

STRONGER by DEGREES



MEETING AGENDA

Committee on Equal Opportunities

Tuesday, January 28, 2014

Conference Room A



Members, Council on Postsecondary Education

Dennis Jackson (*chair*)

Kim Barber
JoAnne Bland
Jerome Bowles
Juan Castro
John Johnson
Arthur Lucas

Glenn Means, III (*student member*)

Willis Polk
Robert Staat
Arnold Taylor
Wendell C. Thomas
David Welch

Pam Miller (*ex officio, nonvoting*)

Robert L. King, CPE President

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AGENDA

Committee on Equal Opportunities

Council on Postsecondary Education

Tuesday, January 28, 2014

9:00 AM

Conference Room A

1. Roll Call
2. Approval of Minutes (October 2013) 3
3. Comments
 - a. CPE President Bob King
 - b. ECU President, Dr. Michael T. Benson
4. Discussion/Information
 - a. Summary Report: Institutional Diversity Plan Assessments 8
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 - b. Other Business
6. Adjourn
Next meeting: March 24, 2014, 9 a.m. (EDT), Frankfort, Kentucky

Minutes
Council on Postsecondary Education
Committee on Equal Opportunities
October 21, 2013

The Committee on Equal Opportunities met October 21, 2013, at the Council office. Chair Dennis Jackson presided.

ROLL CALL

Members present: Kim Barber, JoAnne Bland, Jerome Bowles, Juan Castro, Arthur Lucas, Glenn Means, Willis Polk, Robert Staat, Arnold Taylor, Wendell Thomas, and David Welch.

Mr. John Johnson did not attend.

APPROVAL OF MINUTES

The minutes from the May 2013 meeting were reviewed. Mr. David Welch asked that a revision be made on page four, at the end of the first paragraph. Language will be added stating that the motion passed and was approved.

A motion was made by Mr. Welch to accept the minutes. Mr. Arnold Taylor seconded the motion.

VOTE: The motion passed and was approved.

**ACTION: 2014 CEO
MEETING CALENDAR**

Recommendation: The Council staff recommends that the CEO approve the 2014 meeting calendar: January 27, March 24, May 19, and October 20. Other meetings are to be established as needed.

MOTION: Mr. Glenn Means moved to adopt the meeting calendar. Ms. JoAnne Bland second the motion.

VOTE: The motion passed and was approved.

**ACTION: DEGREE
PROGRAM ELIGIBILITY
EVALUATION FOR 2014**

The CEO discussed the continuation of the institutions' degree program eligibility status for the 2014-15 academic year, to allow clarification and application of the new definitions established by the Federal Government. The CEO voted to recommend to the Council to allow the

institutions to maintain their eligibility status for 2014-15.

Mr. Arnold Taylor, Mr. David Welch, and Mr. Jerome Bowles discussed whether Madisonville CC should be used as a model to showcase waiver requests. Dr. Thompson and Dr. Johnson explained the waiver process, and the course of action taken by Madisonville in preparation for their presentation to the CEO. Dr. Thompson stated that the template used to request waivers will be presented to the committee at the January meeting.

Mr. Taylor made a motion that the CEO go on record stating that the committee favors the Council instructing Dr. Aaron Thompson and Dr. Rana Johnson to develop a plan for assisting the institutions in a manner similar to the process used by Madisonville Community College to request a waiver. The motion was seconded by Mr. Welch.

VOTE: The motion passed and was approved.

Mr. Bowles inquired about campus visits being included in the discussions at the next meeting. Council staff confirmed that a discussion of campus visits would be included in commentary at the January 2014 meeting.

INSTITUTIONAL DIVERSITY PLAN ASSESSMENT

Dr. Johnson introduced the Diversity Plan Performance presentations. The presentations were presented by five institutions:

- Sandra Moore- Eastern Kentucky University
- Charles Holloway- Morehead State University
- Cami Duffy- Murray State University
- Terry Allen- University of Kentucky
- Mordean Taylor-Archer- University of Louisville

Each of the universities presented information highlighting student body diversity, workforce diversity, student success, and campus climate. The PowerPoint presentations featured areas where progress was made, as well as areas

that will require improvement to reach their 2015 institutional goals.

Several CEO members posed questions at the conclusion of the presentations. The EEO representatives provided responses, accordingly.

The KCTCS institutions will deliver presentations in 2014.

DIVERSIFICATION OF
KENTUCKY'S PUBLIC
POSTSECONDARY
INSTITUTION'S BOARDS

Dr. Johnson presented the information requested by CEO members at the May 2013 meeting, regarding the diversification of the Boards of Regents/Trustees at Kentucky's public postsecondary education institutions. CEO members made a request to Council staff to forward a letter to the office of the Governor, as well as the Executive Director of the Boards and Commissions expressing support for the appointment of individuals from diverse backgrounds, when vacancies become available.

2012-13 ANNUAL
GMSCPP REPORT

Dr. Johnson provided a summary of the 2012-13 GMSCPP. The statewide program served 1,130 middle and junior high schools students; 829 students participated in the six university programs; and 152 students participated in the six KCTCS programs. Academic enrichment activities included a focus on STEM-H. The majority of the institutions administered pre- and post testing to determine the skill level of the students, as well as to inform parents where the student might require additional attention.

STATEWIDE DIVERSITY
PLANNING AND
SUPPORT PROGRAMS

More than 200 students participated in the Annual GMSCPP Statewide Conference at Morehead State University in June 2013: Three universities and five KCTCS institutions. Students were introduced and participated in hands-on activities, including engineering design, radiology, polygons, probabilities, nursing, modeling/simulations, sun/space science, and natural and synthetic polymers. The 2014 GMSCPP Statewide Conference will be hosted by Eastern Kentucky University in June 2014.

Dr. Johnson highlighted several diversity activities that were hosted by several public universities: GMSCPP Conference hosted by MoSU, Proficient Jr/ Sr Diversity Conference hosted by ECU. The SREB Doctoral Scholars Program Institute on Teaching and Mentoring will be held in Arlington, VA, October 31- November 3. All of Kentucky's public postsecondary institutions will participate in the recruitment fair to increase the representation of diverse faculty at their institutions.

WAIVERS OF
KRS 164.020(19)

No waiver requests were made as of October 2013.

KENTUCKY'S TUITION
INCREASE

Dr. Aaron Thompson provided a brief overview of the tuition increases at the public postsecondary education institutions.

INSTITUTIONAL
REPRESENTATIVES
REPORTS

Each of the EEO representatives provided an update on diversity activities/events at their respective campuses.

OTHER BUSINESS

Mr. Sherron Jackson was presented with a resolution for his service to the CEO, as well as the CPE. Dr. Kimberly Holmes was presented with a resolution for her service to KSU, as well as the CEO.

Ms. JoAnne Bland discussed the opportunity to present information to the CEO, in an effort to revise the definition of diversity in the Statewide Diversity Policy. Ms. Bland presented information at the CEO Retreat, and inquired about having "gender identity," and "gender presentation," added to the current definition.

Ms. Bland made a motion that "gender identity" and "gender presentation" be added to the definition of diversity. The motion was seconded by Mr. Arnold Taylor.

Several CEO members posed questions and the issue was

discussed at length. CPE's legal counsel indicated that the CEO could recommend to the CPE that the definition be amended as suggested, by Ms. Bland and that other entities had done so at the direction of the Office of Civil Rights-- but that in his legal opinion the requested language fell under the broad umbrella of "gender," which is currently included in the definition. Ms. Bland responded that it was necessary to include these specific references in order to ensure that the legally recognized rights were protected on the campuses. One of the CEO members asked Council staff to confirm that various groups with interests in campus diversity were asked to attend CEO meetings and provide feedback prior to the development of the diversity policy. Council staff confirmed that a variety of groups were invited to attend the meetings and many were involved in its development.

Dr. Robert Staat made a motion to table Ms. Bland's motion. His motion was seconded by Mrs. Kim Barber.

A vote was conducted-- eight CEO members voted yes to table the discussion. Two members voted no. The motion passed.

Council staff assured Ms. Bland that time would be allocated at the January 2014 meeting to discuss the definition of diversity.

NEXT MEETING

The next regularly scheduled meeting will be held Monday, January 27, 2013, 9:00 a.m. (ET) in Frankfort, Kentucky.

ADJOURNMENT

The meeting adjourned at approximately 12:30 p.m.

Summary Report: Evaluation of the Institutional Diversity Plan Assessments

Background

The Council on Postsecondary Education worked collaboratively with Kentucky's public postsecondary institutions, as well as numerous higher education stakeholders across the Commonwealth, to develop the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development.

Institutional diversity plans were developed in response to the diversity policy with the expectation that they would comply with the requirements of both the Postsecondary Education Diversity Policy and the Kentucky Administrative Regulation. The statewide policy and the KAR directed institutions to develop campus-based diversity plans that included specific strategies that promote diversity, measurable goals that describe diversity and equal opportunity for students, faculty, administrators, and staff and strategies that address the campus environment. The plans focus on four areas:

1. Student Body Diversity that reflects the diversity of the Commonwealth or the institution's service area (both undergraduate and graduate).
2. Student Success (retention, graduation rate, degrees, and credentials).
3. Workforce Diversity (faculty, staff, and executive/administrative/managerial).
4. Campus Climate (environment, strategies, employment retention, and promotion).

The institutional plans provide a general roadmap of the types of activities that the institutions will work on collaboratively with the Committee on Equal Opportunities and other key stakeholders over the next four years to make progress on the policy objectives of the Statewide Diversity Policy and the Postsecondary Education 2011-15 Strategic Agenda, *Stronger by Degrees*.

The policy requires each public postsecondary institution to develop annual diversity plan assessment reports that acknowledge the advances made and areas that require attention. Council staff received the first self-assessment reports in fall 2012; the

attached report offers a summary of the second institutional assessment, submitted in fall 2013. Reports were received from each of the public universities. The assessment report for the Kentucky Community and Technical College System had not been finalized by KCTCS administrators prior to the mail out of the CEO agenda book. The KCTCS assessment report will be presented at the March 2014 CEO meeting.

Assessment reports highlight the institutions' success in implementing specific strategies that promote diversity and measurable goals that reflect institutional demographics in comparison to the population. Institutional reports were forwarded to members of the CEO January 3, 2014, for review. Attached are reviews of the institutions' second self-assessment reports, including their executive summaries that display institutional progress, as well as areas that may require attention to meet the 2015 goals. PowerPoint presentations will be delivered by each institution, during the March, May, and October meetings, which will provide a more detailed report regarding student body diversity, student success, workforce diversity, and the campus climate.

