Minutes of the Board of Trustees Retreat
University of Kentucky
Thursday and Friday, October 20 & 21, 2016

The Board of Trustees of the University of Kentucky began its Retreat at 1:00 p.m. on Thursday, October 20, 2016, in Rooms 211/215/217 of The 90 on the campus of the University of Kentucky, Lexington, Kentucky, and concluded its retreat on Friday, October 21, 2016, in the Board Room on the 18th floor of Patterson Office Tower, Lexington, Kentucky.

A.   Members Present

The following members of the Board of Trustees were present: C. B. Akins, Sr., Jennifer Y. Barber, Claude A. "Skip" Berry, III, Lee X. Blonder, James H. Booth, William C. Britton, E. Britt Brockman, Mark P. Bryant, Michael A. Christian, Kelly Knight Craft, Angela L. Edwards, Cammie DeShields Grant, Robert Grossman, David V. Hawpe, David Melanson, Rowan Reid, C. Frank Shoop, Robert Vance, and Barbara Young. Trustees Carol Martin "Bill" Gatton, Kelly Sullivan Holland, and C. Frank Shoop were not in attendance.

The University administration was represented by President Eli Capilouto, Provost Tim Tracy, Executive Vice President for Health Affairs Michael Karpf, Executive Vice President for Finance and Administration Eric Monday, and General Counsel William Thro.

The University faculty was represented by the Chair of the University Senate Council Katherine McCormick and the University staff was represented by Chair of the Staff Senate Troy Martin.

Guests, other administrators, and members of the news media were also present throughout the Retreat.

B.   Welcome and Opening Remarks

Chair Brockman welcomed the members of the Board of Trustees and stated that he looked forward to the ambitious and different agenda for this afternoon's Retreat.

C.   Overview of the Day

President Capilouto thanked Provost Tracy and his team for the coordinated effort and work regarding the Strategic Plan.

He stated that over the next two days, in addition to an update on three of the five Strategic Plan goals and their metrics, there would be a more in-depth update on the Diversity and Inclusivity and Undergraduate Student Success goals.

D. <u>Meet the Students - Diversity and Inclusivity</u>

President Capilouto explained that because of its importance to UK's campus, Trustees would be given the opportunity to chat and hear first-hand from students regarding diversity and belonging. He shared that setting goals (numerical), providing education or changing policy do not always erase misunderstandings or biases. It takes courageous conversations to understand that "we don't all have to do things the same way, but we do have a responsibility to understand and respect our different ways."

President Capilouto introduced Interim Vice President for Institutional Diversity Terry Allen who stated that Board members would be split into five groups with five students and a facilitator to discuss. The facilitators were:

Dr. Quentin Tyler, Assistant Dean and Director of Diversity, College of Agriculture, Food and Environment
Dr. Lance Poston, LGBTQ Resources Coordinator
Dr. Felito Aldarondo, Associate Director Counseling Center
Dr. Susan Roberts, Associate Provost of Internationalization
Dr. Janice Kuperstein, Associate Dean for Clinical Engagement, College of Health Sciences
Mr. Kahlil Baker, Director, Martin Luther King Center

Students who participated included Hadeel Abdallah, Max Hulsman, Kayla Hurt, Natalie Malone, Sai Yally, Tristan Suel, Christina Lucas, Nicole Horseman, Tiwa Adekunle, Cristin Sullivan, Jeremiah Picket, Wit Wang, Kathy Macon, Dani Rosenkranz, Morgan Jasko, Karian Angel, Myles-Anthony Moore, Erin Fulton.

Three questions were given to each group to help frame the discussion. They were:

- Describe your experience in class and around campus as a student at the University of Kentucky.

- What are the strengths and challenges in meeting your academic goals?

- Tell us your recommendations for the University to become more welcoming and to strengthen the sense of belonging for everyone.

Dr. Sonja Feist-Price, Senior Assistant Provost for Faculty Affairs, introduced the facilitators to provide highlights from their group discussion.

Dr. Quentin Tyler shared that his group discussed the importance of diversity, first year experience, student organizations, mentorship, experiences with faculty in the classroom, and the importance of faculty being sensitive to their needs. Recommendations included training for faculty to discuss uncomfortable issues, a survey for new students that introduces them to programs, resources, and student organizations.

Dr. Lance Poston and Dr. Felito Aldarondo shared that their group reported positive and welcoming experiences at UK. Recommendations included a desire for greater diversity group interactions, a sense that there is "a lot of talk, and that change does not happen quickly enough", and that the way Student Government Association elections are conducted reinforces certain students being in leadership positions and others not.

