

**2011-2015
University of Kentucky
Diversity Plan**



**Annual Diversity Plan
Assessment for
Kentucky Council on Postsecondary
Education Committee on Equal
Opportunities
2013-2014 thru 2014-2015**

**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 2013-2014 to 2014-2015, 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.

Strategy 4.2.2 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

During development of the University of Kentucky 2011-2015 Diversity Plan, Black or African American accounted for 7.7 percent of the state population. Hispanic or Latino, the most rapidly growing segment of the state, accounted 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 2013 with the same Fall 2014 timeframe.

Fall 2013 thru Fall 2014 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 2013, and Fall 2014**

	2003-04		2013-2014		2014-2015		State Percent	UG-Gap
Undergraduate Level	N	Percent	N	Percent	N	Percent	State Percent	Latest Gap-UG
White	16,129	88.7%	16,669		16,984			
Black or African American	980	5.4%	1,658	7.7%	1,692	7.6%	7.7%	0.1%
Hispanic or Latino	178	1.0%	705	3.3%	845	3.8%	2.7%	(1.1)%
<i>Other Race</i>	323	1.8%	589		630			
<i>Two or More Races</i>	0	0.0%	602		684			
<i>Non-resident Alien</i>	212	1.2%	607		811			
<i>Unknown or Missing</i>	368	2.0%	665		628			
Total	18,190	100%	21,495		22,274			
Graduate Level	N	Percent	N	Percent	N	Percent	State Percent	Latest Gap-Grad
White	5,136	70.5%	5,428		4,834			
Black or African American	377	5.2%	347	4.4%	299	4.3%	7.7%	3.4%
Hispanic or Latino	64	0.9%	191	2.4%	186	2.7%	2.7%	0.0%
<i>Other Race</i>	166	2.3%	323		260			
<i>Two or More Races</i>	0	0.0%	83		86			
<i>Non-resident Alien</i>	1,049	14.4%	1,126		940			
<i>Unknown or Missing</i>	497	6.8%	392		375			
Total	7,289	100%	7,890		6,980			

Source: Academic Planning, Analytics and Technologies

University of Kentucky 2009-2014 Strategic Plan Goal I: Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society. 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 increased from 0.0 percent to 0.1 percent. The gap between Hispanic or Latino declined from 0.6 percent to (1.1) percent exceeding the Kentucky demographic population.

At the Graduate Level, the number of Black or African American students and Hispanic students decreased. The gap between the state demographic population and enrollment for Black or African American increased. The gap between Hispanic or Latino reduced to 0.0 percent. The total number of both minority groups decreased from 548 to 485, and the proportion remained virtually the same as overall graduate student enrollment decreased from 7,890 in Fall 2013 to 6,980 in Fall 2014.

In 2014-2015, 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 Fall 2014 than 2013. The undergraduate international student population also increased from 607 to 811.

In 2015, 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 our academic colleges, Financial Aid/Scholarships, Student Account Services, Office of Institutional Diversity, Undergraduate Education, Student Affairs, 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 first year student 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 11 events which included approximately 3,800 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 70 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 75 students attended this event.

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 first year and transfer students thinking about being involved University of Kentucky students. For example, during Transfer Orientations, 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 Enrollment Management outreach, marketing and communications to prospective diverse student groups are a focus that includes the entire Enrollment Management team. Communication plans are built for units, departments and prospective students to include a specific – sequenced – communication plan to underrepresented and diverse prospective students. Beyond targeted communications, general outreach regarding admissions, events and programs include diverse students in every capacity. This includes all letters from undergraduate admissions encouraging students to apply, outreach and invitations to all events (e.g. “see blue.” Preview Nights, Virtual Preview Nigh and Come “see blue” For Yourself) and specialized direct marketing activities, such as postcards, and thank you notes.

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.

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.

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 officers who focus solely on international admission. EM also recently added

a Senior Assistant Director of Undergraduate Admission position. This Director works collaboratively with the two International Admission Officers, UKIC and the Center for English as a Second Language to maintain open communication and continuous process improvement for serving international students. 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 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 is committed to closing the enrollment gap as it relates to underrepresented students, particularly Black or African American and Hispanic or Latino students.

The Graduate School has been increasingly diligent in expanding its efforts to close the enrollment gap for Black or African American Students and Hispanic or Latino students. The results of efforts in 2014-2015 are beginning to show a positive influence in the enrollment reports. Recruitment efforts have been reinvigorated with a targeted emphasis on African Americans and Hispanic prospective students. A multi-layer approach has proven to yield promising results. National and regional fairs and conferences for Ronald E. McNair scholars in Atlanta, Miami, Baltimore, and Little Rock were a primary focus this year, as well as Graduate Diversity fairs in California, Ohio, and Florida. Campus visits were also hosted for regional HBCU groups and prospective students identified by the academic programs. Diversity recruitment allocations were provided to academic programs that proposed targeted activities to attract prospective underrepresented graduate students. Hispanic students of international origin were recruited via a fair circuit in South America hosted by EducationUSA. The Graduate School's engagement with the Iraqi Educational Initiative is now in its 5th year and is continuing, though the current conflict in Iraq has limited the number of newly enrolled students during the past year. With future planning in mind, a series of workshops were launched in the spring of 2015 starting with a presentation by Dr. Sonel Shropshire, a nationally recognized leader in the recruitment of underrepresented minority students. Directors of Graduate Studies as well as Diversity Officers from many of the colleges attending the workshop provided positive feedback and have also expressed interest and support for the ongoing training opportunities specifically focused on graduate diversity recruitment.

The Graduate School's application for membership in the National Name Exchange, a national university consortium dedicated to the recruitment of underrepresented minority students, was reviewed and accepted at the association's annual meeting in April 2015. Membership in the NNE provides the Graduate School access to highly qualified minority students from the membership schools and likewise allows UK's qualified undergraduate minority students to be recruited by the prestigious membership schools. For the first time, University of Kentucky students were invited to participate in the National

Name Exchange with 289 students submitting their names for diversity recruitment consideration. Additionally the NNE association provides a platform for sharing best practices in minority recruitment and retention. One of its most respected and knowledgeable leaders, Derik Mannes from the University of Minnesota's Office for Diversity in Graduate Education, agreed to conduct diversity recruitment workshops on the UK campus and to provide ongoing guidance on publications and underrepresented student development activities. On a local level, the Graduate Diversity Advisory Council comprised of UK advocates for diversity recruitment and retention has been an outgrowth of the 2014-2015 diversity renewal efforts.

The Graduate School's partnership with the university's academic programs has resulted in several successful initiatives. The Department of Mathematics was able to secure funding from the National Science Foundation for the Graduate Scholars in Mathematics, a program that supports doctoral degrees in the field of mathematics for students from Appalachian states. During this past year, the Graduate School Interim Dean has endorsed the submission of three departmental applications for NSF GAANN grants aimed at increasing and supporting minority graduate applicants. The graduate program in Physics was successful in receiving NSF funding and has also been an active participant in the GS sponsored diversity recruitment and retention initiatives. The Graduate School continues to encourage academic programs to apply for external funding in support of diversifying UK's graduate enrollment.

While the Graduate School continues its support and promotion of the SREB and GEM scholarship agreements, significant interest in developing formal agreements with HBCUs has been actively discussed among the UK administration. A campus visit from administrators from Prairie View A&M in Prairie View, Texas and a preliminary MOU were positive developments during 2014-2015.

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 were women, 56 were international, and 1 was Black or African American. During the academic year 2013-2014, 43 students participated in the Thesis/Dissertation Boot Camp. Of these, 27 were female, 7 were international, and 2 were Black or African American.

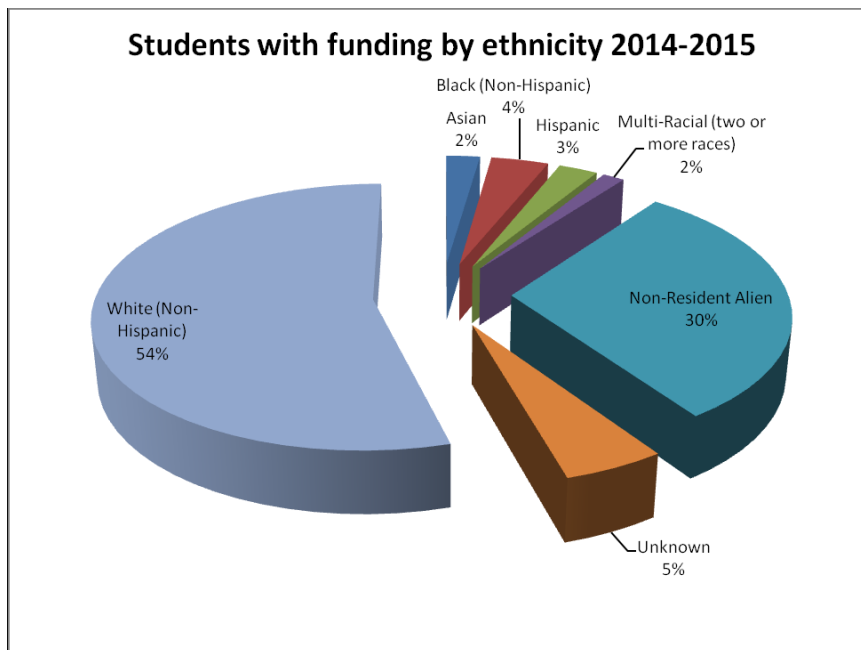
Degrees Awarded by Ethnicity and Academic Term

Gender	Ethnicity CPE	Degree Level CPE	Academic Term			
			Fall 2014	Spring 2015	Summer II 2015	Grand Total
Female	American Indian or Alaskan Native	Master's		1		1
	Asian	Doctor's Degree Research/Scholarship	3	1	2	6
		Master's	3	3	8	14
		Postmaster Certificate (not complete)		1		1
	Black (Non-Hispanic)	Doctor's Degree Research/Scholarship		2	3	5
		Master's	8	27	7	42
		Specialist	1	1		2
	Hispanic	Doctor's Degree Research/Scholarship	2	2	1	5
		Master's	6	12	6	24
		Specialist			1	1
		Postmaster Certificate (not complete)		1		1
	Multi-Racial (two or more races)	Master's	2	5	3	10
	NON-RESIDENT ALIEN	Doctor's Degree Research/Scholarship	11	12	6	29
		Master's	16	27	12	55
	Unknown	Doctor's Degree Research/Scholarship	1		2	3
		Master's	7	21	6	34
	White (Non-Hispanic)	Doctor's Degree Research/Scholarship	16	30	37	83
		Master's	88	310	87	485
		Specialist	4	5	7	16
		Postmaster Certificate (not complete)		18	4	22
Male	Asian	Doctor's Degree Research/Scholarship		2	3	5
		Master's	2	3	6	11
	Black (Non-Hispanic)	Doctor's Degree Research/Scholarship		1	1	2
		Master's	4	7	6	17
	Hispanic	Doctor's Degree Research/Scholarship	2	1		3
		Master's	4	6	5	15
		Specialist			1	1
	Multi-Racial (two or more races)	Doctor's Degree Research/Scholarship		1	1	2
		Master's	2	5	2	9
	NON-RESIDENT ALIEN	Doctor's Degree Research/Scholarship	25	22	18	65
		Master's	23	32	23	78
	Unknown	Doctor's Degree Research/Scholarship	5	4	1	10
Master's		5	28	5	38	
White (Non-Hispanic)	Doctor's Degree Research/Scholarship	19	35	23	77	
	Master's	80	180	83	343	
	Specialist		1	1	2	
Grand Total			339	807	371	1517

Funded Graduate Students

Funded Graduate Students (Fall 2014)			
Gender	Ethnicity CPE	Count	Percentage of Gender Group
Male	Asian	14	1.74%
	Black (Non-Hispanic)	21	2.61%
	Hispanic	17	2.11%
	Multi-Racial (two or more races)	10	1.24%
	Non-Resident Alien	277	34.41%
	Unknown	40	4.97%
	White (Non-Hispanic)	426	52.92%
	Total Male	805	
Female	Asian	23	2.86%
	Black (Non-Hispanic)	42	5.22%
	Hispanic	26	3.23%
	Multi-Racial (two or more races)	14	1.74%
	Non-Resident Alien	213	26.46%
	Unknown	43	5.34%
	White (Non-Hispanic)	458	56.89%
	Total Female	819	
Grand Total		1624	

Students with Funding by Ethnicity 2014-15



All Graduate Students (Fall 2014)		
Gender	Ethnicity	
Male	American Indian or Alaskan Native, Non-Hispanic Only	7
	Asian, Non-Hispanic Only	52
	Black, Non-Hispanic Only	65
	Hispanic or Latino, regardless of race	55
	Nonresident Alien	521
	Race and Ethnicity Unknown	123
	Two or More Races	30
	White, Non-Hispanic Only	1296
Female	American Indian or Alaskan Native, Non-Hispanic Only	4
	Asian, Non-Hispanic Only	64
	Black, Non-Hispanic Only	153
	Hispanic or Latino, regardless of race	71
	Nonresident Alien	373
	Race and Ethnicity Unknown	127
	Two or More Races	34
	White, Non-Hispanic Only	1936

Student Success: Closing the Achievement Gap, 2014-2015

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)
2013	82.2	83.0	72.4	10.6	80.5	2.5
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

Source: Academic Planning, Analytics and Technologies

UK 2009-2014 Strategic Plan Metric 1-3 states Increase the first-to-second year rate to 85 percent. The First year to Second year retention gap between Black or African American and White students increased from 6.6 percent in cohort 2012 to 10.6 percent in cohort 2013. For Hispanic or Latino students, the gap increased from 0.2 percent in 2012 to 2.5 percent in 2013. Black or African American

student retention decreased, Hispanic or Latino student retention decreased, and overall UK First to Second Year Retention Rate slightly decreased from 82.5 to 82.2.

