2011-2015
University of Kentucky
Diversity Plan

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Annual Diversity Plan
Assessment for
Kentucky Council on Postsecondary
Education Committee on Equal
Opportunities
2012-2013 thru 2013-2014

December 2014

University of Kentucky
Diversity Assessment

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Executive Summary

Stronger by Degrees – A Strategic Agenda for Kentucky Postsecondary and Adult Education Values include *A culture of inclusion that provides equitable opportunities and celebrates diversity in people and thought*. Under Policy Objective 4: Increase high-quality degree production and completion rates at all levels and close achievement gaps, particularly for low-income, underprepared, and underrepresented minority students, Strategy 4.7 states:

> Implement a statewide diversity policy that recognizes diversity as a vital component of the state's educational and economic development.

The Mission of the University of Kentucky, serving as the Commonwealth of Kentucky flagship institution, is to play a critical leadership role by contributing to the economic development and quality of life within Kentucky's borders and beyond. The Mission, as defined by Governing Regulation, further states "The University nurtures a diverse community characterized by fairness and equal opportunity."

This University of Kentucky 2011-2015 Diversity Plan annual assessment is a tribute to the ongoing work of members of the University community to provide an inclusive and welcoming educational and work environment. The report represents only a brief reflection of many diversity programs, services and activities that contribute to institutional well-being. Covering a 1-year timeframe from 2012-2013 to 2013-2014, this submission contains data analyses and narrative relating to student enrollment and student success, workforce utilization, and campus climate initiatives and best practices.

Included in UK 2009-2014 Strategic Plan Values are Mutual Respect and Human Dignity, and Diversity and Inclusion. This report to the Kentucky Council on Postsecondary Education, Committee on Equal Opportunities, puts forth ways these Values become an integral and comprehensive part of campus life. The University of Kentucky welcomes feedback for continuous improvement.

Introduction

In June 2011 the University of Kentucky Board of Trustees unanimously voted to adopt the 2011-2015 UK Diversity Plan. This plan was written in accordance with the Kentucky Council on Postsecondary Education Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution 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.

The 2003-2006 University of Kentucky Strategic Plan *The Dream & the Challenge* first addressed the institution's broad significance of diversity with Goal V: Nurture Diversity of Thought, Culture, Gender, and Ethnicity. This was followed in the 2006-2009 UK Strategic Plan Goal IV: Enhance and Nurture Diversity. In development of the 2009-2014 UK Strategic Plan, the University furthered the emphasis on the compelling interest in the educational benefit of diversity with Goal 4: Promote Diversity and Inclusion.

Promote Diversity and Inclusion

It is a straightforward and important fact of life that diversity is one of the strengths of American society. Participation in diverse families, workplaces, schools, and communities is the norm and not the exception. From such participation emanates a realization of both similar and distinct approaches to dealing with human situations and solving problems and a better understanding of human concerns and interactions. This better understanding leads to more sound decisions about ways to improve the quality of human engagement and what people do and experience. The University of Kentucky will prepare students for meaningful and responsible engagement within and across diverse communities. Through its own example and engagement, the University will improve the climate for diversity throughout Kentucky, a commitment given special importance and emphasis by shared history. The composite effect of work with students in classrooms, residence halls, offices, laboratories, clinics, libraries, and public places should enable them to develop a more enlightened worldview; attain a deeper understanding of and commitment to authentic democratic values and social justice; embrace a greater commitment to service and leadership for the common good; exhibit greater cultural knowledge and competence; and play a personal role in Kentucky's success in the global economy.

Embracing and nurturing diversity is the responsibility of every member of the University community. It must be clear and convincingly evident that diversity is an essential value that informs every area and aspect of the University community. A genuine commitment to diversity as a core value establishes and sustains an inclusive and celebratory view of diversity as a systemic influence on the conduct of students, faculty, and staff and as members of society. As such, the goal of diversity is inherent in all of the University's strategic goals.

Objective 4.1 Promote inclusive excellence across the University.

> Strategy 4.1.1 Establish a common understanding of diversity and inclusion.
> Strategy 4.1.2 Adopt an organizational structure that makes explicit the shared responsibility of the entire community for inclusive excellence.
> Strategy 4.1.3 Develop an evaluation strategy for assessing the University's progress in achieving greater diversity and inclusion in all its endeavors.

Objective 4.2 Promote curricular and co-curricular transformation that recognizes the educational advantages of diversity.

> Strategy 4.2.1 Develop a coherent and focused University- and unit-level implementation strategy for achieving greater diversity and inclusion in curricular and co-curricular activities.
> Strategy4.2.2 Establish clearly defined expectations, incentives, interventions, and accountability measures as key components of the diversity and inclusion strategy.

Objective 4.3 Enhance campus/community collaborations in areas where opportunities exist to build diversity and increase inclusion.

> Strategy 4.3.1 Establish a plan for better internal and external communication with respect to the University's diversity efforts.
> Strategy 4.3.2 Develop partnerships with local, regional, and statewide organizations that promote inclusion and academic excellence.

The Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development assessment requires institutional plans to address four (4) areas: Student Body Diversity; Student Success/Closing the Achievement Gap; Workforce Diversity, and; Campus Climate. The University of Kentucky 2011-2015 Diversity Plan established Black or African American and Hispanic or Latino student goals, and female, all minority and Black or African American workforce goals. The goals established in the UK Diversity Plan are consistent with the 2009-2014 UK Strategic Plan and annual Affirmative Action Plan. Requirements as outlined in the CPE Diversity Plan Assessment Checklist are included in this University of Kentucky submission.

Student Body Diversity

Black or African American accounts for 7.7 percent of the state population. Hispanic or Latino, the most rapidly growing segment of the state, accounts for 2.7 percent of the Kentucky population. Rather than create additional objectives and develop metrics independent of the 2009-2014 UK Strategic Plan, this submission will address all other racial/ethnic groups that comprise the University community when using aggregate data only, unless otherwise specified.

Following is a statistical comparison of Diversity Plan Fall 2012 with the same Fall 2013 timeframe.

Fall 2012 thru Fall 2013 Comparison

For Undergraduate Student Enrollment and Graduate Student Enrollment diversity plan objectives, the University of Kentucky proposed closing the gap between current enrollment of Black or African American students and Hispanic or Latino students and the overall state demographic populations.

Undergraduate-Level and Graduate-Level Student Enrollment
Enrollments by Level: Fall 2003, Fall 2012, and Fall 2013

	2003-04		2012-2013		2013-2014		State Percent	UG-Gap
Undergraduate Level	**N**	**Percent**	**N**	**Percent**	**N**	**Percent**	**State Percent**	**Latest Gap-UG**
White	16,129	88.7%	16,588		16,669			
Black or African American	980	5.4%	1,561	7.5%	1,658	7.7%	7.7%	0.0%
Hispanic or Latino	178	1.0%	573	2.7%	705	3.3%	2.7%	(0.6)%
Other Race	323	1.8%	538		589			
Two or More Races	0	0.0%	445		602			
Non-resident Alien	212	1.2%	526		607			
Unknown or Missing	368	2.0%	647		665			
Total	**18,190**	**100%**	**20,878**		**21,495**			
Graduate Level	**N**	**Percent**	**N**	**Percent**	**N**	**Percent**	**State Percent**	**Latest Gap-Grad**
White	5,136	70.5%	5,086		5,428			
Black or African American	377	5.2%	353	4.9%	347	4.4%	7.7%	3.3%
Hispanic or Latino	64	0.9%	152	2.1%	191	2.4%	2.7%	0.3%
Other Race	166	2.3%	216		323			
Two or More Races	0	0.0%	80		83			
Non-resident Alien	1,049	14.4%	941		1,126			
Unknown or Missing	497	6.8%	364		392			
Total	**7,289**	**100%**	**7,192**		**7,890**			

Source: Academic Planning, Analytics and Technologies

University of Kentucky 2009-2014 Strategic Plan Goal I: <u>Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society.</u> At the Undergraduate Level, the number of Black or African American and Hispanic or Latino students increased. Likewise, the gap between the state demographic population and enrollment for Black or African American reduced from 0.2 percent to 0.0 percent. The gap between Hispanic or Latino also declined from 0.0 percent to (0.6) percent or exceeding the Kentucky demographic population.

At the Graduate Level, the number of Black or African American students decreased while Hispanic or Latino students increased. The gap between the state demographic population and

enrollment for Black or African American increased. The gap between Hispanic or Latino reduced to 0.3 percent. The total number of both minority groups increased from 505 to 548, and the proportion increased as overall graduate student enrollment increased from 7,192 in Fall 2012 to 7,890 in Fall 2013.

In 2013-2014, undergraduate enrollment records were set across all areas of underrepresented student enrollment. The University of Kentucky set records in the number of African-American and Hispanic/Latino undergraduate student enrollment. There were more American Indian/Alaskan Native undergraduates in 2013 than 2012. The undergraduate international student population also increased from 607 to 1,126.

The University of Kentucky continued a strong and intentional recruitment effort towards underrepresented students. Increased efforts include additional events targeting underrepresented students and an increase in the amount and frequency of letters, e-mails, and phone calls to assist in making a well-informed decision about attending the University of Kentucky.

In 2013, the University hosted 21 See Blue Preview Nights around the state of Kentucky and out of state. During the Preview Nights, all academic colleges attend along with support units from areas across campus including Financial Aid/Scholarships, Student Account Services, CARES, Student Affairs, First Scholars for first generation students, and more. At each of these locations, the University hosted a Guidance Counselor luncheon. This luncheon is an opportunity to interact with high school guidance counselors about things happening at UK.

Enrollment numbers at the university-wide and freshman level show that recruitment efforts have been effective across the board. The biggest and most important action step continues to be "Come See Blue For Yourself" events. These events are so important due to the volume of students served along with the primary importance for all prospective students of the campus visit. These events provide the only opportunity for a good number of students to experience an official campus visit. The University provides transportation and meals to the students who attend. These events also encourage high school counselors to bring groups of interested students to campus for information sessions, an academic resource/college fair, a campus tour, and an opportunity to learn about student involvement at UK. The goal with these events, which are hosted beginning in mid-October and lasting until January, is to showcase the opportunities available to UK for students of all backgrounds and interests. Last year the University hosted 12 events which included approximately 3,500 students.

In April the University hosted two admitted student receptions, one in Louisville and one in Lexington. The focus of these events is to invite admitted underrepresented high school students to acknowledge their great achievements and extend an invitation to become part of UK's campus and community. Various support services attend these along with a large

presence of the admissions office. This past April about 75 students and their families attended.

The University continues to host the College Readiness Workshop each July. This is a workshop that is provided free of charge for underrepresented high school students. The goal of the workshop is to help prepare students for attending a college/university. This includes hearing from admissions representatives, an ACT prep class, and a practice ACT. About 150 students attended this event.

The University of Kentucky implemented in recent years a free ACT-preparatory workshop. Underrepresented students in Kentucky are invited (with their parents) to participate in a day-long workshop that includes ACT preparation information as well as a full-length practice ACT exam. The Office of Enrollment Management also sends staff on international admissions/recruitment trips to increase the exposure of the University on a global scale, and increase campus diversity. Recruitment events and communications reference an emphasis on prospective freshmen and transfer students thinking about being involved University of Kentucky students. For example, during Transfer Advising Conferences, Enrollment Management has expanded information sessions offered to students to include opportunities to learn about student organizations and other networks of support available as UK students. This encourages institutional support of students, and encourages students to seek and utilize opportunities while on campus.

The University grew the amount of overall communication with prospective diversity students. One area of continued growth is utilizing our Call Center team. This past year the Center made over 4,000 calls focusing on underrepresented students which included such purposes as promoting the Freshman Summer Program, reminders of approaching deadlines such as scholarships and summer orientations, and finally making calls simply to check in and answer any questions.

The Visitor Center serves as the face of the University for all visiting prospective students, including underrepresented students. To help students feel at home during their campus visit, the Visitor Center employs a diversified group of student employees from a variety of regions and backgrounds. Recognizing that many students do not have the opportunity to visit campus with their families, the Visitor Center, Wildcat Ambassadors and tour guides work together to provide group tours during "Come See Blue For Yourself" events.

These events, layered with communication (letters, e-communication, and phone calls) sent to students highlighting UK's unique programs, important deadlines, and important scholarships, help strategically meet the goals set forth by campus administrators in regards to enrolling a diverse and well-prepared student body.

In recent years, the University of Kentucky has taken deliberate steps to become increasingly "veteran friendly". Enrollment Management includes a Veterans Resource Center, which works closely with VA benefits offices and other key enrollment and advising services areas on campus to ensure that student veterans experience a tight-knit community and a comprehensive web of support during their time on campus. Student veterans also receive an application fee waiver when applying, and is a way for the institution to demonstrate appreciation to servicemen and women.

In an effort to better serve students of a lower socioeconomic status and first generation students, UK has a "Scholarship Search Tool" (http://iweb.uky.edu/Scholarships/Search.aspx) that allows students quick access to a complete list of scholarships for which they are eligible to apply. The "First Scholars" program (http://www.uky.edu/UGE/FirstScholars/) is another support network that provides a strong community for students who may need additional support during their transition to college.

In terms of international diversity, Enrollment Management has partnered with the UK International Center (UKIC) to further streamline the international recruitment/admission process. All admission is handled by two full-time undergraduate admission offices who focus solely on international admission. In addition to regular efforts, the University has focused efforts specifically for the international student applicants including targeted emails, phone-a-thons utilizing current UK student ambassadors from UKIC and special mailings. In addition, a new international scholarship (managed by UKIC) was instituted.

The University of Kentucky experienced a decrease in the number of African American graduate students from 2012-2013 to 2013-2014. With 6 fewer African American graduate students, the graduate enrollment gap increased from 2.8 percent to 3.3 percent. For Hispanic graduate students, the number increased by 39 students. This increase in the number of Hispanic graduate students closed the gap from 0.6 percent to 0.3 percent of targeted enrollment.

The mission of the Graduate School continues to be the promotion of excellence at all levels of graduate education at the University of Kentucky. By encouraging and supporting the acquisition and dissemination of knowledge in an environment of diversity and interdisciplinary cooperation, the Graduate School aids graduate programs in preparing students as future leaders of the global society in research, teaching, applied science, creative production, policy making, and public service. Further, the Graduate School in committed to closing the enrollment gap as it relates to underrepresented students, particularly Black or African American and Hispanic or Latino students.

With the elimination of the Director of Graduate School Diversity position in October 2012, which was historically supported by the Vice President for Institutional Diversity, the Graduate School has reinforced its relationship with the academic units for whom diversity recruitment is

a primary responsibility. Emphasis and financial support have been placed on campus visits and direct communication between the prospective students and the faculty of their chosen academic fields. Additionally, Graduate School staff members from all the administrative offices have participated in the Graduate School's outreach efforts. The Admissions Office staff and senior members of the Graduate School leadership team have coordinated representation at recruitment fairs associated with minority groups, such as McNair scholars conferences and fairs, MAES – Latino's in Science and Technology Symposium, GEM – Graduate Education for Minorities, Veterans Education Showcase and CARES – Center for Academic and Enrichment Services. Additional recruitment activities included conferences, campus advising sessions and campus visits by TRIO and McNair groups from regional universities.

