing, and/or math. APP provides structured access to a full spectrum of individualized, self-paced academic instruction and support resources that students can use from their freshman year through graduation.

D. Rebound/Restart

Rebound: Students on academic probation complete Rebound, a series of directed meetings with their academic advisor, during the probationary semester. Rebound emphasizes goal-setting and targeted resource use to improve academic performance.

Restart: Students eligible for suspension after their second semester are invited to participate in Restart, a three-semester contractual arrangement that provisionally extends their academic eligibility. Restart requires frequent advising meetings and intrusive use of intervention programming to address performance issues and restore students to good academic standing.

E. The First Scholars Program

First Scholars Program at the University of Kentucky addresses the unique challenges of students who are the first in their families to attend college and supports the students as they obtain a degree through scholarships, technology, mentoring, and programming activities including: Academic Preparation Course for First Generation Students, Scholarly Learning Community for First Generation Students, and Focus Groups during K-Week.

F. The Robinson Scholars Program (RSP)

First Generation College Students: RSP provides full scholarships to UK or KCTCS for first generation students selected into the program. RSP serves 29 eastern Kentucky counties. The service region includes many persistent poverty counties. The annual investment in scholarships is about \$1 million. RSP works intensely with college freshmen to help develop good academic habits and explore academic and cultural enrichment opportunities at UK. All students develop career networks through community service.

High School Program: Currently serves three cohorts of high school students (29 students per cohort) in the service region, sophomores through seniors. High school programs include a variety of college preparation, including academic and social. Students participate in leadership and academic workshops and summer camps.

Robinson Leadership Pool: This is a new initiative of RSP. The pool will select 110 high school freshmen in the service region. Those selected will receive enrichment aimed at improving college academic skills, programming rich in STEM-related activities, and opportunities for networking through community service. Students in the pool will participate in activities for three years leading to selection of 29 Robinson Scholars. Those not selected for the scholarship will have developed strong high school resumes to improve their college going chances.

G. Jamal Mashburn Scholarship Program

The Jamal Mashburn Scholarship Program allows the youth of Fayette County to obtain an opportunity early in their educational endeavors and creates an incentive for them to reach their goals. With the purpose of helping students achieve success, the scholarship not only provides financial support for prospective University of Kentucky students, it also offers access to mentoring services and a monitoring system that will assess the needs of each individual.

IV. Division of Student Affairs

A. Counseling Center: Consultation and Psychological Services

The Counseling Center offers a wide range of programs, many of which contribute directly to retention of University of Kentucky students.

- Women of Color Support Group
- Women of Color Graduate/Professional Student Support Group
- International Student Workshops
- Career exploration workshops with Freshman Summer Program students (CARES)
- Diversity workshops for:
 - New Resident Advisors
 - Pharmacy students
 - Counseling Center practicum students
 - AMSTEMM mentors
- Facilitate discussions during International Student Orientation
- Stress management for:
 - Minority Association of Pre-Health Students
 - Black Graduate and Professional Students Association
 - Martin Luther King, Jr. Cultural Center students
- Mentorship/leadership to establish a student chapter of the Association of Black Psychologists

B. Diversity Education and Inclusive Community Building Program

The addition of this program area within the Office of Student Involvement (OSI) in cooperation with the Vice President for Institutional Diversity draws support of diverse student interests and responds to identified needs. Effective March 2009, a full professional staff advisor position was filled to lead in the development of a new *Diversity Education and Inclusive Community Building program area within the Office of Student Involvement*. This program is intended to draw in and integrate minority students more seamlessly into co-curricular programs and engage students in active student leadership roles into topics of diversity education and inclusivity. This included identifying a group of students from various underrepresented student groups to form *CATalyst* with students dedicated to identifying issues around inclusivity and representing these issues through participation in discussions with University administrators, creating programs to promote understanding across differences and developing a peer educator program.

The University is seeing increased numbers of minority students overall participate through the OSI programs, including the Emerging Leader Institute and Leadership Summit; participation in

the Center for Community Outreach; and engagement in the planning and leading of major campus events which reflect more diverse interests.

C. Residence Life

Residence Life supports all students (including high achieving minority students) through collaboration with The Study, academic check points, the diversity/inclusion programming that Resident Advisors offer, and through support of the Multicultural Living Learning Science Cohort.

Residence Life has created departmental goals and metrics that speak to improvements in service and outreach to minority students and minority student staff and makes a concerted effort to reach out to minority students during the selection process for Residence Advisors and Graduate Hall Directors.