Enrollment

Undergraduate Enrollment

The Fall 2014 undergraduate population comprised the highest percentage of diverse students in UK History, with 20.9 percent of the students comprising non-white categories (of those reporting). There has been consistent growth in all non-white categories since Fall 2009, particularly in Underrepresented Minorities (Black/African American, Hispanic/Latino, and American Indian/Alaskan Native/Native Hawaiian/Pacific Islander). Since Fall 2009, the percentage of Black/African American undergraduates has increased from 7.2 percent to 7.6 percent (311 students); and the percentage of Hispanic/Latino has increased from 1.5 percent to 3.8 percent (552 students).

Of those reporting, White students comprise the largest percentage of undergraduate students. While the number of White students has increased since Fall 2009 from 16,300 to 16,984 (684 students), the percentage has decreased from 84.8 percent to 76.3 percent. Black/African American students make up the second largest percentage of students, averaging 7.6 percent of the undergraduate population.

Academic Term	Race and Ethnicity Unknown	Nonresident Alien	American Indian or Alaskan Native	Native Hawaiian or Other Pacific Islander	Asian	Black or African-American	Hispanic or Latino	Multi-Racial	White or Caucasian
Fall 2009	485	259	43		456	1,381	293		16,300
	2.5%	1.3%	0.2%		2.4%	7.2%	1.5%		84.8%
Fall 2010	714	358	37	7	476	1,442	374	139	16,441
	3.6%	1.8%	0.2%	0.0%	2.4%	7.2%	1.9%	0.7%	82.3%
Fall 2011	637	412	39	9	479	1,499	453	286	16,338
	3.2%	2.0%	0.2%	0.0%	2.4%	7.4%	2.2%	1.4%	81.1%
Fall 2012	647	526	37	12	489	1,561	573	445	16,588
	3.1%	2.5%	0.2%	0.1%	2.3%	7.5%	2.7%	2.1%	79.5%
Fall 2013	665	607	38	14	537	1,658	705	602	16,669
	3.1%	2.8%	0.2%	0.1%	2.5%	7.7%	3.3%	2.8%	77.5%
Fall 2014	628	811	38	26	566	1,692	845	684	16,984
	2.8%	3.6%	0.2%	0.1%	2.5%	7.6%	3.8%	3.1%	76.3%

Graduate Enrollment

Within the graduate population, 25.3 percent of the students comprise non-white categories (of those reporting), an increase from 24.5 percent in the year prior. While there has been consistent growth in the percentage of Hispanic/Latino students, from 1.3 percent in Fall 2009 to 2.7 percent in Fall 2014 (90 students), there has been a decrease in the percentage and number of Black/African American students, from 5.3 percent in Fall 2009 to 4.3 percent in Fall 2014 (-79 students). The percentage of Underrepresented Minority students as a whole has increased 0.5 percent since Fall 2009.

Academic Term	Race and Ethnicity Unknown	Nonresident Alien	American Indian or Alaskan Native	Native Hawaiian or Other Pacific Islander	Asian	Black or African-American	Hispanic or Latino	Multi-Racial	White or Caucasian
Fall 2009	293	861	16		202	378	96		5,266
	4.1%	12.1%	0.2%		2.8%	5.3%	1.3%		74.0%
Fall 2010	387	855	12		194	361	123	34	5,215
	5.4%	11.9%	0.2%		2.7%	5.0%	1.7%	0.5%	72.6%
Fall 2011	339	865	10		191	350	134	54	5,184
	4.8%	12.1%	0.1%		2.7%	4.9%	1.9%	0.8%	72.7%
Fall 2012	366	941	7	1	209	353	152	80	5,098
	5.1%	13.1%	0.1%	0.0%	2.9%	4.9%	2.1%	1.1%	70.7%
Fall 2013	343	947	14	3	204	329	173	81	4,900
	4.9%	13.5%	0.2%	0.0%	2.9%	4.7%	2.5%	1.2%	70.1%
Fall 2014	375	940	18		242	299	186	86	4,834
	5.4%	13.5%	0.3%		3.5%	4.3%	2.7%	1.2%	69.3%

Achievement Gaps

First Fall to Second Fall Retention

The first fall to second fall retention rate of the Fall 2014 cohort (all students) is 82.6 percent, the highest retention rate in UK history. The one-year retention rates of selected ethnicities/races include: White 83.9 percent; Black/African American 75.5 percent; Hispanic/Latino 78.8 percent; and all URM 76.8 percent. 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.

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	82.2%	3,442	83.0%	421	72.4%	10.6%
Fall 2014	5,144	82.6%	3,881	83.9%	425	75.5%	8.4%

While the number of Black/African American cohort students has been increasing, we have not seen consistency in retaining these students. The one year retention rate of Fall 2014 Black/African American students is 75.5 percent, a 3.1 percent increase 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 2014) is 8.4 percent, a 2.2 percentage point decrease from the prior year retention gap of 10.6 percent.

Hispanic/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%
Fall 2007	3,836	80.9%	3,313	81.1%	44	81.8%	-0.7%
Fall 2008	4,079	80.3%	3,440	80.5%	62	82.3%	-1.8%
Fall 2009	4,111	81.8%	3,408	83.1%	77	75.3%	7.8%
Fall 2010	4,283	81.5%	3,385	81.8%	110	77.3%	4.5%
Fall 2011	4,082	81.3%	3,293	82.2%	112	81.3%	1.0%
Fall 2012	4,588	82.5%	3,485	83.3%	166	83.1%	0.2%
Fall 2013	4,619	82.2%	3,442	83.0%	200	80.5%	2.5%
Fall 2014	5,144	82.6%	3,881	83.9%	245	78.8%	5.1%

The number of Hispanic/Latino cohort students has increased consistently since Fall 2009. The one year retention rate of Fall 2014 Hispanic/Latino students is 78.8 percent, a 1.7 percent 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 2014) is 5.1 percent, a 2.6 percentage point increase from the prior year retention gap of 2.5 percent.

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%	476	79.8%	2.0%
Fall 2011	4,082	81.3%	3,293	82.2%	462	75.5%	6.7%
Fall 2012	4,588	82.5%	3,485	83.3%	585	78.1%	5.2%
Fall 2013	4,619	82.2%	3,442	83.0%	624	75.2%	7.8%
Fall 2014	5,144	82.6%	3,881	83.9%	681	76.8%	7.1%

Since 2003, the number of Underrepresented Minority cohort students has increased from 240 to 681 in Fall 2014. The one year retention rate of URM students is 76.8 percent, a 1.6 percent increase from the previous year. The first fall to second fall retention gap between White students and URM students for the most recent cohort (Fall 2014) is 7.1 percent, a 0.7 percentage point decrease from the prior year.

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)
2013	74.8	75.6	65.8	9.8	71.0	4.6
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

Source: Academic Planning, Analytics and Technologies

The Second Year to Third Year retention gap between Black or African American and White students increased slightly from 9.5 percent in cohort 2012 to 9.8 percent in cohort 2013. Black or African American retention decreased slightly from 66.7 percent to 65.8 percent, while White retention also decreased 76.2 percent in 2012 to 75.6 in 2013. For Hispanic or Latino in comparison to White students, the gap increased from dramatically from 0.3 percent in 2012 to 4.6 in 2013. 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, the first fall to third fall retention rate is 74.8 percent. For White students, the rate is 75.6 percent; Black/African American 65.8 percent; Hispanic/Latino 71.0 percent; and all URM 67.5 percent.

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%
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Fall 2008	4,079	71.0%	3,440	72.1%	345	58.0%	14.2%
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Fall 2012	4,588	74.9%	3,485	76.2%	408	67.2%	9.0%
Fall 2013	4,619	74.8%	3,442	75.6%	421	65.8%	9.8%

The first fall to third fall retention rate of Fall 2013 Black/African American cohort students is 65.8 percent, a 1.4 percent decrease 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 9.8 percent, a 0.8 percentage point increase from the prior year retention gap of 9.0 percent.

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	74.9%	3,485	76.2%	166	75.9%	0.3%
Fall 2013	4,619	74.8%	3,442	75.6%	200	71.0%	4.6%

The first fall to third fall retention rate of Fall 2013 Hispanic/Latino cohort students is 71.0 percent, a 4.9 percent decrease 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 2013) is 4.6 percent a 4.3 percentage point increase from the prior year retention gap of 0.3 percent.

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%	476	66.2%	7.9%
Fall 2011	4,082	74.8%	3,293	76.2%	462	65.8%	10.4%
Fall 2012	4,588	74.9%	3,485	76.2%	585	68.9%	7.3%
Fall 2013	4,619	74.8%	3,442	75.6%	624	67.5%	8.1%

The first fall to third fall retention rate of URM cohort students is 67.5 percent, a 1.4 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 2013) is 8.1 percent, a 0.8 percentage point increase from the prior year.

Six-Year Graduation Rates

The six-year graduation rate for all Fall 2009 students is 61.3 percent, the highest graduation rate in UK History. For White students the six-year graduation rate is 64.0 percent; Black/African American 38.6 percent; Hispanic/Latino 53.9 percent; and all URM students 40.7 percent. While UK is reporting its

highest graduation rate in history, the gaps between White students URM students as a whole have increased.

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%
Fall 2009	4,111	61.3%	3,408	64.0%	399	38.6%	25.4%

The six-year graduation rate of Black/African-American students is 38.6 percent, a 4.1 percent decrease from the prior year. The graduation gap of Black/African-American students to White students increased from 19.2 percent to 25.4 percent for the Fall 2009 cohort.

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	56.7%	5.2%
Fall 2009	4,111	61.3%	3,408	64.0%	77	53.9%	10.1%

For Hispanic/Latino students, the six-year graduation rate decreased in one year from 56.7 percent to 53.9 percent, a decrease of 2.8 percent. The graduation gap between Hispanic/Latino students and White students increased 4.9 percentage points to 10.1 percent from the year prior.

Underrepresented Minority Students

Cohort Term	Overall		White		URM		GAP 3
	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	45.2%	16.7%
Fall 2009	4,111	61.3%	3,408	64.0%	487	40.7%	23.3%

The six-year graduation rate for all URM students also decreased in one year from 45.2 percent to 40.7 percent, a decrease of 4.5 percent. Additionally, the graduation gap of 23.3 percent between all URM students and White students represents a one year increase of 6.6 percentage points.

Degrees Awarded

Undergraduate

Academic Year	Other & Unknown	American Indian, Alaskan Native, Native Hawaiian	Asian	Black or African American	Hispanic or Latino	Multi-Racial	White or Caucasian	ALL URM	Total
2009	77	5	84	162	31	1	3,215	198	3,575
	2.2%	0.1%	2.3%	4.5%	0.9%	0.0%	89.9%	5.5%	100%
2010	196	4	97	157	57	8	3,058	218	3,578
	5.5%	0.1%	2.7%	4.4%	1.6%	0.2%	85.5%	6.1%	100%
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%
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%
2013	159	5	148	230	80	28	3,361	315	4,011
	4.0%	0.1%	3.7%	5.7%	2.0%	0.7%	83.8%	7.9%	100%
2014	160	10	173	242	98	72	3,310	350	4,065
	3.9%	0.2%	4.3%	6.0%	2.4%	1.8%	81.4%	8.6%	100%

In reviewing the number of degrees awarded, 8.6 percent of Bachelor’s degrees were earned by underrepresented minorities, a 0.7 percent increase from the year prior. The percentage of Bachelor’s degrees earned by Black or African American, Hispanic or Latino, and American Indian, Alaskan Native, and Native Hawaiian all increased from the prior year.

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	2014-2015 Total	2014-2015 Percent
Black (Non-Hispanic)	45	3.8%	35	2.9%	32	2.2%
Hispanic	20	1.7%	22	1.8%	35	2.5%
Other Races/Missing	161	13.8%	154	12.6%	182	12.8%
White (Non-Hispanic)	943	80.7%	1,007	82.7%	1,176	82.5%
Total	1,169	100.0%	1,218	100.0%	1,425	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 1,218 in 2013-2014 academic year to 1,425 2014-2015. This represents an increase of 14.5 percent. The number of STEM+H degrees awarded to Black or African American students decreased from 35 in 2013-2014 to 32 in 2014-2015. For Hispanic or Latino students the number increased from 22 in 2013-2014 to 35 in 2014-2015. STEM+H degrees awarded to White students increased substantially from 1,007 to 1,176 during this period. The category identified as Other Races/Missing increased from 154 in 2013-2014 to 182 in 2014-2015 following a year of an increase of 207 STEM+H bachelor's degrees awarded.

