

# **The Commonwealth of Kentucky Higher Education Desegregation Plan**



**Developed In Response To The  
Office For Civil Rights Letter  
Of January 15, 1981**

THE COMMONWEALTH OF KENTUCKY

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HIGHER EDUCATION DESEGREGATION PLAN

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Developed in Response to the Office for Civil Rights  
Letter of January 15, 1981

January 21, 1982  
Amended May 23, 1983  
Consolidated and Revised August 31, 1983



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF THE ASSISTANT SECRETARY FOR CIVIL RIGHTS

JUN 22 1983

The Honorable John Y. Brown, Jr.  
Governor of Kentucky  
Frankfort, Kentucky 40601

Dear Governor Brown:

I am pleased to inform you that we have accepted Kentucky's statewide Higher Education Desegregation Plan (Plan) as meeting the requirements of Title VI of the Civil Rights Act of 1964 and the Revised Criteria Specifying the Ingredients of Acceptable Plans to Desegregate State Systems of Public Higher Education (Criteria). This acceptance is based on the approval of the Plan by the governing boards of each institution of public higher education in the Commonwealth within the next 60 days. Lack of approval by any governing board will vitiate this acceptance.

The Plan consists of the following documents:

- (1) the Higher Education Desegregation Plan dated May 23, 1983, in two parts with 119 appendices, and
- (2) letters dated May 23, June 3, June 6, and June 7, 1983, from Michael E. Goldstein, and a letter dated June 14, 1983, from Blain B. Sumner, attorneys for the Council on Higher Education, to Antonio Califa of the Office for Civil Rights, supplying letters from the presidents of all Kentucky institutions of higher education indicating their approval of the Plan, and confirming agreements on technical matters.

The recruitment, mobility and retention plans for the seven traditionally white institutions of public higher education included in appendices 21, 22 and 112, plus additional material supplied by Dr. Harry M. Snyder with his letter to William H. Thomas, dated December 30, 1981, will be revised and resubmitted in accordance with item number 30 in Mr. Goldstein's letter of May 23.

Based on information provided to us by State officials, it appears that Department of Labor (DOL) acceptance of employment affirmative action plans for the University of Kentucky, the University of Louisville, Western Kentucky University, and Murray State University has expired. In accordance with the Plan, within 90 days of the date of this letter, documentation of a currently accepted DOL plan or an employment plan meeting the requirements of the Criteria for each institution must be submitted to this office.

Page 2 - The Honorable John Y. Brown, Jr.

It is understood that implementation of the Plan will continue to proceed as expeditiously as possible. As indicated in the Criteria, the Office for Civil Rights (OCR) will monitor Kentucky's implementation of its Plan, and the results achieved. The primary responsibility for monitoring resides in the Atlanta Regional Office for Civil Rights.

I especially wish to thank Dr. Gary Cox of the Council staff, Mr. Rush W. Dozier, Jr., of your staff, and Mr. Michael B. Goldstein, Attorney for the Council on Higher Education, for their cooperative spirit and diligent work in developing Kentucky's higher education desegregation plan. We look forward to continued cooperation with State officials as you proceed to implement the Plan's provisions.

Sincerely, ,



Harry M. Singleton  
Assistant Secretary  
for Civil Rights

cc: Heads of Governing Boards and Presidents,  
Kentucky Institutions of Higher Education  
Dr. Harry M. Snyder, Executive Director, Kentucky Council  
on Higher Education



CONTENTS

	<u>Page</u>
I. INTRODUCTION . . . . .	1
II. DISESTABLISHMENT OF THE STRUCTURE OF THE DUAL SYSTEM . . . . .	7
A. Commitment to the defining of institutional missions on a basis of educational, not racial, considerations. . . . .	8
B. Commitment to taking specific steps to strengthen the role of the traditionally black institution in the state system . . . . .	21
Academic Programs and Curricula. . . . .	22
Educational Needs for State Employees. . . . .	36
Educational Needs for Community Students . . . . .	41
State Appropriations and Other Funding . . . . .	45
Physical Facilities and Equipment. . . . .	52
Interinstitutional Graduate Center . . . . .	56
Land-Grant Activities. . . . .	57
Faculty-Staff Relocation Program . . . . .	59
Improved Administration and Management . . . . .	66
C. Commitment to take specific steps to eliminate educationally unnecessary program duplication among traditionally black and traditionally white institutions in the same service area . . . . .	68
D. Commitment to giving priority consideration to any new degree programs that may be proposed by Kentucky State University, consistent with the institution's redefined mission . . . . .	71
E. Commitment to withholding approval of any changes in the operation of the state system or of any institution that may have the effect of thwarting the achievement of the Commonwealth's desegregation goals. . . . .	72
F. Commitment to advise the Office for Civil Rights of proposed major changes in the mission or character of any institution within the state system before they are adopted . . . . .	72

CONTENTS (continued)

G.	Commitment to specifying timetables for sequential implementation of the actions necessary to achieve goals herein as soon as possible but no later than within five years of the date of plan acceptance. . . . .	73
H.	Commitment to specific measures for achievement of stated objectives. . . . .	73
III.	DESEGREGATION OF STUDENT ENROLLMENT. . . . .	74
A.	Commitment to making the proportion of black Kentucky high school graduates who enter the state higher education system equal to the proportion of white Kentuckians who do so . . . . .	74
B.	Commitment to increasing annually the proportion of undergraduate blacks enrolled in the traditionally white four-year institutions. . . . .	75
C.	Commitment to raising the proportion of black Kentuckians who receive undergraduate degrees and enter graduate or professional programs to equal the proportion of white Kentuckians who do so . . . . .	81
D.	Commitment to increasing the total proportion of white students attending the traditionally black institution . . . . .	84
E.	Commitment to taking all reasonable steps to reduce the disparity in graduation rates between black and white students at all public higher education institutions. . . . .	85
F.	Commitment to increasing the mobility of black students between two-year and four-year institutions. . . . .	87
G.	Commitment to specific goals and timetables for Sections III A, B, and C. . . . .	89
H.	Commitment to taking specific measures to achieve the goal of student desegregation . . .	89

CONTENTS (continued)

IV. DESEGREGATION OF FACULTIES, ADMINISTRATIVE STAFFS,  
NONACADEMIC PERSONNEL, AND GOVERNING BOARDS. . . . . 91

A. Commitment to increasing the proportion of  
black employees in positions not requiring  
the doctoral degree at the traditionally  
white institutions and on the staffs of  
the Council on Higher Education and the  
Kentucky Higher Education Assistance  
Authority . . . . . 93

B. Commitment to increasing the proportion of  
black employees in positions requiring the  
doctoral degree at the traditionally white  
institutions and on the staffs of the Council  
on Higher Education and the Kentucky Higher  
Education Assistance Authority. . . . . 94

C. Commitment to increasing the proportion of  
black nonacademic personnel at the  
traditionally white institutions and on  
the staffs of the Council on Higher Education  
and the Kentucky Higher Education  
Assistance Authority. . . . . 95

D. Commitment that hereafter and until the  
foregoing goals are met, traditionally white  
institutions will adopt the goal of  
employing blacks to fill vacancies in  
proportions at least equal to the  
proportion of black individuals with the  
credentials required for such positions  
in the relevant labor market, consistent  
with institutional affirmative action  
plans and goals . . . . . 95

E. Commitment to sequential implementation  
of adopted affirmative action plans  
through the establishment of interim  
benchmarks by which progress toward  
employment objectives may be measured . . . . . 95

F. Commitment to taking specific measures  
to achieve the objectives stated above. . . . . 96

G. Commitment to increasing the number of  
black persons appointed to systemwide  
and institutional higher education boards  
and agencies. . . . . 96

V. SUBMISSION OF PLANS AND MONITORING . . . . . 97

APPENDICES. . . . . 102

# I

## INTRODUCTION

Centralized planning, coordination, or governance of public higher education by state government has grown to encompass each of the 50 states, which by constitution, statute, executive order, or voluntary service has an agency or in some states several agencies responsible for higher education. The Kentucky system of higher education is regulated by a coordinating body, the Council on Higher Education.

The Council on Higher Education is the statutory coordinating agency for Kentucky's statewide system of public higher education, which is comprised of eight universities and 13 community colleges. The Council is composed of 17 voting members who are appointed by the Governor. In addition, the state superintendent of public instruction serves as an ex-officio, nonvoting member. Each institution is governed within the coordinated system by a board of trustees/regents.

The primary function of the Council is to develop and coordinate an integrated system of higher education in Kentucky. The duties and responsibilities of the Council are set forth in Chapter 164 of the Kentucky Revised Statutes. The Council has been mandated by legislation to perform the following responsibilities and duties:

- Engage in analysis and research to determine overall needs of higher education;

- Develop comprehensive plans for public higher education in Kentucky;
- Establish and review a funding formula and review the institutions' biennial budget requests and make recommendations to the governor;
- Determine the amount of registration fees and establish minimum admission standards for the institutions;
- Approve all capital construction requests of the institutions that are in excess of \$200,000 and make recommendations to the executive branch;
- Require reports from the institutions and publish an annual report of the institutions' academic and financial affairs;
- Define and approve the offering of all higher education associate, baccalaureate, graduate, and professional degree or certificate programs by the institutions and recommend when community colleges or four-year colleges are needed; and
- Constitute the representative agency in Kentucky for all higher education matters of a statewide nature not otherwise delegated to (an) institution(s).

In addition to these general responsibilities, the Council has the statutory authority to maintain the following:

- The regional compact of southern states for educational services;
- The activities of the primary care residency programs;

- The licensing of all nonpublic institutions; and
- An office of professional education preparation programs.

The Council's activities include setting policies and making plans for the maintenance of a coordinated system of autonomous institutions that meet Kentucky's needs for public higher education. Efforts in program evaluation, facilities management, financial planning, and long-range needs projections have resulted from the statutory responsibilities given to the Council.

As provided in Chapter 12 of the Kentucky Revised Statutes, the state universities and colleges report to the executive branch of Kentucky state government through the Council. As provided in Chapter 164 of the Kentucky Revised Statutes, the institutions' operations are governed by their respective boards of trustees/regents. They are bodies corporate and politic and are agencies and instrumentalities of the Commonwealth with all the rights, privileges, and benefits obtaining therefrom. They are able to sue and be sued, and under current statutory provisions, each has the sole and exclusive authority to do the following:

- Receive and expend grants of money;
- Adopt bylaws, rules and regulations, and enforce obedience to such rules;
- Require reports from the president, officers, faculty, and employees as necessary;
- Determine the number of divisions, departments, bureaus, officers and agencies as needed;

- Grant diplomas and confer degrees;
- Appoint and remove the president, faculty, and employees as necessary;
- Exercise exclusive control of employment, tenure, and salaries;
- Suspend or expel students; and
- Exercise the power of eminent domain.

This Plan commits the Commonwealth of Kentucky not only through the Council but also through the Governor and the public universities to the contents of the Plan. However, each Legislature and each Governor can commit only themselves; they cannot bind future Legislatures to fiscal and program commitments.

Within this framework, the Council on Higher Education and the public institutions of higher education have worked together to develop this Plan to comply fully with Title VI of the Civil Rights Act of 1964. Upon receipt of William Thomas' letter of January 15, 1981, Governor John Y. Brown, Jr., designated the Council to assume the responsibility for developing a state plan. The Council appointed a Special Committee on Minority Affairs to work closely with the institutions and interested citizens to develop a response to Mr. Thomas' letter. A listing of Special Committee members and pertinent correspondence concerning the involvement of the Council are included as Appendix 1.

The Special Committee developed this Plan based upon the following understandings and assumptions:

- (1) That the Commonwealth of Kentucky operates and maintains a higher education system that is open and accessible to all high school graduates, regardless of race or national origin. The goals, timetables, and benchmarks established within this Plan should not be construed as an acknowledgment of an existing violation of any statute or regulation of the United States government. Development of this Plan also should not be construed as acknowledgement of the accuracy of the findings or the data contained in the Office for Civil Rights letter of January 15, 1981. Completion of this Plan in no way limits or alters the constitutional and statutory responsibilities of the Commonwealth to operate and manage its higher education system;
- (2) That the Revised Criteria set forth in the Federal Register, Vol. 43, No. 32, (hereafter referred to as "Criteria") are to be used as guidelines in Plan development. The Commonwealth and the Special Committee agreed to voluntarily utilize the Criteria as guidelines for Plan development. The Commonwealth understands that the Criteria, written in cooperation with and as guidance for other states, are not regulations and do not have the force of law. The Special Committee has voluntarily utilized the Criteria in conjunction with recognizing the unique features of the Kentucky system of higher education in Plan completion; and



- (3) That any recommendations for funding increases and statutory enactments contained in this Plan shall be subject to legislative action by the Kentucky legislature. Commitments in this Plan are made in good faith with the understanding that legislative action may be necessary in some instances.

The Special Committee completed all aspects of the desegregation plan in August, 1981, with the exception of the sections dealing with strengthening of the traditionally black institution -- Kentucky State University. Several different strengthening or enhancement proposals were under consideration at that time and the Special Committee indicated that an enhancement approach would be agreed upon by December 1, 1981. All sections except those relative to enhancement were submitted to Mr. Thomas in August, 1981. He indicated substantial acceptance of these sections in September, 1981 (see Appendix 2).

The Special Committee completed consideration of enhancement approaches and made an enhancement recommendation to the Council on Higher Education in November, 1981. The Council met on December 3, 1981, to consider and act on that recommendation and various other approaches to enhancement. On December 3, 1981, the Council adopted a "consolidated" enhancement proposal with amendments. A copy of that proposal is included as Appendix 3. Subsection II B of this Plan is based upon this policy document.

## II

### DISESTABLISHMENT OF THE STRUCTURE OF THE DUAL SYSTEM

The Commonwealth is committed to the goal of organizing and operating a system of higher education composed of individual institutions in a manner that overcomes any effects of past discrimination and that disestablishes any vestiges of a dual system that might remain. Furthermore, the Commonwealth is committed to a system of institutions that assures that students will be attracted to each institution on the basis of educational programs and opportunities uninhibited by past racial practices.

Kentucky has been striving for over three decades to eliminate any vestiges of its former dual system of higher education. Action was taken by the 1950 session of the Kentucky legislature to make all higher education institutions and programs available to all Kentuckians, regardless of race. Considerable progress has been made since that time; more progress is required in certain areas.

A major stride was taken in 1977 with the articulation of educational, nonracial missions for all Kentucky public institutions of higher education. An analysis of student distribution by race provides compelling evidence that access to all those institutions by all races has been substantially accomplished. That same analysis indicates that racial disparities exist in the entry and completion of graduate and professional programs and employment of minority faculty, staff, and administrators at the traditionally white institutions.

Kentucky has shown a growing concern for the role of its traditionally black institution, Kentucky State University. Mission statement development in 1977 established a nonracial mission for the university. Consistent and adequate funding during the decade of the 1970s has provided support -- the highest per student level of support of all public Kentucky universities -- for institutional development. The reduction in out-of-state enrollments at all universities, the availability of undergraduate instruction for all races at all universities, and the location of Kentucky State University led to many different suggestions concerning the future role and configuration of the institution.

The unique state of higher education in Kentucky as outlined above has been carefully considered in approaching the question of further disestablishment of the structure of a dual system. Additional changes in the system are prefaced by the major accomplishments made to date. Further alternatives in the system must be consistent with the long-range goals of higher education. Any changes in the system must be compatible with sound educational principles and in accordance with the fiscal capabilities of the Commonwealth.

II.A. The Commonwealth has been and continues to be committed to the defining of institutional missions on the basis of educational, not racial, considerations.

The following benchmarks are established to fulfill Plan commitments:

II A-1. February, 1982. Proposed legislative changes resulting from the reports of the Prichard Committee on Higher Education in Kentucky's Future and the management study consultants will be submitted to the Kentucky legislature.

II A-2. June, 1982. The Council on Higher Education and the universities will receive the final management study report for possible implementation of recommendations.

II A-3. January, 1983. The Council on Higher Education will consider adoption of management study recommendations and begin implementation of adopted recommendations.

The Council on Higher Education adopted in 1977 mission statements for its eight public universities and in 1979 a mission statement for the community college system. The adoption of these missions was preceded by two important events in the late 1960s and early 1970s. In 1970 the University of Louisville, previously a municipal institution operated by the city of Louisville, was incorporated into the state system as the state's seventh university by action of the Kentucky legislature. In 1971 Northern Kentucky University was opened. Northern Kentucky, the first new university in the Commonwealth since 1926, was established in Campbell County across the Ohio River from Cincinnati, Ohio.

The addition of the University of Louisville and Northern Kentucky University to the state's system required a careful formulation of the objectives of the entire system and a more systematic allocation of functions to institutions. For purposes

of this Plan, the addition of the University of Louisville was of special importance. As a municipal university, its tuition had been higher than that at state institutions. As a state university, however, its tuition was gradually reduced until it was comparable to that at other state-supported institutions in Kentucky. As a result, enrollment at the University of Louisville expanded rapidly, with the increased enrollment including a large proportion of black students from Louisville, which is the site of the largest black population in Kentucky.

Analysis of enrollment trends shows clearly that the black enrollment at the University of Louisville has increased markedly along with moderate black enrollment increases at Kentucky's other public universities.

The institutional mission statements adopted in 1977 and 1979 define the areas of responsibility and specialization of each institution and are based upon educational, not racial, principles. Undergirding all missions is one of the Council's prefatory statements of principle:

"To insure that any prospective student in Kentucky who is qualified or who can become qualified be provided an undergraduate educational opportunity, regardless of the person's social, ethnic, or economic circumstances."

The University of Kentucky is designated as the Commonwealth's "principal graduate-degree-granting university . . . and as the principal institution for statewide instruction, research, and service programs in all fields without geographical limitation." The University of Louisville is to "be a major university . . .

and shall meet the educational, research, and service needs of its metropolitan area" with baccalaureate, master's, and limited doctoral programs. Five universities -- Eastern Kentucky, Murray State, Morehead State, Northern Kentucky, and Western Kentucky -- are designated as regional institutions having a special focus on the undergraduate and limited graduate educational needs of their regions. The University of Louisville and the regional universities are not, however, limited by regions in recruitment of undergraduate students, and students from the entire state are permitted to attend them and, of course, do. On the other hand, offerings in continuing education and extension are to be offered only within defined service regions.

The Kentucky State University mission that was established in 1977 directed the offering of traditional collegiate programs at the associate and baccalaureate levels and the providing of programs for state government employees, including master's-level curricula in public administration. Kentucky State's off-campus educational and general service activities are also limited to a defined region, but it, too, may recruit students from throughout the state. There are approximately 12,000 government employees in the state capital of Frankfort, Kentucky State's location.

In adopting the missions, the Council argued for the balance between service to all citizens and the avoidance of unnecessary and costly duplication. Racial issues were not a determining factor. The differing missions for the institutions evolved

from the Council's philosophy regarding what was necessary for a balanced system of higher education in Kentucky. Part of that philosophy follows:

"A system of higher education in Kentucky must promote quality education and research, efficient use of resources, effective communications, and smooth movements of students between institutions. The system must encourage diverse programs to fulfill the wide-ranging needs of the state, but not at the cost of undesirable duplication.

"Therefore, each component institution should have a specific mission, in accordance with its unique capabilities and possibilities for service. The interaction of these institutions within a coherent framework could provide for the best education for all citizens. A well-differentiated, smoothly interrelating system for higher education in Kentucky could then be much more than the mere sum of its individual institutional parts . . .

"The Commonwealth cannot afford to have every university be all things to all people. A broad range of educational offerings, especially at the associate and baccalaureate degree levels, is encouraged. However, Kentucky must recognize that at the master's, doctoral, and professional degree levels and in selected high-cost and/or low enrollment programs at the undergraduate level, decisions must be made to ensure program quality, the effective and efficient utilization of public resources and the avoidance of undesirable duplication. There are, therefore, two basic issues in developing a system of higher education in Kentucky: determination of the optimum mission of each component institution and determination of the most efficient and effective distribution of programs . . .

". . . what is needed is a system that would permit differentiation of functions in the various institutions so that the institutions could collectively meet the needs of higher education. Such a system -- made up of institutional components, each with distinct missions -- would offer a significant contribution toward quality education."

The 1977 mission statement development has had a positive impact on Kentucky's institutions of higher education. However, major changes in the fiscal condition of the Commonwealth and in the projected educational needs of its citizens have resulted

in a desire to re-evaluate the effectiveness of the system and of the individual institutions. A new emphasis on the further refining of educational service delivery has taken several forms. Several major studies have been completed, are underway, or are being considered that are likely to affect the missions of individual institutions and the relationships among institutions. These studies include mission implementation review; a study of the future of higher education in Kentucky; a study of the management of Kentucky's institutions of higher education; and consideration of a study of a possible change in the structure of and program offerings in the entire system of higher education in Kentucky.

In July, 1980, Governor John Y. Brown, Jr., asked the Council to study and review the degree to which Kentucky's public universities had been successful in implementing the missions assigned in 1977. In requesting the study of mission implementation review, the Governor said, ". . . I urge the Council to review the mission statement that was last adopted for each state university and determine what steps the respective board(s) and administration(s) have taken to implement them. I will be expecting the Council to incorporate the most recent missions into the next biennial budget proposal." The Governor's request was consistent with the Council's plan to regularly review the success of mission implementation when the mission statements were adopted.



At its meeting of October, 1980, the Council responded to the Governor's concerns and initiated a mission implementation review. As the first step in this review, each institution was asked to evaluate its success in implementing its mission and to respond to the Council by March 20, 1981. The Council staff analyzed those responses and reported on the success of mission implementation to the Council at its July, 1981, meeting. A copy of that report is attached as Appendix 4.

The review of mission implementation has had two consequences germane to this Plan. First, through identification of areas of special success and areas of particular weakness, including barriers to successful implementation, the review has aided in determining what issues need special attention, analysis, or review in the Council's long-range planning process. This evaluation resulted in revisions to the mission statement of Kentucky State and may, of course, lead to consideration of changes in the mission of other institutions. Any mission changes suggested or adopted will not detract from the progress already made in developing, nor violate the state's commitment to further develop, a desegregated system of higher education in Kentucky. Such a commitment is equally applied to each institution within the system. The current mission statements for each of the Commonwealth's public universities and community colleges are attached as Appendix 5.

Second, this Plan must take into consideration the mission implementation review process, because continuing efforts to

establish an effective system of higher education must also include recommendations made in this Plan. All the citizens of the Commonwealth will benefit from a system in which change and adaptation are predictable and planned and not the result of reactions to short-range demands and ill-conceived decisions. The mission implementation review will, therefore, affect the development of this Plan and the manner with which it is carried out in Kentucky.

A second action with wide-ranging consequences for this Plan was the creation by the Council on Higher Education in April, 1980, of the Prichard Committee on Higher Education in Kentucky's Future. The Committee was established to identify the issues and opportunities likely to face Kentucky over the next 10 to 20 years. The charge to the Committee by Council Chairman William H. McCann stated: "While we cannot make specific predictions about the future, we should be able to understand trends and anticipate problems. We ask you . . . to help us identify these trends and determine their implications for higher education . . . we will not expect a detailed blueprint but rather a broad, insightful framework in which specific decisions can be made in the future."

The Committee, composed of private citizens, has completed its work. A copy of the Committee's final report has been provided to the Office for Civil Rights under separate cover. The report may have a wide-ranging impact on the missions of the universities, and the Council currently is reviewing the

Committee's recommendations. The Committee also was asked to participate in the mission implementation review. The mission implementation review process and the Committee on Higher Education in Kentucky's Future operated in tandem.

In the final report, entitled In Pursuit of Excellence, the Committee raises a number of issues that may influence this Plan and the missions of the eight public universities. Among these are issues related to admissions policies; the appropriate amount of program duplication among institutions; the appropriateness of the level of professional education offered within the Commonwealth; the means of determining the budgets, especially the formula process and the benchmarks for Kentucky's universities; the need to encourage cooperative relationships among state government, private business, and the universities; and the need for special programs for the highly gifted and for students with poor preparation for postsecondary education, among others.

The study of the management of Kentucky's public universities and community colleges by the Council also must be considered in the further development of university missions and institutional interrelationships. The Council has entered into a consulting contract with Price Waterhouse and Company in association with MGT of America to complete a comprehensive analysis of university management practices. The "management study" resulted in major part from a concern for the equitable and efficient utilization of scarce resources on Kentucky's university campuses. This concern gains importance as time passes due to the continuing

fiscal difficulties faced by all agencies of Kentucky state government. The study reflects a desire to achieve maximum educational benefits for each dollar expended for higher education services.

An interim Phase I report has been submitted by the consultants, and it centers on needed statutory changes that must be considered by the 1982 session of the Kentucky legislature. A copy of the interim Phase I report has been provided to the Office for Civil Rights under separate cover. A final report is to be submitted by June 30, 1982. The Commonwealth is committed to use the results of the management study with regard to Kentucky State University only to preserve and strengthen that institution.

As a result of these activities -- the mission implementation review, the work of the Prichard Committee on Higher Education in Kentucky's Future, and the management study -- Kentucky is increasing its ability to systematically and rationally plan for the long-range future of higher education. The findings of these studies will have an impact on all institutions of higher education in Kentucky, consistent with the commitment of the Commonwealth to continue its efforts to eliminate the last vestiges of the former dual system.

This Plan is prepared with the consideration that all the citizens of Kentucky will benefit from a well-defined, systematic, and rational system of higher education from which evaluation of the effectiveness of institutions can flow. One of the key

statements in the report of the Prichard Committee on Higher Education in Kentucky's Future pointed to the need for such definition. That statement follows:

"The higher education system in Kentucky needs to define its purposes and what it should be, and consequently, what its performance will be . . . a clear definition of mission will determine goals and objectives for the system. From these goals and objectives will come priorities, definitions of measurements of performance, and the use of those measurements to build self-control from results. (Evaluation) requires a defined system . . . the establishment of priorities should provide a clear framework for allocating resources within the higher education system."

Thorough review of the public higher education system will result in consideration of proposals that may result in revisions and adjustments of the relationships between and among these institutions and the nature of their governance. Duplicative or potentially duplicative programs are to be carefully examined in the context of demand and resource allocation, as well as the consideration of the future form of each of these institutions. As an example of the scope of these deliberations, a copy of a study resolution submitted to the Council on Higher Education by one of its members for consideration is attached as Appendix 6. (The resolution has been tabled subject to subsequent action relating to this Plan and other studies now under way.) Overlaying all these reviews, however, is the commitment of the Commonwealth, through the Governor and the Council on Higher Education, to protect and strengthen the unique role and mission of Kentucky State University, as further described in this Plan.

The range of degree programs in which degrees were awarded (July 1, 1979 through June 30, 1980) by institution and degree level in Kentucky is provided as Appendix 7. This listing corresponds to the requirements of the National Center for Education Statistics. All programs are displayed by Higher Education General Information Survey (HEGIS) categories. Since the HEGIS reporting requirements in many instances collapse dissimilar programs into a single title category, the range of potential program duplications cannot be reliably determined from the data displayed.

The system of public higher education in Kentucky is designed to permit and encourage students to attend the college or university of their choice. It is important to maintain this freedom of choice for each student; thus, the resident recruitment area for each of the eight universities includes the entire state.

While individual institutional missions direct attention to the provision of some services based upon geographic location of the institution (i.e., the Kentucky State University mission to serve state government), nothing in any mission suggests or directs students to attend an institution because of its location. There are no boundaries placed around an institution regarding student recruitment and selection.

The Council on Higher Education has established a coordinating mechanism for extended-campus offerings. That policy is attached as Appendix 8. The objective of a coordinated system of extended-campus offerings is to assure that needs are met

and to assure maximum use of resources and expertise available within the system. The designation of a coordinating district does not imply that the coordinating institution must offer all instruction within its district, nor does it imply that the coordinating district is for any purpose other than for the coordination of extended-campus offerings.

Appendix 9 reflects the market area of each state-supported institution in fall, 1980. "Market area" is defined as the group of Kentucky counties that collectively contribute at least 90 percent of an institution's enrollment of Kentucky-resident students. A further explanation of the market area concept is attached as Appendix 10.

Appendix 11 reflects projected headcount enrollment for the state-supported institutions in Kentucky. The projections were made by the Council on Higher Education under the assumptions that there will be no change in the performance of each institution in relation to its current mission, that the college-going rate of high school graduates will remain constant, and that each institution will maintain its relative share of high school graduates entering higher education. Implementation of any recommendations made as a result of the studies mentioned previously may result in changes in these projections.

In July-August, 1981, the Council on Higher Education staff analysis and discussion of mission implementation was completed and submitted to the Council. The mission implementation review report was considered by the Council along with the preliminary

report to the Council of the Prichard Committee on Higher Education in Kentucky's Future, and the Council on Higher Education's management study of Kentucky's universities and community colleges was begun. In October, 1981, the final report of the Prichard Committee on Higher Education in Kentucky's Future was submitted to the Council on Higher Education. In December, 1981, preliminary recommendations resulting from the management study were presented to the Council. The findings focused on needed statutory changes.

II.B. The Commonwealth is committed to taking specific steps to strengthen the role of the traditionally black institution in the state system.

The following portion of this Section pertains specifically to the enhancement of Kentucky State University. The broad range of commitments directed toward implementation of Kentucky State University's redefined mission as the unique, small, liberal studies university in the Commonwealth are contained in this part of the Plan, including academic programs and curricula, educational needs for community students and state employees, state appropriations and other funding, physical facilities and equipment, creation of an interinstitutional graduate center, land-grant activities, a faculty-staff relocation program and improved administration and management of the university.



### Academic Programs and Curricula

The redefined mission of Kentucky State University recognizes that while the university had been funded adequately, as described below, expectations made of the University had not always been realistic. A renewed effort has thus been made to identify a unique role for the university in Kentucky's public higher education system. The redefinition of mission has resulted in the establishment of a concise, realistic and achievable set of responsibilities for Kentucky State University that takes into account the historical role the university has played in the system as Kentucky's only small public institution enrolling a substantial proportion of residential students, as well as its historical relevance to Kentucky's black community. Since 1977, new emphasis has also been placed on meeting the educational needs of state employees and community students.

The redefined mission calls for the university to excel in three areas: delivering a liberal studies curriculum, meeting the educational needs of community students, and serving the educational needs of state employees.

The maintenance of stable enrollment, achievement of Plan objectives and improvement of the quality of program offerings will continue the progress made to date in desegregating student enrollment at the university.

The redefined mission recognizes Kentucky State University's role as the unique, small, liberal studies institution in the state system. The institution is expected to excel as a small

university with the lowest undergraduate faculty-student ratio among the state's public institutions.

The Commonwealth is committed to assuring Kentucky State University at least a 25% advantage in undergraduate faculty-student ratio below the next lowest faculty-student ratio among the public universities in the Commonwealth through the use of equations in the funding formula designed to produce this result.

In addition, the following specific benchmark is adopted to ensure fulfillment of Plan commitments.

II B-6. September, 1982. Kentucky State University will achieve the lowest undergraduate student-faculty ratio among public universities in the Commonwealth.

While other universities in the system at present have faculty-student ratios which in some programs approximate those at Kentucky State, the Phase I Management Study report points out the need to increase these ratios to achieve a reasonable level of cost-effectiveness. The Council on Higher Education is committed to protecting the ability of Kentucky State University to maintain the system's lowest undergraduate faculty-student ratio.

Along with the maintenance of small faculty-student ratios, Kentucky State University will also improve its competitive posture through the substantial improvement of programs offered. This improvement will be accomplished in specific high demand areas (see benchmark II C-2), through such measures as the addition of new faculty or the retraining of existing faculty,

development of new or improved curricula, improvement of facilities, and the recruitment of talented and motivated students. Other Kentucky institutions, particularly the University of Kentucky and University of Louisville, as the state's terminal degree-granting universities, will be called upon to assist Kentucky State in faculty retraining and in the design and development of new curricula. Implementation of these measures will reinforce the achievements made to date in the desegregation of student enrollment at Kentucky State. While the overall enrollment at the university is no longer predominantly black, these steps will result in expanded enrollment by white students in the full-time residential program by affording them an educational environment unique among Kentucky public universities.

The Commonwealth will ensure the enhancement of Kentucky State University's program offerings and reorganize the university's academic offerings according to its redefined, unique mission.

The Council on Higher Education is committed to ensuring that unduplicated programs are not educationally unnecessarily duplicated by the Commonwealth's public universities. The Council further commits that it will not approve any new programs at the other seven public universities that would have the effect of removing the unduplicated or high demand nature of Kentucky

State programs. If the actions taken to enhance Kentucky State do not result in the white full-time Kentucky resident undergraduate enrollment at Kentucky State being at least 40% of the school's total full-time undergraduate Kentucky resident enrollment as of the fall 1984 term, then Kentucky State will inaugurate and the Council will approve additional new high demand programs for implementation in the 1985-86 academic year, which will enroll at least 200 students by the end of the Plan period.

Requests for Council on Higher Education approval for new or changed programs at Kentucky State will be expedited and, assuming the requests are complete including all required supporting documentation, the Executive Director of the Council will recommend that the Council approve the requests. If Kentucky State elects not to request program approval for either or both of its proposed new programs in transportation management and microcomputers, other new high demand programs with at least comparable enrollment will be identified by the university which will request Council approval for their implementation in the 1984-85 academic year. Kentucky State and the Council will cooperate in identifying funds to initiate these programs and the Council will expedite their approval.

Both the university administration and the Board of Regents are committed to supporting the retraining and upgrading of not less than three faculty members each semester for the length of

the Plan in academic disciplines that are elements of the Liberal Studies mission. The university will allocate such funds as are necessary for these retraining and upgrading endeavors.

The university is also committed to upgrading or hiring the faculty members necessary to ensure accreditation of the School of Business.

The following benchmarks are adopted to ensure fulfillment of Plan commitments.

II B-1. March, 1982. Kentucky State University will initiate a student recruitment program to recruit 25 Kentucky high school seniors graduating in the top third of their classes for the full-time liberal studies program for admission in the fall, 1983, semester (to be continued through the life of this Plan, increasing the annual goal by five students during each year thereof).

II B-2. April, 1982. Consistent with the redefined liberal studies mission component, Kentucky State University will complete a review of existing and required programs and request Council on Higher Education approval for new or changed programs.

II B-3. August, 1982. The Council on Higher Education will act to approve the academic program plan submitted by Kentucky State University consistent with the requirements of this Plan.

II B-4. July, 1982. Kentucky State University will commence, in cooperation with other public universities, a faculty retraining and upgrading program to enable its faculty to better carry out the liberal studies mission.

II B-5. July, 1982. Kentucky State University will convene an advisory council drawn from distinguished faculty of Ph.D.-granting institutions to assist in the design and implementation of revised curricula.

II B-7. August, 1982. Kentucky State University will establish a revised liberal studies curriculum. New or reorganized courses appropriate to this curriculum will be phased in, while inappropriate courses will be phased out.

II B-8. August, 1982. Kentucky State University will, based upon its academic program plan, initiate consolidations of existing programs found to be unproductive but necessary for the liberal studies mission component.

II B-9. August, 1982. Kentucky State University, in conjunction with the University of Kentucky and University of Louisville, will establish and describe a faculty seminar program and a student seminar program led by scholars, resident or visiting at the cooperating institutions, which shall consist of at least two seminars for faculty and two for students each semester.

II B-10. August, 1982. Kentucky State University will enter into agreements with at least two of the other public universities for the faculty exchange program described in the following benchmark.

II B-11. January, 1983. Kentucky State University, in conjunction with the other Kentucky public universities, will put in place a faculty exchange program that will provide for

the appointment of not less than five Kentucky State University faculty to adjunct or visiting posts at the other institutions and the appointment of not less than five faculty members of the other institutions to adjunct or visiting posts at Kentucky State University.

II B-12. August, 1982. Kentucky State University will complete a review of its counseling program and initiate reorganization of the program to facilitate the enrollment of full-time residential students.

II B-13. September, 1983. The implementation of the recruitment and counseling program is to result in an increase of not less than 20 white full-time resident students at Kentucky State University, with not less than a comparable annual increase each year for the life of the Plan.

II B-14. August, 1982. Kentucky State University will specify particular actions to be taken to enhance undergraduate liberal studies programs in English, political science, fine arts, mathematics, history, sociology, and natural sciences and undergraduate programs in business administration, computer science and pre-engineering. Such actions will include, but are not limited to, improvement or addition of faculty, revision of curriculum, improvement of library and research facilities and holdings, improved or additional equipment, and development of cooperative programs with other institutions and with state government agencies and commercial enterprises.

II B-15. September, 1983. Undergraduate liberal studies programs in English, political science, fine arts, mathematics, history, sociology, and natural sciences and undergraduate programs in business administration, computer science and pre-engineering will begin to show effects of enhancement, measurable by proportion of faculty with terminal degrees, grade point and standardized test scores of entering students, and objective analyses conducted by outside evaluators.

II B-16. August, 1986. The enhancement of the undergraduate program at Kentucky State University will result in a rate of admission of resident Kentucky graduates of the institution to graduate and professional schools at least equal to the average of such rate for the Commonwealth's regional universities.

II B-17A. August, 1982. The University of Kentucky, University of Louisville, and Kentucky State University will develop a cooperative program through which Kentucky resident Kentucky State graduates achieving a specified grade point average in a curriculum approved by the three cooperating institutions will be offered admission to the medical school of either the University of Kentucky or the University of Louisville, except that neither institution shall be obligated to offer admission under this program to a number of Kentucky State graduates in excess of three percent of its entering medical school class. This cooperative program will take effect with the Kentucky State graduating class of 1985 and will continue in operation for not less than a further five years.



II B-17B. August, 1982. The University of Kentucky, University of Louisville and Kentucky State University will develop a cooperative program through which Kentucky resident Kentucky State graduates achieving a specified grade point average in a curriculum approved by the three cooperating institutions will be offered admission to the dental school of either the University of Kentucky or the University of Louisville, except that neither institution shall be obligated to offer admission under this program to a number of Kentucky State graduates in excess of three percent of its entering dental school class. This cooperative program will take effect with the Kentucky State graduating class of 1985 and will continue in operation for not less than a further five years.

II B-17C. August, 1982. The University of Kentucky, University of Louisville, Northern Kentucky University and Kentucky State University will develop a cooperative program through which Kentucky resident Kentucky State graduates achieving a specified grade point average in a curriculum approved by the four cooperating institutions will be offered admission to the law school of either the University of Kentucky, University of Louisville, or Northern Kentucky University, except that no one institution will be obligated to offer admission under this program to a number of Kentucky State graduates in excess of three percent of its entering law school class. This cooperative program will take effect with the Kentucky State graduating class of 1985 and will continue in operation for not less than a further five years.

II B-18. August, 1982. The Council on Higher Education will establish a program to provide for the recommendation for admission annually of not less than one qualified Kentucky resident Kentucky State graduate to veterinary medicine school under the contract space program administered by the Council.

Kentucky State University is committed to developing specific configurations of programs to serve each of the redefined mission components. The development of specific configurations of programs will entail review of existing programs and the development of new programs.

The review of existing programs will define productive programs that fit the mission components; unproductive programs that fit mission components but need to be consolidated, continued with changes, or eliminated; and unproductive programs that are unrelated to mission and should be eliminated. In the program review process, Kentucky State will use the criteria included as the program information base in the Council on Higher Education's policy on "Procedures for Review of Existing Programs," modified to take into account the university's unique mission. The program information base criteria include 1) needs assessment, 2) program data, 3) resource requirements and costs, and 4) general program considerations. The Council's policy and detailed procedural information are attached as Appendix 12.

Once Kentucky State University completes reviews of existing programs the information related to the reviews will be submitted to the Council as 1) information items for those reviews not

requiring approval and 2) as action items for those new programs, consolidations, continuations with modification and eliminations that require Council on Higher Education approval. The Council will approve those program requests that are consistent with the requirements of this Plan.

In the development of new programs, Kentucky State University will use the following criteria: 1) relationship of the program to a mission component, 2) student needs and demand, 3) service role of the program, 4) manpower demand for graduates, 5) faculty resource requirements, and 6) availability of resources to initiate the program. These criteria have been adopted as Council on Higher Education policy in "Process, Procedures and Proposal Format for Proposed New Programs," included as Appendix 13.

All actions regarding academic programs will be taken with full cognizance of the requirements of the regional or other required accrediting associations, and no action will be taken by the university or the Council on Higher Education that will adversely affect the accreditation status of Kentucky State University.

To secure the maximum enhancement of Kentucky State University's academic program, to encourage the enrollment of highly qualified full-time students, and to assist Kentucky State graduates in gaining admission to highly competitive graduate and professional programs, the University of Kentucky, the University of Louisville, Northern Kentucky University, and

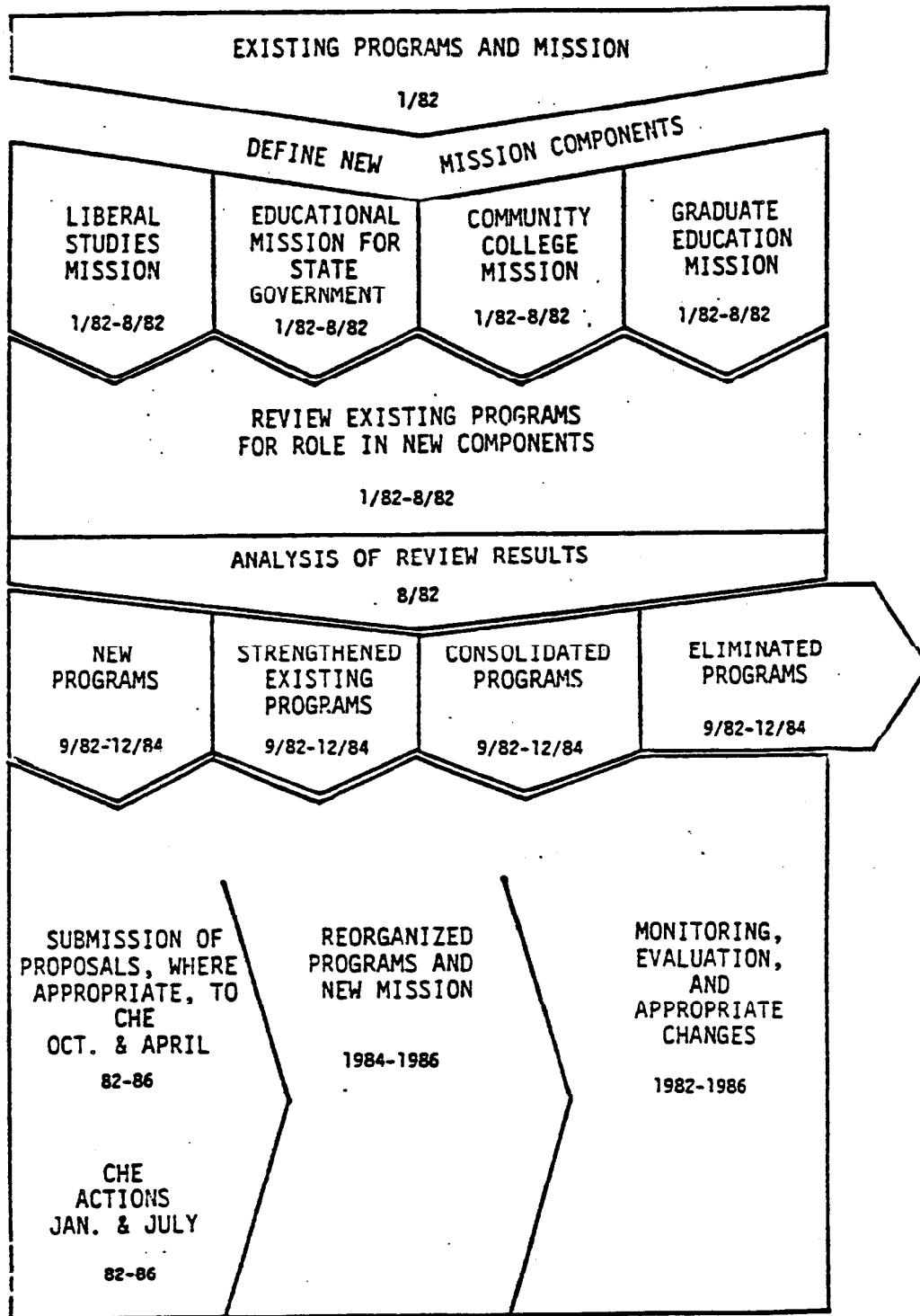
Kentucky State will pursue the development of cooperative relationships among both faculty and students. Cooperative relationships to be developed will include, but not be limited to:

- 1) the establishment of specific enrollment opportunities in medical and dental programs for Kentucky State students; 1/
- 2) the establishment of specific enrollment opportunities for Kentucky State students interested in pursuing legal studies; 2/
- 3) the establishment of seminar programs for Kentucky State faculty and students, conducted by eminent scholars resident or visiting at the University of Kentucky and University of Louisville; and
- 4) the establishment of opportunities for Kentucky State faculty to be appointed to adjunct or visiting posts at the other campuses, and for faculty at the other institutions to receive adjunct or visiting appointments at Kentucky State.

To further encourage the desegregation of full-time undergraduate enrollment, Kentucky State University will evaluate its counseling programs in order to establish a comprehensive coordinated counseling program for prospective and present students. In the design and development of this program, Kentucky State will seek the advice and guidance of counseling personnel at other similarly situated institutions, as well as that of human relations experts within the Commonwealth.

The diagram on the following page provides a synopsis of the activities for enhancing the academic programs at Kentucky

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- 1/ The entering medical school class sizes for fall 1981 were as follows: UK - 108, U of L - 135; Dental school: UK - 60, U of L - 78.
- 2/ The entering law school class sizes for fall 1981 were as follows: UK - 150; U of L - 250; NKU - 160.



State. As outlined in the diagram, existing academic programs of the university are to be subject to institutional and Council on Higher Education review and evaluation as part of this Plan with the goal of reorganizing the institution's academic offerings according to its redefined mission. The reorganization is to result in the strengthening of existing programs that are consistent with the components of the university's redefined mission; the consolidation of mission-supportive, unproductive programs into new programs that support the mission; the elimination of programs that are not consistent with any of the mission components; and the addition of new programs that are consistent with the components of the mission.

Included as Appendix 14 are data on enrollments in and graduates of existing programs that will be useful in addressing necessary program changes.

The thrust of Kentucky State University's liberal studies effort will be guided by an analysis of manpower and program needs, financial impact of revised programs and requests for new programs, relationship of programs to the liberal studies mission, and projected student enrollment data.

Kentucky State University will develop its liberal studies curriculum based upon the evaluation of data pertinent to the university's situation. Particular programs to be enhanced will include, but not be limited to, English, political science, fine arts, mathematics, history, sociology, and natural sciences.

In addition, the existing strong program in business administration will be further enhanced to ensure its continued competitive advantage and to afford students maximum opportunity to cross-enroll in the business and liberal studies curricula. Market analyses, documented in the Phase I Management Study, also point to an increase in high technology and information science job opportunities in the region, supporting the continued growth of the existing computer sciences and pre-engineering programs at Kentucky State and their articulation with the liberal studies mission.

Kentucky State University is also working toward the implementation of two new academic programs in the fields of transportation management and microcomputers to be implemented during the 1984-85 academic year or replaced by other new high demand programs.

The existing developmental studies program at Kentucky State University will be further strengthened to support the institution's enhanced mission. The university will examine the use of computer-assisted instruction to improve both instruction and counseling. Services such as PLATO and ENCORE will be reviewed for applicability to the needs of the university.

Enhancement of programs at Kentucky State will include, but not necessarily be limited to, improvement or addition of faculty, revisions of curriculum, improvement of library and research facilities and holdings, improved or additional equipment, and development of cooperative programs with other institutions and with state government and business.

### Educational Needs for State Employees

Two mission components -- serving the educational needs of community students and of state employees -- are interrelated and complementary. These components were first identified in the 1977 mission developed for Kentucky State University. The mission redefinition recognizes and strengthens the ability of Kentucky State to respond to the educational needs of both groups.

The following benchmarks are adopted to ensure fulfillment of Plan commitments relating to the needs of state employees.

II B-19. March, 1982. Each executive cabinet will identify and submit to Kentucky State University a listing of those degree program and credit offerings that it deems necessary and useful for the educational development of its employees.

II B-20. May, 1982. Kentucky State University will complete its review of state agency instructional requests and propose to the Council on Higher Education such additions or revisions to its program as may be necessary to provide for enhancement.

II B-21. August, 1982. The Council on Higher Education will approve requests for program changes or additions necessary to permit Kentucky State University to enhance its state government service mission.

II B-22. August, 1982. The Secretary of the Finance and Administration Cabinet will direct that the use of state training funds and tuition assistance is not to be approved for non-Kentucky State University programs where such a program is offered and available at Kentucky State, except as otherwise restricted



by pre-existing contractual obligations or where geographically inappropriate.

II B-23. February, 1982. The Secretary of the Finance and Administration Cabinet will convene representatives of the Council on Higher Education, Kentucky State University, and the other public universities to commence planning for the establishment of a State Government Services Center at Kentucky State University.

II B-24. August, 1982. The State Government Services Center at Kentucky State University will commence operations. Such directives of the Governor as are necessary to implement the Center are to be promulgated.

II B-25. August, 1982. The master's program in public affairs will be strengthened by the implementation of a revised curriculum, initiation of faculty exchanges with the University of Kentucky and Eastern Kentucky University, and the scheduling of not less than four seminars conducted by state agency officials.

II B-26. August, 1982. The state will initiate a state government intern and cooperative education program for Kentucky State University students, and will enroll not less than 20 students during the 1982-83 academic year and not less than 15 students for the summer of 1983, and for each succeeding summer and academic year through the life of the Plan.

II B-27. October, 1982. The state will establish a career and employment counseling service for Kentucky State University students interested in careers in public service.

II B-28. August, 1982. The Council on Higher Education, in conjunction with the University of Kentucky and Eastern Kentucky University, will complete reviews of their master's programs in public affairs/administration to determine whether educationally unnecessary program duplication exists. If such duplication is found to exist, the Council on Higher Education will initiate corrective action consistent with the commitment under this Plan to strengthen the program of Kentucky State University.

II B-29. August, 1983, through life of Plan. Kentucky State University will initiate monitoring and evaluation of its strengthened MPA program.

Kentucky State University is located at the seat of state government in the Commonwealth. The location provides unique opportunity for educational service arrangements to be developed between state government agencies, their employees and the university. While the 1977 mission as drafted recognized the university as a major educational resource for state government, the redefined mission, as adopted by the Kentucky State University Board of Regents and the Council on Higher Education, restates, redirects, and strengthens that recognition.

Under the redefinition of mission, the university will emphasize course and academic degree offerings that meet the needs of state employees. This career orientation recognizes that many state employees wish to complete an associate, bachelor's, or master's degree in an academic field that will

improve their employment position. Academic programs such as public affairs/administration, computer science, business, management, economics, sociology, criminal justice, and environmental science are among those consistent with a state government-related mission.

The Governor will direct each executive agency of state government to identify and catalogue the instructional needs of the agency and its personnel, and will encourage state employees to enroll in Kentucky State University. The use of state training funds and tuition assistance will not be approved for non-Kentucky State programs where such a program is offered and is available at Kentucky State, except as otherwise restricted by pre-existing contractual obligations or where geographically inappropriate.

The master's program in public affairs is related directly to the fulfillment of the state government mission. The program will be strengthened to serve the particular educational needs of state employees and those students desiring a career in state government.

This mission component emphasizes the provision of academic course and program offerings responsive to the needs of state government. However, in recognition of the need to provide postsecondary services of other than a traditional instructional nature to state government agencies, the Governor will direct the Finance and Administration Cabinet to work with the Council on Higher Education, Kentucky State University, and the other public universities to develop a State Governmental Services

Center at Kentucky State. The Governor will direct state agencies to look to the State Governmental Services Center at Kentucky State to provide personnel training and certification programs, applied research assistance, program evaluations and technical assistance.

The Commonwealth is also committed to initiating a state government intern and cooperative education program for Kentucky State University students and will enroll not less than 20 students during the 1982-83 academic year and not less than 15 students for the summer of 1983, and for each succeeding summer and academic year through the life of the Plan.

Kentucky State University has received Council approval for an associate degree program in public affairs/governmental services in July, 1981, and realized an enrollment of 22 students for the fall of 1981. Additionally, the university has been evaluating its existing master of public administration program since 1979 with the goal of restructuring it to better serve state government. The university will complete that review and submit to the Council a proposed restructuring of the MPA program, including implementation of changes by the university to become effective in academic year 1982-83.

The unique location of Kentucky State at the seat of state government also affords an opportunity to enhance other aspects of the academic program of the university and to make them more attractive to prospective students. With the express encouragement of the Governor, state agencies will make available to Kentucky State campus speakers and other expertise to enhance

the relevance and immediacy of course offerings. The state will initiate a Kentucky State University/State Government Intern Program to afford Kentucky State students the opportunity to work part-time, during vacation periods or on an alternating basis in state government agencies. Internships will be offered in a variety of academic and vocational areas, such as political science, public affairs, social service, public health, environmental protection, administrative services, public safety and criminal justice, finance and management. Students will be assigned to internships related to their academic and vocational interests and will carry out their internships under the joint supervision of Kentucky State faculty and designated agency personnel. The Governor will also direct the secretary of the Finance and Administration Cabinet to establish a career and employment counseling service to encourage and assist students at Kentucky State to seek employment with state and other public agencies.

#### Educational Needs for Community Students

The state government mission component is closely associated with Kentucky State's community service mission in that many of the same students are served through its Community College Office. The university will annually assess the educational needs of community students in seeking to fulfill this mission component.

The following benchmarks are established to fulfill Plan commitments to improve the community college program at Kentucky

State University through review and, where necessary, consolidation or elimination of unproductive programs and through the development of offerings at the associate level that are consistent with the redefined mission component:

II B-30. February, 1982. The Kentucky State University Board of Regents will appoint a Community Advisory Committee, broadly representative of the community, to provide the Regents and the administration of the university with regular liaison and guidance as to the needs and interests of the community served by the university and to advise on employment opportunities and manpower needs.

II B-31. August, 1982. Consistent with the redefined community college mission component, Kentucky State University will have completed a review of existing or proposed new programs and gained Council on Higher Education program approval where necessary.

II B-32. August, 1982. Kentucky State University will establish revised, or will continue to offer, coursework in essential associate degree programs.

II B-33. August, 1982. Kentucky State University will initiate necessary consolidations of existing programs found to be unproductive but essential to the community college mission component and will eliminate programs found to be nonessential.

II B-34. August, 1982. Kentucky State University will identify and include in the academic program plan new programs required to complete the redefined community college mission component.

II B-35. August, 1986. The community college mission component of Kentucky State University is to be fully operational.

The Community College Office coordinates the delivery of educational programs at all levels for adult part-time or commuting students. The redefined mission continues the emphasis of providing curricular offerings and degree programs of importance to this group of students. To assist the university in implementation and continued evaluation of the community student effort, the institution will seek the advice and guidance of its Community Advisory Committee.

While no degree programs are administered by the Community College Office, all degree programs offered at the university are made available to community students through the offering of classes by that office in the evening, on weekends, and at off-campus locations in surrounding communities. The Community College Office at Kentucky State University relates academic program needs and interests of community students to course and program offerings across the university.

Area manpower needs will be vital in determining the direction of change and the final array of existing and new programs. Attention should be directed to revising curricula where deemed necessary. To assist this process, Kentucky State University will form an advisory committee representative of public and private employers and other interested parties in its service area and will provide a mechanism whereby the advisory committee may influence the program review and development process.

This advisory committee will be able to assist the university in the delivery of educational services in a manner and format which meet student needs. Off-campus instructional sites may further assist program development efforts by making offerings more accessible to potential students.

This function of Kentucky State University is particularly important in light of the analysis conducted by the management consultants as part of the Phase I Management Study. The study concludes that while the cohort of 18- to 22-year-old students will decrease within the state, part-time enrollment among adult students will increase substantially, particularly to provide educational services related to employment mobility and advancement. While the full-time residential program will be stabilized and enhanced, enrollment growth is likely to occur in the part-time adult learning sector, and Kentucky State must act affirmatively to remain competitive for this clientele.

With regard to the associate degree programs related to Kentucky State's community college mission, by August, 1982, the university will have completed a review of existing programs and gained program approval for a number of consolidated and new programs from the Council on Higher Education. The university will confer with state agency officials and community advisors to develop, restructure, and offer state government-related and community college programs that are consistent with the redefined mission.



## State Appropriations and Other Funding

The Commonwealth is committed to providing the resources necessary to fulfill Plan commitments.

The Commonwealth will strengthen Kentucky State University by providing the university a state appropriation of at least \$9.3 million for each fiscal year through 1986/87.

The Commonwealth will provide a special enhancement fund for the 1982-84 biennium to enable Kentucky State University to initiate enhancement efforts.

The following benchmarks are adopted to ensure fulfillment of Plan commitments.

II B-39. February, 1982, 1984, 1986. The Governor will place in the executive budget an annual appropriation of not less than \$9.3 million for Kentucky State University.

II B-40. July, 1985. Kentucky State University will complete operating budget adjustments to bring its recurring state support needs to a level commensurate with that generated by the Council on Higher Education's Mission Model.

II B-42. August, 1982, and annually thereafter. Kentucky State University regents will apply accrued savings for current fiscal year to meet enhancement needs.

II B-43. April, 1982, and annually thereafter. The Kentucky State University Board of Regents will review the Plan each fiscal year in accordance with Council policy to guide fiscal planning for the following fiscal year period.

II B-44. February, 1982. The Governor will include in the executive budget for the 1982-84 biennium a special fund in the amount of \$400,000 to be used at the discretion of the Kentucky State University Board of Regents for the purpose of initiating enhancement activities called for under this Plan.

II B-52. August, 1982. The Kentucky State University Board of Regents will initiate the allocation of resources to support appropriate retraining and upgrading of faculty.

As early as 1968 the Commonwealth of Kentucky had attempted to strengthen Kentucky State University through the appropriation of state funds to the institution in an amount proportionately in excess of the appropriations provided to the other state institutions. The result has been more favorable funding for the university. Attachment V-C of Appendix 1 compares the state general fund support per full-time equivalent (FTE) student in constant dollars since 1968-69. The university's per student level of support has been consistently higher than that of any other institution during the period.

Kentucky State University was further enhanced in 1977 with the development of a more distinctive mission. Further enhanced levels of support for both operating and capital purposes were provided by the Commonwealth to enable the university to implement its mission. The following table compares the state appropriations per FTE student at the university with the appropriation for the traditionally white institution with similar mission that has the next highest per student support

and identifies the enhanced funding available to the university annually.

State Appropriation Per Full-Time Equivalent (FTE)  
Student at Kentucky State University and Comparable  
Kentucky Traditionally White Institution (TWI)

<u>Fiscal Year</u>	<u>Kentucky State University</u>	<u>Comparable TWI*</u>	<u>Excess Funding for KSU** (Millions)</u>
1976/77	\$3,055	\$2,230	\$1.4
1977/78	3,614	2,558	1.7
1978/79	4,200	2,962	2.1
1979/80	5,350	3,326	3.0
1980/81	5,303	3,238	3.1

\* TWI with similar mission (regional master's level university) and next highest per student support. For FY 1976/77, the comparable TWI is Morehead State University, and for FY 1977/78 through FY 1980/81, the comparable TWI is Murray State University.

\*\* Number of FTE students times difference between Kentucky State's appropriation per FTE student and comparable TWI's appropriation per FTE student.

The adequacy of funding available for strengthening Kentucky State University since 1977 can also be expressed by comparing the percentage increase in state appropriations for all universities. The percentage increase for the university has been considerably greater than the average increase for all other public universities. Only Northern Kentucky University, with a rapidly increasing student enrollment, rising from 6,407 in 1976/77 to 8,358 in 1980/81, has had a larger increase.

PERCENTAGE INCREASE IN STATE APPROPRIATION  
1976/77 Through 1980/81

<u>Institution</u>	<u>Percent Increase</u>
Eastern Kentucky University	34.4%
Morehead State University	30.9

Murray State University	46.1
Northern Kentucky University	68.1
Western Kentucky University	29.6
University of Louisville	43.0
University of Kentucky	43.9
TWI Average	41.3
Kentucky State University	54.4%

The commitment and expenditure of capital construction funds for Kentucky State University since 1977 provide strong evidence of the Commonwealth's efforts to strengthen the university. Since 1977, the state has approved approximately \$20,500,000 in capital construction projects at the university. The projects and their status follow:

Academic Services Building	\$ 7,101,000	Completed
Chandler Hall Renovation	1,034,000	Completed
Kentucky Hall Renovation	1,550,000	Completed
Handicapped and Fire Safety Renovations	55,100	Completed
Chilled Water Plant	3,857,900	Completed
Blazer Library Renovation	125,000	Completed
Underwood Cafeteria Renovation	1,129,700	On Hold-Funded
Hunter Hall Renovation	925,750	On Hold-Funded
Athletic Stadium	1,800,000	Completed
New Boiler and Addition to Plant	1,200,000	Completed
President's Home Addition	148,000	Completed
East Campus	<u>1,600,000</u>	Purchased 1981
Total	\$20,256,500	

Among the eight public institutions in Kentucky only Northern Kentucky University, with its substantial enrollment growth, has received capital construction support from state appropriations comparable to that afforded Kentucky State University.

However, the mission developed in 1977 and the enhanced level of funding have not yet resulted in the achievement of the goal of making Kentucky State University a full partner in

the state system of public universities. Recent analyses suggest that the mission as developed in 1977 was not adequately specific, resulting in the university lacking sufficient focus to successfully achieve the goal. The range of academic programs offered at the university has not been supported by an adequate number of either enrollees or graduates, nor has the available funding been adequately targeted by the university toward a well-defined group of productive, mission-directed programs. Expenditures have been excessive in some nonacademic areas, resulting in a diffusion of the resources provided by the state for program enhancement.

Through the life of the Plan the state is committed to continuing to provide an annual appropriation to the university at least equal to the 1981/82 appropriation of \$9.3 million. The commitment to continue the current level of funding recognizes that although Kentucky State University is funded, per full-time-equivalent student, at a level greater than other public institutions, this level of funding is necessary to enable Kentucky State University to accomplish the delivery of an enhanced educational program in fulfillment of its redefined mission. (See the following table.)

<u>Fiscal Year</u>	<u>State Appropriation</u>	<u>Recurring State Support</u>	<u>Model Generated State Support</u>	<u>Nonrecurring State Support</u>
1981/82	\$9.3 million	\$9.3 million	\$6.5 million	\$0.0 million
1982/83	9.3	8.7	6.8	0.6
1983/84	9.3	8.1	7.1	1.2
1984/85	9.3	7.6	7.6	1.7
1985/86	9.3	8.0	8.0	1.3
1986/87	9.3	8.4	8.4	0.9

Kentucky State University will make operating budget adjustments that will bring, by 1984/85, its recurring state support needs to a level equal to that generated by the Council on Higher Education's Mission Model. The current estimate of that need in 1984/85 is \$7.6 million. After 1984/85, its recurring state support will be calculated as equal to that generated by the Council's Mission Model, which will be adjusted in the case of Kentucky State University to reflect the university's redefined mission and to provide funding that will enable the university to adequately fulfill that mission. (See the preceding table.)

This goal will be achieved by an internal reduction in the current level of state support for recurring costs, permitting Kentucky State University to retain each annual recurring-cost reduction throughout the five-year Plan period to enable it to meet nonrecurring costs for enhancement and program realignment.

The Board of Regents of Kentucky State University has already taken and will take actions to produce economies which will make funds currently obligated for other purposes available for the purpose of enhancing the institution and fulfilling its redefined mission. Initial cost-saving actions by the regents have resulted in savings of \$430,000. The described savings have been achieved through the retention of \$200,000 allocated to the university for the purpose of leasing the East Campus, a cost obviated by the purchase of the facility; at least a \$125,000 reduction in expenses for intercollegiate athletics; and substantial savings occasioned through the modernization and

replacement of telecommunications systems. The regents will undertake consideration of the following further actions: eliminating intercollegiate football (approximately \$100,000 annually); making campus facilities, such as the football stadium and auditorium, available to the community for social and cultural events (approximately \$10,000 annually); utilizing cost-saving service arrangements, such as security and printing services that are available for state agency use (a potential cost reduction of approximately 30 percent); selling the East Campus (approximately \$1,000,000); and terminating the lease agreement with the Capital Plaza Authority (\$110,000 annually).

The Board of Regents will apply accrued savings to such enhancement efforts as physical facility and equipment improvement, program realignment, scholarships, faculty improvement and library enhancement.

There are a number of assumptions included in this Plan in regard to the amount of state support generated for the university by the Mission Model for the years 1984/85, 1985/86, and 1986/87. The assumptions are (1) that full-time-equivalent enrollment will remain the same; (2) that inflationary impact will be in the 6 or 7 percent range; and (3) that the program mix will remain the same. However, as this Plan is implemented and the program mix changes, enrollment could possibly change. Therefore, this portion of the Plan will be reviewed in April of each fiscal year in accordance with Council on Higher Education policy to guide fiscal planning for the following

fiscal year. If there are upward changes in enrollment, program mix or the rate of inflation which would cause state support to fall beneath that required under the Mission Model, or otherwise impede the attainment of commitments set forth in this Plan, additional financial or other resources would be committed in response to such changes as appropriate.

The Governor will include in the executive budget for the 1982-84 biennium a special fund in the amount of \$400,000 to be used at the discretion of the Board of Regents of Kentucky State University for the purpose of initiating program enhancement activities called for under this Plan. Such funds are to be separate from and in addition to any economies accomplished by Kentucky State in the reallocation of existing resources, and shall not otherwise affect the commitment of the Governor and Council on Higher Education to assure at least \$9.3 million annually in operating funds for the fiscal years described above.

#### Physical Facilities and Equipment

The Commonwealth will provide adequate support to enhance Kentucky State University's physical facilities and equipment so that the university can fulfill its redefined mission.

The following benchmark is established in order to meet this commitment:

II B-41. August, 1982. Kentucky State University Regents will complete a physical facilities inventory to determine areas of priority need and potential cost savings. The Council on



Higher Education and the Governor will recommend such capital improvements as are required to achieve the program mission of Kentucky State University as provided under this Plan.

Kentucky State University will undertake and complete by August, 1982, a physical facilities inventory with the objective of promoting facility development that supports the redefined mission. By January, 1982, the university's Board of Regents will have obtained architectural and/or engineering expertise to complete the inventory and prepare a report that will list necessary improvements of existing facilities to support the fulfillment of the university's mission and, if indicated through the inventory, a recommendation to transfer any unneeded property back to the Commonwealth. The implementation of findings that cannot be dealt with in the 1982/84 biennium will be submitted as the university's capital construction request to the Council on Higher Education by the university by August, 1983, so they might be considered by the Council in its funding recommendation actions for 1984/86 and/or 1986/87. Upon completion of the inventory, specific projects will be identified for funding considerations in 1984/86 and 1986/87.

Based upon the presently available capital resources, funds are on hand during the 1982-84 biennium to commence and complete the renovation of the student cafeteria, commence renovation of Hunter residence hall, and construct a research facility, each identified by the Kentucky State regents as first-priority projects. The Commonwealth has committed \$1.2 million in a

capital construction account for the renovation of Underwood Hall, which presently houses the student cafeteria, and has committed \$1 million toward the renovation of Hunter Hall.

The U.S. Department of Agriculture has committed \$1.8 million for the construction of a research facility, through either new construction or the renovation of an existing structure, as the university and government may agree, and is seeking an additional \$3 million under appropriation measures now before the Congress. The sale of the excess East Campus property would realize an additional potential resource of approximately \$1 million, which at the discretion of the Kentucky State regents may be applied to capital improvements. The sale of the East Campus property will not adversely affect the ability of the university to provide dormitory space. (Not counting the East Campus, Kentucky State has 750 dormitory spaces and a current occupancy of 700.) Should available space become inadequate, additional housing will be provided.

In anticipation that Kentucky State University as well as other higher education institutions and agencies of the Commonwealth will have special needs for funds to achieve the commitments specified in this Plan, the Commonwealth, through the Governor and the Council on Higher Education, is committed to develop a higher education desegregation plan implementation request for inclusion in the 1984/86 biennial executive budget. This supplemental request will be presented to the 1984 general assembly with a recommendation for adoption.

In the conduct of their responsibilities to recommend to the legislature capital projects (including facilities, equipment and library acquisitions) for the public colleges and universities, the Governor and the Council will fulfill this commitment by recommending funding during the life of the Plan for the capital requirements of Kentucky State as identified in the Plan and its amendments in the form of a separate supplemental recommendation embodying the commitments made under this Plan. The Governor will make the passage of funding of such supplemental recommendations a matter of the highest priority. If needed capital funds are not appropriated by the legislature, the Governor and the Council will make their best efforts to assist Kentucky State in obtaining these funds from other sources.

This supplemental request will incorporate those items not included in the routine budget process that are determined to be needed by Kentucky State University and the other higher education institutions and agencies to implement the desegregation Plan. Specifically, and as a minimum, the request will include the capital construction projects identified for 1984/86 by Kentucky State University as listed in Appendix 15 of this Plan; a supplemental request for not less than \$100,000.00 to meet the library and laboratory needs at Kentucky State University in support of its revised mission; and additional funds for the higher education institutions or agencies upon documentation of need for such funds to fulfill desegregation Plan commitments.

### Interinstitutional Graduate Center

The following benchmarks are established to fulfill Plan commitments to develop the graduate education mission component:

II B-36. April, 1982. Arrangements will be concluded between Kentucky State University, the University of Louisville, University of Kentucky, and Eastern Kentucky University for the development of an interinstitutional graduate center on the Kentucky State University campus.

II B-37. May, 1982. Master's programs in business administration, education, and other program areas to be offered at the graduate center will be designated, institutional roles will be defined, and initial offerings will be published.

II B-38. August, 1982. The participating universities will begin to develop long-range plans and program offerings based upon enrollment projections and needs assessments.

The graduate education mission for the Frankfort region will be fulfilled by enhancing the existing public administration program and by establishing a graduate center at Kentucky State designed to meet local needs. Kentucky State University, Eastern Kentucky University, the University of Kentucky, and the University of Louisville will cooperate equally in the development of specific graduate education courses and program offerings.

Kentucky State University will administer the center, offer its own MPA program, and assist the cooperating institutions in the delivery of other graduate offerings, including the provision of faculty. The participating universities will complete a

review of existing programs and obtain program approval from the Council on Higher Education for consolidated and new programs. The graduate center will operate in tandem with Kentucky State's master's programs, discussed above in conjunction with the state government service mission component.

#### Land-Grant Activities

The following benchmarks are established to fulfill Plan commitments to meet the goal of close coordination of Kentucky State University's land-grant programs with the university's revised mission in a manner that enhances the services offered by the university:

II B-45. August, 1982. A comprehensive land-grant activity plan, detailing speciality areas, personnel needs and types of projects, will be completed by Kentucky State University.

II B-46. January, 1984, and annually thereafter. The land-grant plan will be evaluated on the basis of utilization of services, impact upon the community and needs, and will be revised and updated by Kentucky State University to maintain maximum support through land-grant activities of the university's redefined mission.

II B-47. March, 1982. The Governor will direct state agency heads to identify qualified personnel to assist Kentucky State University in the implementation of its land-grant program of services.