The Graduate School staff also identified and supported discipline specific recruitment events for graduate academic programs. Targeted financial support continues through the Lyman T Johnson fellowship, Southern Regional Education Board (SREB) scholarship and GEM fellowship program.

The UK Office for Faculty Advancement and Institutional Effectiveness served as a recruiter at the Southern Regional Education Board (SREB) Institute on Teaching and Mentoring. Over 1,300 scholars and faculty mentors were in attendance. The Institute provides scholars with information and skills necessary to be successful in graduate study and build a solid foundation for their future career. The Institute also provides scholars with the opportunity to network with each other and faculty mentors, and share information on teaching, mentoring, and research. In addition to the Institute, a Pre-tenure Faculty Development Conference occurred for faculty who are new to the professorate and scholars on postdoctoral assignments. The SREB Institute is recognized as the nation's largest gathering of racial/ethnic minority Ph.D. scholars seeking faculty careers in academia.

Funded Graduate Students

GA/TA/RA Students (Fall 2013)			
Gender	**Ethnicity**	**Count**	**Percentage of Gender Gap**
Male	American Indian or Alaskan Native	1	0.12
	Asian	12	1.42
	Black (Non-Hispanic)	22	2.61
	Hispanic	16	1.9
	Multi-Racial (two or more races)	12	1.42
	Nonresident Alien	210	24.91
	Unknown	44	5.22
	White (Non-Hispanic)	526	62.4
Total Male		843	
Female	American Indian or Alaskan Native	0	0
	Asian	22	2.71

Gender	Ethnicity	Count	Percentage of Gender Gap
	Black (Non-Hispanic)	42	5.17
	Hispanic	23	2.83
	Multi-Racial (two or more races)	10	1.23
	Nonresident Alien	172	21.16
	Unknown	26	3.2
	White (Non-Hispanic)	539	66.3
	Native Hawaiian or Other Pacific Is	1	0.12
Total Female		813	
Total Funded Students		1656	

Students with Funding by Ethnicity 2013-2014
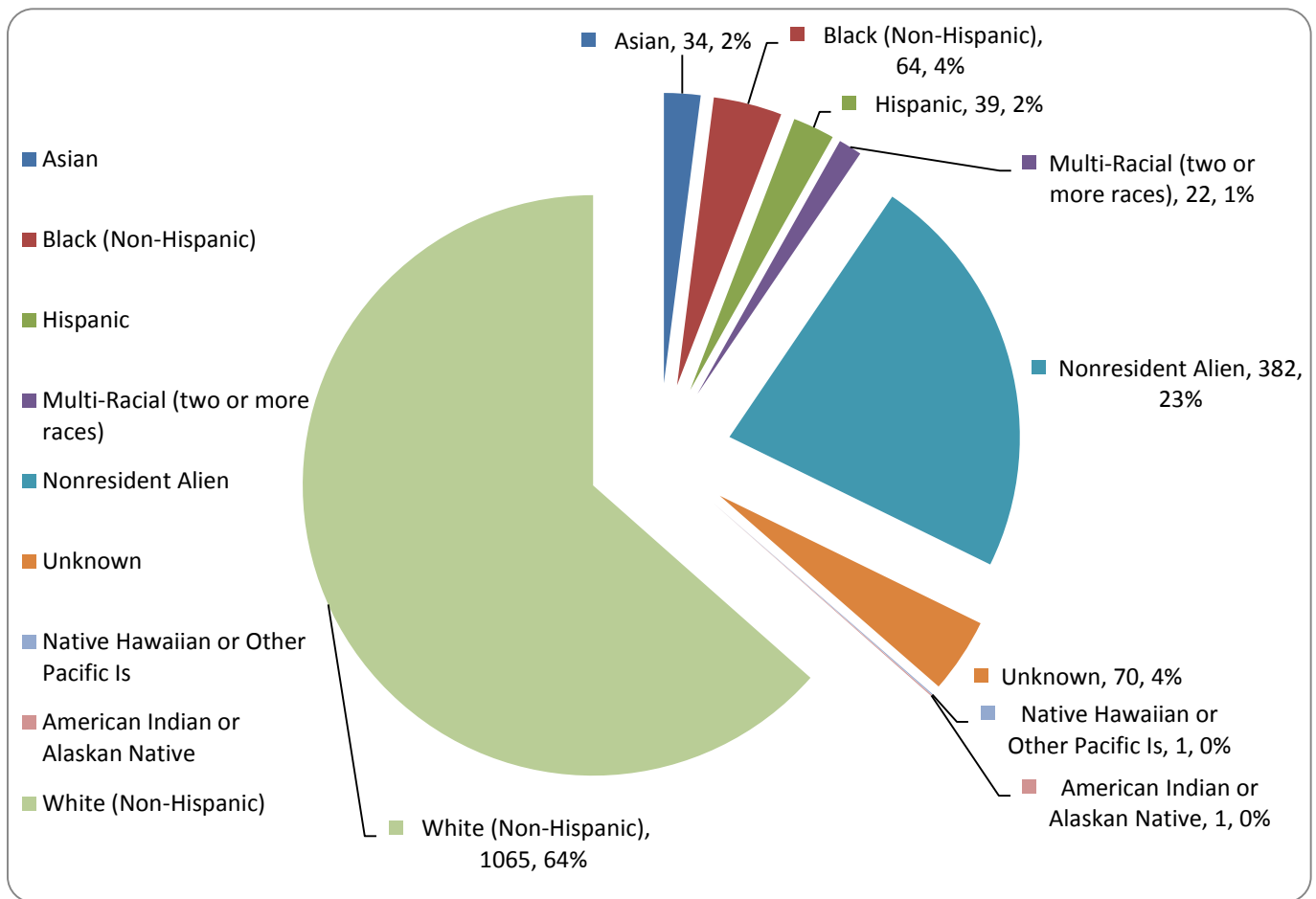
Student Development

The Graduate School actively supports the engagement of students in leadership opportunities. Eleven courses were offered as part of the Preparing Future Faculty and Professionals Program. The Graduate School had 186 student enrollments total, of which 104 (or 56%) were women, 56 (or 30%) were international, and 1 was Black or African American.

Dissertation Boot Camp

During the academic year 2013-2014, 43 students participated in the Thesis/Dissertation Boot Camp. Of these, 27 (63%) female, 7 (16%) international, and 2 (5%) Black or African American.

Student Success: Closing the Achievement Gap, 2013-14

Achievement Gap Closures:
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)
2012	82.5	83.3	76.7	6.6	83.1	0.2
2011	81.3	82.2	73.8	8.4	81.3	0.9
2010	81.5	81.8	80.9	0.9	77.3	4.5
2009	81.8	83.1	71.2	11.9	75.3	7.8
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: Academic Planning, Analytics and Technologies

UK 2009-2014 Strategic Plan Metric 1-3 states <u>Increase the first-to-second year rate to 85 percent.</u> The First year to Second year retention gap between Black or African American and White students decreased from 8.4 percent in cohort 2011 to 6.6 percent in cohort 2012. For Hispanic or Latino students, the gap decreased from 0.9 percent in 2011 to 0.2 percent in 2012. Black or African American student retention increased, Hispanic or Latino student retention increased, and overall UK First to Second Year Retention Rate slightly increased from 81.3 to 82.5.

For the 2011-2015 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 students retention. The Fall 2013 undergraduate population comprised the highest percentage of diverse students in UK History, with 18.4% of the students comprising non-white categories (of those reporting). There has been consistent

growth in all non-white categories since Fall 2008, particularly in Underrepresented Minorities (Black/African-American, Hispanic/Latino, and American Indian/Alaskan Native/Native Hawaiian/Pacific Islander). Since Fall 2008, the percentage of Black/African-American undergraduates has increased from 6.3% to 7.9% (488 students); and the percentage of Hispanic/Latino has increased from 1.4% to 3.3% (458 students). Of those reporting, White students comprise the largest percentage of undergraduate students. While the number of White students has increased since Fall 2008 from 16,335 to 16,792 (457 students), the percentage has decreased from 85.0% to 77.3%. Black/African-American students make up the second largest percentage of students, averaging 7.3% of the undergraduate population.

Achievement Gap Closures:
First Year to Second Year Retention Rate

ACADEMIC_..	Other/Unk..	American Indian	Asian	Black or African American	Hispanic or Latino	Multi-Racial	White or Caucasian
Fall 2008	750 3.9%	43 0.2%	509 2.6%	1,219 6.3%	269 1.4%	98 0.5%	16,335 85.0%
Fall 2009	698 3.6%	45 0.2%	572 3.0%	1,374 7.1%	327 1.7%	130 0.7%	16,236 83.8%
Fall 2010	804 4.0%	47 0.2%	675 3.4%	1,445 7.2%	405 2.0%	240 1.2%	16,498 82.0%
Fall 2011	717 3.5%	51 0.3%	734 3.6%	1,511 7.5%	484 2.4%	359 1.8%	16,400 81.0%
Fall 2012	778 3.7%	52 0.2%	805 3.8%	1,588 7.6%	604 2.9%	478 2.3%	16,685 79.5%
Fall 2013	941 4.3%	53 0.2%	894 4.1%	1,707 7.9%	727 3.3%	612 2.8%	16,792 77.3%

Source: Office of Student Success

Chart: Stacked bar chart of graduate student population by race/ethnicity, Fall 2008–Fall 2013.

Fall 2008: 3.90% 750; 6.34% 1,219; 1.40% 269; 84.98% 16,335

Fall 2009: 3.60% 698; 2.95% 572; 7.09% 1,374; 1.69% 327; 83.77% 16,236

Fall 2010: 4.00% 804; 3.36% 675; 7.18% 1,445; 2.01% 405; 82.02% 16,498

Fall 2011: 3.54% 717; 3.62% 734; 7.46% 1,511; 2.39% 484; 80.96% 16,400

Fall 2012: 3.71% 778; 3.84% 805; 7.57% 1,588; 2.88% 604; 79.49% 16,685

Fall 2013: 4.33% 941; 4.11% 894; 7.86% 1,707; 3.35% 727; 77.29% 16,792

Within the graduate population, 19.8% of the students comprise non-white categories (of those reporting), a decrease from 21.1% in the year prior. While there has been consistent growth in the percentage of Hispanic/Latino students, from 1.9% in Fall 2008 to 2.9% in Fall 2013 (82 students), there has been a decrease in the percentage and number of Black/African-American students, from 11.7% in Fall 2008 to 11.1% in Fall 2013 (-69 students). The percentage of Underrepresented Minority students as a whole has remained at approximately 7.7% since Fall 2008.

Of those reporting, White students comprise the largest percentage of graduate students, although the percentage has decreased since Fall 2008 from 71.0% to 64.6% (-586 students). Asian students make up the second largest percentage of students, averaging 11.7% of the graduate population; although the percentage and number of Asian students has decreased since Fall 2008 from 11.7% to 11.1% (-57 students).

First Fall to Second Fall Retention

The first fall to second fall retention rate of the Fall 2013 cohort (all students) is 82.1%, the second highest retention rate in UK history. The one-year retention rates of selected ethnicities/races include: White 82.9%; Black/African-American 72.0%; Hispanic/Latino 80.5%;

and all URM 74.9%. White students have consistently been retained at higher levels than URM students. Within URM students, Hispanic/Latino students are retained at higher rates than other URM groups.

Retention Gaps 2003-2013: Black or African-American Students

Cohort Term	Overall		White		Black/African-American		GAP 1
	Cohort Size: Overall	Retained % 2nd Fall	Cohort Size: White	Retained % 2nd Fall	Cohort Size: Black	**Retained % 2nd Fall**	GAP 1 (White - B/AA)
Fall 2003	**3,683**	78.3%	**3,294**	78.4%	**204**	72.5%	5.9%
Fall 2004	**3,935**	78.9%	**3,464**	79.6%	**261**	69.0%	10.6%
Fall 2005	**3,824**	77.8%	**3,437**	78.0%	**141**	75.9%	2.1%
Fall 2006	**4,118**	76.4%	**3,522**	76.2%	**286**	76.6%	-0.3%
Fall 2007	**3,836**	80.9%	**3,313**	81.1%	**255**	80.0%	1.1%
Fall 2008	**4,079**	80.3%	**3,440**	80.5%	**345**	75.1%	5.4%
Fall 2009	**4,111**	81.8%	**3,408**	83.1%	**399**	71.2%	11.9%
Fall 2010	**4,283**	81.5%	**3,385**	81.8%	**361**	80.9%	0.9%
Fall 2011	**4,082**	81.3%	**3,293**	82.2%	**344**	73.8%	8.4%
Fall 2012	**4,588**	82.5%	**3,485**	83.3%	**408**	76.7%	6.6%
Fall 2013	**4,619**	82.1%	**3,442**	82.9%	**421**	72.0%	11.0%

While the number of Black or African-American cohort students has been increasing, the University has not seen the same results in retaining Black or African-American students. The one year retention rate of Fall 2013 Black/African-American students is 72.0%, a 4.7% decrease from the previous year. The first fall to second fall retention gap between White and Black or African-American students for the most recent cohort (Fall 2013) is 11.0%, a 5.4 percentage point increase from the prior year retention gap of 6.6%.

Retention Gaps 2003-2013: Hispanic or Latino Students

Cohort Term	Overall		White		Hispanic/Latino		GAP 2
	Cohort Size: Overall	Retained % 2nd Fall	Cohort Size: White	Retained % 2nd Fall	Cohort Size: Hispanic or Latino	**Retained % 2nd Fall**	GAP 2 (White - H/L)
Fall 2003	**3,683**	78.3%	**3,294**	78.4%	**32**	84.4%	-6.0%
Fall 2004	**3,935**	78.9%	**3,464**	79.6%	**32**	68.8%	10.8%
Fall 2005	**3,824**	77.8%	**3,437**	78.0%	**34**	82.4%	-4.3%
Fall 2006	**4,118**	76.4%	**3,522**	76.2%	**57**	71.9%	4.3%
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Fall 2011	**4,082**	81.3%	**3,293**	82.2%	**112**	81.3%	1.0%

Cohort Term	Overall		White		Hispanic/Latino		GAP 2
	Cohort Size: Overall	Retained % 2nd Fall	Cohort Size: White	Retained % 2nd Fall	Cohort Size: Hispanic or Latino	**Retained % 2nd Fall**	GAP 2 (White - H/L)
Fall 2012	**4,588**	82.5%	**3,485**	83.3%	**166**	83.1%	0.2%
Fall 2013	**4,619**	82.1%	**3,442**	82.9%	**200**	80.5%	2.4%

Source: Office of Student Success

The number of Hispanic/Latino cohort students has increased consistently since Fall 2009, and while the University is retaining more Hispanic/Latino students and have closed the retention gap since F09, there is still work to accomplish. The one year retention rate of Fall 2013 Hispanic/Latino students is 80.5%, a 2.6% decrease from the year prior. The first fall to second fall retention gap between White and Hispanic or Latino students for the most recent cohort (Fall 2013) is 2.4%, a 2.2 percentage point increase from the prior year retention gap of 0.2%.