Dr. Sue Roberts shared that her group reported that beyond the normal big city/small city type of adapting, students would like a better sense and more targeted efforts of their options regarding student organizations and campus life before they arrive. They feel that there needs to be continued education regarding stereotypes and identity. Though there are still hostile and anger episodes, the group felt that the last couple of years have been different due to President Capilouto's Unconscious Bias Initiative and the Bias Incident Response Team (BIRT) now in place. The students reported they were not sure "if it is enough, but seem to be moving in a positive direction."

Dr. Janice Kuperstein reported that her group felt welcomed with the initial push (first four weeks) but then students/communities drifted apart. There was speculation that this might be an unintended consequence of the new dorms. Residence hall programing needs to be intentional to get them out of their rooms. While the absence of a Student Center is a challenge, Living/Learning Communities and Greek Life has helped some, but not enough. Recommendations for residence halls included a mentor/mentee approach (upper classman/freshman) and more diverse people at all levels because "until then how do you make sure that people who don't look like you, can 'hear' you." Other observations from the group included that unconscious bias is largely seen as black/white issues and that diversity on a grander scheme includes economic, religious, and cultural diversity. Trustees heard that there are still advising misadventures and the use of offensive language. One last area concerned the Bias Incident Response Team (BIRT). Students thought BIRT was great, but what happens after an incident is reported? What should trigger a report? Should there be a 1-800 number for those reports and when does free speech become hate speech? There was consensus that these questions are the University's responsibility to answer and define, not the students.

Kahlil Baker reported that students in his group shared that in response to the class and campus experiences question, students reported that there is less of a campus-side sense of belonging outside of identity groups, including the classroom. Though student organizations are helpful and some professors have supported cultural religious needs such as breaks for prayer, there is still a lack of cultural sensitivity. One suggestion was that since many of the campus interactions are centered around food, the University should facilitate the availability of kosher food. There is also additional need for interfaith cultural rooms and spaces. The students voiced that it seems as if all responsibility is placed on the student when seeking anything outside of the norm and no one is listening to minority voices. There is also a sense that as a campus, UK is being reactive instead of proactive. Though offices such as the VIP Center, LGBTQ Resources, and MLK Center provide services, some students want to hear more from the Administration.

Mr. Allen and Dr. Feist-Price welcomed questions and comments from the Trustees. Questions from Trustees included size and numbers of interfaith room(s), diversity of instructor and use of team-taught approach for multi-cultural representation, preparation of faculty to handle

student demonstrations of bias, opportunities for updates from multi-cultural campus leaders, and the status of diversity hiring that assists in students being open regarding their feedback. Other comments included providing dining options that include kosher or halal options and sending questionnaire to newly accepted students regarding student groups/organization as a proactive measure to facilitate connections with similar community members.

There was discussion involving K-Week programming for students, options available for cultural sensitivity and exchange in residence halls and training for resident advisors to facilitate engagement, continued funding for the arts and humanities as a medium for cultural exchange and education, and the status on the Unconscious Bias Training to the campus community.

Wit Wang, a senior Business major from China, and Sai Yalla, a senior Biology and Neuroscience major from India, thanked the Board and President Capilouto for "giving us an avenue to voice our concerns." It was important not only to them as individuals, but to their entire communities.

E.   Strategic Plan Update - Diversity and Inclusivity

Provost Tracy thanked Interim Vice President for Institutional Diversity Terry Allen, Vice President for Research Lisa Cassis, Interim Dean of the Graduate School Brian Jackson, Assistant Vice President for Community Engagement Lisa Higgins-Hord, Assistant Provost for Strategic Planning Ann Webber, Associate Provost for Finance and Operations Lisa Wilson, and Associate Provost for Academic Excellence Operations Kirsten Turner for their work on the Strategic Plan updates.

Interim Vice President Terry Allen stated that Diversity and Inclusivity is a stand-alone strategic objective, but it is also woven into the Strategic Plans of Undergraduate Student Success, Research and Scholarship, Graduate Education, and Community and Engagement.

Diversity and Inclusivity goal has three initiatives: foster a diverse community of engaged students; improve workforce diversity and inclusion; and increase campus awareness of diversity. Five board-level metrics were reviewed, being: enrollment of under-represented minorities; graduation rate for under-represented minorities; employment of faculty, executives, and professional staff. Eleven action steps were defined last year and 82% of these steps are currently in progress in the first year of implementation.