As a land-grant institution, so designated by the second Morrill Act of 1890, Kentucky State University has unique opportunities to serve its region and the Commonwealth. The Cooperative Extension-public service component will continue to provide maximum service to the community and state by encompassing program areas consistent with its current comprehensive plan which includes family development and management, urban gardening, small farming and community development.

The research component of the land-grant program shall emphasize those areas most closely related to the revised mission of the university, which may include such areas as environmental health, nutrition, community and regional development and international trade. Research, Cooperative Extension and public service programs of the University of Kentucky and Kentucky State University will be complementary to and not duplicative of each other.

The Governor will direct each relevant state agency to work closely with the 1890 Extension Administrator and Research Director in identifying professional personnel to serve in an advisory capacity or otherwise assist Kentucky State University in carrying out its research, cooperative extension and public service mission. Provided monetary resources can be identified, the Governor will also include requisite matching funds consistent with USDA appropriations in his 1984-86 biennial budget to assist in the continuing development of existing and/or new land-grant functions at Kentucky State University. The memoranda of

understanding on extension work between Kentucky State University and the U.S. Department of Agriculture and between Kentucky State and the University of Kentucky are attached as Appendix 16.

Faculty-Staff Relocation Program

The Commonwealth will take all possible actions to assist in the timely and proper relocation of Kentucky State University faculty and staff that may be necessary because of mission and scope changes at the university resulting from the implementation of this Plan.

The following benchmarks are established to ensure that personnel changes at Kentucky State University resulting from Plan commitments are consistent with the university's revised mission and appropriate legal concerns, lend to the enhancement of the university, and do not impose a burden upon minority faculty:

II B-48. February, 1982. The Kentucky State University Board of Regents will notify faculty of the implications of the enhancement plan.

II B-49. August, 1982. Kentucky State University will complete individual faculty evaluations.

II B-50. September, 1982. Kentucky State University will begin to notify the Council on Higher Education's Faculty/Staff Relocation Committee of faculty who are potential participants in the relocation program.

II B-51. January, 1983. Kentucky State University will complete the analysis of faculty needed to implement the redefined mission.

II B-53. April, 1982. An organizational meeting of the Relocation Committee will be held and will be staffed by the Council on Higher Education.

II B-54. April, 1982. The processes and procedures to be used in the operation of the Committee will be submitted to all public higher education institutions in Kentucky.

II B-55. May, 1982, through duration of program. Each public higher education institution will be required to submit a list of all vacancies to be filled and to include criteria for applicant eligibility.

II B-56. September, 1982, through duration of program. Kentucky State University will notify the Committee of all personnel eligible for relocation.

II B-57. September, 1982, through duration of program. The Committee will notify, by certified mail, all individuals eligible to participate in the program and provide each with the processes and procedures that will be used by the Committee.

The Consolidated Proposal for Enhancement of Kentucky State University, adopted by the Council on Higher Education on December 3, 1981, contains the statement:

"KSU, the Council on Higher Education, and the universities should join in a KSU faculty/staff relocation program."



Adoption of this statement is consistent with the narrative in the Criteria stating, ". . . the transition to a unitary system must not be accomplished by placing a disproportionate burden upon black students, faculty, or institutions or by reducing the educational opportunities currently available to blacks" (emphasis added). According to the Criteria, "'faculty' means all persons employed by an institution as full-time instructional personnel." The Commonwealth views the guidance offered by the Criteria in this regard as appropriate to the situation.

Personnel decisions with respect to current and future employments at Kentucky State University are the legal responsibility of the university's Board of Regents. The regents must base their personnel decisions on the university's mission, needs, and availability of resources. The Board of Regents must also be sensitive to the legal ramifications of any and all contractual arrangements the institution may now have with existing personnel. The Board will obtain competent legal advice as it enters into the process of faculty/staff relocation.

The readjustments and reorganizations for Kentucky State University described herein may result in faculty and staff relocations. A faculty/staff relocation program will be designed and put into operation for the sole purpose of assisting affected personnel secure continued employment that is professionally satisfactory to the involved parties.

The chairman of the Council on Higher Education shall appoint a Faculty/Staff Relocation Committee, consisting of at least

two members of the Council and representatives of all public universities, for the purpose of assisting affected Kentucky State University personnel in finding suitable positions. The Council will provide staff for the Committee.

All Kentucky State University employees subject to relocation as a result of the institution's adaptation to this Plan shall be the only individuals eligible to participate in a faculty/staff relocation program coordinated by the Council on Higher Education.

Throughout Section IV of this Plan, the Commonwealth of Kentucky has affirmed its commitment to the desegregation of employment in Kentucky public higher education. An effective relocation program will help the Commonwealth meet these commitments, including a good faith effort to avoid any reduction in the total number of minority faculty employed in the system.

Relocation Committee Responsibilities

- 1) The Council on Higher Education will establish and coordinate a faculty/staff relocation program utilizing a Relocation Committee that will serve a "broker" function, matching candidates with available positions.
- 2) The Committee will maintain a file of all affected Kentucky State University personnel who voluntarily submit a current vita to the Committee.
- 3) The Committee will maintain a file of all available positions in the public sector of Kentucky higher education.

- 4) The Committee will promptly match available positions with potential applicants and transmit vitae to the hiring institutions as appropriate.
- 5) The Committee will notify any person when, and to whom, his or her vita has been provided.
- 6) The Committee will develop a process for the on-going evaluation of the faculty/staff relocation program.
- 7) The Committee will submit regular reports on the program to the Desegregation Plan Implementation Committee.

#### Institutional Responsibilities

- 1) Kentucky State University must submit to the Committee a list of all personnel to be relocated as a result of Plan implementation.
- 2) All public higher education institutions in Kentucky must notify the Committee of all vacancies for which individuals are sought.
- 3) Upon receipt of names provided by the Committee, all public higher education institutions in Kentucky must review vitae of those who appear to meet the requirements for the positions to be filled and to extend to those persons an invitation for a personal interview to be scheduled at a date and time agreeable to both the interviewee and the inviting institution.
- 4) All public higher education institutions in Kentucky will give employment priority to relocation program participants who have credentials appropriate to positions to be

filled, so that qualified participants will be offered such employment prior to offering the position to other persons.

5) All public higher education institutions in Kentucky must conduct all employment practices in a manner consistent with the commitments made by the Commonwealth of Kentucky in Section IV of this Plan (Desegregation of Faculties, Administrative Staffs, Nonacademic Personnel, and Governing Boards).

#### Faculty/Staff Responsibilities

All Kentucky State University faculty/staff who may be subject to relocation as a result of the institution's adaptation to this Plan are automatically eligible to participate in this program. However, participation is voluntary. Persons desiring to participate must do the following:

- 1) Submit a current vita to the Committee;
- 2) Authorize the Committee to circulate the vita to any and all Kentucky public higher education institutions;
- 3) Agree to accept invitations for personal interviews with any institution extending an invitation. The interview is to be scheduled at a date and time agreeable to both the interviewee and the inviting institution.
- 4) Notify the Committee promptly if he/she wishes to discontinue participation in the program; and

5) Notify the Committee promptly when he or she accepts a new position, whether obtained through the program or through some other means.

The chairman of the Council on Higher Education will announce the appointees to the Faculty/Staff Relocation Committee when the Council meets in a regular quarterly/statutory meeting in April, 1982.

The composition of the committee (i.e., names and addresses of each member) and the charge to the committee will be forwarded to the U.S. Department of Education's Office for Civil Rights within ten working days following the appointments.

Neither an actual nor a projected number of individuals eligible to participate in the relocation program can be provided at this time. The magnitude of the program is dependent upon actions within the responsibility of the Kentucky State University Board of Regents and in accord with elements in this Plan related to a revised mission for the university; an analysis of the administrative personnel needs of that institution; an analysis of support personnel needs; and an examination of the basic academic programs determined to be essential to the successful implementation of the revised mission, consistent with the fiscal resources available to the institution.

The Committee will be designed to operate throughout the life of the Plan, but it may be discontinued sooner in the event that a relocation program is no longer needed. Criteria for discontinuance of the Relocation Program shall include:

1. An absence of individuals to be relocated due to
  - a. successful relocations through the program;
  - b. successful relocations outside the program;
  - c. voluntary withdrawals from the program; or
  - d. elimination of the necessity for relocation.
2. Evidence that the program is not effective or that it produces undue hardship or burden upon participants. In the event this outcome occurs, the Commonwealth is committed to the establishment of an alternative process.

The Commonwealth is committed that throughout the life of the Plan all reasonable means will be undertaken to effect the relocation of all persons whose positions are affected by its implementation.

#### Improved Administration and Management

The Commonwealth will take the necessary actions to meet the goal of establishing an effective leadership structure at Kentucky State University to lead the university through the redefinition of its mission and to achieve its strengthening and enhancement as an integral partner in Kentucky's public higher education system.

The following benchmarks are established to fulfill Plan commitments to achieve the goals of ensuring effective strengthening and enhancement of Kentucky State University with regard to its administration and management:

II B-58. April, 1982. The evaluation of presidential performance will be completed by the Kentucky State University Board of Regents.

II B-59. August, 1982. An evaluation of the Kentucky State University administrative structure will be completed by the Board of Regents.

II B-60. January, 1983. An initial evaluation of all nonacademic positions at Kentucky State University will be completed by the Board of Regents. Job descriptions and desk audits of each nonacademic job will be completed.

II B-61. January, 1983, and annually thereafter. Nonacademic personnel position evaluations will be completed by the Board of Regents and administration to maintain efficiency and to assess personnel performance in the process of enhancing and strengthening the university.

The implementation of a redefined mission requires an evaluation of the capabilities of Kentucky State University's administrative structure and management staff to guide the university through the period of transition and growth. The University's Board of Regents has initiated an evaluation of the administration with special emphasis on the president's performance. An evaluation of the entire administrative operation of the university should accompany this evaluation.

The success of this Plan depends in large measure on Kentucky State University having decisive, competent leadership. Thus, the issue of leadership must be resolved immediately. The first year of the planning period is critical to the success of the effort to strengthen and enhance the university. Sound, unquestioned leadership must be in place to guide the university during this period.

Implementing the redefined mission will result in altered responsibilities and duties for many segments of the university.

The administrative structure must be evaluated to identify areas that must be strengthened as well as deemphasized. The restructuring also will have as one of its goals a reduction in staff size through consolidation or elimination of some responsibilities to increase efficiency of operation and to reduce personnel costs.

The administrative evaluation will include an analysis of opportunities for Kentucky State University to utilize services available in state government. The university is in a unique location; surrounded by many state agencies and resultant service functions. Janitorial services, security, printing, and maintenance are examples of areas in which cost savings may be realized through use of state government-provided services.

II.C. The Commonwealth is committed to take specific steps to eliminate educationally unnecessary program duplications among traditionally black and traditionally white institutions in the same service area.

The Council on Higher Education will deny registration to any academic programs at Eastern Kentucky University, the University of Kentucky, or the University of Louisville that are determined to be educationally unnecessarily duplicative of the Kentucky State University programs in these areas. The same policy will be followed in reviewing programs that are subsequently identified as necessary to the mission development of Kentucky State University.



The following benchmarks are established to fulfill Plan commitments to take specific steps to eliminate educationally unnecessary program duplication among traditionally white and traditionally black institutions in the same program service area:

II C-1. April, 1982. The Council on Higher Education will promulgate standards for the review and elimination of educationally unnecessarily duplicative programs, taking into account the commitment to ensure that program duplication decisions favor the enhancement and strengthening of Kentucky State University, and will develop program review standards particularly applicable to Kentucky State that are supportive of its enhancement.

II C-2. August, 1982. Unduplicated or new high demand programs to be offered at Kentucky State University and an implementation schedule for each such program will be designated. Enrollment projections for the unduplicated and high demand programs represent not less than one-third of the undergraduate enrollment at Kentucky State by the fall, 1986, semester.

II C-3. August, 1986. One third of the Kentucky State University undergraduate enrollment will be enrolled in high-demand or unduplicated programs.

The Commonwealth is currently involved in two studies, one conducted by outside consultants (the management study) and one by the Programs Committee of the Council on Higher Education, that will result in the development of a process to review and

eliminate educationally unnecessary program duplication among the state's public universities. The duplication of degree programs within a discipline at a given degree level is educationally unnecessary if institutional mission, student needs, other program needs or state or geographic area manpower requirements can be adequately met by other existing programs or by consolidating programs at fewer institutions.

A further criterion for institutions identified as competing with Kentucky State University (the University of Kentucky, University of Louisville and Eastern Kentucky University) will be the assessment of whether such programs would unnecessarily compete with the enhanced mission of Kentucky State University or will prevent it from achieving that mission. Any assessment that specifically relates to programs at Kentucky State University will be acted upon only in conformance with the Commonwealth's commitments to enhance that institution.

All of the existing programs at the public universities will be reviewed by the Council during the five-year period beginning 1981-82. In its conduct of such reviews, the Council will give particular attention to existing programs at Eastern Kentucky University, the University of Louisville, and the University of Kentucky to assess whether such programs would unnecessarily compete with the enhanced mission of Kentucky State University or will prevent it from achieving that mission.

The Council's review of existing programs at all institutions will examine the relationship of programs to institutional

missions; will consider program productivity by weighing degrees conferred in relation to the size of the program in relation to other programs within the institution; will consider student access patterns; and will examine credit hours generated at the upper division level to measure a program's service function to other educational programs within the institution. Because of its unique mission and the requirements of this Plan, separate standards will be developed for Kentucky State University that are supportive of its enhancement and that will result in enrollment gains in high demand and unduplicated programs.

II.D. The Commonwealth is committed to giving priority consideration to any new degree programs that may be proposed by Kentucky State University as consistent with the institution's redefined mission.

The Council on Higher Education will give priority consideration to new-program proposals submitted by Kentucky State University in all cases where the proposal is consistent with the university's redefined institutional mission. The Council will not approve new-program proposals from other institutions found to be educationally unnecessarily duplicative of similar programs either in place or included in the Kentucky State University academic program plan. The degree to which a new program strengthens Kentucky State University will be a prime criterion in the Council's action on proposals from that institution. In adding programs at other institutions, no new programs will be added that will adversely affect Kentucky State University enhancement.

II.E. The Commonwealth is committed to withholding approval of any changes in the operation of the state system or of any institution that may have the effect of thwarting the achievement of its desegregation goals.

Changes in the operation of Kentucky's system of higher education and its component institutions can be initiated and approved by various bodies, depending upon the nature of such changes. The Commonwealth's commitment to withhold operational changes that in effect would thwart the achievement of its desegregation goals pledges the Council on Higher Education and each university governing board to take no action or operational changes that would be counter-productive to the achievement of desegregation goals.

II.F. During the life of this Plan, the Commonwealth is committed to advise the U.S. Department of Education's Office for Civil Rights of proposed major changes in the mission or character of any institution within the state system before they are adopted.

During the life of this Plan, the Commonwealth is committed, through the Council on Higher Education, to keep the Office for Civil Rights informed of any proposed major changes in the mission, character or configuration of any institution prior to formal adoption. Where warranted by student demand or manpower requirements, the program plan for Kentucky State University may be revised through the substitution of appropriate high demand or high need academic programs, and the Commonwealth is committed,

through the Council, to inform the Office for Civil Rights of any such revision.

II.G. The Commonwealth is committed to specifying timetables for sequential implementation of the actions necessary to achieve the goals herein as soon as possible but no later than within five years of the date of Plan acceptance.

Benchmarks and associated timetables for the accomplishment of the tasks necessary to achieve the strengthening and enhancement of Kentucky State University may be found in Section II-B of this Plan.

II.H. The Commonwealth and all involved agencies and subdivisions thereof are committed to undertake specified measures to assure the achievement of the stated objectives.

As each benchmark in this Plan to assure the objective of strengthening and enhancing Kentucky State University is achieved, appropriate documentation will be submitted to the Office for Civil Rights in the Commonwealth's annual Progress Reports.

### III

#### DESEGREGATION OF STUDENT ENROLLMENT

The Commonwealth is committed to providing opportunities for undergraduate higher education to all Kentucky citizens, regardless of race, sex, or age.

In meeting this commitment, the Commonwealth will make every effort to ensure that the proportion of black high school graduates throughout Kentucky who enter two-year and four-year undergraduate public institutions will continue to be at least equal to the proportion of white high school graduates throughout the state who enter such institutions. The increased recruitment and retention of black students also will be influenced by achievement of the affirmative action employment goals related to faculty and staff as outlined in Section IV of this Plan.

III.A. The Commonwealth is committed to making the proportion of black Kentucky high school graduates who enter the state higher education system equal to the proportion of white Kentuckians who do so.

The following benchmark is established to fulfill Plan commitments:

III A-1. Annually. The Council on Higher Education and institutional representatives will review high school graduate and admissions statistics to ensure that the present achievement of equity is maintained.

As the percentage of black Kentucky high school graduates changes over the five-year period, these goals will be revised as necessary.

Currently available data indicate that Kentucky has met and exceeded this commitment. In 1980, the college-going rate for black Kentuckians was higher than the college-going rate for white Kentuckians.

However, the college-going rate in Kentucky has traditionally been lower than the national average. The Kentucky system of higher education for many years has been committed to increasing the educational level of its citizens, but has been only moderately successful. Information available for 1980 indicates that the system of higher education may have been more successful in increasing the college-going rate of its black citizens than of its white citizens. As shown in Appendix 17, in the spring of 1980, 7.9 percent of the high school graduates in Kentucky were black. In the fall of 1980, 8.7 percent of the first-time college freshmen were black. The black first-time freshmen in 1980, as a percent of the 1980 high school graduates, was 49.7 percent, while the comparable percentage for white first-time freshmen was 44.8.

III.B. The Commonwealth is committed to increasing annually the proportion of undergraduate blacks enrolled in the traditionally white four-year institutions.

The following benchmarks are established to fulfill Plan commitments:

III B-1. February, 1982. The Council on Higher Education staff will complete a review of minority recruitment and retention efforts at all public colleges and universities and submit its evaluation to the Council members.

III B-2. April, 1982. The Council on Higher Education will review the staff report and make recommendations to the institutions as necessary concerning the strengthening of minority recruitment and retention efforts. As appropriate, the Council will make recommendations for increased resources to strengthen such efforts. Each institution will continue programs and activities initiated in response to these recommendations throughout the life of the Plan, unless it determines that a particular program or activity is not serving to improve minority recruitment, retention and mobility, in which case it will initiate other programs and activities appropriate to those purposes.

III B-3. Annually. The Council on Higher Education through its membership on the Task Force on Minority Student Recruitment, Retention and Mobility, will annually review the efforts of each institution in meeting the goals established for minority recruitment and retention. That review may lead to discussions between the Council and each institution concerning possible changes in those efforts, including possible reallocation of institutional resources. In addition, that review may lead the Council to make recommendations to the Governor and Legislature for increased resources to strengthen such efforts. The Task



Force will present a report of its progress towards the establishment of viable and successful recruitment, retention and mobility programs to the Council on Higher Education for its review on an annual basis for the duration of the Plan.

The resident black and white undergraduate headcount enrollment of each public institution in fall of 1980 is shown in Appendices 18 and 19. The fall, 1980, enrollment data indicate that 59 percent of all black students enrolled at public institutions of all types were enrolled at traditionally white four-year institutions. Additionally, 31 percent were enrolled at community colleges and 10 percent were enrolled at Kentucky State University. Meeting the goal of substantially increasing the number of black students attending traditionally white four-year institutions is likely to have an adverse effect on the black enrollments of several community colleges and Kentucky State University. Some 86 percent of the black undergraduate students enrolled at four-year institutions are enrolled at universities other than Kentucky State University.

As shown in Appendix 18, in the fall of 1980, 6.1 percent of the undergraduate enrollment in the traditionally white four-year institutions was black. It is the objective of the Commonwealth to increase the percentage to 7.1 by 1985. This may be accomplished by an average annual increase of two-tenths of one percentage point in the proportion of black students at these institutions. If the number of white students remains constant, this may be accomplished by an increase of 672 black students in the system by 1985.

An increase in black enrollments of this magnitude in the traditionally white four-year institutions and a maintenance of the current standard in the community college system will bring the traditionally white institutions (four-year and community colleges) to racial parity by 1985.

As the percentage of black Kentucky high school graduates changes over the five-year period, these goals will be revised as necessary.

The primary objective of the Commonwealth in this area is to increase the percentage of black undergraduates at the traditionally white institutions. In that spirit, institutional objectives have been established and are presented in Table 1.

These increases will be brought about by improved recruitment of black high school graduates and black graduates of community colleges and by increased retention of black students already enrolled. The enrollment goals of Murray State University and the University of Louisville are affected by the presence of community colleges in their market areas, which include far western Kentucky and Jefferson County, Kentucky, respectively. These universities may not be able to recruit greater numbers of black high school graduates, since to do so would adversely affect the recruitment and enrollment standards already established by Henderson, Hopkinsville, Madisonville, and Paducah community colleges in far western Kentucky and Jefferson Community College in Jefferson County. These universities' recruitment goals may be achieved by the recruiting of

Table 1  
Resident Black Undergraduate Headcount Enrollment and  
as a Percent of Total Undergraduate Headcount Enrollment\*

Institution	Fall 1980		Fall 1981		Fall 1982		Fall 1983		Fall 1984		Fall 1985		Total Increase in Black Enrollment	Approximate Annual Percentage Increase
	Head-count	Percent of Total	Head-count	Percent of Total	Head-count	Percent of Total	Head-count	Percent of Total	Head-count	Percent of Total	Head-count	Percent of Total		
Eastern Kentucky University	742	7.4	742	7.4	742	7.4	742	7.4	742	7.4	742	7.4	0	0.0
Morehead State University	135	3.2	135	3.2	135	3.2	135	3.2	135	3.2	135	3.2	0	0.0
Murray State University	219	4.9	230	5.2	241	5.4	254	5.6	266	5.9	280	6.2	61	5.0
Northern Kentucky University	38	0.6	42	0.6	46	0.7	50	0.8	56	0.9	61	0.9	23	10.0
University of Kentucky	596	4.0	656	4.3	721	4.7	793	5.2	873	5.7	960	6.2	364	10.0
University of Louisville	1,405	9.9	1,447	10.2	1,490	10.4	1,535	10.7	1,581	11.0	1,629	11.3	224	3.0
Western Kentucky University	722	8.1	722	8.1	722	8.1	722	8.1	722	8.1	722	8.1	0	0.0
Four-Year Traditionally White Institutions	3,857	6.1	3,974	6.3	4,097	6.4	4,231	6.6	4,375	6.9	4,529	7.1	672	--
Community College System	1,990	10.7	1,990	10.7	1,990	10.7	1,990	10.7	1,990	10.7	1,990	10.7	0	0.0
Traditionally White Institutions	5,847	7.1	5,964	7.3	6,087	7.4	6,221	7.6	6,365	7.7	6,519	7.9	672	--

\*White undergraduate headcount enrollment remains constant.

Note: Eastern Kentucky University, Morehead State University, Western Kentucky University, and the University of Kentucky Community College System have achieved racial parity.

more black graduates of the community colleges in their respective areas.

The Council on Higher Education and institutional representatives also will annually review enrollment statistics to ensure that the present achievement of equity at Eastern Kentucky, Morehead State, and Western Kentucky universities and the community college system will be maintained.

The percentage goals for black enrollments displayed in Table 1 have been established to reflect each institution's individual capacity to attract and retain black students so that parity in the state system of higher education may be achieved.

Toward this end, it is anticipated that the University of Kentucky, in its role as the one statewide university, should strive to attain a 10 percent annual increase in total black undergraduate enrollment. It is expected that Northern Kentucky University and Murray State University should strive to increase total black undergraduate enrollments from their market areas by a number at least proportional to the statewide college-going rate for black students. Such an approach suggests a 10 percent annual increase for Northern Kentucky and a five percent annual increase for Murray State in total black undergraduate enrollments. The University of Louisville currently has the largest headcount enrollment of black students of any institution in Kentucky. A three percent annual increase in total black undergraduate enrollment is a realistic goal for the University of Louisville.

The black population of the state is very unequally distributed; therefore, substantial discrepancies in the enrollment levels among the universities and community colleges are and will be essentially a result of population patterns and historical enrollment patterns established because of Kentucky's open admissions policy. Analyses of current enrollment statistics are attached in Appendices 20 and 21. All public institutions in Kentucky have minority recruitment and retention programs that encourage the enrollment of black students.

Appendix 20 indicates that in the fall of 1980, 6.6 percent of the entering headcount enrollment at the traditionally white four-year institutions was black. It is the objective of the Commonwealth to increase this percentage to 7.1 by 1985. This may be accomplished by an average annual increase of one-tenth of one percentage point in the proportion of black students entering these institutions. If the number of white students entering the system remains constant, this may be accomplished by an increase of 114 black students entering the four-year traditionally white institutions by 1985.

An increase in black entering enrollments of this magnitude in the traditionally white four-year institutions and a maintenance of the current standard in the community college system will place the traditionally white institutions (four-year and community colleges) in a position of significantly exceeding racial parity by 1985.

As the percentage of black Kentucky high school graduates changes over the five-year period, these goals will be revised as necessary.

The primary objective of the Commonwealth in this area is to increase the proportion of black students entering the traditionally white institutions. Beyond this objective, and within the constraints of Kentucky's freedom-of-choice open admissions policy, institutional goals have been established and are presented in Table 2. The annual percentage increases for these institutions were derived in a manner consistent with the derivation of the percentages for annual increases in the proportion of black undergraduates. The Council on Higher Education and institutional representatives also will annually review enrollment statistics to ensure that the present achievement of equity at the other institutions will be maintained.

III.C. The Commonwealth is committed to raising the proportion of black Kentuckians who receive undergraduate degrees and enter graduate or professional programs to equal the proportion of white Kentuckians who do so.

The following benchmarks are established to fulfill Plan commitments:

III C-1. January, 1982. Each institution with graduate or professional programs will develop specific minority enrollment goals for those programs that are consistent with guidelines developed by the Council on Higher Education and the institutions.

Table 2  
Resident Black Entering Headcount Enrollment and  
as a Percent of Total Entering Headcount Enrollment\*

Institution	Fall 1980		Fall 1981		Fall 1982		Fall 1983		Fall 1984		Fall 1985		Approximate Annual Percentage Increase
	Head-count	Percent of Total	Head-count	Percent of Total	Head-count	Percent of Total	Head-count	Percent of Total	Head-count	Percent of Total	Head-count	Percent of Total	
Eastern Kentucky University	261	8.1	261	8.1	261	8.1	261	8.1	261	8.1	261	8.1	0.0
Morehead State University	43	3.2	43	3.2	43	3.2	43	3.2	43	3.2	43	3.2	0.0
Murray State University	80	5.6	82	5.8	84	5.9	86	6.0	88	6.2	91	6.4	2.6
Northern Kentucky University	5	0.3	6	0.4	7	0.4	8	0.5	9	0.6	10	0.6	15.0
University of Kentucky	173	4.3	186	4.6	199	4.9	213	5.2	227	5.5	241	5.8	6.9
University of Louisville	406	10.5	412	10.6	418	10.8	424	10.9	430	11.1	436	11.2	1.4
Western Kentucky University	226	8.5	226	8.5	226	8.5	226	8.5	226	8.5	226	8.5	0.0
Four-Year Traditionally White Institutions	1,194	6.6	1,216	6.7	1,238	6.8	1,261	6.9	1,284	7.0	1,308	7.1	--
Community College System	742	10.2	742	10.2	742	10.2	742	10.2	742	10.2	742	10.2	0.0
Traditionally White Institutions	1,936	7.6	1,958	7.7	1,980	7.8	2,003	7.8	2,026	7.9	2,050	8.0	--

\*White entering headcount enrollment remains constant.

Note: Eastern Kentucky University, Morehead State University, Western Kentucky University, and the University of Kentucky Community College System have achieved racial parity.

III C-2. February, 1982. The Council on Higher Education staff will complete a review of minority recruitment and retention efforts at each public university with graduate and professional programs and submit its evaluation to the Council.

III C-3. April, 1982. The Council on Higher Education will review the staff report and make recommendations to the institutions, as necessary, concerning ways to strengthen minority recruitment and retention efforts. As appropriate, the Council will make recommendations for increased resources to strengthen such efforts.

III C-4. Annually. The Council on Higher Education will review the efforts of each institution in meeting the goals established for minority recruitment and retention. That review may lead to discussions between the Council and the institutions concerning possible changes in those efforts, including possible reallocation of institutional resources. In addition, that review may lead the Council to make recommendations for increased resources to strengthen such efforts.

The Commonwealth is concerned with increasing the number of black students attending traditionally white institutions and is committed to providing appropriate programs that assure retention of those students to graduation. By increasing the number of black students in traditionally white four-year undergraduate institutions and increasing the number that receive baccalaureate degrees, there should be an increase in the number of black students entering graduate and first-professional



programs. During 1979/80, 4.4 percent of the baccalaureate degrees awarded by the universities went to black students; 3.8 percent of the first-time graduate students and first-time first-professional enrollment were black. Appendix 22 shows the distribution of that 3.8 percent enrollment level among graduate and first-professional programs by major field of study. Additional emphasis is needed in recruitment of black students to the colleges of law. It is the goal of the Commonwealth to increase, by 1985, the percentage of resident black students entering graduate, law, dentistry, or medical programs to a level not less than the percentage of resident black students earning baccalaureate degrees, by major field of study, from state-supported universities.

If the number of white resident students entering graduate or first-professional programs in the system remains constant, this objective may be accomplished by an increase of 48 black resident students entering graduate and first-professional programs in the system. The distribution of these 48 additional students by major field of study and institution is displayed in Appendix 23.

An increase in black enrollments of this magnitude will bring each major field of study and all of the graduate and first-professional enrollment to racial parity by 1985. As the percentage of resident black students receiving baccalaureate degrees changes over the five-year period, these goals will be revised as necessary.

There is a major problem peculiar to enrollment in medical and dental programs. To meet any goal for medical and dental programs, significant efforts must be expended in the recruiting and counseling of students at the collegiate undergraduate and secondary school levels. The University of Kentucky and the University of Louisville have developed extensive minority recruitment programs in their medical and dental schools. In addition, the Commonwealth, through its Professional Education Preparation Program, already has established a framework for the recruitment and counseling of students from rural and under-served intercity areas of Kentucky.

III.D. The Commonwealth is committed to increasing the total proportion of white students attending the traditionally black institution.

The following benchmarks are established to fulfill Plan commitments:

III D-1. September, 1982. Kentucky State University will report to the Council on its programs and policies that are aimed at increasing enrollment of white students.

III D-2. September, 1983. The Council on Higher Education and Kentucky State University will develop annual goals for increasing the proportion of white students attending Kentucky State University.

Kentucky State University has already made considerable progress in increasing its proportion of white students. In the fall of 1978, as shown in Appendix 24, 46.0 percent of the

resident enrollment at Kentucky State University was black. In the same period, the proportion of state system resident white undergraduate enrollment at Kentucky State University increased from 1.0 percent in the fall of 1978 to 1.4 percent in the fall of 1980. The revised mission of Kentucky State University -- a quality, liberal arts institution with programs that serve the interests of state government personnel and community students -- when fully implemented will make the institution even more attractive to white Kentuckians.

III.E. The Commonwealth is committed to taking all reasonable steps to reduce the disparity in graduation rates between black and white students at all public higher education institutions.

The following benchmarks are established to fulfill Plan commitments:

III E-1. February, 1982. The Council on Higher Education staff will review the retention and student-support efforts of each institution.

III E-2. April, 1982. The Council on Higher Education will review the staff report and make recommendations to the institutions, as necessary, concerning ways to strengthen minority retention. As appropriate, the Council will make recommendations to strengthen minority retention.

III E-3. Annually. The Council on Higher Education will annually review the efforts of each institution in meeting the goals established for minority retention. That review may lead

to discussions between the Council and the institutions concerning possible changes in those efforts.

As shown in Appendix 25, 6.0 percent of all associate degrees awarded in 1979/80 to Kentucky residents were awarded to black students; 4.4 percent of all baccalaureate degrees; 3.6 percent of all master's degrees; 6.7 percent of all specialist degrees; 4.0 percent of all doctoral degrees; and 1.1 percent of all first-professional degrees. Of all degrees awarded in public higher education in 1979/80, 4.4 percent were awarded to black students.

The Commonwealth is concerned about the disparity between the number of black students who enter the public higher education system and the number who complete their programs and are awarded a degree. In order to alleviate that disparity, the Commonwealth, through the Council on Higher Education, will take the following steps upon acceptance of this Plan:

1. The Council will support and encourage the development of institutional retention activities that have the greatest potential for success.
2. The Council will examine and, where appropriate, encourage institutions to continue to experiment with institutional and national efforts that have been successful in reducing the high attrition rate among minorities. The Council also will recommend additional resources where needed to implement those successful attrition-reducing efforts on a statewide basis.

3. The Council will continue its Kentucky Longitudinal Study, which is designed to document, over an extended period, educational and career patterns of representative groups of Kentucky high school graduates. The data may provide new insights into attrition problems, and such insights will be shared with institutions for their use in potentially reducing attrition.

4. The Council will establish a task force to study existing and potential retention programs at each state-supported institution. The composition and additional functions of the task force are described in Section III H.

III.F. The Commonwealth is committed to increasing the mobility of black students between two-year and four-year institutions.

The following benchmarks are established to fulfill Plan commitments:

III F-1. January, 1982. The task force (as described in Section III H) will be appointed to examine ways through which articulation may be improved, with particular emphasis on improving mobility of black students.

III F-2. April, 1982. The task force will report its recommendations to the Council on Higher Education.

III F-3. April, 1982. The Council on Higher Education will recommend specific actions to the institutions and, as necessary, to the Governor relative to improving transferability from community colleges to four-year institutions. (Legislation

enacted in 1976 states: "All lower-division academic courses offered by the community colleges shall be transferable for academic credit to any and all four-year state-supported colleges and universities.")

III F-4. Annually. The Council on Higher Education will review the efforts of the institutions to increase the mobility of black students from two-year to four-year institutions. That review may lead to discussions between the Council and the institutions concerning possible changes in those efforts.

Given the fact that a high percentage of black students in Kentucky initially enroll in community colleges, a significant commitment is made to expand the mobility between two-year and four-year institutions of students who state the objective of continuing their education. Appendix 26 sets forth the transfer activity from the University of Kentucky Community College System to the four-year institutions in fall, 1980. In fall, 1979, there were 3,657 students in the community colleges who had stated an objective of continuing their education at a four-year institution. Of that total population, 382, or 10.4 percent, were black. In the fall of 1980, 1,347 students transferred to the four-year institutions. That figure represented 36.8 percent of the fall, 1979, community college enrollment, or 20.2 percent of the black enrollment and 38.8 percent of the white enrollment. Positive action will be taken to increase the mobility of black students from the two-year institutions to the four-year institutions to meet the goals set forth earlier. The Commonwealth,

through the institutions and the Council on Higher Education, also will counsel community college associate degree graduates on the merits and advantages of continuing their education at a four-year institution.

III.G. The Commonwealth has committed to specific goals and timetables for Sections III A, B, and C as previously stated.

III.H. The Commonwealth is committed to taking specific measures to achieve the goal of student desegregation.

Monitoring techniques will be developed to adequately and accurately measure the achievement of the goals included in this section. These monitoring techniques will have to include a rather sophisticated tracking system and centralized data base to determine the effectiveness of this Plan and its impact on the black students in Kentucky's higher education system. The detailed description of the measures proposed will be provided within 30 days after the final Plan is accepted.

The Council on Higher Education will establish a task force of institutional and agency representatives including faculty members, admissions and recruitment officers, counselors, financial aid officers and other appropriate institutional representatives and representatives of the Kentucky Higher Education Assistance Authority and the Council to identify any existing problems and to recommend solutions concerning the restriction of black student access to programs and services of the state-supported institutions. For example, the task force could con-

currently pursue topics such as recruitment programs for black high school graduates, distribution of information concerning financial aid, graduate and first-professional program recruitment, and transfer of community college graduates to four-year institutions.

The Council will annually evaluate the success of recruitment and retention efforts in the Commonwealth. Such an evaluation will be institutionally specific and will be shared with each institution. Changes in institutional measures may be requested based on such evaluations.



IV  
DESEGREGATION OF FACULTIES, ADMINISTRATIVE STAFFS,  
NONACADEMIC PERSONNEL, AND GOVERNING BOARDS

The Commonwealth is committed to desegregation in employment at its state colleges and universities, its higher education coordinating agency, and its higher education assistance authority. The Commonwealth is similarly committed to the appointment of blacks to the coordinating agency, assistance authority and all university governing boards.

Under Kentucky law, employment responsibilities at the state's universities reside with the governing boards. The Commonwealth will rely on the efforts of each university to achieve proportionate employment of blacks in all job categories. The universities are committed to increasing black employment at all levels.

The Commonwealth is committed to exercise good faith efforts to avoid any reduction in the total number of minority faculty employed in the system. The faculty/staff relocation program has been designed to address the needs of those employees affected by any reorganizations that occur as a result of Plan implementation.

All institutions are responsible to the federal Equal Employment Opportunity Commission for matters concerning equal opportunity in employment. Employees of the institutions may appeal to the Kentucky Commission on Human Rights any alleged

discriminatory employment practices. Plans and policies to prohibit discrimination in employment have been developed at all institutions.

An institution with an Affirmative Action Plan currently approved by the Office of Federal Contract Compliance Programs of the U.S. Department of Labor will not be required to submit a separate plan to OCR, but will submit an informational copy of such OFCCP plan and annual updates to OCR. Each institution which has not previously submitted an employment goals and timetables plan to OCR in accordance with the Criteria will submit such a plan within ninety days of the acceptance of this Plan, unless it sooner demonstrates to the satisfaction of OCR that it has a currently approved OFCCP plan. In the event any affirmative action plan submitted to OFCCP is not approved, or if such approval is withdrawn, lapses or otherwise ceases to be effective, the affected institution agrees to submit to OCR, within ninety days of notice of such adverse action, employment goals and timetables consistent with the Criteria.

Summary tables developed from the institutions' affirmative action plans are attached in Appendix 27. As the percentage of blacks in the relevant labor markets changes over the five-year period, these goals will be revised as necessary.

The Council on Higher Education also is committed to affirmative action in employment. A copy of the affirmative action plan for the Council staff is attached as Appendix 28. The Kentucky Higher Education Assistance Authority is included as a

state agency in the Kentucky Department of Personnel's affirmative action planning process. A letter from the Executive Director of KHEAA and a copy of the affirmative action plan for Kentucky state government are attached as Appendix 29. Appendix 30 includes a series of tables concerning the employment of blacks at Kentucky institutions in 1975, 1977, and 1979. The tables reflect Equal Employment Opportunity Commission data and job categories.

The Commonwealth, its agencies and public universities will furnish employment information as called for in OCR reports and will respond to critiques and recommendations for further action respecting employment. It is understood that the Office for Civil Rights will coordinate its activities with those of other cognizant federal agencies in an effort to avoid unnecessary duplication of effort on the part of the Commonwealth, its agencies and public universities.

IV.A. The Commonwealth is committed to increasing the proportion of black employees in positions not requiring the doctoral degree at the traditionally white institutions and on the staffs of the Council on Higher Education and the Kentucky Higher Education Assistance Authority.

The Commonwealth, through the Council on Higher Education and the institutions, will ensure that the proportion of black employees will be at least equal to the proportion of black students graduating with master's degrees in the appropriate disciplines from Kentucky public institutions or at least equal

to the proportion of black individuals with the required credentials for such positions in the relevant labor market area, whichever is greater.

The most recent data available show that blacks received 3.3 percent of all master's degrees awarded in the state. However, over half of all master's degrees awarded in Kentucky are in the field of education. This figure is particularly important in Kentucky in that public school teachers must return to college for post-baccalaureate-level work to attain standard certification. The impact of this requirement and resulting enrollment will be considered by the institutions in developing goals and timetables.

IV.B. The Commonwealth is committed to increasing the proportion of black employees in positions requiring the doctoral degree at the traditionally white institutions and on the staffs of the Council on Higher Education and the Kentucky Higher Education Assistance Authority.

The Commonwealth, through the Council on Higher Education and the institutions, will ensure that the proportion achieved will be at least equal to the proportion of black individuals with the credentials required for such positions in the relevant labor market area.

The most recent data available state that blacks received 2.2 percent of all doctoral degrees awarded in Kentucky. According to the 1976 Digest of Educational Statistics, 3.8

percent of the doctoral degrees awarded nationally went to blacks. Nationally, discipline-specific data, which report doctoral degrees by race, are available. The institutions have evaluated this information in selecting employment plan standards.

IV.C. The Commonwealth is committed to increasing the proportion of black nonacademic personnel at the traditionally white institutions and on the staffs of the Council on Higher Education and the Kentucky Higher Education Assistance Authority.

The Commonwealth, through the Council and the Higher Education Assistance Authority, will ensure that the proportion achieved will be at least equal to the proportion of black persons in the relevant labor market area.

IV.D. The Commonwealth is committed that hereafter and until the foregoing goals are met, traditionally white institutions will adopt the goal of employing blacks to fill vacancies in proportions at least equal to the proportion of black individuals with the credentials required for such positions in the relevant labor market, consistent with institutional affirmative action plans and goals stated in this Plan.

Such a commitment is reflected in the goals and timetables established at institutions with completed affirmative action plans.

IV.E. The Commonwealth is committed to sequential implementation of adopted affirmative action plans through

the establishment of interim benchmarks by which progress toward employment objectives may be measured.

The traditionally white institutions and the Council on Higher Education have developed interim goals and timetables. The Kentucky Higher Education Assistance Authority will be participating through the affirmative action planning process of the Kentucky Department of Personnel.

IV.F. The Commonwealth is committed to taking specific measures to achieve the objectives stated above.

The affirmative action plans submitted to the Office for Civil Rights and the Office of Federal Contract Compliance Programs contain specific measures being used to increase the number of black employees. Discussions between the Council on Higher Education and the institutions will be initiated to identify potential black-employment cooperative programs.

IV.G. The Commonwealth is committed to the increasing of the number of black persons appointed to systemwide and institutional higher education boards and agencies.

Governor John Y. Brown, Jr. is publicly committed to the increasing of the numbers of blacks and women on the governing boards of all public higher education institutions and on the Council on Higher Education. That commitment is restated in a letter to the executive director of the Council. The letter is attached as Appendix 31.

Governing board membership rosters with indication of the racial composition of each board are attached as Appendix 32.

## SUBMISSIONS OF PLANS AND MONITORING

The Commonwealth, through the Council on Higher Education and the higher education institutions, is committed to enforcing institutional and agency goal attainment efforts, and to reporting progress made toward attainment of the goals stated herein to the Office for Civil Rights.

A. Subsequent to receipt of Mr. Thomas' letter of January 15, 1981, the Commonwealth of Kentucky developed a response in accordance with Criteria provided by the Office for Civil Rights as printed in the Federal Register, Volume 43, No. 32, Wednesday, February 15, 1978.

Kentucky's Plan commits the state to substantial progress in a timely manner toward each of the goals listed in this Plan. This Plan was provisionally accepted by the Office for Civil Rights on January 29, 1982, and implementation commenced on that date. Substantial progress is to be achieved within two years in all instances except where the Criteria call for goal achievement in the later years of the Plan. The letter from the Office for Civil Rights provisionally accepting this Plan is attached as Appendix 33. The Office for Civil Rights letter unconditionally accepting this Plan is attached as Appendix 34.

Kentucky law makes the public universities responsible for carrying out many of the functions and activities affected by commitments made in this Plan. All of the public universities

have therefore been intimately involved in its development, and each of the institutions have adopted this Plan as their official policy. Letters indicating adoption of the goals and benchmarks specified herein as official policy of the institutions are attached as Appendix 35.

B. Upon the provisional acceptance of the Plan, the Governor of the Commonwealth appointed a biracial citizens advisory committee to assist the Commonwealth in the monitoring of Plan implementation. (As indicated in Appendix 36 -- letter from Governor John Y. Brown, Jr., to Mr. Antonio J. Califa --overall responsibility for coordination of this Plan's implementation has been assigned to the Council.) The advisory committee is composed of members of the Council, representatives of the university community, and citizens of the Commonwealth. Membership reflects the racial distribution of the population of the Commonwealth (i.e., four of the eleven members are black) and shall not exceed 20 persons. The Governor has appointed the committee chairman and will appoint persons to fill vacancies as they occur.

The Implementation Committee, formerly known as the Monitoring Committee, shall meet at least twice each year to approve the required annual Plan assessment to be presented annually in the month of August to the Office for Civil Rights. Additional meetings may be convened upon call of the committee chairman or chairman of the Council. All actions of the committee shall be advisory to the Council. The Council staff shall provide assistance to the Implementation Committee.



The Council, upon review of the Implementation Committee's report, shall notify each university of areas in which substantial progress has not been made toward goal attainment. If a notified university fails to take immediate positive action in this regard, the Council shall consider censuring said university.

Acts of censure shall include the application of all legal authority available to the Council to force positive action to achieve the goals stated in this Plan. This legal authority includes:

1. The making of university budget recommendations to the Governor and state Department for Finance. Under censure the Council shall recommend that a portion of university funds be appropriated specifically to attain the goals stated in this document.
2. The making of capital construction project recommendations to the Governor and state Department for Finance. Under censure the Council shall not recommend approval of requested capital construction projects, unless the projects directly support attainment of state goals.
3. Defining and approving all degree programs. Under censure the Council shall not recommend approval of any new academic programs for an affected university unless it can be shown that program implementation directly supports attainment of stated goals.

University censure shall remain in effect until the Council acts to change said designation.

C. The Council on Higher Education shall submit an annual, comprehensive, narrative assessment of the Commonwealth's desegregation efforts in the most recent academic year. Such an assessment will be submitted by the Council to the Office for Civil Rights after receipt of the Implementation Committee's evaluation of desegregation efforts. Annual reporting to the Office for Civil Rights shall be the sole responsibility of the Council. The report shall include the following:

1. A description of the specific measures taken to achieve the objectives enumerated in the Plan;
2. A description of the revised measures that each institution and the Council on Higher Education are committed to adopting where it is shown that existing measures are not accomplishing stated goals;
3. A description of the results achieved;
4. An analysis of the reasons why any steps taken proved inadequate or insufficient; and
5. A description of steps the Commonwealth will take to achieve progress and to maintain the timetables set forth in this Plan.

D. The Commonwealth, through the Council on Higher Education, shall respond to the Office for Civil Rights' review of Kentucky's annual comprehensive narrative assessment. Any subsequent discussions concerning Plan assessment shall be coordinated by the Council as the representative of the Commonwealth except in areas where the universities have exclusive legal jurisdiction under Kentucky Revised Statutes.

E. The Commonwealth shall provide the Office for Civil Rights statistical reports, assessments, or other information in a timely manner. The Commonwealth understands that any changes in the current reporting system shall be made by the Office for Civil Rights only after consultation with Council staff. Where such changes are adopted, the Commonwealth will be afforded sufficient time to enable the Council and the institutions to modify their procedures for the acquisition and processing of the requested data.

A P P E N D I C E S

## APPENDICES

- APPENDIX 1 -- January 15, 1981 letter from William Thomas to Governor John Y. Brown, Jr.; Letter of transmittal from Governor Brown to Council on Higher Education; February 10, 1981 letter from Council on Higher Education to William Thomas; Special Committee on Minority Affairs membership
- APPENDIX 2 -- September 29, 1981. Letter from William Thomas to Harry Snyder
- APPENDIX 3 -- Consolidated Proposal as Amended and Adopted December 3, 1981, by the Council on Higher Education
- APPENDIX 4 -- Mission Implementation Review Report
- APPENDIX 5 -- Institutional Mission Statements
- APPENDIX 6 -- Study Proposal Resolution
- APPENDIX 7 -- Degree Programs by Level in Kentucky State-Supported Institutions, July 1, 1979 - June 30, 1980
- APPENDIX 8 -- Coordinating Mechanism for Extended Campus Offerings
- APPENDIX 9 -- Kentucky Market Areas by Institutions (Maps)
- APPENDIX 10 -- Market Area Analysis Explanation
- APPENDIX 11 -- Projected Total Headcount Enrollment, 1981/85
- APPENDIX 12 -- Council on Higher Education's Procedures for Review of Existing Programs
- APPENDIX 13 -- Council on Higher Education's Process, Procedures and Proposal Format for Proposed New Programs
- APPENDIX 14 -- Degrees Conferred by Level and HEGIS Category at Kentucky State University, 1978-1980; Headcount Enrollment by Level and HEGIS category at Kentucky State University, 1978-1980
- APPENDIX 15 -- List of Physical Facilities Projects 1982-83 through 1985-86

- APPENDIX 16 -- Memoranda of Understanding on Extension Work between Kentucky State University and the U.S. Department of Agriculture and between Kentucky State and the University of Kentucky
- APPENDIX 17 -- Spring 1980 Kentucky High School Graduates and Fall 1980 Resident First-time Freshmen at State-Supported Institutions ✓
- APPENDIX 18 -- Percent Distribution by Race of Resident Undergraduate Headcount Enrollment, State-Supported Institutions, Fall 1980
- APPENDIX 19 -- Resident Undergraduate Headcount Enrollment by Race, State-Supported Institutions, Fall 1980
- APPENDIX 20 -- Percent Distribution by Race of Resident Entering Headcount Enrollment, State-Supported Institutions, Fall 1980
- APPENDIX 21 -- Spring 1980 Kentucky High School Graduates from the Market Area and Fall 1980 Resident Entering Headcount Enrollment by Institution
- APPENDIX 22 -- Resident First-Time Graduate and First-Professional Enrollment in Fall 1980 and Resident Baccalaureate Degrees Awarded from July 1, 1979 to June 30, 1980, State-Supported Universities
- APPENDIX 23 -- Additional Black Resident First-Time Graduate and First-Professional Enrollment Needed by Institution, State-Supported Universities
- APPENDIX 24 -- Total Resident Headcount Enrollment by Race, Kentucky State University, Fall 1978 and Fall 1980
- APPENDIX 25 -- Degrees Awarded to Resident Students by Race and Level, State-Supported Institutions, July 1, 1979-June 30, 1980
- APPENDIX 26 -- Fall 1979 Resident Headcount Enrollment in Transfer Programs and Fall 1980 First-Time Transfers to the State-Supported Universities by Sending Institution and Race, University of Kentucky Community College System
- APPENDIX 27 -- Information concerning employment goals and timetables extracted from institutional Affirmative Action Plans

- APPENDIX 28 -- Affirmative Action Plan, Kentucky Council on Higher Education
- APPENDIX 29 -- Letter of commitment to Affirmative Action Planning; Kentucky Higher Education Assistance Authority
- APPENDIX 30 -- Tables Depicting Employment of Blacks at Kentucky Institutions of Higher Education, 1975, 1977, and 1979
- APPENDIX 31 -- Letter of Commitment, Governor John Y. Brown, Jr.
- APPENDIX 32 -- Appointed Membership, Council on Higher Education and Kentucky University Governing Boards
- APPENDIX 33 -- Letter from Antonio J. Califa to Governor John Y. Brown, Jr. announcing provisional acceptance of Kentucky's higher education desegregation plan
- APPENDIX 34 -- Letter from Harry M. Singleton to Governor John Y. Brown, Jr. announcing acceptance of Kentucky's higher education desegregation plan
- APPENDIX 35 -- Letter indicating adoption of Plan goals and timetables as official policy of Kentucky's public higher education institutions
- APPENDIX 36 -- Letter from Governor John Y. Brown, Jr. to Antonio J. Califa acknowledging acceptance of plan and assigning overall responsibility for coordination of plan to Council on Higher Education

## UNITED STATES DEPARTMENT OF EDUCATION



REGION IV  
101 MARIETTA TOWER  
ATLANTA, GEORGIA 30323

OFFICE FOR CIVIL RIGHTS

MAR 15 1981

The Honorable John Y. Brown, Jr.  
Governor  
Commonwealth of Kentucky  
Frankfort, Kentucky 40601

Dear Governor Brown:

During January 1979 staff of the Office for Civil Rights (OCR) in the Department of Health, Education, and Welfare (HEW) advised Mr. Clyde Caudill, former Administrative Assistant for Education, that the Office for Civil Rights would conduct a statewide review of higher education in Kentucky under the authority of Title VI of the Civil Rights Act of 1964.<sup>1/</sup> Title VI provides that:

No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Under Title VI, the constitutionally mandated affirmative duty to eliminate all vestiges of a previously dual higher education system is a condition of receipt of Federal financial assistance. Taylor v. Cohen, 405 F.2d 277 (4th Cir. 1968). Because the duty to desegregate is affirmative in nature, the Supreme Court has held that the mere adoption of racially neutral policies for prospective application is not adequate to remedy the consequences of past discriminatory conduct. Davis v. School Commissioners of Mobile County, 402 U.S. 33, 37 (1971); Swann v. Charlotte-Mecklenburg Board of Education, 402 U.S. 1, 25 (1971).

The affirmative duty to desegregate, recognized in the elementary and secondary school desegregation cases cited above, is equally applicable to state systems of higher education. Adams v. Richardson, 480 F.2d 1159 (D.C. Cir. 1973); Geier v. Blanton, 427 F.Supp. 644 (M.D. Tenn. 1977), aff'd sub nom. Geier v. University of Tennessee, 597 F.2d 1056 (6th Cir. 1979), cert. denied, 444 U.S. 886 (1979). As described in Norris v. State Council of Higher Education, 327 F. Supp. 1368, 1373 (E.D. Va. 1971), aff'd, 404 U.S. 908 (1971), a state's duty is to "convert its white colleges and black colleges into just colleges."

<sup>1/</sup>The responsibility for conducting this Title VI review was transferred to the Department of Education (ED) by authority of the Department of Education Organization Act, 20 U.S.C. 3441 (1980).



Page 2 - The Honorable John Y. Brown, Jr.

At the January meeting and in our letters to all the institutions scheduled for onsite visits, we explained that the primary purpose of our review was to determine whether vestiges of the system's former racial segregation remain. During the spring of 1979, OCR staff collected information concerning Kentucky's twenty-one public institutions of higher education and their boards of governance. In addition, we conducted onsite visits at four of the institutions. Since that time we have also reviewed additional information provided by the universities and community colleges. Enclosed at Appendix A is a list indicating those institutions which received onsite reviews, as well as all institutions in the Kentucky system.

Based on the evidence we have examined, it is our finding that the Commonwealth of Kentucky, in violation of Title VI of the Civil Rights Act of 1964, has failed to eliminate the vestiges of its former de jure racially dual system of public higher education. A description of the basis for this conclusion is summarized in this letter (see Summary of Findings) and further explained at Appendix B. Accordingly, we request that you submit a statewide desegregation plan that will fully desegregate the Kentucky system of higher education. Guidance for the development of this plan is found herein (see Guidelines for a Remedy) and at Appendix C, Revised Criteria Specifying the Ingredients of Acceptable Plans to Desegregate State Systems of Public Higher Education. In addition, we may issue letters to institution presidents if other Title VI compliance problems are identified that can be cured at the institutional level.

#### Summary of Findings

Section 187 of the Kentucky Constitution mandated that "separate schools for white and colored children should be maintained." Pursuant to the State Constitution, under an 1866 statute, Kentucky established a "normal school for colored persons," now Kentucky State University. 2/ In conformity with the constitutional mandate, Kentucky enacted a statute in 1904 making it unlawful to operate an educational institution "where persons of the white and negro races are both received as pupils for instruction." In 1936 a statute was enacted which provided that the Commonwealth would pay tuition to out-of-state schools for black students who wished to pursue programs of study which were not offered at State-supported public higher education institutions maintained for blacks. Graduate and professional education was not offered to blacks within the Commonwealth during the period of de jure segregation. 3/ Thus, historically blacks have experienced limited opportunities in Kentucky public institutions of higher education.

2/ At one time Kentucky had a second higher education institution for blacks, West Kentucky Industrial College at Paducah, today a vocational-technical school. It was not a part of our review.

3/ In 1948 an exception was made to permit hospitals to offer instruction in nursing, medicine, surgery or other related fields to blacks. In 1949 a Federal court ordered the admission of blacks to the graduate school of the University of Kentucky. Johnson v. Board of Trustees of University of Kentucky, 83 F. Supp. 707 (E.D. Ky. 1949).

Page 3 - The Honorable John Y. Brown, Jr.

Although Kentucky enacted a law in 1950 to permit students to enroll in public institutions of higher education regardless of race, it was not until 1966 that the General Assembly amended and repealed all statutes requiring racial segregation in public education. Since that time Kentucky has made significant progress in admitting black undergraduates to traditionally white institutions (TWIs) and whites to the traditionally black institution (TBI), Kentucky State University. However, as described below, we have found that many characteristics of the former statutorily segregated system of public higher education in Kentucky remain.

Kentucky State remains identifiable as a school for black students, and the other four-year institutions remain identifiable as institutions for white students. The State has reinforced the racially dual system by actions it has taken with regard to the employment of administrators, faculty, and other professionals. In addition, while the State has made some progress in enhancing Kentucky State to make it attractive to students of all races, this process is not yet complete, and the institution has not been provided with sufficient unique or high demand programs to enable it to attract substantial numbers of white students to its full-time day program.

#### 1. Racial Identifiability of Undergraduate Student Enrollments

Although black and white graduates of Kentucky high schools enter the Commonwealth's universities at approximately the same rate, black undergraduates remain concentrated at Kentucky State University, and white undergraduate students at the other four-year institutions. In 1978 Kentucky State accounted for 2.5 percent of the senior system's full-time undergraduates, yet 26.7 percent of the State's black full-time undergraduates were concentrated there. At Kentucky State in 1978, full-time undergraduate enrollment was 82.0 percent black and 13.6 percent white. <sup>4/</sup>

In 1978, 98.9 percent of white undergraduates in four-year institutions were concentrated at the TWIs, and undergraduate enrollment at the TWIs was 92 percent white. Although black students represented 7.2 percent of the undergraduates in the four-year system, they constituted only 5.6 percent of the undergraduates at four-year TWIs.

There are variations in the extent to which individual institutions within Kentucky's four-year university system have been desegregated and the extent to which their student enrollments reflect their geographic service areas. These variations should be an important factor in devising the statewide remedy for eliminating the vestiges of the racially dual system.

<sup>4/</sup> Total undergraduate enrollment (full-time and part-time) shows somewhat less concentration of black students at Kentucky State, because the institution has been successful in attracting white students to its part-time evening program. However, even when part-time students are taken into account, Kentucky State's student enrollment still remains racially identifiable, as explained in Appendix B.

Page 4 - The Honorable John Y. Brown, Jr.

The University of Kentucky, the State's flagship institution and the only TWI with a Statewide service area, in 1978 enrolled 24.4 percent of all undergraduate students in the four-year university system but only 10.4 percent of all black undergraduates in the system. Black students comprised only 3.1 percent of the University's undergraduate student enrollment in 1978, although 8.4 percent of the 1978 high school graduates in the State were black. We note that black students also are significantly underrepresented in the University of Kentucky's graduate and professional programs. Black students comprised only 2.0 percent of the graduate students and 2.6 percent of the professional students enrolled at the University in 1978, even though black students comprised 4.6 percent of the students who earned baccalaureate degrees from Kentucky's public institutions in spring 1978. This underrepresentation is a vestige of the era when black students were denied access to graduate and professional education.

The University of Louisville and Murray State University both serve geographic areas in which black population is concentrated, and black students are significantly underrepresented at each of these institutions. The University of Louisville draws more than 90 percent of its students from Jefferson County. While 18.4 percent of the graduates of the metropolitan public school system were black in 1978, the University of Louisville's total undergraduate enrollment was only 8.8 percent black. Black student enrollment in the University of Louisville's professional programs also is low. In 1978 black students constituted only 2.0 percent of the University's professional student enrollment, compared to 4.6 percent of the students earning baccalaureate degrees in spring 1978. This underrepresentation of black students in the professional schools continues the pattern established when black students were not admitted to the Commonwealth's professional programs.

The population of Murray State University's official service area is 10.0 percent black; yet in 1978 the University's undergraduate enrollment was only 4.6 percent black. <sup>5/</sup>

The effect of the racial identifiability of Kentucky's institutions of higher education is exacerbated by the high attrition rate of black students. Based on available data, it appears that attrition rates for black students far exceed rates for white students in Kentucky's institutions of higher education. For example, in 1972, 1,913 blacks and 19,904 whites enrolled for the first time in Kentucky's public undergraduate institutions. In 1976, 427 blacks, compared to 8,824 whites, received baccalaureate degrees. Thus, white students enrolled in the system graduated at twice the rate of black students.

<sup>5/</sup> The racial identifiability of Murray State University and Kentucky State University is reinforced by the racial composition of the governing boards of these institutions. In 1979 Murray State's board was 100 percent white, while the governing board of Kentucky State was 60 percent black and 40 percent white.

Page 5 - The Honorable John Y. Brown, Jr.

Our examination of the community colleges in Kentucky has shown that the two-year schools, originally extension centers of the University of Kentucky, were founded since the de jure era. They now enroll significant numbers of black students. However, the Statewide plan should include these institutions to take account of the effect that remedial measures applied to one institution will have on other institutions (two-year and four-year) sharing the same service area.

## 2. Racial Identifiability of Staff

The racial composition of faculty, administrators and nonfaculty professionals identifies Kentucky institutions of higher education as intended for students of a particular race and encourages students to choose institutions on the basis of race, thereby perpetuating the former dual system of higher education. While Kentucky State's faculty is substantially more desegregated than those of the other institutions, blacks are nevertheless concentrated at Kentucky State University, while whites are concentrated at the TWIs. Although Kentucky State employed only 4.1 percent of the system's administrators, 2.4 percent of the system's faculty, and 2.6 percent of the system's nonfaculty professionals in 1977, it employed 49.1 percent of the system's black administrators, 46.2 percent of the system's black faculty, and 38.6 percent of the system's other black professionals. In racial composition, Kentucky State's administrators were 76.0 percent black; faculty were 46.6 percent black, and nonfaculty professionals were 58.2 percent black in 1977. In contrast, in 1977 four of the TWIs employed one percent or less black administrators, three of the TWIs had one percent or less black faculty members, and four TWIs had less than two percent black nonfaculty professionals. Murray State University, with 3.2 percent (13) black faculty members, had the highest percentage of black faculty among the TWIs.

Our review confirms the findings of a 1978 study conducted by the Kentucky Commission on Human Rights which demonstrated a lack of effort by the TWIs to hire black faculty. The Commission noted that the failure to hire significant numbers of black faculty members at all of the State universities except Kentucky State contributes to the continued racial identifiability of the TWIs.

## 3. Failure to Enhance Kentucky State University

Kentucky State was established by the State as a segregated institution for black students. Throughout the period of de jure segregation it received fewer and lesser quality resources than the other four-year institutions. Since a statute passed in 1950 outlawed segregated public higher educational institutions, the State has taken some positive steps to desegregate and develop Kentucky State, but these steps have not proven to be sufficient. Further action is needed to provide Kentucky State with programs and resources that will encourage students to choose to attend Kentucky State on the basis of its particular academic features.

Page 6 - The Honorable John Y. Brown, Jr.

A comparison of programs offered at Kentucky State and the regional four-year institutions reveals disparities. Kentucky State, an institution in existence since 1886, offers fewer undergraduate and graduate programs than any of the other institutions, even exceeded by Northern Kentucky University, created almost a century later. In addition, although Kentucky State was given a new mission in the 1970's, virtually all of the programs offered by Kentucky State, even its special mission area of Public Affairs, are duplicated by other universities with similar missions in the same service area. Such extensive mission and program duplication deprives Kentucky State of any significant unique feature other than its racial identity, and thus encourages students to choose institutions on the basis of their traditional racial identities rather than on the basis of the particular features and programs of the institutions.

A comparison of faculty salaries at the eight senior institutions indicates that Kentucky State's salaries are low, especially at the levels of associate and assistant professor. At all ranks Kentucky State's salaries are below the statewide averages. At the full professor level Kentucky State's salaries are third lowest, only \$600 greater than the lowest offered in the system. However, at the assistant and associate professor levels, Kentucky State's salaries are the lowest paid at any of the universities.

Moreover, although the University of Kentucky and Kentucky State University were established in the 19th century as separate land grant institutions for white and black students, Kentucky State has never been equal to the University of Kentucky in resources or programs. While Title VI does not require that Kentucky State be elevated to the status of the University of Kentucky, further steps must be taken to enable the institution to become desegregated.

#### Guidelines for a Remedy

The continued existence of vestiges of a de jure racially dual system of public higher education constitutes a violation of Title VI. The implementing regulation of Title VI, at 34 C.F.R. §100.3(b)(6)(i), requires that:

[I]n administering a program regarding which the recipient has previously discriminated against persons on the grounds of race, color, or national origin, the recipient must take affirmative action to overcome the effects of prior discrimination.

Educational institutions that have previously been segregated by law have an affirmative duty to adopt measures necessary to overcome the effects of past segregation. To fulfill the purposes and intent of the Civil Rights Act of 1964, it is not sufficient that an institution maintain a nondiscriminatory admissions policy if the student population and other characteristics continue to reflect the

Page 7 - The Honorable John Y. Brown, Jr.

formerly de jure racial identification of that institution. Thus, the State of Kentucky must take further action to desegregate its public higher education system.

Guidelines for developing a statewide remedy to eliminate the vestiges of a racially dual system of higher education are enclosed at Appendix C. These guidelines (the Criteria) were originally developed in response to a court order for the Department of Health, Education, and Welfare to provide guidance to state systems found to be in violation of Title VI. Adams v. Califano, 430 F. Supp. 118 (1977). The Department of Education has adopted the Criteria as its primary form of guidance to states required to develop statewide desegregation plans.

The Criteria provide substantial guidance while retaining sufficient flexibility for a state to develop a statewide desegregation plan. The Criteria permit the state to take account of the differing status of desegregation at the individual institutions. Thus, some institutions in the Kentucky system may have a relatively minor role in the statewide plan. The plan should, however, include all institutions in the system and take account of the effect that remedial measures applied to one institution will have on other institutions (universities and community colleges).

Accordingly, you are requested to submit a statewide desegregation plan within 60 days of receipt of this letter. This plan should build on the efforts Kentucky already has undertaken to desegregate its system of higher education. We note that the University of Kentucky and the University of Louisville, two TWIs on which the remedial effort should particularly focus, recently have adopted systematic programs for recruiting black students. In addition, the steps taken to enhance Kentucky State University have started the process of desegregating that institution.


After receipt of the plan, there will be a 60-day evaluation period during which time we shall communicate with you or your representatives, as necessary, regarding any needed clarifications and modifications of the plan. At the end of this 120-day period, this Department must either accept the plan or initiate enforcement proceedings. These proceedings may take the form of an administrative hearing which may ultimately result in the loss of Federal financial assistance or judicial action which may require the adoption of a remedial action plan. I recognize that these time constraints for developing a plan are severe; however, the December 1977 Adams order compels us to adhere to them. (This order requires the Department to complete civil rights complaint investigations and compliance reviews within specified time periods.)

We stand ready to assist State officials in developing a statewide desegregation plan. To this end, it would be helpful if you would designate one or more official(s) to represent the State in this matter. I would like to arrange a meeting with your designee(s) in the near future to discuss the

Page 8 - The Honorable John Y. Brown, Jr.

Criteria and to facilitate the development of an acceptable plan. Therefore, would you please advise me of the name(s) as soon as possible? We are hopeful that Kentucky will resolve this matter voluntarily and look forward to working with State officials on the development of a plan to desegregate fully the Kentucky public higher education program.

Sincerely yours,



William H. Thomas  
Regional Civil Rights Director  
Region IV

Enclosures

cc: Heads of Boards of Governance within the Kentucky System  
Presidents of the twenty-one institutions of higher education

KENTUCKY SYSTEM OF PUBLIC HIGHER EDUCATION

Appendix A

<u>Institution and Location</u>	<u>Degree Offered</u>				<u>Received Onsite Review</u>
	<u>Associate</u>	<u>Baccalaureate</u>	<u>Master's</u>	<u>Doctorate</u>	
Eastern Kentucky University, Richmond	x	x	x		x
Morehead State University, Morehead	x	x	x		
Murray State University, Murray	x	x	x		
Northern Kentucky University, Highland Heights	x	x	x		
University of Kentucky, Lexington	x	x	x	x	
University of Louisville, Louisville	x	x	x	x	
Western Kentucky University, Bowling Green	x	x	x	x	
Kentucky State University, Frankfort	x	x	x		
Ashland Community College	x				
Elizabethtown Community College	x				
Hazard Community College	x				
Henderson Community College	x				
Hopkinsville Community College	x				
Jefferson Community College, Louisville	x				
Lexington Technical Institute	x				
Madisonville Community College	x				
Maysville Community College	x				
Paducah Community College	x				
Prestonsburg Community College	x				
Somersett Community College	x				
Southeast Community College	x				
Cumberland					



## Appendix B

STATEMENT OF FINDINGS

## I. History of Segregation in the Kentucky Higher Education System

A. Impact of State Laws

During the period when the Kentucky higher education system was segregated by law, the Commonwealth operated the Kentucky State Normal School for Colored Persons (later known as Kentucky State University) and the West Kentucky Industrial College at Paducah (later West Kentucky Vocational Training School) for the education of the State's black citizens. <sup>1/</sup> Section 187 of the Kentucky Constitution, never amended, states that "separate schools for white and colored children shall be maintained." Pursuant to the Constitution, the Commonwealth of Kentucky enacted a statute in 1904, which provided:

That it shall be unlawful . . . to maintain or operate any college, school or institution where persons of the white and negro races are both received as pupils for instruction; and any person or corporation who shall operate or maintain any such college, school or institution shall be fined one thousand dollars, and any person or corporation who may be convicted of violating the provisions of this act shall be fined one hundred dollars for each day they may operate said school, college or institution after such conviction. (Acts 1904, ch. 85, §1.) <sup>2/</sup>

In 1936 a statute was enacted which provided that the Commonwealth would pay tuition to out-of-state schools for black students who wished to pursue programs of study which were not offered at the state-supported public higher education institutions maintained for blacks. The purpose and effect of this statute was to send black citizens out of the State for all post-baccalaureate education. In 1948 an exception was enacted to permit instruction for blacks in

<sup>1/</sup> West Kentucky Industrial College, founded in 1918, today is a vocational-technical school, and it was not a part of our review.

<sup>2/</sup> This statute, commonly known as the "Day Law," was challenged in the courts by Berea College, a private school which was the only integrated educational facility in Kentucky at that time. The U.S. Supreme Court upheld the statute's constitutionality in Berea College v. Commonwealth of Kentucky, 211 U.S. 45 (1908). The Federal courts ruled in Willis v. Walker, 136 F. Supp. 177 (W.D. Ky. 1955), that the "Day Law" was unconstitutional, and it was repealed in 1966 (Acts 1966, ch. 184, §6).

nursing, medicine, surgery, and related graduate and professional level courses within any hospital, if the governing body of the hospital so elected.

The State's refusal to admit a black to the graduate school of the University of Kentucky solely because of his race and color was declared unconstitutional in 1949. Johnson v. Board of Trustees of University of Kentucky, 83 F. Supp. 707 (E.D. Ky. 1949). The following year Kentucky made its first commitment to begin dismantling its dual system of education in conjunction with its ratification of a regional compact among fifteen southern states. At that time, the Kentucky General Assembly enacted a statute which provided:

In its participation in the regional compact approved by Senate Resolution No. 53 of the 1950 General Assembly, or in any other regional plan having a similar purpose, the Commonwealth of Kentucky shall not erect, acquire, develop or maintain in any manner any educational institution within its borders to which Negroes will not be admitted on an equal basis with other races, nor shall any Negro citizen of Kentucky be forced to attend any segregated regional institution to obtain instruction in a particular course of study if there is in operation within the Commonwealth at the time an institution that offers the same course of study to students of other races. (Acts 1950, ch. 256, §2.)