Graduate

Academic Year	Other & Unknown	American Indian, Alaskan Native, Native Hawaiian	Asian	Black or African American	Hispanic or Latino	Multi-Racial	White or Caucasian	ALL URM	Total
2009	165	4	212	103	28	2	1,505	135	2,019
	8.2%	0.2%	10.5%	5.1%	1.4%	0.1%	74.5%	6.7%	100%
2010	131	6	201	96	30	3	1,564	132	2,031
	6.5%	0.3%	9.9%	4.7%	1.5%	0.1%	77.0%	6.5%	100%
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%
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%
2013	178	2	210	124	48	25	1,716	174	2,304
	7.7%	0.1%	9.1%	5.4%	2.1%	1.1%	74.5%	7.6%	100%
2014	170	3	217	105	59	28	1,633	167	2,215
	7.7%	0.1%	9.8%	4.7%	2.7%	1.3%	73.7%	7.5%	100%

Underrepresented minorities earned 7.5 percent of the graduate degrees awarded in 2014-15, a slight decrease of 0.1 percent from the year prior. Hispanic or Latino students earned 2.7 percent of graduate degrees, an increase of 0.6 percent from the year prior; however the percentage of graduate degrees earned by Black or African-Americans decreased from 5.4 percent to 4.7 percent.

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	Total 2014-15
Nonresident Alien	5	11	8	8
Black (Non-Hispanic)	37	33	51	29
Other	13	16	15	12
Hispanic	20	21	19	21
White (Non-Hispanic)	493	517	528	487
Unknown	24	16	20	19
Two or more races	16	17	17	19
Total	608	631	658	595

Source: Academic Planning, Analytics and Technologies

The total number of first-time degree-seeking transfer students from KCTCS decreased from 658 in 2013-2014 to 595 in 2014-2015, with a small increase in Hispanic or Latino students. Those identifying two or more races increased from 17 in 2013-2014 to 19 in 2014-2015. Black or African American decreased significantly from 51 to 29; Hispanic or Latino increased from 19 to 21, and; 30 students made up the other data groups. White student KCTCS transfers also decreased, from 528 to 487.

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 in the 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.

Student Success Initiatives

Center for Academic and Enrichment Services (CARES)

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

Academic planning through academic progress sessions with a CARES counselor, free tutoring that includes individual tutoring and study groups, assistance with study skills through one-on-one meetings or workshops; and enrichment programs and activities designed to address specific topics at each academic level, i.e. the Critical First Year Program that focuses on topics that range from Understanding Faculty Expectations to Study Abroad Opportunities for first year students, Pathfinders Program that focuses on major exploration and career development for sophomores, and SOAR that focuses on professional and leadership development that enhances career preparedness for juniors and seniors. CARES also hosts the Freshman Summer Program, a six-week academic enrichment program for incoming first year students, and Peer Academic Coaching (PAC) for first year students who have a difficult first semester of college.

Health Colleges Student Diversity Services (HCSDS)

The Health Colleges Student Diversity Services office (HCSDS) at the University Of Kentucky is deeply committed to the recruitment, support, and professional development of underrepresented students in the professional healthcare programs of Dentistry, Health Sciences, Medicine, Nursing, Pharmacy, and Public Health. By connecting students to essential tools and resources, the HCSDS office assists in removing barriers toward academic success.

HCSDS recruitment efforts include providing critical information to prospective students concerning the application process and skills needed to meet the rigor of health professional programs. HCSDS strives to create and utilize effective recruitment materials and tracking tools to measure recruitment efforts of underrepresented students from point of prospect to admitted student. The office also promotes the Health Career Pipeline by developing partnerships by visiting with health science programs at high schools, community colleges, and regional universities throughout the state of Kentucky to introduce career opportunities in health professions to underrepresented groups. HCSDS personnel attend graduate and professional college/career fairs and conferences to attract underrepresented students from Kentucky and surrounding states, as well as participate in the University Of Kentucky's undergraduate admissions activities such as preview nights, college fairs, and other recruitment events. HCSDS coordinates and hosts the annual Multicultural Health Careers Open House event to target traditionally

underrepresented students interested in the health professions and works to identify community youth groups, initiatives, and programs to forge partnerships for stronger interest in health professions. In addition, HCSDS conducts an annual review of matriculated student diversity data from each health college.

HCSDS retention efforts include conducting annual reviews of minority first year experience and graduation rates, as well as campus climate for each of the health colleges, and implementing and assessing programming based on student needs annually in order to produce effective programming, and develop implementation based on assessments. HCSDS provides inter-professional programming and activities to connect students across disciplines while encouraging networking with professional and minority associations, and develops/implements Diversity Ambassadors program to aid in promoting diversity on campus and to represent HCSDS at various events. HCSDS personnel identify health college alumni and health care community professionals to participate in mentoring programs for Pre-Health, Graduate, and Professional underrepresented students and they provide educational programming for students on health care disparities affecting underserved communities. In addition, HCSDS has developed a Pre-entry program to prepare underrepresented students for professional school admissions processes and student success and maintains communication with students regarding student development programming and other opportunities by developing a monthly e-newsletter and updating information via the HCSDS website.

Student Support Services (SSS)

Through a federal grant competition under the Department of Education TRiO programs, funds are awarded to institutions of higher education to provide opportunities for academic development, assist students with basic college requirements, and to motivate students toward the successful completion of their postsecondary education. Student Support Services (SSS) projects also may provide grant aid to current SSS participants who are receiving Federal Pell Grants (# 84.063).

Student Support Services (SSS) works with underrepresented student populations that are First Generation (FG), Low Income (LI) and/or have a documented Disability (DD). Currently SSS works with rural/Appalachian, Hispanic/Latino, Asian/Pacific Islander, White and African American students to increase retention and graduation rates for this population. SSS goals and objectives include: increasing the six-year graduation rate for SSS participants, increasing retention rates for FG, LI, and DD participants, increasing the rate of those remaining in good academic standing, achieving a 75 percent persistence rate from year one to year three, 80 percent of SSS participants remaining in good academic standing with the University, and 55 percent of incoming cohorts graduating in six years with their baccalaureate degree.

The objectives of SSS connect to the Strategic Plan due to the specific nature and focus in aiding in the diverse number of students who are being retained and graduating from the University. Many of the students' state that SSS has become their "family away from family" which helps students become more accountable for their success as well as finding a university connection aiding in retention. Additionally,

the number of collaborations across campus from the financial aid office to admissions, to the various colleges allows staff to share and offer ideas on how to help students in general, but SSS participants' specifically, to feel empowered to seek resources from these offices and thus succeed.

First Scholars

The First Scholars Program at the University of Kentucky seeks to improve the retention and graduation rates of first generation college students through scholarship funding, programming, and campus collaboration. First Scholars is a comprehensive program created specifically to address the holistic development of first generation students throughout their undergraduate college experience at the University of Kentucky. The program based on theory and research includes multiple levels of support to address the unique challenges first generation students face.

FRESHMAN YEAR: Connecting to Campus

Freshmen live in the First Generation Living Learning Community and participated in connected courses as a cohort. Students attend an off campus retreat in August to learn about First Scholars and each other. The students are matched with an upper class First Scholar Peer Mentor, assessed through personal strengths and skills to determine if their major is a good fit and explore student organizations on campus. The students meet regularly with the Program Coordinator to develop an Individual Strategic Plan (ISP).

SOPHOMORE YEAR: Optimizing the College Experience

As sophomores, students attend a retreat at the beginning of the fall and spring semesters, apply leadership development skills through a series of leadership workshops, are matched with an upper class First Scholar Peer Mentor, join a student organization, participate in a cohort designed service project and meet regularly with the Program Coordinator to develop an Individual Strategic Plan (ISP).

JUNIOR YEAR: Expanding Career and Community Opportunities

As Juniors, students attend a retreat at the beginning of the fall and spring semesters, select a Faculty/Staff mentor, continue membership in a student organization, serve in a Pay-It-Forward position within First Scholars, participate in professional development workshops to enhance leadership skills through giving back to the First Scholars Program, begin planning for capstone Individual Service Project, and meet monthly with the Program Coordinator to develop an Individual Strategic Plan (ISP).

SENIOR YEAR: Transitioning to the Future

As Seniors, students attend and lead the freshmen retreat in August as well as the spring retreat for all scholars, select an Alumni mentor, participate in Real Life 101 workshops to prepare for life after college, complete capstone Individual Service Project and meet monthly with the Program Coordinator to develop an Individual Strategic Plan (ISP).

This program promotes diversity, meets diversity goals, and/or closes the underrepresented minority retention/graduation gaps by recruitment efforts targeting first generation, low-income students from western, central and eastern Kentucky regions, encouraging cultural events attendance and various diversity workshops.

Additional funding is needed to support diversity related programming efforts and to provide for scholarships for upperclassmen and transfer first generation students.

Robinson Scholars

The primary objective of the program is to help high school seniors complete their timely application to UK and educate about the admissions process, introduce college mentors, help understand financial aid, and introduce campus life. The daylong workshop also includes a campus tour, lunch on campus, and information sessions for students and parents.

The activity promotes the University goal of improving first generation outcomes by bringing a group of well-prepared students to campus to apply for admission to UK. About 40 first generation students come to campus for this activity, and their application is completed in a timely manner. Those who participate receive an application fee waiver from the University. Because the University considers Appalachian students as an underserved group, the applications of these students contributes to the University's mission to increase underserved populations.

The program is successful because it ensures completion of applications to UK in a timely manner. Students are provided assistance with their application, and they also get to meet representatives from student service and scholarship programs, such as CARES, Parker Scholars, and Student Support Services. Another key element is the involvement of parents in the application process. Because the activity is conducted on campus, parents get a firsthand look at the University and get to meet UK staff and college mentors who will be working with their prospective college students. The evidence for success of this program is straightforward. Of the 40 students who have been identified as potential recipients of scholarships from Robinson Scholars, 35 have been accepted to UK (by Nov. 3, 2015). For students whose acceptance is still pending, there is adequate time to work with them to provide help in application completion.

Only minor changes are needed from year to year to improve delivery of this program. This includes coordination with more colleges and student services programs to ensure they are represented at the event.

College Reports on Student Success Initiatives

This section highlights relevant activities occurring in academic colleges and student support areas that promote diversity and close retention and graduation gaps.

College of Agriculture, Food and Environment

College of Agriculture, Food and Environment would like to highlight an ongoing initiative that is embedded in a critical first-semester freshman course, as well as an impending initiative that will be piloted this coming spring semester.

Cultural Awareness and Cultural Competence Workshops.

Issues in Agriculture, Food and Environment, required of all incoming first year and transfer students, is the key venue through which CAFE students have the opportunity to experience these workshops. This course is designed to help students with their transitions to the University environment; in order to facilitate that transition, class size is kept small (25 student caps) and instructors are carefully selected from among the very best in the College. Students are intentionally mixed across majors within sections, thus enhancing the likelihood that students will interact across differences.

Further, only first year students take the fall offering, and only transfers are enrolled in the spring offering; this allows instructors to specifically tailor their presentations, assignments, and group work for the appropriate student level. Content-wise, the course intent is to introduce to prepare students to articulate and calmly discuss major historical, international, social, economic, political, and scientific issues in agriculture and renewable resources.

As a vital component of this course, instructors collaborate with the CAFE Office of Diversity in providing the above workshop. This interactive workshop introduces students to several dimensions of diversity, builds cultural competency of first year and transfer students, and provides opportunities to discuss differences and similarities experienced at UK while also highlighting additional diversity and cultural resources for students in the college and at the University of Kentucky. Instructors report that this is a high value experience, with enduring impact on students' perception of what constitutes diversity and how to positively relate across differences. CAFE has been providing these Cultural Competence and Awareness workshops to UKCAFE students for four years consecutively. Ways to enhance the program would be to offer pre/post surveys to students participating to determine growth in cultural competency and cultural awareness. Additional ways to improve the workshops would be to conduct random focus groups of participants to determine growth in the cultural awareness and cultural competence.

A new, pilot course, *Communicating Across Cultures*, will be offered for the first time in the spring of 2016. This course is modeled on a similar course that is required of all freshmen in a comparison college at Purdue University during their first spring semester. The course is open to any freshman in the College of Agriculture, Food and Environment with a focus of providing CAFE students an opportunity to understand their place and others in a multicultural, multiethnic, multinational country, the United States.