A few of the successful action steps this first year include the realignment of student activity fee funding for organizations, an increase in diversity grants and scholarships (Provost Persistence Grants and Parker Scholarships), effort to increase employment in African American/Black faculty, executive/administrative/managerial, and professional staff, launch of Unconscious Bias Initiative and successful training of over 975 participants to date, and implementation of college Diversity and Inclusion officers.

Interim Vice President Allen stated that the lessons learned from Year One are:

- The University of Kentucky must maintain an awareness of and foster a welcoming environment and sense of belonging for all student populations that comprise our community through increased communication, programming opportunities, and services that contribute to student success

- Building the infrastructure for diversity and inclusion that includes participation throughout campus is essential to accelerate student success, increase faculty and staff representation, provide cultural competency, and enhance growth of the University community and beyond

Year Two priorities include:

- Develop a University of Kentucky Diversity Plan in compliance with the Kentucky Council on Postsecondary Education "Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion"

- Examine employment categories where underutilization exists, taking affirmative measures to attain continuous progress in number and proportion of female and under-represented faculty and staff, including UK HealthCare Enterprise Goals

- Continue Unconscious Bias training for all members of the University community

Mr. Allen welcomed questions and comments from the Trustees. Questions from Trustees included minority retention rate statistics, status on the salary equity study and initiative update, methods used to determine baseline goals specifically in regards to Latino/Hispanic population, and a request for absolute numbers to also be listed in metrics.

For more information, Interim Vice President Allen's presentation may be found at http://www.uky.edu/Trustees/agenda/retreats/oct2016/Diversity_and_Inclusivity.pdf.

F.   Strategic Plan - Research and Scholarship

Vice President for Research Lisa Cassis reviewed the Research and Scholarship strategic initiatives with the Board of Trustees. They are:

- Invest in areas of existing and emerging research strength
- Recruit and retain talent to support research and scholarship
- Improve the quality of the research infrastructure across campus
- Strengthen the translation of research and creative work

The metrics used to monitor and evaluate progress towards the initiatives include monetary expenditures in research and development (total and federal), percentage of doctoral programs within the top quartile of their discipline, proportion of publications cited in the top 50% of discipline, monitor research and development (R&D) expenditures/square foot of research space, and monitor the number of exclusive licenses and income from licenses.

Dr. Cassis reported that of the 14 action steps associated with the Research Strategic Plan Initiatives, all are currently in progress or completed.

One of the ways to invest and support areas of creative work in research was the re-design of the University Research Professorships to recognize excellence across all 16 colleges and UK Libraries. There was also a new provision of recurring financial support for creative work in the arts and humanities.

Noteworthy progress was made in the increase of extramural funding by 11% and the renewals of the National Institutes of Health Clinical and Translational Science Award and the National Institutes of Health Alzheimer's Disease Center, and a National Science Foundation Major Research Instrumentation Grant for the Kentucky Research Informatics Cloud.

Dr. Cassis shared that one of the improvements in infrastructure included the purchase of two new high-end research microscopes, a high-resolution scanning confocal microscope and a super-resolution, multi-color microscope system called N-Storm. Other investments included the recruitment of new leadership in five of 10 multi-disciplinary research centers, a new Director for the Office of Technology and Commercialization and a Director of Research Information Systems.

First year results included a 1% increase in total R&D expenditures and a 3% increase in federal R&D expenditures. Along with the ground-breaking of the new multidisciplinary research building on health disparities (Research Building 2), there was a slight increase in space indicator metric. Regarding licenses and intellectual property, in collaboration with the new Director of Office of Technology and Commercialization, there have been several educational programs to increase awareness of intellectual property development.

Dr. Cassis stated that the lessons learned from Year One were that the University must continue to refine metrics in definition and source (e.g., space expenditures, and graduate school rankings).

Priorities for Year Two include:

- Submit National Institutes of Health Cancer Institute Comprehensive Cancer Center application
- Develop policies and procedures that align the allocation of laboratory space in multidisciplinary research buildings with thematic goals to address health disparities through interdisciplinary research (e.g., Research Building 2)
- Develop policies and procedures for financial support of new multidisciplinary research centers/institutes that perform research addressing problems of the Commonwealth
- Develop infrastructure, approaches, policies, and procedures to promote team-based interdisciplinary research

Dr. Cassis welcomed questions and comments from the Trustees. Trustee Grossman thanked Dr. Cassis for expanding the Office of the Vice President for Research's support to

creative work in the arts and humanities. He commented that both the sciences and arts and humanities are important.