B. Origins and Growth of the Traditionally Black Institutions

Kentucky State University, located in the State capital, Frankfort, was founded in 1866 by an Act of the General Assembly as a "normal school for colored persons." The University began operating twenty years later, in 1886.

In 1890, the institution obtained land-grant status under the second Morrill Act of 1890. Home economics, agriculture and mechanics became a part of the curriculum and, that same year, the school graduated its first class.

Kentucky State's agricultural orientation gradually changed, and the institution became chiefly a liberal arts college, with an emphasis on the education of teachers. During the 1950's, the major agricultural courses were transferred to the University of Kentucky, the Commonwealth's land-grant institution for white students. At the same time, Lincoln Institute, a State controlled high school for black children, was made a part of Kentucky State College. The college managed Lincoln Institute and used it as a practice school to train teachers until 1966.

Kentucky State has never offered doctoral or first professional degrees. Its first Master's degree program was initiated in 1973.

In the early 1960's, Kentucky State College experienced serious enrollment and financial problems. The smallest college in the State, Kentucky State enrolled only 591 students in the fall of 1960. The institution's per student operating costs were exceeded only by those of the University of Kentucky. The Kentucky Council on Public Higher Education commissioned a team of consultants to study the history, status, and problems of Kentucky State College and to make recommendations concerning the future of the institution. The consultants determined that Kentucky State College needed to increase its enrollment to 1,000 students in order to function more economically. Their June 1962 report included the following recommendations:

1. Since slightly less than 90 percent of the college-age students in Franklin and the surrounding counties were white, racial integration of the student body and faculty should increase gradually to attract more white students.
2. Service to the state and community should be expanded by providing such courses for state employees as political science, public administration, and business administration.

Kentucky State soon began to expand its program offerings to include courses attractive to state government employees. In 1977 the Kentucky Council on Higher Education formally gave Kentucky State University the new mission of addressing "the special needs of state governmental employees and the expanding needs of state government." This expansion served the dual purpose of increasing student enrollment and attracting white students to the institution.

As an outgrowth of the new mission, Kentucky State College was authorized by statute to offer graduate programs. In 1972, the institution was granted university status, thereby officially achieving equal status with the five regional state universities. The university initiated its first graduate program in January 1973, offering the Master's degree in Public Affairs.

While Kentucky State University has retained its land-grant status and continues to share in the Federal funds provided to such institutions, almost all of its land-grant functions have been transferred to the University of Kentucky.

II. Present Structure and Governance of the Kentucky Higher Education System

A. Structure

The public higher education system is comprised of eight universities and thirteen community colleges. All of the senior institutions offer associate, bachelor's and master's degrees. The University of Kentucky and the University of Louisville offer doctoral and professional degrees. Northern Kentucky University offers a law degree. State law requires that all of the lower division academic courses at the community colleges be transferable for credit at any of the four-year public colleges and universities (KRS 164.583). The Lexington Technical Institute, operated by the University of Kentucky on its own campus, is the only community college that offers only a career-oriented curriculum.

In 1934 the Kentucky General Assembly established the Council on Public Higher Education as the central coordinating body for the Commonwealth's public higher education institutions. It is one of the oldest statewide coordinating boards of public higher education in the nation. In 1978 it became the Council on Higher Education (Acts 1978, ch. 155, §105).

The original membership of the Council included representatives from the four State teachers colleges (Eastern Kentucky, Western Kentucky, Morehead and Murray) and the University of Kentucky. (The State Board of Education governed Kentucky State College and the West Kentucky Industrial College.) By action of the 1952 General Assembly, representatives of Kentucky State College were added. Memberships were granted to Northern Kentucky State College and the University of Louisville in 1968 and 1970, respectively.

Responsibilities and duties of the Council now include:

1. Analyzing, researching, and developing plans for higher education in the Commonwealth;
2. Defining and approving the offering of all higher education associate, baccalaureate, graduate, and professional degree or certificate programs in State-supported higher education institutions;
3. Approving all teacher education programs in public institutions, community colleges and four-year colleges;
4. Making recommendations concerning proposed new community colleges and four-year colleges;
5. Determining the amount of entrance fees and approving the qualifications for admission to all public institutions of higher education;
6. Reviewing the budget requests of the various public institutions (the council's budget recommendations are submitted to the Governor through the Department of Finance); and
7. Approving all capital construction projects costing more than \$100,000 proposed by governing boards of the various State-supported institutions of higher education.

B. Governance

Kentucky colleges and universities exhibit the following patterns in their governance (a chart depicting the structures of the colleges and universities and a map showing their locations are attached at the end of this section):

1. Community college system

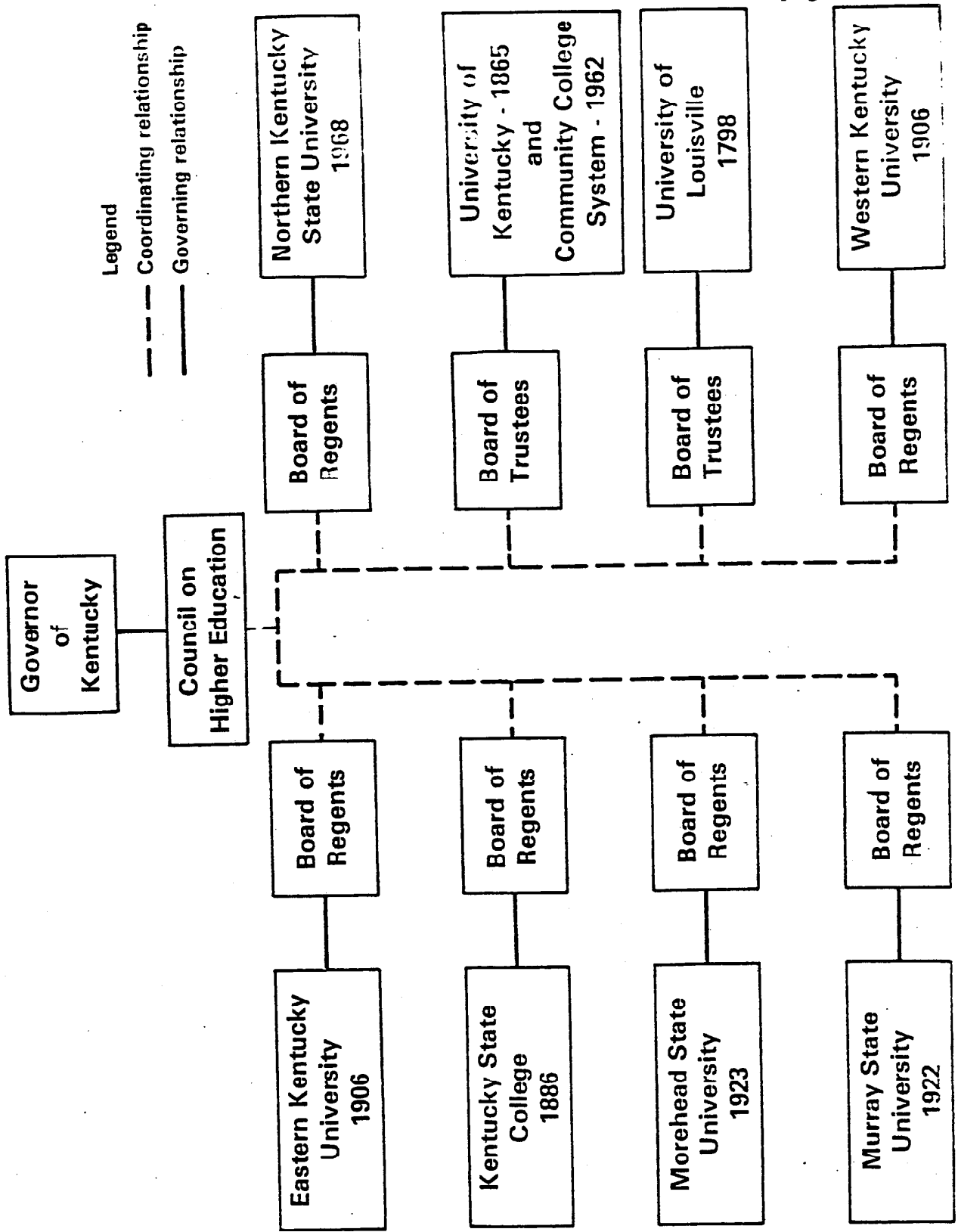
The University of Kentucky Board of Trustees exercises administrative responsibility over the community colleges. Each community college has a nine member advisory board, including seven voting members appointed by the governor. One nonvoting member represents the teaching faculty, and one nonvoting member represents the student body.

2. University System

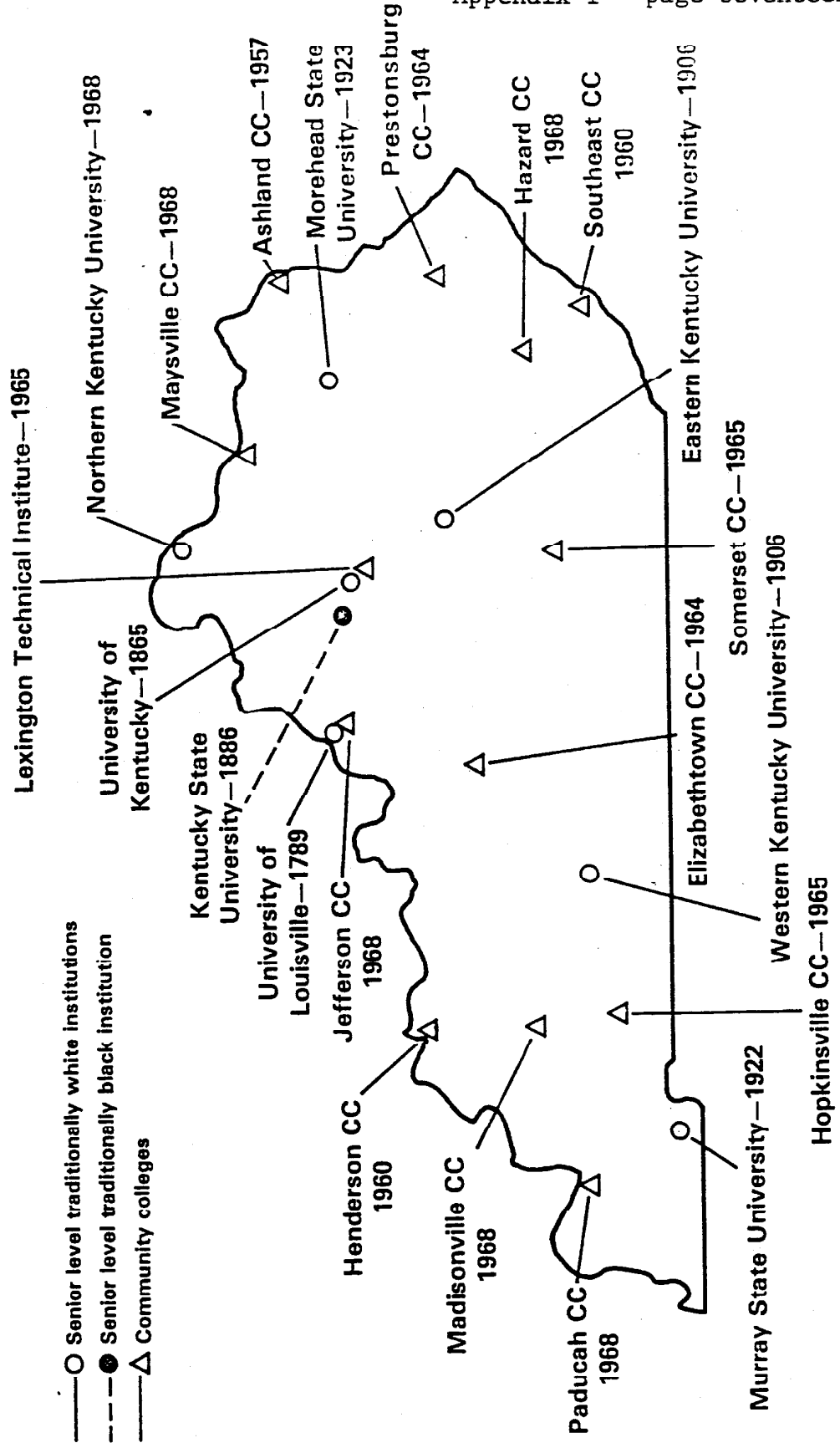
The University of Kentucky and the University of Louisville are governed by institutional boards of trustees. The University of Kentucky Board has nineteen members, including sixteen members appointed by the Governor, two from the faculty of the University and one member of the student body. The Board of Trustees of the University of Louisville consists of ten individuals appointed by the Governor, one nonvoting member of the teaching faculty and one nonvoting member of the student body.

Each of the other universities (Eastern Kentucky University, Morehead State University, Murray State University, Western Kentucky University, Kentucky State University, and Northern Kentucky University) is governed by a board of regents, composed of eight members appointed by the Governor, one member of the teaching faculty, and one member of the student body.

# Kentucky Public Higher Education System



# Kentucky Universities and Community Colleges



- Senior level traditionally white institutions
- Senior level traditionally black institutions
- △ Community colleges



## III. Remaining Characteristics of the Former Dual System

A. Racial Identifiability of Undergraduate Student Enrollment

Under the de jure dual system, all black students in the Kentucky public system of higher education were required to attend the TBI, Kentucky State, and all the white students the TWIs. We have reviewed data reported by the eight universities and the thirteen community colleges in the Kentucky public system of higher education in (a) the 1972 and 1974 Compliance Report of Institutions of Higher Education -- Student Enrollment Survey (HEW/OCR) and (b) the 1976 and 1978 Higher Education General Information Survey (HEGIS) -- Fall Enrollment and Compliance Report. We have found that, while Kentucky has made significant progress in desegregating the student enrollments of formerly segregated institutions, student enrollment patterns at the four-year institutions continue to reflect the former status of these institutions. (Tables summarizing the student enrollment data appear at the conclusion of this section.)

Kentucky State's new mission to serve the "special needs of state governmental employees and the expanding needs of state government," which flows logically from the university's location in the State capital, has drawn white students, mostly part-time, to Kentucky State. In 1978 the undergraduate part-time evening program had a racial composition of 12.1 percent black and 87.6 percent white. (In contrast, the full-time day program was 82.0 percent black and 13.6 percent white.) The Public Affairs graduate program, composed primarily of part-time students, was 78 percent white. Thus, the new mission constitutes an exemplary effort to enhance Kentucky State and promote its desegregation.

However, more progress is required. Black students remain concentrated at Kentucky State and white students at the other four-year institutions. While Kentucky State is the smallest of the Commonwealth's four-year colleges, enrolling only 2.5 percent of the senior system's full-time undergraduates, 26.7 percent of the black full-time undergraduates enrolled in senior institutions were concentrated at Kentucky State in 1978. At the same time, Kentucky State enrolled only 0.4 percent of the senior system's full-time white undergraduates. In 1978, 82.0 percent of full-time undergraduates at Kentucky State were black and 13.6 percent were white. (The remaining 4.4 percent consisted of nonblack minorities and foreign students.)

When total undergraduate enrollment (full-time and part-time) is used, the concentration of black students at Kentucky State is somewhat less extreme. However, the institution remains racially identifiable. In 1978, Kentucky State enrolled only 2.9 percent of the undergraduates at four-year institutions, but 24.3 percent of black undergraduates were concentrated there. At the same time Kentucky State enrolled only 1.1 percent of the white undergraduates at senior institutions. Blacks represented 61.1 percent of the total undergraduate enrollment at Kentucky State in 1978, compared with a total white undergraduate enrollment of 35.5 percent.

The traditionally white institutions remain racially identifiable. In 1978, 99.6 percent of the white undergraduates in senior institutions attended TWIs. Although blacks constituted 8.4 percent of the State's high school graduates in 1978 and 7.2 percent of the undergraduates in Kentucky's senior institutions of higher education that year, they constituted only 5.6 percent of the enrollment at four-year TWIs.

According to the Kentucky Council on Higher Education, the University of Kentucky is the only institution of public higher education in the Commonwealth with a statewide service area. In 1978 the University enrolled only 528 black undergraduates, 3.1 percent of the 17,177 total. Black students also are underrepresented at the graduate and professional level at the University of Kentucky. In 1978 black students comprised only 2.0 percent of the University's graduate student enrollment and 2.6 percent of the professional student enrollment, while black students comprised 4.6 percent of the persons earning baccalaureate degrees from Kentucky's public institutions in Spring 1978.

In 1978 more than 90 percent of the University of Louisville's students came from Jefferson County, where forty percent of the State's black population live. In 1978, 18.4 percent of the high school graduates of the Louisville/Jefferson County metropolitan county school district were black; yet only 8.8 percent of the University's total undergraduate enrollment was black. Black students also are underrepresented in the University of Louisville's professional programs. In 1978, black students represented only 2.0 percent of the enrollment in the University's professional schools, compared to 4.6 percent of the students who earned baccalaureate degrees in Spring 1978 from the Commonwealth's public institutions.

A wide disparity existed in 1978 between the percentage of black undergraduates at Murray State University (4.6 percent) and the percentage of blacks residing in the institution's official service area (ten percent). Student enrollments at the other regional universities may not racially identify those institutions, when the racial composition of institutions' service areas is taken into account. In formulating its remedial plan, the Commonwealth should consider the extent to which black enrollments at the regional universities reflect the institution's service areas.

The effect of the racial identifiability of Kentucky's institutions of higher education is exacerbated by the wide disparity between retention rates of black and white undergraduates. In 1972, 1,913 blacks and 19,904 whites enrolled for the first time in Kentucky's public undergraduate institutions. In 1976, 427 blacks graduated, compared to 8,824 whites. Thus, black students complete undergraduate programs at a significantly lower rate than do white students.

The black student retention problem at the University of Louisville was analyzed for OCR by the black faculty and staff of the University. Their study showed that even though the number of black freshmen increased by nine percent from 1976 to 1978, total black enrollment decreased by eleven percent.

TABLE I

DISTRIBUTION OF FULL-TIME UNDERGRADUATE STUDENTS  
 WITHIN KENTUCKY'S PUBLIC SYSTEM OF HIGHER EDUCATION

	Years			
	1972	1974	1976	1978
Total number of persons in system	57,758	56,765	65,078	61,677
Total number of whites in system	53,264	53,167	57,772	55,793
Percentage of whites in system	92.2%	92.9%	88.8%	90.3%
Percentage of blacks in system	6.7%	7.3%	9.3%	8.4%
Number of whites at four-year TWIs	46,518	45,553	49,697	45,693
Percentage of system whites at four-year TWIs	87.3%	87.3%	86.0%	87.3%
Percentage of system blacks at four-year TWIs	48.3%	55.8%	55.0%	59.4%
Percentage of persons at four-year TWIs	84.7%	85.0%	83.0%	84.8%
Number of blacks at TBI	1,049	1,127	1,190	1,138
Percentage of system blacks at TBI	26.9%	27.3%	19.6%	21.7%
Percentage of system whites at TBI	0.3%	0.8%	0.3%	0.3%
Percentage of system persons at TBI	2.1%	2.7%	2.1%	2.2%
Total number of persons at four-year TWIs	48,947	48,264	54,007	53,156
Percentage of whites among four-year TWI total	95.0%	94.4%	92.0%	91.6%
Percentage of blacks among four-year TWI total	3.8%	4.8%	6.2%	5.9%
Total number of person at TBI	1230	1539	1392	1387
Percentage of blacks among TBI total	85.0%	73.2%	85.5%	82.0%
Percentage of whites among TBI total	14.7%	26.8%	12.9%	13.6%
Total number of person at two-year institutions	7,581	6,962	9,679	8,134
Percentage of blacks among two-year total	12.7%	10.0%	16.9%	12.2%
Percentage of whites among two-year total	86.6%	89.1%	81.7%	83.0%
Total number of blacks at two-year institutions	965	697	1546	995
Percentage of system blacks at two-year institutions	24.8%	16.9%	25.4%	19.0%
Percentage of system whites at two-year institutions	12.3%	11.9%	13.7%	12.4%
Percentage of persons at two-year institutions	13.1%	12.3%	14.9%	13.0%

Data Source: 1972 and 1974 Compliance Report of Institutions of Higher Education — Student Enrollment Survey (HEW/OCR); 1976 and 1978 Higher Education General Information Survey — Fall Enrollment and Compliance Report (HEW/OE)

TABLE II

DISTRIBUTION OF UNDERGRADUATE STUDENTS (HEADCOUNT) WITHIN  
 KENTUCKY'S PUBLIC SYSTEM OF HIGHER EDUCATION

	Year			
	1972	1974	1976	1978
Total number of persons in system	71,538	75,171	87,905	86,263
Total number of whites in system	66,273	69,092	78,540	77,445
Percentage of whites in system	92.6%	91.9%	89.3%	89.8%
Percentage of blacks in system	6.4%	7.2%	8.8%	7.9%
Number of whites at four-year TWIs	54,657	57,217	63,580	62,958
Percentage of system whites at four-year TWIs	82.5%	82.8%	81.0%	81.3%
Percentage of system blacks at four-year TWIs	48.7%	54.6%	53.9%	56.5%
Percentage of persons at four-year TWIs	80.4%	80.8%	78.5%	79.3%
Numbers of blacks at TBI	1,167	1,262	1,284	1,240
Percentage of system black at TBI	25.5%	23.3%	16.5%	18.2%
Percentage of system whites TBI	1.2%	1.2%	1.1%	0.9%
Percentage of system persons at TBI	2.7%	2.8%	2.5%	2.4%
Total number of persons at four-year TWIs	57,505	60,728	68,992	68,406
Percentage of whites among four-year TWIs	95.0%	94.2%	92.2%	92.0%
Percentage of blacks among four-year TWIs	3.9%	4.9%	6.1%	5.6%
Total number of persons at TBI	1,961	2,072	2,167	2,029
Percentage of blacks among TBI total	59.5%	60.9%	59.3%	61.1%
Percentage of whites among TBI total	40.5%	39.1%	39.6%	35.5%
Total number of persons at two-year institutions	12,072	12,371	16,746	15,823
Percentage of blacks among two-year TWI total	9.8%	9.6%	13.7%	10.9%
Percentage of white among two-year TWI total	89.6%	89.4%	84.2%	87.0%
Total number of blacks at two-year institutions	1,181	1,193	2,300	1,729
Percentage of system blacks at two-year institutions	25.8%	22.0%	29.6%	25.3%
Percentage of system whites at two-year institutions	16.9%	16.0%	18.0%	17.6%
Percentage of system persons at two-year institutions	16.9%	16.5%	19.1%	18.3%

Data Source: 1972 and 1974 Compliance Report of Institutions of Higher Education — Student Enrollment Survey (HEW/OCR); 1976 and 1978 Higher Education General Information Survey — Fall Enrollment and Compliance Report (HEW/OE)

TABLE V

PERCENTAGE OF BLACKS AMONG UNDERGRADUATE STUDENTS AT EACH OF KENTUCKY'S SENIOR  
PUBLIC INSTITUTIONS AND THE COMMUNITY COLLEGE SYSTEM (Headcount)

Institution	Year			
	1972	1974	1976	1978
University of Kentucky	1.6%	1.8%	2.8%	3.1%
Eastern Kentucky State University	4.8%	6.6%	7.2%	7.2%
Kentucky State University	59.5%	60.9%	59.3%	61.1%
Morehead State University	3.8%	4.3%	4.9%	4.7%
Murray State University	3.9%	4.9%	6.2%	4.6%
Northern Kentucky State University	1.9%	2.1%	1.1%	1.1%
University of Louisville	6.6%	8.1%	11.1%	8.8%
Western Kentucky State University	5.6%	6.7%	8.1%	8.2%
Community College System	9.8%	9.6%	13.7%	10.9%

Data Source: 1972 and 1974 Compliance Report of Institutions of Higher Education — Student Enrollment Survey (HEW/OCR); 1976 and 1978 Higher Education General Information Survey — Fall Enrollment and Compliance Report (HEW/OE)

TABLE VI

PERCENTAGE OF BLACKS AMONG FULL-TIME UNDERGRADUATE STUDENTS AT  
EACH OF KENTUCKY'S SENIOR PUBLIC INSTITUTIONS

Institution	Year			
	1972	1974	1976	1978
University of Kentucky	1.6%	1.7%	2.2%	2.7%
Eastern Kentucky State University	4.8%	6.9%	7.9%	7.9%
Kentucky State University	85.3%	73.2%	85.5%	82.0%
Morehead State University	3.9%	4.6%	5.8%	5.2%
Murray State University	4.0%	4.6%	5.0%	5.0%
Northern Kentucky State University	2.0%	2.1%	1.4%	1.4%
University of Louisville	6.9%	7.9%	11.9%	9.0%
Western Kentucky State University	5.7%	7.0%	8.9%	8.9%
Community College System	12.7%	10.0%	16.0%	12.2%

Data Source: 1972 and 1974 Compliance Report of Institutions of Higher Education -- Student Enrollment Survey (HEW/OCR); 1976 and 1978 Higher Education General Information Survey -- Fall Enrollment and Compliance Report (HEW/OE)

TABLE VII

PERCENTAGE OF BLACKS AMONG STUDENTS AT EACH OF KENTUCKY'S  
PUBLIC COMMUNITY COLLEGES, 1976 (Headcount)

<u>Institution</u>	<u>Percent Black</u>
Ashland Community College	3.2
Elizabethtown Community College	6.0
Hazard Community College	2.0
Henderson Community College	7.0
Hopkinsville Community College	18.8
Jefferson Community College	29.5
Lexington Technical Institute	10.5
Madisonville Community College	3.8
Maysville Community College	4.0
Paducah Community College	6.0
Prestonsburg Community College	0.2
Somerset Community College	3.0
Southeast Community College	9.6



TABLE VIII

UNDERGRADUATE ENROLLMENT (HEADCOUNT) AT EACH OF KENTUCKY'S PUBLIC UNIVERSITIES  
AND THE COMMUNITY COLLEGE SYSTEM, 1978

Institution	Blacks		White		Total
	Number	Percent	Number	Percent	Number
University of Kentucky	528	3.1	16,059	93.5	17,177
Eastern Kentucky University	823	7.2	10,420	91.4	11,399
Kentucky State University	1,240	61.1	720	35.5	2,029
Morehead State University	232	4.7	4,676	94.0	4,974
Murray State University	289	4.6	5,932	93.9	6,317
Northern Kentucky State University	65	1.1	5,791	98.2	5,899
University of Louisville	1,093	8.8	10,962	87.9	12,465
Western Kentucky University	830	8.2	9,118	89.6	10,175
Community College System	1,729	10.9	13,767	87.0	15,828

Data Source: 1978 Higher Education General Information Survey — Fall  
Enrollment and Compliance Report (HEW/OE)

B. Racial Identifiability of Faculty, Administrators, and Nonfaculty Professionals

During the period of de jure segregation, no blacks were employed on the faculties of TWIs, and few white faculty were employed at Kentucky State. Faculty and staff employment patterns continue to reflect the racial characteristics of the institutions.

Employment statistics <sup>3/</sup> indicate that the majority of black administrators, faculty members, and other professionals are concentrated at Kentucky State, while white professionals remain concentrated at the Commonwealth's TWIs. (Tables showing administrator, faculty and nonfaculty professional employment statewide and at individual institutions are included at the end of this section.) The 1977 data show that, while Kentucky State employed only 4.1 percent of the system's administrators, 2.4 percent of the system's faculty members, and 2.6 percent of the system's other professionals, it employed 49.1 percent of the system's black administrators, 46.2 percent of the system's black faculty members, and 38.6 percent of black professionals. While Kentucky State has made progress in desegregating its faculty, which was 45.2 percent white in 1977, its administrators and nonfaculty professionals contribute to its racial identifiability. In 1977 Kentucky State's administrators were 76 percent black, and its nonfaculty professionals were 58.2 percent black.

On the other hand, in 1977 four of the TWIs (Eastern Kentucky State, Morehead State, Murray State and Northern Kentucky State) had one percent or less black administrators, three of the TWIs (University of Kentucky, Northern Kentucky State, and Western Kentucky State) had one percent or less black faculty members, and four TWIs (University of Kentucky, Morehead State, Murray State, and Northern Kentucky State) had less than two percent black nonfaculty professionals. Murray State, with 3.2 percent (13) black faculty members, had the highest percentage of blacks among the TWIs.

Data provided by the universities for 1975 and 1977 demonstrate little progress toward improving the racial composition of personnel between those years. In 1975, 2.7 percent of the administrators of the TWIs were black; by 1977 this had increased to 3.6 percent. In 1975, 1.3 percent of TWI faculty were black; by 1977 the figure was 1.5 percent. In 1975, 2.0 percent of the other professionals were black; by 1977 they were 2.4 percent.

A 1978 study by the Kentucky Commission on Human Rights on the Commonwealth's university faculties supports our conclusions. <sup>4/</sup> The Commission found that of 485 new faculty members hired in the university system for the 1977-78

<sup>3/</sup> 1975 and 1977 Higher Education Staff Information Survey (EEO-6).

<sup>4/</sup> State University Faculties Stuck on Tokenism in Kentucky, staff report 79-1, Kentucky Commission on Human Rights.

academic year, blacks represented only 3.5 percent. Excluding Kentucky State, where 17.6 percent of new hires were black, the percentage is reduced to 2.9 percent. For example, the University of Kentucky hired 124 new faculty members of whom only three (2.4 percent) were black. The University of Louisville hired 71 faculty members of whom two (2.8 percent) were black. Western Kentucky State hired 62 new faculty members of whom two (3.2 percent) were black. Among the TWIs, Murray State hired the most significant percentage of black faculty in 1977-78 (6.5 percent).

The Commission also noted the adverse effect of the absence of black faculty at TWIs on black student enrollment:

The failure to hire significant numbers of black faculty members at all the state universities except Kentucky State is now, and always has undercut more than job opportunities, reaching beyond that to stain higher education in Kentucky. It is the faculty which gives a university prestige, counsels students, and often encourages undergraduates to pursue university careers. The "Jim Crow" history of state supported universities in Kentucky and the tokenism evident at most universities in 1977 present and [sic] unwelcome image to black high school graduates applying for admission to state supported universities.

TABLE XIII

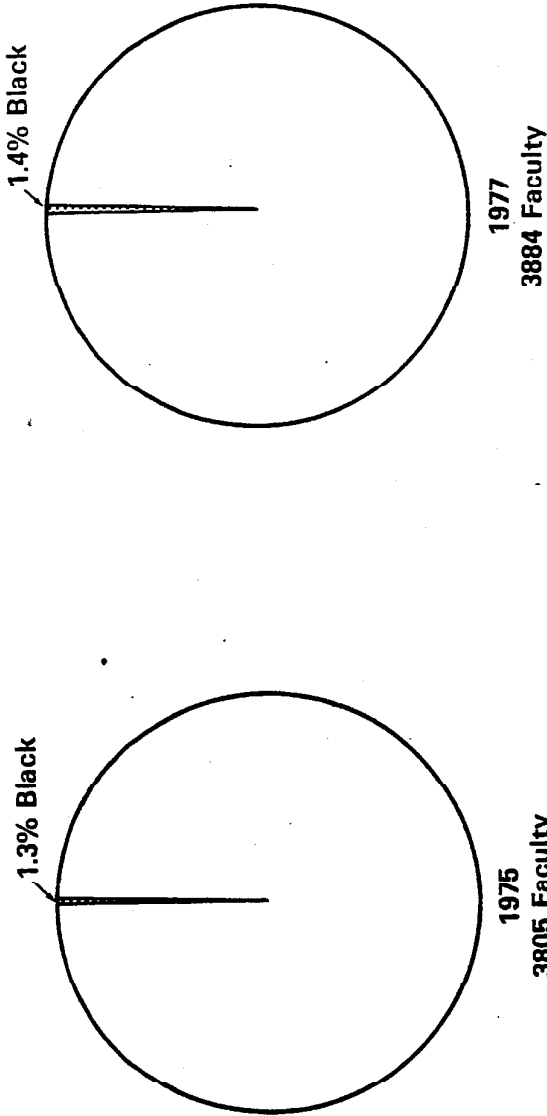
DISTRIBUTION OF FULL-TIME FACULTY WITHIN KENTUCKY'S  
PUBLIC SYSTEM OF HIGHER EDUCATION

	Years	
	1975	1977
Total number of persons in system	5,024	5,128
Total number of whites in system	4,782	4,801
Percentage of whites in system	95.2%	93.6%
Total number of blacks in system	143	147
Percentage of blacks in system	2.8%	2.9%
Number of whites at all TWIs	4,713	4,735
Percentage of system whites at TWIs	98.6%	98.6%
Percentage of system blacks at TWIs	45.5%	53.0%
Percentage of system persons at TWIs	97.0%	97.0%
Number of blacks at TBI	78	68
Percentage of system blacks at TBI	54.5%	46.2%
Percentage of system whites at TBI	1.4%	1.4%
Percentage of system persons at TBI	2.3%	2.4%
Total number of persons at TWIs	4,872	4,982
Percentage of whites among TWI total	96.7%	95.0%
Percentage of blacks among TWI total	1.3%	1.6%
Total number of persons at TBI	152	146
Percentage of blacks among TBI total	51.3%	46.6%
Percentage of whites among TBI total	45.4%	45.2%

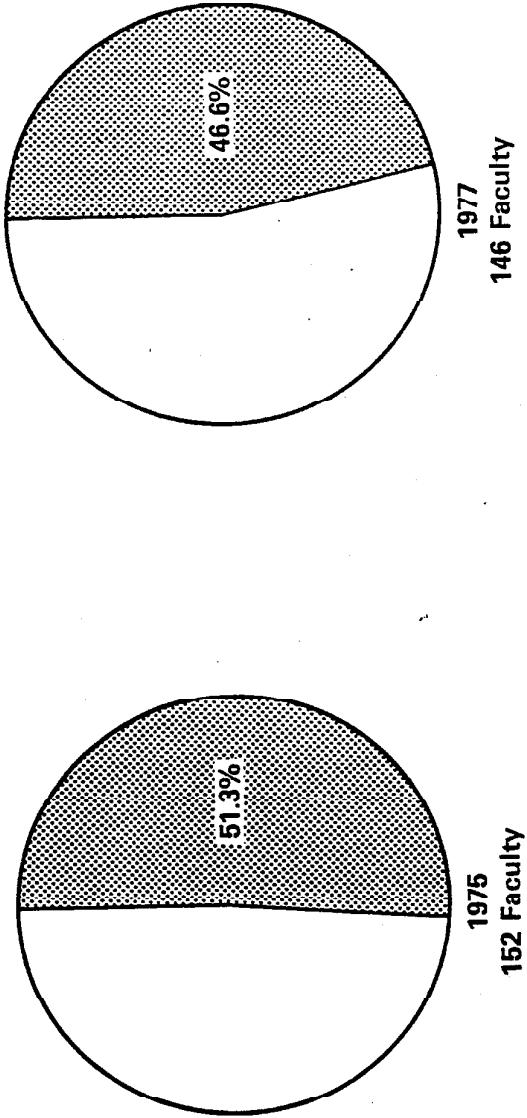
Data Source: 1975 and 1977 Higher Education Staff Information Survey  
(EEO-6)

**Full-Time Faculty Employment  
1975 Through 1977**

**Traditionally  
White Institutions**



**Kentucky State  
University**



Legend



Data Source: 1975 and 1977 Higher Education Staff Information Survey (EEO-6)

TABLE XIV

DISTRUBUTION OF ADMINISTRATORS WITHIN KENTUCKY'S PUBLIC  
SYSTEM OF HIGHER EDUCATION (Two and Four Year Institutions)

	Years	
	1975	1977
Total number of persons in system	1,290	1,816
Total number of whites in system	1,217	1,692
Percentage of whites in system	94.3%	93.2%
Total number of blacks in system	67	116
Percentage of blacks in system	5.2%	6.4%
Number of whites at all TWIs	1,205	1,674
Percentage of system whites at TWIs	99.0%	98.9%
Percentage of system blacks at TWIs	43.3%	50.9%
Percentage of system persons at TWIs	93.4%	92.2%
Number of blacks at TBI	39	57
Percentage of system blacks at TBI	56.7%	49.1%
Percentage of system whites at TBI	1.0%	1.1%
Percentage of system persons at TBI	3.9%	4.1%
Total number of persons at TWIs	1,240	1,741
Percentage of whites among TWI total	97.2%	96.2%
Percentage of blacks among TWI total	2.3%	3.4%
Total number of persons at TBI	50	75
Percentage of blacks among TBI total	76.0%	76.0%
Percentage of whites among TBI total	24.0%	24.0%

Data Source: 1975 and 1977 Higher Education Staff Information Survey (EEO-6)

TABLE XV

DISTRIBUTION OF NONFACULTY PROFESSIONALS WITHIN KENTUCKY'S  
PUBLIC SYSTEM OF HIGHER EDUCATION  
(Two and Four Year Institutions)

	Years	
	1975	1977
Total number of persons in system	2,030	2,156
Total number of whites in system	1,921	1,956
Percentage of whites in system	94.6%	90.7%
Total number of blacks in system	55	83
Percentage of blacks in system	2.7%	3.8%
Number of whites at all TWIs	1,904	1,934
Percentage of system whites at all TWIs	99.1%	98.9%
Percentage of system blacks at TWIs	70.9%	61.4%
Percentage of system persons at TWIs	98.4%	97.4%
Number of blacks at TBI	16	32
Percentage of system blacks at TBI	29.1%	38.6%
Percentage of system whites at TBI	0.9%	1.1%
Percentage of system persons at TBI	1.6%	2.6%
Total number of persons at TWIs	1,997	2,101
Percentage of whites among TWI total	95.3%	92.1%
Percentage of blacks among TWI total	2.0%	2.4%
Total number of persons at TBI	33	55
Percentage of blacks among TBI total	48.5%	58.2%
Percentage of white among TBI total	51.5%	40.0%

Data Source: 1975 and 1977 Higher Education Staff Information Survey (EEO-6)

TABLE XVI

PERCENTAGE OF BLACKS AMONG FULL-TIME ADMINISTRATORS AT  
EACH OF KENTUCKY'S PUBLIC INSTITUTIONS OF HIGHER EDUCATION

Institution	Years	
	1975	1977
University of Kentucky	2.6%	3.2%
Eastern Kentucky State University	0.9%	0.9%
Kentucky State University	76.0%	76.0%
Morehead State University	0.0%	0.0%
Murray State University	1.1%	1.0%
Northern Kentucky State University	0.0%	0.0%
University of Louisville	5.7%	8.4%
Western Kentucky State University	1.5%	1.7%
All Two-year Institutions	0.0%	3.4%

Data Source: 1975 and 1977 Higher Education Staff Information Survey (EEO-6)



TABLE XVII

PERCENTAGE OF BLACKS AMONG FULL-TIME FACULTY AT EACH OF  
KENTUCKY'S PUBLIC INSTITUTIONS OF HIGHER EDUCATION

Institution	Years	
	1975	1977
University of Kentucky	0.9%	0.7%
University of Louisville	2.5%	2.2%
Eastern Kentucky State University	1.2%	1.7%
Kentucky State University	51.3%	46.6%
Morehead State University	1.4%	1.2%
Murray State University	0.2%	3.2%
Northern Kentucky State University	0.5%	0.5%
Western Kentucky State University	1.1%	1.0%
All Two-year Institutions	2.1%	2.7%

Data Source: 1975 and 1977 Higher Education Staff Information Survey (EEO-6)

TABLE XVIII

PERCENTAGE OF BLACKS AMONG FULL-TIME NONFACULTY PROFESSIONALS AT  
EACH OF KENTUCKY'S PUBLIC INSTITUTIONS OF HIGHER EDUCATION

Institution	Years	
	1975	1977
University of Kentucky	1.4%	1.4%
Eastern Kentucky State University	0.0%	3.0%
Kentucky State University	48.5%	58.2%
Morehead State University	2.1%	1.0%
Murray State University	2.0%	1.4%
Northern Kentucky State University	0.0%	1.6%
University of Louisville	3.7%	4.1%
Western Kentucky State University	5.0%	6.0%
All Two-year Institutions	0.0%	6.7%

Data Source: 1975 and 1977 Higher Education Staff Information Survey (EEO-6)

C. Failure to Enhance Kentucky State University

Kentucky State was established by the State as a segregated institution for black students. Throughout the period of de jure segregation, State resources were not equitably allocated between Kentucky State and the other four-year institutions of higher education. Since the passage of a statute in 1950 that outlawed segregated higher education in Kentucky, the State has failed to take sufficient steps to desegregate Kentucky State by providing it with sufficient programs and resources to enable it to attract students of all races on the basis of its particular academic features.

A comparison of programs offered at Kentucky State and the regional TWIs reveals disparities. Kentucky State, an institution in existence since 1886, offers fewer undergraduate and graduate programs than any of the other institutions, even exceeded by Northern Kentucky University, created almost a century later. (A chart comparing the numbers of degree programs at Kentucky State and each of the regional universities is provided at the end of this section.) The limited program at Kentucky State University was formally addressed in a 1960 study of the institutions' history, status, and problems, as the State attempted to respond to Kentucky State's low enrollment and limited resources. The report recommended that Kentucky State University expand its program offerings to include courses in public administration, political science and business administration. Accordingly, in 1973 the Council on Higher Education granted Kentucky State University the authority to establish a Master's level program in public affairs. Thereafter, in 1977 Kentucky State University was officially given a special mission in the area of public affairs.

However, even this new program in Public Affairs was not unique to Kentucky State. We have found that virtually all of the programs offered by Kentucky State are duplicated by TWIs with similar missions in the same service area. (Please note that our analysis encompasses only career-oriented programs. Traditional liberal arts programs, e.g., Mathematics and Letters, are not included because they are considered fundamental to all institutions of higher education.)

Substantial duplication exists in career-oriented programs offered at Kentucky State University and at the University of Kentucky, 26 miles to the southeast, and Eastern Kentucky University, about 20 miles further southeast. Programs are duplicated in nine areas: Education, Business Administration, Medical Technology, Home Economics, Industrial Technology, Social Work, Criminal Justice, Public Affairs and Nursing. (A table is provided at the end of this section indicating the twenty-one specific degree programs in which duplication occurs.) Such

extensive mission and program duplication deprives Kentucky State of any significant unique feature other than its racial identity, and thus encourages students to choose institutions on the basis of their traditional racial identities rather than on the basis of the particular features and programs of the institutions.

In addition to its failure to provide Kentucky State with unique programs, the State has failed to enhance it with sufficient resources. According to information provided during OCR's onsite visit in 1979, Kentucky State University's library is inadequate in size and quality. The main library is not large enough to permit essential expansion of holdings, and the library lacks the computerized bibliographic capability of all the libraries of institutions that received onsite visits.

In the past ten years extensive building and renovation has taken place at Kentucky State, as well as at other institutions in Kentucky, so that with few exceptions, the physical condition of buildings at all institutions that received onsite visits was found to be good to excellent. Exceptions were the men's dormitories at Kentucky State University, which were poorly maintained.

A comparison of faculty salaries at the eight institutions indicates that Kentucky State's salaries are low, especially at the levels of associate and assistant professor. At all ranks Kentucky State's salaries are below the statewide averages. At the full professor level Kentucky State's salaries are third lowest, only \$600 greater than the lowest offered in the system. However, at the assistant and associate professor levels, Kentucky State's salaries are the lowest paid at any of the universities. (A table displaying average faculty salaries at all the public universities is provided at the end of this section.)

The University of Kentucky and Kentucky State University, founded in 1865 and 1886, respectively, became the State's white and black land grant institutions after the passage of the First and Second Morrill Acts. The institutions have never been treated equally, and they remain unequal. Although both institutions still retain their land grant status, since the late 1950's Kentucky State University has offered few land grant programs. In fact, Eastern Kentucky University, 20 miles southeast of the University of Kentucky, today offers more programs in Agriculture than Kentucky State does.

While Kentucky State was not authorized to grant master's degrees until the late 1960's (in fact it offered no master's degree program until 1973, when it had acquired its added mission to serve state employees), the University of Kentucky offered doctoral degrees commencing in 1931. By 1978 the University of Kentucky offered 94 undergraduate and 82 graduate programs, while Kentucky State University offered only 55 undergraduate and 3 graduate programs.

TABLE XX

NUMBER OF PROGRAMS OFFERED AT KENTUCKY'S NON-DOCTORAL DEGREE  
GRANTING UNIVERSITIES, 1975

	<u>Undergraduate</u>	<u>Graduate</u>
Eastern Kentucky University	115	50
Western Kentucky University	102	55
Morehead State University	83	28
Murray State University	81	35
Northern Kentucky University	57	2
Kentucky State University	55	1

Data derived from the Council on Higher Education's 1978 Study of College and University Enrollments.

TABLE XXI

AVERAGE FACULTY SALARIES, 1978 <sup>5/</sup>

Institution	Professor	Associate Professor	Assistant Professor	Instructor
Eastern Kentucky University	23,100	19,200	16,300	12,900
Kentucky State University	22,200	18,000	14,800	13,300
Morehead State University	22,100	18,700	16,200	12,700
Murray State University	21,600	19,000	16,200	14,000
Northern Kentucky University	25,200	19,500	15,300	13,800
University of Kentucky	27,200	21,000	17,000	14,300
University of Louisville	26,300	19,800	16,700	14,200
Western Kentucky University	23,100	19,200	16,200	12,300
Statewide Averages	23,850	19,300	16,088	13,438

<sup>5/</sup> This information was compiled from 1978 survey data of the American Association of University Professors

TABLE XXII

## DUPLICATIVE DEGREE PROGRAMS AT KENTUCKY STATE AND NEARBY INSTITUTIONS

	Kentucky State	University of Kentucky	Eastern Kentucky University	University Technical Institute
<u>Education</u>				
Elementary Education	B	B	B	
Music Education	B	B <u>6/</u>	B	
Business Education	B	B <u>6/</u>	B	
Home Economics Education	B	B	B	
<u>Home Economics</u>				
Textiles	B	B	B	
Child Development	B, A	B	B, A	
Dietetics/Nutrition	B	B	B	
Food Service	A			A
<u>Business Administration</u>				
Business Administration	B	B	B	
Accounting	B, A	B	B	A
Business Economics	B	B	B	
Management/Office Administration	B, A		B, A	A
Marketing	B		B	
Real Estate	A			A
<u>Social Work</u>				
Public Affairs	M	M	M	
Criminal Justice/Law Enforcement	A, B		A, B	
<u>Industrial Technology <u>7/</u></u>				
Computer Science/Data Processing	B, A		B	A
	A			A
<u>Medical Technician</u>				
Nursing	B	B	B	
	A	B	A, B	A

6/ Program sponsored jointly by two Departments within the institution.

7/ Includes Architectural Drafting, Civil Drafting, Electronics and Metal Technology.

A = Associate in Arts, Associate in Applied Science or two-year certificate program.

B = Bachelor's degree (in Arts, Science, Business Administration Nursing, etc.)

M = Master's in Public Affairs.

6658

## NOTICES

rounding the valuation and inclusion of in-kind income on income and poverty statistics.

The study first reviewed definitions of income that have been used in the economic literature and found that most include many types of in-kind income, private as well as governmental. The next objective was valuing the income to the recipient. When income is received in money, recipient families are free to purchase goods they desire at market prices. However, when income is received in-kind, particularly when price subsidies or constraints on amounts are involved, there is no market to which one can turn for a value. The study thus evaluated several valuation possibilities, primarily valuation at government or employer cost and cash equivalent or utility terms (defined as the money that would leave a recipient as well-off as the in-kind income). The study found that no valuation alternative is fully consistent with money income, further results show that government or employer cost may bear little relationship to recipient values.

Precise mathematical formulas were derived for cash equivalent values and approximations to cash equivalent values were developed. Finally, using recently available data from the 1972-73 Consumer Expenditure Survey, values were estimated for food stamps, low-rent public housing, Medicaid and employer-provided health insurance using various valuation alternatives. While these estimates are extremely crude, they do show that in-kind income can, in some cases, provide sizeable additions to money income but also that values to the recipient can be far below government and employer costs.

A copy of this report will be filed and available as soon as possible, from the National Technical Information Service, U.S. Department of Commerce, Springfield, Va. 22151

Dated: February 10, 1978.

HENRY AARON,

*Assistant Secretary for  
Planning and Evaluation.*

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**REVISED CRITERIA SPECIFYING THE INGREDIENTS OF ACCEPTABLE PLANS TO DESEGREGATE STATE SYSTEMS OF PUBLIC HIGHER EDUCATION**

In late 1969 and early 1970, the Department of Health, Education, and Welfare (HEW) notified ten states that they had not dismantled their statewide dual systems of public higher education. The letters sent by HEW at that time advised each state

of its failure to adopt measures necessary to overcome the effects of past segregation and notified the states of their obligation to file a statewide plan for the desegregation of their public systems of higher education.

For the past seven years the Court reviewed HEW's efforts to desegregate these systems of higher education. In 1977, this Court found that the Department's effort had not been adequate and ordered the Department to require six of the original ten states to submit new desegregation plans and to set specific standards for those plans.

The Court found that "specific commitments (were) necessary for a workable higher education desegregation plan . . . concerning admission, recruitment and retention of students, concerning the placement and duplication of program offerings among institutions, the role and the enhancement of black institutions, and concerning changes in the racial composition of the faculties involved.

Specifically, this Court entered a Second Supplemental Order on April 1, 1977 directing the Department to transmit to the six states of Arkansas, Florida, Georgia, North Carolina, Oklahoma, and Virginia as well as the Court and the plaintiffs criteria specifying the ingredients of acceptable desegregation plans for their institutions of public higher education. Accordingly, on July 5, 1977, the Department published criteria which were amended one month later to take into account suggestions offered by some of the states.

The Court further directed that HEW require each state to submit, within 60 days of receipt of the criteria, a revised desegregation plan and to accept or reject such plans within 120 days thereafter. In September 1977, in response to HEW's request, the six states submitted desegregation plans. After months of intensive negotiations, the Department announced on February 2, 1978, that it was accepting the plans of Arkansas, Florida, and Oklahoma and not accepting plans submitted by Georgia, North Carolina, and Virginia. On the same date, the Department announced that it would publish in the FEDERAL REGISTER, revised criteria which are substantially similar to the criteria published in July.

Where HEW has found that a state has not eliminated the remaining vestiges of segregation in its formerly dual system of public higher education, and is, therefore, in violation of Title VI of the Civil Rights Act of 1964, it is required first to attempt to secure compliance by voluntary means. When those efforts fail, HEW is required to seek enforcement either administratively or through the courts. 42 U.S.C. 200-1; 45 CFR 2000d-

1, 45 CFR 80.7(d)(1), 80.8. These revised criteria are issued to assist such states in the preparation of desegregation plans as part of the process of securing voluntary compliance.

HEW originally developed the criteria mindful of the instructions of the Court that they comply with constitutional standards and Title VI, conform with sound educational practices, and take into account the unique importance of black colleges. Based on its experience in applying the criteria to six state systems of higher education over the past months, HEW has determined that the criteria provide specific and effective guidance to the state and at the same time, are sufficiently flexible to provide for circumstance which may vary from state to state.

**PREAMBLE**

**I. HISTORY OF LEGAL PROCEEDINGS**

The criteria set forth below initially were developed by the Department of Health, Education, and Welfare (HEW) pursuant to the specific direction of the United States District Court for the District of Columbia in *Adams v. California*, Civil Action No. 3095-70, Second Supplemental Order (D.D.C. April 1, 1977). The Court's Order arose from a lawsuit initiated in 1970 to require HEW to take action to enforce the provisions of Title VI of the Civil Rights Act of 1964.

In 1969, the Office for Civil Rights (OCR) determined that ten States were continuing to operate segregated higher education systems in violation of Title VI of the 1964 Civil Rights Act. Although the States were notified of this finding and were requested to submit corrective plans, no administrative enforcement actions were taken when the States failed to submit plan or submitted plans unacceptable to HEW. In February 1973, the *Adams* litigation resulted in a ruling requiring that HEW take appropriate enforcement action. *Adams v. Richardson*, 35 F. Supp. 92 (D.D.C. 1973). That ruling was unanimously affirmed by the United States Court of Appeals for the District of Columbia Circuit, although the Court of Appeals modified the District Court's order and directed HEW to attempt to secure acceptable desegregation plans from the ten States before commencing enforcement proceedings. *Adams v. Richardson*, 480 F.2d 1159 (D.C. Cir. 1973).

Title VI of the Civil Rights Act of 1964 provides: "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." 42 U.S.C. 2000d.

<sup>1</sup>Arkansas, Florida, Georgia, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, Pennsylvania, and Virginia.



In 1974, HEW accepted desegregation plans from eight of the ten States' Reports covering the first year of implementation were submitted to HEW in 1975. Subsequently, the plaintiffs in the Adams case sought further relief and on April 1, 1977, the Court ruled that the 1974 plans did not comply with the criteria previously announced by HEW and that as implemented the plans had failed to achieve significant progress toward higher education desegregation. Based on these findings, the Court ordered HEW to develop and issue within 90 days specific criteria to guide the six States' in the preparation of revised desegregation plans.

## II. LEGAL AND EDUCATIONAL PRINCIPLES

### A. De jure segregation

These criteria will be applied to a state which formerly operated a dual system of public higher education under state law, if the Office for Civil Rights determines after investigation that the state has failed to remove the vestiges of racial segregation in its system in violation of Title VI.

### B. Affirmative duty to take effective steps to eliminate de jure segregation

Where there has been past de jure segregation, states are required to take affirmative remedial steps and to achieve results in overcoming the effects of prior discrimination. HEW's regulation implementing Title VI provides that

In administering a program regarding which the recipient has previously discriminated against persons on the ground of race . . . the recipient must take affirmative action to overcome the effects of prior discrimination. 45 CFR 80.3(b)(5)(k).

The 14th Amendment also calls for more than mere abandonment of discrimination through the state's adoption of passive or neutral policies. The United States Supreme Court has held that public school officials have "the affirmative duty to take whatever steps might be necessary to convert to a unitary system in which discrimina-

\*Louisiana refused to submit a plan and was referred to the Department of Justice, which filed a lawsuit, (*United States v. Louisiana*), Civil Action No. 74-68 (M.D. La.) in January 1974. The plan submitted by Mississippi was deemed unacceptable by HEW and the matter was referred to the Department of Justice, which filed a lawsuit, *Ayers and United States v. Frach*, Civil Action No. D.C. 75-9-E (N.D. Miss.), in March 1975.

\*The April 1, 1977, Order excludes Pennsylvania (by agreement of the parties to the Adams lawsuit) and Maryland, which commenced a separate injunctive suit against HEW's enforcement proceedings now pending in the United States Court of Appeals for the Fourth Circuit (*Mandel v. HEW*, No. 78-1494), as well as Louisiana and Mississippi.

tion would be eliminated root and branch." *Green v. County School Board of New Kent County*, 391 U.S. 430, 437-38 (1968).

The affirmative duty to desegregate applies with equal force to higher education. *Norris v. State Council of Higher Education*, 327 F. Supp. 1368 (E.D. Va. 1971), *aff'd per curiam*, 404 U.S. 907 (1971); *Lee v. Macon County Board of Education*, 257 F. Supp. 456 (M.D. Ala. 1967), *aff'd* 369 U.S. 215 (1967); *Geier v. Drunn*, 337 F. Supp. 573 (M.D. Tenn. 1972). Additionally, the Supreme Court has made it clear that desegregation plans are not adequate unless they are effective. See *Green v. County School Board of New Kent County*, *supra*; *Swann v. Charlotte-Mecklenburg Board of Education*, 402 U.S. 1 (1971).

Consistent with the requirements of Title VI these criteria set forth the elements of: a desegregation plan which would eliminate the effects of past discrimination.

### C. Statewide approach

The Court of Appeals in its en banc opinion in *Adams* directed HEW to undertake a statewide approach and noted the serious problem created by the lack of viable statewide coordinated planning in higher education:

The problem of integrating higher education must be dealt with on a statewide rather than a school-by-school basis.

\*It is important to note that we are not here discussing discriminatory admission policies of individual institutions. To the extent that such practices are discovered, immediate corrective action is required, but we do not understand HEW to dispute that point. This controversy concerns the more complex problem of systemwide racial imbalance. *Adams v. Richardson*, *supra*, 480 F.2d at 1164-1165 (footnote in original).

The Department has followed this approach since 1969 because we believe statewide planning is consistent with sound educational policy. Thus, these criteria require not only that each institution pursue nondiscriminatory student admission and faculty and staff employment practices, but also that the state system as a whole develop a comprehensive and coordinated statewide desegregation plan embodying those specific affirmative, remedial steps which will prove effective in achieving significant progress toward the disestablishment of the structure of the dual system and which address the problem of "systemwide racial imbalance."

### D. Specificity—goals and timetables

The District Court in *Adams* concluded that the plans previously adopted by the states had failed to achieve adequate desegregation progress and lacked specific commitments for change as concerns the desegregation of student bodies and faculties,

enhancement of traditionally black institutions, and desegregation of the governing boards in higher education systems.

The District Court directed HEW to prepare criteria which would identify for the states the specific elements to be included in their revised desegregation plans. As the District Court stated in response to plaintiffs' oral argument on January 17, 1977:

What I do want them to do though is be under the compulsion of a court order to submit to the states certain specific requirements which the states must respond to and they should be given a timetable for communicating with the states, and the states should be given some kind of timetable within which to make response. (Transcript, January 17th ruling, emphasis supplied.)

In *Geier v. Blanton*, 427 F. Supp. 644 (M.D. Tenn. 1977), the Court quoted its Order of December 23, 1969, expressing its dissatisfaction with a state submitted desegregation plan in that the plan as submitted "lacks specificity, in that there is no showing of funds to be expended, no statement of the number of students to be involved, and most importantly, no time schedules for either the implementation of the projects or the achievement of any goals." 427 F. Supp. at 646.

The Supreme Court has maintained that in a system with a history of segregation there is a need for remedial criteria of sufficient specificity to assure compliance with the law. See *Swann*, *supra* at 25-26.

In keeping with the Court's view that the Department should submit specific requirements to the states, numerical goals and timetables are set forth in the criteria. The goals are established as indices by which to measure progress toward the objective of eliminating the effects of unconstitutional de jure racial segregation and of providing equal educational opportunity for all citizens of these states. They are benchmarks and provide the states the clear and specific guidance called for by the Court.

These goals are not quotas. The Department is opposed to arbitrary quotas. Failure to achieve a goal is not sufficient evidence, standing alone, to establish a violation of Title VI. In addition, the Office for Civil Rights upon a showing of exceptional hardship or special circumstances by a state, may modify the goals and timetables. Nevertheless, the states are under a statutory obligation to devise and implement plans that are effective in achieving the desegregation of the system.

Most importantly, under these criteria and the goals they set, all applicants must be able to compete successfully. States' efforts under these criteria need not and should not lead to lowering academic standards. States may need to innovate in seeking out

6660

## NOTICES

talented students who will profit from higher education. They may need to broaden definitions of potential; to discount the effects of early disadvantage on the development of academic competence; and to broaden the talents measured in admissions tests. But new and different yardsticks for measuring potential are not lower standards. They can be more valid measures of true potential and talent. Taken as a whole, these criteria seek to preserve and protect academic standards of excellence.

*E. Special considerations in developing criteria for desegregation in higher education*

A state system of higher education, as with an elementary and secondary school district, is held to an affirmative duty to take remedial action to correct past practices of segregation and discrimination. However, the nature of the remedial action required of a higher education system will differ from that required of a local education district. The court of Appeals in *Adams* noted:

However, we are also mindful that desegregation problems in colleges and universities differ widely from those in elementary and secondary schools, and that HEW admittedly lacks experience in dealing with them. . . . As regrettable as these revelations are, the stark truth is that HEW must carefully assess the significance of a variety of new factors as it moves into an unaccustomed area. 480 F. 2d at 1184.

In *Norris v. State Council of Higher Education*, 327 F. Supp. 1368, 1373 (E.D. Va. 1971, *aff'd per curiam*, 404 U.S. 907 (1971)), the court held:

The means of eliminating discrimination in public schools necessarily differ from its elimination in colleges, but the state's duty is as exacting.

And in *Sanders v. Ellington*, 288 F. Supp. 937, 943 (M.D. Tenn. 1968), the court stated:

Now in considering the time element for presentation of a plan, I have thought of the complexities of the problem. I recognize that the simple remedies which might be available to a county school board where there is involved a compulsory system of education, a free system of education, and assignment of students, are not available here. Colleges are not compulsory and everyone can testify that they're not free.

Higher education differs from elementary and secondary education in many other ways. Besides being voluntary rather than compulsory, higher education operates on a statewide or regional basis, not local; there are no "attendance zones" in higher education; higher education programs vary from institution to institution and are not uniform; students are free to leave the state or to attend private colleges in pursuit of a higher education.

Furthermore, from state to state significant differences are to be found

and must be taken into consideration. In some states strong centralized "system" exists including four year and two year institutions; in others, the four year and two year institutions report to separate boards; in yet others, each institution operates under its own independent board. While none of these differences relieves a state of its obligations under Title VI or its constitutional duties, they must be taken into account in fashioning an appropriate set of criteria to be applicable to six states.

Accordingly, while desegregation cases involving individual elementary and secondary school districts are a guide to a state's duty to take corrective action, they are not dispositive of the particular methods to be designed for the dismantling of a dual system of higher education, for the desegregation of a statewide system, for the removal of the vestiges of racial segregation, and for the correction of "systemwide racial imbalance." As the courts in *Adams* have noted, these are indeed "complex" issues. These criteria are designed specifically for the higher education systems of these six states based on a careful consideration of relevant statutes and court opinions and with due consideration to the unique characteristics of higher education.\*

*F. The unique role of the traditionally black colleges*

In keeping with the instructions of the Court, the criteria recognize the unique importance of traditionally black colleges in meeting the educational needs of black students. More than 80 percent of all black college graduates have been trained at black colleges. In the mid-seventies, black colleges continue to graduate almost forty percent of all blacks who receive college degrees.

Thus it is with good reason that the Court of Appeals in *Adams* recognized the need to take into account "the special problems of black colleges."

\*Perhaps the most serious problem in this area is the lack of state-wide planning to provide more and better trained minority group doctors, lawyers, engineers and other professionals. A predicate for minority access to quality post-graduate programs is viable, co-ordinated state-wide higher education policy that takes into account the special problems of minority students and of black colleges. . . . (T)hese Black institu-

\*For a useful discussion of these issues see Note, "The Affirmative Duty To Integrate Higher Education," 70 *Yale Law Journal* 666 (1970).

\*See Elias Blake, Public Policy and the Higher Education of Black Americans," Staff Report, Subcommittee on Constitutional Rights of the Committee on Judiciary, 94th Cong. 2d Sess. 1976.

\*National Center for Education Statistics, Earned Degrees Survey, 1975-76.

tions currently fulfill a crucial need to continue to play an important role in higher education. 480 F. 2d at 1164-5.

Again in 1977, the District Court's Second Supplemental Order, quoted the above language of the Court of Appeals and went on to

The process of desegregation must place a greater burden on Black institutions or Black students' opportunity to receive quality public higher education. The desegregation process should take into account the unequal status of the Black colleges, the real danger that desegregation will diminish higher education opportunities for Blacks. Without suggesting the answer to this complex problem, it is the responsibility of HEW to devise criteria for higher education desegregation plans which will take into account the unique importance of Black colleges and at the same time comply with the Congressional mandate.

The Department does not take language to mean that the traditionally black institutions are exempt from the Constitution or the requirements of Title VI. To the contrary, traditionally black and traditionally white institutions are subject to the same constitutional and congressional mandate to provide an education to all children without discrimination or segregation. White and black institutions function as part of a unitary system free of the vestiges of state-imposed racial segregation. However, as the Court has instructed, the transition to a unitary system must not be accomplished by placing a disproportionate burden upon black students, for institutions or by reducing the educational opportunities currently available to blacks.

To achieve the objectives of Title VI, precise methods will need to be fashioned for institutions within each appropriate to the task of combating the effects of prior discrimination in the particular instance. The method will be enforced with force and determination. Each institution is designed to achieve the same educational standard.

III. CONSULTATION PROCESS

In the preparation of the criteria originally promulgated pursuant to court instruction, the Department undertook an extensive consultation process within the Department and interested outside parties. In an effort to assure that these criteria were legally and educationally sound, a departmental task force was established to guide their development. The task force combined the multiple disciplines and varied expertise needed to resolve the complex issues and additional policies involved in this desegregation process. Serving on the task force were the General Counsel, the Director of the Office for Civil Rights, the Assistant Secretary for Educational Policy, and the Commissioner of Education.

the Assistant Secretary for Planning and Evaluation.

The Department also embarked on a program of open dialogue and consultation with parties of interest. The task force members conferred with representatives of the six states collectively and individually. The representatives included college presidents, education officials, and aides to Governors. A special meeting was held with students who attend the public colleges in the six states and representatives of several national student organizations. Four meetings were held with officials of the amicus curiae, National Association for Equal Opportunity in Higher Education, an association of the presidents of 110 predominantly black colleges and universities, both state supported and private. Two panels of nationally recognized educators met for half day sessions to advise the Department.

Finally, plaintiffs' representatives devoted many hours to reviewing and commenting on drafts of the criteria. They also convened a meeting for the Department with 28 citizens from these six states who are most familiar with the higher education desegregation efforts in their respective states.

The Department assumes full and sole responsibility for the content of these criteria. The consultations enumerated above were exceedingly helpful to the Department in the preparation of these criteria, but these discussions do not imply concurrence in the criteria in whole or in part by other parties.

Higher educational systems in these and other states are undergoing difficult adjustments caused by fiscal and demographic trends beyond the control of individual states. Accordingly, the criteria developed for the six states under the *Adams Order*, focused on desegregation efforts to be undertaken within the next five years. Similarly, OCR will seek plans that contain five-year goals from other states which are found to have a duty to eliminate the vestiges of duality in their systems of higher education.

As each state attains the goals set forth in its plan, OCR will assess, in cooperation with that state, the progress thereby made in order to determine what additional steps, if any, are necessary to complete the desegregation process. Furthermore, OCR will periodically review these criteria to assure their adequacy in meeting constitutional requirements, their consistency with rulings of the courts in higher education desegregation, and the mandate of Title VI.

#### ELEMENTS OF A PLAN.

##### I. DISESTABLISHMENT OF THE STRUCTURE OF THE DUAL SYSTEM.

An acceptable plan shall commit the state to the goal of organizing and op-

erating the system and institutions of higher education in a manner that promises realistically to overcome the effects of past discrimination and to disestablish the dual system, and which assures that students will be attracted to each institution on the basis of educational programs and opportunities uninhibited by past practices of segregation.

To achieve the disestablishment of the structure of the dual system, each plan shall:

A. Define the mission of each institution within the state system on a basis other than race.

Each mission statement shall include at a minimum:

1. The level, range and scope of programs and degrees offered;
2. Geographic area served by the institution; and
3. The projected size of the student body and staff, for each year of the life of the plan.

B. Specify steps to be taken to strengthen the role of traditionally black institutions in the state system.

In support of the specific steps required by I.B., the plan shall include:

1. Commitments that necessary improvements will be made to permit the traditionally black institutions to fulfill their defined mission. These improvements will extend to physical plant and equipment; quality and range of program offerings; number and quality of faculty; student, faculty and professional staff services; student financial assistance, and other financial support.

2. Commitments that traditionally black institutions will have the resources (including those enumerated in item 1. above), which are at least comparable to those at traditionally white institutions having similar missions.

3. An assessment of the physical plant at traditionally black institutions; and

4. A detailed description of the resources, expressed in dollars and in numbers of personnel to be assigned, which the state system will provide (and the source for such funds) in order to implement the steps specified in I.B. reported by year for the life of the step or activity.

C. Commit the state to take specific steps to eliminate educationally unnecessary program duplication among traditionally black and traditionally white institutions in the same service area.

To this end, the plan shall identify existing degree programs (other than core curricula) among institutions having identical or overlapping service areas and indicate specifically with respect to each area what steps the state will take to eliminate such duplication. The elimination of such program duplication shall be carried out consis-

tent with the objective of strengthening the traditionally black colleges.

D. Commit the state to give priority consideration to placing any new undergraduate, graduate, or professional degree programs, courses of study etc., which may be proposed, at traditionally black institutions, consistent with their missions.

E. Commit the state to withhold approval of any changes in the operation of the state system or of any institutions that may have the effect of thwarting the achievement of its desegregation goals.

F. Commit the State to advise OCR of proposed major changes in the mission or the character of any institution within the state system which may directly or indirectly affect the achievement of its desegregation goals prior to their formal adoption.

Such proposed changes include but are not limited to: the establishment or major expansion of programs of study, of departments, or institutions; the alteration of two year to four year institutions; the conversion of a private to a public institution; or the closing or merger of institutions or campuses.

G. Specify timetables for sequential implementation of the actions necessary to achieve these goals as soon as possible but no later than within five years (by the close of the fifth full academic year after the plan is accepted) unless compelling justification for a longer period for compliance is provided to and accepted by the Department.

The plan shall include interim benchmarks and goals from which progress toward these objectives may be measured. These timetables and benchmarks shall be appropriate to the nature of the action to be taken. For example, studies of physical plant and resources comparability should be completed promptly; corrective actions (including capital construction) will require longer time periods.

H. Commit the state and all its involved agencies and subdivisions to specific measures for achievement of the above objectives.

Such measures may include but are not limited to establishing cooperative programs consistent with institutional missions; reassigning specified programs, course offerings, resources and/or services among institutions; realigning the land grant academic programs so that research, experiment and other educational services are redistributed on a nonracial basis, and merging institutions or branches thereof, particularly where institutions or campuses have the same or overlapping services areas. The measures taken pursuant to this section should be consistent with the objective of strengthening the traditionally black colleges. A detailed description

6662

## NOTICES

of these measures need not be submitted at the time the plan is filed, but should be filed as a supplementary statement within 30 days thereafter for review and comment by OCR. Measures that offer no reasonable possibility of achieving the goals listed above will be rejected by OCR. Revised measures will be required before the plan can be accepted.

#### II. DSEGREGATION OF STUDENT ENROLLMENT

An acceptable plan shall commit the state to the goal of assuring that the system as a whole and each institution within the system provide an equal educational opportunity, are open and accessible to all students, and operate without regard to race and on a desegregated basis.

To achieve the desegregation of student enrollment, each plan shall:

A. Adopt the goal that for two year and four year undergraduate public higher education institutions in the state system, taken as a whole, the proportion of black high school graduates throughout the state who enter such institutions shall be at least equal to the proportion of white high school graduates throughout the state who enter such institutions.

B. (1) Adopt the goal that there shall be an annual increase, to be specified by each state system, in the proportion of black students in the traditionally white four year undergraduate public higher education institutions in the state system taken as a whole and in each such institution; and

(2) Adopt the objective of reducing the disparity between the proportion of black high school graduates and the proportion of white high school graduates entering traditionally white four year and upper division undergraduate public higher education institutions in the state system; and adopt the goal of reducing the disparity by at least fifty per cent by the final academic year of the plan. However, this shall not require any state to increase by that date black student admissions by more than 150% above the admissions for the academic year preceding the year in which the plan is requested by HEW.\*

\*For the purposes of this subsection, the term entering includes first-time transfers from two year and other institutions.