The summaries developed by Council staff reflect the most recent information provided by the institutional EEO representatives. The information presented is based upon a comparison of 2011 and 2012 data, presented in the Institutional Diversity Plan Reports.

Eastern Kentucky University Diversity Plan Assessment

The Eastern Kentucky University report highlights various groups included in their institutional diversity plan, and presents strategies used to achieve the goals and objectives in the plan. The report summarizes the progress made in the four areas outlined in the statewide diversity policy. Based upon ECU's area of geographical responsibility, four ethnic/racial groups were used in discussions of student body diversity: African American/Black, Hispanic/Latino, American Indian/Alaskan Native, and Native Hawaiian/Pacific Islander. The diversity assessment report included the same groups in discussions of workforce diversity. Asians were also included in the discussion of students as well as the workforce. The report noted that ECU subscribes to the comprehensive definition of diversity, and is inclusive in addressing needs, issues, and areas of improvement for its diverse population. ECU has a special focus on several groups outside of the four areas in their plan: African American male, LGBTQ, and veterans. The ECU Executive Summary is attached for review.

Student Body Diversity-Undergraduate: The report noted an increase in enrollment for the following diverse groups from fall 2011 – fall 2012: American Indian/Alaskan Native and Hispanic/Latino. ECU also reported a decline in enrollment for two groups: African American/Black and Native Hawaiian/Pacific Islander. The report also indicated that overall, ECU undergraduate student enrollment increased between 2011 and 2012 (from 13,902 to 13,947), for diverse groups.

Student Body Diversity-Graduate: Two groups increased (Hawaiian/Pacific Islander and American Indian/Alaskan Native) in graduate enrollment. Two ethnic groups also decreased (African American/Black and Hispanic/Latino). Overall, graduate student enrollment decreased between 2011 and 2012 (from 2,160 to 2,021), for diverse groups.

Student Success: Retention, Graduation Rate, Degrees/Credentials Awarded

Retention: Current retention data was not provided for 2012.

Graduation Rate: The report included a summary chart with “baseline” and “most recent” headings to highlight progress made for underrepresented minority groups. The information presented did not include a break out by race. The bachelor’s graduation rate gap summary chart indicated a baseline year of 10.3 percent, compared to 15 percent for the most recent year. Overall, ECU appeared to make progress toward their target; however, no additional information was available to determine whether progress was made from the previous year. No additional information was provided to include a breakout of African American/Black, Hispanic/Latino, Native Hawaiian Pacific Islander, or American Indian/Alaskan Native.

Degrees/Credentials Awarded: The ECU report featured a summary table that included 2010 data compared to 2011. Current degree and credential data was not provided for 2012.

STEM-H Degrees: The ECU report included a baseline year of 791, compared with a most recent total of 780 that displayed STEM-H degrees. The summary chart indicated a decrease in progress from ECU’s baseline to their target. No additional information was provided. The summary chart did not include the number of STEM-H degrees awarded, by race.

Student Transfer from KCTCS: The ECU report included a summary chart of student transfers from KCTCS to ECU: a total of 832 for the baseline year, compared with a recent total of 795. The summary chart indicated a decrease in progress from ECU’s

baseline to their target. No additional information was provided. The summary chart did not include the number of transfers, by race.

Workforce Diversity: A summary chart was provided that displayed the number of groups employed in seven categories. Each category included data for fall 2007 through fall 2011. Current workforce diversity data was not provided for 2012.

Executive, Administrative, Managerial: The report included summary tables that featured progress made between 2009 and 2011; comparison data for the reporting period, 2011-12 and 2012-13, was not included.

Faculty: The report included summary tables that featured progress made between 2009 and 2011; comparison data for the reporting period, 2011-12 and 2012-13, was not included.

Professional Staff: The report included summary tables that featured progress made between 2009 and 2011; comparison data for the reporting period, 2011-12 and 2012-13, was not included.

Tenure: The ECU report presented the following groups as having earned tenure: African American/Black-17, Hispanic/Latino-6, Native Hawaiian Pacific Islander-n/a, and American Indian/Alaskan Native-1.

ECU Board of Regents: The makeup of the ECU Board includes 11 individuals: 1 African American, 10 white, 6 are female, and 5 are male.

Campus Environment Team/Campus Climate: The CET report was included in the ECU assessment. The report featured two groups: The Diversity Planning Council and the University Diversity Committee. Additionally, goals and objectives as well as the charge of the group, were identified. Meetings are publicized on the web. ECU administered a campus climate survey- the results are located on the ECU website. The assessment report highlighted accomplishments and recommendations made in 2012-13. And finally, the ECU assessment included a discussion of the methodology used to determine the effectiveness of the CET.

Kentucky State University Diversity Plan Assessment

The KSU report highlights the racial groups included in their institutional diversity plan, discusses progress made, and areas that require improvement to meet the 2015 goals. The assessment report includes a discussion of targets/goals for the student body and

the workforce. Based upon KSU's area of geographical responsibility, the following groups were used in discussions of student body diversity: African American/ Black, Hispanic/Latino, White, American Indian/Alaskan Native, and Native Hawaiian/Pacific Islander. The diversity assessment report included the same groups in discussions of workforce diversity. Asians were also included in the discussion of students and the workforce. KSU has a special focus on several groups outside of the four areas in their plan: African American male, students from low socioeconomic backgrounds, and providing translation for Spanish-speaking prospective students. The KSU Executive Summary is attached for review.

Student Body Diversity-Undergraduate: The assessment report indicated that KSU showed a decrease in overall undergraduate student enrollment from 2011 to 2012, from 2,490 to 2,296. Enrollment for two groups increased (Hawaiian/Pacific Islander, White). Three groups declined in enrollment (African American/Black, Hispanic/Latino, American Indian/Alaskan Native).

Student Body Diversity-Graduate: Graduate student enrollment also decreased from 2011 to 2012, from 256 to 228. Two ethnic groups increased in enrollment (Hispanic/Latino, Hawaiian/Pacific Islander), while two groups decreased (African American/Black, White).

Student Success: Retention, Graduation Rate, Degrees/Credentials Awarded

Retention: The assessment report indicated that KSU noted a decline in student retention from 2011 to 2012. The report noted that the African American student retention rate was 45 percent. The first to second year retention improved for the current reporting period, after experiencing a decline for the 2010 to 2011 period. The retention rates for four groups decreased (African American/Black, White, Hispanic/Latino, American Indian/Alaskan Native) and one group remained the same (Hawaiian/Pacific Islander).

Graduation Rate: The KSU report indicated that the graduation rate decreased from 21.5 percent in 2011, to 14.0 percent in 2012. No additional information was provided.

Degrees/Credentials Awarded: The KSU report indicated that the total number degrees/credentials awarded increased slightly from 342 in 2011, to 346 in 2012.

STEM-H: KSU did not collect/report this information. The collection is in progress.

Student Transfer from KCTCS: KSU reported an overall increase in student transfers from 115 in 2011, to 179 in 2012, or 65 percent, since the last reporting period. The number of African American/Blacks, Hispanic/Latino, White, and Hawaiian/Pacific Islander transferring to KSU increased; American Indian/Alaskan Native decreased.

Workforce Diversity: The KSU assessment report indicated that structural changes were implemented during the past year, which resulted in several new positions being filled.

Executive, Administrative, Managerial: KSU noted an increase in African American/Blacks in this category, from 36 to 40, and an increase in Whites from 10 to 11. Hispanic/Latinos were not represented in this category. Overall, KSU noted an increase of six individuals in this category.

Faculty: KSU reported an overall decrease in this category, from 125 in 2011 to 123 in 2012. African American/Blacks increased (from 35 to 36) and Whites decreased (from 87 to 85); the number of Hispanic/Latinos also decreased (from 3 to 2).

Tenure of KSU Faculty: A total of 74 KSU faculty were reported as having tenure during academic year 2011-12 (this was the most recent year reported). A total of 49 faculty members are on tenure track.

Professional Staff: KSU reported a decrease in this category, from 153 to 139. African American/Blacks, Hispanic/Latinos, and whites all decreased in this category from 2011 to 2012.

Retention of KSU Workforce: The KSU assessment report indicated that KSU experienced fluctuations in their total, as a result of budget constraints. According to the report, "Where there have been voluntary separations and retirements, efforts were made to either replace the person or realign the position. All vacant faculty positions were reposted for new hires." The report noted that faculty and staff retention efforts include provisions of professional development funds for off-campus training and travel funds for participation in professional conferences and association meetings. A total of 324 full-time employees were represented in fall 2011; a total of 314, were represented in fall 2012, according to the assessment report.

KSU Board of Regents: The KSU Board of Regents consists of 55 percent African Americans, 36 percent whites, and 9 percent African Indian/Alaska Natives.

CET/Campus Climate: The CET report was included in the KSU assessment. The names of members were listed, goals/objectives were identified, and the mission and charge of

the group was presented. Meetings are publicized through the web, and several surveys were administered (NSSE, Student Satisfaction Survey, Class Survey). KSU administered a survey to graduating seniors that was very beneficial. Favorable responses were recorded that noted the effectiveness of the KSU education, and the impact it presented to enable students to achieve certain skills. Overall, respondents indicated that they were very satisfied, or satisfied, with their education at KSU.

Morehead State University Diversity Plan Assessment

The Morehead State University report discusses strategies used to achieve the goals/objectives in the diversity plan and highlights the progress made in the four areas outlined in the statewide diversity policy. The assessment report includes a discussion of progress made for the ethnic/racial groups identified in the MoSU plan. Based upon MoSU's area of geographical responsibility, four ethnic/racial groups were presented in discussions of student body diversity: African American/Black, Hispanic/Latino, American Indian/Alaskan Native, and Native Hawaiian/Pacific Islander. The diversity assessment report included the same groups in discussions of workforce diversity. MoSU includes a special focus on one group outside of the four areas in the plan: Two or more races. The MoSU Executive Summary is attached for review.

Student Body Diversity- Undergraduate: The MoSU assessment report noted that enrollment at the undergraduate level increased from 2011 to 2012. Undergraduate enrollment increased for African American/Black, Hispanic/Latino, and Native Hawaiian/Pacific Islander. Enrollment decreased for American Indian/Alaskan Natives.

Student Body Diversity- Graduate: At the graduate level, enrollment decreased overall. Enrollment increased for American Indian/Alaskan Natives. African American/Black and Hispanic/Latino enrollment declined.