Retention Gaps 2003-2013: Underrepresented Minority Students

Cohort Term	Overall		White		URM		GAP 3
	Cohort Size: Overall	Retained % 2nd Fall	Cohort Size: White	Retained % 2nd Fall	Cohort Size: URM	**Retained % 2nd Fall**	GAP 3 (White- URM)
Fall 2003	**3,683**	78.3%	**3,294**	78.4%	**240**	74.6%	3.8%
Fall 2004	**3,935**	78.9%	**3,464**	79.6%	**299**	69.2%	10.4%
Fall 2005	**3,824**	77.8%	**3,437**	78.0%	**178**	77.5%	0.5%
Fall 2006	**4,118**	76.4%	**3,522**	76.2%	**345**	75.7%	0.6%
Fall 2007	**3,836**	80.9%	**3,313**	81.1%	**311**	80.1%	1.0%
Fall 2008	**4,079**	80.3%	**3,440**	80.5%	**419**	75.9%	4.6%
Fall 2009	**4,111**	81.8%	**3,408**	83.1%	**487**	71.3%	11.8%
Fall 2010	**4,283**	81.5%	**3,385**	81.8%	**480**	79.6%	2.2%
Fall 2011	**4,082**	81.3%	**3,293**	82.2%	**466**	75.5%	6.7%
Fall 2012	**4,588**	82.5%	**3,485**	83.3%	**586**	78.0%	5.3%
Fall 2013	**4,619**	82.1%	**3,442**	82.9%	**625**	74.9%	8.1%

Source: Office of Student Success

Since 2003, the number of Underrepresented Minority cohort students has increased from 240 to 625 in Fall 2013. The one year retention rate of URM students is 74.9%, a 3.1% decrease from the previous year. The first fall to second fall retention gap between White students and URM students for the most recent cohort (Fall 2013) is 8.1%, a 2.8 percentage point increase from the prior year.

One of the University's transition programs is the UK Freshman Summer Program (FSP). The FSP is a six-week program designed by the staff of the Center for Academic Resources and Enrichment Services (CARES) to help students transition from high school to college and to prepare them for the academic rigor of UK. The overall goal of the program is to improve the persistence and graduation of African American, Hispanic, American Indian, first generation

and low income students admitted for the upcoming Fall Semester. The retention rates for the participants in this personalized and intense program have traditionally remained high. The current retention rates for the 46 students in the 2012 cohort and the 48 students in the 2013 cohort are 90.2 percent and 98 percent respectively. The graduation rates for the 2007 and 2008 cohorts, the most recent graduating cohorts, are 50 percent and 64.6 percent respectively. Graduation rates tend to fluctuate, but are currently on an upward trend.

CARES Freshman Counselors conducted two Freshman Group Meetings to inform students of programs and services, explain the CARES Academic Student Contract for First Year Students, review William C. Parker Scholarship academic support requirements, and give instructions for signing up for study groups and making Academic Progress Session appointments. Additionally, the CARES staff hosted an Open House and cookout between meetings so that students would know the location of the office, have an opportunity to fellowship with other students and meet the CARES staff. The meetings were held on the Tuesday prior to the start of class and were well attended.

Parents buy-in to the University's goal of assisting their students in being successful is a valuable asset. The second First Year Focus Orientation Meeting for Parents was held on Freshman Move-in Day. Parents were introduced to CARES staff who work with their students throughout the year, learned about the services and programs offered by CARES, received specific information regarding the requirements necessary to maintain the William C. Parker Scholarship and received tips and strategies on how to assist students in managing the responsibilities of being a college student. Parents were also encouraged to sign up for the listserv managed by the CARES Freshman Counselor to continue the conversation and receive CARES updates. The ultimate goal is to form partnerships with parents that result in helping the students to be successful at UK.

CARES conducts the Peer Academic Coaching (PAC) Program to assist second semester freshmen in rebounding from an academically challenging first semester of college (less than a 2.24 GPA from the first fall). This program continues to show a clear impact on cumulative GPAs for those who participate compared to those who did not. Students who participated in the Spring Semester 2014 PAC Program earned a semester GPA of 2.77 and a cumulative GPA of 2.47 compared to students invited to participate, but chose not to participate, and earned a semester GPA of 1.77 and a cumulative GPA of 1.81.

The CARES and Honors Program staff partner to identify and recruit eligible students of color to the Honors Program. Students receive an application to apply to the Freshman Summer Program and the Honors Program and are encouraged to consider applying to both programs.

Majestic UNITY (MU)-Women of Color Empowerment Group is dedicated to providing support, encouragement and empowerment to women of color while enhancing leadership, social and cultural development throughout their college career. This program is a partnership between

the Martin Luther King Center and the Center for Academic Resources and Enrichment Services. The group meets at least once a month to discuss pertinent topics and issues while encouraging its members to reflect, share and listen as they learn how to improve their own lives. Majestic UNITY also held its annual retreat and collaborated with the Black and Latino Male Initiative (BLMI) for group discussions on intimate partner violence and healthy relationships.

CARES, under the auspices of the Office for Institutional Diversity, has a long tradition of supporting students from UK's traditionally underrepresented populations from first year to graduation and beyond. The Graduate and Professional School Showcase (GPSS) is co-sponsored by the Office for Institutional Diversity (CARES, Student Support Services, and The Martin Luther King Center), James W. Stuckert Career Center, UK Athletics, Office of First Generation Initiatives, UK Honors Program, Appalachian and Minority Science, Technology, Engineering, and Mathematics Majors (AMSTEMM) and the UK Graduate School. The GPSS was held during the Fall semester. This event is an excellent example of a collaborative effort where 77 graduate and professional programs from Kentucky, as well as other states were represented.

Study groups and individual tutoring continue to be CARES' most requested and utilized services. Study groups are established to assist students in primarily math and science courses. Study groups meet weekly for one hour. Tutors work with students to review material, work problems, facilitate discussion and answer questions. Study groups were also developed for upper division courses (i.e. accounting, organic chemistry, calculus three) at the request of the students. CARES provided tutors for 261 individual sessions during the 2013-14 academic year. CARES data continue to show that those students in the target population who participate in CARES weekly study groups have higher grades in the class for which they are being tutored than those who do not participate in study groups. Study groups and individual tutoring continue to be effective tools in helping students to be successful at the University of Kentucky.

The National Conference on Undergraduate Research (NCUR), is an organization dedicated to promoting undergraduate research, scholarship, and creative activity in all fields of study by sponsoring an annual conference for students. During the conference, young scholars from all institutions of higher learning and from all corners of the academic curriculum present their research. NCUR is committed to providing access to the conference to under-represented students and to assist in the development of networks and support structures among these students. The 2014 annual conference was held at the University of Kentucky. During the spring of 2014, the Diversity team encouraged UK students-of-color to participate in NCUR 2014, particularly those that utilize CARES services.

The 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 and literacy, career, and graduate school), tutoring, computer assistance, workshops on various topics and social/cultural enrichment. SSS approach is holistic and students have described the environment as "a home away from home." This helps students feel less intimidated on a large campus. The University of Kentucky's SSS program is funded to serve 160 students until August 2016, however currently serves 208 students. Many of the students are scholarship recipients including William C Parker, Robinson Scholars, First Scholars as well as outside scholarships from their communities.

SSS often reviews midterm grades and will alert students in an effort to provide additional support so the final grades are minimally at a "C" or higher. For scholarship students services are geared at assisting the students to achieve that 3.0 or higher GPA. For freshman students who are below a 2.5 at midterms SSS provides a program called Take Academic Control (TAC) to help the students rebound and provides in-house tutoring. The tutors participate in a tutoring class using the College Reading & Learning Association (CRLA) curriculum for tier 1 certification.

Many freshmen participate in the peer mentoring program designed to provide survival tips (academic and social), help with transition from high school to college, serve as a sounding board, and offer the ability to meet others outside the classroom. The mentors have weekly contact either face to face, small group and social media (texting, Facebook, tweeting), and bi-weekly mentor-mentee gatherings coordinated between Student Support Services and Robinson Scholars. SSS upperclassmen are encouraged to look at careers, participate in the professional and graduate school showcase, Graduate School preparation course, Life After College workshop and Major Talk Series, and all programs collaborated with CARES, First Scholars, Robinson Scholars, Career Center and the Graduate School.

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)
2012	74.8	76.2	66.7	9.5	75.9	0.3
2011	74.8	76.2	64.0	12.2	71.4	4.8
2010	72.5	73.8	66.5	7.3	66.4	7.4
2009	71.9	73.5	58.6	14.9	63.6	9.9
2008	71.0	72.1	58.0	14.1	67.7	4.4
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: Academic Planning, Analytics and Technologies

The Second Year to Third Year retention gap between Black or African American and White students decreased from 12.2 percent in cohort 2011 to 9.5 percent in cohort 2012. Black or African American retention increased from 64.0 percent to 66.7 percent, while White retention remained constant at 76.2 percent. For Hispanic or Latino in comparison to White students, the gap decreased from 4.8 percent in 2011 to 0.3 percent in 2012. Black or African American and Hispanic or Latino Second to Third Year Retention Rate increased, including a reduction in achievement gaps. Hispanic or Latino retention rates will experience greater fluctuation due to the fewer number of students.

First Fall to Third Fall Retention

For the most recent cohort, UK reported the highest first fall to third fall retention rates across all ethnicities/races. Overall, the first fall to third fall retention rate is 74.8 percent. For White students, the rate is 76.2 percent; Black/African-American 66.7 percent; Hispanic/Latino 75.9 percent; and all URM 68.4 percent. As a result of these high retention rates, the first fall to third fall retention gaps between White students and URM students have decreased.

First Fall to Third Fall Retention: Black or African-American Students

Cohort Term	Overall		White		Black/African-American		GAP 1
	Cohort Size: Overall	Retained % 3rd Fall	Cohort Size: White	Retained % 3rd Fall	Cohort Size: Black	**Retained % 3rd Fall**	GAP 1 (White - B/AA)
Fall 2003	**3,683**	70.2%	**3,294**	70.4%	**204**	60.8%	9.6%
Fall 2004	**3,935**	70.4%	**3,464**	71.6%	**261**	55.6%	16.0%
Fall 2005	**3,824**	68.9%	**3,437**	69.1%	**141**	64.5%	4.6%
Fall 2006	**4,118**	68.4%	**3,522**	68.4%	**286**	67.1%	1.3%
Fall 2007	**3,836**	71.1%	**3,313**	71.6%	**255**	65.9%	5.7%
Fall 2008	**4,079**	71.0%	**3,440**	72.1%	**345**	58.0%	14.2%
Fall 2009	**4,111**	71.9%	**3,408**	73.5%	**399**	58.6%	14.8%
Fall 2010	**4,283**	72.9%	**3,385**	74.1%	**361**	66.5%	7.6%
Fall 2011	**4,082**	74.8%	**3,293**	76.2%	**344**	64.0%	12.2%
Fall 2012	**4,588**	74.8%	**3,485**	76.2%	**408**	66.7%	9.5%

Source: Office of Student Success

The first fall to third fall retention rate of Fall 2012 Black/African-American cohort students is 66.7 percent, a 2.7 percent increase from the previous year. The first fall to third fall retention gap between White and Black/African-American students for the most recent cohort (Fall 2012) is 9.5 percent, a 2.7 percentage point decrease from the prior year retention gap of 12.2 percent.

First Fall to Third Fall Retention: Hispanic or Latino Students

Cohort Term	Overall		White		Hispanic/Latino		GAP 2
	Cohort Size: Overall	Retained % 3rd Fall	Cohort Size: White	Retained % 3rd Fall	Cohort Size: Hispanic or Latino	Retained % 3rd Fall	GAP 2 (White - H/L)
Fall 2003	3,683	70.2%	3,294	70.4%	32	71.9%	-1.4%
Fall 2004	3,935	70.4%	3,464	71.6%	32	53.1%	18.4%
Fall 2005	3,824	68.9%	3,437	69.1%	34	73.5%	-4.4%
Fall 2006	4,118	68.4%	3,522	68.4%	57	61.4%	7.0%
Fall 2007	3,836	71.1%	3,313	71.6%	44	63.6%	7.9%
Fall 2008	4,079	71.0%	3,440	72.1%	62	67.7%	4.4%
Fall 2009	4,111	71.9%	3,408	73.5%	77	63.6%	9.8%
Fall 2010	4,283	72.9%	3,385	74.1%	110	67.3%	6.8%
Fall 2011	4,082	74.8%	3,293	76.2%	112	71.4%	4.8%
Fall 2012	4,588	74.8%	3,485	76.2%	166	75.9%	0.3%

Source: Office of Student Success

The first fall to third fall retention rate of Fall 2012 Hispanic/Latino cohort students is 75.9 percent, a 4.5 percent increase from the year prior. The first fall to third fall retention gap between White and Hispanic or Latino students for the most recent cohort (Fall 2012) is 0.3 percent, a 4.5 percentage point decrease from the prior year retention gap of 4.8 percent.

First Fall to Third Fall Retention: Underrepresented Minority Students

Cohort Term	Overall		White		URM		GAP 3
	Cohort Size: Overall	Retained % 3rd Fall	Cohort Size: White	Retained % 3rd Fall	Cohort Size: URM	Retained % 3rd Fall	GAP 3 (White- URM)
Fall 2003	3,683	70.2%	3,294	70.4%	240	62.5%	7.9%
Fall 2004	3,935	70.4%	3,464	71.6%	299	55.9%	15.7%
Fall 2005	3,824	68.9%	3,437	69.1%	178	66.9%	2.2%
Fall 2006	4,118	68.4%	3,522	68.4%	345	65.8%	2.6%
Fall 2007	3,836	71.1%	3,313	71.6%	311	65.6%	6.0%
Fall 2008	4,079	71.0%	3,440	72.1%	419	59.7%	12.5%
Fall 2009	4,111	71.9%	3,408	73.5%	487	59.1%	14.3%
Fall 2010	4,283	72.9%	3,385	74.1%	480	66.0%	8.0%
Fall 2011	4,082	74.8%	3,293	76.2%	466	65.9%	10.3%
Fall 2012	4,588	74.8%	3,485	76.2%	586	68.4%	7.7%

Source: Office of Student Success

The first fall to third fall retention rate of URM cohort students is 68.4 percent, a 2.5 percent decrease from the previous year. The first fall to third fall retention gap between White students and URM students for the most recent cohort (Fall 2012) is 7.7 percent, a 2.6 percentage point decrease from the prior year.

Graduation Rate

Metric 1-5 of the UK Strategic Plan states <u>Increase the six-year graduation rate to 64 percent</u>. 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.

The six-year graduation rate for all Fall 2008 students is 60.2 percent, the second highest graduation rate in UK History. For White students the six-year graduation rate is 61.9 percent; Black/African-American 42.7 percent; Hispanic/Latino 55.7 percent; and all URM students 45.1 percent. While the graduation gap between White students and Black/African-American students increased, the gaps between White students and both Hispanic/Latino and URM students as a whole decreased.