\*Thus, where the present entry by black students in four year traditionally white institutions is at a rate of 1,000 students per year and a fully proportional rate would be 3,000 students per year, the state's goal would be an entry rate of 2,000 students per year five years thereafter. A state where the present entry is at a rate of only 500 students per year and full proportionality would be 3,000 students per year would not by that date have to close half the gap (by a rate of 1,750 per year) but only achieve an entry rate of 1,250 students, which is 150% over its present rate of 500.

C. Adopt the goal that the proportion of black state residents who graduate from undergraduate institutions in the state system and enter graduate study or professional schools in the state system shall be at least equal to the proportion of white state residents who graduate from undergraduate institutions in the state system and enter such schools.

This goal (and interim benchmarks or goals) shall be separately stated for each major field of graduate and professional study. To assure that this goal can be met in the immediate future special recruitment efforts should be considered at traditionally black institutions. Particular attention should be given to increasing black student enrollment and graduation from those traditionally white four year undergraduate institutions which serve as the feeder institutions for the graduate and professional schools. Achievement of this goal is of particular importance in light of the specific concern expressed by the Court of Appeals in Adams. In assessing progress toward this goal, OCR will give consideration to the number of blacks from each state who enroll in graduate and professional schools outside the state system.

D. Adopt the goal of increasing the total proportion of white students attending traditionally black institutions.

Increased participation by white students at traditionally black institutions must be a part of the process of desegregation of the statewide system of higher education. However, pursuant to the admonition of the courts in Adams, "The desegregation process should take into account the unequal status of the Black colleges and the real danger that desegregation will diminish higher education opportunities for Blacks." Civil Action No. 3095-70, Second Supplemental Order at p. 4. The following steps are designed to guard against the diminution of higher educational opportunities for black students, to take into account the unique importance of traditionally black colleges and to comply with the mandate of Title VI. Establishment of numerical goals for the enrollment of white students at traditionally black institutions must be preceded by an increasing enrollment of black students in the higher education system and at the traditionally white institutions, as is required by Section II of these criteria. It must also be preceded by the accomplishment of specific steps to strengthen the role of traditionally black institutions, eliminate program duplication, locate new programs at black institutions, and by such other measures as are set forth in Section I.

OCR shall annually review the progress made by each state in increasing participation by black students in

higher education and in the dismantling of the dual school system. Two years after the commencement of the plan, and consistent with such progress, each state system shall specify annual numerical goals for increasing the participation of white students attending the traditionally black institutions.

E. Commit the state to take all reasonable steps to reduce any disparity between the proportion of black white students completing and enrolling from the two year, four year graduate public institutions of higher education, and establish interim goals to be specified by the state system, achieving annual progress.

F. Commit the state to expand ability between two year and four institutions as a means of meeting goals set forth in these criteria.

G. Specify numeric goals for II, and C, and timetables for sequential implementation of actions necessary to achieve these goals as soon as possible but not later than within five years unless another date is specified in section.

H. Commit the state and all involved agencies and subdivisions specific measures to achieve goals.

Such measures may include, but not limited to reviewing, monitoring and revising, as necessary, procedures for student recruitment, admission, compensatory instruction, counseling, financial aid, and staff and faculty development programs. The detailed description of these measures need be submitted at the time the plan is filed, but should be filed as a supplementary statement within 30 days thereafter for review and comment by OCR. Measures that offer no reasonable possibility of achieving the numerical goals will be rejected by OCR. Revised measures will be required before the plan can be accepted.

#### III. DSEGREGATION OF FACULTY, ADMINISTRATIVE STAFFS, NONACADEMIC PERSONNEL, AND GOVERNING BOARDS

An acceptable plan shall commit the state system to the goal of increasing the number and proportion of employees, academic and non-academic, throughout the system, increasing representation of blacks among appointive positions on the governing boards of the system and of individual institutions.

To achieve the desegregation of faculty, administrators, other personnel, and governing boards, each plan shall:

A. Adopt the goal that the proportion of black faculty and of administrators on each governing board, or an equivalent higher education entity, shall be at least equal to the proportion of black students graduating with

## NOTICES

6663

ters degrees in the appropriate discipline from institutions within the state system, or the proportion of black individuals with the required credentials for such positions in the relevant labor market area, whichever is greater.

B. Adopt the goal that the proportion of black faculty and of administrators at each institution and on the staffs of each governing board or any other state higher education entity, in positions requiring the doctoral degree, shall at least equal the proportion of black individuals with the credentials required for such positions in the relevant labor market area.

C. Adopt the goal that the proportion of black non-academic personnel (by job category) at each institution and on the staffs of each governing board or any other state higher education entity, shall at least equal the proportion of black persons in the relevant labor market area.

D. Assure hereafter and until the foregoing goals are met that for the traditionally white institutions as a whole, the proportion of blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of black individuals with the credentials required for such positions in the relevant labor market area.

E. Specify numeric goals and timetables for sequential implementation of the actions necessary to achieve these objectives including interim benchmarks from which progress toward the objectives may be measured.

These goals, timetables, and benchmarks shall be established in light of, and shall specify, the current and projected rates of vacancies in the various job categories, present and projected labor market availability, and other relevant factors.

F. Commit the state system to take specific measures to achieve these objectives:

Such measures may include, but are not limited to employment programs providing centralized recruitment, vacancy and applicant listings; transfer options; faculty development programs permitting release time for black faculty to attain the terminal degree; and the interchange of faculty on a temporary or permanent basis among traditionally white and traditionally black institutions within the state system. The detailed description of these measures need not be submitted at the time the plan is filed, but should be filed as a supplementary statement within 30 days thereafter for review and comment by OCR. Measures that offer no reasonable possibility of achieving the goals listed above will be rejected by OCR. Revised measures will be required before the plan can be accepted.

G. Adopt the goal of increasing the numbers of black persons appointed to

systemwide and institutional governing boards and agencies so that these boards may be more representative of the racial population of the state or of the area served.

## IV. SUBMISSION OF PLANS AND MONITORING

A. After HEW has determined that a state has not eliminated the vestiges of desegregation in its former dual system of public higher education, the state shall submit to OCR a desegregation plan for its system of public higher education to implement the foregoing criteria.

1. The plan shall commit the state to substantial progress toward each of the goals in the first two years of the plan.

2. The plan shall be signed by the governor and by each official or designated person representing the agencies, associations, commissions, offices, and/or institutions responsible for adopting the systemwide and institutional goals described therein. Such persons or entities must be authorized under state law to perform all actions necessary to achieve these goals.

3. The plan shall certify that achievement of the goals and interim benchmarks specified therein has been adopted as official policy of each official or agency.

B. It is recommended that each state establish a biracial citizens advisory/monitoring committee to assist the state in monitoring the implementation of the plan.

C. Each state shall submit to OCR by August 15 of each year after a plan's acceptance, a comprehensive narrative assessment of its desegregation efforts in the most recent academic year. This narrative assessment shall include:

1. A description of the specific measures which have been taken to achieve the objectives enumerated in the plan and in the criteria;

2. A description of the results achieved, including quantitative indices where appropriate or required;

3. An analysis of the reasons why any steps taken proved inadequate or insufficient; and

4. A description of the steps the state will take to achieve progress and to maintain the timetables set forth in the plan.

D. OCR shall review such narrative reports. If good cause for the failure to meet interim goals is not demonstrated, OCR may impose more stringent requirements, including advance approval by OCR of desegregation methods, in order to assure achievement of the goals of the plan. In the alternative, the Department may initiate enforcement proceedings under Title VI of the Civil Rights Act of 1964, if compliance with Title VI cannot be achieved by voluntary means.

E. Each plan shall provide that the state will furnish to OCR statistical reports, assessments, and such other information as OCR may deem necessary from time to time in order to determine the effectiveness of the state's efforts to achieve the goals described in these criteria. Such information shall include annual statistical reports in substantially the same format used previously by the affected states pursuant to earlier desegregation plans. Specific dates for the submission of the reports will be established by OCR. In the event that subsequent developments call for the submission of additional data, such requirements will be announced after consultation with the states, and the states and institutions shall have sufficient time to develop the system needed for the gathering of additional data.

## V. DEFINITIONS

As used in these criteria:

A. "Department" refers to the U.S. Department of Health, Education, and Welfare. In instances where the "Department" is to take certain actions, they may be performed by the Office for Civil Rights or the Director, Office for Civil Rights, on behalf of the Department.

B. "Institution" means any school, college, junior or community college, university, professional or graduate school, administered by or as an agency of the state government. Four year institution means any school, college, or university that offers a baccalaureate or graduate degree. For the purpose of these criteria, "institution" does not refer to private schools or colleges.

C. "State system" means the aggregate of all state public institutions of higher education within the state, whether or not under the governance of the same state agency or board.

D. "Student" means any person enrolled in an instructional program, whether full-time or part-time, subject to exceptions to be specified by the Office For Civil Rights.

E. "Faculty" means all persons employed by an institution as full-time instructional personnel.

F. "Labor market area" means the geographical area in which an institution or campus traditionally recruits or draws applicants possessing the requisite credentials for vacancies in faculty, administrative, or non-academic personnel positions.

G. "Governing board" means that appointed or elected body, whether or not responsible to the governor of a state or to the state legislature, which is charged under state law with the ultimate responsibility for the administration and operation of institutions within the state system of public higher education. A "governing board" may be responsible for the entire

6664

NOTICES

system, for a single campus or institution thereof, or for a specified group of campuses or institutions.

Dated: February 2, 1978.

DAVID S. TATE,  
Director, Office for Civil Rights  
(FR Doc. 78-4091 Filed 2-14-78; 8:45 am)

[4210-01]

DEPARTMENT OF HOUSING AND  
URBAN DEVELOPMENT

Office of the Secretary  
(Docket No. N-78-041)

FEDERAL EQUAL HOUSING OPPORTUNITY  
COUNCIL

Establishment and Functioning

AGENCY: Department of Housing and Urban Development.

ACTION: Notice.

SUMMARY: The purpose of this notice is to place in the public record information regarding the establishment and functioning of the Federal Equal Housing Opportunity Council.

FOR FURTHER INFORMATION CONTACT:

Lloyd Davis, Director, Office of Voluntary Compliance, 451, 7th Street SW., Room 5228, Washington, D.C. 20410, Phone, 202-755-5904.

Section 1—Establishment of the Council

The provisions of Executive Order 11063 (27 FR 11527, effective November 20, 1962, and section 808 of Title VIII of the Civil Rights Act of 1968, as amended (42 U.S.C. § 3508) set forth requirements that Federal agencies function in a manner that deters housing discrimination and affirmatively promotes fair housing and equal opportunity. Further, under Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d) each agency is responsible for assuring nondiscrimination in programs involving Federal financial assistance. In accordance with these authorities, and in an effort to assist Federal agencies in fulfilling their fair housing and equal opportunity responsibilities, the Department of Housing and Urban Development (hereafter HUD), established the Federal Equal Housing Opportunity Council ("Council").

Section 2—Functions

The Council is chaired by the HUD Assistant Secretary for Fair Housing and Equal Opportunity, and is open to all Federal agencies and departments. The Council has developed three primary goals to be achieved by each member agency:

A. Planning federal facilities in locations where there is shown to exist, on

a nondiscriminatory basis, an adequate supply of low and moderate income housing with adequate access by public transportation from other areas of the urban center and adequate parking facilities.

B. Establishing and maintaining an Equal Housing Locator Service, either separately or in cooperation with agencies in close proximity, available to all agency employees, in headquarters and field offices.

C. Making affirmative use of agency funding authority with respect to government sponsored projects to further the purposes of Title VIII of the Civil Rights Act of 1968 (as amended).

To institutionalize the process of agency pursuit of Council goals, HUD negotiates and executes Interagency Fair Housing Agreements with member agencies. In view of HUD's leadership role under Title VIII, primary staff responsibility for the Council rests with the HUD Assistant Secretary for Fair Housing and Equal Opportunity and the Office of Voluntary Compliance.

Section 3—Meetings, Procedures and Reports

The Council meets quarterly during the fiscal year. The time and place of each meeting and the matters to be considered will be published in advance of the meeting. HUD requests biannual progress reports on agency activities to achieve Council goals, with updates as required. HUD issues an annual report on the accomplishments of the Council, titled The Federal Agencies and Fair Housing. HUD also submits reports to OMB relative to estimated cost incurred for the Council to function. Interagency Fair Housing Agreements signed with HUD will be published in the FEDERAL REGISTER and made available through the mail to interested public and private organizations.

Section 4—Council Members

HUD has requested that the head of an agency or department commencing its participation on the Council appoint a representative and an alternate to attend Council meetings and work with HUD in pursuit of the Council goals. As an appointee for the agency or department head, each representative has decisionmaking authority with respect to matters under consideration. The level of appointment allows for timely implementation of Council efforts.

Section 5—Travel Expenses, Administrative Support, Financing

Financial and administrative support for the Council is provided by the Department of HUD, Office of Fair Housing and Equal Opportunity. Travel expenses incurred by representatives in attending quarterly meetings is borne by the individual agencies.

AUTHORITY: (Section 706 of the Department of Housing and Urban Development Act, 42 U.S.C. 3535(a)).

Issued at Washington, D.C., Jan. 31, 1978.

CHESTER C. MCGUIRE,  
Assistant Secretary for Fair  
Housing and Equal Opportunity  
(FR Doc. 78-4087 Filed 2-14-78; 8:45 a

[4310-84]

DEPARTMENT OF THE INTERIOR

Bureau of Land Management

STATE DIRECTOR, CALIFORNIA

Redelegation of Authority

Under the authority of Secret Order No. 3003, dated April 26, 1977, subject to limitations of section 4 of that order, the State Director, California, is authorized to issue all grants, permits, and amend thereto, across public and other appropriate Federal lands for the pipeline and associated ancillary ties in the States of Arizona, California, New Mexico, and Texas. This authorization is pursuant to section the Mineral Leasing Act of 1920, amended, 30 U.S.C. 185.

The California State Director not redelegate this authority.

GEORGE L. TURCOFF,  
Acting Director

FEBRUARY 3, 1978.

(FR Doc. 78-4134 Filed 2-14-78; 8:45

[4410-01]

DEPARTMENT OF JUSTICE

Drug Enforcement Administration

(Docket No. 77-34)

ROOSEVELT P. JACKSON

Hearing

Notice is hereby given that on November 9, 1977, the Drug Enforcement Administration, Department of Justice, issued to Roosevelt P. Jackson, M.D., Atlanta, Ga., an Order to Show Cause as to why his DEA Certificate of Registration, AJ1172472, should be revoked.

Thirty days having elapsed since said Order to Show Cause was issued by the Respondent, and without request for a hearing having been made with the Drug Enforcement Administration, notice is hereby given that a hearing in this matter will be commencing at 10 a.m. on Wednesday, March 1, 1978, in Courtroom N, State Court of Fulton County, Atlanta, Georgia, 160 Fryer Street SW., Atlanta, Ga.

Dated: February 9, 1978.

PETER B. BENSINGER,  
Administrator  
Drug Enforcement Administration  
(FR Doc. 78-4131 Filed 2-14-78; 8:45

JOHN Y. BROWN, JR.  
GOVERNOR



Appendix 1

page forty-eight of KENTUCKY COMMONWEALTH

Office of the Governor

FRANKFORT, KENTUCKY 40601

January 15, 1981

Mr. William H. McCann  
300 West Short Street  
Lexington, Kentucky 40507

Dear Bill:

This morning I received a letter from the U. S. Department of Education, Office of Civil Rights, concerning the progress Kentucky has made in eliminating the vestiges of segregation in higher education. Specifically, the letter addresses certain aspects of the Adams Desegregation Criteria for Public Higher Education.

Since the Council on Higher Education is the appropriate state agency to deal with this subject, I have designated the Council to assume this important responsibility. Plan development should proceed in close cooperation with Kentucky's public universities and interested citizens. You have my personal support in your efforts as well as the support of the affected agencies.

I am confident that through the leadership of the Council an acceptable, realistic plan will be developed. Please keep me informed of your progress.

Sincerely,

A large, stylized handwritten signature of John Y. Brown, Jr. in black ink, written over the typed name and title.

John Y. Brown, Jr.  
Governor

cc: Council on Higher Education Members  
University Presidents  
Harry M. Snyder ✓



COMMONWEALTH OF KENTUCKY  
COUNCIL ON HIGHER EDUCATION  
FRANKFORT  
40601

HARRY M. SNYDER  
EXECUTIVE DIRECTOR

February 10, 1981

Dear Mr. Thomas:

Governor John Y. Brown, Jr. designated the Council on Higher Education to review and respond to your letter of January 15, 1981. This letter is intended to serve as Kentucky's initial response to your noncompliance report. Kentucky, through this Council, fully intends to develop and submit a statewide desegregation plan that will fully comply with the letter and spirit of Title VI of the Civil Rights Act. The plan to be developed will be based upon, and will take into account, the most recent data available to the Council.

The Governor, the Council on Higher Education and all Kentucky colleges and universities are proud of the progress made since 1950 in desegregating Kentucky's higher education system. We are committed to working together to ensure that Kentucky's colleges and universities continue to be the most desegregated in the nation.

Since receiving your letter, the Council and university presidents have reviewed the findings in some detail. That review clearly indicates that recent progress and more modern data would have been beneficial in analyzing the Kentucky situation. There was a problem throughout the analysis with the use of outdated information. Nearly two years elapsed between data collection and receipt of your letter.

In developing a plan, the Council will use the most recent data available, including the following items which we consider significant.

- Over ninety percent (90%) of all black Kentuckians going to college attend traditionally white institutions. The fundamental measure of the success of desegregation is student distribution. Of 7,045 black Kentuckians enrolled in state colleges or universiti



this year, 6,370 are attending traditionally white institutions. Kentucky students are dispersed, selecting the university or community college of their choice without regard to race;

- Kentucky has developed university missions in recent years that provide each campus with unique educational responsibilities. These missions were developed on the premise that Kentuckians would select a college to attend based on educational and geographical, not racial premises;
- Kentucky State University has a well defined, non-racial mission that provides it the opportunity to be a national leader in public service education. Kentucky State University and the Council on Higher Education recognized the University's location and the needs of state government in developing KSU's mission;
- Kentucky State University has received greater financial support during the last decade than any other university in Kentucky. For example, the level of per student support for KSU in 1979 was \$6,108 compared to Murray, the next highest regional university, at \$3,675;
- Four traditionally white institutions and one community college enroll more black Kentucky college students than KSU. The size of the student body at KSU, less than 1,900 (total residents, headcount enrollment) must be considered in any reference to the concentration of blacks at the institution;
- Kentucky is looking for new ways to successfully attract black faculty and staff at traditionally white institutions. For example, in the the last year, ten new black faculty members have been employed at the main campus, five more on the community college campuses of the University of Kentucky. Other Kentucky universities will be asked to consult with UK concerning this progress as part of an intensified effort to increase the number of black faculty on all Kentucky campuses;
- Governor Brown is committed to increasing the representation of blacks and women on university governing boards. All governing boards except three have been provided black representation in the last twelve months. Several board positions become available during the next six months and Governor Brown has indicated he will continue to appoint blacks and women.

Additional information is provided in the attachments. It is offered in the spirit of cooperation. Kentucky is committed to working with the Office of Civil Rights to eliminate any remaining vestiges of our formerly dual system of higher education.

The Council has caused to be appointed a special committee to develop, with the staff, a draft plan for submission to the full

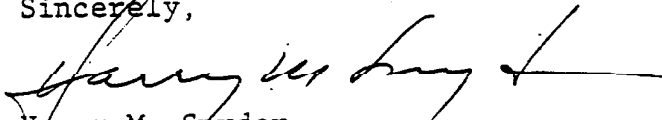
Mr. William Thomas  
February 10, 1981  
Page Three

Appendix 1 page fifty-one

Council. The staff has already commenced its work. Numerous groups have requested an opportunity to provide input with the committee and it may be practically impossible to comply with the plan requirement deadline. If it appears impossible to provide you with a written plan by March 16, 1981, we will at that time report our progress and ask for an extension of time not exceeding thirty days.

We would respectfully request that the Office of Civil Rights consider, as this project progresses through our mutual efforts, the factual information that we have herein provided, which information we believe, provides ample evidence of the continuing progress that Kentucky has made in eliminating all vestiges of segregation in higher education.

Sincerely,



Harry M. Snyder  
Executive Director

Mr. William H. Thomas  
Regional Civil Rights Director  
Region IV  
U.S. Department of Education  
Office for Civil Rights  
101 Marietta Tower  
Atlanta, Georgia 30323

HMS/GSC/tw

Attachments

cc: Governor John Y. Brown, Jr.  
University Presidents  
Council Members

TABLE OF CONTENTS

Attachment I

Staff Comments on "Summary of Findings" in January 15  
Letter . . . . . P. 1

Attachment II

Staff Comments on "Racial Identifiability of Undergraduate  
Student Enrollments" in January 15 Letter . . . . . P. 3

Attachment III

Staff Comments on "Racial Identifiability of Staff" in  
January 15 Letter . . . . . P. 5

Attachment IV

Staff Comments on "Failure to Enhance Kentucky State University"  
in January 15 Letter. . . . . P. 6

Attachment V

Additional Data . . . . . P. 8

## ATTACHMENT I

Staff Comments on "Summary of Findings" in January 15 Letter

The finding of noncompliance under Title VI (dealing with distributions of students) failed to consider that 9 out of 10 bl. Kentucky college students attend traditionally white institutions. The fundamental measure of success in desegregating higher education is the distribution of students among institutions. Of 7,045 black Kentuckians enrolled in state colleges and universities this year, 6,370 are attending traditionally white institutions. Other secondary forces, such as faculty employment, may have an indirect impact on the student distribution problem. The wide distribution of black students supports an even more basic point, that Kentucky has been sincere in the removal of racial barriers and that Kentuckians as a group accept the basic premise of equal access for all.

The analysis in the January 15 letter of Kentucky's progress in desegregating its formerly dual system of higher education fails to consider Kentucky's black-white population mix. Kentucky has a relatively small black population -- 7.2% according to the 1970 census figures. Of the nineteen states with formerly dual systems, Kentucky ranks seventeenth in percentage of blacks. It is misleading to lump Kentucky for purposes of analysis with states with black populations several times larger.

Kentucky has not clung to a segregated system of higher education. You accurately point out that Kentucky eliminated legal segregation in 1950 -- four years before Brown v. Board of Education. The 1966 legislation referred to in your letter did not relate to desegregation of higher education but only to the transfer of Lincoln Institute to Kentucky State Colleges.

The analysis fails to take into account the relative size of Kentucky State University. KSU enrolls less than 1,900 Kentuckians in a system of over 100,000 Kentucky resident students. Three community colleges are larger than KSU (one twice as large) and two more are comparable in size. Only 9.6% of black Kentuckians enrolled in Kentucky's public institutions, are enrolled at KSU.

Kentucky completed a significant portion of criteria requirements immediately prior to your Kentucky site visit by developing mission statements for all public institutions. Two points are important at this juncture: one, the mission statements were just being implemented at the time of the site visit; and, two, strong public pressure existed during the mission development and implementation period to alter the status of KSU. The arguments for altered status (make KSU a community college, merge it with another institution, or close it) were resisted for the reasons OCR adopts, i.e. the importance of and necessity of maintaining traditionally black institutions.

As a result, a racially unrelated, workable mission was developed for KSU that strengthens the university's place in Kentucky's system of higher education. Concurrently, Kentucky set limits on out-of-state enrollment (20%) for all institutions. This limit has had a significant impact on several institutions, particularly KSU. KSU's high out-of-state enrollment (31.2% in 1976) has had the effect of increasing the appearance of a dual system in that virtually all out-of-state enrollees were black. The steady reduction of out-of-state enrollees since 1976 (21% in 1980) has had a positive effect on the racial balance at KSU. The continued reduction of non-Kentuckians attending KSU will improve the possibility that Kentucky students, particularly students in the Frankfort area, will select KSU because of its program offerings.

Each institution is in the process of evaluating mission implementation that began in 1977. These evaluations are broad-based, providing an opportunity for involvement at all levels of the university community. From this analysis, recommendations will be made concerning mission enhancement or alteration at all Kentucky universities.

The Council on Higher Education initiated a comprehensive analysis of the future of higher education in Kentucky in 1980. This analysis is being conducted by a blue ribbon Committee on Higher Education in Kentucky's Future in conjunction with the council staff and university leadership. Each president is preparing a major analysis of mission effectiveness at his university. The Futures Committee will hear from the presidents on this topic this spring.

OCR data collection for Kentucky was completed some eighteen months to two years ago. In many instances data collected at that time reflected the situation in 1976 or 1977. In other instances, data was inaccurately reported or inappropriately cited. Specific inaccuracies and updated data are mentioned in the subsequent attachments.

Throughout the 1970's KSU received financial support at a much higher per student cost level than any other state university. In 1979 - 1980, KSU received \$6,108 per FTE student compared to Eastern's \$2,797, Morehead's \$3,449, Murray's \$3,676, Northern's \$3,101, and Western's \$2,727.

ATTACHMENT II

Staff Comments on "Racial Identifiability of Undergraduate Student Enrollments" in January 15 Letter.

Several concerns here relate to assumptions made about the types of students counted. The first concern relates to full-time/part-time and nonresident/resident considerations. The letter's analysis is biased by the use of full-time, day enrollment comparisons. Kentucky's higher education responsibility is to all Kentuckians who wish to enroll at a community college or university for a partial or full academic load. Consequently, any analysis should be based on comparisons of Kentucky students (excluding out-of-state students) regardless of type of enrollment (part-time/full-time, day/night students).

The issue of how students are counted and compared becomes particularly critical in relation to KSU. KSU's new mission, which is effectively eliminating racial identifiability, emphasizes regional, adult, career-related (state government) academic and public service programs. These students normally attend the universities as part-time, evening students. The future of the institution depends in large measure on recruitment of this group. Failure to recognize these students in any analysis of KSU will greatly distort the racial composition and vitality of the institution. More appropriate enrollment data for all institutions for 1979 and 1980 is included in Attachment V.

The references to university geographic service areas in the findings are both confusing and unrealistic. The Council has established university service areas for extended campus activities only. There are no university boundaries for student recruitment and selection.

The letter uses two different methods to relate student enrollments by race to available black populations. UL is mentioned for not enrolling black Jefferson Countians in proportion to the number of black high school graduates in the county. Murray is cited for not enrolling black students in proportion to the number of blacks living in its service area. The standards used are inconsistent, inappropriate and misleading.

The standards used for both schools fail to consider several factors. In Murray's case, the analysis fails to consider the impact that four nearby community colleges have on Murray's black enrollment. These four schools enroll a larger number of blacks than Murray (351 to 271 in 1980).

The effort to relate the percentage of black students attending a particular college or university to any localized or regional percentage of blacks is misleading. College students have the freedom to choose to attend any school in the state or nation. This freedom of choice has special significance

in looking at college going rates for black Kentuckians. The college going rate for black and white high school graduates in Kentucky is approximately the same. This statement is based on a comparison of the proportion of high school graduates by race and the proportion of first time freshmen by race. The Kentucky Department of Education reports that in May, 1980, 3,575 black Kentuckians (7.9%) graduated of a total 45,445 high school graduates. In the fall of 1980, 1,582 black Kentuckians (8.3%) of 18,997 first time freshmen enrolled in Kentucky public colleges and universities.

The freedom of choice issue is especially important in the UL case. Significant numbers of Jefferson county black high school graduates choose to attend other public colleges and universities in Kentucky.

Two other points are important in the UL case. The effect of Jefferson Community College is not considered. It enrolls 1,269 black students (1980 figures). Also, the percentage of Jefferson County high school graduates used in the letter does not include the number of graduates of private elementary and secondary schools. These schools graduate a much larger percentage of white students, reducing the total percentage of black high school graduates.

The data comparison made concerning attrition rates is not supported by definitive information. No student-specific data have been collected of the type necessary to make attrition inferences. The effort made to compare enrollments by race in 1972 and graduates by race in 1976 conceals several intervening factors. For example, Kentucky institutions report that a substantial number of students, regardless of race, take more than four years to graduate. Without data that tracks black and white students from entry to either withdrawal or graduation, there is no statistically valid method of analysis.

The letter's findings' reference to professional school enrollments is incomplete at best. Accurate analysis can be made only upon collection of graduate and professional recruitment and retention data arranged by race. That information does not now exist.

One final concern relates to the issue of the interrelationship of all institutions in a system of higher education. While the findings correctly state that the thirteen community colleges and Northern Kentucky University were not in existence during the time of legal segregation, it is important to note that they do have a major impact on current enrollment patterns at these schools.

The letter fails to recognize the status of UL during the era of a dual system. UL was a private, metropolitan university until coming into the state system in 1970. It is not clear whether UL should be made a part of the findings based on this information.

ATTACHMENT III

Staff Comments on "Racial Identifiability of Staff" in January 15 Letter.

The findings contend that the racial composition of faculties and staffs "identifies Kentucky institutions of higher education as intended for students of a particular race and encourages students to choose institutions on the basis of race . . ." There is no question that institutions of higher education have more progress to make in employment of blacks. Accepted commitments have been made by all of our institutions as is reflected by affirmative action plans, which have been filed and accepted by appropriate federal and state agencies. However, the racial mix of faculties and staffs in Kentucky does not appear to affect college attendance patterns as is evidenced by the fact that over 90% of Kentucky blacks attending college attend traditionally white institutions.

It is important to note that there are no easy solutions in this area. The recruitment of black, doctoral-degree faculty is most difficult. The most recent data from the Office of Civil Rights suggests that over one-half of the black doctoral-degree recipients are in education, a seriously overcrowded field. This lack of a pool of black faculty is the major problem faced by Kentucky traditionally white institutions. The competition from schools in other states and from business and industry compounds the problem. The nonblack, rural composition of some communities where traditionally white institutions are located increased the difficulty of recruiting black employees.



ATTACHMENT IV

Staff Comments on "Failure to Enhance Kentucky State University" in January 15 Letter.

The enhancement of KSU is a major concern of Governor Brown, the Council, and others interested in higher education in Kentucky. The letter of January 15 did not adequately take into account the progress made at KSU in the decade of the seventies.

Kentucky State University emerged from the seventies with the potential to become a nationally known public service university. Its location in the state capitol and the untapped educational and training needs of state government provide KSU with a unique opportunity for success. The Council on Higher Education and KSU recognized this potential in 1977 with the development of a state government oriented mission.

Several changes have resulted from the new mission that are encouraging students to select KSU for educational, not racial reasons. KSU's efforts in the field of public service have been supported and encouraged by the Council and agencies of state government. For example, in the 1978-80 biennium the Council granted over \$146,000 in direct support for the development of the Public Service Institute (PSI). The PSI's goal is to improve the linkage between academic departments like Behavioral and Social Science, Business and Economics, Computer Science, Public Affairs and the state's training and applied research needs. The PSI now is working very closely with the Kentucky Department of Personnel in the provision of training services to state employees. Similar efforts to link KSU's academic programs with needs in the region are occurring through the auspices of the KSU Community College.

The findings make several other references that need clarifying or updating. The reference made to the number of programs offered at KSU compared to other institutions needs clarification. The size of KSU must be emphasized. The institution is small, less than one-third the size of Northern Kentucky University.

No other university directly duplicates KSU's mission. The University of Kentucky offers a wide range of program offerings based on its designation as the statewide, flagship institution. Over the years UK and KSU officials have met to develop academic program relationships. While negotiations must continue in good faith to be productive, such working relationships have the potential of enhancing KSU while assisting UK in improving racial balance and program mix. The Council will continue to promote cooperative efforts and monitor their success.

It is important to note that KSU and the state Department of Personnel have joined forces in the design of an associate degree program in governmental affairs. The program is currently being reviewed at KSU. Upon campus approval, the program will be reviewed for approval by the Council on Higher Education. While Council approval cannot be presumed, this is the sort of mission-related, state government oriented program that the Council is likely to approve for KSU. A well-designed program such as the governmental services program should significantly increase the number of state employees attending KSU. One result of this sort of program development will be continued change in the racial composition of the student body.

Reference was made in the letter to faculty salaries at KSU. The comparison made was inappropriate in that the question of salary level is an institutional one. The Council does not set salary levels. The Council does make recommendations concerning university budgets. After budgets are approved, each university sets salaries. This distinction is critical in this instance in that KSU has received the largest per student appropriation in recent years.

During a time of reduced out-of-state enrollments, KSU has found itself with a faculty surplus. Rather than drastically reduce faculty, the leadership at KSU has chosen a more measured faculty reduction policy. Such a posture has resulted in available salary funds being spread over a larger number of faculty, reducing individual faculty salaries.

It is important to note the salary improvements KSU faculty have experienced over the last three years even with a faculty surplus. From 1978 to 1980, KSU's average faculty salary increased from \$15,890 to \$19,003, a 19.6% increase. The same information for Morehead shows an increase from \$17,931 to \$20,378, a 13.6% increase (12-month contracts have been converted to 9-month equivalents). The continued reduction in numbers of faculty and continued university emphasis on faculty salary improvements will bring KSU faculty to a comparable salary level in the near future.

The land-grant reference in the findings is somewhat puzzling. The land-grant status for UK and KSU are equated while in fact there is no basis for the comparison. KSU achieved land-grant status under the second Morrill Act. It was not designed specifically to establish black land-grant institutions comparable to the original land-grant schools. UK and KSU removed any vestiges of competition in this area years ago. KSU continues to provide land-grant services in the area of cooperative extension and community research based on the receipt of U.S. Department of Agriculture funds. Before KSU becomes more active in these areas, the USDA will have to provide greater direction and funding.

ATTACHMENT V

Appendix 1 page sixty

ATTACHMENT V

- A. Resident Headcount Enrollment by Race
- B. Doctoral Degrees Awarded by Race
- C. Kentucky General Fund Support per FTE Student, 1968-69 - 1978-79
- D. 1979-80 Educational and General State Support per FTE
- E. Distribution of Faculty Salary by Rank
- F. Percent Change in Distribution of Faculty Salaries by Rank

Kentucky Center for  
Education Statistics  
Ref. No. SR81014A  
January 14, 1981

RESIDENT HEADCOUNT ENROLLMENT BY STUDENT ETHNIC CATEGORY  
KENTUCKY STATE-SUPPORTED INSTITUTIONS  
FALL, 1979 AND FALL, 1980

Institution	Fall 1979					Fall 1980				
	Resident Black	Resident White	Resident Other	Resident Total	Black as Percent of Total Resident	Resident Black	Resident White	Resident Other	Resident Total	Black as Percent of Total Resident
<b>Universities:</b>										
Eastern Kentucky University	766	10,650	86	11,502	6.7	766	11,013	101	11,880	6.4
Kentucky State University	615	993	9	1,617	38.0	675	1,159	8	1,852	36.4
Morehead State University	158	5,764	55	5,977	2.6	146	5,846	35	6,027	2.4
Murray State University	284	5,557	171	6,012	4.7	271	5,552	298	6,121	4.4
Northern Kentucky University	48	6,643	18	6,709	0.7	43	7,328	26	7,397	0.6
University of Kentucky	624	17,238	1,934	19,796	3.2	685	17,818	1,867	20,370	3.4
University of Louisville	1,494	15,828	316	17,638	8.5	1,622	17,160	389	19,171	8.5
Western Kentucky University	909	10,590	124	11,623	7.8	847	10,388	101	11,336	7.5
Total Universities	4,898	73,263	2,713	80,874	6.1	5,055	76,274	2,825	84,154	6.0
<b>Community Colleges:</b>										
Ashland Community College	63	1,356	11	1,430	4.4	42	1,373	6	1,421	3.0
Elizabethtown Community College	82	1,629	44	1,755	4.7	91	1,779	52	1,922	4.7
Hazard Community College	10	287	6	303	3.3	6	310	9	325	1.8
Henderson Community College	98	709	7	814	12.0	60	731	10	801	7.5
Hopkinsville Community College	144	898	12	1,054	13.7	151	924	10	1,085	13.9
Jefferson Community College	1,111	2,908	111	4,130	26.9	1,246	3,344	125	4,715	26.4
Jefferson Community College, SW	21	552	19	592	3.5	21	1,115	28	1,166	2.0
Lexington Technical Institute	190	1,786	48	2,024	9.4	173	1,862	38	2,073	8.3
Madisonville Community College	49	679	31	759	6.5	29	800	7	836	3.5
Maysville Community College	8	420	1	429	1.9	16	450	4	470	3.4
Paducah Community College	84	1,444	4	1,532	5.5	111	1,457	11	1,779	6.2
Prestonsburg Community College	2	604	5	611	0.3	2	326	11	739	0.3
Somerset Community College	5	875	2	882	0.6	8	953	1	962	0.8
Southeast Community College	36	447	2	485	7.4	32	542	4	578	5.5
Total Community Colleges	1,903	14,594	303	16,800	11.3	1,990	16,366	316	18,872	10.5
Total State-Supported	6,801	87,057	3,016	97,674	7.0	7,045	92,840	3,141	103,026	6.8

DOCTORAL DEGREES AWARDED BY INSTITUTIONS OF HIGHER EDUCATION  
 BY ETHNIC GROUP & MAJOR FIELD OF STUDY  
 1976 - 1977

Major Field of Study	Black	Black as Percent of Total	White	Other	Total
Agriculture & Natural Resources	11	1.2	590	252	893
Architecture & Environmental Design	8	11.0	43	22	73
Area Studies	6	3.9	131	16	153
Biological Sciences	52	1.5	2,055	490	3,097
Business & Management	13	1.5	663	107	868
Communications	1	.6	147	23	171
Computer & Information Sciences	1	.5	163	55	216
Education	605	8.6	6,616	656	7,955
Engineering	23	.9	1,553	998	2,574
Fine & Applied Arts	21	3.2	509	52	662
Foreign Languages	16	1.9	621	117	752
Health Professions	16	2.6	431	93	538
Home Economics	6	3.7	137	17	160
Law	2	3.3	29	29	60
Letters	60	2.7	1,941	198	2,199
Library Science	3	4.0	56	16	75
Mathematics	10	1.2	609	206	823
Physical Sciences	45	1.3	2,623	671	3,139
Psychology	105	3.0	2,478	178	2,761
Public Affairs & Services	22	6.6	277	36	335
Social Sciences	117	3.1	3,081	586	3,806
Theology	21	2.1	967	51	1,019
Interdisciplinary Studies	13	6.3	252	19	306
TOTAL	1,253	3.8	26,636	85,022	33,111

\*Other\* includes: Hispanic - 522, American Indian/Alaskan Native 95, Asian or Pacific Islander - 658, Nonresident Alien - 3,767.

Source: Digest of Education Statistics 1980, National Center for Education Statistics, Table 111 - Table Source: OER Data on Earned Degrees Conferred by Institutions of Higher Education by Race, Ethnicity & Sex, 1976-1977.

ATTACHMENT V-C

	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75	1975/76	1976/77	1977/78	1978/79
<b>Eastern Kentucky University</b>											
Total General Fund Support	8,925	11,058	12,310	13,848	15,458	16,380	18,653	19,835	23,430	25,243	27,835
- E & G Debt Service	1,572	1,687	1,265	2,401	2,327	3,092	3,241	3,181	3,016	2,996	2,903
Operational Support	7,353	9,371	10,545	11,447	12,631	13,288	15,412	16,654	20,414	22,247	24,932
- Unfunded Retirement	0	0	0	0	0	0	0	0	390	463	537
Educational Support	7,353	9,371	10,545	11,447	12,631	13,288	15,412	16,654	20,015	21,784	24,395
FTE Students (Fall Semester)	8,524	9,089	8,872	9,260	9,734	9,914	10,423	11,519	11,631	10,868	10,356
E & G Debt Service/FTE Student	184	186	199	257	290	312	311	276	259	276	268
Educational Support/FTE Student:											
Current Dollars	863	1,031	1,189	1,223	1,298	1,340	1,479	1,446	1,729	2,004	2,297
Constant Dollars (1967)	762	852	925	901	908	875	890	816	917	996	1,062
<b>Kentucky State University</b>											
Total General Fund Support	2,247	2,674	3,073	3,256	3,763	4,040	4,792	5,277	6,141	6,929	8,088
- E & G Debt Service	264	403	390	391	387	355	355	356	355	356	355
- Capital Plaza Rent	0	0	132	132	132	132	116	115	110	110	110
Operational Support	1,983	2,271	2,551	2,733	3,244	3,553	4,321	4,806	5,676	6,463	7,623
- Unfunded Retirement	0	0	0	0	0	0	0	0	84	90	104
- Cooperative Extension-Indirect	0	9	11	45	128	208	364	443	456	478	500
Educational Support	1,983	2,262	2,540	2,688	3,116	3,345	3,977	4,363	5,136	5,895	7,019
FTE Students (Fall Semester)	1,292	1,225	1,279	1,304	1,410	1,506	1,605	1,631	1,681	1,631	1,671
E & G Debt Service/FTE Student	204	329	303	300	274	236	221	218	211	218	212
Educational Support/FTE Student:											
Current Dollars	1,535	1,847	1,987	2,061	2,210	2,221	2,478	2,675	3,055	3,614	4,200
Constant Dollars	1,356	1,526	1,543	1,518	1,543	1,451	1,491	1,510	1,620	1,796	1,942
<b>Morehead State University</b>											
Total General Fund Support	5,302	7,609	8,315	9,271	10,095	10,551	11,550	12,347	14,340	15,330	17,069
- E & G Debt Service	1,272	1,346	1,271	1,587	1,634	1,698	1,701	1,699	1,586	1,587	1,585
Operational Support	4,530	6,263	7,044	7,684	8,401	8,853	9,849	10,648	12,754	13,743	15,484
- Unfunded Retirement	0	0	0	0	0	0	0	0	230	256	297
Educational Support	4,530	6,263	7,044	7,684	8,401	8,853	9,849	10,648	12,524	13,487	15,187
FTE Students (Fall Semester)	5,563	5,716	5,315	5,418	5,569	5,342	5,532	5,866	5,615	5,387	5,453
E & G Debt Service/FTE Student	220	326	320	320	304	310	307	291	282	293	291
Educational Support/FTE Student:											
Current Dollars	814	1,096	1,325	1,418	1,509	1,657	1,780	1,821	2,230	2,504	2,784
Constant Dollars (1967)	719	906	1,030	1,044	1,055	1,082	1,071	1,028	1,881	1,265	1,287
<b>Murray State University</b>											
Total General Fund Support	6,566	8,548	8,924	9,910	11,669	12,026	13,172	14,083	16,147	17,926	20,675
- E & G Debt Service	808	808	691	1,931	2,095	2,095	2,094	1,811	1,813	1,812	1,811
Operational Support	5,758	7,740	8,233	7,979	9,574	9,931	11,078	12,272	14,334	16,114	18,864
- Unfunded Retirement	0	0	0	0	0	0	0	0	269	315	365
Educational Support	5,758	7,740	8,233	7,979	9,574	9,931	11,078	12,272	14,065	15,799	18,499
FTE Students (Fall Semester)	6,727	6,651	6,319	6,214	6,056	5,878	5,968	6,547	6,621	6,176	6,245
E & G Debt Service/FTE Student	120	121	109	311	346	356	351	277	274	293	290
Educational Support/FTE Student:											
Current Dollars	856	1,164	1,303	1,284	1,581	1,690	1,856	1,874	2,124	2,558	2,962
Constant Dollars (1967)	756	962	1,013	946	1,106	1,104	1,117	1,058	1,126	1,271	1,369
<b>Northern Kentucky University</b>											
Total General Fund Support			860	1,100	3,314	4,526	6,213	6,686	9,544	10,617	13,735
- E & G Debt Service			0	0	539	584	1,637	1,634	1,515	1,515	1,268
Operational Support			860	1,110	2,775	3,942	4,576	5,052	8,029	9,102	12,467
FTE Students (Fall Semester)			1,245	2,338	3,191	3,626	3,776	4,419	4,689	4,449	4,478
E & G Debt Service/FTE Student			0	0	169	161	434	370	323	341	283
Educational Support/FTE Student:											
Current Dollars			691	470	870	1,087	1,212	1,143	1,712	2,046	2,784
Constant Dollars (1967)			537	346	608	710	729	645	908	1,017	1,287
<b>University of Kentucky</b>											
Total General Fund Support	47,167	51,948	57,430	61,610	65,806	68,604	76,413	81,324	88,304	95,032	112,726
- E & G Debt Service:											
Main Campus	1,022	1,193	1,261	4,333	4,272	4,617	4,616	4,000	4,704	4,599	4,597
Community Colleges	132	136	318	1,308	1,305	1,493	1,702	1,493	1,494	1,488	1,433
Subtotal	1,154	1,329	1,579	5,641	5,577	5,923	6,318	5,493	6,198	6,087	6,030
Operational Support	46,013	50,619	55,851	55,969	60,229	62,681	69,825	75,831	82,106	88,945	106,696
- Unfunded Retirement	669	885	1,002	1,018	1,043	1,163	1,653	1,816	1,948	2,125	2,510
- Cooperative Extension											
Direct	2,496	2,801	2,988	3,218	3,560	3,712	3,934	3,994	4,191	4,520	6,270
Indirect	902	1,203	1,223	1,456	1,504	1,599	1,393	1,967	2,080	2,178	2,786
Total	3,398	4,004	4,211	4,674	5,064	5,311	5,327	5,961	6,271	6,698	9,056
- Experiment Stations											
Direct	2,683	2,613	2,778	3,076	3,302	3,507	3,822	4,311	4,328	4,508	6,605
Indirect	1,195	1,360	1,330	1,581	1,692	1,830	2,129	2,137	2,293	2,450	3,371
Total	3,878	3,973	4,108	4,657	4,994	5,337	5,951	6,448	6,621	6,958	9,976
- Hospitals											
Direct	4,477	4,506	4,409	4,447	4,914	4,917	4,978	4,919	4,934	4,938	6,800
Indirect	1,028	1,195	1,125	1,432	1,582	1,507	1,960	2,119	2,315	2,218	3,016
Total	5,505	5,701	5,534	5,879	6,496	6,524	6,938	7,038	7,249	7,156	9,816

University of Kentucky (Continued)											
Educational Support											
Community Colleges											
Direct	2,862	4,013	4,046	4,460	5,029	5,005	5,742	6,880	8,482	9,193	10,780
Indirect	815	1,087	1,114	1,406	1,589	1,758	2,361	2,430	2,752	3,152	3,672
Total	3,677	5,100	5,160	5,866	6,618	6,763	7,303	9,310	11,234	12,345	14,452
Main Campus	28,386	30,956	35,326	33,375	35,314	37,483	41,643	45,258	48,773	53,663	60,386
Combined	32,563	36,056	40,986	39,741	42,532	44,246	49,446	54,568	59,017	66,008	75,338
FTE Students (Fall Semester)											
Main Campus	13,830	14,913	16,251	17,569	17,935	17,911	17,812	18,369	18,895	19,169	18,938
Community Colleges	7,269	8,051	7,170	8,419	8,408	8,407	8,685	10,793	10,942	10,919	9,785
Combined	31,099	32,964	33,421	25,988	26,343	26,318	26,497	29,162	29,837	29,664	28,723
E & G Debt Service/FTE Student											
Main Campus	74	80	78	247	240	258	259	212	249	240	243
Community Colleges	18	17	44	155	155	155	196	138	137	136	146
Combined	55	58	67	217	213	225	238	185	208	205	210
Educational Support/FTE Student											
Current Dollars:											
Main Campus	2,089	2,076	2,205	1,928	2,014	2,093	2,338	2,399	2,581	2,799	3,215
Community Colleges	506	633	720	697	787	804	898	863	1,028	1,131	1,477
Combined	1,543	1,570	1,750	1,529	1,621	1,581	1,366	1,340	2,011	2,225	2,623
Constant Dollars:											
Main Campus	1,845	1,716	1,715	1,420	1,408	1,367	1,407	1,354	1,369	1,391	1,486
Community Colleges	447	523	560	513	550	525	540	487	545	562	683
Combined	1,363	1,298	1,361	1,126	1,134	1,098	1,123	1,038	1,066	1,106	1,213
University of Louisville											
Total General Fund Support											
- E & G Debt Service			5,600	7,738	14,237	16,761	24,525	29,596	37,944	44,254	57,026
Operational Support			611	1,743	2,090	2,408	3,738	3,464	3,545	3,536	3,227
- Unfunded Retirement			0	0	0	0	230	556	643	700	750
- Hospital: Direct			0	0	0	0	0	95	95	147	6,305
Indirect			0	0	0	0	0	19	40	40	481
Educational Support			4,989	5,995	12,147	14,353	20,557	25,576	33,642	39,331	46,263
FTE Students (Fall Semester)			6,861	7,413	7,701	8,888	9,998	11,689	12,292	12,251	12,640
E & G Debt Service/FTE Student			89	235	271	271	374	296	288	289	255
Educational Support/FTE Student:			727	809	1,577	1,615	2,056	2,188	2,737	3,251	3,660
Current Dollars											
Constant Dollars (1967)			565	596	1,103	1,055	1,237	1,235	1,451	1,616	1,692
Western Kentucky University											
Total General Fund Support											
- E & G Debt Service	9,454	12,192	13,847	15,606	16,839	17,217	18,633	20,005	22,559	24,200	26,567
Operational Support	1,527	1,673	1,611	1,984	2,071	2,066	2,066	2,065	1,938	1,933	1,934
- Unfunded Retirement	7,827	10,513	12,236	13,622	14,768	15,151	16,567	17,940	20,621	22,267	24,633
Educational Support											
FTE Students (Fall Semester)											
E & G Debt Service/FTE Student											
Educational Support/FTE Student:											
Current Dollars											
Constant Dollars (1967)											
Higher Educational Total											
Total General Fund Support:											
- E & G Debt Service:	80,161	94,029	110,359	122,339	141,181	150,105	173,681	189,153	218,409	239,531	283,721
Main Campuses	6,565	7,116	7,730	14,502	16,107	17,047	19,565	18,325	18,582	18,444	17,790
Community Colleges	132	136	318	1,308	1,305	1,306	1,702	1,483	1,494	1,488	1,533
Combined	6,697	7,252	8,048	15,810	17,412	18,353	21,267	19,818	20,076	19,932	19,323
Operational Support	73,466	86,777	102,309	106,523	123,769	131,732	152,414	169,333	198,333	219,599	264,498
- Noneducational Support	13,450	14,572	14,876	16,273	17,825	18,643	20,953	22,262	24,659	25,855	41,194
Educational Support											
Main Campuses	56,337	67,105	82,273	84,390	99,326	106,346	123,658	137,763	162,430	181,399	208,852
Community Colleges	2,677	5,100	5,160	5,866	6,618	6,763	7,803	9,310	11,244	12,345	14,452
Combined	60,014	72,205	87,433	90,256	105,944	113,109	131,461	147,073	173,674	193,744	223,304
FTE Students (Fall Semester)											
Main Campuses	45,391	47,720	55,902	60,061	61,329	62,992	65,312	71,332	72,414	69,892	70,468
Community Colleges	7,269	8,051	7,170	8,419	8,408	8,407	8,685	10,793	10,942	10,919	9,785
Combined	52,660	55,771	63,072	68,480	70,237	71,399	73,997	82,125	83,356	80,811	80,253
E & G Debt Service/FTE Student											
Main Campuses	145	149	138	241	251	271	300	257	257	264	252
Community Colleges	18	17	44	155	155	155	196	138	137	136	146
Combined	127	130	128	231	248	257	237	241	241	247	240
Educational Support/FTE Student											
Current Dollars:											
Main Campuses	1,241	1,406	1,472	1,405	1,606	1,588	1,893	1,931	2,243	2,595	2,964
Community Colleges	506	633	720	697	787	804	898	863	1,028	1,131	1,477
Combined	1,140	1,295	1,386	1,318	1,508	1,584	1,777	1,791	2,084	2,397	2,783
Constant Dollars											
Main Campuses	1,096	1,162	1,145	1,035	1,123	1,103	1,139	1,090	1,189	1,290	1,370
Community Colleges	447	523	560	513	550	525	540	487	545	562	683
Combined	1,007	1,070	1,078	971	1,055	1,035	1,069	1,011	1,105	1,191	1,287

1979/80 Educational and General  
State Support Per FTE

	<u>FTE's</u>	<u>Without Debt Service</u>	<u>With Debt Service</u>
Eastern Kentucky University	10,679	\$2,525	\$2,797
Kentucky State University	1,482	5,869	6,108
Morehead State University	5,238	3,146	3,449
Murray State University	6,074	3,378	3,676
Northern Kentucky University	4,814	2,837	3,101
University of Kentucky (Main Campus)	17,939	2,601	2,857
University of Louisville (Belknap)	10,929	3,020	3,507
Western Kentucky University	<u>10,330</u>	<u>2,539</u>	<u>2,727</u>
Total	67,485	\$3,090	\$3,383
Community College System	10,434	\$1,565	\$1,702

Note: UK and U of L excludes medical/dental enrollments.

Source: SREB Data.

Excludes: Medical/Dental Schools, Cooperative Extension, Cooper  
Experiment Station and Hospitals.



DISTRIBUTION OF FACULTY SALARY BY RANK  
KENTUCKY STATE-SUPPORTED REGIONAL UNIVERSITIES  
AND KENTUCKY STATE UNIVERSITY  
FALL 1978 - FALL 1980

	9 - 10 Months		11 - 12 Months	
	<u>Regional Universities</u>	<u>Kentucky State University</u>	<u>Regional Universities</u>	<u>Kentucky State University</u>
<u>1978</u>				
Professor	22,763	21,699	27,952	29,148
Associate Professor	19,043	17,449	23,956	25,193
Assistant Professor	16,109	14,787	19,376	12,250
Instructor	12,790	13,322	15,525	-
Undesignated	13,067	9,367	11,167	-
All Ranks	18,074	15,328	24,979	25,970
<u>1979</u>				
Professor	23,835	22,748	29,359	30,871
Associate Professor	19,982	18,507	24,779	24,310
Assistant Professor	16,918	16,057	19,310	21,534
Instructor	13,664	14,406	15,820	15,000
Undesignated	13,546	14,500	11,775	-
All Ranks	19,124	16,657	25,721	24,999
<u>1980</u>				
Professor	25,690	24,657	31,996	33,892
Associate Professor	21,606	19,729	26,967	29,644
Assistant Professor	18,181	17,241	21,320	-
Instructor	14,927	15,469	17,277	24,000
Undesignated	13,629	-	14,425	-
All Ranks	20,765	18,447	27,541	31,377

PERCENT CHANGE IN DISTRIBUTION OF FACULTY SALARIES BY RANK  
KENTUCKY STATE-SUPPORTED REGIONAL UNIVERSITIES  
AND KENTUCKY STATE UNIVERSITY  
FALL 1978 - FALL 1980

Faculty	9 - 10 Months			11 - 12 Months		
	1978	1980	Percent Change	1978	1980	Percent Change
<u>Regional Universities</u>						
Professor	22,763	25,690	12.8	27,952	31,996	14.5
Associate Professor	19,043	21,606	13.4	23,956	26,967	12.6
Assistant Professor	16,109	18,181	12.9	19,376	21,320	10.0
Instructor	12,790	14,927	16.7	15,525	17,277	11.3
Undesignated	13,067	13,629	4.3	11,167	14,425	29.2
All Ranks	18,074	20,765	14.9	24,979	27,541	10.2
<u>Kentucky State University</u>						
Professor	21,699	24,657	13.6	29,148	33,892	16.3
Associate Professor	17,449	19,729	13.1	25,193	29,644	17.7
Assistant Professor	14,787	17,241	16.6	12,250	-	N/A
Instructor	13,322	15,469	16.1	-	24,000	N/A
Undesignated	9,367	-	N/A	-	-	N/A
All Ranks	15,328	18,447	20.3	25,970	31,377	20.8

NOTE: 12-month salaries converted to 9-month equivalents yield the following all ranks percent changes from 1978 to 1980: Regional Universities - 14.4%; Kentucky State University - 19.6%

Membership of Special Committee  
on Minority Affairs

Mr. C. Gibson Downing, Chairman\*

Mr. Robert D. Bell

Mr. Raymond Burse

Mr. William Cox

Mr. Morton Holbrook

Mrs. Donna Moloney

\*Mr. Downing resigned from the Council on Higher Education, therefore, from the Special Committee in September, 1981. He was replaced as chairman by Mr. Bell.

UNITED STATES DEPARTMENT OF EDUCATION



REGION IV  
101 MARIETTA TOWER  
ATLANTA, GEORGIA 30323  
OFFICE FOR CIVIL RIGHTS

September 29, 1981

Dr. Harry M. Snyder  
Executive Director  
Kentucky Council on Higher Education  
West Frankfort Office Complex  
Frankfort, Kentucky 40601

Dear Dr. Snyder:

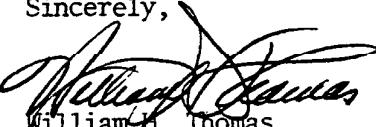
We have received your letter of August 21, 1981, enclosing the latest draft of Kentucky's proposed higher education desegregation plan. We are encouraged by the Commonwealth's constructive approach to the development of its plan.

As discussed with you, the draft plan along with the additions and corrections that you provided between August 24 and September 1 substantially meet the requirements of all Sections of the Criteria which address student enrollment, employment, governance and monitoring (Sections II, III, and IV), except for a description of the measures that the State will take to achieve the goals for student recruitment and retention set forth in the Plan. We have received this information, however, it has not been evaluated.

As agreed, we understand that by December 1, Kentucky will submit to this office the parts of the plan that address the enhancement of Kentucky State University, as called for in Section I of the Criteria. At our request, the Department of Justice filed a motion on August 27 asking the District Court to extend the deadline for accepting the plan or commencing enforcement actions under the Adams order from August 28, 1981, until January 15, 1982. The Court has granted the motion and extended the deadline.

I am confident that by continuing the same cooperative spirit that you have shown in the past, we can reach voluntary agreement on the entire plan. Toward that end, we remain available for any advice or assistance you may seek.

Sincerely,



William H. Thomas  
Director

## Appendix 3

### As Adopted 12/3/81 - Consolidated Proposal - Summary

Kentucky State University has a viable role to play as a full partner in Kentucky's system of public universities. That role is not based on continuing KSU for any purpose other than to meet the educational needs of all Kentuckians who may wish to enroll. Establishing an appropriate role for KSU in the system of higher education is the issue that demands resolution.

KSU did not evolve as did other institutions in the Commonwealth due in part, if not wholly, to the dual system of higher education that existed. For the suggestion to be made that KSU no longer has a place in the system of universities is to deny it the same opportunity to change and mature that was afforded Kentucky's other universities.

The mission developed in 1977 has been partially implemented, even though several obstacles have slowed implementation. The projected population growth for the area suggests KSU will be in greater demand in the future. In addition, the transition away from black student enrollment at KSU is not complete. Loss of KSU at this time is likely to increase the number of black Kentuckians enrolling in community colleges -- where blacks are already overrepresented.

The status quo can not be maintained at KSU. Substantial change must be accomplished over the period of desegregation plan implementation. A program for change follows that should be initiated immediately and evaluated annually.

Change at KSU is based on the following assumptions:

- Additional funds are not available -- and are not necessary with the possible exception of those for physical plant improvements -- to enhance KSU.
- The cost of operating KSU must be reduced.
- Leadership must be provided by the KSU Board of Regents, administration, faculty, and staff to make the changes that are necessary to make the institution a more productive partner in the university system.
- The mission as developed in 1977 should be further refined to establish the fact that KSU is to serve the needs of state government to emphasize a residential program of liberal studies emphasizing smallness of working units over size or growth and to serve students in the surrounding area.

Several actions must be taken immediately to achieve the change necessary over the next 5 years at KSU. These actions include:

- A complete evaluation of existing academic programs should be completed emphasizing proven current and anticipated academic program needs.
- A corresponding evaluation and subsequent reduction in faculty and staff should parallel the academic program restructuring.
- The master's program in public affairs should be emphasized and strengthened. All other graduate courses should be offered at a graduate center in cooperation with the University of Kentucky University of Louisville, and Eastern Kentucky University.
- An evaluation of the land-grant program should be completed with the goal of increasing support for the public service and liberal arts missions.
- The development of several programs should be completed such as a community relations program to improve the university's relationship and service to the community.
- A facilities inventory should be completed and certain other facilities and operations issues should be addressed by the Kentucky State University Board of Regents including:
  - 1) Selling the East Campus,
  - 2) Eliminating intercollegiate football,
  - 3) Terminating the lease arrangement with the Capital Plaza Authority,
  - 4) Renovating Atwood Hall as a federally funded research facility (including a new cafeteria and demolishing McCullen and Underwood Halls),
  - 5) Making campus facilities (such as the football stadium and auditorium) available to the community whenever possible, and
  - 6) Utilizing cost saving service arrangements (such as security and printing services) available for state agency use.

Plan implementation should be monitored under normal Council processes.

Consolidated Proposal  
Introduction

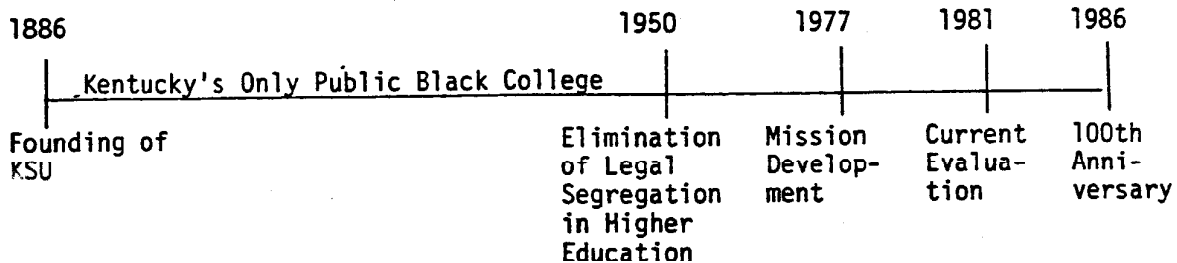
Kentucky State University has a viable role to play as a full partner in Kentucky's system of public universities. That role is not based on continuing KSU for any purpose other than to meet the educational needs of all Kentuckians who may wish to enroll. Establishing an appropriate role for KSU in the system of higher education is the issue that demands resolution.

The U. S. Department of Education's Office for Civil Rights requested that Kentucky voluntarily take action to enhance KSU using the direction provided in the Criteria established for this purpose. The Criteria recognize the important place of traditionally black institutions such as KSU in the education of black Americans over the years. Historically, KSU has met this responsibility, but its role in doing so here in Kentucky has diminished due to the integration of other state universities. Successful, if not perfect, integration of Kentucky's other universities and its community colleges does not suggest that KSU has outlived its usefulness and should be abolished. Had Kentucky viewed the changing roles of universities as a reason to abolish them, over the years, normal schools would not have evolved into teacher colleges and later universities, or a community college would have not become a university.

KSU did not evolve as did other institutions in the Commonwealth due in part, if not wholly, to the dual system of higher education that existed. For the suggestion to be made that KSU no longer has a place in the system of universities is to deny it the same opportunity to change and mature that was afforded Kentucky's other universities. This is the caution offered in the Criteria where it is stated that the traditionally black colleges not bear the brunt of desegregation.

Kentucky State University was founded in 1886. It changed little until 1977. The Council on Higher Education recognized the need to identify a distinct, nonracial role for KSU in 1977 when the agency developed for the institution a new mission statement. The KSU mission statement was well conceived and should have been more fully implemented than has been the case. However, inadequate implementation does not lead to the conclusion that the institution should be abolished.

Kentucky State University  
100 Years of Development



Enrollment patterns suggest that KSU's student body has changed as the mission drafters envisioned. Local student interest in KSU has increased while out-of-state enrollment and black enrollment has declined. These changes have occurred even though, as claimed by some, the KSU leadership has not fully altered academic offerings or shown commitment to the mission. Providing KSU with a new mission, evaluating that mission after four years, and then concluding that the institution should be totally restructured to the point of elimination is arbitrary at best.

Such action in the instance of KSU is especially disturbing to black Kentuckians. While black Kentuckians over the last several years have shown an increasing interest in attending other universities, KSU represents a history and a heritage for many Kentuckians who give the institution a special allegiance. This tie should not be dismissed lightly if KSU can evolve and change to meet a set of Kentucky's current educational needs.

The need to continue KSU in the system is reinforced by the fact that the transition away from the special relationship between Kentucky's black students and KSU is not complete. Gross enrollment data may indicate that the transition is complete, but they are somewhat misleading. It is true that most black Kentucky college students attending four-year universities attend schools other than KSU. It also is true that black Kentuckians not enrolled at KSU enroll in larger proportions in community colleges. In 1980 34% of black Kentucky college students who did not attend KSU attended community colleges, as compared to 22% of white Kentucky college students. Community college enrollment is not an acceptable alternative for black students. To abolish KSU may be a limitation on or a denial of higher education opportunities for black Kentuckians in violation of the Criteria in spite of recent changes in enrollment patterns.



Loss of KSU at this time is likely to increase the number of black Kentuckians enrolling in two-year institutions. KSU in 1980 enrolled almost 15% of all black Kentuckians attending four-year, public universities. Any loss of opportunity for them to attend KSU may likely result in their failure to enroll elsewhere or an increased likelihood of their enrolling in a community college.

The projected population growth patterns of Franklin and adjoining counties suggest that demand will increase for higher education services in the KSU area. The population in this area is expected to increase by 23% between now and the year 2000. Kentucky has shown a sensitivity to the need for access to educational opportunities with the additions in the last decade of the University of Louisville and Northern Kentucky University into the public higher education system. Therefore, no less concern should be shown for an area projected to grow rapidly over the next several decades. The fact that KSU is located in the state capital reinforces the need to maintain and transform the institution so it can meet identifiable higher education needs. Both state government and KSU have the responsibility to further the educational opportunities of state employees at KSU.

The information provided above should not be construed as an endorsement of the status quo at KSU. Substantial change must be accomplished over the period of desegregation plan implementation. A program for change follows that should be initiated immediately and evaluated under normal Council processes.

## Program For Change

The following program for change outlines the areas that must be addressed at KSU. The program for change is based on the following assumptions:

- Additional funds are not available -- and are not necessary with the possible exception of those for physical plant improvements -- to enhance KSU. The fiscal condition of the Commonwealth is not likely to improve in the near future. A commitment of new funds during this period of budget reductions should not be requested or expected.
- The cost of operating KSU must be reduced. Budget calculations prepared by the Council staff show all universities except KSU to be funded at less than 100% of that indicated by the Council Mission Model to be needed. KSU is shown to be funded at over 130% of the model, representing overfunding in the amount of \$2.6 million in state appropriations.
- Leadership must be provided by the KSU Board of Regents, administration, faculty, and staff to make the changes that are necessary to make the institution a more productive partner in the university system. KSU was provided a new mission in 1977 that redirected the school in a unique direction. The institution and state government have failed to take advantage of that mission. State government and KSU have failed to cooperate to achieve institutional programming to accomplish mission objectives. Enrollment patterns suggest that the type of student envisioned in mission development has been enrolling at KSU despite the lack of attention to mission implementation.
- The mission as developed in 1977 should be further refined to establish the fact that KSU is to serve the needs of state government, to emphasize a residential program of liberal studies emphasizing smallness of working units over size or growth and to serve students in surrounding areas. Redefinement of mission, the provision of leadership and the involvement of state government are closely related. A redefined mission will make little difference in the evolution and development of the institution unless the leadership and management capacity and the participation of state government exists to implement that mission.

These assumptions must underpin the development of KSU as a small liberal studies, public service oriented institution. The following mission components must be emphasized over the next five years if KSU is to continue as a free-standing university.

- KSU must develop the public service role because of its location in the state capital and must receive state government support.
- KSU should strive to develop quality programs to serve the needs of state government, to emphasize a residential program of liberal studies emphasizing smallness of working units over size or growth and to serve students in the surrounding area.
- KSU should establish a graduate center in coordination with existing graduate programs at the University of Kentucky, University of Louisville, and Eastern Kentucky University. Only the master's degree program in public affairs should be continued as a KSU program. Under such an arrangement, a wider range of community and state government needs can be met at a cost that is affordable to the Commonwealth.
- The land-grant program must be reorganized to support the public service, liberal arts thrust of the university. The research component of the land-grant program must be supportive of the revised mission.

These mission components complement the changing enrollment patterns at KSU. Adult and local students make up the bulk of the student body. This trend is likely to intensify as the mission components are implemented and the future of KSU is established. Enrollments should stabilize during the first two years of the plan and increase slightly after that.

A series of changes in the status quo of KSU must be initiated and accomplished over the next five years to assure mission implementation. Successful implementation of these changes will enhance the future of KSU through the establishment of a defined, productive higher education role for the institution.

### Program Implementation

The implementation process must follow a prescribed schedule and predetermined set of activities. Completion of the tasks outlined below will result in significant cost savings, solving the overfunding problem while strengthening the university.

- KSU should initiate, immediately upon plan acceptance, a comprehensive listing of academic program needs and an analysis of existing academic programs with a clear reduction of unproductive programs or those not essential to its mission.

Achievement of the type of academic program indicated in the statement of mission will require a complete review and restructuring of academic and degree programs offered. Decisions must be made in the first year about the type and mix of academic programs needed to implement the mission.

A review of existing programs must be conducted simultaneously with the effort to develop the academic program plan. Productive programs should be considered for continuation. Unproductive programs should be eliminated or consolidated with similar programs.

- KSU should implement its new, restructured, and consolidated programs with transitional changes beginning in 1982-83 and with substantial completion no later than 1983-84.

Programs that can be justified should be added throughout the life of the desegregation plan.

- KSU should initiate a corresponding evaluation of faculty needs and current faculty expertise during the academic program analysis.

Faculty members not trained or experienced in retained or developed academic programs must be terminated. A faculty transition program should be established to assist in faculty relocation. Overall numbers of faculty must be reduced to a ratio consistent with enrollment needs and cost efficiency.

- KSU should have the basic academic program and corresponding faculty complement in place at the end of the 1982-84 biennium.

Substantial cost savings should result by the end of the biennium. Excess faculty will have been eliminated or at least notified of impending termination. Unnecessary or unproductive programs will have been eliminated and selected new programs will have been initiated or be in the planning stages.

- KSU should strengthen its public service effort through the reorganization of academic programs.

Academic programs at all levels should be coordinated with state government needs. The academic evaluation and reorganization discussed above should have as its major goal the preservation or development of academic programs that are needed by state government employees or potential employees. Programs such as public affairs, business administration, and computer science fit this description. Development of such programs will be supported by the liberal arts curriculum discussed earlier.

- KSU should continue and improve the master's program in public affairs.

This program should stand as the only graduate program offered by KSU. As such, it should become a model program targeted at the needs of state government administration and management. The University of Kentucky and Eastern Kentucky University programs should be prohibited by the Council from competing directly with the KSU program. The UK program is designed as a support program for various disciplines on the Lexington campus (such as health administration). The EKU program is designed to educate students for local government careers. Those distinctions must be maintained.

- KSU should immediately begin negotiations concerning the development of a graduate center in association with UK, U of L and EKU.