Student Success: Retention, Graduation Rate, Degrees/Credentials Awarded

Student Success: The assessment report highlighted action steps to close the achievement gap from 2011 to 2012 in the areas of retention, graduation rate, and degrees/credential awarded.

Retention: The assessment report indicated that MoSU noted a slight increase in first to second year retention rates for several groups from 2011 to 2012: African American/Black, Native Hawaiian/Pacific Islander, Hispanic/Latino. In the second to third

year retention rate, MoSU reported that information was not available, but noted in the summary that MoSU is committed to closing the 9.4 percent gap between groups.

Graduation Rate: The MoSU report highlighted the 2002–2007 cohorts and the six-year graduation rates for those periods for underrepresented racial/ethnic minorities (URM): overall, the gap fluctuated between the fall 2002 and fall 2007 cohorts for diverse groups. One group noted an increase in the 6-year graduation rate (African American/Black), while two groups decreased (American Indian/Alaskan Native and Hispanics).

Degrees/Credentials Awarded: The number of degrees awarded increased, overall, for diverse groups between 2010 and 2011. Comparison data was not reported for 2012.

The STEM-H: MoSU reported the number of diverse undergraduate students enrolled in STEM-H programs increased, from 69 in 2011, to 105 in 2012. Enrollment for all groups increased: African Americans, Hispanics, American Indian/Alaskan Native, and Native Hawaiian/Pacific Islander.

At the graduate level, enrollment decreased, overall, from 5 in 2011, to 2 in 2012. African Americans decreased by 1. Hispanics, American Indian/Alaskan Native and American Indian/Alaskan Native were not represented in STEM-H graduate enrollment in 2012.

The STEM-H degrees awarded in 2011-12 increased for two groups (African American/Black, Hispanics). Comparison data was not reported for 2012-13.

Student Transfer from KCTCS: The assessment report indicated that overall, MoSU noted a small increase in the number of students transferring from KCTCS in 2012, from 16 to 19. Transfer rates increased for Hispanic and Native Hawaiian/Pacific Islander students, but declined for African American/Black and American Indian/Alaskan Native.

Workforce Diversity: The MoSU diversity plan includes four ethnic/racial groups for the three categories. The assessment report provides a summary for each of the groups and discusses progress made or areas that require attention.

Executive, Administrative, Managerial: MoSU noted only one racial group (African American/Black) was represented in this category. Their numbers increased from 2011 to 2012 (from 2 to 3). No other ethnic/racial group was represented.

Faculty: According to the MoSU assessment, the number of diverse faculty members decreased from 2011 to 2012 (from 31 to 29). Hispanic/Latinos increased in this category from 9 to 11. The number of African American/Black, and American Indian/Alaskan Native faculty decreased.

Tenure: The number of diverse faculty members earning tenure increased from 2011 to 2012: from 13 to 15 (African American and Hispanic/Latino were represented).

Professional Staff: MoSU noted no change in this category, in the overall total. One group increased: American Indian/Alaskan Native, while one decreased: African American/Blacks. Hispanic/Latinos remained the same.

Retention of Workforce: No discussion was included that highlighted the retention of the MoSU workforce.

MoSU Board of Regents: The MoSU Board consists of one minority (African American).

CET/Campus Climate: MoSU included a CET report in their assessment that identified the members, listed goals/objectives, and the charge of the group. Information regarding the publication of meetings was also included. MoSU plans to implement a campus climate survey in 2013. MoSU listed four recommendations that were shared with the president and implemented. The assessment did not include a discussion of a methodology to determine the effectiveness of the CET.

Murray State University Diversity Plan Assessment

The Murray State University report included a discussion of the strategies used to achieve the goals/objectives in their plan. The assessment report includes four groups in both the student body and workforce discussions: African American/ Black, Hispanic/Latino, Native Hawaiian, Pacific Islander, and Alaskan Native/Native American. Additionally, Asians are included in both the student discussion and the workforce diversity discussion. MuSU also serves special populations, which include: Asian, women, LGBT, and special interest male groups. The MuSU Executive Summary is attached for review.

Student Body Diversity- Undergraduate: The MuSU assessment report included both a summary chart, as well as a narrative, that highlighted the enrollment progress at the undergraduate level in 2011 compared to 2012. Undergraduate enrollment increased from 8,664 to 8,891. The university noted growth in three of the four ethnic/racial

groups: African American/Black, Hispanic/Latino, and Native Hawaiian/Pacific Islander. One group declined: American Indian/Alaskan Native. The report indicated that all groups are on target to reach the 2015 target, with the exception of the American Indian/Alaskan Native group, which is developing.

Student Body Diversity- Graduate: Overall, graduate enrollment decreased from 1,959 to 1,941. Growth was noted in one of the four groups: Hispanic/Latino. Decreases were noted for African American/Black, and Native Hawaiian/Pacific Islander. Enrollment for American Indian/Alaskan Native remained the same. One group is on target to reach the 2015 target (Native Hawaiian/Pacific Islander), and all other groups are developing.

Student Success: Retention, Graduation Rate, Degrees/Credentials Awarded

The assessment report previewed the retention rates for first to second year and from third to fourth year, and degrees and credentials awarded to the four groups in the MuSU diversity plan.

Retention: The report indicated that the retention for first to second year for African American/Blacks demonstrated a positive upward trend. Retention rates for Native Hawaiian/Pacific Islander and American Indian/Alaskan Native represented a small portion of the population and would not be measured. According to the assessment, MuSU indicated that one group is on target, Native Hawaiian/Pacific Islander, while all others are developing. The African American/Black rate was 62.9 percent, the American Indian/Alaskan Native rate was 50 percent, and the Hispanic/Latino rate was 62.1 percent. The Native Hawaiian/Pacific Islander rate was 0 percent in 2012 for 1ST – 2ND year retention.

According to the assessment report, 2ND to 3RD year retention was recorded as follows: African American/Black - 62.9 percent, American Indian/Alaskan Native - 80 percent, and Hispanic/Latino was 58.3 percent. The Native Hawaiian/Pacific Islander rate was 0. According to MuSU, all groups are on target, with the exception of Native Hawaiian/Pacific Islander, reported as developing.

Graduation Rate: The report included a discussion of graduation rates for African American, Hispanic/Latino, American Indian/Alaskan Native, and Native Hawaiian/Pacific Islander. MuSU noted that the graduation rates increased, overall, from 2011 to 2012. Particularly for: African American, American Indian/Alaskan Native. One group (Hispanic/Latino) declined. The assessment report stated that all groups are in the developing stage. Diverse graduation rates were reported as: African American/Black – 44.8 percent, American Indian/Alaskan Native – 57.1 percent, and Hispanic/Latino -47.6 percent. The

Native Hawaiian/Pacific Islander rate was 0 percent. According to MuSU, all groups are developing towards the target.

Degrees/Credentials Awarded: MuSU reported that degrees and credentials awarded to African American/Blacks and Hispanic/Latino increased in 2011-12. Comparison data was not reported for 2012-13.

STEM-H: The MuSU assessment included a discussion of the STEM-H initiatives to increase interest of students from diverse backgrounds. The report indicated that no data was provided because MuSU did not establish goals or objectives for this item in their diversity plan.

Student Transfer from KCTCS: The report included a summary chart that highlighted student transfer increases for two groups between 2011-12 and 2012-13: African American/Blacks (from 28 to 35) and Native Hawaiian/Pacific Islander (from 0 to 1). Transfer of Hispanic/Latinos remained the same from the previous year. Transfer of American Indian/Alaskan Native students decreased from the previous year.

Workforce Diversity: The assessment report included a summary chart that indicated that progress was made between 2011 and 2012. MuSU noted progress in some areas, while others require attention to meet their 2015 goals. A summary chart was included to show progress, or areas that will require attention for the diverse groups in the three categories.

Executive, Administrative, Managerial: A decrease in each group was reported from 2010 to 2011. American Indian/Alaskan Natives remained the same from the previous year-0. The assessment report stated that all groups are in the developing stage. Comparison data was not reported for 2012-13.

Faculty: Overall, a decrease was noted for faculty employed at MuSU from 2011 to 2012. MuSU noted an increase for one group: Hispanic/Latinos from 3 to 4, while a decrease was also reported for one group (African American/Black) from 14 to 8. American Indian/Alaskan Natives remained the same from the previous year. The assessment report stated that all groups are in the developing stage, and American Indian/Alaskan Natives are on target.

Tenure: The information provided for tenure noted that the number of diverse faculty members increased from 2011 to 2012, from 26 to 35; however, the number of African American/Black decreased from 7 in 2011, to 5 in 2012. No additional racial/ethnic groups were highlighted.

Professional Staff: An increase in three groups was reported from 2010 to 2011: African American/Blacks, American Indian/Alaskan Native, and Hispanic/Latinos. Comparison data was not reported for 2012-13.

Retention of Workforce: The retention of the three groups in the workforce was not included in the MuSU assessment report.

CET/Campus Climate: The MuSU CET report was included in the assessment report. Membership for the 2012-13 CET was listed, in addition to the mission, goals/objectives and the charge of the group. Meetings are publicized for the campus community to participate. Three recommendations were made to the president in 2012-13. The 2012-13 President's Award for Diversity and Inclusion was held, and Mr. Jody Cofer was recognized for his service at the banquet.

MuSU Board of Regents: The MuSU Board consists of 10 whites and one African American, consisting of 6 male and 5 female.

Northern Kentucky University Diversity Plan Assessment

The NKU assessment report included strategies to achieve the goals/objectives in the campus based diversity plan, as well as information to highlight progress made in the four areas outlined in the statewide diversity policy. The assessment report includes a discussion of targets/goals for the ethnic/racial groups identified in the plan, and includes a narrative that shows NKU is on target to achieve their 2015 goals. Based upon NKU's area of geographical responsibility, the diversity plan focuses on two groups for both the student body diversity and workforce diversity: African-American and Hispanic/Latino. NKU also provides services and programs to other special groups on campus, including: International students, LGBT, low-income students, physically challenged students, two or more races, and veterans. The NKU Executive Summary is attached for review.

Student Body Diversity- Undergraduates: According to the assessment report, NKU has continued to show progress in the area of student body diversity: diverse enrollment totaled 1,205 in 2011, and 1,283 in 2012. While NKU noted an increase in undergraduate Hispanic/Latino enrollment (from 230 to 273), African-American student enrollment declined (from 830 to 815). The reported indicated that NKU met, and exceeded their general target.