Six-Year Graduation Rates: Black or African American Students

Cohort Term	Overall		White		Black/African-American		GAP 1
	Cohort Size: Overall	Graduated % 6 Years	Cohort Size: White	Graduated % 6 Years	Cohort Size: Black	**Graduated % 6 Years**	GAP 1 (White - B/AA)
Fall 2003	**3,683**	59.5%	**3,294**	60.4%	**204**	42.6%	17.8%
Fall 2004	**3,935**	58.2%	**3,464**	60.1%	**261**	38.7%	21.4%
Fall 2005	**3,824**	59.2%	**3,437**	59.7%	**141**	46.8%	13.0%
Fall 2006	**4,118**	57.6%	**3,522**	58.4%	**286**	49.8%	8.6%
Fall 2007	**3,836**	60.4%	**3,313**	61.9%	**255**	43.7%	18.2%
Fall 2008	**4,079**	60.2%	**3,440**	61.9%	**345**	42.7%	19.2%

Source: Office of Student Success

The six-year graduation rate of Black/African-American students is 42.7 percent, a 1 percent decrease from the prior year. The graduation gap of Black/African-American students to White students increased from 18.2 percent to 19.2 percent for the Fall 2008 cohort.

Six-Year Graduation Rates: Hispanic or Latino Students

Cohort Term	Overall		White		Hispanic/Latino		GAP 2
	Cohort Size: Overall	Graduated % 6 Years	Cohort Size: White	Graduated % 6 Years	Cohort Size: Hispanic or Latino	**Graduated % 6 Years**	GAP 2 (White - H/L)
Fall 2003	**3,683**	59.5%	**3,294**	60.4%	**32**	53.1%	7.3%
Fall 2004	**3,935**	58.2%	**3,464**	60.1%	**32**	40.6%	19.4%
Fall 2005	**3,824**	59.2%	**3,437**	59.7%	**34**	70.6%	-10.9%
Fall 2006	**4,118**	57.6%	**3,522**	58.4%	**57**	52.6%	5.7%
Fall 2007	**3,836**	60.4%	**3,313**	61.9%	**44**	52.3%	9.6%
Fall 2008	**4,079**	60.2%	**3,440**	61.9%	**62**	55.7%	6.2%

Source: Office of Student Success

For Hispanic/Latino students, the six-year graduation rate increased in one year from 52.3 percent to 55.7 percent, an increase of 3.4 percent. 55.7 percent represents the second highest graduation rate for Hispanic/Latino students in UK history. The graduation gap of 6.2 percent between Hispanic/Latino students and White students is the second smallest gap in UK history, and a decrease of 3.4 percent from the year prior.

Six-Year Graduation Rates: Underrepresented Minority Students

	Overall		White		URM		GAP 3
Cohort Term	Cohort Size: Overall	Graduated % 6 Years	Cohort Size: White	Graduated % 6 Years	Cohort Size: URM	**Graduated % 6 Years**	GAP 3 (White-URM)
Fall 2003	**3,683**	59.5%	**3,294**	60.4%	**240**	44.6%	15.8%
Fall 2004	**3,935**	58.2%	**3,464**	60.1%	**299**	39.5%	20.6%
Fall 2005	**3,824**	59.2%	**3,437**	59.7%	**178**	51.1%	8.6%
Fall 2006	**4,118**	57.6%	**3,522**	58.4%	**345**	50.0%	8.4%
Fall 2007	**3,836**	60.4%	**3,313**	61.9%	**311**	44.8%	17.1%
Fall 2008	**4,079**	60.2%	**3,440**	61.9%	**419**	45.1%	16.9%

Source: Office of Student Success

Similar to Hispanic/Latino students, the six-year graduation rate for all URM students also increased in one year from 44.8 percent to 45.1 percent, an increase of 0.3 percent. Additionally, the graduation gap of 16.9 percent between all URM students and White students represents a one year decrease 17.1 percent to 16.9 percent.

Bachelor's Degrees Conferred: 2007-08 – 2013-14

	07-08	%	08-09	%	09-10	%	10-11	%	11-12	%	12-13	%	13-14	%
White	3,390	89.8%	3,285	90.0%	3,018	85.7%	3,195	86.1%	3,201	85.7%	3,349	85.4%	3,240	81.3%
Black or African American	150	4.0%	154	4.2%	145	4.1%	203	5.5%	196	5.2%	224	5.7%	247	6.2%
Hispanic or Latino	34	0.9%	35	1.0%	48	1.4%	47	1.3%	50	1.3%	76	1.9%	96	2.4%
Other Races/Missing	201	5.3%	176	4.8%	310	8.8%	267	7.2%	288	7.7%	273	7.0%	403	10.1%
Total	3,775	100%	3,650	100%	3,521	100%	3,712	100%	3,735	100%	3,922	100%	3,986	100%

Source: Academic Planning, Analytics and Technologies

Degrees Conferred

The University of Kentucky selects Strategic Plan Metric 1-8 for this objective: Increase bachelor degrees awarded per academic year to 3,925. The University's Diversity Plan goal is to increase the number of bachelor degrees awarded to Black or African American and Hispanic or Latino students.

Academic Year	Other & Unknown	American Indian, American Indian, Alaskan Native, Native Hawaiian	Asian	Black or African American	Hispanic or Latino	Multi-Racial	White or Caucasian	Total: URM	Grand Total: ALL
				Undergraduate Degrees & Certificates					
2003	210	6	127	138	29		2,875	173	3,385
	6.2%	0.2%	3.8%	4.1%	0.9%		84.9%	5.1%	100.0%
2004	210	5	80	140	23		2,936	168	3,394
	6.2%	0.1%	2.4%	4.1%	0.7%		86.5%	4.9%	100.0%
2005	231	5	100	156	28		2,874	189	3,394
	6.8%	0.1%	2.9%	4.6%	0.8%		84.7%	5.6%	100.0%
2006	233	6	65	135	39		3,037	180	3,515
	6.6%	0.2%	1.8%	3.8%	1.1%		86.4%	5.1%	100.0%
2007	104	5	92	150	40		3,238	195	3,629
	2.9%	0.1%	2.5%	4.1%	1.1%		89.2%	5.4%	100.0%
2008	85	12	89	156	38		3,420	206	3,800
	2.2%	0.3%	2.3%	4.1%	1.0%		90.0%	5.4%	100.0%
2009	77	5	84	162	31		3,216	198	3,575
	2.2%	0.1%	2.3%	4.5%	0.9%		90.0%	5.5%	100.0%
2010	197	4	97	157	57	8	3,057	218	3,577
	5.5%	0.1%	2.7%	4.4%	1.6%	0.2%	85.5%	6.1%	100.0%
2011	116	8	133	202	51	6	3,206	261	3,722
	3.1%	0.2%	3.6%	5.4%	1.4%	0.2%	86.1%	7.0%	100.0%
2012	143	8	111	205	53	19	3,189	266	3,728
	3.8%	0.2%	3.0%	5.5%	1.4%	0.5%	85.5%	7.1%	100.0%
2013	159	5	148	230	80	28	3,360	315	4,010
	4.0%	0.1%	3.7%	5.7%	2.0%	0.7%	83.8%	7.9%	100.0%
2014	159	10	172	242	98	71	3,309	350	4,061
	3.9%	0.2%	4.2%	6.0%	2.4%	1.7%	81.5%	8.6%	100.0%

	Graduate Degrees & Certificates								
Academic Year	Other & Unknown	American Indian, American Indian, Alaskan Native, Native Hawaiian	Asian	Black or African American	Hispanic or Latino	Multi-Racial	White or Caucasian	Total: URM	Grand Total: ALL
2003	421	4	53	62	13		1,184	79	1,737
	24.2%	0.2%	3.1%	3.6%	0.7%		68.2%	4.5%	100.0%
2004	441	5	82	90	18		1,259	113	1,895
	23.3%	0.3%	4.3%	4.7%	0.9%		66.4%	6.0%	100.0%
2005	511	3	112	78	12		1,341	93	2,057
	24.8%	0.1%	5.4%	3.8%	0.6%		65.2%	4.5%	100.0%
2006	446	3	108	90	19		1,305	112	1,971
	22.6%	0.2%	5.5%	4.6%	1.0%		66.2%	5.7%	100.0%
2007	383		147	81	20		1,427	101	2,058
	18.6%		7.1%	3.9%	1.0%		69.3%	4.9%	100.0%
2008	322	5	153	96	29		1,445	130	2,050
	15.7%	0.2%	7.5%	4.7%	1.4%		70.5%	6.3%	100.0%
2009	165	4	213	103	28	1	1,505	135	2,019
	8.2%	0.2%	10.5%	5.1%	1.4%	0.0%	74.5%	6.7%	100.0%
2010	131	6	202	96	30	2	1,564	132	2,031
	6.5%	0.3%	9.9%	4.7%	1.5%	0.1%	77.0%	6.5%	100.0%
2011	127	4	197	110	36	7	1,672	150	2,153
	5.9%	0.2%	9.2%	5.1%	1.7%	0.3%	77.7%	7.0%	100.0%
2012	125	1	213	120	41	16	1,741	162	2,257
	5.5%	0.0%	9.4%	5.3%	1.8%	0.7%	77.1%	7.2%	100.0%
2013	179	2	210	124	48	25	1,716	174	2,304
	7.8%	0.1%	9.1%	5.4%	2.1%	1.1%	74.5%	7.6%	100.0%
2014	170	3	216	105	59	28	1,628	167	2,209
	7.7%	0.1%	9.8%	4.8%	2.7%	1.3%	73.7%	7.6%	100.0%

Source: Office of Student Success

The UK Strategic Plan Metric 1-8 aspired to an increase in awarding of bachelor's degrees per academic year to a record high of 3,925 by 2014. While there have been overall increases in degree production (e.g., 3,922 total in 2012-2013 to 3,986 in 2013-2014), there has been marginal progress in graduating undergraduate students of color.

Undergraduate Student Degrees- STEM+H

The University of Kentucky 2009-2014 Strategic Plan 1.4.5 states: Continue to enhance recruitment of majors in the Science, Technology, Engineering, and Mathematics (STEM) disciplines and provide professional development programs for p-12 math and science teachers in order to create more math and science capacity.

STEM+H Bachelor's Degrees by Race/Ethnicity

	2012-2013 Total	2012-2013 Percent	2013-2014 Total	2013-2014 Percent
Black (Non-Hispanic)	45	3.8%	35	2.9%
Hispanic	20	1.7%	22	1.8%
Other Races/Missing	161	13.8%	154	12.6%
White (Non-Hispanic)	943	80.7%	1,007	82.7%
Total	1,169	100.0%	1,218	100.0%

Source: Academic Planning, Analytics and Technologies

The total number of science, technology, engineering, mathematics and health sciences (STEM+H) University of Kentucky students increased from 1,169 in 2012-2013 academic year to 1,218 in 2013-2014. This represents an increase of 4.2 percent. The number of STEM+H degrees awarded to Black or African American students decreased from 45 in 2012-2013 to 35 in 2013-2014. For Hispanic or Latino students the number increased from 20 in 2012-2013 to 22 in 2013-2014. STEM+H degrees awarded to White students increased substantially from 943 to 1,007 during this period. The category identified as Other Races/Missing declined from 161 in 2012-2013 to 154 in 2013-2014 following a year of an increase of 45 STEM+H bachelor's degrees awarded.

Undergraduate Student Transfer from KCTCS

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

First-time Transfers from KCTCS by Race/Ethnicity

	Total 2011-12	Total 2012-13	Total 2013-14
Nonresident Alien	5	11	8
Black (Non-Hispanic)	37	33	51
Other	13	16	15
Hispanic	20	21	19
White (Non-Hispanic)	493	517	528
Unknown	24	16	20

	Total 2011-12	Total 2012-13	Total 2013-14
Two or more races	16	17	17
Total	608	631	658

Source: Academic Planning, Analytics and Technologies

The total number of first-time degree-seeking transfer students from KCTCS increased from 631 in 2012-2013 to 658 in 2013-2014, although a small decrease in Hispanic or Latino students. Those identifying two or more races remained the same at 17. Black or African American increased from 33 to 51; Hispanic or Latino decreased from 21 to 16, and; other data groups remained the same at 60. White student KCTCS transfers also increased, from 517 to 528.

Enrollment Management has increased efforts to help facilitate the ease of transfer from all institutions, but especially from those in the KCTCS system. Two admissions officers focus on transfer admission and transfer enrollment students. The admission officers and Transfer Center staff have reached out with targeted phone calls and emails to prospective transfer students to assist with pre-enrollment issues. The University has updated all information on the Transfer Center website. The University streamlines the transfer equivalency process even further to offer a detailed transfer equivalency analysis for anyone who may be interested in attending UK even prior to applying for admission. This allows the student to gain a better understanding of where they stand in regards to their degree requirements. The Course Tracking feature was implemented this year in Transfer Equivalency System (TES). This move has allowed the transfer center staff to streamline this process and receive decisions from faculty in a more expedient fashion. Students and academic advisors have the best information at hand throughout the scheduling and course planning phase. Further, students utilize the degree-audit system (APEX) to identify how transfer courses count toward University of Kentucky degree requirements.

Additional Student Success Initiatives

Relative to other large research universities, the University of Kentucky has a fairly homogeneous student body. The social science literature on interactions with people from diverse backgrounds documents the positive effect of communication and collaboration with others who differ from oneself. It is critical that UK achieve a "critical mass" of diverse students so under-represented students are a part of the campus community and majority students can be exposed and learn to understand the viewpoints of others who have very different perspectives. The narrowing of the gap in graduation rates of under-represented and other students is a welcome development, although it is far too early to identify this as a trend. Retention rates, particularly in the second-to-third year, continue to be a major issue in undergraduate education. In recent years, UK has been able to retain under-represented students at higher rates, but many of these students leave the University at higher rates in subsequent years.

Another important metric in the University's Strategic Plan is Metric 4-2: "Increase the proportion of students from diverse ethnic groups and other underserved populations." This has focused colleges and administrative units attention on an academically challenging "pipeline" of educational opportunities through which underrepresented student populations may aspire to attend the University of Kentucky. An important transition program is the Mashburn Scholarship Program which not only offers personal mentoring to high school students of color, but also assures full financial support for those students entering the University all the way through to graduation. The University houses the Area Health Education Center (AHEC) and the Professional Education Preparation Program (PEPP) offering prestigious summer programming for middle school and high school students interested in health care careers, especially focusing on recruiting Kentucky's students of color. UK's Office of Institutional Diversity also reaches across campus to the professional colleges, working with the Health Center Student Diversity and Enrichment Services, the Outreach Center for Science and Health Career Opportunities, and the UK Minority Education Development for Prospective Medical Students Program.

AMSTEMM (Appalachian and Minority Science, Technology, Engineering, and Mathematics Majors) is an ambitious effort by UK faculty in partnership with the staff of the Division of Undergraduate Education to recruit, retain, and, ultimately to graduate Appalachian and minority students in the STEM disciplines at the University of Kentucky. AMSTEMM recruitment efforts are directed to students from the Appalachian counties (52 counties in Kentucky as well the entire Appalachian Region) and minority populations. Providing a network of support services, a variety of academic enhancement opportunities, and the promotion of a community-like atmosphere among the students who participate, AMSTEMM relies on faculty members in STEM departments as well as advanced undergraduates who serve as peer mentors for first-year students.

VIP Center

The Violence Intervention and Prevention Center (VIP) created a response system to interpersonal violence that is comprehensive, survivor-centered, accessible, and affirming of identities. This goal is congruent with the Student Affairs goal to promote diversity and inclusion. In order to broaden cultural competence and community, the VIP Center provided opportunities for students, staff, and faculty to better understand the dynamics of diversity and inclusion.