The graduate center should become operational starting with the 1982-83 academic year. The center should begin operation with one or two programs -- such as education and business administration -- in 1982 with expansion as need is identified and resources permit. KSU faculty should be used to teach these courses whenever possible. Programs should be developed to complement the public affairs master's degree program.

- KSU should initiate an evaluation of its land-grant program immediately with the goal of increasing support for the public service and liberal studies missions.

Informal discussions with representatives of the U. S. Department of Agriculture have lent support to the belief that a substantial portion of KSU's land-grant funds could be appropriately applied to enhance the institution's public service role. Also, the funds can be applied to support of the academic program in some areas.

- KSU should evaluate all nonacademic programs and activities during the first year of plan implementation.

An analysis of the high-cost condition of KSU indicates that student support activities, student financial assistance and intercollegiate athletics are damaging the cost-benefit ratio at KSU. Too many staff members are employed. All of these programs must be critically evaluated beginning immediately upon plan implementation. By the end of the 1982-84 biennium, these high-cost programs and activities must be reorganized or eliminated with resultant significant cost savings.

- KSU should initiate a community relations program immediately. The refined mission will result in KSU becoming a much more community oriented university. Community support is imperative. A local advisory committee of 10 to 12 community leaders should be organized to advise the Board of Regents and the President.
- KSU, the Council on Higher Education, and the universities should join in a KSU faculty/staff relocation program.

The readjustments and reorganization outlined herein will result in a considerable number of faculty and staff relocations. The higher education community should join forces to assist in the relocation of faculty members dislocated during the 1982-84 biennium. A relocation committee composed of representatives from all sectors should be appointed by the chairman of the Council upon plan implementation. The committee should be staffed by the Council and should serve as an employment-opportunity clearinghouse for displaced KSU faculty and staff members.

- KSU should complete a facilities inventory by July 1, 1983.

The physical facility inventory should be conducted by the Kentucky State University Board of Regents with the goal of promoting facility development that supports the redefined mission. Expanded dormitory space is not consistent with the mission and should

not be considered. Necessary improvements or transfers of any property to the state for other uses should be included in the facilities report. The findings should be given special consideration by the Council staff in preparing the 1984-86 higher education capital construction budget request.

- The KSU Board of Regents should initiate action immediately concerning certain facilities and operations issues. They include:
  - 1) The East Campus should be sold as soon as possible with the proceeds of the sale dedicated to campus renovation;
  - 2) A research facility, approved for funding by the U.S. Department of Agriculture, should be constructed by renovating Atwood Hall as a research facility. It should include a cafeteria if possible and McCullen and Underwood Halls should be demolished as a part of the project.
  - 3) The lease arrangement with the Capital Plaza Authority for use of the Civic Center should be terminated until a proven need exists;
  - 4) Campus facilities such as the football stadium and the auditorium should be made available to the local school systems and community organizations on a regular basis;
  - 5) Services available through state government -- printing, security, maintenance and janitorial services -- should be utilized whenever a cost savings can be realized; and
  - 6) Serious consideration should be given to eliminating the intercollegiate football program as an extremely high cost-low interest activity.

### TIMELINE

The program for enhancement of KSU is based on the belief that the institution's problems are transitional. The mission as developed in 1977 set a distinct, nonracial direction for the institution. The rather dramatic change in mission has not been implemented to an acceptable degree. The five-year desegregation planning period provides ample opportunity to redefine and implement the mission.

The 1982-84 biennium should be utilized to reestablish the viability of the university and to put the redefined mission in place. At the end of the period, academic program readjustment should be complete, a faculty and staff reduction program should be well underway, a physical facility inventory program should be completed, the Graduate Center should be functioning in a limited way (one or two programs being offered), and the land-grant program should be redirected. These changes should result in considerable cost savings to KSU by the end of the biennium. These savings should be maintained at KSU and reallocated during the 1982-84 biennium to achieve the stated plan objectives.

The 1984-86 biennium period should see further refinements in enhancement efforts initiated during the previous two years. Physical facility changes needed as a result of the inventory should be requested by KSU for implementation during this period. Cost savings should be realized resulting in a KSU budget request and Council budget recommendation that moves the institution closer to the 100% Mission Model funding level.

Plan implementaion should be monitored under normal Council processes.



Mission Implementation Review\*

Introduction

Kentucky's universities have made progress in implementing the missions adopted by the Council on Higher Education in 1977. A system of higher education in Kentucky, outlined by the Council on Higher Education in 1977 and based on these missions, is also in place. This progress has sometimes been limited by deep traditions, by the availability of financial resources, by inflation, and by internal and external organizational characteristics. In some cases, the universities' interpretation of their missions and the Council's original intention continue to be at odds.

The university is one of the oldest institutions in western civilization; its purposes, philosophy, autonomy, and methods of operation date back well over 1,000 years. This uninterrupted heritage is hundreds of years longer and more continuous than other institutions we often think of as historic, such as the Protestant church, the modern business corporation, and the United States Constitution. The American university, although shaped by unique national forces, including the land-grant and the state university movements, still traces its ancestry to ancient European institutions. Instruction, research, and service form the intellectual milieu of the university -- setting it apart as a unique institution in society.

Kentucky's public universities, the first of which was founded in 1836, are the descendents and heirs of this

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\*Individual institutional information available upon request.

ancient heritage. Two of Kentucky's universities were serving the people of Kentucky before the adoption of the Commonwealth's present constitution in 1891. All of Kentucky's universities (with the exception of Northern Kentucky University) have served the people of Kentucky generations longer than has the Council on Higher Education in its present form, and for generations before the Council adopted university mission statements in 1977. Even though the Kentucky Council on Higher Education is one of the country's oldest higher education coordinating agencies (1934), until it was strengthened in 1966 and in 1972 it had little authority with which to perform its coordinating responsibilities.

The adoption of missions in 1977 was aimed at organizing a system of higher education. The Council stated at that time that the system was to promote "quality education and research, efficient use of resources, effective communications, and smooth movements of students between institutions." The missions comprise the framework for a "well-differentiated, smoothly interrelating system . . . that can be much more than the mere sum of its individual institutional parts."

The very idea of a "system" of higher education is a completely modern invention--a notion only about 30 years old--a single grain in the sands of university history. In Kentucky the idea of a coordinated system is barely a decade old. To some people the idea of a "system" compromises an ancient university heritage; it challenges the basic belief that universities are autonomous in all matters of the intellect and matters affecting the lives and minds of students.

A system of higher education is dependent upon specific but interrelated missions for each institution, but university missions are not inventions of the 1970's. Kentucky's colleges and universities have always had missions, usually drawn from the Kentucky Revised Statutes creating the institutions

This background is important in an analysis of the implementation of university missions, particularly because the "modern" missions have been in place for such a brief period of time. To the extent that these missions required change, it must be remembered that radical or rapid change cannot be expected. As the major historian of the American university has said, "Resistance to fundamental reform was ingrained in the American collegiate and university tradition, as over three hundred years of history demonstrated." At the same time, missions can never be fully "implemented." "Implementation" is a continuous process, extending from the past through the present and into the future.

#### The Development of Missions

In the 1970's the Commonwealth, through the Council on Higher Education and with the full cooperation of the universities, took the initial steps toward a coordinated system of higher education in Kentucky. A 1976 Council report, Kentucky and Comprehensive Planning for Higher Education, states:

Although Kentucky has a great variety of public institutions, they are not organized into a cooperative system through a coordinated balance of programs, through consideration of unnecessary duplication or overlapping

responsibilities, and through evaluation of their basic roles as agents for changing and improving individuals and society.

Various actions taken by the Council developed a framework upon which to build a system. In 1977 the Council adopted a "Statement of Principles" to undergird the system. The Council also described its views of the "characteristics" necessary for a system. Finally, the Council and the universities cooperatively prepared and adopted "mission statements" for each senior institution in the public sector. The Council completed the process in 1979 when it approved a mission statement for the community colleges.

The mission statements were not developed in isolation from institutional views and concerns. Each institution was intimately involved throughout the process and the missions adopted by the Council are the products of collaboration between the Council and each institution.

The mission statements describe in broad terms the roles and program scopes for the institutions. Within the framework provided by each mission, the universities, through their boards of trustees or regents, are expected to determine institutional priorities and to set internal goals and objectives. From the beginning it has been acknowledged that the missions are subject to periodic review and modification. A member of the Council that approved the missions stated in 1977: "They're the foundation, the skeleton . . . ." This "foundation," provided by the mission statements, is aimed ultimately at a system that provides higher education to all Kentuckians in the most efficient and effective manner.

Mission Implementation Review

In 1981 the Council undertook its first review of mission implementation since formal adoption of the mission statements. This review process was initiated in response to a letter from Governor Brown to the Council Chairman in which the Governor stated: "I urge the Council to review the mission statement that was last adopted for each state university and determine what steps the respective board and administration have taken to implement them." Each institution submitted information describing progress toward mission implementation. The Council has used this information to analyze the successes of the individual institutions and the degree to which the system has been developed. To a great extent, it is the strengths, weaknesses, successes and failures of the individual components that determine the progress toward a system.

Examining institutional missions and institutional progress toward implementing them is an important step in developing a coordinated higher education system in Kentucky. When the mission statements were adopted, the Council voiced its hope for:

a system in which each institution would assume a specific role. Within this system the interrelationships of all institutions would provide the maximum availability of educational programs and services with the minimum requirements of resources.

To measure progress toward the system it envisioned in 1977, the Council stated that "a statewide system will need to include the [following] characteristics." The success of mission implementation at individual institutions can be

measured against these "characteristics of the system" described by the Council. The Council has analyzed the individual responses and their relationships to these "characteristics of the system." The following observations are possible:

Characteristics of a System (from "A System of Higher Education in Kentucky Including Mission Statement," pp. 15-18)

- A. "Centralized coordination of program offerings at all levels and among all institutions."

The Council's program review process and the Registry of Degree Programs have been developed and provide the process by which this coordination occurs. Some program duplication is necessary, but other may be unnecessary. The review process should clearly identify that which is unnecessary so it can be eliminated. There has, therefore, been clear movement toward "centralized coordination." Some institutions, however, by broad interpretation or reinterpretation of their missions, continue to stress the virtues of programmatic autonomy. This tendency stems from the universities' insight into regional needs and historical faculty control of the curriculum. More attention by the universities and the Council must be given to avoidance of program duplication in the system.

- B. "Strong liberal/general offerings in each of the foundation disciplines at each of the publicly supported institutions."

The universities and the Registry of Degree Programs show that these core offerings are in place at all institutions. Institutions continue in their efforts to strengthen the quality of these offerings.

The universities point to limited financial resources and, at some institutions, overcrowding, as serious and continuing barriers to effective implementation.

- C. "Coordination and delimitation of off-campus course/program offerings."

The Council's "coordinating mechanism for extended-campus offerings," adopted in 1977, appears to be working. No institution listed this policy as an impediment or barrier to mission implementation.

- D. "A distinctive separation between, and commensurate support of, continuing education programs and academic credit programs."

The institutions have reported thousands of contact hours for continuing education credit. In several areas, fees generated for continuing education make the programs self-supporting. Several institutions have established continuing education offices, sections, or departments. Programs designed for continuing education students have been, and continue to be, developed in response to the universities' analysis of public needs. Growing demand for continuing education, however, may increase competition among public universities, independent colleges and universities, and private businesses which provide these courses. While this competition is not inherently harmful, it must be monitored to protect the public interest.

- E. "Technical/career program offerings at selected institutions to be determined by demonstrated need in the geographic area being served."

Technical/career programs are in place throughout the system. Yet to be resolved, however, is clear definition of the "need in the geographic area being served." The Council's cyclical program review process is designed to address this concern. The process will provide for a review of each program approximately every five years. Over time the Council must give more attention to this issue.

- F. "Graduate program offerings at the master's level at respective institutions to be determined by demonstrated need."

There are 336 master's/specialists programs in the public universities with each university offering some master's level programs. The program review process has identified areas of program duplication. There is a continuing need to determine those programs that are "unnecessarily" duplicative and to remedy the situation. When it comes to interpreting the mandate to offer master's programs, a few universities have liberally interpreted their mission statements.

- G. "A broad range of doctoral level program offerings at the University of Kentucky (as the principal graduate-degree-granting institution) and joint programs between the University of Kentucky and other institutions; a concentration at the University of Louisville on doctoral program offerings in the health sciences and in areas unique to the Louisville metropolitan area."

"Joint programs" between the University of Kentucky and "other institutions," with the exception of joint doctoral programs in education between the University of Kentucky and Eastern Kentucky University, Morehead State University, and Northern Kentucky



University are limited and their effectiveness has been questioned. Barriers to this specific form of cooperation exist on many fronts and financial support for such activity has been limited. Considered more broadly (than at the doctoral level) cooperation among public universities needs special attention. Increased cooperation will be needed in the future and should be encouraged by the Council on Higher Education.

The University of Kentucky offers 54 Ph.D. and doctoral programs and the University of Louisville offers 17. There is little evidence of joint programming between UK and U of L. While U of L offers Ph.D.'s in the basic sciences related to its health sciences programs, other Ph.D. programs' relationship to the Louisville "metropolitan area" is sometimes unclear. The extent to which the University of Louisville is to engage in Ph.D. and/or doctoral education needs to be carefully articulated by the Council. A clear definition of U of L's "urban mission," as distinct from "service to its metropolitan area" as stated in the mission, must be sought.

- H. "Adequately funded and broadly based programs of pure or theoretical research at the University of Kentucky; research related to instruction, regional service programs and approved institutional missions, at all institutions."

Analysis shows that research at UK, or any other institution in Kentucky, has never been adequately funded. For about 15 years, in which it has sought substantial improvement in its research reputation, UK has made great strides. But Kentucky still has no

institution in the top ranks of the national research arena. National reports and studies offer the view that the future holds little promise that any research university which is not already in the top echelon can realistically hope to achieve such prominence. Given this difficult condition, the University of Kentucky, by mission, magnitude, and current status, is the only state institution with realistic potential for attaining national prominence as a comprehensive research university. Increased concentration and support of highly sophisticated, expensive research at the University of Kentucky is indicated.

- I. "Recognition of and program articulation with the vocational schools in implementing the 'career ladder' concept in postsecondary education."

The University of Kentucky Community College System has shown the greatest success in fulfilling this characteristic. To date, programs in nursing, business and office education, mining technology, and engineering technology have been articulated. The Community College System report notes that several other programs are in the process of being articulated. They also report that facilities and equipment are shared at various vocational schools throughout the state. Other institutions have developed cooperative arrangements with vocational schools.

- J. "Coordination among the various state postsecondary education agencies, including the Council on Higher Education, 1202 Commission, State Board for Occupational Education, State Board for Elementary and Secondary Education, Kentucky Higher Education Assistance Authority, and any others."

The Council on Higher Education has taken a leadership role in effecting coordination and cooperation among the various agencies through both formal and informal means. By executive order, the State Board for Occupational Education was merged with the State Board of Elementary and Secondary Education in 1980. The 1202 Commission is expected to undergo transformation as a result of federal legislation. The Council on Higher Education now has review and recommendation authority for the budget of the Kentucky Higher Education Assistance Authority (KHEAA), and the executive director of the Council is a member of the KHEAA board. The executive director serves as an ex officio, non-voting member of the State Board of Education.

- K. "Encouragement of innovative and program improvement at all levels; recognition and funding of developmental studies programs to assist students in meeting the entry level requirements of collegiate transfer and technical curricula."

All institutions report that budget reductions have inhibited the development of innovative programs and have impeded the improvement of existing programs. Although most institutions have developed strategies--some quite innovative--to address these issues in the absence of adequate funding, most of these strategies provide only short-term relief. Program quality cannot be maintained, much less improved, under the current financial conditions. Developmental studies programs are in place on every campus. Increasing, rather than decreasing, demands on these programs in the future must be a major concern of the institutions and the

Council. In the long run, however, the universities cannot be expected to take full responsibility for poorly prepared high school graduates.

- L. "No certificate programs of less than associate degree level unless it can be shown that they are an integral part of associate and baccalaureate programs."

This characteristic intends to differentiate higher education from other areas of postsecondary education. For all practical purposes this characteristic presents no problems for the institutions.

- M. "Each institution within the state system striving toward the full integration of, and equal opportunity for, all people of all races, colors, and creeds in keeping with state and national policy and constitutional mandates to that effect."

Each institution is committed to an affirmative action program. Several have established offices of minority affairs. The Council on Higher Education, on behalf of the Commonwealth of Kentucky, adopted Kentucky's Plan In Response To The Office Of Civil Rights' Letter Of January 15, 1981 on March 11, 1981. The plan provides ample evidence that significant progress has been made in the area of equal educational opportunity for all citizens. The plan commits continued progress to ensure conformance with this "characteristic of the system."

#### General Observations

Progress has been made toward development of a higher education system in the last five years. However, some particularly difficult characteristics remain as challenges to the

Commonwealth: coordination of program offerings; improvement of core offering quality; geographic distribution of technical/career offerings; duplication at the master's level; joint doctoral programs; the extent of Ph.D. and other doctoral-level education; commitment to research; program innovation; articulation with vocational education; and program improvement at all levels.

In order that a statewide system of higher education may function smoothly, policy decisions must be made that support the characteristics of the system. Each institution must support the system's development and aggressively fulfill its role within the system. While each institution must determine its internal priorities, some sacrifice for the greater good is required.

The institutions are attempting to overcome barriers by applying new management techniques and by searching for better ways to do more with less. Each institution is making a positive contribution to the system.

However, several persistent concerns arise and are described in the following paragraphs.

#### Institutional View of Mission

All institutions, through their governing boards and sometimes their faculty governing bodies, have adopted missions or goals. These sometimes differ substantially from the missions adopted by the Council on Higher Education.

Many of these statements reflect the universities' historic goals and missions, those in place prior to the adoption of missions by the Council on Higher Education in 1977 and are,

therefore, justifiable in the eyes of the institutions. Sometimes, however, when the Council's mission statement seems to be restrictive to the university, it may have adopted a position providing more latitude. One example of this is Kentucky State University's broad restatement of its authority to offer master's programs.

Bringing the Council mission statements and the institutional views of their missions together is an issue of fundamental importance and demands immediate attention. Bringing the Council mission statements and institutional practice together, on the other hand, is a gradual and continual process. It will be accomplished directly through mutual discussion and agreement and indirectly through program and budget review, program evaluation, attention to unnecessary program duplication, and other processes of a state coordinating body.

Related to the universities' restatement of their missions, however, is the question of the appropriateness of the current missions themselves. The review of mission implementation raises questions about the need for tightening, strengthening, and, in some cases, rewriting, parts of the existing mission statements. Some elements of the current missions do not reflect institutional reality or are subject to a variety of interpretations. In some cases restrictiveness may be implied where none is intended. Other elements of the missions suggest permissiveness where none is intended. Examples include the absence of a specified region for Kentucky State University; the unclear relationship of the "urban affairs" and "metropolitan" missions of the University of Louisville; the absence of clarity about whether "regions" apply

to the area from which the institutions will draw students or the area in which they should offer off-campus educational programs, or both; the degree to which the Council intended to specifically mandate cooperation between the University of Kentucky and the University of Louisville and between the University of Kentucky and Kentucky State University; and the appropriateness of the elimination of unnecessary programs as part of institutional missions.

#### Trend Toward Comprehensiveness

In recent years Kentucky and the nation have witnessed a trend toward comprehensiveness by colleges and universities. Universities, which in earlier years had limited goals--sometimes the normal school or the teachers' college goals of training teachers--developed aspirations to become comprehensive universities. "More and more institutions are comprehensive, in the sense that they offer general or even many professional and technical education and not just teachers' education or just liberal arts." This vision foresaw offering academic programs at all levels, attracting scholars who in turn would enhance the graduate programs and research status of the institutions, and offering more and more services and highly visible activities. While comprehensiveness may be desirable so that services may be provided to all those who will benefit from them, unchecked or unplanned it can spread limited financial resources so thinly that the people are not served with exceptional quality.

The adoption of mission statements in 1977 and the strengthening of the Council in 1972 began a new stage in state

coordination, a stage designed to place creative limits on this trend toward comprehensiveness.

With some exceptions, the trend continues in Kentucky. Morehead State University and Northern Kentucky University have established goals and objectives that are highly compatible with their present missions and reflect the institutions' comfort with and acceptance of those missions. There is some tendency among the other institutions, however, to the implication that "more is better."

The adoption of mission statements in 1977 created a tension between institutional tendencies toward comprehensiveness and the Commonwealth's hope that institutions participate together in a system. The trend toward comprehensiveness has not, however, been stopped. The Council, in its coordinating function, and the institutional boards, in their governing function, must continue efforts to review program and institutional development so that the trend toward comprehensiveness is limited when it is in the best interest of the people of Kentucky.

#### Limited Cooperation

In a system of higher education one of the central requirements is cooperation between and among institutions. The notion of "cooperation" is not stated as a high priority in institutional philosophies. Cooperation is specifically mentioned in the mission statements of the University of Kentucky, Kentucky State University, the University of Louisville, and elsewhere. Gains have been made in the joint doctoral programs between the University of Kentucky and Northern Kentucky University, the University of



Kentucky and Eastern Kentucky University, and the University of Kentucky and Morehead State University, and in the efforts of individual faculty members and departments, but these efforts are at elementary stages. The Council may conclude that the most positive incentives and aggressive actions are needed to encourage cooperation in the decades ahead. Cooperation is a value rooted deeply in the common sense of the public. Universities must accept a similar philosophy, even though cooperation is clearly one of the most difficult activities for any social institution or business to accomplish. Without evidence of such cooperation the citizens of the Commonwealth may become increasingly frustrated with what they view as the "inefficiency" of their system of higher education.

#### Program Elimination

The implementation of missions shows little evidence of the elimination of programs that are unnecessary. To some degree the continuation of these programs may come from the demands of the legislature for mandated certification in some professional fields. This external mandate has been embraced by almost all institutions. One result is duplication across the system in some program areas, especially at the master's level. These external mandates impinge upon the institutions and confuse the concept of a system of higher education. Although these mandates represent a "public" demand, it is also in the public's best interest if they benefit from institutional specialization, which can only be realized by eliminating the waste of unnecessary program duplication. Such an approach supports the Council's

stated principle:

To insure the most effective and efficient use of available funds and other resources in higher education, giving the public the greatest return on its investment.

In theory, institutions should constantly reallocate their resources by eliminating programs that are no longer needed and by developing quality programs in new areas. There are numerous barriers to such actions, among which are the heritage of the institutions, internal governance, pressure applied by local citizens and faculties, tenure policies, the budget process, and many others. Some institutions also state that the Council on Higher Education is a formidable barrier to new program development.

At issue is the traditional dilemma of how extensively and at what level academic programs should be made available to the people of the Commonwealth. The concept of "service regions" implies that certain programs will be available in close proximity to all people. It does not imply, however, that all programs, especially high-cost graduate programs, will be available in close proximity to all people.

#### Continued Autonomy

Related to the trend toward comprehensiveness is the tendency of some institutions to view themselves as "autonomous" rather than as parts of a system that are related to one another. This tendency is seen most graphically in the duplication of program offerings, even though that duplication may be responsive to local demands.

The universities' autonomy rests on an ancient heritage and

on the responsibilities of its governing board, the demands of the people in its region, its students, its alumni, and all others with loyalties to or interests in the institution. Autonomy also grows from the deepest traditions of college faculty members. Scholarly and intellectual excellence requires intellectual independence, and this fact often leads to a faith in institutional autonomy. Autonomy is essential to support the Council's stated principles:

To protect basic freedoms of inquiry, discussion, and learning within the institutions.

To encourage diversity and promote institutional autonomy through distinct missions and programs.

Autonomy for governing boards to establish operational priorities compatible with the institutional mission is essential. However, complete autonomy, if it ever existed in public higher education, is often at odds with the development of a system with interrelated components. It is important that Kentucky's system remain sensitive to those areas where autonomy is essential and to preserve these prerogatives of the institutions and their governing boards. On the other hand, in the long run each institution should benefit from an efficient and effective system in which some elements of institutional autonomy are sacrificed. Institutional flexibility, tempered by statute, public policy, and the needs of the total system, must be granted to support the principle:

To bring the resources of higher education to bear directly upon the solution, reduction, or elimination of some of Kentucky's and the nation's problems and needs . . . .

Continued Growth

The universities rely heavily, although not exclusively, on program and/or enrollment growth as evidence of success in implementing missions. In a period when continued expansion is doubtful, reliance on growth to measure success poses substantial dangers. Still, "growth" as a measurement should not be criticized casually, and universities are not to be blamed. The view that "growth" and bigness is equivalent to quality is deeply entrenched in the American tradition. "Growth" is a well-established measure of quality in business, government, and in most other institutions of our society. In government, for example, the construction of new buildings or establishment of new programs is often seen as evidence of administrative capability and success. In higher education limited "scientific" measures of the quality of educational programs have also tended to make "growth" a logical method of analysis.

Nevertheless, thoughtful questions have been raised about the current social value of "growth" as a measure of the success of enterprises. Universities as centers of intellectual leadership should take the lead in this questioning.

Review of mission implementation suggests that the universities must create, as a top priority, alternatives to growth as measures of institutional accomplishment and quality. Such alternatives could include evaluation of the progress students make in their academic studies; professional scrutiny of the intrinsic and extrinsic value of research and public service; and the application of the principles of management by objectives to institutions of higher learning.

This statement should not be construed as an attempt to force cumbersome accountability upon universities. On the other hand, it is necessary that the ways in which students benefit from higher education be measured. It is also necessary that the creativity of institutions in reaching learners who need their services outweigh "growth" in the evaluation of institutions.

### Summary

There is no doubt that progress has been made toward implementing university missions and the framework for a system of higher education as envisioned by the Council on Higher Education in 1977 is in place. This progress is part of a continual process; full "implementation" will never be possible. While the goals of the universities were in place before the Council's adoption of missions in 1977, there has been cooperation in the creation of a state system. However, in some cases, institutions' interpretations of the meaning of their missions and the Council's original intention seem to be at odds. Cooperation in a system is also circumscribed by the desirable aims of institutions to maintain necessary autonomy and to respond to the demands of local regions and constituencies.

Cooperation in a system is also limited by the fact that statutory and constitutional decisions affecting higher education are made through the political process. And this political environment for decision-making will probably become more difficult and treacherous in the years ahead. This condition is not unique to Kentucky, as a recent report by the Education Commission of the States, Challenge: Coordination and Governance in the 1980's, argues:

It is becoming harder to mediate the political forces that operate in higher education . . . . .  
Institutions and their constituencies will be pushing hard to maintain appropriations . . . . .  
At the same time legislatures and governors will be pushing hard to keep spending from rising and to provide tax relief . . . . . The net effect . . . . .  
may be the increased politicizing of the functions of the state agency, particularly the budget review and the program regulation functions. For state agencies the challenge will be to maintain a broad public-interest perspective on these issues and to avoid becoming the political servant of any one interest or point of view.

That the institutions have cooperated in the review of the implementation of their missions shows that in a mere four years--a tiny portion of the life span of these institutions and of higher education--progress has been made. It now seems well established that universities should operate with missions that they attempt to implement. With the need for missions resolved, the next steps must be the clarification of the relationship between the missions adopted by the Council on Higher Education and those of the universities, the encouragement of cooperation, more precise evaluation of institutional accomplishments, and the refinement of the relationship between the Commonwealth and autonomous institutions of higher learning.

## Institutional Mission Statements

## COMMUNITY COLLEGES

The University of Kentucky Community College System, consisting of twelve community colleges and a technical institute, shall provide traditional community college education to Kentucky students. The programming of the individual segments of the community college system should be developed in accordance with the availability of resources and with particular emphasis on the needs of the immediate community. It is expected that programming will vary from institution to institution as each community college responds to its situation. Thus, some community colleges will be comprehensive in nature while others will be more limited in scope.

In general, the community colleges shall offer a mix of programs designed to serve the general education, occupational, and continuing education needs of the immediate community with certain restrictions. Neither the community colleges nor community college components within four-year universities should offer certificate programs of less than the associate degree level unless such programs are an integral part of associate and baccalaureate programs. Associate degree programs which are high cost and designed to meet specific but limited manpower needs of the Commonwealth should be designed to rotate among the community colleges in the system as the need for and interest in the program increases/declines in a particular community. Unique technical programs which are underenrolled should be

made available to interested students regardless of the institution in which they are enrolled while certain highly technical discipline-specific continuing education offerings might be inappropriate undertakings for community colleges.

Community colleges shall provide student services such as career counseling, academic advising, and developmental studies in order to insure that students have an opportunity to achieve their needs, abilities, and aspirations.

Where community colleges are located proximate to other higher education and/or postsecondary institutions, they should foster close working relationships and develop articulation agreements with those institutions. Community colleges are encouraged to develop, where practical, joint programs with vocational schools which promote the sharing of existing facilities and capabilities while upgrading the level of instruction.

#### Kentucky State University

Kentucky State University shall serve as a residential institution with a range of traditional collegiate programs appropriate to its size and resources. In addition, the University should focus on the special needs of state governmental employees and the expanding needs of state government. Associate and baccalaureate degree programs should be oriented toward career opportunities and related human and public service delivery and governmental services.



At the master's degree level, the University should emphasize public administration curricula to meet the needs of state government. These programs should be carefully articulated with related doctoral programs at the University of Kentucky. Kentucky State should continue its work in cooperative extension programs with the University of Kentucky.

The University's historic role in the education of Blacks is recognized, and Kentucky State should expand its efforts to build a library of pertinent historical materials.

#### Eastern Kentucky University

Eastern Kentucky University shall serve as a residential, regional university offering a broad range of traditional programs to the people of central, eastern, and southeastern Kentucky. Recognizing the needs of its region, the University should provide programs at the associate and baccalaureate degree levels, especially programs of a technological nature.

Subject to demonstrated need, selected master's degree programs should be offered, as well as the specialist programs in education. A retrenchment or elimination of duplicative or nonproductive programs is desirable, while development of new programs compatible with this mission is appropriate.

The University should continue to meet the needs in teacher education in its primary service region and should provide applied research, service, and

continuing education programs directly related to the needs of its primary service region.

Because of the University's proximity to other higher education and postsecondary institutions, it should foster close working relationships and develop articulation agreements with those institutions. The University should develop cooperative applied research and teaching programs utilizing resources such as Lilly's Wood and Pilot Knob Sanctuary, and Maywoods.

#### Morehead State University

Morehead State University shall serve as a residential, regional university providing a broad range of educational programs to the people of northern and eastern Kentucky. Recognizing the needs of its region, the University should offer programs at the associate and baccalaureate degree levels which emphasize the traditional collegiate and liberal studies. Carefully selected two-year technical programs should be offered as well.

Subject to demonstrated need, selected master's degree programs as well as the specialist programs in education should be offered. A retrenchment or elimination of duplicative or nonproductive programs is desirable while development of new programs compatible with this mission is appropriate.

The University should continue to meet the needs of teacher education in its primary service region and should continue to develop programs to enhance the economic growth in Appalachia. The University should provide applied

research, service, and continuing education programs directly related to the needs of the primary service region.

Because of the University's proximity to other higher education and postsecondary institutions, it should foster close working relationships and develop articulation agreements with those institutions.

#### Murray State University

Murray State University shall serve as a residential, regional university offering a broad range of educational programs to the people of western Kentucky. Recognizing the needs of its region, the University should continue to offer programs at the associate and baccalaureate degree levels which emphasize the traditional collegiate and liberal studies.

Subject to demonstrated need, selected master's degree programs should be offered as well as specialist's programs in education. A retrenchment or elimination of duplicative or nonproductive associate degree programs is desirable, while development of new programs compatible with this mission is appropriate.

The University should continue to meet the needs in teacher education in its primary service region and should provide applied research, service, and continuing education programs directly related to the needs of its primary service region.

Because of the University's proximity to other higher education and postsecondary institutions, it should foster close working relationships and develop articulation agreements with those institutions. The University should develop cooperative applied research and teaching programs utilizing the unique opportunities available at Murphey's Pond and the Kentucky Lake Biological Station.

#### Northern Kentucky University

Northern Kentucky University shall serve students living in its immediate environs and offer a broad range of educational programs which emphasize the traditional collegiate and liberal studies. Recognizing the needs of its region, the University shall provide programs primarily at the associate and baccalaureate degree levels.

Subject to careful justification, selected master's degree programs, as approved by the Council on Higher Education, may be offered. The provision of broader graduate education services shall be provided by a graduate education center at Northern Kentucky University in which the participation of one or more advanced graduate education universities is arranged through Northern.

The University should continue to offer health and selected technical programs because it serves as a community college for the area.

Because of its close proximity to other higher education and postsecondary

institutions, Northern should foster close working relationships and develop articulation agreements with those institutions. The University should provide applied research, service, and continuing education programs directly related to the needs of its primary service region.

The development of a community studies center encouraging applied research and public service activities would provide a unique opportunity for cooperating with other institutions and for service in the northern Kentucky area.

#### Western Kentucky University

Western Kentucky University shall serve as a residential, regional university offering a broad range of traditional programs to the people of southcentral and portions of western Kentucky. Recognizing the needs of its region, the University should provide programs at the associate and baccalaureate degree levels, especially programs of a technological nature.

Subject to demonstrated need, selected master's degree programs should be offered as well as the specialist programs in education. A retrenchment or elimination of duplicative or nonproductive programs is desirable while development of new programs compatible with the mission is appropriate.

The University should continue to meet the needs in teacher education in its primary service region and should provide applied research, service, and continuing education directly related to the needs of its primary service region.

Because of the limited community college opportunities in the service region, the University should develop its Bowling Green Community College component, emphasizing technical programs. The University should develop close working relationships and develop articulation agreements with other institutions.

#### University of Louisville

The University of Louisville shall be a major university located in the largest urban area and shall meet the educational, research, and service needs of its metropolitan area with a broad range of programs at the baccalaureate and master's levels. The University of Louisville shall continue to offer those doctoral degree and postdoctoral programs related to the health sciences. The University of Louisville will continue to share with the University of Kentucky a statewide mission in medicine, dentistry, law, and urban affairs. However, the financial resources of the Commonwealth are limited. Kentucky cannot afford to develop two comprehensive programs at the doctoral level, currently and in the future. Therefore, at the doctoral level, the University of Louisville may offer a limited number of carefully selected programs which are not unnecessarily duplicative and which are relevant to the needs of its metropolitan service area. Doctoral programs not consistent with this statement shall be phased out as soon as practicable, with due regard to the interests of students already enrolled and to faculty and staff employed therein. In the health sciences, close coordination with the University of Kentucky must be maintained.

While it may be necessary for other institutions to offer certain programs therein, the specific responsibility to satisfy the broad range of undergraduate, master's, and special needs of the residents of the metropolitan service area of Louisville and Jefferson County rests with the University of Louisville. Careful articulation of academic programs at Jefferson Community College and the University of Louisville should be developed to enhance educational opportunities in the Louisville and Jefferson County metropolitan service area.

#### University of Kentucky

The University of Kentucky shall be the Commonwealth's only statewide institution. It shall serve as the principal graduate-degree-granting university in the system and as the principal institution for statewide instruction, research and service programs in all fields without geographical limitation.

By virtue of these responsibilities, the University shall serve as a residential institution and maintain a wide range of academic programs at the baccalaureate, master's, and doctoral degree levels, with professional programs as approved by the Council on Higher Education. Because of its designation as the principal research, service, and graduate institution, the University shall emphasize the development of its graduate, professional, research, and service programs. It is essential to the success of the entire system that the University shall exert maximum effort for cooperative doctoral programs with other universities in the Commonwealth and cooperate in applied

research and service with other institutions. In the health sciences, close coordination with the University of Louisville must be maintained. This emphasis may require retrenchment of some programs and limitations on undergraduate enrollment at the Lexington campus.



## RESOLUTION

WHEREAS, The Council on Higher Education has the responsibility for planning for the higher education needs of the Commonwealth; and

WHEREAS, The Council on Higher Education has the responsibility for budgetary recommendations in the various public institutions of higher education; and

WHEREAS, The Council on Higher Education has been directed by the Governor and the Legislature to do several studies of management, administration, and financial condition of higher education in the Commonwealth; and

WHEREAS, The Council on Higher education should, in carrying out these various statutory or executive directives, examine all possible alternatives for structure, administration, and organization of higher education in the Commonwealth to achieve the highest quality and to effect the greatest cost savings in the delivery of higher education programs;

NOW, THEREFORE, BE IT RESOLVED THAT the Executive Director and the staff of the Council are hereby directed to develop a proposal describing a plan for the comprehensive study of reorganizations and restructuring changes in institutions of higher education and programs offered, including, but not limited to, the following:

Merger of institutions by geographical area; to wit: Morehead State University and Eastern Kentucky University to become the University of East Kentucky; Murray State University and Western Kentucky University to become the University of West Kentucky; the University of Kentucky and Kentucky State University to become the University of Kentucky and its Kentucky State Center for Public Affairs and Government Programs in Frankfort; the merger of the State Postsecondary Vocational Technical Schools and the Community College System into two systems to be known as the Junior and Technical College System to be administered according to geographic location by the University of West Kentucky and the University of East Kentucky; the elimination of one of the three Law Schools; the elimination of one of the two Dental Schools; the elimination of one of the two Engineering Schools; and any and all other elimination and/or restructuring of duplicative programs or colleges as will effect expenditure savings without substantial reduction on the availability of professional and graduate program delivery to the citizens of the Commonwealth.

This proposal for a study should be completed and transmitted to the Council for its further consideration on or before October 1, 1981.

This study proposal should include an estimate of the cost to do the study, time required for its completion, and may be carried out by the staff, by the use of external consultants, or by contract with any groups which may, in the discretion of the staff, be of benefit in meeting the time deadlines as set out therein.

# Appendix 7

JANUARY 28, 1981

DEGREE PROGRAMS BY LEVEL IN KENTUCKY STATE-SUPPORTED INSTITUTIONS \* PAGE 1  
IN WHICH DEGREES WERE AWARDED BETWEEN  
JULY 1, 1979 AND JUNE 30, 1980

PROGRAM DESCRIPTION	EKU	KSU	MGSU	MUSU	NKU	UK	UL	WKU	UKCC
0101-0	AGRICULTURE, GENERAL		B	BM		M		BM	
0102-0	AGRONOMY			B		BM D			
0103-0	SOILS SCIENCE					M			
0104-0	ANIMAL SCIENCE			B		BM D			
0105-0	DAIRY SCIENCE								
0106-0	POULTRY SCIENCE								
0107-0	FISH, GAME, AND WILDLIFE MANAGEMENT	B							
0108-0	HORTICULTURE			B		B			
0109-0	ORNAMENTAL HORTICULTURE	B							
0110-0	AGRICULTURAL AND FARM MANAGEMENT					B			
0111-0	AGRICULTURAL ECONOMICS					BM D			
0112-0	AGRICULTURAL BUSINESS	B		B					
0113-0	FOOD SCIENCE AND TECHNOLOGY								
0114-0	FORESTRY					BM			
0115-0	NATURAL RESOURCES MANAGEMENT								
0116-0	AGRICULTURE AND FORESTRY TECHNOLOGIES								
0117-0	RANGE MANAGEMENT								
0199-0	OTHER					B			
0201-0	ENVIRONMENTAL DESIGN, GENERAL								
0202-0	ARCHITECTURE					D			
0203-0	INTERIOR DESIGN	B		B					
0204-0	LANDSCAPE ARCHITECTURE					B			
0205-0	URBAN ARCHITECTURE								
0206-0	CITY, COMMUNITY AND REGIONAL PLANNING	B		B				M	
0299-0	OTHER								
0301-0	ASIAN STUDIES, GENERAL								
0302-0	EAST ASIAN STUDIES								
0303-0	SOUTH ASIAN STUDIES								
0304-0	SOUTHEAST ASIAN STUDIES								
0305-0	AFRICAN STUDIES								
0306-0	ISLAMIC STUDIES								
0307-0	RUSSIAN AND SLAVIC STUDIES					B			
0308-0	LATIN AMERICAN STUDIES					B			
0309-0	MIDDLE EASTERN STUDIES					B			
0310-0	EUROPEAN STUDIES, GENERAL								
0311-0	EASTERN EUROPEAN STUDIES								
0312-0	WEST EUROPEAN STUDIES								
0313-0	AMERICAN STUDIES						B		
0314-0	PACIFIC AREA STUDIES								
0399-0	OTHER								
0401-0	BIOLOGY, GENERAL	BM	B	BM	BM	B	BM D	BM D	BM
0402-0	BOTANY, GENERAL						B	B	
0403-0	BACTERIOLOGY								
0404-0	PLANT PATHOLOGY						BM D		
0405-0	PLANT PHARMACOLOGY								
0406-0	PLANT PHYSIOLOGY						M D		
0407-0	ZOOLOGY, GENERAL						BM	B	
0408-0	PATHOLOGY, HUMAN AND ANIMAL								
0409-0	PHARMACOLOGY, HUMAN AND ANIMAL						M D	D	
0410-0	PHYSIOLOGY, HUMAN AND ANIMAL						D	M D	
0411-0	MICROBIOLOGY	B					BM D	M D	
0412-0	ANATOMY						M	M D	
0413-0	HISTOLOGY								
0414-0	BIOCHEMISTRY						M D		
0415-0	BIOPHYSICS								

\* THE HEGIS REPORTING REQUIREMENTS, IN MANY INSTANCES, COLLAPSE DISSIMILAR PROGRAMS INTO A SINGLE DEGREE PROGRAM CATEGORY. THIS TABLE CANNOT BE USED TO DETERMINE INSTANCES WHERE PROGRAM DUPLICATION OCCURS

JANUARY 26, 1961

DEGREE PROGRAMS BY LEVEL IN KENTUCKY STATE-SUPPORTED INSTITUTIONS \* PAGE 2  
 IN WHICH DEGREES WERE AWARDED BETWEEN  
 JULY 1, 1979 AND JUNE 30, 1980  
 (CONTINUED)

PROGRAM DESCRIPTION	EKU	KSU	MOSU	MUSU	NKU	UK	UL	NKU	UKCC
0416-0 MOLECULAR BIOLOGY									
0417-0 CELL BIOLOGY									
0418-0 MARINE BIOLOGY									
0419-0 BIOMETRICS AND BIOSTATISTICS									
0420-0 ECOLOGY	B		B						
0421-0 ENTOMOLOGY						EM D			
0422-0 GENETICS									
0423-0 RADIOSIOLOGY									
0424-0 NUTRITION, SCIENTIFIC									
0425-0 NEUROSCIENCES									
0426-0 TOXICOLOGY						M D			
0427-0 EMSRYOLOGY									
0499-0 OTHER									
0501-0 BUSINESS AND COMMERCE, GENERAL	EM		B	BM	B		EM	EM	
0502-0 ACCOUNTING	EM	B	B	B	B	EM	B	B	
0503-0 BUSINESS STATISTICS									
0504-0 BANKING AND FINANCE	EM		B	B			B	B	
0505-0 INVESTMENTS AND SECURITITS									
0506-0 BUSINESS MANAGEMENT AND ADMINISTRATION	EM	B	EM	B	B	EM D	EM	B	
0507-0 OPERATIONS RESEARCH									
0508-0 HOTEL AND RESTAURANT MANAGEMENT				B				B	
0509-0 MARKETING AND PURCHASING	B	B	B	B	B		B		
0510-0 TRANSPORTATION AND PUBLIC UTILITIES	B								
0511-0 REAL ESTATE	EM		B	B					
0512-0 INSURANCE	B								
0513-0 INTERNATIONAL BUSINESS									
0514-0 SECRETARIAL STUDIES			B	B			B	B	
0515-0 PERSONNEL MANAGEMENT									
0516-0 LABOR AND INDUSTRIAL RELATIONS									
0517-0 BUSINESS ECONOMICS	EM	B		EM	B	EM D	B	B	
0599-0 OTHER	B	B						B	
0601-0 COMMUNICATIONS, GENERAL			EM		B	EM	B	EM	
0602-0 JOURNALISM	B		B	EM		B		B	
0603-0 RADIO/TV	B		B	B	B			B	
0604-0 ADVERTISING								B	
0605-0 COMMUNICATION MEDIA						B			
0699-0 OTHER	B							B	
0701-0 COMPUTER & INFORMATION SCIENCES, GENERAL	B	B	B	B		EM	M	B	
0702-0 INFORMATION SCIENCES AND SYSTEMS								B	
0703-0 DATA PROCESSING	B		B	B					
0704-0 COMPUTER PROGRAMMING									
0705-0 SYSTEMS ANALYSIS									
0799-0 OTHER									
0801-0 EDUCATION, GENERAL						M D	M	M	
0802-0 ELEMENTARY EDUCATION, GENERAL	EMS	B	EM	BMS	EM	EM	EM	EM	
0803-0 SECONDARY EDUCATION, GENERAL			M	M	EM	M	M	M	
0804-0 JUNIOR HIGH SCHOOL EDUCATION						B		M	
0805-0 HIGHER EDUCATION, GENERAL			M			M D	M		
0805-0 JUNIOR AND COMMUNITY COLLEGE EDUCATION				MS					
0807-0 ADULT AND CONTINUING EDUCATION			M						
0808-0 SPECIAL EDUCATION, GENERAL	EM		B	EM	B	EM	MS	EM	
0809-0 ADMINISTRATION OF SPECIAL EDUCATION									

\* THE HEGIS REPORTING REQUIREMENTS, IN MANY INSTANCES, COLLAPSE DISSIMILAR PROGRAMS INTO A SINGLE DEGREE PROGRAM CATEGORY. THIS TABLE CANNOT BE USED TO DETERMINE INSTANCES WHERE PROGRAM DUPLICATION OCCURS

JANUARY 28, 1981

DEGREE PROGRAMS BY LEVEL IN KENTUCKY STATE-SUPPORTED INSTITUTIONS \* PAGE 3  
 IN WHICH DEGREES WERE AWARDED BETWEEN  
 JULY 1, 1979 AND JUNE 30, 1980  
 (CONTINUED)

<u>PROGRAM DESCRIPTION</u>	<u>EKU</u>	<u>KSU</u>	<u>MOSU</u>	<u>MUSU</u>	<u>NKU</u>	<u>UK</u>	<u>UL</u>	<u>WKU</u>	<u>UKCC</u>
0810-0			BM						
0811-0									
0812-0	B								
0813-0							M		
0814-0							M		
0815-0								B	
0816-0									
0817-0							M		
0818-0			B				M		
0819-0									
0820-0	BM								
0821-0									
0822-0						M D			
0823-0	BM		M			B	M		
0824-0									
0825-0	M		M						
0826-0	BM		M	MS			BM	M	
0827-0	M		M			D		M	
0828-0							S		
0829-0						M			
0830-0	BM		M	M			M	M	
0831-0	BM	B			B	B		EM	
0832-0	BM	B	B	BM	B	B	M	EM	
0833-0	M					B		M	
0834-0	M	B						M	
0835-0	BMS	B	BM	BM	B	EM	EM	EM	
0836-0								SM	
0837-0	BM		B	B		B		EM	
0838-0	BM	B	BM	BM	B	B	M	EM	
0839-0	BM	B	BM	BM		EM	EM	EM	
0899-1				S		B			
0899-2									
0899-3	EM	B		B		B		BM	
0899-4									
0899-9		B		M		B	M		
0901-0		B		B					
0902-0									
0903-0							BM D		
0904-0									
0905-0									
0906-0							EM D	M D	
0907-0									
0908-0							BM	M	
0909-0							EM	M	
0910-0							BM D	M	
0911-0									
0912-0									
0913-0								M	
0914-0							B D		
0915-0									
0916-0									
0917-0									
0918-0							BM		
0919-0				B				M	BM
0920-0									

\* THE HEGIS REPORTING REQUIREMENTS, IN MANY INSTANCES, COLLAPSE DISSIMILAR PROGRAMS INTO A SINGLE DEGREE PROGRAM CATEGORY. THIS TABLE CANNOT BE USED TO DETERMINE INSTANCES WHERE PROGRAM DUPLICATION OCCURS

JANUARY 23, 1981

DEGREE PROGRAMS BY LEVEL IN KENTUCKY STATE-SUPPORTED INSTITUTIONS \* PAGE 4  
 IN WHICH DEGREES WERE AWARDED BETWEEN  
 JULY 1, 1979 AND JUNE 30, 1980  
 (CONTINUED)

PROGRAM DESCRIPTION	EKU	KSU	MOSU	MUSU	NKU	UK	UL	WKU	UKCC
0921-0 ENGINEERING MECHANICS						M			
0922-0 ENVIRONMENTAL AND SANITARY ENGINEERING							M		
0923-0 NAVAL ARCHITECTURE & MARINE ENGINEERING									
0924-0 OCEAN ENGINEERING									
0925-0 ENGINEERING TECHNOLOGIES	BM		B	B				B	B
0999-0 OTHER							B	B	
1001-0 FINE ARTS, GENERAL									
1002-0 ART	BM	B	BM	BM	B	BM	BM	B	
1003-0 ART HISTORY AND APPRECIATION						EM	EM		
1004-0 MUSIC (PERF, COMP, AND THEORY)	BM	B	B	B	B	BM	BM	BM	
1005-0 MUSIC (LIBERAL ARTS PROGRAM)			M					B	
1006-0 MUSIC HISTORY AND APPRECIATION	B					B D	B		
1007-0 DRAMATIC ARTS	B		B	B	B	EM	EM	B	
1008-0 DANCE									
1009-0 APPLIED DESIGN					B		B	B	
1010-0 CINEMATOGRAPHY									
1011-0 PHOTOGRAPHY								B	
1099-0 OTHER			B					B	
1101-0 FOREIGN LANGUAGES, GENERAL								B	
1102-0 FRENCH	BM	B	B	B		BM D	EM	EM	
1103-0 GERMAN	B			B		EM	EM	B	
1104-0 ITALIAN									
1105-0 SPANISH	BM		B	B		EM D	EM	EM	
1106-0 RUSSIAN						B	B		
1107-0 CHINESE									
1108-0 JAPANESE									
1109-0 LATIN									
1110-0 GREEK, CLASSICAL						B			
1111-0 HEBREW									
1112-0 ARABIC									
1113-0 INDIAN (ASIATIC)									
1114-0 SCANDINAVIAN LANGUAGES									
1115-0 SLAVIC LANGUAGES (OTHER THAN RUSSIAN)									
1116-0 AFRICAN LANGUAGES (NON-SEMITIC)									
1199-0 OTHER									
1201-0 HEALTH PROFESSIONS, GENERAL									
1202-0 HOSPITAL AND HEALTH CARE ADMINISTRATION	B							B	
1203-0 NURSING	B			B		BM	B	B	
1204-0 DENTISTRY							P	B	P
1206-0 MEDICINE							P		P
1208-0 OCCUPATIONAL THERAPY	B								
1209-1 OPTOMETRY (O D DEGREE)									
1209-2 OPTOMETRY (ALL EXCEPT O D DEGREE)									
1210-0 OSTEOPATHIC MEDICINE									
1211-1 PHARMACY (D PHARM DEGREE)							P		
1211-2 PHARMACY (ALL EXCEPT D PHARM DEGREE)						B			
1212-0 PHYSICAL THERAPY						B			
1213-0 DENTAL HYGIENE							B		
1214-0 PUBLIC HEALTH	B					B		BM	
1215-0 MEDICAL RECORD LIBRARIANSHIP	B								
1216-1 PODIATRY (POD D OR D P) OR POD MED (DPM)									
1216-2 PODIATRY OR PODIATRIC MEDICINE									
1217-0 BIOMEDICAL COMMUNICATION									

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JANUARY 28, 1981

DEGREE PROGRAMS BY LEVEL IN KENTUCKY STATE-SUPPORTED INSTITUTIONS \* PAGE 5  
 IN WHICH DEGREES WERE AWARDED BETWEEN  
 JULY 1, 1979 AND JUNE 30, 1980  
 (CONTINUED)

PROGRAM DESCRIPTION	EKU	KSU	MOSU	MUSU	NKU	UK	UL	UKU	UKCC
1218-0 VETERINARY MEDICINE									
1219-0 VETERINARY MEDICINE SPECIALTIES						M			
1220-0 SPEECH PATHOLOGY AND AUDIOLOGY				BM			M		
1221-1 CHIROPRACTIC (D C OR D C M DEGREE)									
1221-2 CHIROPRACTIC (ALL EXCEPT D C OR D C M)									
1222-0 CLINICAL SOCIAL WORK									
1223-0 MEDICAL LABORATORY TECHNOLOGIES	B		B	B		B	B	B	
1224-0 DENTAL TECHNOLOGIES									
1225-0 RADIOLOGIC TECHNOLOGIES									
1299-0 OTHER	B					M D	M		
1301-0 HOME ECONOMICS, GENERAL	B			BM			BM		
1302-0 HOME DECORATION AND HOME EQUIPMENT						B			
1303-0 CLOTHING AND TEXTILES	B	B	B			BM		BM	
1304-0 CONSUMER ECONOMICS AND HOME MANAGEMENT						EM			
1305-0 FAMILY RELATIONS AND CHILD DEVELOPMENT	B	B				EM		M	
1306-0 FOODS AND NUTRITION	B		B			EM	EM	B	
1307-0 INSTITUTIONAL MGMT AND CAFETERIA MGMT									
1399-0 OTHER	B							B	
1401-1 LAW, GENERAL (L L B OR J D DEGREE)						P	P	P	
1401-2 LAW, GENERAL (ALL EXCEPT L L B OR J D)									
1499-0 OTHER									
1501-0 ENGLISH, GENERAL	BM	B	BM	BM	B	BM D	EM D	EM	
1502-0 LITERATURE, ENGLISH									
1503-0 COMPARATIVE LITERATURE									
1504-0 CLASSICS						M			
1505-0 LINGUISTICS						B	B		
1506-0 SPEECH, DEBATE AND FORENSIC SCIENCE			B	EM	B	B		B	
1507-0 CREATIVE WRITING									
1508-0 TEACHING OF ENGLISH AS A FOREIGN LANG									
1509-0 PHILOSOPHY	B		B	B	B	EM	B	B	
1510-0 RELIGIOUS STUDIES			B					B	
1599-0 OTHER						B		EM	
1601-0 LIBRARY SCIENCE, GENERAL	EM		EM	EM		M		EM	
1699-0 OTHER									
1701-0 MATHEMATICS, GENERAL	BM		BM	EM	B	EM D	EM	EM	
1702-0 STATISTICS, MATHEMATICAL AND THEORETICAL	B					M D			
1703-0 APPLIED MATHEMATICS									
1799-0 OTHER									
1801-0 MILITARY SCIENCE (ARMY)									
1802-0 NAVAL SCIENCE (NAVY, MARINES)									
1803-0 AEROSPACE SCIENCE (AIR FORCE)									
1899-1 MERCHANT MARINE									
1899-9 OTHER									
1901-0 PHYSICAL SCIENCES, GENERAL				B			EM		
1902-0 PHYSICS, GENERAL	BM			B	B	BM	EM D	EM	
1903-0 MOLECULAR PHYSICS									
1904-0 NUCLEAR PHYSICS									
1905-0 CHEMISTRY, GENERAL	EM	B	B	EM	B	EM D	B	EM	
1906-0 INORGANIC CHEMISTRY							D		

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JANUARY 28, 1981

DEGREE PROGRAMS BY LEVEL IN KENTUCKY STATE-SUPPORTED INSTITUTIONS \* PAGE 6  
 IN WHICH DEGREES WERE AWARDED BETWEEN  
 JULY 1, 1979 AND JUNE 30, 1980  
 (CONTINUED)

<u>PROGRAM DESCRIPTION</u>	<u>EKU</u>	<u>KSU</u>	<u>MOSU</u>	<u>MUSU</u>	<u>NKU</u>	<u>UK</u>	<u>UL</u>	<u>WKU</u>	<u>UKCC</u>
1907-0 ORGANIC CHEMISTRY							M D		
1908-0 PHYSICAL CHEMISTRY									
1909-0 ANALYTICAL CHEMISTRY									
1910-0 PHARMACEUTICAL CHEMISTRY									
1911-0 ASTRONOMY									
1912-0 ASTROPHYSICS									
1913-0 ATMOSPHERIC SCIENCES AND METEOROLOGY									
1914-0 GEOLOGY	BM		B	B	B	BM D	B	B	
1915-0 GEOCHEMISTRY									
1916-0 GEOPHYSICS AND SEISMOLOGY									
1917-0 EARTH SCIENCES, GENERAL			B						
1918-0 PALEONTOLOGY									
1919-0 OCEANOGRAPHY									
1920-0 METALLURGY									
1999-1 OTHER EARTH SCIENCES								B	
1999-2 OTHER PHYSICAL SCIENCES									
1999-9 OTHER									
2001-0 PSYCHOLOGY, GENERAL	BM	B	B	BM	B	DM D	D	DM	
2002-0 EXPERIMENTAL PSYCHOLOGY							M D		
2003-0 CLINICAL PSYCHOLOGY	M					M D	M D		
2004-0 PSYCHOLOGY FOR COUNSELING									
2005-0 SOCIAL PSYCHOLOGY									
2006-0 PSYCHOMETRICS									
2007-0 STATISTICS IN PSYCHOLOGY									
2008-0 INDUSTRIAL PSYCHOLOGY									
2009-0 DEVELOPMENTAL PSYCHOLOGY									
2010-0 PHYSIOLOGICAL PSYCHOLOGY									
2099-0 OTHER									
2101-0 COMMUNITY SERVICES, GENERAL								M	
2102-0 PUBLIC ADMINISTRATION	BM	M		BM	B	M		M	
2103-0 PARKS AND RECREATION MANAGEMENT	BM		B	B	B	B		DM	
2104-0 SOCIAL WORK AND HELPING SERVICES	B		B	EM	B	EM	M	B	
2105-0 LAW ENFORCEMENT AND CORRECTIONS	BM	B	B	B			B		
2106-0 INTERNATIONAL PUBLIC SERVICE									
2199-0 OTHER	B	B				M	M	B	
2201-0 SOCIAL SCIENCES, GENERAL			B				M	EM	
2202-0 ANTHROPOLOGY	B				B	BM D	B	B	
2203-0 ARCHAEOLOGY									
2204-0 ECONOMICS			B			B	B	BM	
2205-0 HISTORY	BM	B	BM	BM	B	EM D	EM	BM	
2206-0 GEOGRAPHY	BM		B	B		EM	B	BM	
2207-0 POLITICAL SCIENCE AND GOVERNMENT	BM	B	B	B	B	EM D	EM	EM	
2208-0 SOCIOLOGY	BM	B	EM	B	B	EM D	B	EM	
2209-0 CRIMINOLOGY									
2210-0 INTERNATIONAL RELATIONS					B				
2211-0 AFRO-AMERICAN (BLACK CULTURE) STUDIES							B		
2212-0 AMERICAN INDIAN CULTURAL STUDIES									
2213-0 MEXICAN-AMERICAN CULTURAL STUDIES									
2214-0 URBAN STUDIES					B		B		
2215-0 DEMOGRAPHY									
2299-0 OTHER		B				B		B	
2301-1 THEOLOGICAL PROFESSIONS (FIRST PROF)									

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JANUARY 28, 1981

DEGREE PROGRAMS BY LEVEL IN KENTUCKY STATE-SUPPORTED INSTITUTIONS \* PAGE 7  
 IN WHICH DEGREES WERE AWARDED BETWEEN  
 JULY 1, 1979 AND JUNE 30, 1980  
 (CONTINUED)

PROGRAM DESCRIPTION	EKU	KSU	MOSU	MUSU	NKU	UK	UL	WKU	UKCC
2301-2 THEOLOGICAL PROFESSIONS, GENERAL									
2302-0 RELIGIOUS MUSIC									
2303-0 BIBLICAL LANGUAGES									
2304-0 RELIGIOUS EDUCATION									
2399-0 OTHER									
4901-0 GENERAL LIBERAL ARTS AND SCIENCES			B			B	BM	B	
4902-0 BIOLOGICAL AND PHYSICAL SCIENCES	M						M D		
4903-0 HUMANITIES AND SOCIAL SCIENCES	B						BM D	H	
4904-0 ENGINEERING AND OTHER DISCIPLINES		B					M D		
4999-0 OTHER						BM		B	
5001-1 SMALL BUSINESS MANAGEMENT			A					A	
5001-2 BUSINESS ADMINISTRATION				A	A				
5002-1 ACCOUNTING TECHNOLOGIES	A	A	A		A		A		A
5003-1 BANKING AND FINANCE TECHNOLOGIES	A						A		A
5003-2 MANAGEMENT TECH - CREDIT UNICN OPTION									
5003-3 MANAGEMENT TECH - SAVINGS & LOAN OPTION									
5004-1 MANAGEMENT	A						A		A
5004-2 REAL ESTATE	A	A	A		A		A	A	A
5004-3 RETAILING	A							A	A
5004-4 INDUSTRIAL SUPERVISION					A				
5004-5 FASHION MERCHANDISING			A						
5005-1 SECRETARIAL-2-YEAR	A		A	A	A			A	A
5005-2 SECRETARIAL-1-YEAR									
5005-3 OFFICE ADMINISTRATION	A		A				A		
5008-1 COMMUNICATIONS TECHNOLOGY									A
5008-2 JOURNALISM			A						
5008-3 RADIO/TV BROADCASTING			A						
5009-1 PRINTING TECHNOLOGY	A							A	
5009-2 GRAPHIC ARTS TECHNOLOGY			A	A					
5009-3 GRAPHIC ARTS REPRODUCTION								A	
5011-1 TRANSPORTATION & PUBLIC UTILITY TECH							A		A
5012-1 COMMERCIAL MUSIC									
5012-2 COMMERCIAL ART TECHNOLOGY							A		A
5012-4 TECHNICAL ILLUSTRATION								A	
5012-5 FINE ARTS (CERTIFICATE)							A		
5099-1 INDUSTRIAL RELATIONS							A		
5099-2 LABOR STUDIES					A				
5099-3 ORGANIZATIONAL & ADMIN STUDIES (CERTIF)									
5101-1 DATA PROCESSING TECHNOLOGIES, GENERAL	A	A	A	A	A		A	A	A
5202-1 DENTAL ASSISTING (CERTIFICATE)									
5202-2 EXPANDED DUTY DENTAL ASSIST (CERTIF)									
5203-1 DENTAL HYGIENE TECHNOLOGIES								A	A
5203-2 DENTAL HYGIENE TECH (CERTIFICATE)									
5204-1 DENTAL LABORATORY TECHNOLOGIES									A
5205-1 MEDICAL LABORATORY TECHNICIAN	A								A
5205-2 CYTOTECHNOLOGY (CERTIFICATE)									
5206-1 ANIMAL LAB ASSISTANT TECHNOLOGIES			A						
5207-1 RADIOLOGIC TECHNOLOGY			A		A			A	A
5207-2 NUCLEAR MEDICINE TECHNOLOGY (CERT)									
5207-3 NUCLEAR MEDICINE TECHNOLOGY (ASSO)									A
5207-4 RADIOLOGIC TECHNOLOGY (DIPLOMA)									
5208-1 NURSING R N (AD PROGRAM)	A	A	A		A		A	A	A

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JANUARY 28, 1981

DEGREE PROGRAMS BY LEVEL IN KENTUCKY STATE-SUPPORTED INSTITUTIONS \* PAGE 8  
 IN WHICH DEGREES WERE AWARDED BETWEEN  
 JULY 1, 1979 AND JUNE 30, 1980  
 (CONTINUED)

<u>PROGRAM DESCRIPTION</u>	<u>EKU</u>	<u>KSU</u>	<u>MOSU</u>	<u>MUSU</u>	<u>NKU</u>	<u>UK</u>	<u>UL</u>	<u>WKU</u>	<u>UKCC</u>
5213-1 MEDICAL RECORD TECHNOLOGIES	A							A	
5214-1 MEDICAL ASSISTANT TECHNOLOGY	A		A						
5214-2 ADMINISTRATIVE MEDICAL ASSISTANT	A								A
5215-1 RESPIRATORY THERAPIST									A
5215-2 RESPIRATORY THERAPY TECHNICIAN (1 YEAR)									A
5216-1 HUMAN SERVICES - MENTAL HEALTH					A				A
5218-1 INSTITUTIONAL MANAGEMENT TECHNOLOGIES								A	
5219-1 PHYSICAL THERAPY TECHNOLOGIES									A
5299-1 EMERGENCY MEDICAL TECHNICIAN (CERTIF)									
5299-2 EMERGENCY MEDICAL TECHNICIAN	A								
5301-1 SCIENCE OF ENGINEERING	A		A						
5301-2 POWER AND FLUIDS TECHNOLOGY								A	
5302-1 AVIATION FLIGHT TECHNOLOGY		A							
5302-2 AVIATION ADMINISTRATION					A				
5302-3 AVIATION MAINTENANCE TECHNOLOGY								A	
5303-1 DRAFTING AND DESIGN	A		A	A					
5303-2 MACHINE TOOL TECHNOLOGY			A						
5304-1 ARCHITECTURAL DRAFTING TECHNOLOGIES				A				A	
5304-2 ARCHITECTURAL TECHNOLOGY									A
5305-2 CHEMICAL TECHNOLOGY									
5305-3 CHEMISTRY (CERTIFICATE)									
5308-1 WELDING TECHNOLOGIES			A						
5309-1 CIVIL ENGINEERING TECHNOLOGY				A			A		A
5309-2 GEOLOGICAL ENGINEERING TECHNOLOGY	A								
5309-3 CARTOGRAPHICAL AND MAPPING TECHNOLOGY								A	
5310-2 ELECTRONICS TECHNOLOGY	A	A	A		A				
5310-3 BROADCAST TECHNOLOGY	A		A						
5310-4 COMPUTER ELECTRONICS TECHNOLOGY	A								
5310-5 INDUSTRIAL ELECTRONICS TECHNOLOGY	A								
5311-1 ELECTRICAL POWER TECHNOLOGY	A								
5311-2 ELECTRICAL TECHNOLOGY			A						
5311-3 ELECTRICAL ENGINEERING TECHNOLOGY				A			A	A	A
5312-1 INDUSTRIAL ELECTRICAL TECHNOLOGY								A	A
5312-2 MANUFACTURING TECHNOLOGY			A		A			A	
5312-3 METALS TECHNOLOGY								A	
5312-4 WOOD PRODUCTS TECHNOLOGY	A								
5312-5 INDUSTRIAL PLASTICS									
5315-1 MECHANICAL ENGINEERING TECHNOLOGY				A			A	A	A
5315-2 AGRICULTURE MECHANIZATION	A								
5317-1 CONSTRUCTION TECHNOLOGY			A		A				
5317-2 CLIMATE CONTROL TECHNOLOGY									
5399-1 MINING TECHNOLOGY			A						A
5399-2 RECLAMATION TECHNOLOGY									A
5399-3 OCCUPATIONAL SAFETY AND HEALTH TECH								A	
5399-4 PHYSICS (CERTIFICATE)									
5402-A AGRICULTURE EQUIPMENT MANAGEMENT								A	
5402-1 AGRICULTURE BUSINESS TECHNOLOGY				A					
5402-2 ORNAMENTAL HORTICULTURE	A		A						
5402-3 BEEF HERD MANAGEMENT									
5402-4 DAIRY HERD MANAGEMENT	A								
5402-5 TURF MANAGEMENT AND ORNAMENTAL HORTICUL	A								
5402-6 FLORICULTURE AND FLORISTRY	A								
5402-7 FARM PRODUCTION TECHNOLOGY									
5402-8 HORTICULTURE AND AGRICULTURE TECHNOLOGY				A					

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JANUARY 28, 1981

DEGREE PROGRAMS BY LEVEL IN KENTUCKY STATE-SUPPORTED INSTITUTIONS \* PAGE 9  
 IN WHICH DEGREES WERE AWARDED BETWEEN  
 JULY 1, 1979 AND JUNE 30, 1980  
 (CONTINUED)

<u>PROGRAM DESCRIPTION</u>	<u>EKU</u>	<u>KSU</u>	<u>MOSU</u>	<u>MUSU</u>	<u>NKU</u>	<u>UK</u>	<u>UL</u>	<u>WKU</u>	<u>UKCC</u>
5402-9 AGRICULTURE TECHNOLOGY AND MANAGEMENT								A	
5403-1 FORESTRY AND WILDLIFE TECHNOLOGY									A
5404-1 FOOD SERVICE MANAGEMENT			A						
5404-2 NUTRITION CARE	A			A					
5404-3 CULINARY ARTS									A
5405-2 INTERIOR DECORATION AND DESIGN	A		A						
5405-3 HOMEMAKING SUPERVISION	A								
5408-1 ENVIRONMENTAL TECHNOLOGY									A
5499-1 METEOROLOGICAL TECHNOLOGY								A	
5501-1 COMMUNITY/SOCIAL SERVICES									A
5503-1 VOCATIONAL INDUSTRIAL AND TECHNICAL EDU	A		A	A					
5503-2 EARLY CHILDHOOD EDUCATION	A			A					A
5503-3 TEACHER AIDE									
5503-4 INDUSTRIAL EDUCATION					A				
5503-5 SPECIAL EDUCATION ASSISTANT									A
5504-1 LIBRARY ASSISTANT TECHNOLOGIES									A
5505-1 CRIMINAL JUSTICE TECHNOLOGY	A				A				A
5505-2 CORRECTIONS	A			A					A
5505-3 POLICE ADMINISTRATION	A								
5505-4 JUVENILE	A								
5505-5 BUSINESS AND INDUSTRIAL SECURITY	A								
5505-6 CRIMINALISTICS	A								
5506-1 RECREATION SUPERVISION	A								A
5506-2 PARK MAINTENANCE	A								
5506-3 COMMERCIAL RECREATION SUPERVISION									
5506-4 THERAPEUTIC RECREATION SUPERVISION	A								
5506-5 SOCIAL WORK			A						
5506-6 RECREATION AID									
5506-7 SOCIAL RECREATION (CERTIFICATE)									
5507-1 FIRE SCIENCE TECHNOLOGY	A	A			A			A	A
5507-2 FIRE SCIENCE TECHNOLOGY (CERTIFICATE)									
5508-1 LEGAL ASSISTANCE	A						A		
5508-2 GOVERNMENT (CERTIFICATE)									
5599-1 CONTEMPORARY COMMUNITY AFFAIRS (CERTIF)									
5600-0 ARTS & SC GEN PRCG, NONOCCUPATIONAL			A				A	A	A

\* THE HEGIS REPORTING REQUIREMENTS, IN MANY INSTANCES, COLLAPSE DISSIMILAR PROGRAMS INTO A SINGLE DEGREE PROGRAM CATEGORY. THIS TABLE CANNOT BE USED TO DETERMINE INSTANCES WHERE PROGRAM DUPLICATION OCCURS.

COORDINATING MECHANISM  
FOR EXTENDED-CAMPUS OFFERINGS

- I. Extended-Campus Coordinating Districts
  - A. Designation: Based on institutional missions, program offerings, and locations, each university has been given the responsibility for an extended-campus coordinating district. These districts are shown on the enclosed map. (A county by county listing for each district is also provided.)
  - B. Responsibilities: To insure that needs are adequately assessed and appropriate extended campus instruction provided, it is imperative that the institutions of higher education and the Council on Higher Education cooperate fully to develop a coordinated plan for such extended-campus offerings. Because of their location, mission, instructional capability and familiarity with local needs, the institutions are in the best position to assess the location and scope of extended-campus instruction needed and their capability to provide such instruction. By the assignment of a coordinating district, both the institution and those in the coordinated district will know of the institutional responsibility to coordinate extended-campus offerings; thereby, resulting in a greater cohesiveness between the institution and the district. If the institution is unable or does not desire to provide instruction to meet the extended-campus needs, another institution will be requested to assist in providing this extended-campus instruction.