Student Body Diversity- Graduates: The number of diverse students enrolled in graduate programs increased slightly: 157 in 2011, and 159 in 2012. The Latino student population increased (from 31 to 33), while African-American enrollment remained the same (114 in both years). NKU exceeded the target.

Student Success: Retention, Graduation Rate, Degrees/Credentials Awarded

Student Success: The NKU assessment report discussed the retention gap closures for first to second year and third to fourth year. The report also highlighted graduation rates and degrees and credentials awarded. NKU also introduced several efforts to increase student retention.

Retention: The retention rate for both African American (from 63.3 to 54.3 percent) and Hispanic students (from 75 to 56 percent) decreased, between 2011 and 2012, according to the NKU report. The combined number of African American and Hispanics declined for first to second year retention. The data for second to third year retention noted that African American (from 45 to 62 percent) and Hispanic (from 44 to 62 percent) students increased in 2012. According to the assessment, NKU noted improvement for 2ND to 3RD year retention.

Graduation Rate: According to the NKU report, the six-year graduation rates for African-Americans decreased (31.9 to 24.8 percent) between 2011 and 2012, while the graduation rate for Hispanic students increased (31.6 to 35.7 percent). The target was met for reducing the graduation rate gap, according to the report.

Degrees and Credentials: The number of degrees and credentials awarded to diverse groups increased between 2009 and 2012, however, a slight decline was noted from 2011 to 2012 (from 135 to 130): African Americans remained the same (98), while the number of degrees awarded to Hispanics slightly increased (19 to 23). The report noted that NKU exceeded the target.

STEM+H: The number of STEM-H degrees awarded to diverse groups decreased between 2011 and 2012 (from 28 to 25); a decline was noted for African Americans (22 to 19), while a slight increase was noted for Hispanics (4 to 5).

Transfer: The number of African American and Hispanic undergraduate students that transferred from KCTCS to NKU increased between 2011 and 2012 (from 40 to 52). A slight increase was reported for African Americans (27 to 28), while the number more than doubled for Hispanic students (7 to 15).

Workforce Diversity: The NKU diversity plan includes two groups in workforce diversity: African American and Hispanic. The assessment report provides a summary for each group and discusses progress made, or areas that require attention, under each of the three job classifications.

Executive, Administrative, Managerial- reported by NKU as Managerial: NKU noted that the previous category of Executive, Administrative, Managerial, has been eliminated as a result of the new SOC codes. The current category utilized by NKU represented SOC Code 11 for management occupations, in place of EAM. NKU reported that the total numbers remained constant (7) from 2011 to 2012 for African American/Blacks (5) and Hispanic/Latinos (2). The report noted that NKU continues to work toward their goal.

Faculty: The total number of diverse faculty members increased between 2011 and 2012, from 33 to 34. The report indicated that NKU employed one additional African American faculty in 2012 (from 24 to 25), and two additional Hispanic (from 5 to 7). A decrease of 2 faculty classified as "two or more races", was responsible for the increase of one addition to the total. The report noted that NKU continues to work toward their goal.

Tenured Faculty: The NKU assessment report highlighted the total number of full-time, tenured faculty who are African American/Black and Hispanic/Latino, and indicated that the numbers remained the same in both 2011, and 2012 (14 total tenured faculty: twelve African American/Black and two Hispanic/Latino).

Professional Staff: The assessment report indicated that there are no categories in the new SOC system for the previously category listed as professional staff. NKU noted an increase in African American/Black and Hispanic/Latino professional staff from 2011 to 2012 (from 44 to 52 staff). The report noted that NKU continues to work toward their goal.

Retention of Workforce: NKU noted a decrease in the retention of their diverse workforce. The assessment report indicated that the total number of diverse employees totaled 102 in 2011 and 93 were retained 2011 to 2012. The report noted that NKU continues to work toward the retention of underrepresented minorities.

NKU Board of Regents: The NKU Board consists of one diverse member. In August 2013, the Governor appointed an African American (Mr. Andra Ward) to serve on the NKU Board.

CET/Campus Climate: The CET report was included in the NKU assessment. The report contained a list of members, the mission, goal, and objectives were identified, and the charge of the group was presented. Meetings are publicized through the website, and campus climate survey results are located on the website. NKU recently employed a compliance officer to assist with diversity initiatives, statutory regulations, and policies.

University of Kentucky Diversity Plan Assessment

The executive summary provides a comprehensive discussion of the University of Kentucky's Strategic Plan and unites it to the institution's diversity plan. The UK assessment report identifies the four areas highlighted in the statewide policy, and introduces ethnic/racial groups that are included in the UK diversity plan. Based upon their area of geographical responsibility, two ethnic/racial groups were included in discussions of student body diversity: African American/ Black and Hispanic/Latino. The diversity assessment report included three groups in discussions of workforce diversity: Asian, Women, and All Minorities (including African American/Black). UK included a special focus on several groups outside of the four areas in the policy: LGBT, Black Male, Veterans, students with disabilities, students in the Robinson Program, and international students. The Executive Summary is attached for review.

The UK assessment report highlighted undergraduate and graduate student enrollment from 2011, in comparison to 2012, for two ethnic/racial groups, based upon their area of geographical responsibility: African American/Black and Hispanic/Latino.

Student Body Diversity-Undergraduates: The report included both a summary chart, as well as a narrative, that highlighted the enrollment progress at the undergraduate level. Undergraduate enrollment increased from 20,152 to 20,878. The university noted growth in both ethnic/racial groups: African American/Black (1,499 to 1,561), and Hispanic/Latino (from 453 to 573). The report indicated that the enrollment gap closed for both groups, and UK is on target to reach their 2015 goal for undergraduate enrollment.

Student Body Diversity-Graduates: Overall graduate enrollment increased from 7,127 to 7,192 between 2011 and 2012. Both African American (350 to 353) and Hispanic (134 to 152) enrollment increased at the graduate level. The report indicated that the enrollment gap remained constant for African Americans at 2.8 percent, but was reduced to 0.6 percent for Hispanic.

Student Success: Retention, Graduation Rate, Degrees/Credentials Awarded

The assessment report highlighted retention gap closures for first to second year, and second year to third year retention. The report also highlighted graduation rates and degrees and credentials awarded.

Retention: UK indicated that both groups showed considerable progress. The African American student retention rate gap decreased from 14.9 percent to 7.3 percent; while the retention increased from 58.6 percent to 66.5 percent. The Hispanic gap decreased from 9.9 percent, to 7.4 percent. According to the report, Hispanic retention rates experienced greater fluctuation due to fewer numbers of students. UK implemented a university wide effort, in 2011-12, to address the “sophomore slump” with new campus wide programming through the Division of Student Affairs.

Graduation Rate: According to the UK report, the university anticipates increasing the sixth year graduate rate to 64 percent, between African American/Black and Hispanic/Latino, in comparison to whites. UK acknowledged that fiscal constraints from budget reductions will make the plan targets difficult to achieve.

UK’s overall graduation rate was reported at 57.6 percent (2006 cohort). The graduation rate for African Americans was 49.8 percent; while the Hispanic rate was 52.6 percent (UK reported that Hispanic/Latino student data fluctuates, due to the fewer number of students in this group). The gap was reduced for African American/Black, while the Hispanic gap changed to 5.8, from -10.9 the previous year.

Degrees/Credentials Awarded: UK reported that while there has been marginal progress in graduating undergraduate students of color, African Americans were awarded 203 degrees in 2010, compared to 196 in 2011. Hispanics were awarded 47 degrees in 2010, compared to 50 in 2011. Comparison data was not reported for 2012-13.

STEM-H: A discussion of UK’s commitment to recruit diverse groups to STEM-H was included in the report. An increase in degrees awarded to both African Americans (from 36 to 45) and Hispanics (from 10 to 20) was noted in 2011, in comparison to 2012.

Student Transfer from KCTCS: The assessment highlighted student transfers from KCTCS to UK. Overall, an increase was reported. Diverse student transfers increased for Hispanic/Latino students (from 20 to 21), and decreased for African Americans (from 37 to 33), from 2011 to 2012.

Workforce Diversity: The UK diversity plan includes several groups in their workforce: Women, All Minorities (including African American/Black), and Asian. The assessment report provides a summary for each of the groups and discusses progress made or areas that require attention.

Executive, Administrative, Managerial: UK reported an overall increase in this category. The number of female increased (from 242 to 248), while African American/Blacks decreased (from 28 to 27) in this category. The number of all minorities also declined (from 46 to 40).

Faculty: A decrease was noted in the faculty category from 2011 to 2012. The number of female faculty increased (from 820 to 826); African American/Blacks declined (from 90 to 79); the number of all minorities also increased (from 422 to 423). The report indicated that retirements and career advancement opportunities contributed to the reduction.

Tenure: UK reported an increase in fulltime tenured faculty from 2011-12: 51.8 percent in comparison to 2012-13, a total of 52.1 percent. Tenured faculty in 2011-12 included: 42.2 percent diverse faculty, and 44.4 percent Black/African American in comparison, in 2012-13, a total of 45.9 percent were diverse faculty members, and 55.7 percent were Black/African American.

Professional Staff: UK noted an overall increase in the number of employees in this category: 4,170 professional employees in 2011-12, compared to 4,234 in 2012-13. Four groups were identified under this heading: professional health, professional administrative support, professional student support, and professional technical support.

The total number of employees in the professional health category decreased from 1,334 to 1,332. All groups increased, with the exception of African Americans/Blacks. Women totaled 1,086 and increased to 1,087; all minority employees increased from 84 to 85, while African Americans remained constant at 39.

The number of employees in the professional administrative support category decreased from 1,531 to 1,508. All minority employees decreased from 115 to 104. African Americans decreased from 56 to 50; women remained constant at 1,002.

Employees in the professional student support category decreased from 455 to 444. All groups decreased: African Americans from 58 to 48; women from 277 to 272; all minority employees from 69 to 57.

Employees in the professional technical support category increased from 850 to 950. All groups increased: African Americans from 12 to 22; women from 311 to 336; all minority employees from 166 to 177.

UK Board of Trustees: The Board consists of 20 members. In 2012-13, the board included: 14 male, six female; one member was African American.

CET/Campus Climate: The UK CET report was included in the assessment. The names of the members were listed, goals/objectives were identified, and the mission and charge of the group was presented. Meetings are publicized on the website. The UK assessment report identified six recommendations in 2012-13 that will guide the work of the Equal Opportunity Panel (EOP).