- During 2013-2014, the VIP Center provided 31 educational opportunities related to diversity and inclusion such as Green Dot for LGBTQ, What's Love Got to Do With It: Healthy Relationships in Communities of Color, Men in the Movement, and Colorism in America.

- Faces, Ears, and Eyes is a new series that explores the way women, men, and LGBTQ communities are portrayed in the media and how that connects to interpersonal violence.
- Creating Community Change is an extended workshop that explores various elements of rape culture while allowing participants the opportunity to build skills around violence prevention and having meaningful conversations to create a culture of consent.

Student engagement is a cornerstone of shaping a violence free campus. VIP has revisited the way it engages students in the work of violence prevention and the role they play in shaping our campus culture. There are many more opportunities for students of varying identities to come together with a shared purpose of changing the culture at UK. Students are encouraged to co-present with VIP staff on topics related to diversity, inclusion and social justice and the connection to interpersonal violence. Students have taken on prominent roles in community-wide events such as Take Back the Night and on-campus awareness campaigns like Jeans for Justice.

- VIP increased the number of clients served in 2013-2014 to 184 from 146 in the previous year. The percentage of clients of color increased from 17% to 20% and the number of men served increased from 17% to 24%. Intentional outreach and relationship building with a wider variety of students, staff, and faculty are contributing factors to the increase in the number of people of color and men who were served by VIP.
- Eight VIP interns for 2013-2014 represented a variety of races, ethnicities, academic backgrounds, socioeconomic statuses, ages, genders, and sexual orientations.
- VIP partnered with NPHC organizations to build a stronger connection with students of color and increase their connection to work of the VIP Center.
- VIP partnered with students to present Setting the Record Straight which addressed the intersectionality between race, sexual orientation, gender identity and gender expression.

Counseling Center

Of the Counseling Center's missions, the most visible is outreach activities. These are intended to directly reduce stigma of mental health services, improve wellness, and teach a variety of intra- and inter-personal skills. The Center heavily emphasizes outreach efforts towards programs that serve students likely to be a retention risk, and who are from groups that historically are under-represented in seeking help. Of the more than 200 outreach programs UKCC provided last year, almost 20% were to these student groups, or on topics of diversity and inclusiveness.

Departments that the Counseling Center collaborated with included CARES, Student Support Services, First Generation Initiatives, Veterans Services, OUTSource, the International Center,

and the Office of Institutional Diversity. A primary result of this outreach is that UKCC is perceived as a welcoming and inclusive service. The evidence of this is that the Center sees a higher percentage of under-represented student groups than the overall enrollment including racial minorities, interventional students, veterans, and LGBTQ students. Student comments about the Counseling Center also identify it as a place where it is safe to be who they are.

In the past year, the Counseling Center added language to staff performance evaluations to encourage cultural competency and professional development. The Center also provides at least one professional development program dedicated to topics to multicultural competencies per semester, though often there are more.

The practicum and internship training programs have integrated components for multicultural competence and inclusive professional practice. The internship includes a biweekly multicultural seminar with a rigorous syllabus. Both training programs emphasize diversity in conceptualization of cases and applied practice. An example is including a specific section on diversity in our initial assessment reports.

Dean of Students

The Dean of Students has increased the diversity options available within UK 101 and 201. In 2013-2014 the number of diversity options was 6 which exceeds the targeted goal of 4 options.

Residence Life

The Office of Residence Life is uniquely positioned to have direct impact on both the students living within the residence halls and the staff who manage the undergraduate residential facilities. Therefore, strategies that promote inclusion exist for both students and staff and extend to all layers of internal operations within the Office of Residence Life.

The Office of Residence Life brings the statement "Our Commitment to Diversity" to the forefront of its website and publications and explores meaningful ways to market inclusion. Further, open positions are marketed broadly, e.g. professional positions are marketed nationally in publications such as the Chronicle of Higher Education while student staff engage a variety of student groups on campus to promote student staff positions. The Office of Residence Life also employs a variety of staff retention practices such as focus groups, new staff luncheons, and advisory panels for student staff members and staff members of color.

In 2013-2014, approximately 27% of the Office of Residence Life's staff (Seniors Staff, Office Assistants, Resident Advisors) identify as people of color.   Also, during the previous year, focus groups were used to better understand the experience of students of color within undergraduate housing.   Staff training continued to include the Diversity Development Series.

This year's topic was LGBTQ Perspectives, hosted by two Office of Residence Life staff who identify as LGBTQ. The Office of Residence Life also participated in The National Association of Student Personnel Association (NASPA) Placement Exchange and posted all professional staff positons in national publications such as Higher Ed Jobs and the Chronicle of Higher Education to recruit a diverse populations of candidates.

Residence Life is committed to educating staff members about the unique challenges that students from underrepresented populations experience in their transition to college life. Following are examples of this training:

- **Diversity Series:** During each fall and spring Resident Advisor training, a different aspect of diversity is explored as it relates to undergraduate living environments. Past topics include explorations of dimensions of religious expression, contemporary LGBTQQ issues, and multicultural communications skills.

- **Managing Diverse Communities Workshops:** During Fall Training, Spring Training, and the Resident Advisor Class, staff undergo a series of workshops designed to raise awareness to issues surrounding inclusion, building a diverse and open community, and how to respond to instances of intolerance.

Residence Life is committed to quality co-curricular programming that emphasizes inclusion. Following are examples:

- **The Residential Curriculum:** This curricular approach to activities and student interactions will be implemented in fall 2014. It includes a student-center approach to Residence Life programming which is sensitive to diverse student needs. In order to better incorporate diversity and students' needs into the planning and evaluation processes, with the launch of the Residential Curriculum in the fall of 2014, staff will have access to Building Demographics Reports, SAP Advising Data, and a newly added Student Aspirations, Aspirations, and Interests (STAIE) administered before students moved to campus, which will also debut in the fall of 2014).

- **Educational Programming:** Each Resident Advisor is required to offer an educational event themed around a diverse topic each semester for their floor/building. Subsequently, each residential facility will have multiple diverse educational opportunities throughout the semester and the year. The aim of hosting the events is to broaden residents' perspective by raising awareness about one's own identity and the diverse identities of others. Further, resident advisors promote discussion and interaction between residents, enhancing interpersonal skills and one's ability to become more comfortable with ideas, beliefs, identities, religious expression, politics, etc. that are different than their own.

- **Not In Our Halls (NIOH):** NIOH is a social marketing campaign that rotates through topics of diversity highlighting them in posters on RAs doors and on bulletin boards or newsletters. NIOH establishes a framework for discussion of issues about intolerance by empowering the community to set boundaries on actions that may be discriminatory.

In addition, students' self-reported in the National Survey of Student Engagement (NSSE strong levels of intercultural competence:

- 48 percent of first-year students answered "Often" or "Very Often" to the statement "Had serious conversations with students of a different race or ethnicity than your own" up two percentage points from the 2009 benchmark of 46 percent.
- 64 percent of first-year students answered "Quite a bit" or "Very much" to the statement that the University supports "encouraging contact among students from different economic, social, and racial or ethnic backgrounds," up from the 2009 benchmark of 55 percent.
- 456 percent of first-year students answered "Quite a bit" or "Very much" to the statement that the University supports "understanding people of other racial or ethnic backgrounds," up from the 2009 benchmark of 53 percent.

Student Involvement

The Office of Student Involvement has been tracking programs that are diversity and inclusion focused since 2011-2012. In 2011-2012 there were 45 programs, 42 programs in 2012-2013, and 48 programs in 2013-2014 focusing on diversity and inclusion. A full restructuring of the CATalyst organization occurred in 2013-2014 which focused on the organization on diversity peer education efforts. The Office of Student Involvement has provided 60 opportunities to students to participate in diversity and social justice focused programming over the course of 2013-2014.

Student Center

A commitment to the diversity of thought, culture, gender, race, religion, and sexual orientation is exemplified by the expansive breadth of staff, events, and patrons in the Student Center. The entire staff is expected to be community building agents, exemplifying a sincere interest and appreciation for all persons in the University community

The Student Center has also integrated diversity into its requirements for student employees. Student employees attended over 80 events that focused on diversity and culture. In addition, the Professional Development program added a core component requirement of cultural awareness in order to promote intercultural proficiency.

The Student Center has increased its count of diversity events and subsidized student organization events as a means of increasing the events that will help to promote cultural competence. In 2013-2014, there were 4,343 events, a greater than 400% increase from the

2009-2010 baseline. In addition, there were 55 subsidized events hosted in the Student Center, which is a 30% increase in subsidized events from the 2009-2010 baseline.

The facility itself also shows this commitment by housing the OUTSource Center, Martin Luther King Center, and the Center for Student Involvement, which is a point of contact for over 400 student organizations, many of which are focused on specific minorities, cultures, and religions.

New Student and Parent Programs

The theme of diversity is supported by the curriculum and related activities required in UK 101, the University's first-year orientation course that approximately 2,500 students take each year. Diversity is woven into the UK 101 curriculum in several ways. First, instructors are required to introduce students to the topic by choosing one of several lesson plans to facilitate. Second, the Common Reading typically explores some facet of diversity that is addressed through class discussion and assignments. In addition, UK 101 partners with the English as a Second Language Department for a session that pairs international students with UK 101 students, and the UK 101 peer instructors facilitate several activities that allow students to learn about each other. Finally, all UK 101 students are required to attend a campus activity, lecture, and cultural event. Many of the options promoted to the students expose them to different cultures and ideas.

The Office of New Students and Parent Programs (NSPP) in the Division of Student Affairs undertook several notable diversity-related efforts on a regular basis. Annually, NSPP staff coordinate K Week, which offers specific diversity-related events that provide opportunities and resources to the entire campus community. In 2014, over 50 diversity-specific events were offered during K Week, including cultural events, religious events, events for first generation students and transfer students, and a specific event for nontraditional students/adult learners. The Common Reading Experience program, led by an advisory group consisting of faculty, student leaders and professional staff, seeks to unite the first-year class by providing a common academic experience. Each book selected addresses a social theme that deals with issues related to community, diversity, and/or social justice. The K Book (the student handbook authored by student leaders) purposefully includes topics related to diversity on campus, including student organizations, programs, and campus resources.

Campus Recreation

Campus Recreation has conducted an analysis of all distinct student users in the Johnson Center.   Ethnicity percentages almost exactly matched the demographic profile of the university. This provides evidence that the Johnson Center is inclusive and welcoming to all students.

Workforce Diversity

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

As a recipient of federal contracts, the University of Kentucky produces annually an Affirmative Action Plan (AAP) for employment based on regulatory standards established by Executive Order 11246, as amended, and administered by the Office of Federal Contract Compliance Programs. The AAP contains statistical and narrative analyses, identification of problem areas, and establishment of employment goals and timetables as required components of the federal administrative regulations. View the University of Kentucky AAP at http://www.uky.edu/EVPFA/EEO/pdf/UK_AAP.pdf . Included in the AAP are women, all minority groups, African Americans (also in all minority groups data), and the total number of regular full-time employees per job category and job groups.

The Vietnam-Era Veterans Readjustment Act of 1974 and the Jobs for Veterans Act requires certain federal contractors to take affirmative action for the employment of disabled, Vietnam-era veterans, Armed Forces Service Medal Veterans, recently separated veterans and other protected veterans. All staff positions are posted on the University of Kentucky online employment system with the qualifications needed for each. The online employment system is available to all state employment services, vocational rehabilitation services, and veteran's affairs offices. The University of Kentucky intends to continue to provide employment opportunities for Vietnam-era veterans, disabled veterans, and all veterans otherwise qualified for the positions they seek.

Employment goals are established for each position category based on availability of individuals with requisite skills in the relevant labor market. In 2012-2013 the University of Kentucky employed 12,188 regular full-time employees in seven position categories: Executive/Administrative/Managerial, Faculty, Professional, Office and Clerical, Technical/Paraprofessional, Skilled Crafts, and Service and Maintenance. In 2013-2014 the University of Kentucky employed 12,341 total, an increase of 153 employees or 1.3 percent. The University of Kentucky considered 129,793 applications for 3,331 appointments. The University has a stable workforce with many long-term employees and low attrition rates. Positions are in high demand with only 2.6 percent of the applications considered being appointed. 2.6 percent of female applicants were appointed and 3.0 percent of all minority applicants were appointed.

Utilization Analysis - University of Kentucky		Females				All Minorities				African-American			
2013-2014													
Job Category	Total		%	Goal %	Under		%	Goal %	Under		%	Goal %	Under
E/A/M	536	263	49.1%	47.2%	N	39	7.3%	12.1%	Y	25	4.7%	6.0%	Y
Executive	57	14	24.6%	29.6%	Y	9	15.8%	12.1%	N	7	12.3%	6.1%	N
Administrative	300	161	53.7%	50.0%	N	20	6.7%	11.0%	Y	17	5.7%	5.6%	N
Managerial	179	88	49.2%	50.0%	Y	10	5.6%	13.8%	Y	1	0.6%	6.8%	Y
Faculty	2,191	823	37.6%	34.0%	N	423	19.3%	15.8%	N	86	3.9%	4.0%	Y
Professional	4,496	2,878	64.0%	50.0%	N	453	10.1%	9.1%	N	189	4.2%	4.4%	Y
Health	1,430	1,153	80.6%	50.0%	N	98	6.9%	6.7%	N	47	3.3%	3.5%	Y
Administrative Support	1,601	1,071	66.9%	50.0%	N	107	6.7%	7.9%	Y	59	3.7%	4.5%	Y
Student Support	505	312	61.8%	50.0%	N	67	13.3%	12.2%	N	56	11.1%	10.2%	N
Technical Support	960	342	35.6%	30.6%	N	181	18.9%	13.3%	N	27	2.8%	2.8%	N
Office & Clerical	2,334	2,060	88.3%	50.0%	N	347	14.9%	13.3%	N	279	12.0%	11.0%	N
Grades 0031 - 0040	1,033	897	86.8%	50.0%	N	206	19.9%	13.8%	N	167	16.2%	11.5%	N
Grades 0041 and above	1,301	1,163	89.4%	50.0%	N	141	10.8%	12.5%	Y	112	8.6%	10.2%	Y
Technical/ Para-professional	1,469	905	61.6%	50.0%	N	216	14.7%	11.2%	N	127	8.6%	7.0%	N
Skilled Crafts	192	3	1.6%	5.4%	Y	24	12.5%	13.5%	Y	21	10.9%	10.5%	N
Service and Maintenance	1,123	416	37.0%	50.0%	Y	360	32.1%	24.3%	N	326	29.0%	18.2%	N
Total	12,341	7,348	59.5%			1,862	15.1%			1,053	8.5%		

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

Executive/Administrative/Managerial

The University of Kentucky employed 525 individuals in 2012-2013. In 2013-2014 the total number of E/A/M employees was 536. This represented an increase of 11 employees or 2.1

percent. The total number of women increased from 248 to 263. All minorities declined from at 40 to 39 total, and African American decreased from 27 to 25. Specific information follows.