D. Disability Resource Center

The Disability Resource Center (DRC) provides equal access to all students with disabilities. The DRC advocates for reasonable accommodations, removal of barriers, and acceptance of different learning methods. In partnership with students, faculty, and staff, DRC strives to achieve an accessible educational environment where students with disabilities have an opportunity to fully participate in all aspects of the University of Kentucky community. Students with documented physical, learning, or temporary disabilities may receive assistance and support from the Disability Resource Center. Campus services available to disabled students include transportation, parking, housing, assistive technology, priority registration, academic accommodations, and additional services.

V. Black Male Success Initiative

A steering committee comprised of Black male faculty, staff, and students direct the development of this initiative. Forums bring Black male students together with Black male faculty and staff to talk about strategies for being successful at UK. The intention is to have the Black Male Success Initiative provide a broad base of support for Black male students that will result in increased retention rates and greater academic achievement. The initiative is in the early stages of development.

UK Black Male Success Initiative Program Goals:

- Increase retention and academic achievement among Black males.
- Improve perception among Black male students of UK as a welcoming and supportive place.
- Create opportunities for Black male faculty/staff/community leaders to connect with Black male students, serve as mentors, and share strategies for success.
- Provide strong leadership on the challenges facing Black men as part of the University's larger retention efforts.
- Collaborate with schools and community based organizations to strengthen the school-to-college pipeline enabling more Black male students to attend UK.
- Increase admission and graduation rates among Black males.
- Involve experts in the implementation of recommendations.

Employment Commitments and Actions

Employment retention and promotion

The UK 2009-2014 Strategic Plan Goal 3 is *Develop the human and physical resources of the University of Kentucky to achieve the institution's top 20 goals*. The following strategies within Goal 3 support improvement in diversity efforts and progress for the future:

3.1.2 -- Assist chairs/directors and search committees in attracting the best candidates in the country for success in the recruitment of a high-caliber and diverse faculty and professional staff.

3.2.1 – Ensure that work allocation and advancement policies and practices for faculty and professional staff, including those pertaining to compensation, are fair, transparent, and clearly communicated, and that they reflect best practices among top public research universities.

3.2.3 – Design and implement a research-based program to improve career advancement support and opportunities for faculty and professional staff at all stages of their careers.

3.3.1 – Reinforce values and practices necessary to foster a culture of respect, learning, innovation, efficiency, and service to support students, colleagues, and customers.

3.4.3 – Sustain continuous progress in employment of women and all minorities at all levels of the University.

In summary, recurring practices for recruitment, retention, and promotion of female and minority faculty include:

- Outreach at regional and national conferences and/or research meetings
- Posting vacant positions in journals and appropriate venues
- Searching candidate databases for potential prospects when positions are available and contacting these individuals
- Follow-up on potential candidates received each year from the Southern Region Education Board (SREB) Conference
- Fellowships for on-campus and off-campus graduates
- Policies and practices to ensure that all faculty members of the same ranks, seniority, quality of service, and quality and quantity of scholarly achievement have the same opportunities for advancement.

Women Faculty at the University of Kentucky: Trends and Progress 1994-2010. This 2010 report contains information in the employment of women faculty in four distinct categories: total faculty; tenured and tenure-track faculty; instructional faculty; and endowed faculty. The comprehensive data set was extracted from UK Human Resource data files for the years 2000-01 to 2009-10. This report analyses IPEDS data on full and part-time UK “instructional” faculty. Data analyses on salary equity and time-in-rank are based on 1993-94 to 2009-10 faculty data set for the purpose of investigating trends on issues related to UK’s tenured and tenure eligible faculty.

Cooperative Extension Service: While Cooperative Extension Service employees are not faculty members, their role as educators in the Commonwealth bears mention. Women have historically outnumbered men as agents in Family and Consumer Science, 4-H Youth Development, and Fine Arts. As little as two decades ago no women served as Agriculture or Horticulture agents. Today Agriculture and Horticulture agents are twenty percent

female. Additionally, forty-three percent of the Cooperative Extension Service administrative positions are held by female employees.

Overall Employee Hiring, Retention, and Promotion: In order to improve employee retention rates, turnover must be analyzed and reviewed to determine issues of concern and courses of action for improvement. Although a certain amount of employee turnover can be viewed as positive, it is critical that the University demonstrate strong efforts to enhance success for its new hires, especially in the context of its diverse employee population. To continually improve the hiring and selection process, Human Resources provides relevant training and resources to assist in the utilization of best practices in the recruitment efforts for faculty and staff. In addition, targeted efforts are being made to reach out to the most qualified and diverse applicant populations to garner the most diverse applicant pools and thereby, improve employment opportunities for women and minorities.

Because the hiring and selection process is decentralized at the University of Kentucky, Human Resources (HR) initiatives strive to seek and develop more proactive resources and tools to assist hiring officials and departments.