The UK assessment concluded with a statement that confirms their commitment to the compelling interest in the educational benefit of diversity.

University of Louisville Diversity Plan Assessment

The University of Louisville assessment report offered a comprehensive description of strategies used to achieve the goals/objectives presented in their plan. The report included a descriptive narrative that highlighted progress made in the four areas outlined in the UofL diversity plan, including challenges that the university confronts; the report also identified ethnic/racial groups in discussions of student body diversity, based upon their area of geographical responsibility: African American/ Black and Hispanic/Latino. The diversity assessment report included three groups in discussions of workforce diversity: African American/ Black, Hispanic/Latino, and Asian. The University focuses on special groups outside of the four areas in their plan: LGBT, globalization/international affairs, veterans/military services, community engagement, low income, and environmental sustainability. The UofL Executive Summary is attached for review.

The UofL assessment report discussed both the undergraduate and graduate enrollment.

Student Body Diversity-Undergraduates: Overall, diverse enrollment totaled 2,542 in 2011 and 2,594 in 2012. The university noted an increase in student enrollment for both African American/Black (from 2,053 to 2,074), and Hispanic/Latino (from 489 to 520) between 2011 and 2012.

Student Body Diversity-Graduates: Overall, graduate enrollment increased from 594 to 625, between 2011 and 2012. The university noted an increase in student enrollment for Hispanic/Latino (from 129 to 162), while the number of African American/Blacks decreased (from 465 to 463), between 2011 and 2012.

Student Success: Retention, Graduation Rate, Degrees/Credentials Awarded

The UofL assessment report indicated that the institution is committed to student success and closing the achievement gaps. Preliminary data suggests that the university is on target to achieve its goals of increasing student success.

Retention: UofL reported that retention goals were not achieved for first to second year African American and Hispanics from 2011 to 2012. Both African American (from 265 to 255), and Hispanic (from 78 to 37) retention declined. The report noted that UofL administrators from the Cultural Center, Resources for Academic Achievement (REACH) and academic units are working to enhance efforts to support student retention including implementing an early warning system.

UofL reported an increase in the second to third year retention rates of Hispanics (from 61 to 69) from 2011 to 2012. African American retention (from 295 to 271) declined during the same period. However, university administrators noted that the second to third year retention for all students was over 80 percent.

Degrees/Credentials Awarded: UofL reported an overall increase in the number of degrees awarded to African American and Hispanic/Latino in 2011 to 2012 (from 359 to 372 degrees). African Americans saw a slight increase in the number of degrees awarded (281 to 283), and Hispanic/Latino also experienced an increase (78 to 89).

STEM-H: The UofL assessment included a discussion of the STEM-H enrollment of diverse groups in 2011, in comparison to 2012, in both undergraduate and graduate programs. The report also included a discussion to increase the number of STEM-H degrees awarded.

The number of diverse groups in STEM-H programs decreased at the undergraduate level (from 730 to 706), but increased at the graduate level (from 199 to 212), between 2011 and 2012. At the undergraduate level, Hispanic/Latino increased (from 158 to 175), while African American undergraduate enrollment decreased significantly (from 572 to 531). Hispanic/Latino also noted an increase (from 44 to 62) at the graduate level, while African Americans saw a slight decrease at the graduate level (from 155 to 150).

While the number of students of color in STEM+H has increased at both the graduate and undergraduate levels, the report indicated that UofL pays special attention to increase the number of STEM+H degrees awarded to students of color.

Transfer: Overall, the number of transfers reported by UofL increased from 2011 to 2012 (from 409 to 416). The number of African American transfers increased (from 51 to 58), while the number of Hispanic student transfers decreased (from 18 to 13).

Workforce Diversity: The UofL summary chart included a breakdown of four racial/ethnic groups for workforce diversity. The university is on target to achieve their 2015 goals, according to the report.

Executive, Administrative, Managerial: Overall, UofL noted an increase in this category (from 12 to 15) between 2011 and 2012. The number of African American/Blacks increased (from 10 to 12). Hispanic/Latinos were not represented in this category.

Faculty: The assessment report noted that diverse faculty members totaled 17.8 percent of the UofL workforce in 2012. Overall, UofL saw a decrease in the number of diverse faculty members employed in 2011, compared to 2012 (from 421 to 412). The number of Hispanic/Latino increased from 47 to 52, while African Americans decreased from 136 to 130, and the number of American Indian/ Alaskan Native decreased from 2 to 1.

Tenured Faculty: UofL administrators indicated that from fall of 2011 to the fall of 2012, 30 percent of faculty of color were tenured. Unfortunately, two groups noted a decrease in tenure: African American (from 42 to 41) and Hispanic/Latino (from 22 to 21).

Professional Staff: The assessment report indicated that overall, diverse representation increased in this category, from 2011 to 2012 (from 394 to 398). Two groups of professional staff declined: African American (from 245 to 243) and Hispanic/Latino (from 30 to 29). American Indian/Alaskan Native did not change from 2011 to 2012 (3).

Retention of the Workforce: UofL reported that from 2011 to 2012, only African Americans and Asians were represented as people of color in the EAM category; all were retained and two additional African Americans were hired in 2012. The number of faculty who were not retained decreased from 2011 to 2012 (from 423 to 412). And finally, the retention of professional staff increased in all racial ethnic groups from 2011 to 2012 (from 375 to 397).

UofL Board of Trustees: The composition of the UofL Board of Trustees is a part of workforce diversity, according to the assessment report. Currently, seventeen (17) members serve on the Board. Two (2) are African American, and seven (7) are female.

CET/Campus Climate: The UofL CET report included a list of members, goals/objectives were identified, and the charge of the group was highlighted. Meetings are publicized through the campus-wide UofL Today.

The Commission on Diversity and Racial Equality (CODRE) monitors and assesses the university and unit efforts to develop and implement plans that enhance and promote inclusion, equity, and campus diversity. Additionally, performance measures and the process for evaluation of the CODRE were identified.

The UofL assessment also reiterated their commitment to focus on special groups outside of the four in the statewide diversity policy: Globalization and International Affairs, LGBT Services, Veterans/Military Services, Support to Low-Income Students, Community Engagement, and Sustainability.

Western Kentucky University Diversity Plan Assessment

The Western Kentucky University summary described strategies used to achieve the goals/objectives in the diversity plan, as well as progress made in the four areas outlined in the statewide diversity policy. The report included a discussion of four ethnic/racial groups, based upon their area of geographical responsibility in discussions of student body diversity: African American/Black, Hispanic/Latino, Native Hawaiian, Pacific Islander, and Alaskan Native/Native American. The diversity assessment report also includes the four ethnic/racial groups in discussions of workforce diversity: African American/Black, Hispanic/Latino, Native Hawaiian, Pacific Islander, and Alaskan Native/Native American. Additionally, Asians are included in both the student discussion and the workforce diversity discussion. WKU highlights six special areas/groups that are served outside of the four groups listed in the diversity policy: international, disability services, veterans, socioeconomic, Asian, and two or more races. The WKU Executive Summary is attached for review.

The WKU assessment report provided both a summary chart, as well as a narrative, that highlighted the enrollment progress at the undergraduate and graduate levels.

Enrollment increased between 2011 and 2012, for undergraduate, but declined for graduate students.

Student Body Diversity-Undergraduates: Overall, diverse enrollment increased: from 17,982 in 2011, to 18,115 in 2012. Growth in two of the four ethnic/racial groups included: African American/Black (from 1,944 to 1,997) and Hispanic/Latino (from 328 to 391). Enrollment for American Indian/Alaskan Natives and Native Hawaiian/Pacific Islanders did not change.

Student Body Diversity-Graduates: Overall, diverse graduate enrollment declined from 3,066 to 3,009, between 2011 and 2012. The university noted an increase in student enrollment for both African American/Blacks (from 235 to 257), and Hispanic/Latino (from 45 to 52). American Indian/Alaskan Native decreased (from 10 to 8) and Native Hawaiian/Pacific Islander did not change.

Student Success: Retention, Graduation Rate, Degrees/Credentials Awarded

Student Success: The assessment report discussed the retention rates for first to second year, and from third to fourth year graduation rates and degrees and credentials awarded to the four groups in the diversity policy. WKU noted that their recently implemented stringent admission requirements will lead to increased retention rates and graduation rates.

Retention: Overall, the retention rates for first to second year exceeded 60 percent for two groups in 2011-12: African American/Black (63.08 percent) and Hispanic/Latino (69.23 percent). American Indian/Alaskan Native totaled 25 percent. Retention rates also decreased for two groups: Pacific Islander American Indian/Alaskan Natives (25 percent) during the same period.

The assessment report noted that after the second year, the retention rate for African American/Blacks was 47.66 percent, 56.41 percent for Hispanic/Latinos, and 25 percent for American Indian/Alaskan Native students. Comparison data was not reported for 2012-13.

Graduation Rate: The assessment report highlighted the 2005 and 2006 cohorts. Based upon the most recent data (2006 cohort- graduated by summer 2012), WKU reported that actual graduation rates for African American (31.6 to 33.3 percent), American Indian/Alaskan Native (16.7 to 40 percent), and Asian/Pacific Islander (35.7 to 60 percent) increased, while Hispanics decreased (54.5 to 50 percent).

WKU's reported that the graduation achievement gap between African Americans and White students is almost 20 percent. The university is working assiduously to reduce this unacceptable finding, according to the assessment report.

Degrees/Credentials Awarded: Overall, WKU reported an increase in the total number of degrees and credentials awarded to diverse groups between 2011 and 2012 (from 287 to 383). Two groups saw an increase: African Americans (from 189 to 296) and Hispanics (from 49 to 58 degrees), while American Indian/Alaskan Native noted a decrease (from 9 to 5 degrees).

STEM-H: The WKU assessment included a discussion of the STEM degrees awarded to diverse groups between 2011 and 2012- summer to spring. Several groups noted an increase in the STEM degrees awarded: African Americans (from 30 to 46), Hispanics (from 10 to 12 degrees), and a decrease for American Indian/Alaskan Native (from 4 to 3 degrees).

Student Transfer from KCTCS: The assessment report highlighted student transfers from KCTCS to WKU. Diverse student transfers increased in one group (Native Hawaiian/Pacific Islander- 0 to 2), decreased for one group (American Indian/Alaskan Native-4 to 1) and remained the same for two (American/Black- 48), (Hispanic/Latino- 19) between 2011 and 2012.