- Executive employees are primarily responsible for management of the institution or major subdivision, and provide a significant role in policy development. The total number of Executive employees decreased from 64 to 57. In this job group women decreased from 17 to 14. All minority group employees reduced from 10 to 9, and African American decreased from 8 to 7 total.
- Administrative employees regularly assist employees in executive capacity, perform work directly related to management policies and general business of the institution, administer policy, and affect operations to a substantial degree. In this job group the number of employees increased from 285 to 300. Women Administrators increased from 151 to 161. All minority group Administrative personnel reduced from 21 to 20, and the number of African Americans decreased from 18 to 17.
- Managerial employees have primary responsibility for management of a subdivision or department, interpret and administer policies and procedures for daily business operation, routinely direct the work of others, and supervise professional employees. In the Managerial job group the total number of employees increased from 176 to 179. The number of women managers increased from 80 to 88. All minority group managers increased from 9 to 10, and African American managers remained at 1.

The University of Kentucky experienced very little change in the total number of Executive/Administrative/Managerial employees from 2012-2013 in comparison to 2013-2014. Overall the University managed to increase the number and proportion of female E/A/M personnel, while number and proportion of minority E/A/M personnel remained virtually the same.

Faculty

The University of Kentucky employed 2,220 regular full-time faculty in 2012-2013. In 2013-2014 that number decreased to 2,191 faculty. This represents a total decrease of 29 employees or 1.3 percent.

Faculty employees 1. conduct instruction, research or public service as principal activity, and hold academic rank, and 2. serve as executive officers of academic departments.

The University of Kentucky decreased the number of regular full-time faculty despite increased demand. The total number of women faculty decreased from 826 to 823 or 0.3 percent. All minority group faculty remained unchanged at 423. The number of African American faculty increased from 79 to 86.

University of Kentucky
Faculty Data
2012-2013

Employees by Primary Occupational Activity	Hispanics of any Race		American Indian or Alaskan Native		Asian		Black or African American		Native Hawaiian/ Pacific Islander		White		Two or More Races		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Faculty (Tenured)																
Full Professor	9	2			59	7	5	6			448	115			521	130
Associate Professor	4	6			42	18	20	13			256	141	4	0	326	178
Assistant Professor											1	0			1	0
Faculty (On Tenure Track)																
Full Professor											1	0			1	0
Associate Professor	1	1			2	1					12	3			15	5
Assistant Professor	7	9			31	24	11	11			155	116	1	2	205	162
Faculty (Not on Tenure Track)																
Full Professor					1	0					21	9	0	1	22	10
Associate Professor	2	1			10	5					49	28			61	34
Assistant Professor	6	5			38	23	3	5			112	140	0	1	159	174
Senior Lecturer	0	2									11	17			11	19
Lecturer	5	1	0	1	1	4	3	1			43	78			52	85
Instructor					5	3	0	1			16	24			21	28

For Non-Hispanics Only

University of Kentucky
Faculty Data
2013-2014

Employees by Primary Occupational Activity	Hispanics of any Race		American Indian or Alaskan Native		Asian		Black or African American		Native Hawaiian/ Pacific Islander		White		Two or More Races		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Faculty (Tenured)																
Full Professor	9	2			62	7	6	4			438	118			515	131
Associate Professor	5	8			39	20	20	15			250	155	4	0	318	198
Assistant Professor											1	1			1	1
Faculty (On Tenure Track)																
Full Professor					1	0					4	0			5	0
Associate Professor	1	0			2	1					10	3			13	4
Assistant Professor	10	6			35	16	9	13			135	106	1	2	190	143
Faculty (Not on Tenure Track)																
Full Professor					3	0					19	8			22	8
Associate Professor	2	2			9	6	0	1			47	32			58	41
Assistant Professor	5	3			37	20	5	6	2	1	132	137	0	1	181	168
Senior Lecturer	0	2			0	1					15	20			15	23
Lecturer	3	2	0	1	1	4	3	3			38	82			45	92
Instructor					1	0	1	0			3	14			5	14

For 2012-2013, the University of Kentucky had 49.6 percent total regular full-time tenured faculty. There were 58.6 percent tenured minority faculty, 48.1 percent tenured Black or African American faculty.

For 2013-2014, the proportion of University of Kentucky tenured faculty increased slightly to 49.8 percent. There were 59.6 percent tenured minority faculty, including Black or African American tenured faculty representing 44.2 percent. The University must continue its

emphasis on recruitment and success of minority faculty, particularly Black or African American tenured and tenure-track faculty.

In 2012-2013 and in 2013-2014, Faculty recruiting occurred on a college-specific basis in most colleges. Budget and staff reductions resulted in fewer faculty searches. Despite that, colleges continued to look towards a future in which hiring would rebound. In both 2012-2013 and 2013-2014, UK participated in the faculty recruiting conference sponsored by the Compact for Faculty Diversity of the Southern Region Education Board (SREB). This conference is designed to provide newly completed PhD holders an opportunity to engage with universities who are hiring faculty for the coming year or in the near future. Each year the resumes of conference attendees were acquired. These resumes are disseminated to deans and recruiters in the appropriate colleges, which increased diversity in the hiring pool for faculty or post docs.

The SREB Compact for Faculty Diversity recruiting conference is a major annual event and one of the largest in existence in which Black or African American and Hispanic or Latino faculty prospects in STEM and other fields gather. UK's attendance at the conference builds a continuous presence and reliable pipeline for greater diversity among current and future faculty. The Interim Assistant Provost for Faculty Advancement attended this conference in Fall 2014.

To create a feeder to the UK faculty diversity growth through the SREB faculty recruiting conference, UK has joined the National GEM Consortium, which is an organization that supports African American, Latino and Native American graduate students in the STEM fields.

UK Office of Faculty Affairs and Institutional Effectiveness offers programs that support faculty retention including the following: Promotion and Tenure Beginnings, Advancing Your Career—Reducing Your Anxiety, Benefits Workshop for Faculty, New Faculty Orientation, Faculty Search Strategy Enhancement, Grant-Writing Workshop Series, and Good Practice in Tenure Evaluation.

A total of 27 workshops were offered for faculty by the Center for Enhancement of Learning and Teaching (CELT) in the 2013 fall semester including New Faculty Teaching Academy, and Faculty Learning Community: Academic Integrity. CELT staff are involved in a peer review initiative, assisting the College of Engineering with developing a peer review process for evaluating teaching of probationary faculty within the College. CELT members also partner with Presentation U staff on workshop design and serve as mentors to faculty in the learning cohort.

Office for Faculty Advancement and Institutional Effectiveness recently formed a faculty working group: "Faculty Forward: The Committee on Faculty Success and Advancement." Goals for the coming year include: (1) development of an electronic database for the OFA, (2) creation of a faculty exit survey, and (3) engagement with the Work-Life office

to better grasp the current status relative to faculty engagement at UK. The group has a goal of providing support services to junior faculty (possible mentorship program) and to assist chairs/directors on successful faculty retention strategies as part of our new Chairs' Academy program.

Office for Faculty Advancement and Institutional Effectiveness co-hosted a Black Faculty and Senior Staff Meet and Greet in September 2014, with approximately 50 in attendance. Office for Faculty Advancement and Institutional Effectiveness continues to work with the Vice President for Institutional Diversity, the Vice President for Research, and the Office of Institutional Equity and Equal Opportunity on faculty diversity initiatives.

Professional

In 2012-2013 the University of Kentucky employed 4,234 professional employees. This number of employees increased in 2013-2014 to 4,496 representing 6.2 percent growth. Professional staff are the largest employment category at the University.

Professional employees 1. conduct assignments that require prolonged education, college graduation, advanced knowledge or comparable background experience, 2. exercise discretion and independent judgment, 3. work predominantly intellectual and varied in character, 4. output or result accomplished cannot be standardized, and 5. assignments require advanced skills. The University of Kentucky breaks down this category of employees into four (4) distinctive job groups: Professional Health, Professional Administrative Support, Professional Student Support, and Professional Technical Support.

- <u>Professional Health</u> employees primarily perform health care or health-related activities. The total number of employees in this job group increased from 1,332 to 1,430 or 7.4 percent.

  The total number of Professional Health women increased from 1,087 to 1,153. All minority employees increased from 85 to 98. African American increased from 39 to 47.

- <u>Professional Administrative Support</u> personnel primarily perform administrative support activities ranging from Athletics Department coaches to Cooperative Extension Service county agents. The total number of staff in this job group increased from 1,508 to 1,601 or 6.2 percent.

  The number of women in this job group grew from 1,002 to 1,071. The number of African American increased from 50 to 59, in conjunction with all minority groups growing from 104 to 107.

- <u>Professional Student Support</u> employees primarily perform student service activities. In this job group the number of personnel increased from 444 to 505 or 13.7 percent.

Women occupying positions in this job group increased from 272 to 312, while all minority groups staffing increased from 57 to 67 employees. The number of African American staff went from 48 to 56.

- Professional Technical Support employees primarily perform technically-related support activities. Growth in the number of employees in this job group went from 950 to 960 and represented 1.1 percent.

  The number of female employees increased from 336 to 342. Minority employees overall increased from 177 to 181. African American technical professional employees increased from 22 to 27.

Retention

The University of Kentucky's goal for workforce retention is to achieve and maintain regular full-time employment utilization in all position categories and job groups. Employee turnover is inevitable in any large organization. The focus is on selecting personnel that possess the requisite skills to successfully perform the duties of each position, and providing resources and support mechanisms necessary for employees to progress. This is considering many attributes, and being mindful of the University's strategic commitment to the compelling interest in the educational benefit of a diverse workforce.

A department breakdown by job groups and race/ethnicity is extremely voluminous. Following is a summary of Executive/Administrative/Managerial, Faculty, and Professional job category utilizations from 2012-2013 to 2013-2014.

Executive/Administrative/Managerial (E/A/M)

There are 263 female employees in E/A/M positions, representing 49.1 percent of the total. The number increased over the previous year by 15, and attained the goal of 47.2 percent. The total number of minority employees reduced from 40 to 39. This represents 7.3 percent of total E/A/M employees. Because the goal for all minority employees is established at 12.1 percent, recruitment and retention efforts for minority employees must increase. Black or African American employees are much the same. The total decreased from 27 to 25, still underutilized by representing 4.7 percent of the 6.0 percent goal.

Faculty

The number of female faculty decreased from 826 to 823 from 2012-2013 to 2013-2014. This exceeds the 34.0 percent female faculty goal by 362 percent. Minority faculty remained constant in this position category from 2012-2013 to 2013-2014. The total number is 423 despite an overall decline in total faculty from 2,220 in 2012-2013 to 2,191 in 2013-2014. The minority faculty goal 15.8 percent availability in the labor market is exceeded at 19.3 percent.

Black or African American faculty increased from 79, equivalent to 3.6 percent of the 4.0 percent employment goal, to 86 or 3.9 percent. This increase must be further examined, including initiatives to attain full utilization of the number and proportion of Black or African American faculty.

Professional

Professional employees are the largest employment category at the University of Kentucky. The number of professional employees from 2012-2013 to 2013-2014 grew by 262 from 4,234 to 4,496 or 6.2 percent. This growth primarily occurred in Health, Administrative Support and Student Support job group. Females comprise the majority of UK professional employees at 63.7 percent in 2012-2013 and 64.0 percent in 2013-2014. The goal is 50 percent utilization in professional positions. Minority professional staff increased from 423 to 453 or 7.1 percent, exceeding the 9.1 percent employment goal with 10.1 percent utilization. The number of Black or African American professionals increased considerably from 159 to 189. The total Black or African American employment goal of 4.4 percent is still underutilized at 4.2 percent. The University retention goal is attaining full utilization in each category of positions.

The University of Kentucky Affirmative Action Plan does not establish employment goals for employees of Hispanic or Latino ethnicity independent of inclusion in all minority groups data. Overall, the number of Hispanic or Latino employees continues to increase from year to year.

Education & Training

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 has three dedicated Employment Consultants that offer a variety of customizable resources including, but not limited to: 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 guide on the Dos and Don'ts of Interviewing, and several "just in time" resources created to give hiring officials guidance throughout the entire selection process. The Hiring Enhancement Program also offers several featured trainings: Legal Considerations -- The Dos & 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 University *SuperVision* program required of all new supervisors to ensure they have the necessary skills to contribute to institutional recruitment and retention efforts for diverse administrators and staff. University *SuperVision* also includes courses on preventing discrimination and

harassment, the Americans with Disabilities Act, and the basics of diversity. Over the past six years, significant efforts have been directed toward increasing the compliance rate for the University *SuperVision* course in order to improve these skills and competencies of the University's supervisory/management employees. Compliance of *SuperVision* within the 180 day compliance period is over 70 percent, while an additional 15 percent complete after the compliance period has concluded. Additionally, quarterly reporting of *SuperVision* compliance is now submitted to senior leadership of the University.

The Humanity Academy, a week-long diversity leadership program, continues to be administered by Human Resources. The mission of the Humanity Academy is to develop a cohort of change agents within the campus community. These individuals champion the University's diversity goals and establish a culture of respect, inclusion, and appreciation for all faculty, staff and students.

The I Am…Diversity Project is a direct outcome of the Humanity Academy. The web-based project consists of Invitational videos from a diverse group of Kentuckians who present themselves as representatives of the Commonwealth. The invitation asks viewers to submit responses that contribute to the conversation on diversity across the State. These responses can be in the form of narratives, songs, poems, pictures/photos, video, or other media. The online gallery of responses is on the site (http://iamdiversityky.org). This program is being led by University of Kentucky staff and students.

As a contribution to Work Life Month celebration activities, ***Workplace Civility and Ethics Workshop*** was developed and presented. The workshop was designed to educate employees on ethical behavior necessary in the workplace. Emphasis was placed on identifying bullying, harassing, and illegal behaviors. Topics covered include defining acts of incivility, communicating with confidence and clarity, setting and maintaining boundaries, and how to serve as a "witness" for others.

Employment Advertising Improvements

In 2012, TMP Worldwide services were acquired through University procurement process (RFP) to improve UK employment branding and establish effective advertising capabilities through heightened exposure and visibility. The contract terms are June 1, 2012 through May 31, 2014 with renewal options thru 2017. TMP Worldwide provides options that target specific advertising needs for requested employment searches with the goal of increasing the diversity and qualifications of each candidate pool as well as ensuring the University maintains a consistent look and message with external media regarding recruitment for faculty and other general positions. The HR Employment Office also has partnerships with HigherEdJobs.com and InsideHigherEd.com which have been established to target job boards focused on Higher Education while encouraging applications from all backgrounds. In 2014, the University's profile on both of these job boards were updated to include information on the University's

mission and vision as well as detail on living in Lexington and the bluegrass region. In addition to the unlimited postings on HigherEdJobs.com, HR Employment Office purchased 50 Affirmative Action (AA) e-mails that can be utilized with designated job postings. When an AA e-mail is used, an e-mail will be sent to approximately 250,000 job seekers featuring the job posting along with other postings from universities that are actively recruiting candidates in accordance with affirmative action or diversity plans. Finally HR Employment Office has purchased a limited number of pre-paid advertisements with CareerBuilder.com and HealthCallings.com to provide advertising options for professional level positions and healthcare specific positions. This pre-paid advertising has been purchased to provide more cost effective options for UK departments. Additionally, the HR Employment staff routinely encourages hiring officials to participate in broader employment advertising efforts for positions in a job category which is underrepresented in minorities and/or females. Targeted advertising research overviews are customized for interested departments to provide a cost analysis as well as suggested niche site advertising options.