Specifically each university is responsible for the following activities within its coordinating district:

- (1) Assessing the need for extended-campus offerings.
- (2) Assuring adequate offerings and facilitating the earning of degrees in accordance with identified needs.
- (3) Making appropriate use of existing resources and expertise of other state-supported institutions in providing needed instruction when the instructional needs exceed the capability of the coordinating institution.
- (4) Providing to the Council on Higher Education a report of proposed extended-campus activities.

C. Extended-Campus Coordinators: To perform its coordinating function, each institution will designate a representative to act as its extended-campus coordinator. The extended-campus coordinator will be responsible for coordinating extended-campus offerings and acting as the liaison between the district and the institution, the institution and other institutions, and the institution and the staff of the Council on Higher Education.

D. Operating Principle: The designation of a coordinating district does not imply that the coordinating institution must offer all instruction within its district, nor does it imply that the coordinating

district is for any purpose other than extended-campus offerings. The objective of a coordinated system of extended-campus offerings is to assure that needs are met and to make maximum use of resources and expertise presently available within the system. With this principle in mind, each coordinating institution will offer instruction within its instructional capabilities. Extended-campus instructional capability is determined by institutional mission, on-campus instruction in a subject area and sufficient resources to cover extended-campus instructional requests. Needs and/or requests which cannot be accommodated by the coordinating institution will be referred to another institution after consultation with Council staff.

II. Guidelines for Extended-Campus Coordination

A. Council on Higher Education: In discharging its responsibility for coordinating extended-campus offerings, the Council delegates certain responsibilities to the institutions by establishing guidelines for the interinstitutional phase of the coordinating process and to recognized consortia by using these mechanisms in lieu of direct coordination. Council staff will continue to assist institutions when requested, will resolve problems, and will review instructional plans in a statewide context. Statewide coordination will be enhanced through increased interinstitutional cooperation.

B. Guidelines for Interinstitutional Coordination

(1) As extensions of the campus, extended-campus offerings are

conditioned by institutional missions, program specialties, the pro× of institutions, and Council policies.

- (2) Extended-campus instruction should be provided within each district after it has been determined that on-campus programs are not able to meet student needs for courses or programs.
- (3) In responding to instructional requests and demonstrated needs, institutions will offer extended-campus instruction on the basis of their particular academic competencies as determined by their missions, approved programs and on-campus instructional activities.
  - (a) Within its coordinating district, each university may offer instruction within its instructional capability.
  - (b) If a coordinating institution cannot meet instructional requests, the coordinating institution will seek the assistance of another institution.
- (4) All offerings in another coordinating district must be submitted to and approved by the appropriate coordinating mechanism. Regardless of the institution providing the instruction, it is the responsibility of the coordinating institution to report to the Council on Higher Education all extended-campus activities within its district.

(5) While institutions are generally encouraged to offer extended-campus offerings within their instructional capabilities, other guidelines and/or policies affecting extended-campus offerings must be acknowledged. These provisos emanate from legislation, Council policies, institutional missions, and program offerings by other institutions. For example, while programs at regional universities are aimed primarily at regional needs, this orientation does not preclude extra-regional programs in selected areas. Similarly, the designation of the University of Kentucky "as the principal graduate degree granting institution" and "as the principal institution for statewide instruction, research, and service programs in all fields" should be viewed in the context of program offerings of other institutions within the system.

(a) Associate Degree Offerings: To comply with Recommendation 15 of the Community College Study, community colleges within the University of Kentucky Community College System are restricted to their home counties in offering extended-campus instruction, and four-year public universities may not offer lower division instruction within thirty miles of a community college. Any proposed exceptions to Recommendation 15 regarding offerings by individual community colleges must be approved by the appropriate coordinating mechanism before publicizing such offerings. All exceptions must be justified annually. By virtue of KRS 164.295 the four-year universities are

restricted from offering community college type programs outside their own community. For purposes of this mechanism community is defined as the county in which the institution is located. Any proposed exceptions to this restriction must be thoroughly justified, coordinated with the community college if within thirty miles of a community college, and approved by CHE staff prior to publicizing such offerings. All exceptions must be justified annually.

- (b) Baccalaureate Degree Offerings: Universities are geographically dispersed throughout the state and generally offer a wide variety of baccalaureate programs. Due to the variety of programs offered, many programs are readily accessible at several on-campus sites, and institutions should exercise discretion in proposing such offerings at extended-campus locations. However, such programs are available at a limited number of institutions or at a single institution. Extended-campus instruction in these areas will be the responsibility of the institution(s) presently offering the program(s) on its campus, but this instruction must be coordinated by the appropriate coordinating mechanism. Campus-based instruction is viewed as a prerequisite for all extended-campus offerings, and all offerings must be consistent with other provisions of this coordinating mechanism, e.g., the restriction on lower division offerings within thirty miles of a community college.



- (c) Master's Degree Offerings: Historically, extended-campus offerings at the master's level have focused on teacher education with limited offerings in business. The offering of instruction at the master's level should be thoroughly reviewed by the institution and this review should emphasize the potential size of the program, faculty and support service requirements, its impact on campus-based programs, and the assurance of meeting qualitative standards.
  
- (d) Doctoral Degree Offerings: As the principal degree granting institution and as the principal institution for statewide instruction, the University of Kentucky has statewide responsibility for assessing the need and providing doctoral level offerings, except in Jefferson County for those academic areas where the University of Louisville offers doctoral programs. Interinstitutional cooperation is encouraged and will be administered by the University of Kentucky.
  
- (e) Professional Degree Offerings: The University of Kentucky and the University of Louisville share statewide missions in medicine, dentistry, law, and urban affairs\*, and extended-campus offerings in these areas will be coordinated by the two institutions.

\*If the University of Louisville develops a doctorate in urban affairs, it would share a statewide mission with the University of Kentucky in this area as well as in the professional areas of medicine, dentistry, and law.

- (f) Continuing education (non-degree credit) activities should be coordinated but are specifically excluded from this coordinating mechanism.
  - (6) Coordinating institutions are expected to use recognized consortium arrangements to achieve desired coordination.
  - (7) Coordination of extended-campus offerings with private institutions is encouraged and in counties where private institutions are located, public institutions are discouraged from courses/programs offered by private institutions.
  - (8) Instruction intended for advanced high school students must be scheduled after normal school hours so as not to interfere with the secondary programs.
- C. Reports: Extended-campus offerings and enrollments will be taken from institutional enrollment reports, and a composite report will be compiled and distributed to each institution.

### III. Transitional Period

The extended-campus coordinating districts will be effective the Fall 1979 semester. To make a smooth transition to this new mechanism, the Spring 1979 semester should be used to effect any changes in present offerings needed to accommodate student programs.

Eastern Kentucky University

Bell	Harlan	Lincoln	Pulaski
Boyle	Jackson	Madison	Rockcastle
Casey	Knox	McCreary	Wayne
Clay	Laurel	Owsley	Whitney
Estill	Lee	Perry	
Garrard	Leslie	Powell	

Kentucky State University

Anderson	Henry	Scott	
Franklin	Owen	Shelby	

Morehead State University

Bath	Floyd	Lewis	Morgan
Boyd	Greenup	Magoffin	Pike
Breathitt	Johnson	Martin	Rowan
Carter	Knott	Mason	Wolfe
Elliott	Lawrence	Menifee	
Fleming	Letcher	Montgomery	

Murray State University

Ballard	Crittenden	Hopkins	Trigg
Caldwell	Fulton	Livingston	Union
Calloway	Graves	Lyon	Webster
Carlisle	Henderson	Marshall	
Christian	Hickman	McCracken	

Northern Kentucky University

Boone	Campbell	Gallatin	Kenton
Bracken	Carroll	Grant	Pendleton

University of Kentucky

Bourbon	Jessamine	Nicholas	Woodford
Clark	Marion	Robertson	
Fayette	Mercer	Spencer	
Harrison	Nelson	Washington	

University of Louisville

Bullitt	Oldham
Jefferson	Trimble

Western Kentucky University

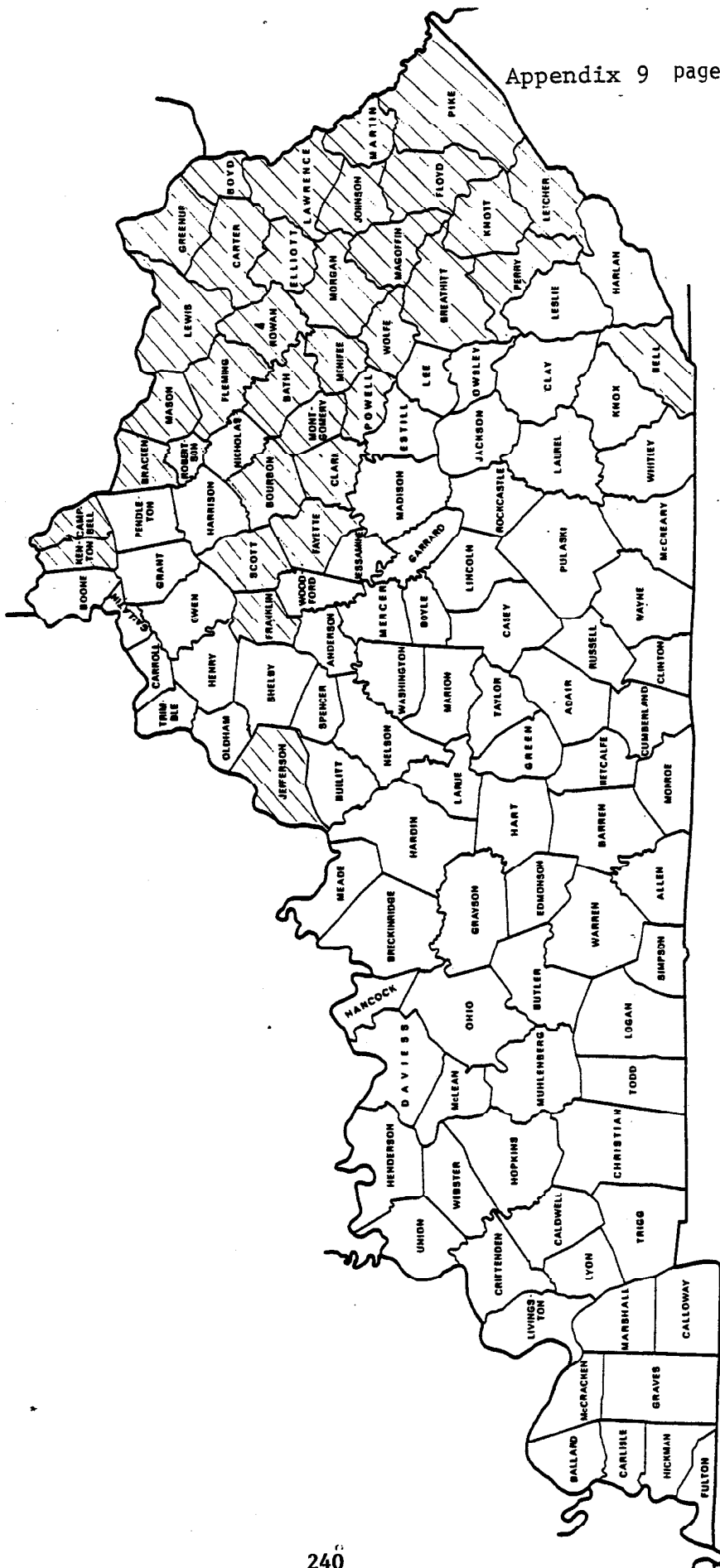
Adair	Daviess	Larue	Ohio
Allen	Edmonson	Logan	Russell
Barren	Grayson	McLean	Simpson
Breckinridge	Green	Meade	Taylor
Butler	Hancock	Metcalfe	Todd
Clinton	Hardin	Monroe	Warren
Cumberland	Hart	Muhlenberg	



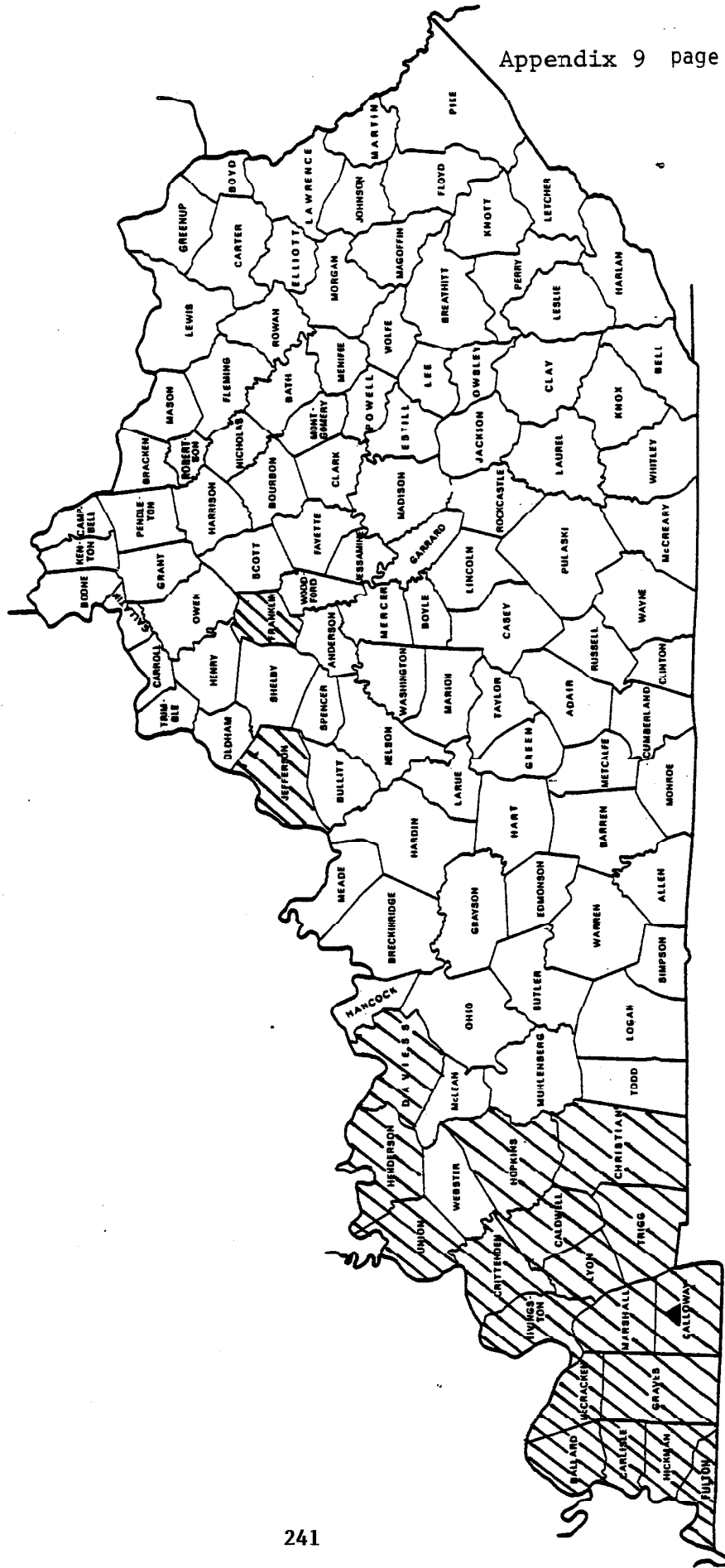


MOREHEAD STATE UNIVERSITY

COUNTIES CONTRIBUTING 90.4 PERCENT HEADCOUNT ENROLLMENT  
FALL 1980



MURRAY STATE UNIVERSITY  
COUNTIES CONTRIBUTING 90.7 PERCENT HEADCOUNT ENROLLMENT  
FALL 1980













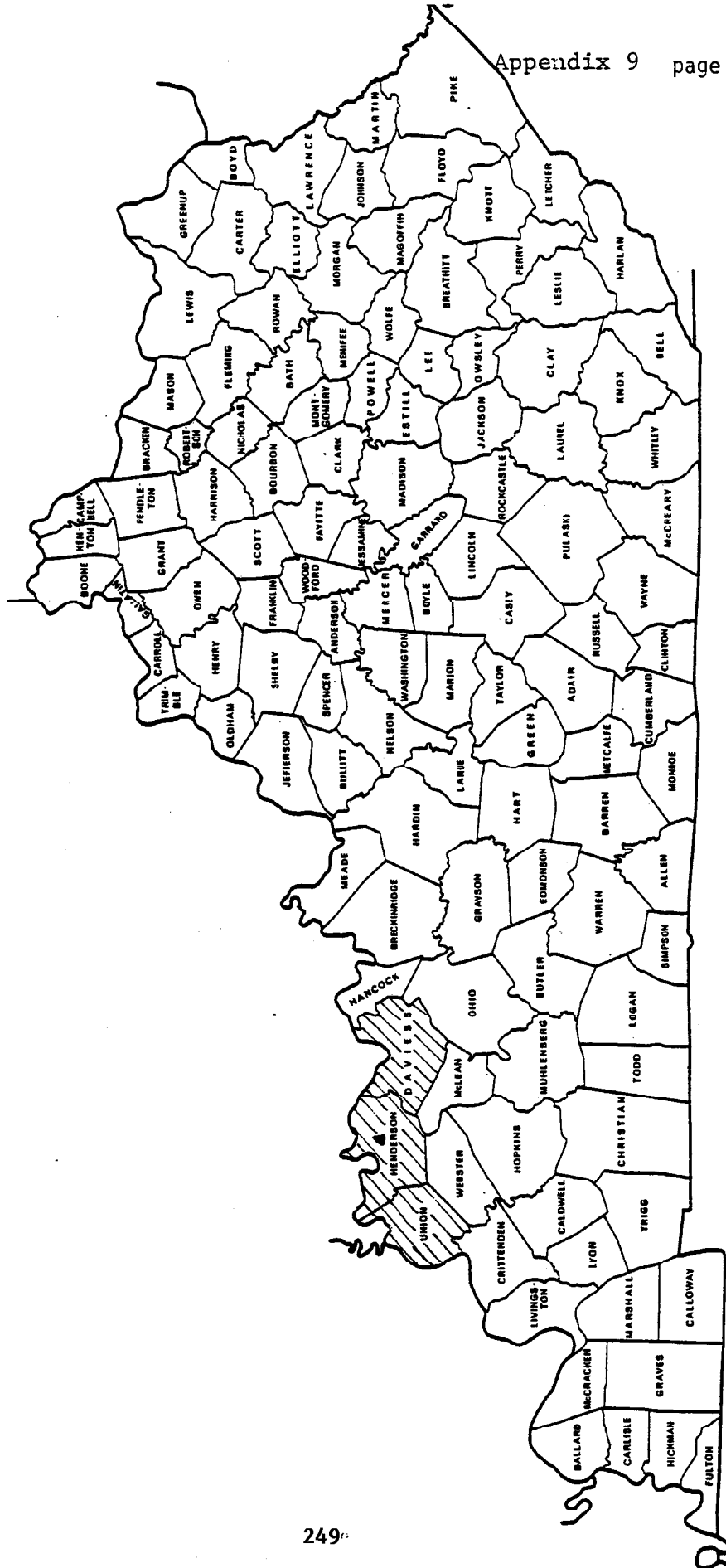






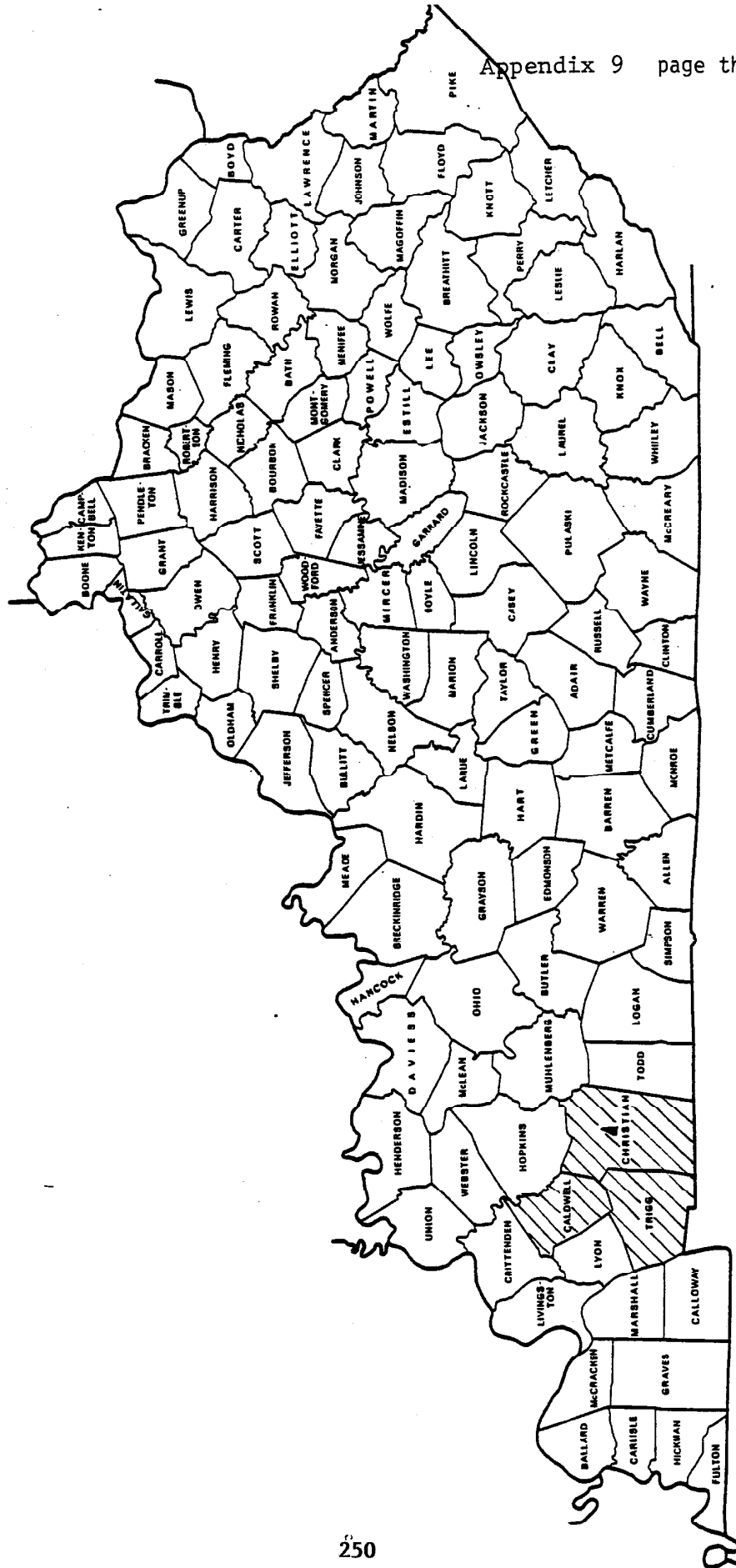
HENDERSON COMMUNITY COLLEGE

COUNTIES CONTRIBUTING 94.2 PERCENT HEADCOUNT ENROLLMENT  
FALL 1980

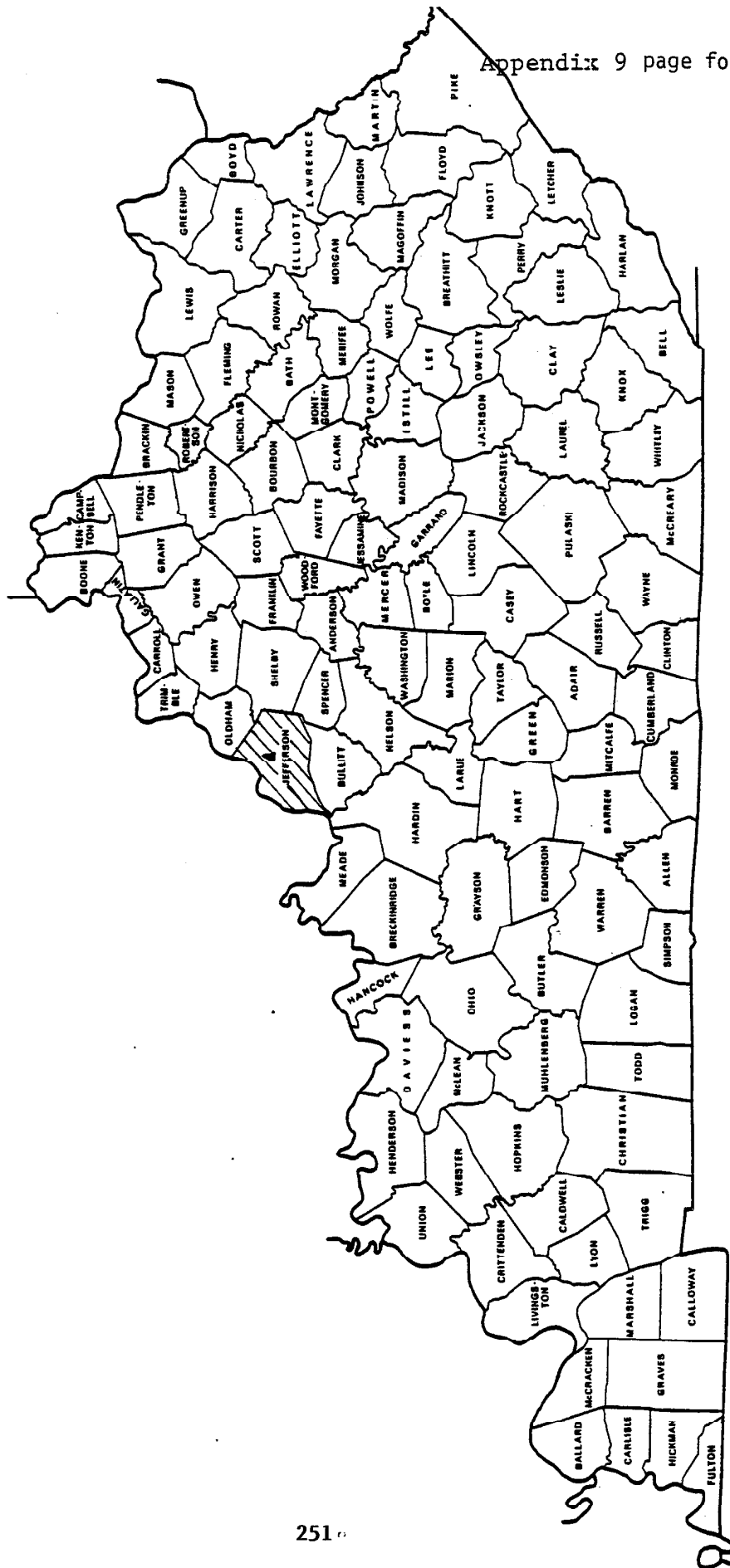




HOPKINSVILLE COMMUNITY COLLEGE  
COUNTIES CONTRIBUTING 93.1 PERCENT HEADCOUNT ENROLLMENT  
FALL 1980



JEFFERSON COMMUNITY COLLEGE (DOWNTOWN)  
 COUNTIES CONTRIBUTING 92.3 PERCENT HEADCOUNT ENROLLMENT  
 FALL 1980



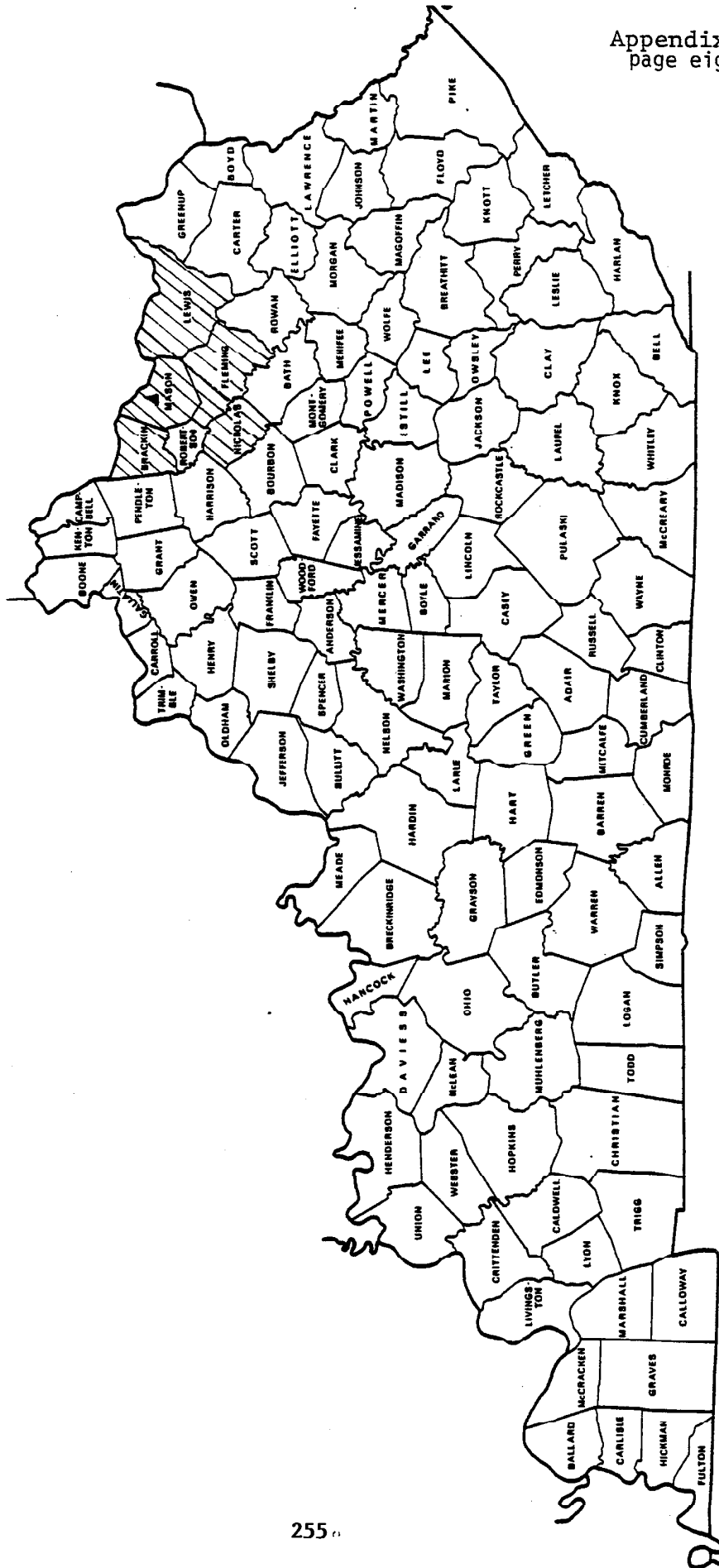






MAYSVILLE COMMUNITY COLLEGE

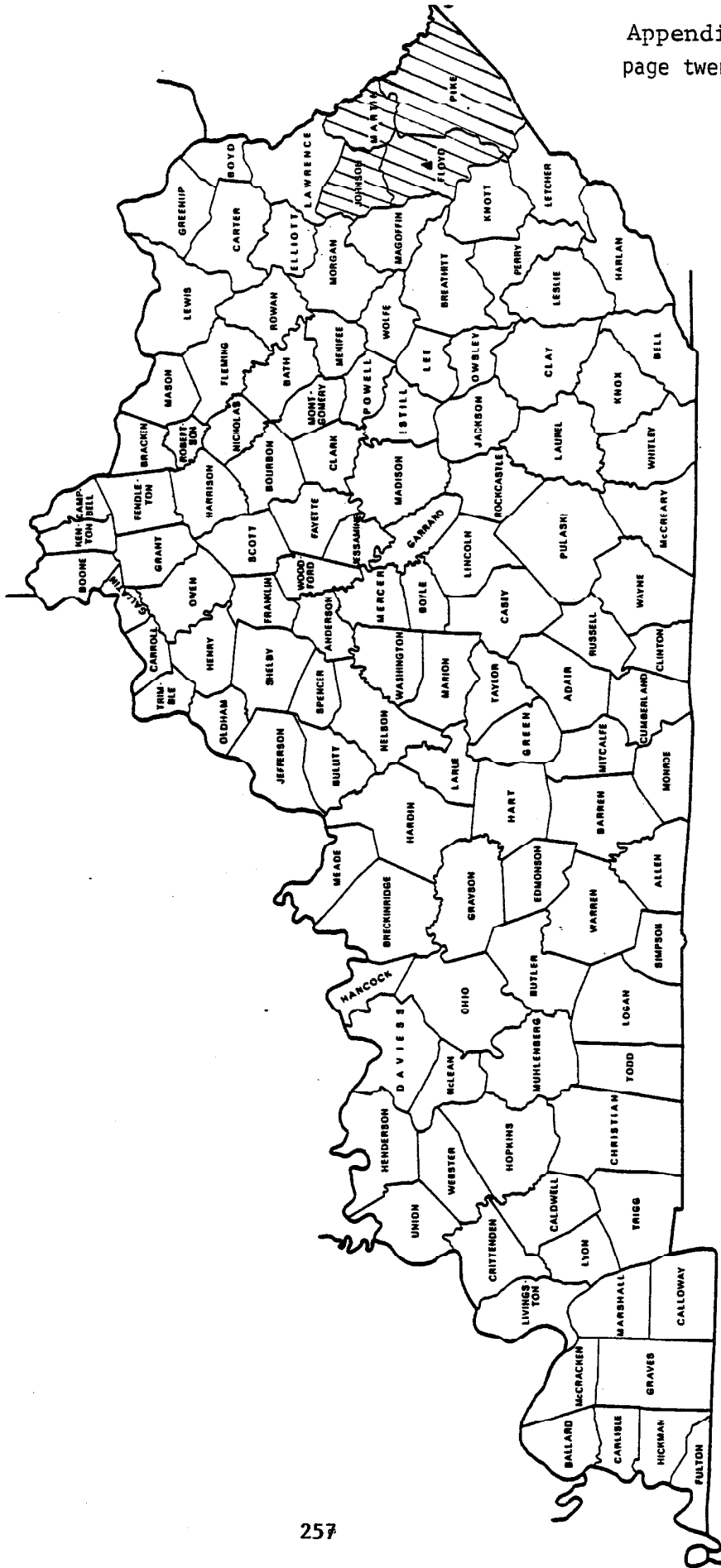
COUNTIES CONTRIBUTING 94.2 PERCENT HEADCOUNT ENROLLMENT  
FALL 1980





PRESTONSBURG COMMUNITY COLLEGE

COUNTIES CONTRIBUTING 90.9 PERCENT HEADCOUNT ENROLLMENT  
FALL 1980

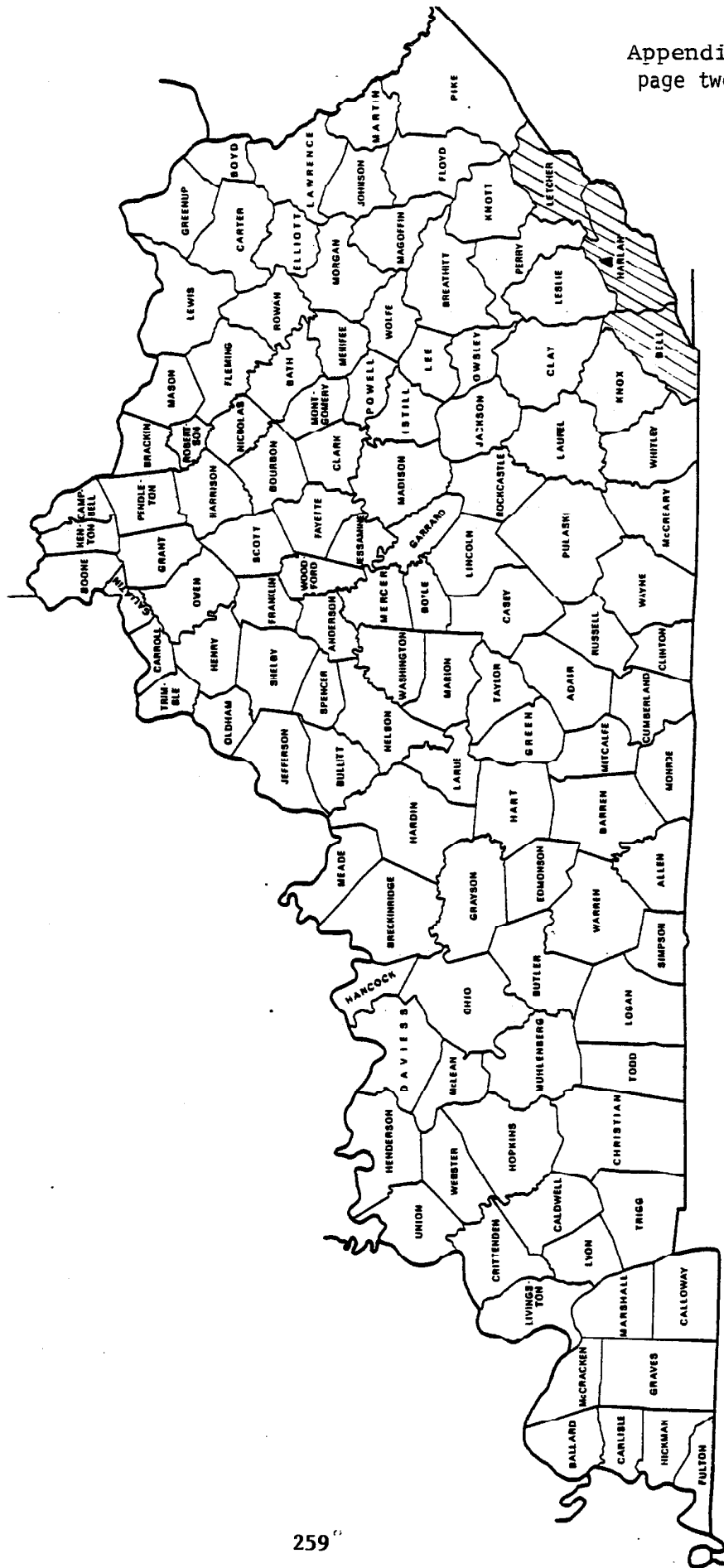






SOUTHEAST COMMUNITY COLLEGE

COUNTIES CONTRIBUTING 95.8 PERCENT HEADCOUNT ENROLLMENT  
FALL 1980



MARKET AREA ANALYSIS  
RESPONSE TO OFFICE FOR CIVIL RIGHTS

In the development of the plan in response to the Office for Civil Rights, as an alternative to defining the "geographic area served by the (each state-supported) institution" staff defined the "market area" of each institution in fall 1980. The "market area" of an institution was defined as the group of Kentucky counties that collectively contribute at least 90 percent of that institution's enrollment of students with a Kentucky county of origin.

Given this definition, several (76) counties (including Jefferson County) appeared in more than one institution's market area. Since high school graduates enroll in at most one institution, the pool of high school graduates in each of these counties was distributed among the institutions in whose market area the county appears. Each pool of high school graduates was distributed as indicated by the following example:

<u>Affected Market Areas</u>	<u>Fall 1980 Enrollment from Anderson County</u>		<u>Spring 1980 High School Graduates</u>	
	<u>Headcount</u>	<u>Percent</u>	<u>Headcount</u>	<u>Percent</u>
KSU	102	54.9	89	54.6
UK	60	32.2	53	32.5
LTI	24	12.9	21	12.9
	<u>186</u>	<u>100.0%</u>	<u>163</u>	<u>100.0%</u>

TOTAL HEADCOUNT ENROLLMENT  
STATE-SUPPORTED INSTITUTIONS  
FALL 1980 (ACTUAL) AND FALL 1981 - FALL 1985 (PROJECTED)

Institution	Actual 1980	Projected				
		1981	1982	1983	1984	1985
Eastern Kentucky University	14,185	12,100-13,800	11,600-13,300	11,000-12,600	10,700-12,300	10,400-11,900
Kentucky State University	2,342	1,800-2,200	1,600-2,000	1,600-1,900	1,500-1,900	1,400-1,800
Morehead State University	7,163	6,100-6,800	6,200-6,900	5,900-6,600	5,800-6,500	5,700-6,400
Murray State University	8,064	6,500-7,600	6,200-7,300	5,600-6,600	5,400-6,400	5,200-6,100
Northern Kentucky University	8,358	6,800-8,100	6,500-7,800	6,100-7,300	5,900-7,000	5,700-6,800
University of Kentucky	23,509	20,700-22,500	20,000-21,700	19,100-20,800	18,500-20,100	18,000-19,500
University of Louisville	20,585	18,800-20,600	17,700-19,400	16,300-17,800	15,300-16,800	14,500-15,900
Western Kentucky University	13,358	12,200-13,100	11,700-12,600	11,000-11,800	10,600-11,400	10,300-11,000
Total Universities	97,564	85,000-94,700	81,500-91,000	76,600-85,400	73,700-82,400	71,200-79,400
Community College System	19,245	17,300-19,500	17,300-19,500	16,600-18,700	15,600-17,600	15,000-16,900
Total Institutions	116,809	102,300-114,200	98,800-110,500	93,200-104,100	89,300-100,000	86,200-96,300

NOTE: These projections have not been reviewed by the institutions as of February 15, 1981.

The following assumptions were made in the calculation of the projected headcount enrollments:

1. There will be no change in the performance of each institution in relation to its current mission;
2. The college-going rate of high school graduates will remain constant; and
3. Each institution will maintain its relative share of high school graduates entering higher education.

PROCEDURES FOR REVIEW  
OF EXISTING PROGRAMS

Rationale:

The review of mission implementation, financial stringency, concerns about program duplication, and the Kentucky OCR Response have highlighted the need for an improved program review process that considers both the effectiveness and efficiency of academic programs. To intensify the review of existing programs while minimizing the accompanying burdens, program information items and review procedures have been revised to provide for the inclusion of performance-related data and for increased institutional involvement. The revised mechanism utilizes the review efforts of individual institutions and incorporates these institutional efforts in a statewide review process. In addition to these scheduled on-going review activities, special studies will be conducted by the staff. This shared, coordinated approach will provide for a continuous and improved assessment of institutional and statewide program structures. The intent is to require little or no additional staff work at the institutions.

Purposes of Program Review

The purposes of program review are to determine: (1) which current programs are operating especially well, (2) which current programs need to be improved and what resource support is required to accomplish needed improvements, (3) which current programs are no longer needed in their present configuration, and (4) which programs are needed but are not presently offered. The review process and fulfillment of these purposes will facilitate the development of a strong information base for all program decisions on a state wide basis.

Institutional and Staff Roles

The primary responsibility for initiating and conducting reviews of existing programs and for developing conclusions and recommendations resulting from the reviews lies with individual institutions. This central role of the institutions is based on the concept that self studies, review and evaluations, and consequent recommendations must provide for institutional participation and be sensitive to institutional needs, e.g., accreditation requirements, internal plans, program improvement decisions, resource allocation patterns, etc. In addition to increasing the

involvement of the institutions in the review process, this approach offers the added advantage of using existing review activities instead of adding a new review level. It is intended that qualitative program review judgments be made by the institutions. It is not anticipated, however, that these individual institutional reviews will be able to resolve statewide concerns related to unnecessary program duplication and the most effective use of resources within the system of higher education. This role is reserved for the Council on Higher Education and is derived from KRS 164.020 (8) which authorizes the Council to "define and approve the offering of all higher education associate, baccalaureate, graduate, and professional degree or certificate programs in the state-supported higher education institutions...." The Council staff will be guided by the system concept, the Council's statement of principles, and subsequent Council policies relating to programs and institutional missions.

#### Review Procedures

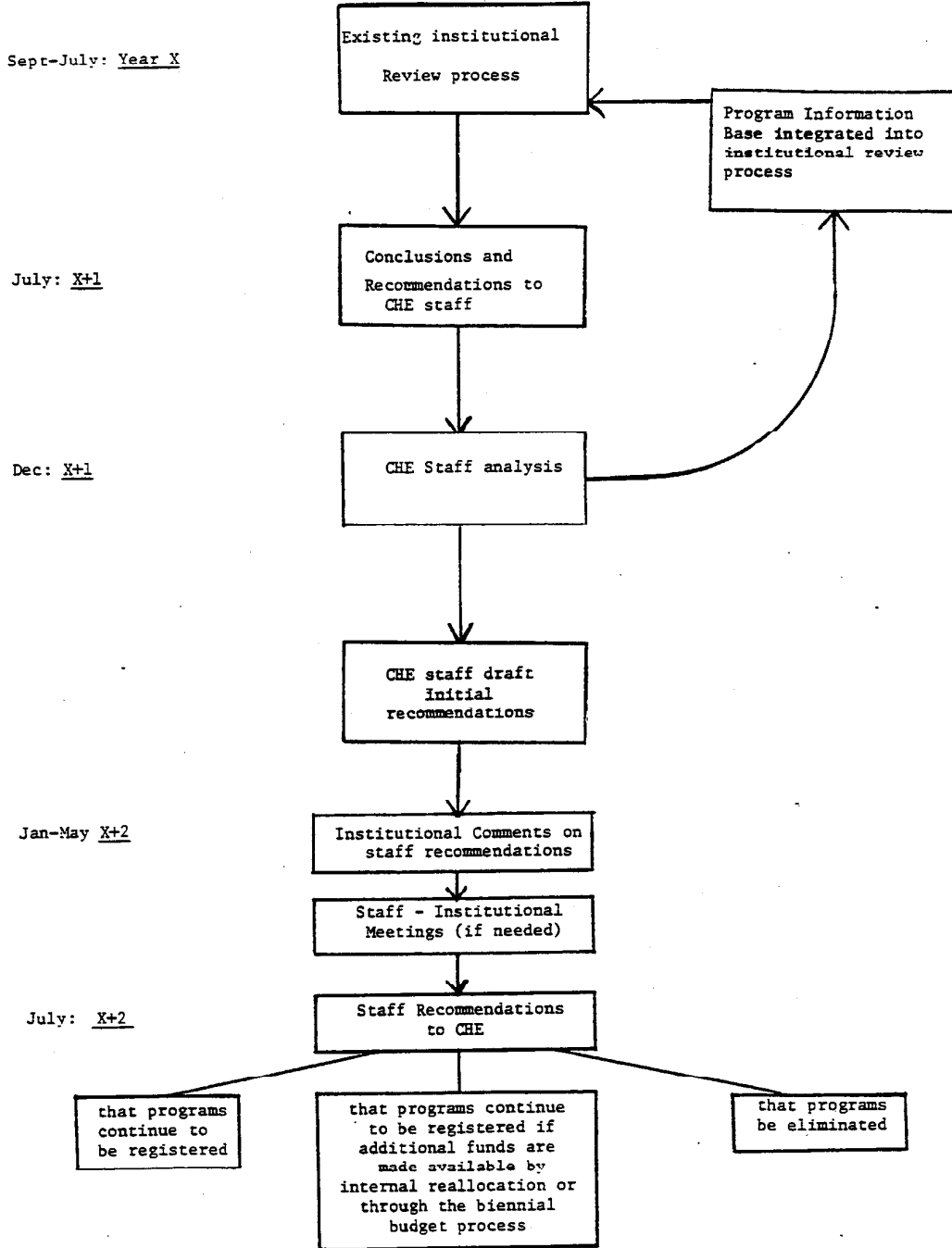
##### The On-Going Review Process

Procedural changes: To implement the coordinated institutional-staff review process depicted by Chart I, two basic procedural agreements will be necessary. First, the institutions are expected to incorporate staff-identified information items in their review process as a "program information base." The rationale for a uniform "program information base" is to ensure that statewide as well as institutional concerns are addressed consistently by both the institutions and the staff. These information items represent a mixture of quantitative, qualitative, and performance-related items and provide the necessary framework for subsequent review activities.

The program information base in Appendix 1 lists basic areas of interest, e.g., students, faculty, results of previous reviews, etc., as well as suggested ways of providing the needed information. Institutions need not use all of the measures listed and may substitute other indicators as long as they address each basic area of interest in a comparable fashion.

Secondly, the institutions should submit brief summary reports to the staff. The summary reports are intended to be concise presentations of the conclusions, recommendations, and supporting rationale for each program reviewed. The format of the summary reports will vary from discipline to discipline and will be established at the beginning of each

REVIEW OF EXISTING PROGRAMS



annual review cycle. The summary reports supplemented by staff review activities will provide the basis for initial staff recommendations.

Two additional changes will be necessary if the full potential of this process is to be realized, but these changes can be implemented during the transition period. A common review schedule is a precondition for a fully coordinated review process and can be established so that the same program area(s) is reviewed by all institutions in the same timeframe. This common schedule can be achieved by adjusting institutional schedules as permitted by prevailing circumstances. Also, it would be advantageous to conduct program reviews by disciplines as well as by degree levels within the discipline. The discipline approach is comprehensive, i.e., provides a top to bottom view of all degree programs, and is consistent with organizational structures. When the common schedule and discipline approach are combined, all degree programs in a given discipline, e.g., agriculture, business, biological sciences, communications, can be considered simultaneously and a comprehensive state-wide perspective of the discipline can be emphasized.

The Process: The operation of the proposed mechanism can best be explained as a flow of interdependent activities. Review activities will be initiated in August of each year when staff, after consultation with the institutions, distributes its program information items and report format. From August to June, the institutions conduct the scheduled reviews and prepare summary reports on each program reviewed. These reports will then be forwarded to Council staff in July. From July to December, staff will integrate the institutional reports into its analysis and develop initial staff recommendations. When institutional and staff recommendations are in agreement, reports will be prepared for presentation to the Programs Committee in June and the Council in July. When institutional and staff recommendations are inconsistent, these differences will be addressed during a series of joint meetings scheduled between January and May. The purpose of these meetings is to exchange and update information and to discuss conclusions, recommendations, and supporting rationale in an attempt to resolve the differences. The resolution of any remaining differences will require an exchange of data collected during the review process and may involve the exploration of related questions. Staff will then prepare and forward its recommendations to the Programs Committee. If program recommendations contain budget implications, these actions will be incorporated in the established budgetary process.

Since this mechanism consists of a series of interdependent activities, certain explicit and implicit responsibilities



should be acknowledged to insure its orderly implementation and operation.

It is anticipated that each institution, as part of the annual review of existing programs, will:

1. Provide a one-time description of the institutional process for reviewing degree programs. This description should indicate the responsibilities assigned to each institutional unit or committee involved in the review process and, when used, external consultants. This description need not be resubmitted unless there are significant changes in the process.
2. Submit to staff its review schedule for all degree programs. While it is anticipated that the complete cycle may require 5-6 years, institutional exceptions which justify a different cycle may be necessary. The schedule should include consideration of impending external and internal reviews associated with accreditation visits, planned modification of programs, new staffing requirements, etc.
3. Ensure that institutional reviews are conducted and completed according to the established schedule and that staff-identified information items are incorporated in the reviews.
4. Submit to CHE staff summary reports on each program reviewed during each annual review period. The summary reports should be prepared according to the agreed upon format. It is anticipated that a 2-3 page report will be sufficient for the initial staff analysis.
5. Participate in subsequent meetings with staff to discuss conclusions and recommendations and provide additional information that may be necessary to resolve questions.

It is anticipated that Council staff, as part of the annual review process, will:

1. Distribute, after consulting the institutions, the program information items for the annual review period and the format for the summary reports. Staff will also provide historic data on programs to be reviewed during the review period.

2. Analyze the institutional summary reports and incorporate them in the staff review process in order to arrive at initial recommendations based on statewide and institutional considerations.
3. Schedule meetings, as necessary, with the institutions to discuss initial recommendations and request additional information to clarify conclusions and recommendations and to explore the bases for staff-institutional differences.
4. Annually prepare three types of reports for consideration by the Programs Committee:
  - a. An information item listing programs reviewed which are viable and whose registration should continue without any change.
  - b. An information item listing programs reviewed whose continued viability requires additional resources.
  - c. An action item recommending programs whose continuance is questionable and whose registration should be withdrawn either by the institution or by Council action.
5. Incorporate program decisions with a budgetary implication into the established budgetary process.
6. Monitor the review process and, in conjunction with the institutions, improve its effectiveness and incorporate appropriate findings in the review mechanism for new programs.

These procedures and responsibilities assume different emphases for institutional and staff reviews. Institutional program reviews should focus on the institutional aspects of the programs or discipline under review and on qualitative considerations, while the staff review should emphasize statewide considerations. However, institutions are expected to address pressing statewide problems, e.g., unnecessary program duplications, resource requirements, etc., and these institutional perspectives will be used by staff in addressing statewide problems and developing a statewide synthesis.

Ad Hoc  
Staff Reviews

While the on-going reviews are viewed as the primary review mechanism, it will be necessary from time to time for staff to conduct ad hoc reviews outside the established mechanism. These ad hoc reviews will be limited in coverage and number and will be designed as special purpose reviews, i.e., directed at specific concerns in specific program areas. Programs requiring ad hoc review will be identified by extraordinary circumstances, e.g., large enrollment increases or decreases, a large number of new program proposals, need for curricular changes due to changes in certification or accreditation requirements, etc. Ad hoc reviews can be requested by the institutions or Council staff. The major advantages of this mechanism are flexibility to deal with issues as they occur rather than waiting for a scheduled review and the ability to structure reviews to fit different circumstances.

Council staff would be responsible for clarifying the concern or issue and for drafting proposed procedures and review format. After this has been completed, a staff-institutional meeting will be held to discuss the review and to establish the procedures, format, timetable, and the respective roles of the staff and institutional representatives. The length of the review will be determined by the nature of the concern or issue, but the review should be completed prior to June. The results of these ad hoc reviews will be incorporated in staff recommendations emanating from the on-going process so that all recommendations from a given cycle are treated at the same time.

## APPENDIX I

## Program Information Base

## Program Considerations

1. General: admission requirements if different from institution-wide requirements; established learning objectives for program; typical program of study for majors; typical array of course offerings by department or program area; magnitude of late afternoon-evening offerings.
2. Students: significant characteristics of students (full-time/part-time, minorities, age groups, range of ACT/GRE scores, etc.); student retention, transfer, drop-out, and completion rates and average time to complete program; student success in achieving program objectives and method of assessment; follow-up information on post-graduation activities of students.
3. Faculty: number of faculty involved in the program and the nature of their involvement--courses taught, graduate faculty status, direction of theses/dissertations; educational attainment levels and specialities; full-time/part-time status; portion tenured, activities in research-creative endeavors and public service related to instructional responsibilities; professional achievements--publications (refereed journals, other journals, popular press), non-published scholarly/creative activities, professional papers, honors and awards.
4. Results of previous internal and external reviews: strengths and weaknesses--curriculum, students, faculty, library, equipment, and facilities; anticipated program changes and expected impact; national recognition/rating.

## Need Assessment

1. Relationship of program to institutional mission.
2. Student need: motivation/educational aspirations of majors; student satisfaction with education experience in the program; contribution of program to student goals--personal or career; relevance of program to career choices.
3. Manpower need: labor market focus (regional, state, or national) of program; employment prospects for graduates; student success or career progress.
4. Comparison of program with the performance of other similar programs in the state.
5. Justification for any program duplication.

Program Data

1. The number of applicants, acceptances, and entries for each of the last three years.
2. The number of full-time and part-time majors for the last three years and the next two years and by day-evening divisions if applicable.
3. The number of degrees conferred for the last three years and the next two years.
4. Credit hours distribution by course level and by major and service function.
5. Summary of non-instructional contributions: volume and source(s) of extramural funds; value of research/creative products; focus of public service activities; clients served.

Resource Requirements and Costs

1. Program requirements: FTE faculty (actual and needed--professional/institutional standards); student assistantships; laboratories/equipment; library resources; facilities; other.
2. Program costs: total cost and cost per credit hour for the last two years; projected costs for the next two years; analysis of factors underlying program costs.
3. Resource/cost impact of any pending program modifications.

Other

1. Qualitative comparison of program with other programs in the university and with similar programs at other institutions.
2. Indirect internal or external benefits not previously identified.
3. Objectives the program will seek to achieve during next two years.
4. Comments pertinent to review but not included elsewhere.

Commonwealth of Kentucky  
COUNCIL ON HIGHER EDUCATION  
1050 U. S. 127 South  
Frankfort 40601

PROCESS, PROCEDURES AND PROPOSAL FORMAT  
FOR  
PROPOSED NEW PROGRAMS

Approved: November 12, 1981

TABLE OF CONTENTS

Part I: PROCESS AND PROCEDURES

- I. General Considerations
  - A. New Program Proposal Review
  - B. Authority
- II. Council on Higher Education: New Program Review Structure and Process
  - A. Review Structure
  - B. New Program Review Process
- III. Review Schedule
  - A. Program Advisory Statement
  - B. New Program Proposal Deadlines
  - C. Council Program Committee Meetings
  - D. Council Dates for Considering New Program Proposals
- IV. Format and Information Required for a Proposed New Degree Program
  - A. Mission, Influence, Organization
  - B. Program Description
  - C. Supportive Data
  - D. Resources

PART II: PROPOSAL FORMAT

I. General Considerations

A. New Program Proposal Review

1. The Council on Higher Education reviews program proposals: 1) to develop an information base for informed program decision-making, 2) to formulate institutional and statewide program perspectives, 3) to analyze the impact of proposed programs on the higher education system, 4) to maximize the effectiveness of postsecondary education within the constraints imposed upon the system, and 5) to approve and register or to disapprove program proposals.

B. Authority

1. Kentucky Revised Statutes specify that the Council on Higher Education shall:

"Define and approve the offering of all higher education associate, baccalaureate, graduate, and professional degree or certificate programs in the state-supported higher education institutions; review proposals and make recommendations to the governor regarding the establishment of new state-supported community colleges and new four-year colleges.

"Approve the teacher education programs in the public institutions."

NOTE: Federal grants to develop new programs are encouraged. However, these new programs are subject to prior approval by the Council.

2. "Develop and transmit to the governor comprehensive plans for public higher education which meet the needs of the Commonwealth. The plans so developed shall conform to the respective functions and duties of the state colleges and universities, the community colleges, and the University of Kentucky as provided by statute. The Council shall for all purposes of federal legislation relating to planning be considered the "single state agency" as that term may be used in such federal legislation."

II. Council on Higher Education: New Program Review Structure and Process

A. Review Structure

The Council has a three-tier structure which includes reviews by: (1) Council staff, (2) Programs Committee, and (3) the Council on Higher Education. The structure



applies to all program proposals. Proposals may also be reviewed by consultants when appropriate.

- B. New Program Review Process. Figure 1.0 illustrates the new program review process which includes three phases.

Phase I. Program Advisory Statements

1. All institutions must submit a "Program Advisory Statement on August 1 and February 1 containing the information requested on form A.

The program review process may be delayed if the institution fails to submit a program advisory statement or if a proposal is submitted out of sequence. The advisory statement begins a process of communication between the Council and the institution which assists in the review process.

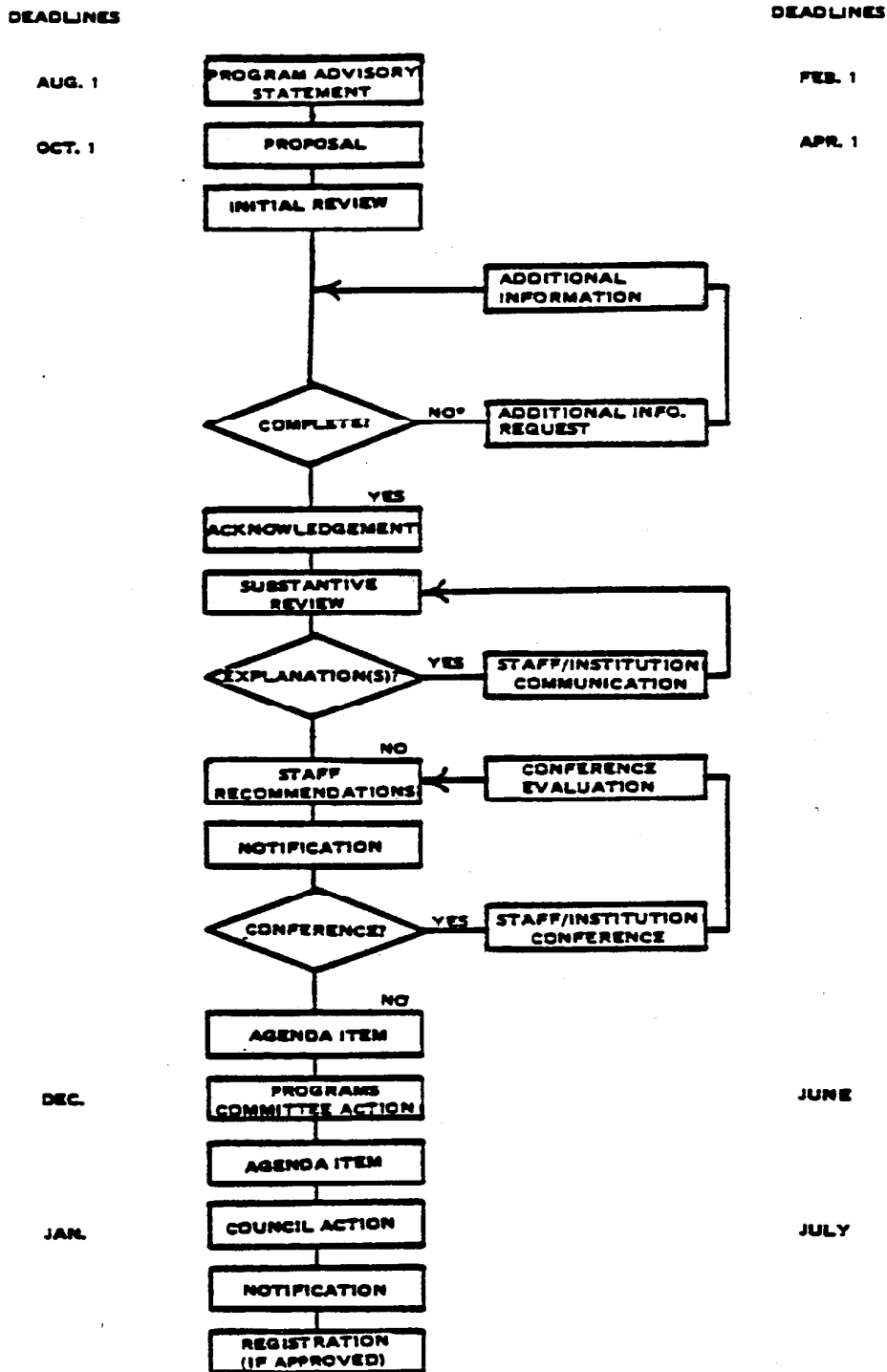
Phase II. Program Proposal Submission and Staff Review

2. All new program proposals are submitted to the Executive Director of the Council on Higher Education. Upon receipt, the proposal is dated and forwarded to the Executive Director. After reviewing the materials submitted, the Executive Director forwards the proposal to the Deputy Executive Director for Academic Affairs. Under the direction of the Deputy Executive Director for Academic Affairs, the assigned staff is responsible for: (a) establishing a proposal file, (b) initial review to assess completeness of the proposal and its conformity with Council format, and (c) preparation of a letter of acknowledgement.

If additional information is deemed necessary to conduct the review, the institution will be immediately contacted and requested to provide the additional information. Upon determination that the proposal is complete, and in acceptable form, the substantive review begins.

3. During the substantive review process, staff may contact the institution and request further explanation and/or information as needed. A proposal may be delayed or deferred at any time during the review process if substantive questions warrant such action. This decision will be coordinated with the institutions.
4. After completion of the substantive review, the staff will make a recommendation regarding the proposal.

FIGURE 1.8. NEW PROGRAM REVIEW PROCESS WITH DEADLINE DATES. \*



\* IF THE PROPOSAL IS NOT COMPLETE, THE REVIEW PROCESS WILL BE DELAYED.

Form

**Institutional  
PROGRAM ADVISORY STATEMENT**

**Brief Program Description**      **Degree Level**      **Current Status**      **Source of Funding**      **Submission Date**  
(Institution)

Appendix 13

page six

\*Submit to the Council on Higher Education two times a year by August 1 and February 1 for each new program that has preceded beyond departmental consideration.

5. A notification document will be sent to the institution; and, if requested, a conference will be held.
6. Staff prepares an agenda item for the Programs Committee's action at least ten (1) working days prior to the Committee meeting. The applicant also receives notification of the meeting at least ten (10) days prior to the meeting and is invited to attend.

Phase III. Programs Committee and Council Action

7. The Programs Committee meets and considers the agenda item.
8. Upon the recommendation of the Programs Committee, an agenda item is prepared and distributed at least ten (10) working days prior to the Council meeting. The applicant also receives the agenda item and is invited to attend.
9. Council meets and takes action on the agenda item.
10. Notification of the Council's action relative to the new program proposal is sent to the institution.
11. Upon approval by the Council, the program is added to the Registry of Degree Programs.

III. Review Schedule. Figure 1.0 also includes the optimal review schedule dates. Delays or deferrals may cause a proposal to fall outside the optimal schedule.

A. Program Advisory Statement

To supplement institutional plans and to provide specific information for each academic year, each institution will submit a program advisory statement on August 1 and February 1 notifying the Council of all new program proposals which are being considered by the University and have proceeded beyond the departmental level. The following information will be provided for each program covered in the advisory statement: a brief program description, its degree level, current status within the institution, source of funding, and likely submission date.

These program advisory statements will provide a comprehensive view of planning activities in individual institutions as well as the system. This perspective will assist staff in its planning effort and in preparing for the review of proposals.

B. New Program Proposal Deadlines

New program proposals should be submitted to the Executive Director on or before April 1 for consideration at the July Council meeting; and on or before October 1 for consideration at the January Council meeting. When possible early submissions are recommended. Ten (10) copies of each proposed program are required.

C. Programs Committee Meetings

The Council's Programs Committee will consider new program proposals in June and December.

D. Council Dates for Considering New Program Proposals

The Council will consider new program proposals at two regularly scheduled meetings each year--usually in January and July. Proposals must be received at least ninety (90) days prior to the Council meeting at which they will be considered. Programs which are expected to be initiated in the Fall semester will be considered at the January meeting of the Council. Programs which are planned for implementation during the Spring or Summer session will be considered at the previous or July meeting.

IV. Format and Information Required for a Proposed New Degree Program

The following requested new program information includes the information viewed important in the review process and will provide consistency among new program proposals. Each new program proposal will be evaluated from the same basic information. The general guidelines are flexible enough to allow for the individuality and uniqueness of each new program proposal.

Commonwealth of Kentucky  
COUNCIL ON HIGHER EDUCATION  
1050 U.S. 127 South  
Frankfort, Kentucky 40601

PROPOSAL FOR INITIATION OF A NEW DEGREE PROGRAM

Submitted by

Institution Submitting Proposal

College, School, or Division

Academic Major

Proposed Starting Date

Suggested HEGIS Code

Approved by  
Board of Regents on:

Date

President:

Signature

Date

## I. MISSION, INFLUENCE, ORGANIZATION

2

1.01 Consistency With Mission

State the relevance of this program to the institution's mission and to its long range instructional plan.

1.02 Internal/External Influences

- a. Briefly describe any identified institutional, local, and regional needs to which the proposed program would be responsive (do not include manpower need data).
- b. Describe any unusual or special faculty/student needs to which the program would be responsive.
- c. Describe any exceptional circumstances that favor the development of this program. For example, special facilities, grants, patrons, etc.

1.03 Relationship to University Organizational Structure

Describe the organizational placement of the program within the institution's organizational structure.

## II. PROGRAM DESCRIPTION

2.01 Curriculum

- a. Describe the curriculum of the proposed program and indicate the semester by semester sequence of courses taken by a typical student to complete the program. Identify the instructor for each departmental course.
- b. Designate with an asterisk those courses which are required.

2.02 Didactic/Clinical Relationship

- a. If a clinical/experiential component is part of the curriculum, discuss the objectives of this component and how the didactic and clinical/experiential components are integrated into the overall curriculum.
- b. List and discuss the nature and appropriateness of clinical sites used for the program. Supply letters of commitment by the provider of each clinical site specifying the number of students that can be accommodated and identifying other programs that also use the facilities. State the number of clinical hours per credit hour for each clinical course.
- c. What is the student-faculty FTE ratio for the didactic component and the student-faculty headcount ratio for the clinical/laboratory component of the program?
- d. Discuss the nature, location, and availability of experiential/coop/practicum opportunities required by the program.

2.03 Accreditation/Certification

Are there recommended curricula and/or other program standards available from an accrediting body, certifying agency, or professional society? If so, identify the source and compare your program with the recommendations and/or standards.

2.04 Admission Criteria/Standards/Procedures

- a. List and describe any program admission or transfer criteria, standards, or procedures which are more specific than your published institution-wide admission or transfer criteria, standards, or procedures.
- b. State any provisions you may have for advanced placement.

**2.05 Objectives/Evaluation Scheme**

- a. Discuss the program objectives and the evaluation scheme planned for the program.
- b. If the program is designed to prepare a student for a particular occupation, describe the competencies the student will have upon completion of the program and how these will be evaluated.

**2.06 Advisory Committee**

If an advisory committee has been used in the development of the proposal, identify committee members and their affiliations and describe the committee's role in developing and overseeing the program.

**2.07 Plans for Articulation/Transfer Cooperation**

- a. Describe how this program will articulate with related programs in the institution and in the state.
- b. Describe the extent to which student transfer has been explored and coordinated with other institutions.

**III. SUPPORTIVE DATA****3.01 Manpower Requirements**

COMPLETE SECTION 3.01 ONLY IF THE PROPOSED PROGRAM WILL PREPARE GRADUATES FOR A SPECIFIC OCCUPATION OR PROFESSION.

- a. Is this program designed to prepare students primarily for the local, state, regional or national market?
- b. What are the general employment prospects for graduates of the proposed program? What are the specific prospects in the market identified in 3.01a? Explain your responses by:
  - (1) national, state and/or local manpower demand and supply projections,
  - (2) the experience of similar programs, and/or
  - (3) other data.

**3.02 Similar Program in Kentucky**

- a. Identify similar programs available elsewhere in the state. Please provide a five-year enrollment and degrees conferred history for each of these programs.
- b. Do you consider this program unnecessarily duplicative of any of these programs? Please provide the rationale for your response.
- c. Describe how your proposed program may affect enrollment in similar programs within the state.
- d. Have you examined the possibility of collaborative and/or sharing of resources with similar programs within the state? What were the results of your examination?

**3.03 Comparative Programs in Other States**

- a. Identify those benchmark institutions which have comparable (similar) programs and indicate major similarities and differences.
- b. For the institutions identified above, give the enrollments and degrees conferred within comparable program(s) for each of the last five years.

**3.04 Student Demand**

- a. Project the full-time headcount enrollment, the part-time headcount enrollment, and the full-time equivalent enrollment of day students in the proposed program for the Fall semester of each of the first five years.



- b. Repeat a. for evening students, if applicable.
- c. Repeat a. for weekend students, if applicable.
- d. Show how the above projections were determined.
- e. Estimate the number of students projected above who will be drawn from existing programs within the institution and the net increase in institutional enrollment in the fifth year of the program as a result of the program.
- f. Project the number of graduates from the day program during each of the first five years.
- g. Repeat f. above for the evening programs, if applicable.
- h. Repeat f. above for the weekend program, if applicable.

### 3.05 Evaluation Results of Related Programs

- a. If the proposed program relates to or articulates with an existing program within the institution describe the process and results of the most recent evaluation of this related program which may provide a base of support for the proposed program.
- b. For programs which prepare students for a specific occupation or profession please present a summary of student follow-up data for graduates of related programs. A suggested format guide is provided in Form 1.