Workforce Diversity: The assessment report includes a discussion of progress made between 2011 and 2012. According to the report, WKU is committed to enhancing the makeup of its faculty and staff, to build a diverse institution.

Executive, Administrative, Managerial: Overall, WKU noted a decrease in diverse representation for this category. African American/Blacks increased (from 14 to 18) while Hispanics decreased (from 1 to 0) from 2011 to 2012.

Faculty: Overall, an increase was reported for this category (771 to 785). One group increased Black/African American (43 to 45), one remained the same Hispanic/Latino (15), and one declined, American Indian/Alaskan Native (from 6 to 5), in 2011 compared to 2012.

Retention of Faculty: WKU reported an increase in retention for diverse faculty members for two groups: African American/Black (44 retained in 2012), Hispanic/Latino (15 retained in 2012), and a decrease in American Indian/Alaskan Native (5 retained in 2012).

Tenure: Overall, the number of diverse tenured faculty declined between 2011 and 2012, from 65 to 60. The number on tenure track increased, during the same period (from 46 to 54). The assessment report indicated that half of the African American/Black faculty (22) earned tenure, with 31.8 percent (14 faculty) on the tenure track. No comparison data was provided. Hispanic/Latinos noted a decrease in tenured faculty (from 6 to 5), with 20 percent (3 faculty) on the tenure track. American Indian/Alaskan Native tenured faculty also decreased (from 4 to 3), in 2011 compared to 2012.

Professional Staff: WKU reported a decline between 2011 and 2012 for the professional staff category (from 82 to 73). Each of the three groups noted a decline: African American/Black (from 60 to 53), Native Hawaiian/Pacific Islander (from 14 to 13), and Hispanic/Latinos (from 7 to 6).

Retention of All Employees: The assessment report included a summary chart that presented retention data for diverse employees from 2011 to 2012. Of the 609 diverse employees, 534 (87.7 percent) were retained in 2012: African American/Black (52 of 60 retained in 2012), Hispanic/Latino (4 of 7 retained in 2012), and American Indian/Alaskan Native (1 of 1 retained in 2012).

CET/Campus Climate: The CET report was included in the assessment report. The members of the WKU CET were listed, the mission, goals and objectives were identified, and the charge of the group was presented. Meetings are publicized through a website, and the Campus Climate Survey results can also be viewed on the WKU website. The assessment included recommendations that were made in 2012-13.

WKU Board of Regents: The WKU board consists of 11 members: 10 Whites and 1 African American, including 7 male and 4 female.

A PowerPoint presentation will be presented at the March 25 CEO meeting that will display institutional progress, as well as areas that may require attention to meet their 2015 goals.

The Institutional Equal Opportunity Representatives will be available to provide additional information regarding their diversity plan assessment or to answer questions the CEO members may have.

Staff preparation by Rana Johnson

Process for Granting a Waiver Template for Waiver Materials Submission

At the October 2013 meeting, members of the Committee on Equal Opportunities suggested that Council staff develop a process for granting a waiver and report its findings to the committee at the January 2014 meeting. The CEO also suggested that the format be shared with the institutions

Council staff reviewed and revised the previous template that was applied prior to the development of the Statewide Diversity Policy. The revised template is included as Attachment A. Additionally, guidelines for submitting the document are also included, as Attachment B.

Attachment A includes a 12-step process that offers a guide for submitting a request for a waiver. The process includes submitting standard documentation, which may include, but is not limited to the following:

- The institutions' written request will be included as an appendix, along with the report.
- As part of the review process, institutions will provide specific actions, timelines, and outcome measures rather than general information on each of the items listed in 13 KAR 2:060. If an institution has received a waiver in the prior four years, the report must include the status of the specific programs implemented to support granting of waivers in prior years.
- Institutions will be required to return and make a full presentation of progress after the waiver has been implemented, and at the conclusion of the waiver period. This should include reports of actions taken by the institutions to implement recommendations made at the most recent campus visit by the CEO (if available).
- Council staff will include a comparative summary of institutional performance, status of recommendations from campus visits (if available), and past actions of institutions to implement programs promised when requesting a waiver in a prior year.
- The approval process for granting of a waiver may become a two-step process:

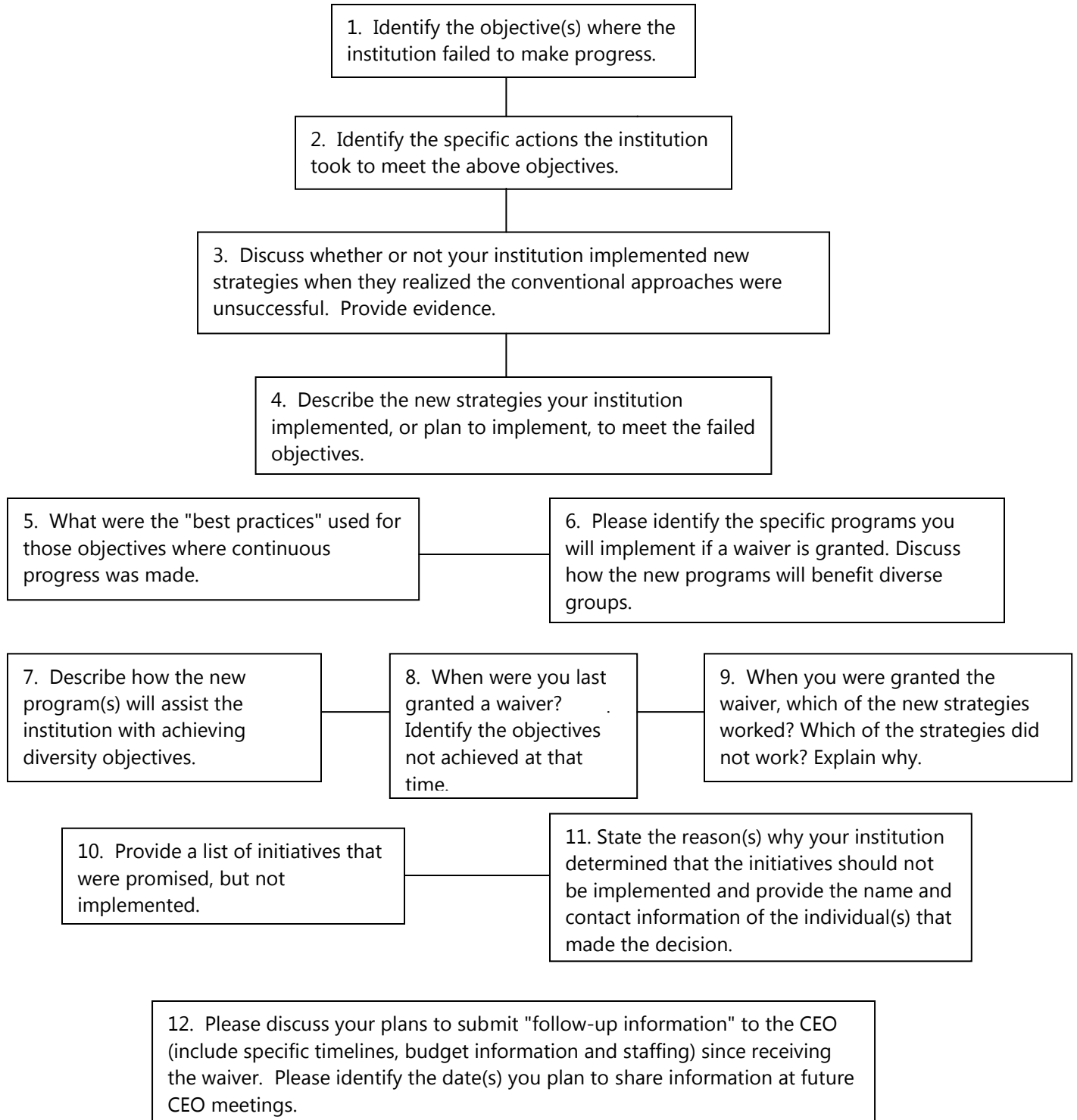
1. Institutions would present plans for improvement at one meeting; then the CEO would vote on the request at a second meeting – after the institution presented evidence of success.
 2. The CEO may allow approximately 60 days between the presentation by an institution and voting on the request for a waiver.
- CEO members may consider placing a limit on the number of programs that an institution may implement under the waiver provision
 - The CEO will provide a regular report at each council meeting so that issues of equity, and closing the gap, are highlighted.

Draft templates are attached, and will be reviewed and discussed at the January meeting.

Staff preparation by Rana Johnson

Attachment 3A

Template for Submitting the Request for a Waiver



**Submission Criteria for
A Waiver of the requirements of KRS 164.020(18)(SB 398)**

Administrative Regulation 13 KAR 2:060
Waivers.

If an institution is not automatically eligible under Section --of administrative regulation 13 KAR 2:060 and is eligible for a waiver the institution may request a one (1) year waiver.

A waiver may be approved by the college/university Board of Regents or Trustees. The waiver request submitted to the CPE by an institution shall include a resolution submitted approved by the institution's governing board and shall include a quantitative assessment, as appropriate, of the institution's efforts to achieve the institution's objectives as set forth in The Diversity Policy.

Waiver Process

A community college shall be eligible to receive a quantitative waiver if, the institution exhibits continuous progress in four (4) of six (6) objectives established in the Diversity Policy. A university shall be eligible to receive a waiver if, the institution exhibits continuous progress in six (6) of eight (8) objectives established in The Diversity Policy. To exercise this option the board need only submit to CPE a resolution indicating an intent to exercise it's privilege to submit new program proposals under the waiver provisions of KRS 164.020(19) for (specific institution name) institution during the calendar year (specific year identified).

The written documentation for a waiver shall include specific and quantifiable aspects of the institution's efforts to meet equal opportunity objectives including the following:

- (a) Commitment of funds to equal opportunity related activities.
- (b) Financial aid distribution.
- (c) Student services activities.
- (d) High school visitations and results.
- (e) Academic support services.
- (f) Number of interviews granted to diverse applicants for positions.
- (g) Offers of employment made that are accepted or rejected.
- (h) Utilization of funds to stimulate units to improve their employment data.

- (i) Special actions for units within an institution if additional efforts are required.
- (j) An evaluation of long-range data trends for those objectives that fell below expectations.

An institution that has received a waiver shall submit new academic programs under the waiver provision in the calendar year for which the waiver is granted. An institution's request for a new academic program, advanced under the authority of an approved waiver, shall be considered at the next regularly scheduled meeting of the Council after an institution has submitted a complete program proposal. If the Council postpones or delays action on an academic program approval, it may extend the period of consideration of a new academic program.