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 began in 2001 and continues to be a valuable opportunity for UK staff to support the Lexington community by coaching and developing assigned Summer Youth employees. During the six weeks there are several training classes for the students to improve their customer service skills, application and interview techniques. Due to the popularity of the Summer Youth Program, in 2014 the application process became more intensive with a panel choosing which students participate. The program continues to be a successful employer and student recruitment tool. During the past fourteen years, over 100 youth have participated with many continuing to work or attending classes at UK after the program ends.

The Human Resources *Office of Work-life* leads efforts to recognize the diverse professional and personal needs of employees, and enables the University to better adapt to a changing workforce and address operational needs. The Office of Work-Life advocates for and/or provides resources on the following: flextime, telework, phased retirement, childcare, lactation support, mental health counseling at no-cost to employees, caring for an aging parent or relative, and much more. A few highlighted offerings include:

- Elder Care: This resource center provides support for employees caring for an aging parent or relative. Through individual consultations, referrals, resource guides, caregiver support groups, and seminars on everything from 'understanding Medicaid" to "types of housing for seniors," the Elder Care specialists provides employees with the help they need. http://www.uky.edu/HR/ElderCare

- Work+Life Connections: This voluntary counseling and referral service is at no-cost to employees, their spouses, children and sponsored dependents. A licensed clinical social worker is available to help individuals dealing with issues such as depression, anxiety, grief, divorce, parenting, substance abuse and stress at work or home. Work+Life Connections also provides training for supervisors, support groups, seminars, and community referrals for basic needs. http://www.uky.edu/HR/WLC/welcome.html
- Reduced Seasonal Hours Program offers an alternative flexible schedule to regular, full-time employees who would like to reduce the number of hours they work each week during the winter or summer months. This program provides employees more flexibility and serves as a potential cost-saving solution for the University. http://www.uky.edu/HR/WorkLife/ReducedSeasonalHours.html
- Child Care: The University of Kentucky has three high-quality childcare centers on or adjacent to campus: Child Development Center of the Bluegrass, Woodland Early Learning Center, and Early Childhood Laboratory. The Office of Work Life also provides individual consultations, workshops, and support groups to parents.
- Lactation Resources: The Office of Work Life provides lactation guidelines and resources to encourage and support mothers who choose to breastfeed after returning to work. http://www.uky.edu/HR/WorkLife/Lactation_Breastfeeding.html.

Institutional Representation on UK Board of Trustees

The Governance of the University of Kentucky is vested by law in the Board of Trustees. The Board of Trustees is the final authority in all matters affecting the institution and exercises jurisdiction over the institution's financial, educational, and other policies and its relations with state and federal governments.

The University of Kentucky Board of Trustees consists of sixteen members appointed by the Governor, two members of the faculty, one member of the staff, and one member of the student body. KRS 164.170 as amended authorizes the Board of Trustees to meet at least quarterly each year. For the 2012-2013 academic year, the Board membership consisted of fourteen males, six females, and one board member was Black or African American. For the 2013-2014 academic year, the Board membership consisted of fourteen males, six females, and two board members were Black or African American. For 2014-2015, Board of Trustees membership is fifteen male, five female and two minorities.

Campus Climate

Students, faculty, staff and administrators are appointed by the Office of the President to serve as members of the University of Kentucky Equal Opportunity Committee (EOC) each academic

year. Faculty, staff and administrators normally have staggered three year appointments; students are normally appointed for one year. In accordance with UK Administrative Regulation AR 3:12, the Equal Opportunity Committee provides advice on all University-wide matters of equal opportunity.

The EOC meets regularly during the academic year, and submits a year-end report to the Executive Vice President for Finance and Administration. The specific EOC responsibilities include:

I. Monitoring plans and programs that ensure equal opportunity throughout the University;
II. Facilitating the development and implementation of diversity perspectives in all student, workforce, and University affairs;
III. Recommending processes to assist University officials in exercising their responsibility to ensure equal opportunity and a supportive campus environment; and
IV. Assessing provision of equal opportunities throughout the University and fostering an environment of inclusiveness.

The EOC also serves as the University's Campus Environment Team (CET), monitoring implementation of programs, services and activities that make the University a more inclusive living, learning and working environment.

The CET was originally established to support the <u>Kentucky Plan for Equal Opportunities in Postsecondary Education</u> (<u>Kentucky Plan</u>). In September 2010 the Kentucky Council on Postsecondary Education (CPE) adopted the <u>Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development</u>. This 5-year statewide diversity policy replaced the former remedial Kentucky Plan, and required each public institution to submit a campus-based diversity plan to CPE in Fall 2011, followed by annual progress updates. The University of Kentucky 2011-2015 Diversity Plan was approved by the Board of Trustees in June 2011.

During the 2013-2014 academic year, the EOC held six open meetings for the University community that featured substantive information directly related to the following equal opportunity recommendations:

GOAL I: Study the potential impact on the University of Kentucky of *Fisher v. University of Texas*, Case No. 11-345, U.S. Supreme Court ruling in relation to undergraduate admission and awarding student financial aid.

Mr. William Thro, General Counsel, Office of Legal Counsel:

Highlights of the Fisher decision: UK can use race as a means of obtaining the educational benefits of a diverse student body. Must expand the definition of "Diversity" to include many

factors. Everyone (faculty, staff and students) can benefit from having a diverse student body. Fisher deals with the "means" of achieving diversity. In order to use race there must be no race-neutral alternatives. Most alternatives would have little to no impact on increasing UK's student body diversity. Examination of race-neutral alternatives is being conducted by UK Advanced Analytics. Race cannot be the defining feature (can be a thumb on the scale, not a foot on the scale). The term "Critical Mass" has not been specifically defined, but it is used to reference a level that is high enough so that students feel comfortable, feel included, and feel free to be themselves.

Meetings to discuss implications of the Fisher decision, including permissible use of race in admissions and student financial aid, have been widely conducted for academic colleges and administrative units.

GOAL II: Assess measures for Title IX compliance in Athletics and throughout the University community.

Ms. Patty Bender, UK Assistant Vice President for Equal Opportunity, Office of Institutional Equity and Equal Opportunity (Update of UK compliance with Title IX of the Education Amendments of 1972).

Last year an advisory group was created to review new Federal Title IX regulations. One of the primary recommendations was faculty training. So far, 83 faculty-training sessions have been conducted on campus with over 1,800 in attendance. The advisory group will meet again with additional members to evaluate UK progress to date and develop plans for future direction. New recommendations from the Department of Education, Department of Justice, etc. are published frequently. The Office of Institutional Equity and Equal Opportunity continues to train faculty and administrators in-person and offers on-line training. An extensive number of training sessions are conducted for academic and administrative units to open the fall semester each year. The Office of Institutional Equity and Equal Opportunity provided training during new student orientation Summer Advising Conferences, and is currently working with the President's Office on an email broadcast to send to all UK students explaining their rights and giving students information about important resources.

GOAL III: Support University of Kentucky educational access for students with disabilities.

Dr. Harold Kleinert, Director, Human Development Institute (HDI)

HDI has assumed responsibility for the Campus Accessibility Map (goal is to make UK more physically accessible); constantly updated with new construction, renovations, etc. HDI works with students of mild/moderate intellectual disabilities (someone with an IQ 70 or

below and adaptive behavior - downs syndrome). A federal grant supports the Institute's latest initiative to serve students with intellectual disabilities seeking equal opportunity in postsecondary education. HDI also works with other state institutions to develop Comprehensive Transition Programs (CTPs) for students with intellectual disabilities. KY House Bill 45 allows students with intellectual disabilities access to Kentucky Educational Excellence Scholarship (KEES) money. Students enroll for a certain number of credit hours (usually 6) and have internship hours.

Mr. Jake Karnes, Director, Disability Resource Center (DRC)

Majority of students served by the DRC have somewhat shifted from physical disabilities, to learning disabilities, to ADD and ADHD, to mental illnesses, to chronic illnesses. UK Disability Resource Center has one staff member for every 280 students compared to University of Maryland one staff member for every 198 students. The small staff is facing increased workloads and has resulted in delays in providing services. Some programs cut due to lack of personnel. Last year DRC had 484 accommodated exams; this year DRC had 650 accommodated exams to date. Service dogs, service dogs in-training, and comfort dogs have become a major issue. UK's Master Plan (parking, transportation, etc.) should place more emphasis on accessibility for students with physical disabilities. Students with temporary disabilities are probably facing the most challenges/difficulties. UK technology (websites, Blackboard, etc.) must improve accessibility. The Disability Resource Center needs to be relocated on campus to a newer, more accessible facility.

GOAL IV: Review issues of affordability for potential and enrolled UK students, including first-generation students, and provision of services that assist University employees with economic challenges.

Mr. Don Witt, Associate Provost, Enrollment Management

Fall 2013 minority enrollment set a record of 555 African American freshmen; 200 Hispanic freshmen; 3.27/3.55 GPA; 95 International freshmen at 23.4 ACT average.

Fall 2013 - 4,702 first year class (largest ever - 40 states represented); 25.3 ACT average (above the KY and national average); 3.63 GPA (25% of class had a 4.0 GPA); 105 National Merit/Achievement Scholars (a UK record - Top 10 in the country). Increased minority enrollment in College of Agriculture and College of Arts & Sciences. In-state/out-of-state ratio 70/30 percent (goal is to reach 65/35 percent). Transfer students enrollment all-time high. Overall enrollment (undergraduate/graduate/professional schools) all-time high of 29,410. UK increased the number of scholarships for out-of-state students. UK has partnered with Coursera for two MOOCs that will be offered in spring 2014 (allows high school students to take UK classes online - for free - without credit). Classes include Chemistry and Psychology. UK designated a Financial Ombud (helping students find ways to pay fees and stay in school). Raised the National Merit Finalist Patterson Scholarship

equal with prestigious Singletary Scholarship. During 21 Preview Nights, included "How to Finance Future" and high school counselors workshops.

Mr. Stephen Barnett, Executive Director, Student Services

UK offers tiered scholarships for students. Hired an outside consulting firm to analyze UK's net-tuition revenue. Enrollment Management collaborates with other departments to provide financial information to current and prospective students. Funded new Admissions Transfer Center. Changed UK Student Financial Aid recruitment letter and information package. Combined Student Financial Aid, Registrar, and Student Account Services.

Mr. Michael Pelfrey, MPM Group, Financial Counselor, Human Resources

Provides UK employees with free financial planning (no specific advice - TIAA/CREF or Fidelity). Gives presentations on Social Security, retirement budgeting, etc. Offers budgeting classes and counseling for UK employees that:
- Struggle to meet monthly bills
- Face foreclosure
- Experience reduction in income
- Face the loss of a parent or spouse
- Want to plan for family's future
- Buy, sell or refinance a home
- Need assistance finding community financial assistance

Helps employees navigate the KYConnect.net system. CRISIS Program allows employees to apply for up to $500 to aid in times of emergency, funded through employee donations, currently not tax-deductible. The program is moving from Work-Life to Staff Senate. Goal is to help employees gain control of their finances before they reach financial problems.

GOAL V: Request and examine updated information based on U.S. Department of Agriculture (USDA) Civil Rights Compliance Reviews of the UK College of Agriculture Cooperative Extension Service (CES) and the College's Research Program.

U.S. Department of Agriculture National Institute of Food and Agriculture Civil Rights Compliance Review

Ms. Martha Thompson, UK Cooperative Extension Service Personnel Director, College of Agriculture – (Extension review)

The USDA Review provided recommendations for improvement in several areas including training, advisory boards and committees, workforce profile, limited English proficiency

(LEP), and accommodations for people with disabilities. Currently Extension has a 5 percent minority representation. The annual CES Diversity Award Program rewards people within the College of Agriculture who promote diversity. The award is reinvested into diversity programs. Following are USDA recommendations and CES responses:

Recommendation:
- Training is needed and should be on-going

Response:
- A training advisory committee was formed and training developed
- Three Civil Rights training modules are in the development stage

Recommendation:
- Develop a plan to improve the level of racial and ethnic minority participation on advisory boards

Response:
- A new standing committee will be added to County Extension Councils
- County Affirmative Action Plans will include goals as appropriate to add racial and ethnic minority members
- Training council members on civil rights responsibilities and diversity

Recommendation:
- Recruit and hire racial and ethnic minorities

Response:
- Work with the College of Agriculture Office of Diversity to implement new ways to increase diversity and identify males for CES positions traditionally held by females
- Utilize intern program and agent-at-large positions to hire racial and ethnic minorities

Recommendation:
- Develop a comprehensive Limited English Proficiency (LEP) Plan and a budget plan
- Identify pockets of LEP need in the counties and target programs
- Partner with agencies that have cultural knowledge of targeted population

Response:
- Analysis of need related to LEP audiences will be conducted
- Materials are being made available in primarily Spanish
- Hispanic Project Coordinator at Kentucky State University is assisting counties in working with LEP audiences

Recommendation:
- Information on how to request an accommodation on all program announcements and websites

Response:
- Program accommodations will be available as needed
-

Ms. Lesley Oliver, UK Agriculture Experiment Station Assistant Director, College of Agriculture – (Research review)

The USDA Review provided recommendations for improvement in several areas including advisory boards and committees, resource allocation for graduate students, recipient/workforce profile, training, and limited English proficiency (LEP). The Review greatly increased awareness of Civil Rights issues. Effort must be documented for ongoing assessment. Research grant programs were reviewed for compliance with applicable Civil Rights laws. The Foreign Agriculture Service was also reviewed during the same period. Following are USDA recommendations and Agriculture Experiment Station responses:

Recommendation:
- Develop a plan to improve the level of racial and ethnic minority participation on advisory boards

Response:
- Will include a goal for increasing the diversity of council membership in the Combined Civil Rights Performance Plan
- Will work with units that have advisory boards to expand their efforts
- Diversity Advisory Committee will review council member recruitment and selection procedures

Recommendation:
- Review current graduate student recruitment efforts
- Maintain accurate records of all graduate student data

Response:
- Assistant Dean for Diversity will increase emphasis on recruiting diverse graduate students and faculty
- Will identify new areas for departmental recruitment of racial/ethnic minorities
- Will develop a new Fellowship opportunity for students
- Complete data for students who may not have disclosed race/ethnicity at the time of application

Recommendation:
- Must examine its formal recruitment plan and make adjustments
- Must continue to take aggressive steps in its recruitment efforts to increase the racial diversity of its workforce, especially executive/management, faculty, and professional employment categories
- Conduct a barrier analysis to determine the reason(s) female faculty are significantly

lower in number than male faculty members

Response:
- Will identify new areas for recruitment
- Will determine whether barriers exist in all job categories
- Diversity Advisory Committee will review employment data annually to monitor progress and make recommendations

Recommendation:
- Regularly schedule EEO/Non-Discrimination training and sexual harassment training and concentrated training in the area of disability laws and regulations
- Offers of training should be documented and follow-up conducted

Response:
- The College will work in conjunction with the Office of Institutional Equity and Equal Opportunity (IEEO) to provide mandatory discrimination and harassment training to all employees
- Multiple trainings will continue to be conducted at a minimum of every three years; require new employees to take on-line Civil Rights and non-discrimination training within the first 90 days of hire

Recommendation:
- Research program informational brochures and publications should be made available in languages other than English as needed

Response:
- A standard public notification statement in Spanish with contact information indicating availability of materials in various formats will be developed and posted with other public notification templates

GOAL VI: Engage the University of Kentucky LGBT Task Force to review and acknowledge issues of concern and progress to date.