### 3.06 Anticipated Issues/Trends

Describe current issues and anticipated trends which provide a base of support for the proposed program.

## IV. RESOURCES

### 4.01 Resources Required

#### a. Facilities

- (1) Describe the facilities to be used for this program. If existing facilities are available, will they be temporary or permanent? If new facilities are required, describe renovation or construction plans. Include a statement of review by the facilities management or other facilities administrators indicating concurrence with the above description.
- (2) Describe off-campus facilities (space, equipment, etc.) necessary for the program if applicable.

#### b. Library

- (1) Provide a statement by the librarian concerning the availability of current and proposed library resources.
- (2) Compare holdings to standards/recommendations of national accrediting agencies, the Association of College and Research Libraries, and/or any other recognized measure of adequacy.

#### c. Faculty

- (1) Submit by means of curriculum vitae (see Form 4) the qualifications of current ranked faculty members and adjunct faculty who will launch the program. Indicate the percentage of time each will devote to the proposed program.

- (2) Describe where and how non-ranked faculty (e.g., teaching assistants, preceptors) will be utilized. Indicate the percentage of time each will devote to the proposed program.
- (3) If additional faculty will be required immediately or in the next five years, indicate the number and submit specific qualifications for each new faculty member. Discuss recruitment potential.

**4.02 Expenditures**

Present all anticipated program expenditures for the next four years on FORM 2. Use FORM 2A to provide a rationale for the expenditure data.

**4.03 Source of Revenues**

- a. Using FORM 3, specify the amount of revenues for the program from each source.
- b. If applicable, provide evidence of institutional intent to maintain the program as described herein when grant or other outside funds are terminated.

FORM 1

STUDENT DATA SUMMARY

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	1977-1978*	1978-1979*	1979-1980*	1980-1981*
Students Admitted				
Students Graduated				
Employed in Field or Related Occupation:				
a. In Kentucky				
b. Out of Kentucky				
Employed in Non-Related Field				
Armed Forces				
Pursuing Further Education				
Unemployed				
Unknown				

---

---

\*Years are shown for illustrative purposes only and are academic years. Please report the last four years using student headcount. Data should reflect employment status one year after graduation.

FORM 2

Departmental Expenditures for the Program (Academic Year)

	Year 1	Year 2	Year 3	Year 4
<b>I. Personnel</b>				
<b>1. Full-Time Ranked Faculty (FTEF)</b>				
a. Number of FTEF***	_____	_____	_____	_____
b. Average Salary	_____	_____	_____	_____
c. Fringes per avg. salary	_____	_____	_____	_____
Cost of FTEF: a x (b+c)	_____	_____	_____	_____
<b>2. Part-time Faculty (PTF)</b>				
a. Course Credit Hours Taught by PTF	_____	_____	_____	_____
b. Average PTF Salary per Credit Hour	_____	_____	_____	_____
c. Average PTF Fringes per Credit Hour	_____	_____	_____	_____
Cost of PTF: a x (b+c)	_____	_____	_____	_____
<b>3. Teaching Assistants (TA)</b>				
a. Course Credit/Contact Hours Taught by TA's	_____	_____	_____	_____
b. Average TA Salary per Hour	_____	_____	_____	_____
c. Average TA Fringes per Hour	_____	_____	_____	_____
Cost of TA: a x (b+c)	_____	_____	_____	_____
<b>4. External Instructional Assistants (EIA) (Preceptors, etc.)</b>				
a. Student Contact Hours	_____	_____	_____	_____
b. Average EIA fee	_____	_____	_____	_____
Cost of EIA	_____	_____	_____	_____
<b>5. Other (Specify)*</b>				
Categories            %				
(e.g. Secy.) Full-Time Rate				
.                   .           .	_____	_____	_____	_____
.                   .           .	_____	_____	_____	_____
.                   .           .	_____	_____	_____	_____
.                   .           .	_____	_____	_____	_____
Cost of Other	_____	_____	_____	_____
<b>Total Personnel Costs</b>	_____	_____	_____	_____

	Year 1	Year 2	Year 3	Year 4
<b>II. Operating Costs*</b>				
1. Supplies				
2. Travel				
3. Library**				
Department Budget				
a. Journals				
b. Books				
c. Other (Specify)				
Central Library Budget				
a. Journals				
b. Books				
c. Other (Specify)				
4. Student Support				
(Assistantships, Fellowships, Tuition Waiver)				
5. Equipment**				
a. Instructional				
b. Research				
c. Other				
6. Off-Campus Facilities				
7. Accreditation				
8. Other (Specify)				
<b>Total Operating Costs</b>				
<b>III. Capital Costs*</b>				
1. Facilities				
a. New Construction				
b. Renovation				
c. Furnishings				
2. Other (Specify)				
<b>Total Capital Costs</b>				
<b>Total Expenditures</b>				

\*If the department will operate programs other than the proposed program, use the ratio of the projected student credit hours generated within the department by the program to the student credit hours generated by the department to allocate costs to the proposed program when it is otherwise difficult or impossible to allocate the program's responsibility for the cost. If such a ratio is used, enter its value here \_\_\_\_\_, and identify items to which it is applied with an asterick.

\*\*Insert here the annual portion of the departmental budget set aside for this item of the program.

Extraordinary or special purchases beyond the regular or continuing line item should be recorded in III.2.

\*\*\*Show how FTEF is calculated on FORM 2A.

**FORM 2A**

**BUDGET JUSTIFICATION**

**A rationale should be provided for all costs recorded on FORM 2. If explanation of an expenditure is contained elsewhere in the proposal, it is necessary only to record on this form the section in which it appears.**

FORM 3

10

Amount and Sources of Revenue

	Year 1	Year 2	Year 3	Year 4
1. Regular State Appropriation and Tuition and Fees				
a. New Money				
b. Internal Reallocation*				
2. Institutional Allocation from Restricted Endowment				
3. Institutional Allocation from Unrestricted Endowment				
4. Gifts				
5. Extraordinary State Appropriation				
6. Grants or Contracts**				
a. Private Sector				
b. Local Government				
c. State				
d. Federal				
e. Other				
7. Capitation				
8. Capital				
9. Other (Specify)				
Total Revenues				

\*If revenue will be provided through reallocation within the university, explain in detail how this will be done.

\*\*Name funding source and specify funding period.

**FORM 4  
FACULTY VITA  
(Sample Format)**

**NAME:**

**RANK:**

**TENURE TRACK:** No \_\_\_\_\_ Yes \_\_\_\_\_

**DATE OF TENURE:**

**DATE APPOINTED TO FACULTY:**

**PERCENTAGE OF TIME TO BE  
DEVOTED TO PROPOSED PROGRAM:** \_\_\_\_\_

**DATE APPOINTED TO GRADUATE FACULTY:**

**IDENTIFY YOUR SUB-SPECIALTY WITHIN THE DISCIPLINE:**

**DEGREES AWARDED:**

<u>Year</u>	<u>Degree</u>	<u>Major-Subspecialty</u>	<u>Institution</u>
-------------	---------------	---------------------------	--------------------

**TITLE OF DISSERTATION:**

**TITLE OF MASTER'S THESIS:**

**RELEVANT WORK EXPERIENCE: (Begin with most recent position)**

<u>Year(s)</u>	<u>Employer</u>	<u>Program</u>
----------------	-----------------	----------------

**HONORS/AWARDS:**

<u>Date</u>	<u>Description</u>
-------------	--------------------

**PROFESSIONAL ORGANIZATIONS/COMMITTEES:**

**GRANTS RECEIVED AS PRINCIPAL INVESTIGATOR:**

<u>Beginning and Termination Dates of the Grant</u>	<u>\$Amount</u>	<u>Sponsoring Agency</u>	<u>Description</u>
---	-----------------	--------------------------	--------------------

**OTHER GRANT ACTIVITIES:**

<u>Date</u>	<u>\$Amount</u>	<u>Sponsoring Agency</u>	<u>Description (Grant and Activities)</u>
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**DISCIPLINE-ORIENTED PUBLIC SERVICE ACTIVITIES:**

<u>Date</u>	<u>Description</u>
-------------	--------------------

**THESES AND DISSERTATIONS SUPERVISED IN THE LAST FIVE YEARS:**

<u>Date Completed</u>	<u>Description</u>
-----------------------	--------------------

**BIBLIOGRAPHY OF MAJOR PUBLICATIONS AND SCHOLARLY ACHIEVEMENTS/CREATIVE ACTIVITIES FOR THE LAST FIVE YEARS:**



JOB ACA-014A  
HEADCOUNT ENROLLMENT BY HEGIS - INSTITUTION

HEGIS	INST=KSU LEVEL=A. ASSOCIATE			
	YR_1980	YR_1979	YR_1978	AVERAGE
5600	87	114	6	69.00
5208	39	63	77	59.67
5005	16	7	9	10.67
5310	12	11	12	11.67
5700	10	60		23.33
5101	9	23	10	14.00
5302	8	4	8	6.67
5303	8	5	9	4.33
5505	7	7	9	7.67
5012	6			2.00
5002	4	5	9	6.00
5404	4	1	1	2.00
5004	2	4	1	2.33
5099	.	.	14	4.67
5304	.	.	13	4.33
5503	.	4	5	3.00
LEVEL	212	308	174	

HEGIS	INST=KSU LEVEL=B. BACC			
	YR_1980	YR_1979	YR_1978	AVERAGE
0506	277	231	193	233.67
0701	121	86	79	95.33
2105	103	90	127	106.67
0835	68	68	89	75.00
0832	63	74	57	64.67
0000	56	.	66	40.67
0802	55	44	51	50.00
0502	40	65	90	65.00
0839	38	32	26	32.00
2001	38	29	27	31.33
2299	37	33	69	46.33
0401	35	45	48	42.67
2208	32	37	29	32.67
9208	30	.	.	10.00
0831	28	25	21	24.67
0599	26	26	31	27.67
0901	26	35	.	20.33
1501	25	28	26	26.33
0838	22	24	11	19.00
0509	21	20	19	20.00
2207	19	22	35	25.33
4904	19	24	35	26.00
1303	17	21	29	22.33
2199	15	10	8	11.00
2205	15	11	19	15.00
0514	13	25	35	24.33
0899	11	11	3	9.00

JOB ACA-014A  
 HEADCOUNT ENROLLMENT BY HEGIS - INSTITUTION

HEGIS	YR_1980	YR_1979	YR_1978	AVERAGE
1002	12	18	31	20.33
1701	10	11	5	8.67
1305	9	12	22	14.33
1905	7	10		5.67
1004	6	11	3	6.67
1223	5	10	17	10.67
1306	5	6	4	5.00
0517	3	6	3	4.00
1102	3	1	2	2.00
0833	2	3		1.67
0834	2	5	3	3.33
1005	1	12	25	12.67
1105	1	1	3	1.67
1099		1	5	1.67
1218		1	2	1.00
1301		3	6	3.00
1703		19	76	31.67
2102		1	1	0.67
6000		4	13	5.67
LEVEL	1318	1250	1444	

HEGIS	YR_1980	YR_1979	YR_1978	AVERAGE
2102	117	151	170	146.00
1218		1		0.33
2105		1	1	0.67
2199		3	1	1.33
LEVEL	117	156	172	

HEGIS	YR_1980	YR_1979	YR_1978	AVERAGE
6000	6	14		6.67

HEGIS	YR_1980	YR_1979	YR_1978	AVERAGE
6000	27			9.00

JOB ACA-014A

HEADCOUNT ENROLLMENT BY HEGIS - INSTITUTION

----- INST=KSU LEVEL=J. UNDER NON-DEG -----  
 HEGIS YR\_1980 YR\_1979 YR\_1978 AVERAGE  
 6000 639 419 401 485.33

----- INST=KSU LEVEL=K. GRAD NON-DEG -----  
 HEGIS YR\_1980 YR\_1979 YR\_1978 AVERAGE  
 6000 23 25 16.00  
 2102 . 7 2.33  
 2199 . 1 0.33  
 -----  
 LEVEL 23 33  
 INST 2342 2180 2191

Nondegree  
 Public Administration  
 Other (Public Affairs and Services)

DEGREES CONFERRED DATA - INSTITUTION

HEGIS	YR_1980	YR_1979	YR_1978	AVERAGE
Nursing	20	9	8	12.33
Electronics Technology	3	.	1	1.33
Accounting Technology	2	3	2	0.67
Computer Science	2	3	2	2.33
Real Estate	1	1	.	0.67
Aviation Flight Technology	1	.	.	0.33
Fire Control Technology	1	.	.	0.33
Criminal Justice Education	.	1	0	0.33
Other (Health Services and Paramedical)	.	1	1	0.33
Drafting & Design Technology	.	1	2	0.33
Architectural Drafting Technology	.	.	1	0.67
Criminal Justice Education	.	.	1	0.33
LEVEL	30	15	15	

HEGIS	YR_1980	YR_1979	YR_1978	AVERAGE
Law Enforcement & Corrections Management	18	22	20	20.00
Physical Education	9	18	18	15.00
Political Science & Government	9	13	8	10.00
Biology General	8	5	10	7.67
Accounting	7	6	5	6.00
Elementary Education, General	7	7	4	5.33
Other (Social Sciences)	7	5	4	5.33
Family Relations & Child Development	7	8	11	5.00
Interdisciplinary (Engineering & Other)	6	2	3	3.67
Music Education	5	2	5	2.33
Marketing & Purchasing	4	3	5	4.00
Art Education	3	2	1	1.67
Engineering, General	3	2	1	2.00
Clothing & Textiles	3	2	1	2.00
Industrial Arts	3	2	6	3.67
Home Economics Education	2	5	7	4.67
Art	2	6	2	3.33
Music	2	3	4	3.00
English, General	2	2	2	3.00
Chemistry, General	2	1	6	2.00
Other (Public Affairs and Services)	2	1	2	1.33
History	2	.	0	0.67
Sociology	2	5	7	4.67
Business Economics	2	5	13	6.67
Other (Business)	1	1	.	0.33
Computer Science	1	3	5	0.67
Science Education	1	3	.	3.00
Business, Commerce, Distributive Ed	1	1	.	0.33
French	1	.	1	0.67
Psychology, General	1	.	1	1.00

JOB ACA-014  
DEGREES CONFERRED DATA - INSTITUTION

	INST=KSU			LEVEL=B. BACC		
HEGIS	YR_1980	YR_1979	YR_1978	AVERAGE		
Secretarial Studies		4	1	1.33		
Spanish		2	2	1.00		
Medical Laboratory Technology		2	1	0.67		
Food & Nutrition		.	1	0.67		
Mathematics, General		.	14	0.33		
Social Work		.	161	4.67		
LEVEL	124	139				

	INST=KSU			LEVEL=C. MASTERS		
HEGIS	YR_1980	YR_1979	YR_1978	AVERAGE		
Public Administration	39	45	33	28.00		
Other (Public Affairs and Services)	0	.	33	11.00		
LEVEL	39	45	33			
INST	193	199	209			

Kentucky State University  
Renovation and Major Maintenance

<u>Projects by Priority</u>	<u>Estimated Cost</u>	<u>1982/83</u>	<u>Source of Funds</u>	<u>Anticipated Date of Completion</u>
1. Roof Repairs	35,000		Governor's Emergency Repair, Renovation Fund	Spring 1983
Health Center	25,000		"	"
Young Hall	40,000		"	"
Rosenwald Building	42,000		"	"
Blaizer Library	20,000		"	"
Boiler Room	100,000		"	"
Shauntee Hall	6,000		"	"
Bradford Hall	5,000		"	"
Hill Student Center	6,000		"	"
Carver Hall	130,000		"	"
Carver Hall Annex	22,000		"	"
Hume Hall	1,500		"	"
Hathaway Hall	10,000		"	"
Hunter Hall	10,000		"	"
Combs Hall	10,000		"	"
Total Roof Repairs	\$ 452,500			
2. Ky Hall: Waterproof Foundation				
Repaint Exterior	\$ 105,000		State Appropriation/Agency Receipts	1/83 9/83
Total Ky. Hall				
Chandler Hall: Repaint Exterior				
3. New Cafeteria	\$2,600,000		Revenue Sharing/Ramada Inn Lease Agreement	11/84
4. McCullin Hall (Renovation)	\$1,000,000*		State Appropriation/Agency Receipts	1-84
5. Hunter Hall (Renovation)	\$1,100,000*		State Appropriation/Agency Receipts	8-83
6. Blaizer Library/Hathaway Hall Handicapped Access	\$ 39,350		State Appropriation/Agency Receipts	

Projects by Priority	Estimated Cost	Source of Funds	Anticipated Date of Completion
7. Handicapped Access Kamps Carver Hall Carver Hall Annex Bell Gymnasium Total Handicapped Access Kamps	70,000	Agency Receipts	9-84
8. Repairs Due to Roof Leaks Young Hall Health Center Rosenwald Building Blazer Library Shantise Hall Bradford Hall Carver Hall Carver Hall Annex Home Hall Hathway Hall Total Roof Leak Repairs	\$ 50,000 15,000 25,000 30,000 15,000 15,000 5,000 5,000 25,000 25,000 \$ 210,000	Agency Receipts " " " " " " " " " " " " " " " "	1-84 " " " " " " " " " " " " " "
9. Chilled Water Plant Emergency generator re-piping	\$ 18,000	Agency Receipts	9-83
10. Carver Hall: Window replacement Upgrade lecture room	\$ 101,500	Agency Receipts	10-83
11. Bradford Hall: Overhaul chiller Re-finish finishings Total Bradford Hall	\$ 100,000	Agency Receipts Agency Receipts	8-82 8-84
12. Tunnel Extensions Hathway Hall Hill Student Center Bradford Hall Total Tunnel Extensions	\$ 135,805	Agency Receipts Agency Receipts Agency Receipts	6-84 6-84 6-84
13. Library Roadway Repair	\$ 20,000	Agency Receipts	11-82

<u>Projects by Priority</u>	<u>Estimated Cost</u>	<u>Source of Funds</u>	<u>Anticipated Date of Completion</u>
14. Underwood (Renovation)	\$2,420,710**	U.S. Department of Agriculture	1/86
Total 1982/83 projects	\$8,372,865		

Definitions:

- a. State appropriation as used in this document refers to all funds appropriated by the state including the Council on Higher Education Renovation, Repairs and Major Maintenance Fund.
- b. Agency receipts as used in this document refers to Kentucky State University operating budget savings and the funds received by Kentucky State University as a result of the Ramada Inn Lease Agreement.

Note:

- \* A group of architects who specialize in renovation work are drawing plans to renovate McCullin at the cheapest possible costs. Cost savings generated through an innovative program will be programmed to renovate Hunter Hall.
- \*\* The renovation of the Underwood building (the current student cafeteria) which is to house the Cooperative Research Facility cannot be effected until after the completion of the new cafeteria and the Underwood facility is vacated.



Kentucky State University  
Renovation and Major Maintenance

<u>Projects by Priority</u>	1983/84	<u>Estimated Cost</u>
1. Hume Hall (Renovation)		\$1,500,000
2. Tunnel Extension		
Hume Hall		
Carver Hall		
Blazer Library		
Bell Gymnasium		
Combs Hall		
McCullin Hall		
White Health Center		
Total Tunnel Extension		<u>\$4,275,000</u>
3. Carver Hall: Mechanical Electrical and H.V.A.C. Upgrading		\$ 700,000
4. Young Hall		
Upgrade Mechanical, Electric, and H.V.A.C.		\$ 800,000
Refurbish Finishes and Built-in Furniture		<u>\$ 400,000</u>
Total Young Hall		<u>\$1,200,000</u>
5. Outside Lighting Streets, parking Lots, Building Parameters, etc.		\$ 275,000
6. North Campus Roads and Parking		-\$ 250,000
7. Rosenwald: Mechanical, Electrical, and H.V.A.C. Upgrading		\$ 150,000
8. Health Center: Upgrade H.V.A.C.		\$ 75,000
9. Alumni Stadium: Dressing Room Building Faulty construction repair		\$ 8,000

<u>Projects by Priority</u>	<u>Estimated Cost</u>
10. Maintenance and Warehouse Screening/Relocation of Motorpool	\$ 75,000
11. Russel Court Apartments: Upgrade H.V.A.C.	\$ 60,000
12. Alumni House: Upgrade H.V.A.C.	\$ 7,500
13. Repainting	
Bradford Hall	\$ 80,000
Young Hall	\$ 80,000
Heating Plant	\$ 12,000
Total Repainting	<u>\$ 172,000</u>
14. Room Signage	
Hathaway Hall	\$ 6,000
Carver Hall/Annex	\$ 5,000
Total Signage	<u>\$ 11,000</u>
15. Tuckpointing-weather proofing	
Carver Hall	\$ 35,000
Carver Hall Annex	\$ 20,000
Total Tuckpointing	<u>\$ 55,000</u>
16. Test High Voltage Switch Gear	
Hathaway Hall	\$ 1,500
Carver Hall Annex	\$ 1,500
Total Testing of Switch Gear	<u>\$ 3,000</u>
 Total Renovation and Refurbishings	 \$8,816,500

- Notes: 1. Potential sources of funds for Kentucky State University projects:
- KSU -- Approximately \$790,000 from operating budget savings and Ramada Inn Lease Agreement.
  - CHE -- A portion of a \$1.5 million Renovation, Repair and Major maintenance fund appropriated by the legislature to address maintenance and renovation problems at all institutions.
  - Governor -- A portion of the funds available from the Emergency Repair and Renovation fund.
2. KSU priority project #2:  
According to KSU, completion of the Extension of the Tunnel System project requires more funds than may be available in the fiscal year; however, Kentucky State University will initiate project planning and complete feasibility studies for the projects with available funds.\*
3. Dates of completion:  
Completion dates will be established for each project as funds for that particular project become available.

\*in accordance with the 1982-84 Appropriations Act, H.B. 295.

Kentucky State University  
Renovation and Major Maintenance

<u>Projects by Priority</u>	<u>Estimated Cost</u>
1984/85	
1. Hathaway Hall:	
Stabilize Exterior Walls	\$ 125,000
Refurbish and Upgrade Finishes and Built-In Furniture	400,000
General and Exit Lighting	<u>20,000</u>
Total Hathaway Hall	\$ 545,000
2. Blazer Library:	
Upgrade Mechanical and H.V.A.C.	\$ 200,000
3. Bell Gymnasium:	
Upgrade Electrical, Mechanical, and H.V.A.C. for Central Plant	\$ 300,000
4. Carver Hall:	
Upgrade and Refurbish Finishes and Built-In Furniture	\$ 250,000
5. Carver Hall Annex:	
Upgrade and Refurbish Finishes and Built-In Furniture	\$ 100,000
Upgrade Mechanical and H.V.A.C.	<u>150,000</u>
Total Carver Annex	\$ 250,000
6. Old Heating Plant:	
Conversion and Storage Addition	\$ 225,000
7. Rosenwald:	
Upgrade Finishes and Built-In Furniture	\$ 100,000
8. South Campus:	
Roads, Parking, and Walkways	\$ 100,000
9. Maintenance Building/Warehouse:	
Upgrade H.V.A.C. System	\$ 50,000
10. Russel Court Apartments:	
Refurbish and Upgrade Finishes and Built-In Furniture	\$ 30,000
11. Alumni House:	
Refurbish and Upgrade Finishes and Built-In Furniture	\$ 8,000

<u>Projects by Priority</u>	<u>Estimated Cost</u>
12. Repainting:	
Hathaway Hall	\$ 80,000
Carver Hall Annex	30,000
Russel Court Apartments (Exterior Only)	<u>25,000</u>
Total Repainting	\$ 135,000
13. Bell Gymnasium:	
Derusting and Repainting	\$ 50,000
14. Handicapped Access (Restrooms):	
Shauntee Hall	\$ 5,000
Rosenwald	<u>20,000</u>
Total Handicapped Access	\$ 25,000
15. Room Signage:	
Bradford Hall	\$ 5,000
Bell Gymnasium	<u>2,000</u>
Total Room Signage	\$ 7,000
16. Tuckpointing - Weathproofing:	
Hathaway Hall	\$ 25,000
Hill Student Center	<u>15,000</u>
Total Tuckpointing	\$ 40,000
17. Test High Voltage Switch Gear:	
Academic Services Building	\$ 1,500
Chilled Water Plant	<u>1,500</u>
Total Testing of Switch Gear	\$ 3,000
Total Renovation and Refurbishing	\$2,318,000

## Notes:

1. Funding:

All projects for the 1984/86 biennium must be funded through the normal capital construction and major renovation and maintenance procedures as described in KRS 164.020(5) detailed in Appendix IIB-41B.

2. Date of Completion:

Completion dates will be established for each priority project as funds for that particular project become available.

**Kentucky State University  
Renovation and Major Maintenance**

<u>Projects by Priority</u>	<u>1985/86</u>	<u>Estimated Cost</u>
1. Combs Hall (Renovation)		\$1,500,000
2. Shauntee Hall: Upgrade H.V.A.C. System		15,000
3. Bell Gymnasium: Upgrade finishes and built-in finishes Renovating Pool Mechanical System Total Bell Gymnasium		40,000 80,000 <u>\$ 120,000</u>
4. Blazer Library: Upgrade finishes and built-in furniture Connect mechanical system to central plant Total Blazer Library		\$ 75,000 75,000 <u>\$ 150,000</u>
5. Hathaway Hall: Upgrade H.V.A.C. System		\$ 150,000
6. Hill Student Center: Upgrade finishes and built-in furniture		\$ 25,000
7. Roof Repairs/Replacements: Jones Field House (Replacement) Alumni House (Replacement) Russell Court Apartments (Repair) Total Roof Repair/Replacement		\$ 10,000 3,000 2,000 <u>\$ 15,000</u>
8. Repainting: Blazer Library Hill Student Center Jackson Hall Shauntee Hall Health Center Alumni Stadium Dressing Room Building Maintenance Building Total Repainting		\$ 40,000 40,000 18,000 25,000 15,000 20,000 15,000 <u>\$ 173,000</u>

<u>Projects by Priority</u>	<u>Estimated Cost</u>
9. Handicapped Access (Restroom): Alumni House	\$ 2,000
10. Room Signage: Young Hall	\$ 8,000
11. Tuckpointing - Weatherproofing: Young Hall	\$ 40,000
 Total Renovations and Refurbishing	 <u>\$2,198,000</u>

Notes:

Funding:

All projects for the 1984/86 biennium must be funded through the normal capital construction and major renovation and maintenance procedures as described in KRS 164.020(5) detailed in Appendix IIB-41(2).

Date of Completion:

Completion dates will be established for each priority project as funds for that particular project become available.

UNITED STATES DEPARTMENT OF AGRICULTURE  
SCIENCE AND EDUCATION ADMINISTRATION

OFFICE OF THE DEPUTY DIRECTOR FOR  
EXTENSION

MEMORANDUM OF UNDERSTANDING  
BETWEEN KENTUCKY STATE UNIVERSITY  
AND THE  
UNITED STATES DEPARTMENT OF AGRICULTURE  
ON EXTENSION WORK

August 21, 1978

MEMORANDUM OF UNDERSTANDING  
BETWEEN KENTUCKY STATE UNIVERSITY  
AND THE  
UNITED STATES DEPARTMENT OF AGRICULTURE  
ON EXTENSION WORK

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Whereas, Section 1444 of Public Law 95-113, Food and Agriculture Act of 1977, (hereinafter referred to as Section 1444) authorizes appropriations to the U. S. Department of Agriculture (USDA) to support continuing agricultural and forestry extension at the colleges eligible to receive funds under the Act of August 30, 1890, 7 U.S.C. 321-326, 328, including Tuskegee Institute (hereinafter referred to as eligible institutions); and

Whereas, Section 1444(c) requires that a single, comprehensive program of Extension be developed for each State where an eligible institution is located;

Now Therefore, in order to provide for the effective administration of a single, comprehensive State Extension program to meet the needs of the citizens of the State of Kentucky, the President of the Kentucky State University acting subject to the approval of the Board of Regents of the said Institution (hereinafter referred to as Institution) and the Secretary of Agriculture of the United States hereby agree as follows:

- I. The Institution agrees:
  - A. To maintain a definite and distinct administrative office for the management and conduct of all Extension work, which shall be under the direction of an Administrative Head of Extension whose selection is subject to the approval of USDA;



-2-

- B. To administer through such office any and all funds the Institution now has or may hereafter receive for Extension work regardless of whether such funds are from appropriations made by Congress or from other sources;
- C. To work with the University of Kentucky to mutually develop a single, comprehensive Extension program for the State of Kentucky, that, among other things outlines the division of responsibilities and areas of cooperation between the Institutions;
- D. To work with the University of Kentucky to mutually develop detailed, annual plans of work for the conduct of Extension activities in the State of Kentucky; and
- E. To conduct Extension activities and account for the use of Federal funds in accordance with such policy guidelines and conditions as may be promulgated by USDA.

II. USDA agrees:

- A. To maintain an administrative unit within the Science and Education Administration (SEA) of this Department which, under the direction of the Secretary, shall:
  - 1. Administer all Extension programs under the jurisdiction of USDA;
  - 2. Coordinate the Extension phases of all other programs under the jurisdiction of USDA; and
  - 3. Act as liaison between this Department and the eligible institutions on all matters relating to Extension work in Agriculture, Natural Resources, Food and Nutrition, Family Education, Rural Development and 4-H Youth Development.

III. The Institution and USDA mutually agree:

- A. That all Extension work involving the use of Federal funds shall be a part of a single, comprehensive State program of Extension and an annual plan of work, which shall be jointly planned by the Administrative Head for Extension of the Institution and the State Director of Extension at University of Kentucky subject to the coordination and approval of the Deputy Director for Extension, SEA; and that the approved program shall be carried out by the Institution in accordance with the terms of an agreement between the Institution and USDA setting forth project work areas and administrative requirements.
- B. That the Institution shall be primarily responsible for the selection and performance of the Extension projects to be carried out by the Institution with Section 1444 funds as a part of the approved Extension program of the State.
- C. That the cooperation between the Institution and USDA shall be plainly set forth in all publications or other printed matter issued in connection with the conduct of Extension work either by the Institution or USDA.
- D. That USDA shall not enter into any agreements with other parties affecting the conduct of Extension work by the Institution without first consulting with the Administrative Head for Extension of the Institution.

-4-

- E. That all State and county personnel appointed by the Department as cooperative staff members for Extension work in the State shall be joint representatives of the Institution and USDA, unless otherwise expressly provided in writing.
- F. That the Institution will make arrangements with Federal agencies affecting the conduct of Extension work only through the Deputy Director of SEA, or in accordance with an existing agreement approved by him.
- G. That all agreements hereafter executed by either party, which affects the conduct of Extension work, shall be within the framework of and consistent with the intent and purpose of this memorandum of understanding.
- H. That all memoranda and agreements affecting policies in Extension work shall be reviewed periodically by appropriately designated representatives of the eligible institutions and the Secretary of Agriculture for the purpose of determining whether modification is necessary or desirable to meet current developments and program needs more effectively.
- I. This Memorandum of Understanding shall take effect when it is signed by the President of the Institution and the Secretary of Agriculture, and shall remain in force until expressly abrogated in writing by either one of the signers or his or her successor in office.

Kentucky State University

DATE \_\_\_\_\_

BY \_\_\_\_\_  
President

UNITED STATES DEPARTMENT OF AGRICULTURE

DATE \_\_\_\_\_

BY \_\_\_\_\_  
Secretary

UNITED STATES DEPARTMENT OF AGRICULTURE  
SCIENCE AND EDUCATION ADMINISTRATION

OFFICE OF THE DEPUTY DIRECTOR FOR  
EXTENSION

MEMORANDUM OF UNDERSTANDING  
BETWEEN

KENTUCKY STATE UNIVERSITY

AND

UNIVERSITY OF KENTUCKY

ON EXTENSION WORK

August 22, 1978

MEMORANDUM OF UNDERSTANDING  
BETWEEN

KENTUCKY STATE UNIVERSITY

AND

UNIVERSITY OF KENTUCKY

ON EXTENSION WORK

PURPOSE:

Whereas, the Kentucky State University and the University of Kentucky have entered into memoranda of understanding with the U. S. Department of Agriculture to carry out Extension work in the State of Kentucky;

And Whereas, Section 1444 of Public Law 95-115, Food and Agriculture Act of 1977 requires that a single, comprehensive program of Extension be developed for the State;

Now Therefore, in order to provide for effective administration of a single comprehensive State program, the President of Kentucky State University acting subject to the approval of the Board of Regents and the President of University of Kentucky acting subject to the approval of the Board of Regents hereby agree as follows:

- A. To mutually develop a single comprehensive program of Extension work for the State which shall be described in a joint statement setting forth the division of responsibilities and areas of cooperation between the institutions. The comprehensive statement shall remain in force until it is revised by mutual agreement.

- B. To submit the comprehensive program statement and any revisions thereof to the Secretary of Agriculture for approval.
- C. To mutually develop detailed plans of work that will be submitted on an annual basis to the Science and Education Administration, U. S. Department of Agriculture for review and approval by the Deputy Director for Extension.
- D. To take the necessary steps to effect a joint Extension program at the county, district and State levels.
- E. To recognize the primary responsibility of each institution for the selection and performance of the Extension projects to be carried out by it as part of the comprehensive program of Extension work in the State.
- F. To have planned interactions between the Director of Cooperative Extension Service and the Administrative Head of Extension to insure that annual plans of work and projects carried out are jointly planned and coordinated.
- G. To develop organizational structures at the county district and State levels that promote unified programs and discharge fragmentary or duplicative programs.
- H. To insure as far as possible that county staffs carrying out such programs shall be: (1) housed in the same office, or (2) housed in locations in the county that facilitate the ready exchange of programming plans and ideas, and the coordinated implementation of the county's program of work.
- I. To sanction the coordinated nature of the Extension program in the State.

KENTUCKY STATE UNIVERSITY

UNIVERSITY OF KENTUCKY

BY  
\_\_\_\_\_  
President

BY  
\_\_\_\_\_  
President

DATE  
\_\_\_\_\_

DATE  
\_\_\_\_\_



Definition of Mission:

The mission of the 1862 Kentucky Cooperative Extension Service, in compliance with its legal mandate, is to conduct out-of-school, continuing education programs for Kentucky citizens to help them acquire useful and practical knowledge for achieving an improved economic position and quality of life. The Smith Lever Act, passed by Congress in 1914 and subsequent legislation, established a unique, state-wide educational system supported by federal, state and county levels of government to conduct programs in agriculture and related subjects, 4-H youth work and community resource development.

The mission of the 1890 Extension program is to assist the "hard-to-reach" and "unreached" limited resource farmer, homemaker, families, youth, and communities to acquire the knowledge, skills, attitudes, and behavioral abilities they need to improve the quality of their lives and environment by utilizing the resources, rapport and unique channels of communications within the 1890 Institution.

Organization and Linkage Between 1862 and 1890 Extension Programs

The 1862 Kentucky Cooperative Extension Service is administered by the State Extension Director. Each of the four program areas - agriculture, home economics, 4-H, community resource development - are administered by an Assistant Director. The state is divided into 14 geographical areas, with one Area Director to supervise all Extension employees assigned to their area. There is an Extension office and professional staff of county agents in each of the 120 counties. A cadre of state and area specialists serve a training and resource function to the county staff. Paraprofessionals are employed to assist county Extension agents in specific program areas.

The 1890 Extension program, carried out under the direction of the Administrator of the 1890 Program, is organized very similar to the 1862 structure with three exceptions. These exceptions exist because the 1890 Institution's organizational structure does not include Assistant Directors, Area Directors, and County Agents.

There is a very close working relationship between Extension counterparts at both institutions. The Administrator of the 1890 Extension program and the Director of the 1862 Cooperative Extension Program are jointly involved in making overall decisions affecting Extension programs of the two institutions. The Administrator of the 1890 program, the Associate Director and the Assistant Directors of the 1862 program meet in regular administrative staff meetings to make decisions, set policy

and coordinate efforts. State specialists from both the 1890 and 1862 Institutions meet, plan, and implement programs throughout the state on a regular basis. Area Directors from the 1862 Institution supervise and counsel all Extension staff members (1862 and 1890) within their assigned Extension area. Area Directors are administratively responsible to the Administrator of 1890 programs for all 1890 employees working within their assigned geographic area. County agents employed by the 1862 Institution supervise and counsel, on a daily basis, paraprofessionals employed by the 1890 and 1862 Institutions. Each county Extension unit has the responsibility of working with local people to identify needs and implement educational programs consistent with the above stated mission of the two institutions.

Award programs for paraprofessionals include participants from both the 1890 and 1862 Institutions. Extension professionals from both the 1890 and 1862 Institutions are active members in the Epsilon Sigma Phi (National Honorary Extension Fraternity) chapter of the 1862 Institution.

Situation Statement and Delineation of Needs:

AGRICULTURE

Kentucky's agricultural resources, when used at their maximum capabilities, are capable of generating a 3.8 billion dollar annual gross farm income compared to the present 1.6 billion. To realize this goal, farmers would have to use their land at its maximum capability within the context of good soil and water conservation practices. The 3.8 billion dollar annual income was determined by assuming that adequate amounts of capital, fertilizer and seed are assumed to be available and that average prices in future years would be equal to those received by Kentucky farmers in 1975.

The classification of Kentucky's soil resources indicate that Kentucky has 14,938,762 acres of land capable of being used a cropland acreage consists of a 5.9 million acre permanent pasture base. Presently, Kentucky farmers are harvesting cultivated crops from 2.9 million acres and cutting hay from 1,528,000 acres and using 5.4 million acres for permanent pasture.

The potential indicates that alfalfa productions can be increased 16 fold, soybean production by nearly 4 times, and corn production can be more than tripled.

All of Kentucky's hay tonnage and most of its corn can be profitably used as livestock feed within the state. This production, plus additional potential production from other feed crops, would permit Kentucky farmers

to increase livestock numbers, to increase hog production, and to sell a much higher percentage of the state's annual calf crop as yearlings or as finished cattle.

Kentucky is a state of small farms. According to the Census of Agriculture there were 102,053 farms in Kentucky in 1974. Eighty-five percent of these farms had annual sales of less than \$20,000. A farm business of this size yields a low return to the operator and his family. Many families on these small farms depend upon self-farm income sources to provide the income needed for family living.

It is estimated that 25% or about 15,000 of these low income farms are managed by operators who are under 45 years of age. This is the group of farm families for which special targeting is designed. One and four-tenths percent of Kentucky farmers are black with a large portion of this group located in the Mammoth Cave Extension Area.

How fast Kentucky farmers expand their crops and livestock enterprises will largely depend upon several factors such as costs and selling prices, profit opportunities in alternative enterprises, and the domestic and foreign demand for agricultural commodities.

The 1862 and 1890 Extension activities will also be a major factor in determining how quickly these potentials are realized.

Interest among urban residents in gardening, lawn care, landscaping and home floriculture has increased tremendously in recent years. Increased emphasis on improved human nutrition and effects of inflation on the family budget have been major factors stimulating increased interest in home gardening.

#### HOME ECONOMICS

In Kentucky and throughout the United States rapid changes in social, economic, physical and psychological aspects of living require the continuous evaluation and modification of Extension Home Economics educational programs, in order to help people meet the challenge of their needs.

State and national trends in population, mobility, household formation, family patterns, income and cost of living, education and employment affect individuals and families and influence Home Economics Extension program directions.

From 1970-76 Kentucky's population rate of increase (6.4%) was slightly above the growth rate for the nation (5.6%). The population of young and old people in the population is increasing, with a corresponding decrease in the

middle age group. The movement of people is toward the west and south, including Kentucky, and toward the non-metropolitan areas. Slightly more than half of Kentucky's people live in census-classified urban areas; however, there are rural sections within these areas.

Kentucky had a lower marriage rate and a lower divorce rate last year than the nation as a whole, but approximately one of eight families is non-nuclear. There is an increasing rate of household formation as more of the young and older people maintain one-person households.

Personal income continues to increase. The per capita income of Kentuckians in 1975 was \$4,871, about \$1,000 below the national average, however, 38 percent of Kentucky families have incomes of \$3,000 or less making money management one of the high priority needs. The income of employed women is consistently below that of men, and the gap continues to widen. Nationally, 32 percent of families headed by females are below the poverty level.

Consumer expectations and desires continue to increase, in contrast to the finite resources available to fulfill these desires. Cost of living in Kentucky continues to increase, especially expenditures for housing, medical care and utilities.

The educational level of Kentuckians is rising but remains below that of the nation as a whole. Public school enrollment has declined since 1971-72, reflecting the sharp decline in the birth rate beginning in 1965.

These and other relevant situational trends influence the major thrusts of the Kentucky Home Economics Extension programs.

#### 4-H YOUTH

Kentucky's movement from rural population to an urban one has brought about many changes in 4-H. Seven years ago, when 4-H programs were offered urban youth, no one realized the tremendous demand for 4-H that would follow. Jefferson County alone had over 25,000 youth in 4-H in 1976. This growth trend will continue in the decade ahead, requiring 4-H programs and activities designed to meet the developmental needs of urban youth.

Inflation has continued the trend of more mothers joining the job market. Parents devote less time to raising their children. Many homes in urban areas are one parent homes.

Schools are continuing to become larger, which tends to provide less personal attention to the individual needs of the students. Less than 25 percent of students are involved in clubs and extra curricula activities.

Juvenile delinquency continues to be an increasing problem.

Schools are failing to provide adequate programs relating to the study of careers and the world of work.

Large schools and crowded conditions provide inadequate opportunities for students to develop poise, speaking ability, and leadership abilities.

Today's youth have little knowledge of good nutrition, as evidenced by their eating habits.

#### COMMUNITY DEVELOPMENT

The Extension Community Development Program is designed to meet community needs created by certain social, economic, and political trends.

From 1970-75, rural Kentucky communities have experienced a tremendous impact from urban migrants. Over 32 percent of the state's population growth in this period was due to in-migration. Some counties are experiencing migration rates of 15-20 percent. These new residents often bring with them expectations of finding services and facilities comparable to those they had in the more urbanized areas they left. When these are unavailable, pressure is placed on community processes to provide them as quickly as possible.

Federal programs and policies have tremendous significance for Kentucky communities, presenting multiple development opportunities. Such new regulations as the Safe Drinking Water Act of 1974 (to be implemented in Kentucky in 1978), and Section 208 of the Water Pollution Control Act of 1972 place stringent and immediate requirements on Kentucky communities to do long-range comprehensive planning and locate financial resources to modify facilities or provide services.

The coal boom provides economic stimulation that offers many opportunities in the coal counties. Many counties are receiving great quantities of money from coal severance taxes to be used for community improvements. Developing the plans and selecting priorities for the expenditure of these funds is a new challenge. Opportunities for community and individual betterment through citizen participation in this decision making are numerous, but citizens are often ineffective in this process.

Tourism is a billion dollar business in Kentucky and many communities can benefit from it, if they are prepared to do so. The impact of this activity is multi-dimensional, encompassing the environment as well as economic and social structures. The communities most often affected are very small and unorganized, so they are ill prepared to deal with these changes.

Long Range Program Emphasis by Respective Institutions:

1890:

The long-range Extension program emphasis of the 1890 Institution will be in the areas of:

- a. Family Development and Management
- b. Small Farmers Program
- c. Urban Gardening

1862:

The long-range Extension program emphasis of the 1862 Institution will be in the areas of:

- a. Efficiency in Agriculture Production
- b. Efficiency in marketing, distribution and utilization of agriculture products
- c. Conservation, development and use of natural resources
- d. Management on the farm and in the home
- e. Family Living
- f. Leadership Development
- g. Community improvement and resource development
- h. Public Affairs
- i. Youth Development

The University of Kentucky Extension staff and the Kentucky State University Extension staff will mutually develop annual plans of work, and coordinate resource so as to most effectively implement educational programs in the identified thrust areas. The mutual goal of the two institutions will be, one efficient State Extension program that impacts the most urgent needs of the citizenry.

Revision of Comprehensive Program Statement:

The University of Kentucky and Kentucky State University agree to review this comprehensive program statement at least every five years for possible revision.

The attached table describes the Comprehensive Program of Agricultural Research for Kentucky as developed by the Kentucky Agricultural Experiment Station and Kentucky State University (College of 1890). In program areas where research is conducted at both the Kentucky Agricultural Experiment Station and Kentucky State University, administrators of the respective programs meet periodically to exchange ideas, discuss approaches, compare methodology and review these program areas for potential duplication of research effort. The respective agencies have participated in the regional and national planning process and projections are identified in the summaries of these programs. This material has been prepared and is submitted as per Section 1445, Public Law 95-113 as amended.

C. O. Little  
C.E. Barnhart  
Director  
Kentucky Agricultural Experiment  
Station

12/10/82  
Date

William J. Fleming  
William J. Fleming  
Research Director  
Kentucky State University

3/12/82  
Date

PROGRAM OF AGRICULTURE RESEARCH  
FOR  
KENTUCKY 1982

SCIENTIST YEAR FOR AGENCY SHOWN

RP		SAES	1890 INST.	TOTAL
1.01	SOIL AND LAND USE	5.5		5.5
	RPA 101 APPRAISAL	1.5		
	102 RELATIONSHIPS	3.5		
	104 ALTER. USES	0.5		
1.02	WATER AND WATERSHEDS	1.5		1.5
	RPA 104 ALTER. USES	0.5		
	105 CONSERV. & USE	0.5		
	107 MANAGEMENT	0.5		
1.04	ENVIRONMENTAL QUALITY	1.8		1.8
	RPA 901 ALLEV. POLLUTION	1.8		
	RPG TOTAL	8.8		8.8
2.02	TIMBER MANAGEMENT	2.5	1.0	3.5
	RPA III BIOLOGY, CULTURE AND MANAGEMENT	2.5	1.0	
2.03	FOREST PROTECTION	1.5		1.5
	RPA 201 CONTROL INSECTS	0.6		
	202 CONTROL DISEASES	0.9		
2.04	HARVESTING, PROCESSING	2.0		2.0
	RPA 401 PRODUCTS	2.0		
2.05	FCREST WATERSHEDS	4.0		4.0
	RPA 010 APPRAISAL	0.5		
	102 RELATIONSHIP	1.0		
	107 MANAGEMENT	2.0		
	901 ALLEV. POLLUTION	0.5		



RP		S&S	1890 INSI.	TOTAL
2.06	FOREST WILDLIFE	0.6		0.6
	RPA 904 WILDLIFE	0.6		
2.07	FOREST RECREATION	0.6		0.6
	RPA 905 ENVIRONMENT	0.6		
	RPG TOTAL	11.2	1.0	12.2
3.01	CORN	3.5	1.5	5.0
	RPA 207 CONTROL INSECTS	0.5		
	208 CONTROL DISEASES	0.5		
	307 BIOL. EFFICIENCY	2.5		
3.03	WHEAT	1.0		1.0
	RPA 307 BIOL. EFFICIENCY	1.0		
3.04	SMALL GRAINS	0.5		0.5
	RPA 307 BIOL. EFFICIENCY	0.5		
3.06	SOYBEANS	7.5		7.5
	RPA 207 CONTROL INSECTS	0.5		
	208 CONTROL DISEASES	1.0		
	209 CONTROL WEEDS	2.0		
	307 BIOL. EFFICIENCY	3.0		
	408 QUALITY STORING	1.0		
3.09	FORAGES, PASTURES	9.0		9.0
	RPA 207 CONTROL INSECTS	1.0		
	208 CONTROL DISEASES	1.0		
	307 BIOL. EFFICIENCY	6.0		
	405 IMPROV. ACCEPT.	1.0		

		SAES	1890 INST.	TOTAL
RP				
3.11	TOBACCO	8.0		8.0
	RPA 207 CONTROL INSECTS	0.5		
	208 CONTROL DISEASES	0.5		
	307 BIOL. EFFICIENCY	3.5		
	308 MECHANIZATION	1.5		
	405 IMPROV. ACCEPT.	1.0		
	408 QUALITY STORING	1.0		
3.12	NEW CROPS	2.0	1.0	3.0
	RPA 307 BIOL. EFFICIENCY	2.0	1.0	
3.13	FRUITS	2.5		2.5
	RPA 205 CONTROL DISEASES	0.5		
	304 BIOL. EFFICIENCY	2.0		
3.14	VEGETABLES	4.5		4.5
	RPA 204 CONTROL INSECTS	0.5		
	205 CONTROL DISEASES	0.5		
	304 BIOL. EFFICIENCY	2.5		
	402 IMPROV. ACCEPT.	1.0		
3.15	ORNAMENTALS	4.0		4.0
	RPA 906 CULTURE AND PROTECTION	4.0		
	RPG TOTAL	42.5	2.5	45.0
4.01	BEEF	8.5		8.5
	RPA 210 CONTROL INSECTS	0.5		
	211 CONTROL DISEASES	0.5		
	212 CONTROL PARASITES	0.5		
	310 REPRODUCTION	1.0		
	311 BIOL. EFFICIENCY	4.0		
	313 SYSTEMS	1.0		
	409 IMPROV. ACCEPT.	1.0		

RP		SAES	1890 INSL.	TOTAL
4.02	DAIRY	5.5		5.5
	RPA 211 CONTROL DISEASES	0.5		
	310 REPRODUCTION	0.5		
	311 BIOL. EFFICIENCY	3.0		
	313 SYSTEMS	0.2		
	409 IMPROV. ACCEPT	0.5		
	410 IMPROV. PRODUCTS	0.5		
	412 QUALITY MAINTEN.	0.3		
4.03	POULTRY	0.5		0.5
	RPA 311 BIOL. EFFICIENCY	0.5		
4.04	SHEEP	1.5		1.5
	RPA 212 CONTROL PARASITES	0.2		
	310 REPRODUCTION	0.2		
	311 BIOL. EFFICIENCY	0.8		
	409 IMPROV. ACCEPT.	0.3		
4.05	SWINE	4.0		4.0
	RPA 310 REPRODUCTION	1.0		
	311 BIOL. EFFICIENCY	2.5		
	412 QUALITY PRODUCT	0.5		
4.06	OTHER ANIMALS	10.0		10.0
	RPA 211 CONTROL DISEASES	6.5		
	212 CONTROL PARASITES	1.0		
	310 REPRODUCTION	1.0		
	311 BIOL. EFFICIENCY	1.5		

PAGE 9

RE		SAES	1890 INSL.	TOTAL
4.07	AQUATIC FOODS AND FOODSTUFFS			
	RPA 904 FISH AND OTHER MARINE LIFE, FUR-BEARING ANIMALS AND OTHER WILDLIFE		1.0	1.0
	RPG TOTAL	30.0	1.0	31.0
5.01	FOOD AND NUTRITION	4.0	4.8	8.8
5.02	RPA 708 HUMAN NUTRITION		4.8	
	FOOD SAFETY	1.0		1.0
	RPA 701 PRODUCT CONTAMINANTS			
	702 PRODUCT ORGANISMS			
5.03	RURAL DEVELOPMENT	10.0	9.0	19.0
	RPA 802 DECISIONS		1.5	
	803 CAUSES OF POVERTY AMONG RURAL PEOPLE		1.5	
	804 ECONOMIC POTEN.			
	806 ADJ. TO CHANGE		.5	
	808 BALANCE FARM OUTPUT AND MARKET DEMAND		1.0	
	907 IMPROVED INCOME		1.0	
	908 IMPROVED SERVICES		3.5	
5.04	INSECTS AFFECTING MAN	0.5		0.5
	RPA 706 INSECTS			
	RPG TOTAL	15.5	13.8	29.3

RP	FARM ADJUSTMENTS	SAES	IBS INS	TOTAL
6.01	RPA 315 IMPROVED EQUIPMENT 0.5	4.0	1.0	5.0
	316 FARM MANAGEMENT 2.5			
	807 STRUCTURAL CHANGES 1.0			
6.02	RPA 604 PRODUCT DEVELOPMENT & MARKETING FOR FOREIGN MARKETS		1.0	1.0
6.03	MARKETING	7.0		7.0
	RPA 503 EFFICIENCY 2.5			
	506 SUPPLY, DEMAND, PRICES 1.0			
	507 INTERRELATIONSHIPS 2.5			
	509 PERFORMANCE 1.0			
	RPG TOTAL	11.0	2.0	13.0
7.01	GENERAL RESOURCE	4.0		4.0
	RPA 209 WEEDS 0.5			
	309 PROD. MGT. 0.5			
	318 GENERAL BIDL. 3.0			
	RPG TOTAL	4.0		4.0
	TOTAL	123.0	20.3	143.3

ADMINISTRATIVE MANUAL FOR COOPERATIVE AGRICULTURAL RESEARCH  
SECTION 1445, PUBLIC LAW 95-113

A. Purpose of This Manual.

This Manual sets forth administrative guidelines governing the use of funds allotted to the Eligible Institutions under the provisions of the Food and Agriculture Act, 1977, Public Law 95-113, Section 1445, as amended, for the conduct of agricultural research by the 1890 Colleges and Tuskegee Institute (Appendix A).

B. Applicability of General Provisions and Regulations.

Except as otherwise provided herein, funds allotted under Public Law 95-113, Section 1445, are subject to the provisions of OMB Circular A-110 (Appendix B), and OMB Circular A-21 (Appendix C).

C. Definitions.

1. The term "Department of Agriculture" means the United States Department of Agriculture.
2. The term "Agricultural Research" means Research in the Food and Agricultural Sciences.
3. The term "Secretary" means the Secretary of Agriculture of the United States.
4. The term "Eligible Institution" means a Land-Grant College or University established under the Act of August 30, 1890 (7 U.S.C. 321-326 and 328) including Tuskegee Institute.
5. The term "State Agricultural Experiment Stations" means those institutions eligible to receive funds under the Act of March 2, 1887 (Hatch Act).
6. The term "Hatch Act" means the Hatch Act of 1887, as amended; 7 U.S.C. 361a-i.
7. The term "Research Director" means the chief administrative officer appointed by the President of each Eligible Institution, to administer the research program authorized in Public Law 95-113, Section 1445.
8. The term "Director" means the chief administrative officer of the State Agricultural Experiment Station.
9. The term "Letter of Credit" means a certified authorization under which allocations of Section 1445 funds are made available to an Eligible Institution for immediate disbursement needs in accordance with the provisions of Treasury Circular No. 1075.

10. The term "Legal Custodian" means the Treasurer or other officer of the Eligible Institution who has been named by the President or Chancellor, or the governing board, or other official State or institutional authority to receive and account for all allotments of Public Law 95-113, Section 1445 funds.
11. The term "Fiscal Year" means the period of 12 months from October 1 of each year through September 30 of the following year.
12. The term "Research Project" means a component of the Eligible Institution's Research Program having specific objective(s), defined research procedures, specific date of initiation, and a projected date of completion.
13. The term "Administrative Project" means a component of the Eligible Institution's research program specifically authorizing expenditure of Section 1445 funds for research planning and other activities directly associated with effective administration and direction of the Section 1445 Research Program.
14. The term "Approved Project" means an Eligible Institution's research or administrative project for which documentation has been submitted to and approved by SEA/CR for the expenditure of Section 1445 funds. The documentation is prepared in accordance with "The Essentials of the Project Outline" (See Appendix D) and includes completed Current Research Information System (CRIS) Forms AD-416 and AD-417.
15. The term "Approved Program" means a set of approved projects which defines the research to be conducted with Section 1445 funds support within a given fiscal year. It serves as the authorizing document for the annual allocation of Section 1445 funds and the expenditure of these funds on approved projects.
16. The term "Revised Project" means a SEA/CR approved revision of an approved project.
17. The term "Section 1445 Funds" means those funds authorized in Public Law 95-113, Section 1445, as amended.

D. Policy.

The scope of research which may be conducted under Section 1445 is very broad. It includes research on all aspects of agriculture, including soil and water conservation and use; plant and animal production, protection and health; processing, distributing, marketing, and utilization of food and agricultural products; forestry, including range management and range products, multiple use of forest and rangelands, and urban forestry; aquaculture; home economics, including human nutrition and family life; and rural and community development. Research may be conducted on problems of local, state, regional, or national concern.

E. Eligible Institutions.

Only 1890 Institutions (Authorized under the Act of August 30, 1990), 7 U.S.C. 321-326 and 328) and Tuskegee Institute are eligible to receive Section 1445, Public Law 95-113 funds.

F. Responsibility and Authority for Administration.

1. Science and Education Administration/Cooperative Research.

- a. The Secretary of Agriculture is responsible for the proper administration of the provisions of Section 1445, Public Law 95-113. This function has been delegated to the Science and Education Administration, Cooperative Research (SEA/CR).
- b. Among the responsibilities of SEA/CR are the following:
  - (1) Issuing necessary administrative guidelines;
  - (2) Allotting funds to the Eligible Institutions;
  - (3) Ensuring that funds are utilized to carry out the purposes of the Act; and
  - (4) Providing advice and assistance to the Eligible Institutions as necessary to promote the purposes of Section 1445.

2. Eligible Institutions.

a. Research Director.

- (1) Eligible Institutions authorized to receive funds under Section 1445 must have a chief administrative officer who carries the title of the Research Director. The Research Director shall be responsible to the head of the institution and to its governing body within the State. He shall not be considered a Federal employee for any purpose.
- (2) The responsibilities of the Research Director include the following:
  - (a) Determining the research to be conducted by the Eligible Institution using Section 1445 funds, subject to the approval of SEA/CR.
  - (b) Utilizing Section 1445 funds for carrying out the purpose of Section 1445. The voucher, schedule or other evidence presented to the Custodian for payment should be at the signature of the Research Director or his designee.
  - (c) Complying with the rules and regulations applicable to the conduct of the Section 1445 research program.



b. Legal Custodian.

- (1) Each Eligible Institution must have a treasurer or other officer appointed by the governing board of the Institution to receive and account for all Section 1445 funds allotted to the Institution. On or before December 1 of each year the legal custodian shall report receipts and disbursements of Section 1445 funds to the Secretary of Agriculture on Standard Form 269 as further provided in Sections G-6b and M of this Manual.

G. Research Program Development and Operations.

1. In order to receive an annual allotment of Section 1445 funds, each Eligible Institution must first submit its annual Research Program to SEA/CR for approval. This Research Program is due in SEA/CR by August 15 of each year for the fiscal year starting in October. An Eligible Institution's Research Program shall consist of a listing of all projects approved in accordance with Section H of this Manual, including administrative projects and those Regional Research projects which will be supported by Section 1445 funds during the year. To facilitate this process, SEA/CR will provide each Eligible Institution with a computer listing of current projects which have received agency approval. Those projects which have exceeded their estimated completion date will not be included. This listing may be utilized as the Research Program document with appropriate additions and/or deletions indicated thereon.
2. Upon receipt of an Eligible Institution's Research Program, SEA/CR will review its content for compliance with the purposes of Section 1445. An approved Eligible Institution Research Program will serve as the basis upon which Section 1445 funds will be provided by Letter of Credit. When deficiencies in a proposed Research Program are found, SEA/CR may approve a portion of the Program, thereby permitting funds to be released for the funding of the approved segment only. The balance of the Program may be approved as the identified deficiencies are corrected.
3. The use of Standard Form 424, Federal Assistance, is prescribed in Attachment M, OMB Circular A-110 (Appendix E). However, Standard Form 424 shall be completed within SEA annually for each Section 1445 Research Program.
4. An annual Research Program may be revised at any time during the fiscal year upon written request to SEA/CR. In view of the continuing nature of Section 1445 and its research program, funds are allocated on a program rather than a project basis. Accordingly, the requirements of Attachment J to OMB Circular A-110 regarding revision of financial plans are not applicable to the Section 1445 Research Program (Appendix B). However, the following requirements must be observed:

- a. All projects on which it is proposed to expend Section 1445 funds during the fiscal year must be identified on the Research Program.
  - b. The approved Section 1445 projects included in an approved annual Research Program constitute the research program upon which Section 1445 funds may be expended.
  - c. Section 1445 formula funds may be assigned or reassigned to approved Section 1445 formula projects at the discretion of the Research Director.
  - d. New projects, project revisions, or project extensions, when approved, will automatically be added by SEA/CR to the approved annual Research Program effective as of the date of approval in SEA/CR.
5. Suspension or Termination for Cause.
- a. The procedures prescribed by Attachment L to OMB Circular A-110 (Appendix B) shall apply to suspension or termination of the Section 1445 annual Research Program or to any of the component projects which, in total, constitute the annual Research Program. The term "for cause" as used in Attachment L includes:
    - 1. Significant deviation from stated objectives;
    - 2. Progress inconsistent with expenditures;
    - 3. Fiscal irregularities;
    - 4. Any other conditions which make continued support from Section 1445 funds inappropriate.
  - b. In the event of suspension or termination which results in the withholding of any portion of an allotment, the facts and reasons therefor will be reported by the Department of Agriculture to the Congress, as required by Section 1445 (g) (3), P.L. 95-113.
6. The procedures prescribed by Attachment K to OMB Circular A-110 (Appendix B) shall apply to closing out annual Research Programs.
- a. Each year's Research Program shall be closed out as of September 30.
  - b. Documentation to support the close-out will include:
    - (1) A Financial Status Report (Standard Form 269) covering the total Section 1445 Research Program as of Sept. 30, which will be submitted by the legal custodian with the approval of the Research Director on or before the first day of December. (Section 1445(d), Public Law 95-113).

-6-

- (2) Either a CRIS Progress Report or Termination Report should be submitted for each project included in the annual Research Program as provided for in Sections I-1 and I-3 of this Manual. (Form AD-421 will be used for either report.)

H. Project Approval Procedures.

1. Projects Supported with Section 1445 Formula Funds.

- a. In order to assure compliance with the purposes of Section 1445 and to provide technical assistance where appropriate, each project to be funded with Section 1445 Formula Funds, including administrative projects, must be submitted to SEA/CR for approval prior to inclusion in the Eligible Institution's Research Program and expenditure of Section 1445 funds thereon.
- b. Eligible Institutions shall have the primary responsibility for determining the need for and the scientific feasibility of the projects proposed. Each Research Director, therefore, shall develop a procedure, subject to SEA/CR approval, for project documentation, scientific review, and selection. This procedure should assure that the research project proposals are scientifically sound, relevant to society's agricultural and food needs, and not unnecessarily duplicative of efforts undertaken elsewhere.
- c. Project proposals shall be written in the format set forth in Appendix D and shall be supported by a certification that the project proposal was developed pursuant to the institution's approved peer review procedure. Project proposals may be submitted at any time to SEA/CR for approval.
- d. SEA/CR will review project proposals for technical adequacy only when an institution has not provided an adequate system for internal documentation and review.
- e. SEA/CR will notify the Research Director concerned of its decision regarding approval or disapproval of each proposed project and of any deficiencies which preclude approval.
- f. Section 1445 formula funds may be expended on a project after the date of SEA/CR approval. Appropriate amendment of the institution's Research Program will be made by SEA/CR.

g. Projects will be approved for periods not exceeding five years. Eligible Institutions may request approval to extend the life of a project for not more than one year, beyond the approved estimated completion date by including the project on the Research Program for the succeeding year. SEA/CR will approve the extension for an additional year if the research shows adequate progress is consistent with the project proposal, and is relevant to the purposes of Section 1445. Approval of the project extension will be indicated by approval of the Research Program of which it is a part. Disapproval of any proposed extension, and the reasons therefore, will be provided by SEA/CR to the concerned institution in writing. Upon receipt of notice of disapproval the concerned institution shall stop expenditure of Section 1445 funds on the project. The date of discontinuance of authority to expend Section 1445 funds on the project will be specified in the notice of disapproval.

2. Regional Research.

Section 1445(a) states that "The Eligible Institutions are authorized to plan and conduct agricultural research in cooperation with each other and such agencies, institutions, and individuals as may contribute to the solution of agricultural problems, and monies appropriated pursuant to this Section shall be available for paying the necessary expenses of planning, coordinating, and conduction of such cooperative research." There shall be no automatic or restricted designation of any portion of Eligible Institutions funds for regional research. When it is appropriate for Eligible Institutions to participate in regional research involving only 1690 Institutions and Tuskegee Institute, the regional project in question should ordinarily be endorsed by the respective Research Directors or their Committee representatives and be developed in cooperation with and approved by SEA/CR. Regional research projects from Eligible Institutions that contribute to Hatch Regional projects should follow instructions in the Hatch Regional Manual, CSRS-OD-1092.

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40516

COLLEGE OF AGRICULTURE  
OFFICE OF THE DEAN

April 8, 1982

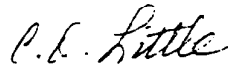
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Dr. W. I. Thomas  
Administrator  
Cooperative State Research Service  
U. S. Department of Agriculture  
Washington, D. C. 20250

Dear Dr. Thomas:

Transmitted herewith is descriptive material on the Comprehensive Program of Agricultural Research for Kentucky as developed by the Kentucky Agricultural Experiment Station and Kentucky State University (College of 1890).

Sincerely,



C. Gran Little  
Associate Director  
Experiment Station

COL:pr

Enclosure

43  
12/18

Spring 1980 Kentucky High School Graduates\*  
and Fall 1980 Resident First-Time Freshmen at  
State-Supported Institutions

	Spring 1980 High School Graduates*	Fall 1980 First-Time Freshmen	First-Time Freshmen as Percent of High School Graduates
Black	3,575	1,776	49.7%
White	41,665	18,662	44.8%
Total	45,240	20,438	
Black as Percent of Total	7.9%	8.7%	
White as Percent of Total	92.1%	91.3%	

Note: High school graduates and first-time freshmen of  
"other" races are not included.

\*Graduates are from both public and nonpublic Kentucky  
high schools.

Percent Distribution by Race of Resident Undergraduate Headcount Enrollment  
State-Supported Institutions  
Fall 1980

Institution	Distribution Within Institution			Distribution Within System		
	Black	White	Total	Black	White	Total
Eastern Kentucky University	7.4	92.6	100.0	11.4	12.0	12.0
Morehead State University	3.2	96.8	100.0	2.1	5.3	5.1
Murray State University	4.9	95.1	100.0	3.4	5.5	5.3
Northern Kentucky University	0.6	99.4	100.0	0.6	8.3	7.7
University of Kentucky	4.0	96.0	100.0	5.2	18.8	18.0
University of Louisville	9.9	90.1	100.0	21.6	16.6	17.0
Western Kentucky University	8.1	91.9	100.0	11.1	10.6	10.6
Total Four-Year						
Traditionally White Institutions	6.1	93.9	100.0	59.4	77.1	75.7
Ashland Community College	3.0	97.0	100.0	0.6	1.8	1.7
Elizabethtown Community College	4.9	95.1	100.0	1.4	2.3	2.2
Hazard Community College	1.9	98.1	100.0	0.1	0.4	0.4
Henderson Community College	7.6	92.4	100.0	0.9	0.9	0.9
Hopkinsville Community College	14.0	86.0	100.0	2.3	1.2	1.3
Jefferson Community College (Downtown)	27.1	72.9	100.0	19.2	4.3	5.5
Jefferson Community College (Southwest)	2.0	98.0	100.0	0.4	1.4	1.4
Jefferson Technical Institute	8.5	91.5	100.0	2.7	2.4	2.4
Lexington Technical Institute	2.0	98.0	100.0	0.4	1.4	1.4
Madisonville Community College	3.5	96.5	100.0	0.4	1.0	1.0
Maysville Community College	3.4	96.6	100.0	0.2	0.6	0.6
Paducah Community College	6.3	93.7	100.0	1.7	2.2	2.1
Prestonsburg Community College	0.3	99.7	100.0	0.0	0.9	0.9
Somerset Community College	0.8	99.2	100.0	0.1	1.2	1.2
Southeast Community College	5.6	94.4	100.0	0.5	0.7	0.7
Total Community Colleges	10.7	89.3	100.0	30.6	21.5	22.2
Total Traditionally White Institutions	7.1	92.9	100.0	90.0	98.6	97.9
Kentucky State University	37.4	62.6	100.0	10.0	1.4	2.1
Total State-Supported Institutions	7.8%	92.2%	100.0%	100.0%	100.0%	100.0%

Revised 8/28/81

Appendix 19

RESIDENT UNDERGRADUATE HEADCOUNT ENROLLMENT BY RACE\*  
STATE-SUPPORTED INSTITUTIONS  
FALL 1980

<u>Institution</u>	<u>Black</u>	<u>White</u>	<u>Total</u>
Eastern Kentucky University	742	9,249	9,991
Morehead State University	135	4,101	4,236
Murray State University	219	4,236	4,455
Northern Kentucky University	38	6,407	6,445
University of Kentucky	596	14,475	15,071
University of Louisville	1,405	12,764	14,169
Western Kentucky University	722	8,146	8,868
Total Four-Year Traditionally White Institutions	3,857	59,378	63,235
Ashland Community College	42	1,373	1,415
Elizabethtown Community College	91	1,779	1,870
Hazard Community College	6	310	316
Henderson Community College	60	731	791
Hopkinsville Community College	151	924	1,075
Jefferson Community College (Downtown)	1,246	3,344	4,590
Jefferson Community College (Southwest)	23	1,115	1,138
Lexington Technical Institute	173	1,862	2,035
Madisonville Community College	29	800	829
Maysville Community College	16	450	466
Paducah Community College	111	1,657	1,768
Prestonsburg Community College	2	726	728
Somerset Community College	8	953	961
Southeast Community College	32	542	574
Total Community Colleges	1,990	16,566	18,556
Total Traditionally White Institutions	5,847	75,944	81,791
Kentucky State University	647	1,082	1,729
Total State-Supported Institutions	6,494	77,026	83,520

\*Headcount enrollment reported with "other" race codes is not included.



APPENDIX III B(2)  
Percent Distribution by Race of Resident Entering\* Headcount Enrollment  
State-Supported Institutions  
Fall 1930

Institution	Distribution Within Institution			Distribution Within System		
	Black	White	Total	Black	White	Total
Eastern Kentucky University	8.1	91.9	100.0	12.3	12.6	12.5
Morehead State University	3.2	96.8	100.0	2.0	5.5	5.2
Murray State University	5.6	94.4	100.0	3.8	5.7	5.5
Northern Kentucky University	0.3	99.7	100.0	0.2	6.9	6.3
University of Kentucky	4.3	95.7	100.0	8.2	16.4	15.7
University of Louisville	10.5	89.5	100.0	19.1	14.6	15.0
Western Kentucky University	8.5	91.5	100.0	10.6	10.3	10.3
Total Four-Year Traditionally White Institutions	6.6	93.4	100.0	56.2	72.0	70.5
Ashland Community College	3.1	96.9	100.0	0.7	1.9	1.8
Elizabethtown Community College	6.4	93.6	100.0	2.2	2.8	2.8
Hazard Community College	1.3	98.7	100.0	0.1	0.7	0.6
Henderson Community College	7.8	92.2	100.0	1.2	1.3	1.3
Hopkinsville Community College	14.0	86.0	100.0	2.9	1.6	1.7
Jefferson Community College (Downtown)	27.9	72.1	100.0	19.5	4.5	5.7
Jefferson Community College (Southwest)	1.4	98.6	100.0	0.4	2.4	2.3
Lexington Technical Institute	8.8	91.2	100.0	3.6	3.3	3.4
Madisonville Community College	4.2	95.8	100.0	0.7	1.3	1.3
Maysville Community College	4.9	95.1	100.0	0.5	0.8	0.8
Paducah Community College	7.8	92.2	100.0	2.5	2.7	2.7
Prestonsburg Community College	0.3	99.7	100.0	0.0	1.3	1.2
Somerset Community College	0.2	99.8	100.0	0.0	1.7	1.6
Southeast Community College	5.7	94.3	100.0	0.7	1.0	1.0
Total Community Colleges	10.2	89.8	100.0	35.0	27.3	28.2
Total Traditionally White Institutions	7.6	92.4	100.0	91.2	99.3	98.7
Kentucky State University	54.8	45.2	100.0	8.8	0.7	1.3
Total State-Supported Institutions	8.2%	91.8%	100.0%	100.0%	100.0%	100.0%

\*"Entering" is defined by OCR as the total of first-time freshmen and first-time transfers.