A waiver may be approved for an institution failing to meet annual objectives, based upon Section --, if the institution can demonstrate:

- 1.a. Outstanding efforts to achieve diversity were attempted which have not yet proven to be successful;
- or b. Extraordinary circumstances precluded success; and
- 2. Explains how the institution's revised plans for recruitment and retention of a diverse student body, and workforce diversity show promise of future success.

Committee on Equal Opportunities
Council on Postsecondary Education
January 28, 2013

Waivers of KRS 164.020(19)

The CEO asked for regular reports regarding institutions that choose to adopt a waiver of the standards of KRS 164.020(19) in order to implement new degree programs. The statutes establish the Council's responsibility to approve the offering of new degree programs (KRS 164.020(14)) and also limit an institution's eligibility for new degree programs (KRS 164.020(19)) by the requirement that an institution meet its equal opportunity objectives.

The Council has authority to grant a temporary waiver of the requirements of KRS 164.020(19). Administrative Regulation 13 KAR 2:060 establishes criteria for determining an institution's compliance with equal opportunity objectives and for the granting of a temporary waiver to a state-supported postsecondary education institution that has not met its objectives.

No institutions requested a waiver in 2013.

Staff preparation by Rana Johnson

Council on Postsecondary Education
Committee on Equal Opportunities
January 28, 2014

Kentucky's Public Postsecondary Education System Definition of Diversity

The Council on Postsecondary Education's Committee on Equal Opportunities, as well as Council staff, invited multiple groups to participate in the development of the Statewide Diversity Policy. All meetings included institutional administrators and organizations from across the Commonwealth; while both Council staff, as well as institutional representatives, invited multiple groups to participate in providing input in the development of the policy, some selected not to participate.

An array of collaborators attended CEO meetings. The emphasis on inclusivity, including the development of a definition of diversity, was a major focus of the meetings. The feedback received was used to further clarify the primary plan elements, which remained a work in progress until all collaborators had an opportunity to comment.

Council staff, along with educational collaborators, considered multiple groups when the definition of diversity was being developed. The broad definition, agreed upon by educational stakeholders, highlighted differences among students that include, but are not limited to:

- First-generation college students;
- Students from varied socioeconomic backgrounds;
- U.S. ethnic minorities;
- Geographic location including rural communities;
- Students who identify as LGBTQ;
- Students with disabilities;
- Students underrepresented in higher education;
- International students, who speak and communicate in a variety of languages;
- Non-traditional students, including adult learners;
- Students with differing gender identities; and
- Students with varying religious backgrounds, or who identify with no particular religious background.

The final definition was intentionally broad to cover multiple groups/individuals, allowing flexibility for the postsecondary institutions to include supplementary information in their diversity plan definition, if they so desired. The working definition was revised several times- the original definition appears below:

Definition of Diversity:

The term diversity describe differences in racial or ethnic classification, age, gender, religion, philosophy, physical abilities, socioeconomic background, sexual orientation, gender identity, genetic attributes, place of origin, cultural values, or political view as well as other identifying features. The use of diversity also extends to Academia, wherein an attempt to create a "diverse student body" typically supports the recruitment of students from historically excluded populations, such as students of African American or Latino background as well as women in such historically underrepresented fields as the Sciences.

The final definition, included in the Statewide Diversity Policy, states:

Diversity Definition:

Diversity, as a concept, describes an inclusive community of people with varied human characteristics, ideas, and world views related, but not limited, to race, ethnicity, sexual orientation, gender, religion, color, creed, national origin, age, disabilities, socio-economic status, life experiences, geographical region, or ancestry. Diversity in concept expects the creation by institutions of a safe, supportive, and nurturing environment that honors and respects those differences. The policy "focusing on a diverse student body and workforce" advocates the inclusion of students and employees from historically underserved populations, both historical and ongoing.

Several attachments are included that highlight the collaborators input during the development of the Statewide Diversity Policy.

Ms. JoAnn Bland will offer a brief overview of information related to gender identity and gender presentation, and how they relate to the current definition of diversity.

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April 20, 2009**

Comments by Diversity Plan Collaborators

Based on the action plan adopted by CPE January 16, 2009, the CEO is soliciting input from various collaborators to inform development of a mission, vision, core values, and definition of diversity that will undergird a diversity plan for public postsecondary education in Kentucky.

To facilitate the discussion process, the draft statements have been shared with collaborators, institutional presidents, provosts, legal counsels, and members of the general public as the beginning point for discussion and offering of recommendations for consideration by the CEO and CPE as elements in a diversity plan. The draft statements are a product of input from the above collaborators filtered through CPE staff and institutional equal opportunity representatives.

The information presented in today's meeting is a continuation of the process of CEO seeking input from a broad array of collaborators to inform the process for developing a plan. Input received will be used to further clarify the primary plan elements, which will remain a work in progress until, to the extent possible, all collaborators have had an opportunity for input.

It is believed that a critical element is whether the plan supports the health and well being of the Commonwealth and its citizens. Thus, sustaining a statewide commitment to educational access becomes an economic imperative of effectively managing Kentucky's diverse resources and directly impacts its ability to successfully compete in the global marketplace. Conversely, the social necessity of effectively managing diversity is critical if Kentucky is to become an attractive place to live, to raise children, and to build successful businesses and careers. To provide some background with regard to the economic benefit of diversity and to explore some of the demographic characteristics that influence the success of these efforts, representatives of the Kentucky Long-Term Policy Research Center and the Kentucky State Data Center and former members of CPE/CEO were invited to speak to the Committee.

Kentucky Long-Term Policy Research Center

The center is asked to provide a basic philosophical argument in favor of having a population that respects, welcomes, and celebrates diversity, if for no other reason than economic self-interests. Included in the conversations will be examples of opportunities lost because a community could not persuade a biotech firm to locate there. The Center will also explore with CEO the idea that “whatever its root cause, Kentucky’s persistent homogeneity is problematic for our shared future.” They will also discuss the question “what is the role of postsecondary education in helping to address this critical issue; what may its relationship be to Kentucky’s efforts to attract new business and industry?”

Kentucky State Data Center

The State Data Center is asked to provide a basic overview of demographic information that contrasts the Kentucky population with the population of other areas to identify ways that diversity planning can benefit the economic prosperity of the Commonwealth by: (a) linking diversity, education, and economic development by region of the state; (b) linking the trends in educational attainment of African Americans and other minorities to Kentucky’s ability to attract industry; (c) linking the student pipeline (P-12) and its diversity to economic development, world economy and competitiveness; (d) linking collaboration among government, education, and business to improve workforce development and participation in the pipeline; and (e) suggesting actions to consider, demographics to pay attention to, and other actions that may impact areas that should be investigated.

Former Members of CEO/CPE

Former Committee on Equal Opportunity members Walter A. Baker, Marlene Helm, William Wilson, Hilma Prather, Lois Combs Weinberg, and Steve Barger are invited to provide comments to the committee regarding what should be included in a statewide diversity plan, or whether Kentucky should even have a diversity plan. As former members of the committee, their observations and suggestions may add great value to the vision and deliberations as a new plan is developed. The conversation offers a unique opportunity for the committee receive insight and to discuss this project.

The plan/policy review workgroup will continue to provide opportunities for collaborators to provide input and suggestions to further clarify the postsecondary education diversity plan. As opportunities are identified, members of CEO and its constituents will be given notice.

Staff preparation by Sherron Jackson and Rana Johnson

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Diversity Plan Development: CEO Discussion

Based on the action plan adopted by CPE January 16, 2009, the CEO is developing guidance for the mission, vision, core values, and definition of diversity that will undergird a diversity plan for public postsecondary education in Kentucky. One role of the committee in collaboration with colleges and universities is to recommend policies or changes in policy to ensure that Kentucky complies with the standards articulated by the Supreme Court in the Michigan cases *Grutter* and *Gratz*, Kentucky law, and federal law. The U. S. Supreme Court ruling in *Friends of McDonald v. Jefferson County School District* explicitly excludes postsecondary education and allows *Grutter* and *Gratz* to remain the primary law.

To assist with the process, the committee established the plan legal principles committee, the plan/policy review committee, and institutional representative and CEO staff workgroup to develop working drafts of plan elements for review and action by CEO. Further, the conference of presidents established a working committee of presidents to provide suggestions and recommendations to the CEO as the new plan is developed. Others engaged as collaborators, reviewers, and contributors include provosts, legal counsels, and members of the general public. The draft statements included in this agenda item are a product of input from the above collaborators filtered through the CPE staff and institutional equal opportunity representatives' workgroup.

The information presented in today's meeting is a continuation of the process of CEO seeking input from a broad array of collaborators to inform the process for developing a plan. Input received will be used to further clarify the primary plan elements, which will remain a work in progress until, to the extent possible, all collaborators have had an opportunity for input. The workgroup, responding to a strong recommendation from the conference of presidents, has endeavored to preserve/address the principal policy of The Kentucky Plan to continue to focus on access and equal opportunity for African Americans and underserved groups that have experienced historical patterns of discrimination and exclusion. The following draft elements are a consensus

recommendation of the CPE staff/institutional equal opportunity representatives' workgroup and are presented for discussion.

Recommended Report Name:

Kentucky Public Postsecondary Education Diversity Plan

Definition:

Diversity, for purposes of this plan, is an essential characteristic in building an inclusive community of people with varied human differences and world views that honor and respect those differences in a safe, supportive, and nurturing environment for living, learning, and working.

Vision

Postsecondary education, through its institutions, will enhance the Commonwealth by embracing valuing, respecting, and promoting diversity and educational excellence to increase economic viability and social inclusion.

Core Values

Valuing a diverse student body, faculty, staff, administrators, and citizenry is a vital principle in the education and economic development environment of the Commonwealth. The following values shape the priorities and guide decisions in fulfilling the Commonwealth's vision of diversity.

- Value Diversity as a vital component in the state's educational and economic development.
- Continue to focus on access and equal opportunity for African Americans and underserved groups that have experienced historical patterns of discrimination and exclusion.
- Respect personal uniqueness and differences.
- Encourage Intellectual and creative freedom.
- Challenge stereotypes and promote awareness and inclusion.
- Prepare students to live and work in a diverse global society.
- Promote access and high expectations, and support student success.
- Support community engagement, civic responsibility, and service that advance diverse and underserved population groups.
- Implement assessment and accountability measures that document the progress and outcomes of diversity efforts.
- Foster a campus climate that supports collegiality, collaboration, and civility.