Communicating Across Cultures is designed to present an academic overview of the field of social justice as it has evolved to this day. The course will offer a basic review of the great variety of differences that exist within all human beings. Because the variety among individuals is endless, CAFE cannot study all differences, but will study a sampling such as race/ethnicity, gender identity, age, social class, disability, learning styles, and religion/spiritual orientation. Issues of poverty, language, power and oppression are examined in relationship to the above major areas of emphasis.

College of Arts & Sciences

As a large college, with more than 450 faculty members and 5,000 undergraduates, the College of Arts and Sciences offers a wide range of different programs – formal and informal – to engage diverse audiences of students and faculty. This year we provide some information about two programs focusing on increasing diversity in our College: Recruitment of a diverse faculty – College-wide initiative; and Graduate Scholars in Mathematics - Department of Mathematics

To increase the diversity of the faculty in the College of Arts and Sciences, at all levels and in all disciplines this program takes a multi-pronged approach to incorporating diversity into every stage of the faculty recruitment and hiring process.

The college runs an annual workshop for each search committee that includes significant attention to diversity. This workshop includes a refined 15-20 minute presentation that offers a technique for reducing unconscious bias and discusses strategies for getting more diversity into the applicant pool. The college takes advantage of special opportunity situations and encourages departments to create these. Also, a small program to support research and teaching that support diversity are carried out by faculty from underrepresented groups.

As a result of these activities, the college has built attention to diversity into all stages of the recruitment process: job ad, search committee, applicant pool, determining whom to interview and to bring to campus, and whom to hire. They make use of diversity in the interviewee pool to shape the people brought to campus and made offers.

The result of this is a steady and significant increase in the proportion of women faculty in the College in recent years. An increase in the percentages of Hispanic faculty members is found. More African-American scholars have also been hired.

Looking to the future, the college will work on further increasing diversity in the applicant pool. This is a medium-term project that requires working on department cultures, developing department relationships with graduate programs known for producing scholars from underrepresented groups, and creating visibility among particular professional groupings.

The Graduate Scholars in Mathematics (Department of Mathematics) has a purpose to increase the number of African American, Appalachian, Hispanic or female students in doctoral program and to improve their chances of success by providing extra support in the first two years.

The Graduate Scholars in Mathematics (GSM) program is supported by a \$500,000 grant from the National Science Foundation. The grant funds fellowships for students that allow students to spend less time teaching during their first two years. In addition, the grant provides funds for travel and services to support GSM fellows.

This is a new program, but in its first year, the program has helped to recruit a class of graduate students that is comprised of half male and half female students. Typically, graduate programs in mathematics are one-third female and two-thirds male. One GSM fellow is African American. He is the fifth African American graduate student to enter the college in 25 years.

This is the first year for recruiting GSM fellows. The program has been successful in helping to recruit a more diverse class. Going forward the biggest challenge will be to sustain the program after the expiration of the grant that supports the program.

College of Business & Economics

Women Business Leaders (WBL)

This holistic program engages female College of Business and Economics undergraduates with prominent female business leaders from our local community and beyond. The WBL Program selects a new cohort of female students and mentors during the spring semester each year. The program provides guidance and mentoring to female business school students to prepare them for success in their undergraduate education and professional careers.

In addition to meaningful contact with their paired mentor, participants get to attend leadership workshops, visit local businesses and engage in outreach projects throughout the semester.

This one year program includes the following elements/requirements: attend a kickoff retreat as a group (students and mentors) in August; have personal and meaningful contact with their paired mentor throughout the academic year; communicate with their mentor on a bi-weekly basis (minimum) throughout the school year in a variety of forms (Skype, phone, in-person, etc.); meet as a group throughout the year for reflection and group discussions; take part in community service and outreach projects throughout the semester; participate in a site visit as a group; attend a celebratory dinner with their mentors at the end of the academic year.

In 2011, research showed overall enrollment patterns in colleges across the country reflected a growing trend that over 50 percent of total enrollment was comprised of female students. Unfortunately, this was not the case in most business schools as female-student enrollment was around one-third versus two-thirds for male student enrollment. Similar disparity is found in numbers for the Gatton College. The

WBL program seeks to address the need for more support for female students in a heavily male dominated profession specifically in top executive positions.

From a retention perspective, it is vital to engage these women once they are on campus. In the Gatton College, there are extensive resources for high achieving students as well as those students who are struggling and may need extra attention. WBL provides the opportunity to identify students that fall in the “middle range.” These are students who are solid performers but might otherwise fly under the radar and could benefit greatly from additional support and development. Furthermore, it is imperative that we not only provide an excellent education but also prepare our students for the challenges they may experience that are unique to women in the workplace. This is the goal of the Women Business Leaders Program.

The program has been successful on many levels. All WBL students have either graduated or continue to be successful in Gatton. Some of the program graduates have continued study at the graduate level in business, public policy and law. Others have started careers at major companies such as Price, Waterhouse & Cooper, Ernst & Young, Toyota, Federal Deposit Insurance Corporation (FDIC), and IBM to name a few. Following the program, participants have held a host of campus leadership roles such as Gatton Ambassador, Chellgren Fellow, DanceBlue Philanthropy Chair, PanHellenic Council President and UK Homecoming Queen.

Additionally, mentors experience a restored connection to the college, personal satisfaction from “paying it forward” to the next generation of leaders, an increased opportunity for professional networking with other high level executives, positive exposure for the companies they represent, and access to the developing talent.

One of the most important benefits participants receive from the WBL experience is increased confidence. Our graduates walk away from this experience with an understanding of their strengths and the confidence and preparation to dive head first into any opportunity they seek to obtain.

Continuing to refine the program yearly to improve the experience for both the mentors and students is a goal. Over the years, new features have been added to the program such as mentor training and bi-annual meetings, a LinkedIn group for past and present participants, additional company visits and professional speakers.

The biggest challenges for the program are: recruiting new mentors (due to time commitment, locality, etc.), expanding the size and impact of program (# of mentors drives number of students) and funding for program activities (initial grant is non-recurring)

College of Education

The College of Education (COE) provides numerous programs across six colleges. Each program makes every effort to recruit, retain and support engagement of diverse students for both undergraduate and

graduate level programs. In addition, the COE is committed to providing teacher candidates with Clinical/Field based experiences that will prepare them to work with P-12 students of culturally diverse backgrounds. This includes students of color, students of different ethnic and religious backgrounds, and schools in urban and rural settings. Also, candidates have the opportunity to gain experience working with students who may have special needs (e.g. gifted and talented and special education) and students with different socio-economic backgrounds.

Currently, as a way to recruit diverse teacher candidates the COE offers the Minority Educator Recruitment and Retention (MERR) Scholarship. This scholarship is available to full-time minority teacher candidates who are pursuing an initial teacher certification. Funding for the MERR scholarship (authorized in 1992) is provided by the Kentucky Department of Education. The purpose of this scholarship is to address the critical shortage of minority teachers, especially in the areas of mathematics and science.

The COE encourages all students to become involved and engage in activities and organizations that support their individual educational programs. These organizations are coordinated through the College's Office of Student Engagement, Equity and Diversity (SEED). The purpose of the SEED office is to enrich the academic experience of COE students through co-curricular activities. A few of the goals of the SEED office is to maintain a college environment that is both inclusive and supportive of students from enrollment to graduation, and provide opportunities for students to engage and connect with the College's programs and initiatives that embrace diversity. Although there are many student organizations that support their individual programs in which students can participate, one organization directly supports the College's minority and diverse populations.

The Minority Education Association (MEA) is an organization that serves to support and mentor African, African American, Latino, Native American, and Asian American teacher candidates as well as students with disabilities and those of other ethnic and religious backgrounds. One of the purposes and goals of MEA is to engage students from diverse populations.

MEA is a partner organization of the Kentucky Education Association (KEA) which advocates for quality public education. MEA members are given the opportunity to participate in community service opportunities and engage in activities with public schools in partnering school districts. In addition, members collaborate with other organizations which include KEA, TEEA (Teachers of English Education Association), and EESA, (Elementary Education Student Association) on a variety of P-12 learning projects.

As a way to recruit a diverse population for the college's advanced programs, the COE has joined the American Association of Colleges for Teacher Education (AACTE) Holmes Scholar Program. Historically, the Holmes Scholars Program provides membership, peer support and professional development to doctoral students from historically underrepresented backgrounds, especially racial, ethnic, and linguistic minorities. More recently, the Holmes Scholars Program has expanded its reach to high school, undergraduate and masters level students. This new initiative will allow the COE to not

only recruit students of diverse backgrounds, but it will also create opportunities for mentoring and peer support, as well as professional development for students at all levels interested in education careers.

College of Engineering

Research-based Mentoring Program for African Americans, Hispanics, and Native Americans pursuing Engineering degrees at UK is to increase the number of minority students receiving engineering degrees and to encourage these students to pursue PhD degrees and faculty positions.

This program is funded by the National Science Foundation, Broadening Participation in Engineering Program. Students joining the initiative are matched with a research mentor at the UK Center for Applied Energy Research early-on in their academic studies. They also have a designated faculty advisor in the College of Engineering. These students receive mentoring from these individuals and are made aware of resources available to them across campus to succeed.

Studies demonstrate that student participation in research can play a significant role in retaining these students. This program motivates these minority students to choose engineering and help them graduate with an engineering degree, and helps these students acquire the skills they need to become engineering professionals, leaders and role models.

While this program is new, studies show that student participation in research plays a significant role in retaining students. This program will enable the college to assess the retention of these students compared to those that are not in the program. 10-12 new students are accepted each year. Therefore the total amount of students served will grow every year considering it is a continuing program for students who stay in the program.

University of Kentucky's Women in Engineering Summer Workshop Series is for high school women (rising sophomore, juniors and seniors) who are considering engineering as a possible major and career. Participants in the competitive workshops will explore the world of engineering with UK faculty members and students through hands-on experiments in a collegiate environment. The goal of the WIE Summer Workshop Series is to provide young women with knowledge and support for their decision to pursue engineering as a course of study in college.

High school women students can pick from six engineering one-day workshops where they learn about the engineering discipline and participate in hands-on experiences. They can register for as many workshops as they want.

Women are clearly a minority in the engineering fields. This program introduces women students to engineering at a critical time when they are making decisions about what major to pursue in College. In addition, the hands-on experiences promote retention of these students by increasing their confidence in their abilities to pursue engineering disciplines. About 75 different high school girls attended throughout the course of the summer.

This program was offered for the first time last summer. The student participants were ecstatic about the program and many commented that they are going to pursue engineering because of the workshop. Plans will be to track these students to determine how many pursue engineering and their retention in their chosen engineering field.

The plan is to expand the number of available workshops and may also expand to an overnight program in the future.

College of Fine Arts

The College of Fine Arts has been actively engaged in a cooperative educational/cultural agreement of exchange with the Inner Mongolia University (IMU) College of Fine Arts. The College of Fine Arts has participated in this exchange for the past four years and has had a delegation from their school come and visit the UK campus (2012). A delegation from the University of Kentucky (30 individuals), has visited the campus in Hohhot, Inner Mongolia as well.

The purpose of this program is to foster a cultural exchange, learn more about the different programs in the arts, and begin to exchange ideas as to how we might collaborate with one another, both student collaborations as well as faculty exchanges. The most impressive parts of the program with IMU is about the exhibitions, concerts, workshops, and opportunities to collaborate in many different styles of music, art, theater, costume making, visual and three D art.

This program provides diversity not just through our exchange opportunities to learn from one another but we have had several (14) IMU students enroll throughout our college in music, dance, arts administration, costume design, and visual/3 D art. These students bring an extraordinary work ethic and experience in ethnographic instrument playing, art, print making (horse head fiddle, long song singing, throat singing) that our students are being exposed to. The main impediment to having more IMU students on campus is the cost of tuition, and their knowledge of English language.

The program has been successful for two reasons, professional advising staff is outstanding and is able to plug the students from IMU into the courses they need. The second reason is these students, except for the English, come here well prepared to do the work. The feedback that their students have given the faculty at IMU was extremely positive. The Arts Admin students (7) are so well prepared the professors in that area really take care of students. The most negative feedback received was from the music students. The IMU faculty expressed that their students did not feel as confident about their work. Moving forward is the possibility of faculty exchanges as well as looking at some monetary assistance that might be available to some of these students who want to come but cannot unless the college can help defray their costs.

College of Health Sciences

The Hazard Center of Excellence in Rural Health was established to provide healthcare in an area where there is a shortage of healthcare professionals and to address significant health disparities. To create a pipeline of healthcare professionals to serve in more rural areas, the University of Kentucky created a partnership with the Center and brought several of its healthcare programs to the Appalachian region including Physical Therapy, Medical Laboratory Science, and Social Work. Most students attending the Hazard campus are first generation and are from a rural background in the Appalachian region. The Center was developed to educate individuals who will become future healthcare providers in underserved areas.

In addition of trying to create a pipeline of health professionals in a rural area, the program is intended to improve student success and retention of these underrepresented student populations. To this end, this program creates an environment where the experiences of rural, first generation, and Appalachian individuals are embraced and can feel the comfort of being educated in their home environment surrounded by people with similar backgrounds and experiences. This is important for two reasons: one, students from these underrepresented populations would be less likely to enroll in programs where they have to leave their communities; two, in the event that some of them were to leave their communities and enroll in a program away from their community, the likelihood that these students would experience a sense of isolation and alienation would be higher.