For more information Vice President Cassis' presentation may be found at http://www.uky.edu/Trustees/agenda/retreats/oct2016/Research_and_Scholarship.pdf.

G.   Strategic Plan - Graduate Education

Interim Dean of the Graduate School Brian Jackson reviewed the Graduate Education strategic initiatives with the Board of Trustees. They are:

- Recruit and retain outstanding graduate students
- Invest in graduate programs that align with UK research priorities
- Increase the quality and national competitiveness of graduate programs

The metrics used to monitor and evaluate progress toward the initiatives include doctoral program selectivity, increase graduate degrees awarded, and the increase in diversity of the enrolled graduate student population.

Interim Dean Jackson reported that of the 10 action steps established to achieve the three strategic initiatives, all 10 are currently in progress.

One action step to enhance recruitment was the change to block funding model instead of a rigid eligibility criteria application. Piloted in five programs (Integrated Biomedical Sciences, Psychology, Computer Science, English, and Plant Pathology), the Graduate School committed financial support for fellowships early in the recruiting season and applied few constraints on how the programs could use their fund in their recruitment effort. Programs experienced higher than usual success rates in recruiting and enrolling students, with special attention to high-quality and under-represented minority students.

Two successful action steps focusing on elevating professional development included course development in preparing future faculty and preparing future professionals, a new Graduate Student Leaders Conference and GradDegree+ program to provide pathways to develop leadership and essential transferable skills, and the Three-Minutes Thesis competition offers guided practice to presenting research to public audiences and the media.

Interim Dean Jackson reported that to enhance diversity and inclusivity, a mentorship program was established for Lyman T. Johnson Fellows and Southern Regional Education Board Fellows. To date 54 of more than 70 eligible students were paired with a mentor and participated in the first annual reception that provided a free and open exchange to support the very best environment for academic and personal success.

First year results included a doctoral program selectivity increase (negative) in 2015-16, but a slight drop for 2016-17, which means there is more work to do. There was a decrease in the number of graduate degrees awarded, but a small and consistent increase in the number of diverse students.

Interim Dean Jackson stated that the lessons learned from Year One are:

- Coordinated Graduate School- and program-level communication with prospective students is essential
- Flexible funds to programs enhances the recruitment of top-performing students
- Under-represented minority graduate student mentoring enhances academic success
- Survey data clearly indicate the need for additional graduate student career exploration, career mentoring, and career preparation through centralized and departmental initiatives
- The top three transferable skills graduate students want to develop to complement their scholarly training are project management, supervision, and grant writing

Priorities for Year Two include:

- In partnership with the graduate programs, develop a new marketing and communication strategy to increase applications from and ultimately enrollment of high-performing domestic, international, and under-represented minority students
- Expand the block funding program
- Further promote the University Scholars program
- Further promote the Climate, Inclusion, and Diversity in Graduate Education Initiative
- Develop additional support services for all graduate students
- Enhance access to data that will facilitate strategic planning at the program-, college-, and Graduate School-level

Interim Dean Jackson welcomed comments and questions from the Trustees. Comments offered included the use of absolute numbers as well as percentages for better representation of progress. Questions posed included the decrease in selectivity due to the decreased number of applications, what are paths of recourse or redress for graduate students as it pertains to an unhealthy advisor/mentor relationship, how were the diversity baseline and goal targets identified, and are there philanthropic efforts underway to help support the Graduate School and its programs.

For more information, Interim Dean Jackson's presentation may be found at
 http://www.uky.edu/Trustees/agenda/retreats/oct2016/Graduate_Education.pdf.

H.   Strategic Plan – Outreach and Community Engagement

Assistant Vice President for Community Engagement Lisa Higgins-Hord reviewed the Outreach and Community Engagement strategic initiatives with the Board of Trustees. They are:

- Apply UK expertise and resources to the challenges and disparities of the public
- Deepen student learning through community engagement

The metrics used to monitor and evaluate progress towards the initiatives are a unified reporting structure for tracking engagement and outreach, faculty, and staff developing expertise to deliver quality community engagement and outreach, opportunities for students to participate in

a community/engagement experience, and partnerships between University and community stakeholders.

Assistant Vice President Higgins-Hord reported that of the nine action steps established to achieve the two strategic initiatives, six are in progress/on track and three are not started.