The Process:

- October 2008, CEO agrees on a broad outline to develop a diversity plan.
- November/December 2008, CPE/Institutional Representatives' workgroup creates a detailed outline for developing a statewide diversity plan.
- December 2008, CEO holds a special meeting to receive recommendations from the conference of presidents diversity committee.
- January 6, 2009, CEO holds a special meeting to act on a recommended detailed action plan to develop a diversity plan submitted by the CPE staff/institutional equal opportunity representatives' workgroup.
- January 16, 2009, CPE accepts the detailed action plan to develop a diversity plan as recommended by the CEO.
- February 16, 2009, CEO holds its first session at which input is offered by external collaborators (The Kentucky Association of Blacks in Higher Education) and by representatives of EKU, KCTCS, KSU, MoSU, MuSU, NKU, UK, UofL, and WKU.
- March 6, 2009, a status report to CPE and request for input to clarify proposed plan development by CEO and its collaborators.
- April 1, 2009, conference of presidents diversity committee presented their report to the conference of presidents and asked for further review, clarification, and input to guide plan development.
- April 7, 2009, revised plan elements are forwarded to the presidents, the institutional representatives, the legal counsels, the CEO legal principles committee, and the CEO plan/policy committee for review and comment.

Note: The CPE staff/institutional equal opportunity representatives' workgroup meets once each month and by conference call twice each month to discuss and revise the plan elements in light of the information, comments, recommendations, and other data received from collaborators and constituents.

What are the next steps?

- Continue to receive input from collaborators and other constituent groups
- Report final draft of working definitions to CPE May 2009
- Report first draft of objectives and implementation strategies to CPE July 2009
- Report first draft diversity plan to CPE September 2009
- Report final draft of the diversity plan to CPE November 2009
- Submit diversity plan recommendations to CPE January 2010

Staff preparation by Sherron Jackson and Rana Johnson

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Status: Statewide Diversity Planning and Support Programs

The following information focuses on diversity activities and initiatives since the Committee on Equal Opportunities met October 21, 2013.

Governor's Minority Student College Preparation Program Statewide Conference:

The 14TH Annual GMSCPP Statewide Conference will be hosted by Eastern Kentucky University, June 25-26, 2014. Two hundred students from across Kentucky are expected to participate in STEM-H activities.

GMSCPP Academically Proficient High School Junior and Senior Diversity

Conference: The 27TH Annual Academically Proficient High School Junior and Senior Diversity Conference will be hosted by Murray State University, June 13-14, 2014, in Murray, Kentucky. Participation in this conference by students and parents is voluntary. The partners for this conference are the Council on Postsecondary Education, and Murray State University. Conference planning is underway.

Lumina Foundation Grant to Address Latino Student Success: The Lumina Foundation, in collaboration with Bluegrass Community and Technical College, and the Council on Postsecondary Education, received a grant in 2012 to support the Kentucky Latino Education Alliance (K'LEA) partners. The Lumina grant assists Kentucky with increasing the number of Hispanic/Latino students who earn degrees and credentials. Approximately 30-40 partners have joined K'LEA to promote and increase student enrollment, retention, and graduation across the Commonwealth. Partners in the grant include representatives from six major sectors (K-12, higher education, workforce, policy, community based organizations, and Latino serving organizations). The Hispanic/Latino population will be an integral component to help Kentucky reach its goal of increasing higher education attainment rates and closing the achievement gaps.

Important K'LEA meeting dates/events for 2014 are attached:

Friday, January 31, 2014
K'LEA Core Team and Sub-Grantee Orientation
Location: TBA
10:00 am to 4:00 pm

Friday, February 14, 2014
A.C.E.S. KY: Black and Latino Student Symposium
Location: University of Louisville, Ekstrom Library
9:00 am to 4:00 pm

Saturday, March 8, 2014
LLCEC Spring Reunion

Saturday, March 29, 2014
LIDERship Conference for College Student Success
Location: University of Louisville
9:00 am to 6:00 pm

SREB Doctoral Scholars Program: Planning for the fall 2014 Teaching and Mentoring Institute will take place during a meeting of the state Doctoral Scholars Regional Advisory Committee, January 31- February 1, 2014. The Teaching and Mentoring Institute will be held October 31 - November 3, 2013, in Atlanta, Georgia. The institute is designed for scholars currently supported by the Kentucky Doctoral Scholars Program. The Kentucky program is implemented collaboratively by the Council, the University of Kentucky, and the University of Louisville, to help students complete the doctorate more quickly and to encourage them to go into the professoriate. As of January 2014, 28 students are currently matriculating at Kentucky institutions, 32 percent of these students are in the STEM areas, and there are 74 graduates.

CPE Meeting Dates: The CPE meeting dates for 2014 are February 14, April 29, June 20, September 16, and November 21.

Staff preparation by Rana Johnson

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**Southern Regional Education Board
Doctoral Scholars Program**

The Southern Regional Education Board (SREB) Doctoral Scholars Program is a cooperative interstate venture that seeks to address the under representation of and encourage students from diverse backgrounds to pursue doctoral degrees and careers as college educators. The SREB, the New England Board of Higher Education, and the Western Interstate Commission on Higher Education established the program in 1994, as part of the Compact for Faculty Diversity, a national initiative funded by the Pew Charitable Trust and the Ford Foundation. The program seeks to expand the number of diverse faculty members employed as college faculty and executives by increasing the available pool of diverse candidates. The program is a part of a national effort, similar programs exist in the northeast and the west.

The Council on Postsecondary Education, the University of Kentucky, and the University of Louisville jointly implement the program in the Commonwealth. The specific areas of concentration supported by the program are science, technology, mathematics, education (math or science), and engineering. The program has proven to be an unqualified success. In its 20TH year, attendance at the Teaching and Mentoring Institute exceeded 1,100 participants. As of January 2014, of the over 696 graduates, 80 percent are employed in education, and 92 percent employed in higher education; 78 of the graduates have earned tenure.

Status of Kentucky Scholars

- The program has served 117 scholars as of January 2014, produced 74 graduates, and has 28 students currently matriculating.
- There are 104 African Americans, six Hispanic Americans, four American Indian/Alaskan Natives, one Asian American, and two scholars identified as other. There are 79 females and 38 males served by the program.
- Fields of study are science & technology (21 percent) social and behavioral sciences, (29 percent) health professions (4 percent) business and management (6 percent) mathematics (3 percent) engineering (4 percent)

- education (8 percent) and humanities (23 percent).
- The University of Kentucky has served 63 scholars, the University of Louisville 53 scholars, and one scholar has been served by a non-Kentucky institution.
- Time to degree from program entrance averaged 2.0 years for scholars entering the program to complete the dissertation and 4.7 years for doctoral scholars (students having to complete the entire Ph. D. program including the dissertation).
- Of the 74 graduates, 61 are currently employed with 85 percent in education (92 percent in postsecondary education).
- Kentucky postsecondary education employs 28 SREB graduates:
 - Council on Postsecondary Education- one
 - Eastern Kentucky University- one
 - Kentucky State University – seven
 - University of Kentucky –three
 - University of Louisville –two (+1 adjunct)
 - Western Kentucky University- four
 - Owensboro Community and Technical College- one
 - Bellarmine University- one
 - Berea College- two
 - Entrepreneur in KY- one

Status of General Program

- As of January 2014, the program has served 1,213 scholars, produced 696 graduates, with 368 students currently matriculating.
- There are 1,008 African Americans, 38 Asian Americans, 102 Hispanic Americans, 25 American Indian/Alaskan natives, and 40 scholars identified as other. There are 797 females and 416 males served by the program. The average age at entry is 31 years.
- Areas of concentration are science and technology (24 percent) business and management (6 percent) health professions (6 percent) mathematics (4 percent) social & behavioral sciences (26 percent) humanities (15 percent) education (6 percent) and engineering (7 percent).
- Time to degree from program entrance averaged 1.8 years for dissertation scholars and 4.8 years for doctoral scholars.
- Of the 696 graduates, 586 are currently employed with 80 percent in education and 92 percent in postsecondary education, with 78 tenured.
- Fifty-eight percent of the graduates are teaching, 3.4 percent are in academic administration, 12 percent have a postdoctoral appointment at a research I institution, and 20 percent are employed in nonacademic areas.

- Sixty-seven percent of the graduates are employed within states that have participated in the SREB Doctoral Scholars Program.

The Council on Postsecondary Education, the University of Kentucky, and the University of Louisville jointly implement the program in Kentucky. Students from diverse backgrounds, who are a U.S. citizen (Native American, Hispanic, Asian American, or African American), holds or will receive a bachelor's or master's degree from a regionally accredited college or university, and has been accepted into a Ph.D. program at UK or UofL is eligible to apply for Kentucky's program.

Kentucky's current SREB scholars, graduates, and faculty members have been invited to attend the January 28 CEO meeting. An SREB Doctoral Scholar Directory will be distributed at the meeting.

Please plan to greet our scholars/faculty at the conclusion of the CEO meeting.

Staff preparation by Rana Johnson

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Focus on Diversity: SREB Doctoral Scholars & Faculty

The 2014 Committee on Equal Opportunities meetings will feature a special group or organization to promote diversity and inclusion across Kentucky's public postsecondary education system. The January 28, 2014 meeting will introduce current SREB Doctoral Scholars, graduates, and faculty employed at Kentucky's postsecondary institutions. Scholars and faculty from the following institutions will be highlighted:

- Eastern Kentucky University – SREB Faculty
- Kentucky Community and Technical College System– SREB Faculty
- Kentucky State University – SREB Scholar and SREB Faculty
- University of Kentucky– SREB Scholar and SREB Faculty
- University of Louisville – SREB Scholar and SREB Faculty
- Western Kentucky University – SREB Faculty

Focus on Diversity:

March 24, 2014: Programs/Strategies to Recruit/Retain/Graduate Diverse Groups: African American, Hispanic, Native American, Pacific Islander, etc.

May 19, 2014: Programs/Strategies/Services provided for Special Focus Areas/Groups: International Students, Low-Income/Socioeconomic, LGBT, Veterans, etc.

October 20, 2014: Special Initiatives, Programs, and Collaborations with K-12 to promote higher education.

Staff preparation by Rana Johnson

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Other Business and News Articles

Articles and reports about access and equal opportunity that are of general interest to the Committee and its work are provided for information.