Despite the excellent intentions of the Center, there is still work to be done. While the students entering the various academic programs at the Center appeared equal on paper to their urban counterparts, students in the more rural setting were experiencing greater academic challenges. In order to address these issues, a transitional student success seminar was developed. The College of Health Sciences' Office of Student Affairs in coordination with the Center of Excellence in Rural Health oversees programming for incoming students in the fields of Medical Laboratory Science, Physical Therapy, and Social Work. The purpose of the Student Success Seminar is to assist students in their transition into their respective academic programs. Areas have been identified across the academic programs in regards to test taking, note taking, learning styles, and stress and anxiety that need to be addressed so that students will hopefully face less challenges as they start their academic programs.

This past August, students from across the three academic programs took part in a Student Success Seminar which included the following components: Relationship building activities, Mindfulness practices, Learning Styles, Note taking strategies, Test taking strategies, Faculty expectations, Student Success Panel- lead by students who are part of the three programs, Follow-up sessions throughout the fall included: 4 additional hours on mindfulness practices, Test anxiety, how to write, and plagiarism

Although this is the first time this program was initiated to meet the needs of students, initial assessments have been positive.

Students feel more supported in their transitions into their respective programs and have a better sense of belonging with their peers both within and across academic programs due to this programmatic intervention. Moving forward the college will continue to assess the needs of students and expand programming in areas where gaps are identified. Modifications and further programmatic interventions will hopefully enhance and bolster the foundation of success already established at the Center.

College of Nursing

The Director of Diversity and Inclusivity provides leadership to recruiting and retaining a competitive workforce that values diverse thoughts and ideas. This includes the recruitment and retention of a diverse student body. The Director works closely with the Dean to implement the strategic initiatives related to diversity and inclusion including: participating in the recruitment process for faculty, staff, and students, serving as a resource for marketing materials.

The purpose of the statement of diversity is to encourage a heterogeneous group (student, faculty, staff) in the College of Nursing. This will allow the college to challenge each others' assumptions, spark lively debates, and expand each other's understanding of situations outside of our experiences. This statement expresses the value placed on various cultural, social, and economic experiences and the fact that this will improve the nursing workforce and the world in general.

The Director has been appointed this year and has 25 to 30 percent dedicated time for issues related to diversity, including prioritizing an agenda of diversity for the incoming class and an environment of inclusivity for those that are present.

The statement of inclusivity is as follows: The University of Kentucky College of Nursing embraces diversity and inclusion as core values that support our goal of providing an intellectually stimulating environment where a variety of ideas and perspectives work together to foster innovation. Diversity describes a *community* of individuals with varied ideas, world views, and personal characteristics, including but not limited to race, ethnicity, gender, gender identity and expression, age, socio-economic status, national origin, geographical region, sexual orientation, disability, religion and life experiences. Inclusion is a *culture* that encourages collaboration and fairness and leverages diversity so that all individuals are empowered to participate and contribute to their full potential.

The College of Nursing encourages members of the College and University community to contact with ideas that support and enhance the goal of making the College of Nursing more diverse and inclusive.

The Director promotes diversity in a number of ways. Specifically, for the undergraduate program, the Director will evaluate both who the college is and how they are. This means the Director will assess the number of underrepresented minorities that are being admitted and retained in the college annually. This report will be submitted to the director of the academic program and the total faculty. In addition, the director will assess the climate in the college and present this to the faculty and director. These

assessments will allow a discussion regarding strategies to promote recruitment and retention of URMs in the college.

The statement of diversity and inclusivity is designed to encourage and foster an environment of comfort for all students. This statement is included in our syllabi and the Director discusses it at orientation so that students are introduced to the value that is placed on diversity within the college.

There is currently no evidence that either of these activities are successful. They are new to the College of Nursing for this year and we will provide an evaluation and follow up in next year's report.

College of Public Health

The College of Public Health oversees the delivery of two graduate-level courses that specifically focus on the identification and reduction of disparities in health status by geography and by race/ethnicity. These two courses, CPH 648 and CPH 644, help students understand differences in minority populations in order to build and lobby for the infrastructure and policy needed to prevent excess disease and death in underserved populations.

A sample of the objectives for these courses include identify policies to protect the health of rural populations and guide the practice of public health, identify the barriers to health services by rural populations and propose interventions that address barriers to care for rural populations, describe the role of socioeconomic status on health, identify culture's role in health, wellness, and illness and describe the historical context for health inequity

These courses are primarily didactic, but the rural health disparities course includes field trips to two rural Eastern Kentucky communities. Both courses contain multiple assignments that require students to demonstrate their competency in understanding the determinants of health disparities and approaches to reducing such disparities.

These courses enhance our students' understanding of the fundamental determinants that produce disparities in health status. Our goal is to equip them with tools to enhance their ability to mitigate these disparities.

Both courses have received very high teacher course evaluation scores consistently. More importantly, in the open-ended fields of the TCEs, students have provided written evidence of the power of these courses to enhance their understanding of inequities in health and possible solutions.

These courses comprise only one element of the College of Public Health's efforts to enhance an environment that values and advances equity and inclusivity. The College created a Diversity Workgroup in 2014, which developed and implemented a college-wide survey to assess the climate. Based on the findings of this survey, the Workgroup is currently developing a formal Diversity Plan, which is will enhance our preparation for the self-study for Council of Education in Public Health reaccreditation efforts.

Workforce Diversity

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

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 2013-2014 the University of Kentucky employed 12,341 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 2014-2015 the University of Kentucky employed 12,559 total, an increase of 218 employees or 1.77 percent. The University of Kentucky considered 137,377 applications for 3,450 appointments. The University has a stable workforce with many long-term employees and low attrition rates. Positions are in high demand with only 2.5 percent of the applications considered being appointed. 2.5 percent of female applicants were appointed and 2.5 percent of all minority applicants were appointed.

Full-Time Employees by
Job Classification: 2014-2015

Utilization Analysis - University of Kentucky 2014-2015 .D1014.													
Job Category	Total	Females				All Minorities				African-American			
			%	Goal %	Under		%	Goal %	Under		%	Goal %	Under
E/A/M	579	283	48.9%	50.0%	Y	35	6.0%	16.1%	Y	20	3.5%	7.9%	Y
Executive	55	17	30.9%	48.4%	Y	9	16.4%	18.7%	Y	7	12.7%	10.2%	N
Administrative	336	175	52.1%	50.0%	N	17	5.1%	15.9%	Y	13	3.9%	8.0%	Y
Managerial	188	91	48.4%	50.0%	Y	9	4.8%	15.8%	Y	0	0.0%	7.1%	Y
Faculty	2,362	876	37.1%	48.2%	Y	481	20.4%	18.7%	N	81	3.4%	6.9%	Y
Professional	4,634	2,988	64.5%	50.0%	N	489	10.6%	13.3%	Y	197	4.3%	5.1%	Y
Health	1,511	1,223	80.9%	50.0%	N	108	7.1%	11.4%	Y	48	3.2%	4.9%	Y
Administrative Support	1,636	1,091	66.7%	50.0%	N	115	7.0%	12.4%	Y	58	3.5%	5.0%	Y
Student Support	513	328	63.9%	50.0%	N	74	14.4%	14.3%	N	59	11.5%	7.0%	N
Technical Support	974	346	35.5%	46.5%	Y	192	19.7%	15.6%	N	32	3.3%	5.0%	Y
Office & Clerical	2,285	1,999	87.5%	50.0%	N	326	14.3%	14.9%	Y	258	11.3%	11.6%	Y
Grades 0031 - 0040	1,070	942	88.0%	50.0%	N	174	16.3%	15.4%	N	144	13.5%	12.2%	N
Grades 0041 and above	1,215	1,057	87.0%	50.0%	N	152	12.5%	14.5%	Y	114	9.4%	11.1%	Y
Technical/Paraprofessional	1,468	918	62.5%	50.0%	N	211	14.4%	13.1%	N	128	8.7%	8.3%	N
Skilled Crafts	172	2	1.2%	4.0%	Y	20	11.6%	16.3%	Y	18	10.5%	7.7%	N
Service and Maintenance	1,059	376	35.5%	50.0%	Y	318	30.0%	28.1%	N	289	27.3%	20.0%	N
Total	12,559	7,442	59.3%			1,880	15.0%			991	7.9%		

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 536 individuals in 2013-2014. In 2014-2015 the total number of E/A/M employees was 579. This represented an increase of 43 employees or 9.3 percent. The total number of women increased from 263 to 283. All minorities declined from 39 to 35 total, and African American decreased from 25 to 20. 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 57 to 55. In this job group women increased from 14 to 17. All minority group employees remained the same at 9, as did African American at 7.
- 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 300 to 336. Women Administrators increased from 161 to 175. All minority group Administrative personnel reduced from 20 to 17, and the number of African Americans decreased from 17 to 13.
- 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 179 to 188. The number of women managers increased from 88 to 91. All minority group managers decreased from 10 to 9, and African American managers decreased from 1 to 0.

Faculty

The University of Kentucky employed 2,191 regular full-time faculty in 2013-2014. In 2014-2015 that number increased to 2,362 faculty. This represents a total increase of 171 employees or 7.8 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 increased the number of regular full-time faculty. The total number of women faculty increased from 823 to 876 or 6.4 percent. All minority group faculty increased from 423 to 481. The number of African American faculty decreased from 86 to 81.

**University of Kentucky
Faculty Data
2013-2014**

For Non-Hispanics Only

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			6	7	6	4			43	11			515	131
Associate Professor	5	8			3	20	20	15			25	15	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			3	16	9	13			13	10	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			3	20	5	6	2	1	13	13	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

**University of Kentucky
Faculty Data
2014-2015**

Employees by Primary Occupational Activity	For Non-Hispanics Only															
	Hispanic s 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	10	2			68	7	4	4			451	122			533	135
Associate Professor	6	7			39	23	19	15			264	160	4	0	332	205
Assistant Professor																
Faculty (On Tenure Track)																
Full Professor																
Associate Professor					3	1					8	2			11	3
Assistant Professor	14	5			44	20	7	13			137	112	2	5	204	155
Faculty (Not on Tenure Track)																
Full Professor	1	0			3	1	0	1			28	9			31	11
Associate Professor	3	2			15	6	0	3			63	34			81	45
Assistant Professor	6	7			43	28	6	6	3	2	158	154	0	1	216	198
Senior Lecturer	0	2			0	2					15	21			15	25
Lecturer	3	2	0	2	1	5	2	1			43	77			49	87
Instructor					2	0					11	12			13	12

For 2013-2014, the University of Kentucky had 53.1 percent total regular full-time tenured faculty. There were 58.6 percent tenured minority faculty, 44.2 percent tenured Black or African American faculty.

For 2014-2015, the portion of University of Kentucky tenured faculty was 51.0 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 both 2013-2014 and 2014-2015, 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 Advancement 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.

Workshops were offered for faculty by the Center for Enhancement of Learning and Teaching (CELT) in the 2014 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 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 2013-2014 the University of Kentucky employed 4,496 professional employees. This number of employees increased in 2014-2015 to 4,634 representing 3 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.

- **Professional Health** employees primarily perform health care or health-related activities. The total number of employees in this job group increased from 1,430 to 1,511 or 5.9 percent.

The total number of Professional Health women increased from 1,153 to 1,223. All minority employees increased from 98 to 108. African American increased from 47 to 48.

- **Professional Administrative Support** 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 1,601 to 1,636 or 2.2 percent.

The number of women in this job group grew from 1,071 to 1,091. The number of African American decreased from 59 to 58, while all minority groups grew from 107 to 115.

- **Professional Student Support** employees primarily perform student service activities. In this job group the number of personnel increased from 505 to 513 or 2.4 percent.

Women occupying positions in this job group increased from 312 to 328, while all minority groups staffing increased from 67 to 74 employees. The number of African American staff went from 56 to 59.

- **Professional Technical Support** employees primarily perform technically-related support activities. Growth in the number of employees in this job group went from 960 to 974 and represented 1.5 percent.

The number of female employees increased from 342 to 346. Minority employees overall increased from 181 to 192. African American technical professional employees increased from 27 to 32.

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 2013-2014 to 2014-2015.

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

There are 283 female employees in E/A/M positions, representing 48.9 percent of the total. The number increased over the previous year by 20. The total number of minority employees reduced from 39 to 35. This represents 6.0 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 25 to 20, still underutilized by representing 3.5 percent of the 7.9 percent goal.