Education and Training for Hiring and Selection

The Hiring Enhancement Program, developed by the HR Employment Office in January 2009, provides training, resources, and tools for hiring officials throughout the University. The program is intended to educate hiring officials on effective, legally credible hiring practices. To accommodate the needs of the numerous hiring officials in the organization the HR Employment Office employs three Employment Consultants who offer a variety of customizable resources including: behavior-based interview guides (phone, in-person and/or reference checks); department consultations; and trainings. Additional tools created since the start of this program include:

- a hiring fundamentals checklist,
- an application review checklist,
- a spreadsheet of inappropriate and appropriate interview questions, and
- a UK personnel file review guide.

The Hiring Enhancement Program also offers several featured trainings across campus:

- Legal Considerations: The Do's & Don'ts of Interview Questions,
- How to Develop an Effective Job Posting,
- Behavior Based Interviewing Series, and
- UK's Hiring Fundamentals and Interviewing Techniques.

The HR Employment Office conducts the "interviewing and selecting" portion of the SuperVision training courses offered to all new supervisors to ensure managers are equipped to make sound and effective decisions as leaders.

Employment Advertising Improvements

University of Kentucky Human Resources has acquired the services of an advertising agency to improve UK employment branding and establish more effective advertising capabilities through improved exposure and visibility. This vendor contract became effective January 2005. The advertising firm provides cost-effective

options targeting the specific needs of each position search, reaching a diverse candidate pool as well as ensuring the University maintains a consistent look and message with external media regarding recruitment for faculty and staff positions. Unlimited posting partnerships with InsideHigherEd.com and HigherEdJobs.com have been established to ensure UK's employment opportunities are directed to qualified candidates within higher education while encouraging applications from all backgrounds. To meet the ever-expanding needs of the UK HealthCare system, a posting partnership with HealthCareers.com has also been created. Additionally, the HR Employment staff routinely encourages hiring officials to participate in broader employment advertising and review the largest applicant pool available for positions in job categories which are underrepresented in minorities and/or females. Targeted advertising research overviews are customized for interested departments to provide a cost analysis and suggested niche site advertising options.

In addition, the HR Employment unit has taken a leadership role in the annual Summer Youth Program. This six week program exposes minority high school students to the academic and work environment at the University of Kentucky. Financial support is provided by the Office of the President for the annual program, which allows 10-15 students to work in UK departments over the summer to gain valuable work readiness skills. The program continues to be a valuable opportunity for UK staff to support the Lexington community by coaching and developing assigned Summer Youth employees. The program also continues to be a successful employee and student recruitment tool. During the past nine years, the HR Employment staff has worked with over 70 participants.

Employee Assistance and Support

The Work-Life Office provides an integrated, systematic approach to addressing work-life issues at the University. The Work-Life Office recognizes and builds a culture of understanding and support for the effective management of employee work and personal responsibilities. Two campus-wide climate surveys for both faculty and staff have been completed. Results of these surveys allow the university leadership to review existing strengths as well as opportunities for improvement and consideration throughout the organization. The Work-Life Office has initiated new and evolving services and programs to assist employees and supervisors of broadly diverse backgrounds in their daily work and personal challenges. For many employees who are faced with difficult challenges in the workplace and at home, the Work-Life programs and services may provide resources that enable these employees to remain employed longer at UK than anticipated. Work-Life Office programs and resources include:

- Flexible Work Arrangement Guidelines
 - Individual, supervisor, and departmental consultations
 - Reduced Seasonal Hours Program
 - Online Workplace Flexibility Toolkit
- Child Care and Parent Support
 - Near-site child care via the Woodland Early Learning Center
 - Lactation Support Guidelines and Resources
 - Working Moms' Network Group
 - Parents of Teen and Teens Support Group
- Elder Care
 - Information and Referral
 - Consultations
 - Care Giving Support Group
- Disability Support

- Information and referral for individuals, family members, and sponsored dependents who experience physical and intellectual disabilities available via UK Disability Connect (supported by Human Development Institute)
- Mental Health
 - Voluntary, confidential mental health counseling for employees, their family members, and sponsored dependents via Work+Life Connections (free) and REFER (low cost employee assistance program)
- Financial Counseling
 - Financial counseling for basic budgeting
 - Emergency referrals to community resources
 - Administrative support for the CRISIS program (CRISIS program provides temporary financial assistance in the form of a one-time payment of up to \$500 and is self-sustaining through contributions by faculty and staff.)
- Assessment
 - Work-Life Survey every 4-5 years
 - Workplace Flexibility Supervisor Study
 - Client surveys

These resources and services provide support and flexibility that can translate into greater employee success at all levels of the organization.