Ms. Brandy Reeves, Academic Coordinator, College of Public Health and Chair, LGBT Task Force

Task Force is approximately 3-years-old. Goal: Hire a full-time staff member to provide guidance to UK's LGBT community, from student organizations to faculty and staff (18 of 20 benchmark institutions have an officer, as do both UofL and NKU in Kentucky). UK has several LGBT student organizations that need guidance and resources. LGBT Task Force plans programs on campus.

Goal: Include (1) gender identity and (2) gender nonconformity in UK's non-discrimination policy.

Goal: Provide OUTSource with a larger space in the new Student Center (the current space in the Student Center is too small).

Goal: Incorporate more LGBT into curriculum. Acquiring data/statistics difficult; people still hesitant to "come out".

GOAL VII: Continue to review UK HealthCare outreach programs to low income and underserved population in Kentucky.

Dr. Stephen Wyatt, Dean, College of Public Health

College is ranked as a Top 25 School of Public Health. Had over $40 million in research last year. Responsible for the Donovan Scholars Programs and have raised over $2 million for scholarships (age 65 and over). Public Health engages in community needs assessments. Looking at aging population in Kentucky (long-term care, health, etc.). Community-based research efforts. Manages the cancer registry for the State of Kentucky. Maintains Kentucky's injury database. Offers 10 undergraduate courses with over 1,200 students enrolled. One of the more diverse colleges on campus; have students from all over the world.

Dr. Robert Kovarik, Division Chief, Public Health Dentistry, College of Dentistry

UK dental students perform a lot of community outreach and engagement activities. Collaborate with other colleges, community health systems, businesses, Head Start programs, public schools, Ronald McDonald House, and the Kentucky Colonels. Operate several fixed outreach clinics, 5 dental mobile vans, portable clinic units and provide student education. *Note: Fayette County Polk Dalton Clinic dental operation recently shut down due to lack of funding. There is concern because the clinic provided care to a significant number of indigent patients.*

As money becomes tighter, the clinics will find it harder to survive financially. The Ronald McDonald van is co-sponsored with Ronald McDonald House Charities (van cost over $500,000). The SEAL program, a prevention program in Eastern Kentucky conducted by first-year students, sees approximately 1,000 children per year. The Kids Smile Program provides fluoride prevention kits to health departments throughout the state. Outreach programs saw 9,454 children last year conducting 44,000 procedures in 145 schools statewide. It is very hard to provide access to special needs patients when using dental vans. Outreach populations served are 68 percent - Medicaid; 25 percent - Uninsured; 7 percent - Private Insurance.

GOAL VIII: Review programs and other ongoing efforts that support increasing the number and opportunities for faculty diversity.

Dr. Judy "JJ" Jackson, Vice President, Office for Institutional Diversity

Faculty diversity is far more difficult to achieve than student diversity, partly because there are more students than those that possess the qualifications to be faculty. It takes approximately 15 years to "grow" a faculty member.

UK attends recruiting fairs and returns to campus with numerous resumes of potential faculty candidates in STEM fields to distribute to various departments. It is believed that no offers of faculty employment have been extended to these individuals over the last 3 years.

Special Report: UK Fraternity and Sorority Diversity Participation

Mr. Victor Hazard, Dean of Students, Dean of Students Office

Ms. Susan West, Assistant Dean of Students and Director, Fraternity and Sorority Affairs, and Panhellenic Advisor

Briefly discussed recent issues facing University of Alabama Greek System, including recruiting/admitting out-of-state members, and recruiting/admitting racial diversity in members.

In 1990 UK Fraternities and Sororities determined racial diversity memberships were important. Forty-six (46) Greek student organizations are registered on campus today. UK only has one multi-culturally based registered fraternal body (Hispanic). Part of the University's Strategic Plan includes increasing fraternity/sorority participation to 35 percent (participation positively affects student retention rates). Greeks are 3-times more likely to graduate than non-Greeks, and tend to have an overall higher GPA than non-Greeks (organizations have begun to increase GPA requirements in order to participate in events).

There is an increase in ethnicity participation in the Greek population (8.6 percent). UK's ethnic minority population is 17.4 percent; also more out-of-state representation in the Greek population (41.0 percent). The December 2012, UK hired a full-time professional advisor to assist underrepresented chapters and assist in attracting multicultural chapters to the University of Kentucky.

Following is a list of recommendations that will guide the EOC 2014-2015 academic year work:

I. Assess compliance with sexual assault and sexual violence Federal regulatory requirements.

The White House Task Force to Protect Students from Sexual Assault was formed in January 2014. In April 2014 the Task Force responded to the President's call for recommendations on protecting students from sexual assault that significantly affects higher education. The EOC will request an update on University of Kentucky initiatives

for prevention and adjudication of University student allegations of sexual assault and sexual violence.

II.   Review accountability measures currently in place to insure University-wide participation in achieving diversity goals and objectives.

The University of Kentucky Strategic Plan recognizes "diversity" in its mission, values, and as a major goal. What are the procedures in place to assess each unit's diversity actions, and how are University officials accountable for institutional diversity commitments? Additionally, to what extent is diversity included in the undergraduate general education curriculum?

III.   Examine compliance with new Federal employment regulations for 1. Individuals with disabilities and 2. Protected veterans.

On March 24, 2014 new Federal Register employment regulations became effective. A one-year transition period is offered to all organizations that are recipients of federal contracts to implement the new regulations. Included are requirements to take affirmative measures in all phases of employment for Protected Veterans (defined as 1. Disabled veterans, recently separated veterans, active duty wartime or campaign badge veterans, and armed forces service medal veterans), and qualified individuals with disabilities. The EOC will request an update on institutional compliance with these new Federal regulations.

IV.   Analyze University of Kentucky support systems for marginalized student populations with specific focus on LGBTQ* students.

Unlike many postsecondary education institutions, the University of Kentucky does not have a professionally staffed campus office to serve as a resource for LGBTQ* students. Such an office conceivably conducts climate surveys, offers consultation services, and provides advisement for referral resources. The Equal Opportunity Committee will gather specifics on a proposal for such an office, and information on support systems for other marginalized groups of students (students of color, international students, first generation students, disabled students, and veterans).

V.   Examine the awarding of University of Kentucky capital construction contracts and subcontracts, as well as purchase orders for good and services, to Disadvantaged Business Enterprises.

The University of Kentucky awards construction contracts and subcontracts for new campus facilities and renovation of existing facilities, and purchase orders for goods and services that support growth and continuous operation of the institution. The Equal

Opportunity Committee will research information regarding affirmative goals and measures the University has in place for participation of Disadvantaged Business Enterprises.

VI. Further discuss campus access issues for students with disabilities from physical campus mobility to the use of information technology for academic programs participation.

Each year the Equal Opportunity Committee examines University of Kentucky accessibility issues for members of the University Community. With construction projects occurring throughout campus, the EOC will ask for an update on the actions taken to insure access for disabled students. Also, review the provision of information technology for academic programs accessibility and related student services.

VII. With an emphasis on cultural competencies, analyze provision of UK HealthCare services to underserved populations in Lexington and throughout rural areas of Kentucky.

When providing comprehensive medical services to a diverse population where cultural norms differ, UK HealthCare must have an awareness of how to present technical information in a manner that patients understand. The organizational commitment and ways in which cultural competencies are managed by UK HealthCare officials are essential in provision of equal opportunity in patient care. UK HealthCare will provide a summary of this ongoing effort.

In addition to other endeavors, the EOC 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, sexual orientation, religion and other characteristics participate individually and collectively in the life of a University. The EOC is thankful for the cooperation and support provided by University officials and all participants.

Members of the 2013-2014 Equal Opportunity Committee are:

Terry Allen, Chair, Institutional Equity and Equal Opportunity
Malachy Bishop, College of Education
Pat Bond, Graduate School
Emmett P. Burnam, Undergraduate Admissions
Ashley Casteel, Student Affairs
Ken Chance, College of Dentistry
Kristyn Cherry, Student
Whitney Cunningham, Human Resources

Christina Espinosa, Human Development Institute
Nancy Harrington, College of Communication and Information
Jessica Hinkle, Student
Judy "JJ" Jackson, Institutional Diversity
Burhan Johar, Student
Ken Jones, College of Agriculture, Food and Environment
Carlos Marin, College of Medicine
Christina Perez, College of Dentistry
Anthony Ralph, Student Affairs
Thalethia Routt, Office of Legal Counsel
Natasha Saunders, College of Agriculture, Food and Environment
Gerald Schlenker, Radiation Safety
Kirsten Turner, College of Arts and Sciences
Kim Wilson, Human Resources
Elijah Zimmerman, Student

Diversity Programs, Services and Strategies

Business Enterprise Living and Learning Program

The Business Enterprise Living and Learning Program is a new initiative launched by the Gatton College of Business & Economics. This living and learning program not only focuses on the academic and social benefits that result in this type of program, but also focuses on creating a diverse community of business learners. Specific attention was given to enrolling students who would represent a range of business majors, academic performance levels, geographic locations, and demographic diversity. This initiative launched in 2014-2015 and was impacted by the college's discussion of needing to create more opportunities for diverse student groups in our programming.

College of Agriculture, Food and Environment

UK College of Agriculture, Food and Environment (CAFE) has prioritized exposing students to diverse instructors, perspectives, thoughts and views. CAFE administration has a diversity representative that works collaboratively with Departmental Academic Coordinators to focus on diverse students. This diversity representative is listed as an additional (secondary) advisor for traditionally underrepresented and underserved students. The CAFE Diversity listserv allows for the college community to share resources and opportunities with CAFE students. CAFE's diverse faculty and staff lead required freshmen introductory courses focusing on General Issues in Agriculture, Food and Environment. CAFE administration and staff have conducted cultural understanding and diversity workshops for CAFE freshmen enrolled in the course.

CAFE Co-Hosted a "STEM Student Diversity Mixer" to introduce students to resources in the college. CAFE has supported an education abroad course for students that focus on recruiting traditionally underrepresented and underserved populations.

The CAFE Assistant Dean for Diversity offers many activities and accomplishments related to activities centered on Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS). This nation-wide collegiate organization has honored the CAFE chapter and its advisor in a multitude of ways.

Martin Luther King Center

Established on the University of Kentucky campus in 1987, the Martin Luther King Center, formerly the Martin Luther King Jr. Cultural Center, has been a vital resource, providing year-round programs and activities that have focused on the importance of cultural awareness and cross-cultural understanding. The center offers a relaxed and affirming atmosphere that enhances the recruitment and retention of students from diverse backgrounds. Now in its third decade of operation, the center has evolved into a cultural and educational resource facility where all students, as well as faculty and staff of the university can engage each other through cross-cultural exchange and intellectual exploration.

Increasingly, research has shown a vital link between cultural engagement and student success, resulting in increased emphasis on this dynamic in the programmatic offerings of the center. With sharper focus on the critical impact that intercultural engagement has on student success, the MLK Center has increased its focus and support of the academic enterprise. In addition to cultural/educational programs consisting of lectures, concerts, artistic performances, film/video screenings and workshops, faculty involvement in the center has increased through the establishment of the Scholar-in-Residence (SiR). The faculty SiR helps to situate many center programs and activities within the intellectual realm, and engages students and faculty in meaningful exploration and academic discourse.

The mission of the MLK Center is threefold: (1) to advance the university's strategic goal of achieving a more diverse and inclusive campus environment, (2) to support increased retention of undergraduate students who are generally underrepresented in the student body, and (3) to enhance student achievement by helping students to have a more engaged, productive and fulfilling undergraduate experience. To these ends, the goals are to foster intercultural competence, promote respect and passion for the pursuit of quality education, and to help prepare students for productive and responsible engagement in a global society. The guiding philosophy is grounded in the conviction that the development of self-knowledge and cultural competence based on an enlightened worldview is a vital dimension to becoming a genuinely educated person. Likewise, educated people should be knowledgeable and sensitive to the cultural essence of other peoples.

Supplier Diversity Initiative

The University of Kentucky Facilities Management (UKFM) Supplier Diversity Initiative is committed to expanding business opportunities for differently-abled businesses including minorities, women, disabled, veteran and disabled veteran owned businesses. The units in Facilities Management directly impacted are Capital Project Management, Physical Plant Division – Campus, Physical Plant Division – Medical Center and Auxiliary Services. The University is committed to diverse businesses consistently reaching a 10 percent goal for contractors providing goods and services and 10 percent of workforce participating on projects performed. The overall goals of the UKFM Supplier Diversity Initiative are defined as follows:

1. Develop and maintain a database of designated diverse suppliers for use by Construction Managers, General Contractors and other purchasing entities seeking qualified contractors/vendors.
2. Create a management system for continuous evaluation of performance for inclusion of diverse contractors/vendors.
3. Increase the total amount of contracted goods and services acquired from diverse contractors/vendors.
4. Serve as a liaison for diverse contractors/vendors desiring to do business with University of Kentucky Facilities Management in conjunction with UK Purchasing Division.

The University isn't consistently reaching the 10 percent goal in purchasing contracted goods and services and the 10 percent goal of workforce providing labor on projects. The University is making steady progress in winning confidence in the broader community in making the Supplier Diversity Initiative a model for the Commonwealth and the nation.

Office of Community Engagement

The University of Kentucky's Office of Community Engagement and the Louie B. Nunn Center for Oral History have partnered with the Kentucky Human Rights Commission to capture the stories of inductees into the Kentucky Civil Rights Hall of Fame. The project will be completed in phases with a collection of all inductees' stories of their experiences with civil rights, the entire collection archived in the Nunn Center, a website to host the videos, and the development of an educational curriculum to assist teachers and students as they are educated on civil rights http://nunncenter.org/civilrights/.

Primary aim of the Convergence Innovation Fund is the formation of Lexington East End Equity Partnership **(LEEEP)** – a decision-making body with minority representation from the East End of Lexington. The formation of LEEEP focuses on policy advocacy in the areas of built environment and healthy food access. This group includes representatives from the Office of Community Engagement, neighborhood, grassroots coalitions, urban agriculture organizers, bicycle advocates, city planners, arborists, local art organizations, community centers, and

representatives from higher education and an elementary school. Measurable equity changes and a better quality of life for East End residents will result from the work of LEEEP.

Conclusion

The University of Kentucky hereby submits this annual 2011-2015 UK Diversity Plan Assessment to the Kentucky Council on Postsecondary Education Committee on Equal Opportunities. The content of this report primarily focuses on 2012-2013 to 2013-2014 institutional progress in Student Body Diversity, Student Success, Workforce Diversity, and Campus Climate.

Overall, the data and narrative indicate the University of Kentucky's commitment to provision of equal opportunity to all members of the University community, and demonstrate the institution's commitment to the compelling interest in the educational benefit of diversity.