Faculty

The number of female faculty increased from 823 to 876 from 2013-2014 to 2014-2015. This exceeds the 34.0 percent female faculty goal by 362 percent. Minority faculty increased from 412 to 481 from 2013-2014 to 2014-2015. There was an overall decline in total faculty from 2180 in 2013-2014 to 2162 in 2014-2015. The minority faculty goal 15.8 percent availability in the labor market is exceeded at 19.3 percent. Black or African American faculty decreased from 86, equivalent to 3.6 percent of the 4.0 percent employment goal, to 81 or 3.9 percent. This decrease 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 2013-2014 to 2014-2015 grew by 138 from 4,496 to 4,634 or 3 percent. This growth primarily occurred in Health, Administrative Support and Technical Support job group. Females comprise the majority of UK professional employees at 64.0 percent in 2013-2014 and 64.5% in 2014-2015. The goal is 50 percent utilization in professional positions. Minority professional staff increased from 453 to 489. The number of Black or African American professionals increased from 189 to 197.

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, established in January 2009, continues to provide training, resources and tools for hiring officials. The program is intended to educate hiring officials on effective and legally credible hiring practices. A variety of trainings are offered annually which include: 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 also conducts the interviewing and selecting portion of the University's *SuperVision* course offered on a regular basis to all new supervisors. This program has three dedicated Employment Consultants that offer multiple customized resources including: behavior based interview guides (phone, in-person and/or reference checks); department consultations; and trainings. A website has been developed to provide tools to hiring officials wherever they are in the hiring process.

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.

Courses in Basics of Diversity, Gender Styles in Communication, Communicating Across Cultures are offered as open enrollment courses for University staff and faculty. These courses are also required components of the Essential Leader Program, a development program for employees wishing to build fundamental leadership competencies. A course in Generations in the Workplace is also available to the University community.

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 continues as a student-led organization.

Planning began for comprehensive training on Unconscious Bias to be introduced in 2015-2016. An orientation to unconscious bias was piloted for approximately 50 employees in 2014-2015. Students, faculty, administrators and staff will be included in the training initiative.

Employment Advertising Improvements

In 2015, Graystone Group Advertising services were acquired through the University procurement process (RFP) to enhance UK's employment branding and effective advertising capabilities through heightened exposure and visibility. The contract terms are February 1, 2015 through January 31, 2016 with renewal options thru 2020. Graystone provides options that target specific advertising needs for requested employment searches with the goal of increasing the diversity and qualifications of each candidate pool. To assist in meeting the Office of Federal Contract Compliance reporting and outreach requirements, the HR Employment Office purchased a variety of targeted job boards to advertise staff and faculty positions. These job boards include: InsideHigherEdJobs.com, HigherEdJobs.com, Diverse Issues in Higher Education, Academic Keys and American's Job Exchange. Each job board will automatically upload positions from the UK Jobs website daily allowing UK to reach a broader candidate audience. University of Kentucky has a dedicated profile on InsideHigher.com and HigherEdJobs.com job boards to provide additional 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, the 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 on-line advertisements with CareerBuilder.com and the Chronicle of Higher Education to provide advertising options for professional level positions and faculty 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 for positions in a job category which is underrepresented in minorities and/or females. In fact, targeted advertising research overviews are customized for interested departments to provide a cost analysis as well as suggested niche site advertising options.

Beginning Fall 2015 all academic colleges will use the Human Resources Integrated Employment System for regular and full time faculty employment.

Summer Youth Program - The HR Employment Office coordinates this six week program which was designed to expose 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 an evaluation panel choosing which students to 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, 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. Visit <http://www.uky.edu/hr/work-life/elder-care> for more information.

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. Visit <http://www.uky.edu/hr/work-life/counseling/worklife-connections-counseling> for more information.

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/work-life/workplace-flexibility/reduced-seasonal-hours>

Child Care and Back-up Childcare Resources: 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 offers the Big Blue Family Care program to connect University faculty and staff with University students to meet employee needs for back-up or occasional childcare. Learn more about these options by visiting <http://www.uky.edu/hr/work-life/resources-for-parents>

Lactation Resources: The Office of Work Life provides lactation resources and mother’s rooms across campus to encourage and support mothers who choose to breastfeed after returning to work. For more information, visit <http://www.uky.edu/hr/work-life/resources-for-parents/lactation-in-workplace>.

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, one Honorary Trustee, 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 2014-2015 academic year, Board of Trustees membership was fifteen male, five female and two minorities. For 2015-2016, Board of Trustees membership is sixteen 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 Kentucky Plan for Equal Opportunities in Postsecondary Education (Kentucky Plan). In September 2010 the Kentucky Council on Postsecondary Education (CPE) adopted the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development. 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. A new CPE diversity policy is currently under development.

During the 2014-2015 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: Assess compliance with sexual assault and sexual violence Federal regulatory requirements.

Mr. Victor Hazard, Dean of Students

Captain Tom Matlock, UKPD/Crisis Management and Preparedness (CMP)

Ms. Therese Smith, Director, Community of Concern

Dr. Denise Simpson, Director, Office of Student Conduct

Ms. Rhonda Henry, Director, Violence Intervention & Prevention Center (VIP)

There is a “criminal process” and a “University administrative process” for sexual assault, stalking, dating violence and domestic violence. Reports go to the Title IX Coordinator and Clery Coordinator. The Office of Student Conduct manages all student conduct including issuing No Contact Orders, Interim Suspensions, No Trespass Orders, and additional accommodations. There are two Hearing Boards: one deals with non-Title IX allegations: the other solely with Title IX allegations. A new affirmative consent definition will be drafted for the Student Code and AR 6:2.

The Violence Intervention and Prevention Center (VIP) provides confidential services, and non-identifying information for Clery reporting purposes. VIP provides advocacy services including Survivor Support Fund, crisis intervention assistance with legal and administrative processes, and assistance with accommodations. VIP empowers survivors by informing them of their rights and helping them make informed decisions.

GOAL II: Review accountability measures to insure achievement of diversity goals and objectives. Specifically, review diversity in the undergraduate general education curriculum.

Dr. Ben Withers, Associate Provost and Dean for Undergraduate Studies, Undergraduate Education

UKCore is the official name of the General Education Program. The Curricular Framework has four core requirements, including: Intellectual Inquiry, Composition and Communication, Quantitative Reasoning, and Citizenship.

There are 7 Design Principles for the UK General Education Program:

- a. Courses in the general education curriculum will incorporate learning experiences that produce understanding of the process of inquiry and help students develop critical thinking skills.
- b. The general education curriculum will consist of no more than the equivalent of thirty credit hours of course work.
- c. A revised curriculum will intentionally identify and strengthen the connections between the general education curriculum and the student’s major field of study.

- d. A revised general education curriculum will be designed to smooth students' transition from high school to a research university, and to establish the foundations for advanced college-level learning.
- e. A revised general education curriculum will pay explicit attention to developing students' communication skills and quantitative reasoning abilities.
- f. The general education curriculum will lay the foundation for effective citizenship in our pluralistic society that is increasingly interconnected with a multilingual, global community.
- g. The curriculum will specify learning outcomes and the processes for both the systematic assessment of those learning outcomes and ongoing curricular improvement.

GOAL III: Examine compliance with new Federal employment regulations for (1) Individuals with Disabilities and (2) Protected Veterans.

Ms. Heather Roop, Technical Compliance Officer, Office of Institutional Equity and Equal Opportunity

New regulations effective March 24, 2014, involve keeping employment statistics for “Individuals with Disabilities” and “Protected Veterans”. UK must conduct certain types of “appropriate outreach efforts,” including posting job opportunities on various websites and attending specific job fairs. New forms that are required include:

- a. Working with UK Human Resources Employment and academic colleges to acquire information pre-hire/post-hire, and
- b. Protected veterans' definition form.

This new information will be included in the annual UK Affirmative Action Plan starting October 2015. A primary concern is compliance specifically with departments who do not use UK's online employment system (IES). Data must be accurate, timely and accessible upon request.

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

Dr. Mary C. Bolin, Counseling Center: Consultation and Psychological Services Director

Ms. Carol Taylor, Violence Intervention and Prevention Center (VIP)

A 2009 State of Higher Education for Lesbian, Gay, Bisexual and Transgender People study found:

- a. Highest risk of experiencing conduct that interferes with their ability to live, learn and be successful on campus (according to OUTSource, 158 students have left UK within the last 6 months; do not have specifics).
- b. 39% of transgendered students experienced some form of harassment.
- c. LGBTQ* students are at a higher risk of suicide and more likely to be harassed in public.
- d. LGBTQ* students are more likely to be the victims of violent crimes, especially transgendered women of color.

Title IX protects ALL students from sexual violence and harassment, training at UK is on-going. OUTSource is the student resource for LGBTQ* students. OUTSource is currently:

- a. Developing Queer 101 training
- b. Building on-going relationships between student organizations and the community
- c. Campus Pride Index 2.0: National LGBT Friendly Benchmarks and Standards for Inclusion in Higher Education
- d. Campus Pride Fairs

Additional work includes continuing support for LGBTQ* students, increasing visibility, establishing contacts and nurturing relationships between student organizations and the community, complete the Campus Pride Index, and look at funding for full-time administrative staffing on campus.

GOAL V: Examine the awarding of University of Kentucky capital construction contracts and subcontracts, as well as purchase orders for goods and services, to Disadvantaged Business Enterprises (DBE).

Ms. Mary Vosevich, Vice President for Facilities Management and Chief Facilities Officer
Mr. Dall Clark, Director, Capital Project Management Division
Mr. George Brown, Coordinator, FM Supplier Diversity Business Enterprises
Mr. William Harris, Chief Procurement Officer, Purchasing

UK is making improvements by actively recruiting Disadvantaged Business Enterprises, and exploring more outreach efforts. The University should do more PR to get the word out about its success in providing these opportunities.

Capital Construction deals with projects in excess of \$600,000. UK uses Construction Management (as opposed to the General Contractor) process because it is much more transparent and allows UK to be involved with ensuring diversity from the beginning. The benefits far outweigh the additional cost. The CMs help UK go through and analyze construction documents. CMs also participate in a “wrap-up program” that provides project-specific insurance. Projects over \$40,000 are required by the Model Procurement Code to have payment/performance bonds. CMs are allowed to use Pro Guard (an equivalent substitute). There are no extra costs, but it allows smaller companies to be able to afford to participate.

Although the University’s numbers have gotten better, UK is still striving to improve. For the period of August 2013 thru February 2015, UK had over \$486 million in construction projects and over 17% spent with diverse vendors.

The UK Supplier Diversity Initiative has four goals:

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

Information about the Supplier Diversity Initiative can be found online at: <http://www.uky.edu/facilities/>.

UK does not have a mechanism to report Procurement Card spending. Approximately 350,000 Pro Card transactions occur per year with up to \$5,000 each purchase. In 2013-14 UK bought from 18,000 vendors, 71.3% spent with the top 100 vendors, and spent \$7,456,704 with women-owned and minority-owned business enterprises. Since UK can't get Pro Card spend data, Purchasing identifies and tries to reach out to DBEs.

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

Mr. Jake Karnes, Director, Disability Resource Center

Mr. Rich Riedl, Project Manager, Capitol Project Management Division

Ms. Patsy Carruthers, Director, Academic Technology Group

There are 1,400 students with disabilities registered with the UK Disability Resource Center (DRC). The categories of disabilities have changed and increased over time – learning disabilities, ADHD, psychiatric disabilities (20%), and mild autism (though low numbers). Accommodations include oral exams, writing on behalf of students, and low stress exam environments. DRC has an increase in requests for service animals, comfort animals, and service animals in-training. Facility accessibility improvement work is ongoing.

It is difficult and expensive to renovate buildings to bring them up to code and ADA compliance. Accessibility issues must be addressed early in the process, the design phase. Technology has significantly increased accessibility. “Engineer out” most accessibility problems.

Academic Technology (UKAT) is currently trying to make the University’s technology accessible to all. UKAT often compares software to see which software is more accessible. UKAT can also create various “work-arounds” to help accommodate students. For example, web-conferencing software used by a hearing impaired student with closed-captioning.

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

Ms. Ann Smith, Chief Administrative Officer, UK Chandler Hospital
(Ms. Megan Walden, BSN, RN; Ms. Melasene Cole, MSN, RN; Dr. Keisa Bennett, MD, MPH; Mr. Graig Casada, MSN, RN; and Ms. Joanne Brown, DNP, APRN)

In accordance with the UK HealthCare Human Right Campaign-Healthcare Equality Index, UK HealthCare is measured each year and scored in the 1st percentile. UK HealthCare is people taking care of people. With a diverse workforce of 85% female and 10-12% minority, it serves Kentucky and beyond. In 2014 UK HealthCare saw a lot more transgendered patients, and is a leader in LGBT health care. There are 8,000 – 9,000 employees in UK HealthCare across the state. Patients come to Lexington with big family groups. Specific Joint Commission requirements must be followed.

Following is a list of recommendations that will guide the EOC 2015-2016 academic year work:

I. Examine provision of accommodations for individuals with disabilities.

Engage in an in-depth discussion of information technology and physical campus accessibility to include student-related academic issues, workforce accommodations, and access to University services, programs and activities.