In an effort to begin to quantify community engagements, a committee was established to define for colleges and the University community, a formal set of definitions that could be aligned with the national interpretations of engaged work. This ensures the data for SACS Accreditation and Carnegie Engagement Reclassification process will be an accurate depiction of UK's activity.

To support the faculty and staff reporting initiative, a separate section in Digital Measures, a web-based information system and database reporting utility, specific to community engagement and outreach activities is almost ready for use. The current student software system for reporting student activities is Volunteer Match. The University will continue to address ways for the systems to be compatible.

In an effort to track partnerships across the campus, reports yielded big results. It seems that community engagement is evolving at institutions with a strategic view recognizing it isn't public service but scholarship in part with teaching, research, and learning at its core.

First year results included 3-4 unified reporting systems in place. Defined tags and special attribute tags on courses that indicate service learning and community-based learning, have been created to properly identify and report these metrics.

Assistant Vice President Higgins-Hord stated that the lessons learned from Year One are:

- Aligning traditional scholarship with engaged scholarship is critical to achieving this goal
- A common reporting language improves consistency and measurability of engagement efforts
- We must continue to remove structural barriers

Year Two priorities include:

- Outline the work of the Engagement Council
- Identify top 3-5 issues important to partners
- Continue to operationalize data reporting systems
  - Digital Measures for faculty activity
  - Course-tagging
  - Volunteer Match for student activity

For more information, Assistant Vice Presidents Higgins-Hord's presentation may be found at
http://www.uky.edu/Trustees/agenda/retreats/oct2016/Outreach_and_Community_Engagement.pdf.

The Board of Trustees adjourned at 5:00 p.m.

Friday, October 22, 2016

The Board of Trustee began its second day at 8:00 a.m. on Friday, October 22, 2016, in the Board Room on the 18th floor of Patterson Office Tower.

The following members of the Board of Trustees were present: C. B. Akins, Sr., Jennifer Y. Barber, Claude A. "Skip" Berry, III, Lee X. Blonder, James H. Booth, William C. Britton, E. Britt Brockman, Michael A. Christian, Kelly Knight Craft, Angela L. Edwards, Cammie DeShields Grant, Robert Grossman, David V. Hawpe, Kelly Sullivan Holland, David Melanson, Rowan Reid, C. Frank Shoop, Robert Vance, and Barbara Young. Trustees Mark P. Bryant and Carol Martin "Bill" Gatton were not in attendance.

I.   Strategic Plan – Undergraduate Student Success

Provost Tracy thanked University of Kentucky Public Relations and Marketing for their work on this year's retreat materials and presentations.

A video was shown to the Board of Trustees and Provost Tracy asked the Trustees to listen for four themes: academic success, financial stability, belonging/engagement, and wellness. Click here to see video: https://youtu.be/dO4DbtYVMzg

Provost Tracy stated that his report would review the Undergraduate Student Success Strategic Plan and first year accomplishments, and also would discuss strategies to further increase UK's success with this objective.

In review, the three strategic initiatives of Undergraduate Student Success are:

* Enhance student success in degree completion and career planning
* Enhance student learning through new curricular offerings and innovative teaching
* Enrich undergraduate education with transformational experiences

The metrics used to monitor and evaluate progress towards the initiatives are retention rates (first-, second-, and third-year), graduation rates (four-year and six-year rate), and six-year graduation rate gaps in under-represented minorities, first-generation students, and Pell recipients. There are a total of 16 specific action steps, with 15 of 16 in progress and on track.

Provost Tracy stated that in order to meet these initiatives, the priorities and progress are guided by the development of four pillars of student success:

* Academic Success – moving more advising and student support services into the colleges
* Financial Stability – initiating Provost Persistence Grants and Enrollment Management strategies

- Belonging – creating the Division of Student and Academic Life, expanding Living Learning Programs, and strengthening the Office of Institutional Diversity
- Health and Wellness – significantly expanding the capacity of the Counseling Center

Provost Tracy reported that first year results for this Strategic Plan goal were mixed. Retention rates have remained stubbornly flat for first-, second-, and third-year students. There has been improvement in graduation rates for both the four-year and six-year periods, but unless the retention rates begin to improve, graduation rates will stall. Six-year graduation rates for under-represented minorities were improved, first-generation regressed, and Pell recipient's rates were flat.