Employee training and experienced-based programs provide opportunities to increase awareness of elements of diversity and prepare participants to address diversity issues of concern within the employment context. The [Humanity Academy](#), a week-long program offered since 2006, prepares staff, faculty, and students to raise awareness of diversity issues and to provide leadership in supporting the diversity of the University community. Specific training is also available to healthcare employees to increase their knowledge of diverse patient populations. Training for new healthcare employees includes development of cultural competency. Training for new supervisors embeds diversity elements throughout the curriculum and addresses supervisors' roles in preventing discrimination and harassment. Other courses address specifics of cultural diversity or differences among generations.

Career advancement support contributes to higher promotion and success rates for employees of all backgrounds and experience levels. The Career Development (CD) unit was established in 2008 as a result of high demand articulated by staff in the 2005-06 Work-Life Survey. The mission of the CD unit is to help employees manage and develop their careers, both for their own professional growth and job satisfaction as well as for the success of the University as a whole. Career specialists are available to provide training and assessment services to all employees. Workshops and training opportunities are available in the areas of writing resumes and cover letters, interviewing, and taking charge of the employee's career by outlining job search strategies. Assessment services are available to determine skill sets of strength and developmental focus, in addition to other job-related assessments.

Campus Climate Commitments and Actions

I. Commission on Excellence, Diversity and Inclusion

The UK Commission on Excellence, Diversity, and Inclusion is an issues-oriented and Task Force driven commission.

Task Force on Student Services—Focused on issues of diversity and inclusion in undergraduate co-curricular activities and engagement. The focus is more collaboration in programming and implementation among the various student groups and offices. The intended result is tighter, more comprehensive programming with greater economic efficiency.

Task Force on Academic Support and Enrichment—Focused on issues of undergraduate retention and graduation. Some of the concerns include reasonable uniformity and cohesiveness in approach to services; the Coalition for Black Male Student Success; support of efforts for success of first generation students; and supporting efforts to increase diversity in study abroad.

Task Force on Quality of Work Life—Focused on work life issues of UK employees that enhance diversity and inclusion efforts.

Women's Initiative for Career and Leadership Development—Established linkage with the American Council on Education's Office of Women in Higher Education and with the Governor's Commission on Women. The goal is to help women develop a coherent approach to thinking through and acting on plans/opportunities for professional development and leadership.

Task Force on Partner Opportunities—Focused on developing a protocol and structured approach for responding to needs of finding suitable opportunities for partners of UK recruits to faculty and administrative positions.

Task Force on Campus Climate—Focused on socialization issues that enhance UK's quotient of being a welcoming campus environment. Involves strategic planning efforts for specialized activities and opportunities with deans to customize efforts in most colleges and create a collective psyche around a more embracing campus environment.

Task Force on Alumni Engagement—Focused on structured and strategic involvement of alumni in targeted diversity and inclusion efforts.

II. Climate for Learning Survey

In 2009, the Climate for Learning Survey was administered to undergraduate, graduate, and first-professional students in an effort to assess the academic and social climate on campus. The 63-item questionnaire was the product of collaboration between the President's Commission on Diversity and Institutional Research, Planning and Effectiveness. A total of 2,856 students responded to the survey. The overall response rate was 28 percent, and the overall margin of error was plus or minus 3 percent. Since the sample was not a simple random one and response rates varied within demographic groups, scores were weighted to reflect the composition of the UK student body and each college in Spring 2009. Nine scales were constructed to assess the University of Kentucky learning environment: Openness to diversity, Discomfort with diversity, Welcoming campus environment, Curricular/co-curricular effectiveness, Perceptions of disparate treatment, Engaged community, Volunteerism, Faculty interactions, and Diverse social interactions. *Note: Climate for Learning Survey results are provided at www.uky.edu/IRPE/.*

III. Work-Life Survey

UK@Work was a survey conducted in 2005 and 2006. Over 50 percent of faculty and staff members responded to the survey. The staff and faculty surveys focused on several broad themes: Work environment, Work-Life effectiveness, Diversity, and Recruitment/Retention. The goal of the survey was to identify a positive work environment in which employees would remain, contributing to a diverse and dynamic workforce. To become a Top 20 institution UK must be a Top 20 workplace. The survey contributed to the creation of the Work-Life

Office identifying areas in which employees desired resources, services, and information. *Note: Work-Life survey results are featured at www.uky.edu/IRPE/.*

A second UK@Work survey was conducted in 2010 that included three scales used in 2005-2006: Commitment, Burn-out, and Work-Life support. The 2010 survey also employed two scales from the Climate for Learning Survey: Welcoming Campus Environment and Perceptions of Disparate Treatment. The UK Office of Institutional Research is working with the Work-Life Advisory Council on the survey findings.

Conclusion

The University of Kentucky hereby establishes this 2011-2015 Diversity Plan in compliance with the Council on Postsecondary Education Kentucky Public Postsecondary Education Diversity Policy and Framework for Institutional Diversity Plan Development.