II. Review housing arrangements in UK residence halls for the LGBTQ* student population.

In May 2015 the University of Kentucky expanded its non-discrimination policy to include gender identity and gender expression. Our campus community is home for transgender students as well. Review initiatives in place to insure safe and welcoming living environments for these students in UK residence halls.

III. Follow-up on discussion of inclusivity in the campus Greek community.

Campus fraternities and sororities have garnered considerable attention nationally for failure to provide equal opportunity and incidents of discriminatory behavior. The EOC will continue discussion with administrators and students regarding these issues.

IV. Closely examine the issue of “free speech” including statutes and campus regulations.

The University has spent considerable time and effort examining freedom of speech issues. With closing of the Student Center Free Speech Area for construction, the University must define how the constitutional right to free speech will be administered on campus. EOC will request an update on this important topic.

V. Review the new draft University of Kentucky 2015-2020 Strategic Plan Diversity and Inclusivity Strategic Objective.

2015-2020 UK Strategic Plan DRAFT contains one of the five Strategic Objectives titled “Diversity and Inclusivity.” Under the Workforce Strategic Initiative it states the University will “provide formal inclusiveness and diversity related training for all faculty, staff, managers and supervisors, including training on explicit (conscious) and implicit (unconscious) bias.” The EOC will request presentation of the new Strategic Plan in its entirety, and EOC members will engage in the aforementioned training.

VI. Assess UK Athletics compliance with Title IX.

Title IX of the Education Amendments of 1972 prohibits sex discrimination in educational institutions receiving federal financial assistance. Initially, most Title IX discussions centered around fundamental fairness of female student-athlete participants. The EOC will inquire about UK compliance with Title IX in intercollegiate and club sports.

VII. Review results of the UK@WORK survey relating to diversity and equal opportunity. The UK@WORK survey was administered by Human Resources during spring of 2015. Survey information can be formatted using variables, and comparison with other postsecondary education institutions is possible. Results will be used to seek improvement in many areas, which includes a welcoming and supportive working environment. Survey results and actions will be further explored.

VIII. Follow-up on UK compliance with new federal and state regulation governing employment of individuals with disabilities and protected veterans.

New Federal Register employment regulations became effective on March 24, 2014. Following a one-year transition period, all organizations receiving Federal contracts were required to implement the new regulations. This includes establishment of goals and taking affirmative measures in employment of individuals with disabilities and protected veterans. The EOC will request a quantitative and qualitative update on the institution’s progress in complying with these regulations.

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 2014-2015 Equal Opportunity Committee are:

- Terry Allen, Chair, Institutional Equity and Equal Opportunity
- Kahlil Baker, Institutional Diversity
- Pat Bond, Graduate School
- Emmett P. Burnam, Undergraduate Admissions
- Ashley Casteel, Student Affairs

Ken Chance, College of Dentistry
Allison Connelly, College of Law
Ebony Davis, Student
Michael Chase Frazier, Student
Crystal Gabbard, Human Resources
Nancy Harrington, College of Communication and Information
Judy “JJ” Jackson, Institutional Diversity
Ken Jones, College of Agriculture
Shea Luna, Office of Legal Counsel
Carlos Marin, College of Medicine
Austin Mullen, Student
Sarah Nikirk, Auxiliaries
Christina Perez, College of Dentistry
Thalethia Routt, Office of Legal Counsel
Natasha Saunders, College of Agriculture
Gerald Schlenker, Radiation Safety
Kirsten Turner, College of Arts and Sciences
Kim Wilson, Human Resources

Diversity Programs, Services and Strategies

Office of the Vice President for Student Affairs

The Division of Student Affairs strives to incorporate inclusive excellence throughout its programs, services, and facilities. It incorporates contemporary theory and practices targeting underrepresented student engagement and providing opportunities for transformational student development experiences. Intentional efforts are developed to promote student success in the classroom and in the co-curricular setting. Divisional leadership through the Office of the Vice President for Student Affairs has prioritized providing underrepresented students (undergraduate and graduate) with the financial and mentoring support which can enhance participation in high impact experiences including study abroad, student employment opportunities, graduate assistantships, and ongoing advocacy for students experiencing academic difficulty and financial need. Outreach to enhance student leadership development for student organizations highlighting underrepresented student participation and campus engagement experiences include the coordination and funding for *African-American Homecoming and Alumni events*, *the National Pan-Hellenic Step Show*, *the OUTSource Resource Center (LGBTQ*)*, and campus initiatives and programs highlighting underrepresented student achievement.

Division-wide, recruitment of a diverse staff (professional, administrative, and student) occurs at a national level targeting a broad balance of candidates for hire reflective of individuals across multiple identities (i.e. racial, ethnic, sexual orientation, gender, disabled, religious, and other distinctive categories) to assure student connectivity. Individuals considered in hiring processes typically represent background and experience levels which demonstrate engagement in and the promotion of inclusive

excellence in their educational and career-based work. Of the Division's entire staff, inclusive of student employees, 16 percent are African American and 2 percent Asian, and 58 percent are female. The Office of the Vice President for Student Affairs leadership conducted a *Student Affairs Climate Survey* across the staff to identify areas of strength and where strategic improvement could be targeted to enhance diversity and inclusion in the workplace environment and for programs, services, and facilities. These results are instrumental in providing divisional leadership with a baseline of the current environment and staff culture and accompanying planning and implementation of efforts to continue growth and heightened responsiveness to meet identified needs in diversity and inclusion across the Division.

The Division of Student Affairs is a primary sponsor of the annual *Cultural Diversity Festival* in partnership with International Affairs, Institutional Diversity, and Auxiliary Services. The festival is a month-long series including a campus calendar of 100+ events across the academic colleges and University departments that spotlight and celebrate the many countries and cultures represented on the campus of the University. The festival ensures the inclusion and education of all who are involved and seeks to engage the local community including local schools targeting foreign language studies. The signature event, *Taste of Our World*, provided authentic food, music, and displays representing six continents. This year's festival worked in cooperation with the Office of the President and UK Public Relations to announce both the *Cultural Diversity Festival* and the *Picking Cotton Common Reading Experience* as a focus to reinforce a dedication institutionally to celebrating and integrating diversity and inclusion into campus life at large. Students, faculty, staff and guests attended this well-known campus tradition and the many opportunities provided for learning and connecting across diverse communities.

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 them. 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 (ex. professional positions are marketed nationally in publications such as the *Chronicle of Higher Education* while student staff members engage with 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 2014-2015, approximately 25 percent of the Office of Residence Life's staff (Senior Staff, Office Assistants, Resident Advisors) identified as people of color. Staff training continued to include the *Diversity Development Series*. This year staff participated in a rotation of topics that allowed for exploration of the multicultural self and ableism. The Office of Residence Life participated in The

Placement Exchange (TPE), interviewing candidates for Resident Director and Area Coordinator positions from a nationwide pool 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 training period, a different aspect of diversity is explored as it relates to undergraduate living environments. Past topics include explorations of dimensions of religious expression, contemporary LGBTQ issues, and multicultural communication 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 of 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: The 2014-15 academic year was the first implementation year of the *Residential Curriculum*. The design of the *Residential Curriculum* accents the curricular goals of the University Core Learning Outcomes, especially as it relates to the “processes of intellectual inquiry” and “understanding the complexities of citizenship and the processes of making informed choices as engaged citizens in a diverse, multilingual world” (UK CORE). It includes a student-centered 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, staff have access to demographic reports for each building, SAP Advising Data, and results to a survey that is administered to all freshman before they arrive on campus called “*Student Aspirations, Interests, and Expectations*” (STAIE).

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 students’ 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 order to assess the environment in the residence halls and the impact of living on campus, students took the “*Resident & Student Staff, Interaction & Engagement*” survey (*RSIE*) in the fall of 2014. Students participating in the survey were asked to reflect on their abilities and growth as a consequence of living on-campus.

Results of the *RSIE* survey revealed the following:

- Nearly nine out of ten students agreed living on-campus helped them respect opinions, values, or ideas different than their own, solve their own problems, and to live cooperatively with others.
- Almost 85 percent of students felt living on-campus helped them improve their interpersonal relationships and respect for other races/ethnicities.
- Approximately, 78.5 percent of student felt living on-campus helped them resolve conflict.
- When asked to evaluate their fellow residents, more than nine out of ten students felt fellow residents were respectful of different nationalities, different political thought, others’ values and beliefs, sexual orientation, gender, and other races/ethnicities.
- More than seven out of ten students indicated getting to know someone of another race or nationality is not an uncomfortable experience for them.
- Almost nine out of ten students enjoyed having discussions with people whose ideas and values were different than their own.
- More than eight out of ten students expressed knowing about the different experiences of other cultures helped them understand their own problems better and contact with individuals who were different than them was an essential part of their college experience.
- Three out of four students indicated they did not hear hate speech or derogatory language in the residence halls while nearly half of the students reported they heard hate speech or derogatory language in other areas on-campus.

UK Counseling Center

Of the UK Counseling Center’s (UKCC) 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 toward programs that serve students likely to be a retention risk, and who are from groups historically underrepresented in seeking help.

Of the more than 200 outreach programs UKCC provided last year, almost 20 percent were to these student groups, or on topics of diversity and inclusiveness. Departments the Counseling Center collaborated with included CARES, Student Support Services, First Generation Initiatives, Veterans Services, OUTSource, the International Center, Office of Institutional Diversity and now the new 2015 Office of LGBTQ* Services. A primary result of this outreach is the UKCC is perceived as a welcoming and inclusive service. The evidence of this is the Center sees a higher percentage of underrepresented student groups than the overall enrollment including racial and ethnic 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.

The performance evaluations of UKCC staff have a component encouraging cultural competency. The Center provides at least one professional development program to staff and trainees dedicated to topics to multicultural competencies per semester, though often there are more. The UKCC continues to offer a *Women of Color Support Group*. New initiatives this past year include designating a staff liaison to *Majestic Unity*, which is a group for African American women and connected to the MLK, Jr. Center. The UKCC also began offering a *Gender Non-Conforming and Transgender Support Group*.

The practicum and internship training programs have integrated components for multicultural competence and inclusive professional practice, and all trainees are evaluated on these components. The internship includes a biweekly multicultural seminar with a rigorous syllabus. Both training programs emphasize diversity in conceptualization of cases and applied practice.

Disability Resource Center

The Disability Resource Center (DRC) served 1,427 students in 2014-2015 with the majority of incidence of disability being attention disorders, learning disabilities and psychological impairments. The DRC added a new full time consultant, which has resulted in decreased caseload levels, but the DRC continues to maintain caseload sizes higher than most other benchmark and SEC schools. In terms of accommodated testing, the DRC coordinated 6,020 exams, which is the highest amount coordinated since the inception of the service. The DRC also processed more than 100 residence hall accommodation requests.

The DRC moved to a new permanent location on campus in the Multidisciplinary Science Building. The new office has improved confidentiality by separating the accommodated testing program from the consultation areas and access to the building and offices are now much more accessible to students. The consultation area also contains an area for alternate textbook production, doubling the capacity of previous production technology. The new location also has a computer lab which will house computers outfitted with assistive technology for students to test/use as necessary. The accommodated testing area includes group testing areas, private testing areas and specialized testing settings for students needing scribes, readers, etc. The new testing area also includes a state of the art camera system for the purposes of monitoring students during their examinations.

The DRC has initiated the use of a case management software system, *Clockworks*, which will allow more efficient and effective delivery of services, especially accommodation letter generation and registering for services. The DRC generated 1,074 student accommodation letters. Another positive aspect of this case management system is the ability to provide real time data regarding the characteristics of the students being served, the accommodations being provided and the points of contact with students throughout their time with the University. Once this system is fully operationalized, it should allow increased time for consultants to address more intensive student and faculty needs, as well for the development of more DRC programming for specific student needs related to their disability.

The office has implemented a process to register service dogs, service dogs in-training, and emotional support animals and have had some moderate success. DRC staff have provided input into UK's Master Plan (parking, transportation, etc.) in an effort to address accessibility for students with physical disabilities. Online learning management systems continue to be a challenge, as many of the components of this software are not accessible to students that use screen reader technology or have other sensory impairments.

Violence Intervention and Prevention 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. VIP is intentional in its outreach to the most marginalized identities who are at the greatest risk for experiencing interpersonal violence. Intersecting identities often come with a myriad of critical needs that are directly linked to their marginalized 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 2014-2015, the VIP Center continued to provide education around social justice issues such as intersectionality, gender identities, privilege, racism and their connection to interpersonal violence.

VIP provided intentional, ongoing support and advocacy for LGBTQ students in order to make campus more affirming, inclusive, and safer. Programs such as *Come On Out*, *Leelah's Law*, *Trans Day of Remembrance*, *Don't Ask, Don't Tell*, and *Intersecting Identities: Navigating the World as an LGBTQ Person of Color*, assisted with increased awareness and understanding of dynamics and issues within the LGBTQ community.