Provost Tracy stated that lessons learned from Year One are:

- We must match money to mission
- Aligning efforts for student success requires clarified definitions and purpose
- A clear implementation process is important for establishing continuity and coordination among units

The priorities for Year Two are:

- Develop a new enrollment strategy
- Continue the changes in the Division of Student and Academic Life and encouraging a new culture of success
- Enhance advising and other student support services within the colleges
- Match money and mission by aligning the budgeting to planning processes

Provost Tracy entertained questions and comments from the Trustees. Questions and discussion included what are the main reason(s) students drop out (financial, "not belonging", or health), does belonging to an organization help retention, could an increase in programming around belonging be helpful, and how many students do not belong to a group. Other areas of discussion included the use of philanthropy to assist with costs involved with restructure and how size of endowments can supplement student services and scholarships, can academic advisors assist students with joining an organization, helping undecided students and undeclared majors, personalized advising for not only class/major but for organizations as well, and organization cost in relation to finances of the student and are some organizations too expensive.

For more information, Provost Tracy's presentation may be found at http://www.uky.edu/Trustees/agenda/retreats/oct2016/UK_LEADS-Enrollment_Management_StrategyReduced).pdf.

J.   Strategic Plan - Undergraduate Education – Year Two

Provost Tracy stated that accomplishments from Year One included the creation of the Office of Student and Academic Life by merging Student Affairs and Undergraduate Education, aligning the formal curriculum with the co-curriculum with the extra-curricular, and investing through reallocation in front-line student support personnel.

One of the priorities of Year Two will be the development of a new enrollment management strategy. Enrollment Management is the "well-planned strategies and tactics that shape the enrollment of an institution to reflect established goals and values." The strategy for the past five years has been a growth model to increase quality, maximize net tuition review (gross tuition less institutional [need and merit] aid), and promote diversity. Though first year class size (including quality, residency mix, and minority size) has grown, and considerable attention and effort has been made to institutional aid, retention rates have remained basically flat.

In planning for the future, it has been determined through data and market research that unmet financial need is a significant retention risk factor for UK students.

Provost Tracy introduced UK LEADS (Leveraging Economic Affordability for Developing Success) Initiative as a next step to help student success.

Three components of the UK LEADS Initiative are class composition, net tuition revenue, and need based aid. Class composition would set an enrollment threshold by using a High School Readiness Index to provide a more nuanced view of potential student persistence. To help close the net tuition revenue impact of adjusting admissions criteria, UK would enroll a mix of first-time full-time and transfer students with the establishment of the High School Readiness Index threshold. And lastly, a portion of financial aid would be awarded based on unmet need, which is predicted to have a positive impact on retention rates. This implementation would take three to five years and would not affect UK's current students or their scholarships.

Provost Tracy recapped that future actions of this plan, which includes periodic assessment and assumes neutral state appropriations, include:

- Enrollment and Retention – keep building the population of students most likely to be retained and to succeed, in part through carefully targeted enrollment management action (enrolling students prepared for the rigors of a UK education and awarding institutional aid to students with the greatest need)
- Need-Based Aid – meet the financial needs of a large fraction of student for whom the cost of a UK education exceeds the family's ability to pay
- Academic Support – provide targeted additional support for those students whose academic preparation may be incomplete and/or who are otherwise known to be at risk (e.g., first-generation)
- Alternative Pathways – develop alternative pathways for under-prepared students to build their skills and eventually achieve admission to UK

Provost Tracy welcomed questions and comments from Trustees. Questions and discussion included areas such as educational attainment and family income or socio-economic status, what are the retention versus unmet need similarities with peer or similar institutions, transfer student recruitment strategies, non-resident student in-state and out-of-state tuition comparison with UK tuition, is there qualified transfer student applicant pool, and state funding for higher education in surrounding states. Other questions included competitive package awards and merit based aid, the amount of actual dollars being moved from merit-based need to unmet financial need, effects of

new model on faculty-student ratio, disparity between resident and non-resident students in retention, and transfer student retention over first-time full time students. Discussion continued with a review of the proposed high-school readiness index, veteran recruitment and support, alternative course pathways for student success, occupancy rates in residence halls, the effects on under-represented and minority student enrollments, freshman class size over the next two to five years, and finally, international student enrollment and 2+2 and 4+1 degree programs.

For more information, Provost Tracy's presentation may be found at
http://www.uky.edu/Trustees/agenda/retreats/oct2016/UK_LEADS-Enrollment_Management_StrategyReduced).pdf

G.   Adjournment

With no further questions or discussion, the Board adjourned at 10:00 a.m.

Respectfully submitted,

Kelly Sullivan Holland
Secretary, Board of Trustees