VIP established an annual program, *Under the Rainbow*, with the College of Agriculture with the goal of creating a more inclusive and welcoming atmosphere for LGBTQ students, staff, and faculty in agriculture. Also established an emerging partnership with the Black Student Union in order to raise awareness of interpersonal violence in the African-American community.

The mission of VIP states: "We lead, support, and sustain a culture of accountability to eliminate violence and oppression at UK. We create safe spaces for people to be heard, while also speaking for those who have been silenced." VIP continues to weave social justice throughout the work of the center. Examples are updating intake forms to indicate pronoun preferences, gender identity, and sexual orientation in addition to identity-specific marketing materials. 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. As a result of the support given to marginalized identities, 4 percent of the client population served by VIP identified as transgender.

Office of Student Involvement

The Office of Student Involvement (OSI) is committed to highlighting and embedding diversity and inclusion-based teaching and programming across the department through multiple outlets. Diversity and inclusive excellence is a core value, and resulting OSI programs are a testament to the integration of this value in every aspect its work. In the 2014-2015 school year, OSI produced 205 Diversity and Inclusion related programs with more than 18,000 students participating in these targeted efforts through its major program areas. These major program areas include the Center for Community Outreach, Leadership Exchange, Student Activities Board, Student Government, WRFL, Registered Student Organizations, and the Homecoming Coalition.

In the Center for Community Outreach, programs brought students face-to-face to work collaboratively with individuals and organizations representing diversity of race, age, nationality, ability, and economic means. Further, students engaged in advocacy to educate others UK students and the community on these issues. The *Alternative Service Break Program* included 15 dedicated trips (including domestic travel sites and international travel to Ghana, India, the Dominican Republic, Ecuador, and Nicaragua) to address state, national, and international issues around hunger, homelessness, poverty, education, wellness, and global efforts to support social justice and access.

In the Leadership Exchange, programs ranged from building leadership skills in multicultural student organizations to an entire leadership initiative devoted to building strong female student leaders. Leadership Exchange's *EMPOWER* program is a high impact program that meets regularly to invest in the leadership development of female students and features a weekend retreat with monthly sessions.

The Student Activities Board produced programs ranging from events highlighting diverse cultural traditions to engaging students in respectful discourse in *#Trending Topics*. Taking their work to the next level of diversity and inclusion, the Student Activities Board has collaborated with student organizations representing students of Color, LGBTQ* students, and international students to bring high-impact programming that represents the diversity of UK student experiences.

Student Government has worked toward diversity and inclusion through their work in supporting student organizations seeking funding support, engaging with community agencies, and bringing speakers to campus. In line with their mission, much of their work has been focused on creating inclusive policies and services like the new *Student Task Force for Diversity and Inclusion* dedicated to bringing together a broad spectrum of students from varying underrepresented student interest groups to create dialogue and response to strengthening the campus climate for students institutionally.

WRFL is the student radio station serving the central KY area with unrivaled diversity of influence in musical tastes. It is one of the few opportunities for Spanish and Russian-speaking listeners to find programming in their own language. In addition to radio programming targeted to individuals from diverse cultural and sexual/gender identities such as *OUTLOUD* and *Campus Voices* which bring contemporary issues to the forefront, WRFL produces local concerts celebrating the range of diversity in

the UK and Lexington community. For example, *Queerslang* is one of the largest LGBTQ* music events in the Lexington area.

The *Homecoming Coalition* exists to unify the UK community through programmatic efforts, bringing forward a celebration of tradition, spirit and university values. The *Homecoming Coalition* was formed in February 2010, and has since worked diligently to better coordinate many organizations' individual programming into one, unified Homecoming Schedule. The Coalition is comprised of representatives from the Student Activities Board, the Black Student Union, the Center for Community Outreach and DanceBlue, UK Student Government, Students Today, Alumni Tomorrow and TEAM WILDCAT and the National Pan-Hellenic Council. Approximately 600 students are involved in coordinating the events of the week through their designated organization. There are 35 students with leadership positions correlated with Homecoming Events/Coalition including liaisons, coordinators, and organizational representatives with 51% of the student leadership identifying as students of color. There are a minimum of 30+ student organizations participating for each event. Total attendance for the week of events is 5000+ students, faculty, staff, and community members for week of events PLUS 60,000 at football game to see Royalty Crowning.

The new Registered Student Organizations software platform, *OrgSync*, was introduced to enhance student engagement and access to student organizations as a dedicated effort to support student retention through involvement. This system allows for student organizations to easily build membership, communicate and operationalize their needs, and become more accessible to new students seeking involvement opportunities at the University. Of the 463 registered student organizations, 110 of these groups specifically identify as a cultural, religious/spiritual, or service focused organization. There are other several other organizations who will typically infuse diversity and inclusion into their work as a part of their activities.

Dean of Students and New Student and Family Programs

The theme of diversity is supported by the curriculum and related activities required in *UK 101*, the University's first-year orientation course delivered through a partnership with Undergraduate Education. Approximately 2,500 students take the course each year. Diversity is woven into the 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 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.

Below are retention rates from the fall 2014 first-year cohort comparing under-represented students who took *UK 101* and those who did not take the course.

<u>Black or African American</u>	Took UK 101: 79.9% retention No UK 101: 63.6%	Difference of 16.2%
<u>Hispanic or Latino</u>	Took UK 101: 83.2% retention No UK 101: 68.1%	Difference of 15.1%
<u>Asian</u>	Took UK 101: 92.9% retention No UK 101: 84.2%	Difference of 8.7%

The Office of New Students and Family Programs (NSFP) in the Division of Student Affairs undertook several notable diversity-related efforts on a regular basis. Annually, NSFP staff coordinate *K Week*, which offers specific diversity-related events that provide opportunities and resources to the entire campus community. In 2015, over 35 diversity-specific events were offered during *K Week*, including cultural events, religious events, events for first generation students, veterans 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 2015-2016 book, *Picking Cotton*, addresses important societal themes such as race, sexual assault, forgiveness, resiliency, eyewitness identification, and the criminal justice system. The *K Book* (the new student handbook written and designed by student leaders) purposefully includes topics related to diversity on campus, including student organizations, programs, and campus resources.

Fraternity and Sorority Affairs

A fourth governing council was formed under the Fraternity and Sorority Affairs office to create a self-governance organization for fraternities and sororities which do not fit under the traditional other governing councils of the *National Panhellenic Council*, the *National Pan-Hellenic Council*, and the *Interfraternity Council*. The new council, *The United Greek Council (UGC)*, states its purpose is to support growth and success of member organizations through the collaborative development of shared resources, a platform for engaging communication, and standards for excellence for their mutual benefit. It is anticipated the council will attract and support multi-cultural fraternities and sororities. The office is also having the four council presidents meet routinely to discuss common issues and to plan joint programming.

Wellness Initiatives for Student Empowerment (WISE)

Negative health behaviors such as substance abuse or mental health issues tend to vary depending upon demographical populations. Therefore, filtered *AlcoholEdu* results are based upon differing variables (e.g., race, sex, home state, etc.) and information is sent to respective areas. Ultimately, the goal would be to create programs for specific populations based upon their prevalence, but the personnel capacity to do so is not viable.

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.

Student Center

The Student Center strives to create an atmosphere filled with diversity. The staff, events, and patrons in the Student Center exhibit a commitment accepting diverse thoughts, cultures, genders, race, religions, and sexual orientation. The staff members are held to a high standard of not only acceptance but also of interest and appreciation for all persons belonging to the University of Kentucky.

Over the course of the 2014-2015 school year the Student Center has integrated diversity into several aspects of its operations. The student employees are required to attend intercultural events as part of the *Professional Enhancement Program (PEP)*. Student employees attended a total of 56 events that focused on intercultural proficiency.

The Student Center hosted several events that have expressed the commitment to diversity. The Events Management Office reserved 3,534 events with an estimated 201,241 people in attendance during the 2014-2015 school year. This represents a 353% increase from the 2009-2010 baseline. Student organizations hosted a total of 30 events in the Cats Den including international and underrepresented student programming. All of these events helped to promote acceptance and cultural competence. These numbers have decreased from the 2013-2014 school year and the 2009-2010 baseline because the Student Center started preparations for the *Student Center Renovation and Transformation Project*. The Cats Den went offline and moved to a temporary facility in the middle of March. After this point no subsidy events were scheduled.

There is a constant presence of diversity within the building itself because it is the home for the OUTSource Center, Martin Luther King Cultural Center, and the Center for Student Involvement (CSI).

LGBTQ* Resources

Newly established in the summer of 2015, the Office of LGBTQ* Resources is devoted to raising Lesbian, Gay, Bisexual, Transgender, and Queer visibility on campus while decreasing marginalization. The Office of LGBTQ Resources works through the three pillars of education, advocacy, and community building.

Goals for the initial year of existence of the Office of LGBTQ* Resources include: 1) Safe Zones: Refine and implement a standard SafeZone 101 curriculum that can be offered by request to campus and community groups (basic LGBTQ* competency workshop), 2) Inclusivity: Develop a uniform signage for inclusive spaces and identify possibilities for growth in new buildings or renovations. Make this list available to all faculty, staff, students, and community members through the "inclusive restrooms" tab

on the office's website, 3) Advisory Groups: Construct and implement sustainable advisory board structures for the Office of LGBTQ* Resources. Focus primarily on developing the LGBTQ* Faculty and Staff Advisory Board (meeting monthly) and the LGBTQ* Ambassadors Council (meeting bi-monthly). Use these groups as engines for programming and outreach, 4) Alumni Leadership Award: Institute an annual alumni leadership award focused on identifying and celebrating a UK alum who has done extraordinary work on behalf of LGB and/or T communities, 5) Community Outreach and Publicity: Expand our presence via electronic media and presence at Kentucky Pride celebrations (with a focus on Lexington, Louisville, and Cincinnati) and other select LGBTQ* specific events.

Martin Luther King Center

The Martin Luther King Center (MLKC) supports the university diversity goals by developing and offering programs and experiences designed to prepare all students for the social, cultural and political challenges of an increasingly complex, multicultural, global community.

The MLK Center sponsors programs and activities which provide educational experiences designed to prepare students for global citizenry in a technologically advanced, global economy, as well as offer opportunities for student leadership development; provide resource and administrative support, advising to student organizations and employment to student workers. The Center actively seeks programmatic linkages and engagement with a wide range of civic and community-based agencies and organizations (i.e. schools, churches, youth organizations, etc.) and strives to create opportunities for learning for the entire campus community. MLK Center personnel work diligently to become an essential element to success for the students that are underserved in the population, as well as serve as an advocate for an inclusive campus and environment, and for all students to realize that they are a valued part of the UK community.

The MLK Center works with high regard of collaborating and partnering with a variety of entities and strives to exemplify the ideal and philosophy of Dr. King by connecting students across social and cultural boundaries and the campus to the Lexington community, and reaching across the state of Kentucky to further efforts of inclusivity.

Internationalization

As the world becomes increasingly interconnected, issues of globalization and internationalization become more important for preparing students and faculty for participation on a global level. There are over 2000 international students from 117 different countries studying in undergraduate, graduate and UK's intensive English language programs. The number of students who earn credit abroad has increased in recent years, just under 600 in 2009-2010 to over 1,000 in 2013-2014. There are over 500 international faculty, staff and exchange visitors on UK's campus each year. Since Fall of 2013, University of Kentucky students have studied, interned, conducted research and taught in over 50 different countries including Cuba, Zambia, and Indonesia. The University has received significant

federal grant dollars to help war-torn countries such as Pakistan and Iraq to rebuild the capacity of their higher-education institutions.

UK HealthCare

UK HealthCare has the following elements in place to assess and enhance a culture of diversity and inclusiveness in their workforce:

Identified need for leadership at the executive level; designed, vetted, posted and hired Assistant Hospital Administrator with duties inclusive of ‘working to develop a more diverse healthcare work environment; specific to this position, the Performance Evaluation and At Risk Compensation goals include responsibility for initial strategies around diversity and inclusivity. Leaders from several areas of UK HealthCare have been engaged with the campus-wide Unconscious Bias/Inclusion initiative to conduct training. An initial meeting among the hospital, the College of Nursing, and the College of Medicine has identified champions to explore collaboration in diversity and inclusivity efforts across UK HealthCare. Resubmission of a Healthcare Equity Index application for HEI designation in the Commonwealth of Kentucky (currently, only two hospitals have earned this designation in Kentucky) and the introduction of diversity and inclusivity concepts to New Employee Orientation participants.

These building blocks permit UK HealthCare to make the following process-oriented commitments for fiscal year 2016: development of Diversity and Inclusivity Steering Council/Committee, UKHC becomes a member of the Institute of Diversity and Health Management, development and employment for the educational plan for Unconscious Bias Training to all UKHC team members and faculty, development of diversity and inclusivity web-based training for all UKHC team members and faculty

These commitments will serve UKHC well in their effort to establish additional structure, so that they can begin to consider outcome-oriented objectives for inclusion in all leaders’ Performance Evaluations and/or Enterprise Goals in FY2017.

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 2013-2014 to 2014-2015 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 and inclusion.