Spring 1980 Kentucky High School Graduates  
 from the Market Area and Fall 1980  
 Resident Entering Headcount Enrollment  
 Eastern Kentucky University

	<u>Spring 1980 High School Graduates</u>	<u>Fall 1980 Entering Enrollment</u>	<u>Entering Enrollment as Percent of High School Graduates</u>
Black	375	261	69.6%
White	6,192	2,970	48.0%
Total	6,567	3,231	
Black as Percent of Total	5.7%	8.1%	
White as Percent of Total	94.3%	91.9%	

Spring 1980 Kentucky High School Graduates  
 from the Market Area and Fall 1980  
 Resident Entering Headcount Enrollment  
 Morehead State University

	<u>Spring 1980 High School Graduates</u>	<u>Fall 1980 Entering Enrollment</u>	<u>Entering Enrollment as Percent of High School Graduates</u>
Black	80	43	53.8%
White	3,375	1,291	38.2%
Total	3,455	1,334	
Black as Percent of Total	2.3%	3.2%	
White as Percent of Total	97.7%	96.8%	

Spring 1980 Kentucky High School Graduates  
 from the Market Area and Fall 1980  
 Resident Entering Headcount Enrollment  
 Murray State University

	<u>Spring 1980 High School Graduates</u>	<u>Fall 1980 Entering Enrollment</u>	<u>Entering Enrollment as Percent of High School Graduates</u>
Black	217	80	36.9%
White	2,588	1,339	51.7%
Total	2,805	1,419	
Black as Percent of Total	7.7%	5.6%	
White as Percent of Total	92.3%	94.4%	

Spring 1980 Kentucky High School Graduates  
 from the Market Area and Fall 1980  
 Resident Entering Headcount Enrollment  
 Northern Kentucky University

	<u>Spring 1980 High School Graduates</u>	<u>Fall 1980 Entering Enrollment</u>	<u>Entering Enrollment as Percent of High School Graduates</u>
Black	53	5	9.4%
White	2,933	1,626	55.4%
Total	2,986	1,631	
Black as Percent of Total	1.8%	0.3%	
White as Percent of Total	98.2%	99.7%	

Spring 1980 Kentucky High School Graduates  
 from the Market Area and Fall 1980  
 Resident Entering Headcount Enrollment  
 University of Kentucky

	<u>Spring 1980 High School Graduates</u>	<u>Fall 1980 Entering Enrollment</u>	<u>Entering Enrollment as Percent of High School Graduates</u>
Black	684	173	25.3%
White	6,771	3,884	57.4%
Total	7,455	4,057	
Black as Percent of Total	9.2%	4.3%	
White as Percent of Total	90.8%	95.7%	

Spring 1980 Kentucky High School Graduates  
 from the Market Area and Fall 1980  
 Resident Entering Headcount Enrollment  
 University of Louisville

	<u>Spring 1980 High School Graduates</u>	<u>Fall 1980 Entering Enrollment</u>	<u>Entering Enrollment as Percent of High School Graduates</u>
Black	838	406	48.4%
White	4,635	3,456	74.6%
Total	5,473	3,862	
Black as Percent of Total	15.3%	10.5%	
White as Percent of Total	84.7%	89.5%	

Spring 1980 Kentucky High School Graduates  
 from the Market Area and Fall 1980  
 Resident Entering Headcount Enrollment  
 Western Kentucky University

	<u>Spring 1980 High School Graduates</u>	<u>Fall 1980 Entering Enrollment</u>	<u>Entering Enrollment as Percent of High School Graduates</u>
Black	468	226	48.3%
White	5,975	2,437	40.8%
Total	6,443	2,663	
Black as Percent of Total	7.3%	8.5%	
White as Percent of Total	92.7%	91.5%	



Spring 1980 Kentucky High School Graduates  
 from the Market Area and Fall 1980  
 Resident Entering Headcount Enrollment  
 Four-Year Traditionally White Institutions

	<u>Spring 1980 High School Graduates</u>	<u>Fall 1980 Entering Enrollment</u>	<u>Entering Enrollment as Percent of High School Graduates</u>
Black	2,711	1,194	44.0%
White	32,467	17,003	52.4%
Total	35,178	18,197	
Black as Percent of Total	7.7%	6.6%	
White as Percent of Total	92.3%	93.4%	

Spring 1980 Kentucky High School Graduates  
 from the Market Area and Fall 1980  
 Resident Entering Headcount Enrollment  
 Community College System

	<u>Spring 1980 High School Graduates</u>	<u>Fall 1980 Entering Enrollment</u>	<u>Entering Enrollment as Percent of High School Graduates</u>
Black	767	742	96.7%
White	7,659	6,501	84.9%
Total	8,426	7,243	
Black as Percent of Total	9.1%	10.2%	
White as Percent of Total	90.9%	89.8%	

Spring 1980 Kentucky High School Graduates  
 from the Market Area and Fall 1980  
 Resident Entering Headcount Enrollment  
 Ashland Community College

	<u>Spring 1980 High School Graduates</u>	<u>Fail 1980 Entering Enrollment</u>	<u>Entering Enrollment as Percent of High School Graduates</u>
Black	5	14	280.0%
White	639	444	69.5%
Total	644	458	
Black as Percent of Total	0.8%	3.1%	
White as Percent of Total	99.2%	96.9%	

Spring 1980 Kentucky High School Graduates  
 from the Market Area and Fall 1980  
 Resident Entering Headcount Enrollment  
 Elizabethtown Community College

	<u>Spring 1980 High School Graduates</u>	<u>Fall 1980 Entering Enrollment</u>	<u>Entering Enrollment as Percent of High School Graduates</u>
Black	81	46	56.8%
White	861	675	78.4%
Total	942	721	
Black as Percent of Total	8.6%	6.4%	
White as Percent of Total	91.4%	93.6%	

Spring 1980 Kentucky High School Graduates  
 from the Market Area and Fall 1980  
 Resident Entering Headcount Enrollment  
 Hazard Community College

	<u>Spring 1980 High School Graduates</u>	<u>Fall 1980 Entering Enrollment</u>	<u>Entering Enrollment as Percent of High School Graduates</u>
Black	5	2	40.0%
White	249	157	63.0%
Total	254	159	
Black as Percent of Total	2.0%	1.3%	
White as Percent of Total	98.0%	98.7%	

Spring 1980 Kentucky High School Graduates  
 from the Market Area and Fall 1980  
 Resident Entering Headcount Enrollment  
 Henderson Community College

	<u>Spring 1980 High School Graduates</u>	<u>Fall 1980 Entering Enrollment</u>	<u>Entering Enrollment as Percent of High School Graduates</u>
Black	41	26	63.4%
White	425	306	72.0%
Total	466	332	
Black as Percent of Total	8.8%	7.8%	
White as Percent of Total	91.2%	92.2%	

Spring 1980 Kentucky High School Graduates  
 from the Market Area and Fall 1980  
 Resident Entering Headcount Enrollment  
 Hopkinsville Community College

	<u>Spring 1980 High School Graduates</u>	<u>Fall 1980 Entering Enrollment</u>	<u>Entering Enrollment as Percent of High School Graduates</u>
Black	113	61	54.0%
White	390	375	96.2%
Total	503	436	
Black as Percent of Total	22.5%	14.0%	
White as Percent of Total	77.5%	86.0%	

Spring 1980 Kentucky High School Graduates  
 from the Market Area and Fall 1980  
 Resident Entering Headcount Enrollment  
 Jefferson Community College (Downtown)

	<u>Spring 1980 High School Graduates</u>	<u>Fall 1980 Entering Enrollment</u>	<u>Entering Enrollment as Percent of High School Graduates</u>
Black	208	414	199.0%
White	1,107	1,068	96.5%
Total	1,315	1,482	
Black as Percent of Total	15.8%	27.9%	
White as Percent of Total	84.2%	72.1%	



Spring 1980 Kentucky High School Graduates  
 from the Market Area and Fall 1980  
 Resident Entering Headcount Enrollment  
 Jefferson Community College (Southwest)

	<u>Spring 1980 High School Graduates</u>	<u>Fall 1980 Entering Enrollment</u>	<u>Entering Enrollment as Percent of High School Graduates</u>
Black	56	8	14.3%
White	296	577	194.9%
Total	352	585	
Black as Percent of Total	15.9%	1.4%	
White as Percent of Total	84.1%	98.6%	

Spring 1980 Kentucky High School Graduates  
 from the Market Area and Fall 1980  
 Resident Entering Headcount Enrollment  
 Lexington Technical Institute

	<u>Spring 1980 High School Graduates</u>	<u>Fall 1980 Entering Enrollment</u>	<u>Entering Enrollment as Percent of High School Graduates</u>
Black	81	76	93.8%
White	593	789	133.0%
Total	674	865	
Black as Percent of Total	12.0%	8.8%	
White as Percent of Total	88.0%	91.2%	

Spring 1980 Kentucky High School Graduates  
 from the Market Area and Fall 1980  
 Resident Entering Headcount Enrollment  
 Madisonville Community College

	<u>Spring 1980 High School Graduates</u>	<u>Fall 1980 Entering Enrollment</u>	<u>Entering Enrollment as Percent of High School Graduates</u>
Black	46	14	30.4%
White	608	317	52.1%
Total	654	331	
Black as Percent of Total	7.0%	4.2%	
White as Percent of Total	93.0%	95.8%	

Spring 1980 Kentucky High School Graduates  
 from the Market Area and Fall 1980  
 Resident Entering Headcount Enrollment  
 Maysville Community College

	<u>Spring 1980 High School Graduates</u>	<u>Fall 1980 Entering Enrollment</u>	<u>Entering Enrollment as Percent of High School Graduates</u>
Black	31	10	43.5%
White	303	193	63.7%
Total	334	203	
Black as Percent of Total	9.3%	4.9%	
White as Percent of Total	90.7%	95.1%	

Spring 1980 Kentucky High School Graduates  
 from the Market Area and Fall 1980  
 Resident Entering Headcount Enrollment  
 Paducah Community College

	<u>Spring 1980 High School Graduates</u>	<u>Fall 1980 Entering Enrollment</u>	<u>Entering Enrollment as Percent of High School Graduates</u>
Black	66	54	81.8%
White	696	635	91.2%
Total	762	689	
Black as Percent of Total	8.7%	7.8%	
White as Percent of Total	91.3%	92.2%	

Spring 1980 Kentucky High School Graduates  
 from the Market Area and Fall 1980  
 Resident Entering Headcount Enrollment  
 Prestonsburg Community College

	<u>Spring 1980 High School Graduates</u>	<u>Fall 1980 Entering Enrollment</u>	<u>Entering Enrollment as Percent of High School Graduates</u>
Black	1	1	100.0%
White	514	305	59.3%
Total	515	306	
Black as Percent of Total	0.2%	0.3%	
White as Percent of Total	99.8%	99.7%	

Spring 1980 Kentucky High School Graduates  
 from the Market Area and Fall 1980  
 Resident Entering Headcount Enrollment  
 Somerset Community College

	<u>Spring 1980 High School Graduates</u>	<u>Fall 1980 Entering Enrollment</u>	<u>Entering Enrollment as Percent of High School Graduates</u>
Black	11	1	9.1%
White	606	413	68.2%
Total	617	414	
Black as Percent of Total	1.8%	0.2%	
White as Percent of Total	98.2%	99.8%	

Spring 1980 Kentucky High School Graduates  
 from the Market Area and Fall 1980  
 Resident Entering Headcount Enrollment  
 Southeast Community College

	<u>Spring 1980 High School Graduates</u>	<u>Fall 1980 Entering Enrollment</u>	<u>Entering Enrollment as Percent of High School Graduates</u>
Black	22	15	68.2%
White	372	247	66.4%
Total	394	262	
Black as Percent of Total	5.6%	5.7%	
White as Percent of Total	94.4%	94.3%	



Spring 1980 Kentucky High School Graduates  
 from the Market Area and Fall 1980  
 Resident Entering Headcount Enrollment  
 Kentucky State University

	<u>Spring 1980 High School Graduates</u>	<u>Fall 1980 Entering Enrollment</u>	<u>Entering Enrollment as Percent of High School Graduates</u>
Black	66	188	284.8%
White	716	155	21.6%
Total	782	343	
Black as Percent of Total	8.4%	54.8%	
White as Percent of Total	91.6%	45.2%	

RESIDENT FIRST-TIME GRADUATE AND FIRST-PROFESSIONAL ENROLLMENT IN FALL 1980  
AND RESIDENT BACCALAUREATE DEGREES AWARDED FROM JULY 1, 1979 TO JUNE 30, 1980  
STATE-SUPPORTED UNIVERSITIES

Discipline	First-Time Graduate and First-Professional Enrollment			Baccalaureate Degrees Awarded			Black as Percent of Total Upon Achieve- ment of Goal			
	Black	White	Total	Black as Percent of Total	Black	White		Total	Black as Percent of Total	Additional Black Students Needed
Agriculture and Natural Sciences	0	44	44	0.0	1	297	298	0.3	1	2.2
Architecture and Environmental Design	0	0	0	0.0	0	54	54	0.0	0	0.0
Biological Sciences	4	93	97	4.1	13	334	347	3.7	0	4.1
Business and Management	8	534	542	1.5	52	1,420	1,472	3.5	12	3.6
Engineering	4	160	164	2.4	13	609	622	2.1	0	2.4
Physical Sciences	2	53	55	3.6	3	125	128	2.3	0	3.6
Other Graduate	274	6,116	6,390	4.3	*	*	*	4.4	16	4.5
Dentistry	4	128	132	3.0	*	*	*	4.4	2	4.5
Medicine	8	205	213	3.8	*	*	*	4.4	2	4.6
Law	5	430	435	1.1	*	*	*	4.4	15	4.4
Total	309	7,763	8,072	3.8	331	7,116	7,447	4.4	48	4.4

\*Total baccalaureate degrees conferred used to establish goal.

**ADDITIONAL BLACK RESIDENT FIRST-TIME GRADUATE AND FIRST-PROFESSIONAL ENROLLMENT  
NEEDED BY INSTITUTION  
STATE-SUPPORTED UNIVERSITIES**

<u>Discipline</u>	<u>Eastern Kentucky University</u>	<u>Morehead State University</u>	<u>Murray State University</u>	<u>Northern Kentucky University</u>	<u>University of Kentucky</u>	<u>University of Louisville</u>	<u>Western Kentucky University</u>	<u>Total</u>
Agriculture and Natural Sciences					1			1
Architecture and Environmental Design								0
Biological Sciences					1	1		0 <sup>2</sup>
Business and Management	1	1	1	3 <sup>2</sup>	3 <sup>2</sup>	3 <sup>4</sup>	1	12 <sup>14</sup>
Engineering					1	3		0 <sup>4</sup>
Physical Sciences					1			0 <sup>1</sup>
Other Graduate	2	2	2	1	2	3	4	16 <sup>0</sup>
Dentistry					1 <sup>2</sup>	1 <sup>2</sup>		2 <sup>4</sup>
Medicine					1 <sup>2</sup>	1 <sup>3</sup>		2 <sup>6</sup>
Law				4	5	6 <sup>5</sup>		15 <sup>14</sup>
<b>Total</b>	3 <sup>1</sup>	3 <sup>2</sup>	3 <sup>2</sup>	8 <sup>2</sup>	13 <sup>10</sup>	14 <sup>11</sup>	4 <sup>1</sup>	48 <sup>46</sup>

ADDITIONAL BLACK RESIDENT FIRST-TIME GRADUATE AND FIRST-PROFESSIONAL  
 ENROLLMENT NEEDED BY YEAR  
 EASTERN KENTUCKY UNIVERSITY  
 FALL 1981 - FALL 1985

Discipline	Fall 1981	Fall 1982	Fall 1983	Fall 1984	Fall 1985	Total
Agriculture and Natural Sciences	NA	NA	NA	NA	NA	NA
Architecture and Environmental Design	0	0	0	0	0	0
Biological Sciences	0	0	0	0	1	1
Business and Management	0	0	0	0	0	0
Engineering	0	0	0	0	0	0
Physical Sciences	0	0	1	0	1	2
Other Graduate						
Dentistry	NA	NA	NA	NA	NA	NA
Medicine	NA	NA	NA	NA	NA	NA
Law	NA	NA	NA	NA	NA	NA
<b>Total</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>3</b>

NA = Not Available

ADDITIONAL BLACK RESIDENT FIRST-TIME GRADUATE AND FIRST-PROFESSIONAL  
 ENROLLMENT NEEDED BY YEAR  
 MOREHEAD STATE UNIVERSITY  
 FALL 1981 - FALL 1985

Discipline	Fall 1981	Fall 1982	Fall 1983	Fall 1984	Fall 1985	Total
Agriculture and Natural Sciences	NA	NA	NA	NA	NA	NA
Architecture and Environmental Design	NA	NA	NA	NA	NA	NA
Biological Sciences	0	0	0	0	0	0
Business and Management	0	0	0	0	1	1
Engineering	NA	NA	NA	NA	NA	NA
Physical Sciences	NA	NA	NA	NA	NA	NA
Other Graduate	0	0	1	0	1	2
Dentistry	NA	NA	NA	NA	NA	NA
Medicine	NA	NA	NA	NA	NA	NA
Law	NA	NA	NA	NA	NA	NA
<b>Total</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>3</b>

NA = Not Available

ADDITIONAL BLACK RESIDENT FIRST-TIME GRADUATE AND FIRST-PROFESSIONAL  
 ENROLLMENT NEEDED BY YEAR  
 MURRAY STATE UNIVERSITY  
 FALL 1981 - FALL 1985

<u>Discipline</u>	<u>Fall 1981</u>	<u>Fall 1982</u>	<u>Fall 1983</u>	<u>Fall 1984</u>	<u>Fall 1985</u>	<u>Total</u>
Agriculture and Natural Sciences	0	0	0	0	0	0
Architecture and Environmental Design	NA	NA	NA	NA	NA	NA
Biological Sciences	NA	NA	NA	NA	NA	NA
Business and Management	0	0	0	0	1	1
Engineering	0	0	0	0	0	0
Physical Sciences	0	0	0	0	0	0
Other Graduate	0	0	1	0	1	2
Dentistry	NA	NA	NA	NA	NA	NA
Medicine	NA	NA	NA	NA	NA	NA
Law	NA	NA	NA	NA	NA	NA
<b>Total</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>3</b>

NA = Not Available

ADDITIONAL BLACK RESIDENT FIRST-TIME GRADUATE AND FIRST-PROFESSIONAL  
 ENROLLMENT NEEDED BY YEAR  
 NORTHERN KENTUCKY UNIVERSITY  
 FALL 1981 - FALL 1985

<u>Discipline</u>	<u>Fall 1981</u>	<u>Fall 1982</u>	<u>Fall 1983</u>	<u>Fall 1984</u>	<u>Fall 1985</u>	<u>Total</u>
Agriculture and Natural Sciences	NA	NA	NA	NA	NA	NA
Architecture and Environmental Design	NA	NA	NA	NA	NA	NA
Biological Sciences	NA	NA	NA	NA	NA	NA
Business and Management	0	1	0	1	1	3
Engineering	NA	NA	NA	NA	NA	NA
Physical Sciences	NA	NA	NA	NA	NA	NA
Other Graduate	0	0	0	0	1	1
Dentistry	NA	NA	NA	NA	NA	NA
Medicine	NA	NA	NA	NA	NA	NA
Law	0	1	1	1	1	4
<b>Total</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>8</b>

NA = Not Available

ADDITIONAL BLACK RESIDENT FIRST-TIME GRADUATE AND FIRST-PROFESSIONAL  
 ENROLLMENT NEEDED BY YEAR  
 UNIVERSITY OF KENTUCKY  
 FALL 1981 - FALL 1985

Discipline	Fall 1981	Fall 1982	Fall 1983	Fall 1984	Fall 1985	Total
Agriculture and Natural Sciences	0	0	0	0	1	1
Architecture and Environmental Design	NA	NA	NA	NA	NA	NA
Biological Sciences	0	0	0	0	0	0
Business and Management	0	1	0	1	1	3
Engineering	0	0	0	0	0	0
Physical Sciences	0	0	0	0	0	0
Other Graduate	0	0	1	0	1	2
Dentistry	0	0	0	0	1	1
Medicine	0	0	0	0	1	1
Law	1	1	1	1	1	5
<b>Total</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>6</b>	<b>13</b>

NA = Not Available



ADDITIONAL BLACK RESIDENT FIRST-TIME GRADUATE AND FIRST-PROFESSIONAL  
ENROLLMENT NEEDS BY YEAR  
UNIVERSITY OF LOUISVILLE  
FALL 1981 - FALL 1985

<u>Discipline</u>	<u>Fall 1981</u>	<u>Fall 1982</u>	<u>Fall 1983</u>	<u>Fall 1984</u>	<u>Fall 1985</u>	<u>Total</u>
Agriculture and Natural Sciences	NA	NA	NA	NA	NA	NA
Architecture and Environmental Design	NA	NA	NA	NA	NA	NA
Biological Sciences	0	0	0	0	0	0
Business and Management	0	1	0	1	1	3
Engineering	0	0	0	0	0	0
Physical Sciences	0	0	0	0	0	0
Other Graduate	0	1	0	1	1	3
Dentistry	0	0	0	0	1	1
Medicine	0	0	0	0	1	1
Law	1	1	1	1	2	6
<b>Total</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>6</b>	<b>14</b>

NA = Not Available

**ADDITIONAL BLACK RESIDENT FIRST-TIME GRADUATE AND FIRST-PROFESSIONAL  
ENROLLMENT NEEDED BY YEAR  
WESTERN KENTUCKY UNIVERSITY  
FALL 1981 - FALL 1985**

<u>Discipline</u>	<u>Fall 1981</u>	<u>Fall 1982</u>	<u>Fall 1983</u>	<u>Fall 1984</u>	<u>Fall 1985</u>	<u>Total</u>
Agriculture and Natural Sciences	0	0	0	0	0	0
Architecture and Environmental Design	NA	NA	NA	NA	NA	NA
Biological Sciences	0	0	0	0	0	0
Business and Management	0	0	0	0	0	0
Engineering	NA	NA	NA	NA	NA	NA
Physical Sciences	0	0	0	0	0	0
Other Graduate	0	1	1	1	1	4
Dentistry	NA	NA	NA	NA	NA	NA
Medicine	NA	NA	NA	NA	NA	NA
Law	NA	NA	NA	NA	NA	NA
<b>Total</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>4</b>

NA = Not Available

**TOTAL RESIDENT HEADCOUNT ENROLLMENT BY RACE  
KENTUCKY STATE UNIVERSITY  
FALL 1978 AND FALL 1980**

	<u>Fall 1978</u>	<u>Fall 1980</u>
<b>Black</b>	686	675
<b>White</b>	804	1,169
<b>Total</b>	1,490	1,844
<b>Black as Percent of Total</b>	46.0%	36.6%
<b>White as Percent of Total</b>	54.0%	63.4%

Degrees Awarded to Resident Students by Race and Level  
 State-Supported Institutions  
 July 1, 1979 - June 30, 1980

Institutions/Race	Associate		Baccalaureate		Masters		Specialist		Doctoral		First-Professional		Total	
	Number	Percent or Total	Number	Percent or Total	Number	Percent or Total	Number	Percent or Total	Number	Percent or Total	Number	Percent or Total	Number	Percent or Total
<u>Eastern Kentucky University</u>														
Black	20	6.1	63	5.4	16	3.3	0	0.0					59	5.0
White	308	93.9	1,111	94.6	472	96.7	2	100.0					1,893	95.0
Total	328		1,174		488		2						1,992	
<u>Morehead State University</u>														
Black	3	1.4	22	3.7	1	0.2							26	2.1
White	218	98.6	566	96.3	417	99.8							1,201	97.9
Total	221		588		418								1,227	
<u>Murray State University</u>														
Black	0	0.0	21	3.2	19	4.8	1	9.1					41	3.8
White	29	100.0	631	96.8	374	95.2	10	90.9					1,044	96.2
Total	29		652		393		11						1,085	
<u>Northern Kentucky University</u>														
Black	1	0.4	1	0.3	0	0.0							2	0.2
White	245	99.6	376	99.7	170	100.0							889	99.8
Total	246		377		170								891	
<u>University of Kentucky</u>														
Black			38	1.7	11	2.3							57	1.9
White			2,157	98.3	475	97.7			3	5.7	5	1.6	2,986	98.1
Total			2,195		486				50	94.3	304	98.4	3,043	
									53		309			

Degrees Awarded to Resident Students by Race and Level  
State-Supported Institutions  
July 1, 1979 - June 30, 1980

	Associate		Baccalaureate		Masters		Specialist		Doctoral		First-Professional		Total	
	Number	Percent or Total	Number	Percent or Total	Number	Percent or Total	Number	Percent or Total	Number	Percent or Total	Number	Percent or Total	Number	Percent or Total
<u>University of Louisville</u>	9	5.4	84	7.0	51	6.7	0	0.0	0	0.0	3	0.8	147	5.8
Black	159	94.6	1,124	93.0	711	93.3	2	100.0	22	100.0	350	99.2	2,368	94.2
White	168		1,208		762		2		22		353		2,515	
Total														
<u>Western Kentucky University</u>	10	4.9	54	4.6	27	3.1							91	4.0
Black	194	95.1	1,129	95.4	838	96.9							2,161	96.0
White	204		1,183		865								2,252	
Total														
<u>Total Four-Year Traditionally White Universities</u>	43	3.6	287	3.8	175	3.5	1	6.7	3	4.0	8	1.1	463	3.6
Black	1,153	96.4	7,094	96.2	3,457	96.5	14	93.3	72	96.0	752	98.9	12,542	96.4
White	1,196		7,377		3,582		15		75		760		11,005	
Total														
<u>University of Kentucky Community College System</u>	131	7.4											131	7.4
Black	1,649	92.6											1,649	92.6
White	1,780												1,780	
Total														
<u>Total Traditionally White Institutions</u>	174	5.8	287	3.8	125	3.5	1	6.7	3	4.0	8	1.1	594	4.0
Black	2,802	94.2	7,094	96.2	3,457	96.5	14	93.3	72	96.0	752	98.9	14,191	96.0
White	2,976		7,377		3,582		15		75		760		14,785	
Total														
<u>Kentucky State University</u>	6	21.4	48	68.6	5	25.0							59	50.0
Black	22	78.6	22	31.4	15	75.0							59	50.0
White	28		70		20								118	
Total														
<u>Total State-Supported Institutions</u>	180	6.0	331	4.4	130	3.6	1	6.7	3	4.0	8	1.1	653	4.4
Black	2,824	94.0%	7,116	95.6%	3,472	96.4%	14	93.3%	72	96.0%	752	98.9%	14,250	95.6%
White	3,004		7,447		3,602		15		75		760		14,903	
Total														

Fall 1979 Resident Headcount Enrollment in Transfer\* Programs  
 and Fall 1980 First-Time Transfers to the State-Supported Universities  
 by Sending Institution and Race  
 University of Kentucky Community College System

	1979 Headcount Enrollment			1980 First-Time Transfers			1980 First-Time Transfers as a Percent of 1979 Headcount Enrollment		
	Black	White	Total	Black	White	Total	Black	White	Total
Ashland Community College	2	399	401	0	139	139	0.0	34.8	34.7
Elizabethtown Community College	10	442	452	3	174	177	30.0	39.4	39.2
Hazard Community College	3	71	74	1	26	27	33.3	36.6	36.5
Henderson Community College	9	140	149	3	38	41	33.3	27.1	27.5
Hopkinsville Community College	40	211	251	5	58	63	12.5	27.5	25.1
Jefferson Community College	259	750	1,009	53	352	405	20.5	46.9	40.1
Madisonville Community College	14	120	134	0	58	58	0.0	48.3	43.3
Maysville Community College	1	92	93	1	52	53	100.0	56.5	57.0
Paducah Community College	37	421	458	6	165	171	16.2	39.2	37.3
Prestonsburg Community College	1	213	214	0	76	76	0.0	35.7	35.5
Somerset Community College	0	316	316	0	117	117	n/a	37.0	37.0
Southeast Community College	6	100	106	4	17	21	66.7	17.0	19.3
Total Community College	382	3,275	3,657	76	1,272	1,348	19.9%	38.8%	36.9%

\*These data are based on students' declared majors.

NOTE: Lexington Technical Institute does not have transfer programs.

PERCENT DISTRIBUTION OF BLACKS BY EEO-6 CATEGORY

BENCHMARK GOALS

	1980						BENCHMARK GOALS				
	Employment	Availability	1981-82	1982-83	1983-84	1984-85	1985-86				
Eastern Kentucky University	0.00%	4.02%	0.00%	1.00%	2.00%	3.06%	4.08%				
Executive/Administrative/Managerial	1.05%	3.80%	1.19%	1.79%	2.54%	3.14%	3.89%				
Faculty	3.82%	3.90%	3.82%	4.45%	4.45%	4.45%	4.45%				
Professional Nonfaculty	1.44%	7.00%	1.72%	2.87%	4.31%	5.75%	7.18%				
Secretarial/Clerical	6.12%	4.60%	NOT UNDERUTILIZED								
Technical/Paraprofessional	9.90%	8.20%	NOT UNDERUTILIZED								
Skilled Crafts	9.58%	6.40%	NOT UNDERUTILIZED								
Service/Maintenance											
Morehead State University	0.00%	4.02%	0.00%	1.96%	3.92%	3.92%	3.92%				
Executive/Administrative/Managerial	0.60%	3.80%	0.60%	1.78%	2.08%	2.97%	3.86%				
Faculty	1.80%	3.90%	0.00%	2.70%	2.70%	3.60%	3.60%				
Professional Nonfaculty	1.19%	1.28%	NOT UNDERUTILIZED								
Secretarial/Clerical	0.00%	1.28%	0.00%	0.00%	2.63%	2.63%	2.63%				
Technical/Paraprofessional	0.00%	1.20%	0.00%	2.00%	2.00%	2.00%	2.00%				
Skilled Crafts	0.60%	1.28%	0.60%	0.60%	0.60%	0.60%	1.20%				
Service/Maintenance											
Murray State University	0.94%	4.02%	1.88%		2.83%		4.71%				
Executive/Administrative/Managerial	4.24%	3.80%	NOT UNDERUTILIZED								
Faculty	4.63%	3.90%	NOT UNDERUTILIZED								
Professional Nonfaculty	1.52%	1.82%	2.01%		2.01%		2.01%				
Secretarial/Clerical	2.70%	1.51%	NOT UNDERUTILIZED								
Technical/Paraprofessional	0.00%	2.34%	1.67%		1.67%		2.94%				
Skilled Crafts	17.59%	5.20%	NOT UNDERUTILIZED								
Service/Maintenance											
Northern Kentucky University	(1981)										
Executive/Administrative/Managerial	2.00%	5.00%		3.01%		4.50%					
Faculty	DEPARTMENT SPECIFIC...REFER TO PLAN										
Professional Nonfaculty	2.00%	3.00%		2.51%		3.14%					
Secretarial/Clerical	1.00%	5.00%		2.53%		5.06%					
Technical/Paraprofessional	4.00%	5.00%	NOT UNDERUTILIZED								
Skilled Crafts	0.00%	4.00%					5.88%				
Service/Maintenance	6.00%	14.00%		7.89%			14.03%				

These three universities have developed availability data, current employment data, and benchmark goals that are departmental and not amenable to matrix display.

The University of Kentucky and the University of Louisville have developed approved affirmative action plans, with employment goals, in accordance with the U. S. Department of Labor's OFCCP guidelines.

The required OFCCP workforce analysis (and subsequent employment goals where such are necessary) has produced faculty data that are College, School, Division, or Department specific. Most of the nonfaculty workforce are further subdivided into job groups with an analysis for each job group. Due to the specificity of these data, they are displayed separately in the following pages.

Western Kentucky University is currently implementing a process similar to that completed by the University of Kentucky and the University of Louisville. Comprehensive workforce and availability analyses have been completed and a conciliation agreement has been signed with OFCCP. It is expected that the culmination of this process will result in an accepted affirmative action plan by OFCCP at Western Kentucky University.



UNIVERSITY OF KENTUCKY

TABLE II

BLACK AND WOMEN FACULTY  
UNIVERSITY-WIDE

	Fall 1978		Five-Year Goal		Status 1983				***	****
	Total	Black	Women	Black	Women	Black	Women	Black	Index	Index
	#	%	#	%	#	%	#	%	Black	Women
Division of Colleges	1,054	.7	129	12.2	25*	58*	32	3	3.3	18
Medical Center	455	1.0	103	23.0	13**	17	18	4	4.3	11
									Prof.	
Community Colleges	534	4.0	260	48.5	32	10	52	10	7.0	45
	2,043	1.7	492	24.0	70	85	102	5	6.0	70
									Other	

\*These figures include faculty goals from Undergraduate Studies and University Extension

\*\*This figure includes a goal of one (1) in the Medical Center Library

\*\*\*Data compiled from Survey of Earned Doctorates, National Research Council, Office of Civil Rights, HEW, 1977

\*\*\*\*Data compiled from Analysis of Doctor's Degree Awarded to Men and to Women 1970-1971 through 1974-1975, National Center for Education Statistics, 1977

TABLE II (Cont'd)  
BLACK AND WOMEN FACULTY  
DIVISION OF COLLEGES

	Fall 1978				Five-Year Goal				Status 1983				
	Black		Women		Black		Women		Black		Women		
	#	%	#	%	#	%	#	%	#	%	#	%	
Arts & Sciences	366	2	.5	29	8.0	7	24	9	2	53	15	1.7	19
Agriculture	228			5	2.2	4	10	4	2	15	7	.5	3
Engineering	83					1	2	1	1	2	2	.8	1
Education	117	2	1.7	35	30.0	4	5	6	5	40	34	7.8	26
Business & Economics	65			4	6.1	1	0	1	2	4	6	1.7	4
Architecture	25			4	16.0					4	16	1.7	10
Home Economics	35			19	54.0	2	1	2	6	20	57	1.7	69
Library Science	9			5	55.0					5	56	1.7	40
Social Professions	24	2	8.0	10	42.0	1	1	3	13	11	46	1.7	36
Law	19	1	5.0	2	11.0	1	1	2	11	3	16	4.3	18
Fine Arts	60			14	23.0	1	3	1	1	17	28	1.7	26
Communications	23			2	9.0	2	7	2	9	9	39	1.7	18
	1,054	7	.7	129	12.2	24	54	31	3	183	17		

TABLE II (Cont'd)  
BLACK AND WOMEN FACULTY  
MEDICAL CENTER

	<u>Fall 1979</u>		<u>Five-Year Goal</u>		<u>Status 1983</u>				<u>Index Women</u>	
	<u>Black #</u>	<u>Black %</u>	<u>Women #</u>	<u>Women %</u>	<u>Black #</u>	<u>Black %</u>	<u>Women #</u>	<u>Women %</u>		<u>Index Black</u>
Allied Health	45	0	21	46.6	4	9	21	47	6.6	49
Dentistry	63	1.6	2	1.6	1	3	4	6	4.3	3
Medicine	272	.7	38	13.9	6	3	51	19	4.3	13
Nursing	40	5.0	40	100.0	0	5	40	100	6.6	97
Pharmacy	35	0	2	5.7	1	3	4	11	3.3	22
	455	5	103	23.0	12	17	120	26		



UNIVERSITY OF LOUISVILLE

UTILIZATION ANALYSIS, GOALS, AND TIMETABLES

(Non-Faculty Workforce)

AFFIRMATIVE ACTION OFFICE

(December 1, 1980 - November 30, 1981)

UTILIZATION ANALYSIS, GOALS, AND TIMETABLES

Department of Labor regulations require all federal contractors to conduct a utilization analysis. A utilization analysis compares the number of women and minorities in each job group on the institution's staff with their availability in that job group. If there is underutilization--that is, if the University is not employing women and minorities to the extent that they are available in particular job groups--then the Department of Labor requires that employment goals be set. The goals are to be established so as to overcome any deficiencies in the employment of minorities and women within a reasonable length of time, on a specified timetable.

The non-faculty workforce of the University is grouped according to the following EEO-6 categories:

- A. Executive, Administrative, and Managerial
- B. Professional
- C. Secretarial/Clerical
- D. Technical and Paraprofessional
- E. Skilled Crafts
- F. Service and Maintenance

Most of these categories are further subdivided into job groups. For details on the subdivisions please see Table I. The utilization analysis was conducted for each job group for the University as a whole. If underutilization is 0.5 persons or greater, goals will be established.

Based on the utilization analysis, we have set University wide goals in fifteen of the twenty-three job groups. Table II summarizes those job groups where underutilization exists. Further, it is necessary to establish timetables for the attainment of ultimate goals. Table III shows the predicted annual progress toward ultimate goals. It is also essential to project the number of openings in a job group in a given year. For a number of job groups, the projected openings are derived from an analysis of the separation data. However, a twenty percent turnover rate is expected in the following job groups: Secretarial/Clerical (lower level), Engineering, Science, and Other Non-health Technicians, Health Technicians, Protective Services, and other Services.

In this manual, summary forms for the utilization analysis, goals, and timetables for each job group are included. These are accompanied by computer listings, entitled "JOB GROUP ANALYSIS" of all the positions covered by the utilization analysis.

Table I  
JOB GROUPS

<u>EEO Categories</u>	<u>Job Groups</u>
1. Executive/Administrative/Managerial	1. Executives 2. Academic Administrators 3. Managers
3. Professional	1. Engineering 2. Computing 3. Finance & Accounting 4. Public Relations & Editing 5. Counseling & Advising 6. Health Care (other than Nursing) 7. Nursing 8. Social Work 9. Research (Institutional & Demographic) 10. Administrative & Supervisory 11. Administrative Support 12. Athletics 13. Miscellaneous
4. Secretarial/Clerical	1. Secretarial/Clerical (upper level) 2. Secretarial/Clerical (lower level)
5. Technical/Paraprofessional	1. Engineering, Science, and other Non-health Technicians 2. Health Technicians
6. Skilled Crafts	1. Skilled Crafts
7. Service & Maintenance	1. Protective Services 2. Other Services

Table II  
JOB GROUPS WITH UNDERUTILIZATION

<u>EEO-Code and Job Group No.</u>	<u>Job Groups.</u>	<u>Underutilization</u>	
		<u>Female</u>	<u>Minority</u>
1-1	Executives		1
1-2	Academic Administrators	3	2
1-3	Managers	4	
3-2	Computing		2
3-3	Finance & Accounting		1
3-5	Health Care	4	1
3-7	Nursing		2
3-8	Social Work		1
3-9	Research (Institutional & Demographic)		2
4-1	Secretarial/Clerical I (upper level)		9
4-2	Secretarial/Clerical II (lower level)		21
5-1	Technical/Paraprofessional I (Engineering, Science, and other Non-health Technicians)	4	
5-2	Technical/Paraprofessional II (Health Technicians)		6
6-1	Skilled Crafts	2	6
7-1	Protective Services	2	3



Table III

PREDICTED ANNUAL PROGRESS TOWARD ULTIMATE GOALS

<u>EEO-Category</u>	<u>No. of Persons From Underutilized Groups Added Per Year</u>
1. Executives, Administrators, & Managers	0.5
2. Faculty	*
3. Professional Job Groups	1
4. Secretarial/Clerical I (upper level)	4
Secretarial/Clerical II (lower level)	6
5. Technical/Paraprofessional I (Engineering, Science, and Other Non-health Technicians)	2
Technical/Paraprofessional II (Health Technicians)	3
6. Skilled Crafts	1
1. Female	2
2. Minorities	2
7. Protective Services	2

\*Faculty Groups discussed in a Separate Report.

ADDENDUM: Information provided by the University of Louisville indicates that Table III reflects the number of minorities to be employed in each category annually until all underutilization is eliminated. The numbers above are the same for female and minorities except in category 6, "Skilled Crafts", where they are listed separately.

UNIVERSITY OF LOUISVILLE

UTILIZATION ANALYSIS, GOALS, AND TIMETABLES

(Faculty Workforce)

AFFIRMATIVE ACTION OFFICE

(December 1, 1980 - November 30, 1981)

UTILIZATION ANALYSIS, GOALS, AND TIMETABLES

Department of Labor regulations require all federal contractors to conduct a utilization analysis. A utilization analysis compares the number of women and minorities in each job group on the institution's staff with their availability in that job group. If there is underutilization--that is, if the University is not employing women and minorities to the extent that they are available in particular job groups--then the Department of Labor requires that employment goals be set. The goals are to be established so as to overcome any deficiencies in the employment of minorities and women within a reasonable length of time, on a specified timetable.

The workforce of the University is grouped according to the following EEO-6 categories:

1. Executive, Administrative, and Managerial
2. Faculty
3. Professional
4. Secretarial/Clerical
5. Technical and Paraprofessional
6. Skilled Crafts
7. Service and Maintenance

Most of the non-faculty workforce of the University are further subdivided into job groups. The utilization analysis is conducted for each job group. The manual entitled "Utilization Analysis, Goals, and Timetables - (Non-faculty Workforce)" gives the details on the non-faculty workforce utilization analysis.

The faculty workforce is grouped according to the size and structure of the College, School, and Division of the University. For details on the groupings please see the Table of Contents. The utilization analysis is conducted for each unit. If underutilization is 0.5 persons or greater, goals are established. Table I summarizes the status of various units with respect to the underutilization of minorities and females, as of December 1, 1980.

In the manual, summary forms for the utilization analysis, goals, and timetables for various units are included. They are accompanied by computer listings, entitled "Faculty Tenure Report" of all faculty positions covered by the utilization analysis.

TABLE I

UNDERUTILIZATION OF MINORITIES AND FEMALES

(As of 12/1/80)

<u>Unit</u>	<u>Underutilization</u>	
	<u>Female</u>	<u>Minority</u>
I. College of Arts & Sciences		
1. Anthropology	0	0
2. Biology	4	1
3. Chemistry	1	0
4. Classical & Modern Languages	3	1
5. English	2	1
6. Fine Arts	2	0
7. Geography	1	0
8. Geology	0	0
9. H.P.E.R.	1	1
10. History	0	2
11. Mathematics	0	0
12. Philosophy	1	0
13. Physics	0	0
14. Political Science	0	2
15. Psychology	6	1
16. Religion	0	0
17. Sociology	2	1
18. Theatre Arts & Speech	1	1
II. School of Business	1	0
III. School of Education	0	3
IV. Graduate School	2	2
V. School of Justice Administration	1	0
VI. School of Law	0	1
VII. School of Music	2	1
VIII. Kent School of Social Work	0	2
IX. Speed Scientific School	0	0
X. University College	0	0
XI. University Library	3	0

TABLE 1 (Cont'd.)

UNDERUTILIZATION OF MINORITIES AND FEMALES

(As of 12/1/80)

<u>Unit</u>	<u>Underutilization</u>	
	<u>Female</u>	<u>Minority</u>
XII. Division of Allied Health Sciences	0	1
XIII. School of Dentistry		
1. Dental Assistants Education	0	0
2. Dental Hygiene	0	0
3. Clinical Departments	2	2
XIV. Health Sciences Library	0	1
XV. School of Medicine		
1. Anatomy	2	0
2. Anesthesiology	0	0
3. Biochemistry	0	0
4. Community Health	0	0
5. Diagnostic Radiology	0	0
6. Emergency Medicine	0	0
7. General/Family Practice	1	0
8. Medicine	0	0
9. Microbiology	3	0
10. Neurology	0	0
11. Obstetrics & Gynecology	0	1
12. Ophthalmology	0	1
13. Pathology	2	1
14. Pediatrics	2	0
15. Pharmacology	0	0
16. Physiology & Biophysics	0	1
17. Psychiatry & Mental Health	0	3
18. Surgery	0	1
19. Therapeutic Radiology	1	0
XVI. School of Nursing	<u>0</u>	<u>2</u>
University - Total	<u>46</u>	<u>34</u>

ADDENDUM: Information provided by the University of Louisville indicates that this table, which displays minority faculty underutilization by department, also reflects employment goals. Vacant faculty positions occur with great disparity across departments. When one does occur in an underutilized department, the goal is to fill that vacancy with a minority faculty, when possible, until underutilization is eliminated.



Office of the President

WESTERN KENTUCKY UNIVERSITY

BOWLING GREEN, KENTUCKY 42101

July 21, 1981

Mr. Harry M. Snyder  
Executive Director  
Council on Higher Education  
West Frankfort Office Complex  
U. S. Highway 127 - South  
Frankfort, Kentucky 40601

Dear Harry:

Dr. Gary Cox recently sent a letter to this office requesting that we send a copy of our affirmative action desegregation plan to Mr. Galen Martin. I assume from this request that your office does not have a copy of our plan, and I am sending one to you for your files. I am also enclosing a copy of our conciliation agreement; but as you know, this is not a public document. We did comply with Dr. Cox's request and sent a copy of the materials requested on July 16.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Don".

Donald W. Zacharias  
President

DWZ:ec

Enclosure

CONCILIATION AGREEMENT

BETWEEN

U. S. DEPARTMENT OF LABOR

OFFICE OF FEDERAL CONTRACT COMPLIANCE PROGRAMS

AND

WESTERN KENTUCKY UNIVERSITY

PART I: GENERAL PROVISIONS:

1. This Agreement is between the Office of Federal Contract Compliance Programs (hereinafter OFCCP) and Western Kentucky University (hereinafter The University).
2. The problem areas identified in this Agreement were found during the compliance review of the University which commenced January 15, 1981, and they were specified in the show cause notice issued March 12, 1981. OFCCP alleges that the University has violated Executive Order 11246, as amended and Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974 and their implementing regulations.
3. This Agreement does not constitute an admission by the University of any violation of Executive Order 11246, as amended, or Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974 and their implementing regulations. The provisions of this Agreement will become part of the University's Affirmative Action Program.

Subject to the performance by the University of all promises and representations contained herein and in its Affirmative Action Program, all identified problem areas in this Agreement with regard to the compliance of the University with

Executive Order 11246, as amended, and Section 402 of the Vietnam Era Veterans Readjustment Act of 1974 and their implementing regulations shall be deemed resolved. However, the University is advised that the commitments contained in this Agreement do not preclude future determinations of noncompliance based on a finding that the commitments are not sufficient to achieve compliance.

4. The University agrees that OFCCP may review compliance with this Agreement. As part of such review, OFCCP may require written reports, inspect the premises, examine witnesses, and examine and copy documents.
5. Nothing herein is intended to relieve the University from compliance with the requirements of Executive Order 11246, as amended, Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, Section 503 of the Rehabilitation Act of 1973, as amended, and their implementing regulations.
6. The University agrees that there will be no retaliation of any kind against any beneficiary of this Agreement, or against any person who has provided information or assistance, or who files a charge, or who participates in any manner in any proceeding under Executive Order 11246, as amended, or Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974 or Section 503 of the Rehabilitation Act of 1973, as amended, or any other equal employment statute or Executive Order.
7. This Agreement will be deemed to have been accepted by the Government on the date of signature by the Assistant Regional Administrator unless it has been disapproved by the Director, OFCCP, within 45 days of the Director's receipt of the Agreement.



8. 1) If, at any time in the future, OFCCP believes that the University has violated any portion of this Agreement, the University will be promptly notified of that fact in writing. This notification shall include a statement of the facts and circumstances relied upon in forming that belief. In addition, the notification will provide the University with 15 days to respond in writing except where OFCCP alleges that such delay would result in irreparable injury.
- 2) It is understood that enforcement proceedings for violations of this Agreement may be initiated at any time after the fifteen-day period has elapsed (or sooner if irreparable injury is alleged) without issuance of a show cause notice.
- 3) It is recognized that where OFCCP believes that the University has violated the Conciliation Agreement, evidence regarding the entire scope of the University's alleged noncompliance which gave rise to the show cause notice from the Conciliation Agreement resulted, in addition to evidence regarding the University's alleged violation of the Conciliation Agreement, may be introduced at the enforcement proceeding.
- 4) It is further recognized that violation of this Agreement may subject the University to the sanctions set forth in Section 209 of the Executive Order, or to the sanctions set forth in 41 CFR 60-250.28 and other appropriate relief.

PART II: SPECIFIC PROVISIONS

1. Problem Area. The affirmative action program submitted by the University did not contain a work force analysis meeting the requirements of 41 CFR 60-2.11 (a).  
Remedy. The University developed and submitted an acceptable work force analysis that met the requirements of 41 CFR 60-2.11(a) on April 10, 1981, which was within the 30 day time frame of the show cause notice.
  
2. Problem Area. The affirmative action program submitted by the University did not contain availability and utilization analysis meeting the requirements of 41 CFR 60-2.11(b).  
Remedy. The University developed and submitted acceptable availability and utilization analysis within the 30 day show cause time frame, which met the requirements of 41 CFR 60-2.11(b).
  
3. Problem Area. The University has not delegated sufficient authority to its affirmative action officer to implement the affirmative action program as required by 41 CFR 60-2.13(c), (d) (f), and (g).  
Remedy.
  - a. The University agrees to delegate the implementation of the affirmative action program from the President to the affirmative action officer. Further the University agrees to make other management personnel aware of the program's importance and its high level support. (CFR 60-2.22)
  - b. Problem areas (deficiencies) shall be identified by department and/ or job group as appropriate. (41-CFR 60-2.23)
  - c. Action oriented programs designed to eliminate problems and attain established goals and objectives shall be developed and implemented with University-wide support. (41 CFR 60-2.24)

d. Internal audit and reporting systems to measure effectiveness of the program shall be designed and implemented. (41 CFR 60-2.25)

4. Problem Area. There is not an accurate accounting for all employment applications; therefore, it is not possible for the affirmative action officer to maintain accurate applicant flow data. (41 CFR-2.12(m)). All applications for employment will be processed through the affirmative action officer, and other management personnel (Deans, Directors, etc.) will not accept and maintain original applicant files. Duplicate files for management will be provided.

5. Problem Area. The affirmative action officer is not directly involved in faculty and management recruitment. (41 CFR 60-2.12(b))

Remedy. The affirmative action officer will be directly involved in the recruitment, screening and selection of persons for faculty and management positions. The A. A. O. (or a designated representative) will meet with a search committee before the recruitment process is initiated to acquaint officials with the mandatory provisions of the University's Affirmative Action Program and equal employment obligations. The A. A. O. will review and approve the actual recruitment and selection process prior to any commitment for employment by University officials.

6. Problem Area. The University's Affirmative Action Program for compliance with the Vietnam Era Veterans Readjustment Assistance Act of 1974 contains language excluding faculty positions from those that are listed with the State Employment Service. 41 CFR 60-250.4 (b) and (c), and (h).

Remedy. The plan has been rewritten to ensure that disabled veterans and Vietnam Era veterans receive fair consideration for vacant faculty positions. When faculty positions are filled from locally recruited applicants, such positions will be listed with the State Employment Service.

PART III: REPORTING

- 1. The University agrees to retain all records related to its current and prior year A.A.P. and to this Conciliation Agreement.
- 2. During the first year of this Agreement, the University agrees to furnish OFCCP's Nashville Area Office copies of four quarterly A.A.P. self-evaluations. The first of these reports (covering July through September) shall be provided to OFCCP's Nashville Area Office no later than October 30, 1981.

This Conciliation Agreement shall remain in full force and effect until such time as Western Kentucky University is found by OFCCP to have met all the terms of this Agreement.

PART V: SIGNATURES:

This Conciliation Agreement is hereby executed by and between the Office of Federal Contract Compliance Programs and Western Kentucky University, Bowling Green, Kentucky.

Date: 7/1/81

*Donald W. Jackson*  
President  
Western Kentucky University

Date: \_\_\_\_\_

Supervisory Equal Opportunity Specialist  
Office of Federal Contract Compliance Programs  
Nashville, Tennessee 37239

Date: \_\_\_\_\_

Larry Stanley, Area Director  
Office of Federal Contract Compliance Programs  
Nashville, Tennessee 37239

Date: \_\_\_\_\_

\_\_\_\_\_  
EOS  
Office of Federal Contract Compliance Programs  
Nashville, Tennessee 37239

Date: \_\_\_\_\_

Donald G. Webster, Asst. Regional Adm  
Office of Federal Contract Compliance Programs  
Region IV  
Atlanta, Georgia 30367

Disapproved: Date: \_\_\_\_\_

\_\_\_\_\_  
Director  
Office of Federal Contract Compliance Programs  
Washington, D.C. 20210

Commonwealth of Kentucky  
Council on Higher Education Staff,  
Affirmative Action Desegregation Plan

Legal Provision

The enabling legislation which created the Council on Higher Education for the Commonwealth of Kentucky (KRS 164.010) also contains a provision for the appointment of an executive director and such staff as may be needed without limitation of the provisions of KRS Chapter 18 and KRS 64.640 subject to approval of the commissioner of personnel and the secretary of the department for finance.

Recruitment and Employment

Employees are recruited for the staff of the Council on Higher Education on the basis of qualifications without regard to race, color, creed, national origin, sex, handicap, or age. All applicants and potential applicants for employment are currently, and will continue to be, informed of this policy.

Responsibility for Affirmative Action Plan

The responsibilities for affirmative action matters, as well as the responsibilities for matters related to personnel, are vested with the Executive Assistant to the Executive Director.

Section supervisors who have the initial responsibility for defining their needs for prospective employees and evaluating essential qualifications shall do so in concert with the Executive Assistant.

The Executive Assistant will review the section supervisor's determination with reference to the provisions and employment goals of this affirmative action plan.

These employment goals will be achieved by filling existing positions as they become vacant. Vacant positions will be advertised; qualified black applicants will be given priority in filling these positions.

Availability Analysis  
for Employment of Blacks  
by EEO-6 Job Category

1. Executive/Administrative/Managerial

The staff positions for the Council on Higher Education in this category have a relevant national labor market area. The educational requirement generally established for the Council on Higher Education staff is the doctorate degree or the master's degree plus. The University of Kentucky has adopted 4.0 percent as the availability factor for qualified blacks in the national labor market for this category. This availability factor has been accepted by the U.S. Department of Labor's OFCCP. Therefore, 4.0 percent has been adopted as the availability factor for the staff of the Council on Higher Education.

2. Faculty

This category is not applicable to the staff of the Council on Higher Education.

3. Professional Nonfaculty

The relevant labor market area for this category is the Commonwealth of Kentucky. The minimum educational requirement for positions on the Council on Higher Education staff in this category is generally a master's degree. For 1979-80, blacks received 3.3 percent of all master's degrees awarded by Kentucky

institutions of higher education. Therefore, an availability factor of 3.3 has been adopted for the staff of the Council on Higher Education in the employment of blacks in this category.

#### 4. Secretarial/Clerical

The labor market area for recruitment in this job category is Franklin County and the six counties contiguous to Franklin County. A requisite for positions in this job category is graduation from high school. The combined percent of blacks who were graduated from high school in 1979-80 in the designated counties is 9.2 percent. Hence, 9.2 has been adopted as an availability factor for the staff of the Council on Higher Education for the employment of blacks in this category.

#### 5. Technical/Paraprofessional

The relevant labor market for this job category is the Commonwealth of Kentucky. The educational requirement is usually a baccalaureate degree. During 1979-80 blacks received 4.6 percent of all baccalaureate degrees awarded by Kentucky state-supported universities. Therefore, 4.6 is adopted as the availability factor in this job category for the staff of the Council on Higher Education.

#### 6. Skilled Crafts

This category is not applicable to the staff of the Council on Higher Education.



7. Service/Maintenance

The staff of the Council on Higher Education employs one full-time custodian. This position is the only one applicable to this category and is included in the terms of the lease agreement for office facilities between the Council on Higher Education and its landlord. Custodial service was provided by the lessor at the facilities formerly occupied by the Council on Higher Education staff.

It is expected that in circumstances where the Council on Higher Education must provide custodial services, the maximum number of employees for this category will be one. For this reason, an availability factor and a benchmark goal for this category was not established.

## Analysis of Current Employment Utilization

### Executive/Administrative/Managerial

The staff positions in this category consist of the executive director, staff to the executive director and the deputy executive directors for a total of eight employees. Of these eight employees, one is black. Therefore, the percent of black employment in this category is 12.5.

### Professional

Staff positions in this category are directors, associate directors, assistant directors and coordinators. The total number of employees is twenty-one, one of whom is black, which makes the employment percent for blacks in this category 4.8.

### Secretarial/Clerical

Secretaries, administrative secretaries, administrative assistants, and records processors are the staff positions contained in this category. Of these twenty-two employees, one is black for an employment percentage of 4.5.

### Technical/Paraprofessional

Staff positions in this category are higher education specialists and data processors. Of these eight positions, none are black.

### Goals and Timetable Analysis

Based on a comparison of the current black employment percents and the black availability percents, the staff of the Council on Higher Education is underutilized by one black employee in the Technical/Paraprofessional category, and one black employee in the Secretarial/Clerical category.

The benchmark goal for achieving parity in these two categories has been established for 1983-84.

HIGHER EDUCATION ASSISTANCE AUTHORITY

691 TETON TRAIL  
FRANKFORT, KENTUCKY 40601

BOARD MEMBERS

CHARLES T. CALVERT, CHAIRMAN  
JOHN W. BARR III  
THOMAS L. HENSLEY  
SUE NANCY HERBERT  
JAMES F. MADOLE  
LUCINDA SULLIVAN  
NEWTON S. THOMAS  
GEORGE L. ATKINS  
HARRY M. SNYDER

March 6, 1981

GOVERNOR

JOHN Y. BROWN, JR.

EXECUTIVE DIRECTOR

PAUL P. BORDEN

Mr. Harry M. Snyder  
Executive Director  
Council on Higher Education  
U. S. 127 South  
Frankfort, Kentucky 40601

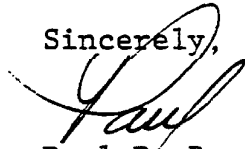
Dear Harry:

This is in response to inquiries made by members of your staff relevant to the findings of the U. S. Office of Civil Rights as incorporated into their letter dated January 15, 1981, and your need for information concerning this agency's Affirmative Action Plan.

As you know, the Kentucky Higher Education Assistance Authority, as an agency of State Government, is subject to the personnel rules established by the Commonwealth's Department of Personnel and to the Affirmative Action Plan for Kentucky State Government as modified by Governor Julian M. Carroll on September 1, 1977. We enthusiastically support the Affirmative Action Plan for Kentucky State Government and conscientiously abide by the Equal Employment Policies of the Department of Personnel.

In the event some additional plan or action is needed from this agency, we will be happy to respond to any such request which includes specific recommendation as to what is needed. As a practical matter, however, we believe we are presently in compliance with all Affirmative Action Policies of the Commonwealth and shall continue to make every effort to abide by both the letter and the spirit of the Equal Employment Opportunity Act provisions.

Sincerely,

  
Paul P. Borden  
Executive Director

PPB:j

81-3-9-1-1

Attachment: Affirmative Action Plan for Kentucky State Government  
adopted September 1, 1977

## AFFIRMATIVE ACTION PLAN FOR KENTUCKY STATE GOVERNMENT

## PURPOSE

The purpose of the Affirmative Action Plan for Kentucky State Government is to assure equal employment opportunity for all state employees or prospective state employees.

## SCOPE

This plan is directed toward key elements of state personnel administration and management.

## ELEMENTS OF AFFIRMATIVE ACTION PLAN

Assignment	Prime Responsibility	Tentative Date
1. TOP LEVEL SUPPORT		
A. The Governor will enunciate in writing an explicit policy reaffirming Kentucky State Government's commitment to equal employment opportunity, and delegating to the Commissioner of Personnel responsibility for implementation of the equal employment opportunity policy through administration of the Affirmative Action Plan.	Governor	September 2, 1977
B. The Governor's equal employment opportunity policy will be circulated to all Cabinet Secretaries and heads of state agencies and will be displayed conspicuously in state facilities.	Governor's Office and Cabinet Secretaries	September 2, 1977
C. Each Cabinet Secretary in Kentucky State Government will issue a policy statement emphasizing the directives in the Governor's policy statement and relating a specific intent to assure equal employment opportunity in the Cabinet. The policy statement will be circulated to all employees within the Cabinet.	Cabinet Secretaries	Immediately
D. An Administrative Assistant to the Governor will be appointed to serve as a liaison officer between the Governor's Office, the Department of Personnel, and the agencies of State Government on matters relating to affirmative action and equal employment opportunity. The Assistant will be assigned to the Governor's External Affairs Unit.	Governor's Office and Commissioner of Personnel	Accomplished January 8, 1975
E. In cooperation with the Governor's External Affairs Unit, the Commissioner of Personnel will implement the equal employment opportunity policy through administration of this Affirmative Action Plan.	Governor's Office and Commissioner of Personnel	Now and continuing
F. A state Equal Employment Opportunity Coordinator will be employed by State Government to work directly on those tasks related to equal employment opportunity. The EEO Coordinator will be on the staff of the Commissioner of Personnel.	Department of Personnel	Accomplished September 1, 1973

Assignment	Prime Responsibility	Tentative Date
G. Meetings will be held with Cabinet Secretaries and management of agencies to assure understanding of the intent of the Governor's Policy statement and to discuss the necessity of affirmative action to fulfill that intent.	Governor's Office and Department of Personnel	Now and continuing
H. The Governor's policy statement will be published and will be sent to minority-, female-, and handicap-oriented agencies and organizations, and will be circulated to all normal recruitment sources.	Department of Public Information, Department of Personnel, etc.	Now and continuing
I. Each Program Cabinet will develop its own extension of this Affirmative Action Plan which will include equal employment opportunity activities and programs unique to its operation.	Cabinet Secretaries	Immediately
J. Each agency within the Cabinets will develop its own extension of this Affirmative Action Plan with equal employment activities and programs unique to its operation, unless the agency's ability to pursue equal employment opportunity is fully encompassed by this Plan or the Cabinet Plan.	Agency Heads	Immediately
K. Each Cabinet and each agency in the Cabinet will designate a top-level, policy-making staff member to serve as Equal Employment Opportunity Coordinator with responsibility for assuring compliance with the agency, Cabinet, and/or State Affirmative Action Plan. This will be enunciated in writing to the staff member as well as to all agency employees.	Cabinet Secretaries and Agency Heads	Immediately
L. A description of duties for agency EEO Coordinators will be written and given to the Coordinator so he/she will be aware of the duties involved in being EEO Coordinator.	Department of Personnel	Immediately
M. Each Cabinet and each agency within the Cabinet will establish an informal and effective system for handling employee complaints relating to equal employment opportunity. This system will provide for designation of Equal Employment Opportunity Counselors in each agency who will work directly with agency Equal Employment Opportunity Coordinators to assure prompt, fair, and impartial consideration of complaints and suggestions. The Counselors will preferably be current employees with other duties who have the respect and confidence of fellow employees.	Cabinet Secretaries and Agency Heads	Accomplished
N. The Equal Employment Opportunity Coordinators and Counselors will cooperate with the Kentucky Commission on Human Rights and other similar agencies in seeing that employees are aware of their rights.	Cabinet Secretaries	Now and continuing
O. In cooperation with the U. S. Civil Service Commission and/or other qualified training organizations, training sessions will be held for the agency Equal Employment Opportunity Coordinators and Counselors on equal employment opportunity responsibilities and objectives and on proper techniques for handling complaints (cultural awareness).	Department of Personnel, Cabinet Secretaries, and Agency Heads	Now and continuing

Assignment	Prime Responsibility	Tentative Date
<b>II. JOB STRUCTURE</b>		
A. Job classifications will be job related and shall not include discriminatory factors.	Department of Personnel	Now and continuing
B. Specifications will be periodically reviewed, evaluated and revised, as needed, to assure that the requirements are job related. The qualifications required will be the minimum needed for entrance into the class as to education, experience, skills, knowledges, abilities and other requirements rather than standards or qualifications attainable only after some experience in the class. Discriminatory or unnecessary restrictions on age, sex, handicap or physical characteristics, experience in the particular agency, or in the government, will be deleted.	Department of Personnel, Cabinet Secretaries, and Agency Heads	Now and continuing
C. Trainee classes will be established, where practical so as to place emphasis on potential for development rather than on present qualifications.	Department of Personnel	Now and continuing
D. An analysis will be made of job classifications to determine if new classes should be established to promote systematic upward mobility of state employees.	Department of Personnel	Now and continuing
E. Particular attention will be given to upward mobility and promotional opportunities for minority, handicapped, and female employees. —	Department of Personnel, Cabinet Secretaries, and Agency Heads	Now and continuing
<b>III. RECRUITMENT (AND EXAMINATIONS)</b>		
A. Recruitment and examinations will be conducted by the Department of Personnel, which is the agency responsible for administering the State Merit System, with the active participation and cooperation of state agencies.	Department of Personnel	Now and continuing
B. The EEO Coordinator for each Cabinet and/or agency will be knowledgeable of agency job opportunities and, in cooperation with the Department of Personnel, will be responsible for recruiting qualified minorities, women, and handicapped persons to be considered for existing and anticipated vacancies.	Cabinet Secretaries, Agency Heads, EEO Coordinators, and Department of Personnel	Now and continuing
C. The Department of Personnel (Equal Employment Opportunity Coordinator) will maintain a list of minority, female, and handicapped applicants and will conduct a follow-up program with state Cabinets and agencies to insure that these applicants make the necessary personal effort and are given every consideration—with special emphasis on placing qualified applicants in professional positions.	Department of Personnel and Cabinet Secretaries	Now and continuing
D. The Office of the State EEO Coordinator in the Department of Personnel will make referrals to the various agencies when recruitment efforts are initiated for jobs which are hard to fill and/or for which there are few or no minority, female, or handicapped applicants.	Department of Personnel	Now and continuing

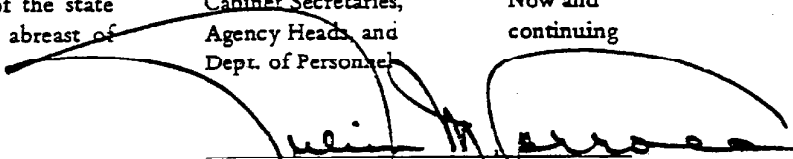
Assignment	Prime Responsibility	Tentative Date
E. Where registers are requested and an adequate register cannot be furnished, each Cabinet and/or agency will have a system devised to insure that the agency EEO Coordinator is aware of the vacancy and education/experience requirements in time to advise interested minority, handicapped, and female candidates and encourage them to apply and be considered.	Department of Personnel, Cabinet Secretaries, and Agency Heads	Now and continuing
F. The Office of the State EEO Coordinator will be responsible for maintaining a listing of women who are interested in and/or have applied for professional managerial or technical jobs.	Department of Personnel	Now and continuing
G. A continuous line of communication will be initiated with community organizations, teachers and other groups which are most likely sources for referring minority, handicapped, and female applicants. (This will be accomplished in rural as well as metropolitan areas.) Recruitment efforts emphasizing minority, women, and handicapped persons will be arranged with these groups, as well as with high schools, vocational schools, colleges, and universities. Information concerning state employment procedures and opportunities will be made available at educational institutions.	Department of Personnel	Now and continuing
H. Periodic recruitment seminars will be conducted with community-based organizations to insure that they are knowledgeable of the state employment process in hopes that they can assist in recruiting as a matter of their normal day-to-day serving of Kentuckians. This would apply, but not be limited, to community based organizations and institutions relating to minorities, females, and handicapped persons.	Department of Personnel	Now and continuing
I. Individual recruiting, when feasible, will be conducted for females, minorities, and handicapped persons.	Department of Personnel, Cabinet Secretaries and Agency Heads	Now and continuing
J. Employees in State Government will be encouraged to invite minorities, females, and handicapped persons to apply and compete for state jobs.	Cabinet Secretaries and Agency Heads	Now and continuing
K. Department of Personnel announcements of state job opportunities will be sent to minority-, handicapped-, and female-oriented publications. Publicity will be given to minority, female, and handicapped employees in order to demonstrate the opportunities in State Government.	Department of Personnel and Department of Public Information	Now and continuing
L. The Department of Personnel will see that its public announcements of job opportunities are clear, concise and understandable to the educationally disadvantaged.	Department of Personnel	Now and continuing
M. The Department of Personnel will maintain its follow-up system to encourage interested minority, female, and handicapped applicants to retake tests for higher scores and to compete in several areas when the situation requires it.	Department of Personnel	Now and continuing



Assignment	Prime Responsibility	Tentative Date
N. The Department of Personnel will cooperate with the Commission on Human Rights in providing state agencies with the names of qualified black college graduates and in contacting the graduates for agencies.	Department of Personnel	Now and continuing
O. The phrase "An Equal Opportunity Employer" will be placed on outgoing recruitment literature.	Department of Personnel	Now and continuing
IV. SELECTION AND ASSIGNMENTS		
A. Methods for selecting Merit System employees will be developed professionally.	Department of Personnel	Now and continuing
B. Selection devices will be pertinent to job duties and will be validated for content.	Department of Personnel	Now and continuing
C. Selection devices will be balanced and appropriate to the particular demand of jobs.	Department of Personnel	Now and continuing
D. Selection devices will be weighted appropriately and will be kept current.	Department of Personnel	Now and continuing
E. Selection devices will be constructed so as to avoid discrimination.	Department of Personnel	Now and continuing
V. APPOINTMENT AND PLACEMENT		
A. The Department of Personnel will, where consistent with State Merit System law, utilize selective or area certifications.	Department of Personnel	Now and continuing
B. Appointing authorities will make every effort to conduct employment interviews with all minority, handicapped, and female applicants.	Cabinet Secretaries and Agency Heads	Now and continuing
C. A major effort will be made to comply with the Supreme Court's Duke Power decision, so that no applicant who can demonstrably perform a given job is excluded from competing for consideration.	Department of Personnel	Now and continuing
D. Appointing authorities will certify that appointments will be made on a non-discriminatory basis.	Cabinet Secretaries, Agency Heads, and Department of Personnel	Now and continuing
E. The Department of Personnel will inform applicants to the fullest extent possible of the appointment process.	Department of Personnel	Now and continuing

## Assignment

	Prime Responsibility	Tentative Date
F. Wherever possible, career ladders will be opened within agencies to permit an inflow of talent with a variety of experiences, and avoid perpetuating any unacceptable past hiring practices.	Cabinet Secretaries and Agency Heads	Now and continuing
G. Cabinets and agencies will follow up with minority, female, and handicapped employees during the probationary period to assure they are properly placed and trained, and to help assure that the agency has a climate of acceptance for equal employment opportunity.	Cabinet Secretaries and Agency Heads	Now and continuing
<b>VI. TRAINING AND EDUCATION</b>		
A. Where practical, agency training programs for new employees as well as experienced employees and supervisors will include the subjects of human relations, cultural awareness and equal opportunity.	Cabinet Secretaries and Agency Heads	Now and continuing
B. Selection of employees for agency training courses and for educational leave shall be objective and non-discriminatory.	Cabinet Secretaries and Agency Heads	Now and continuing
<b>VII. WORK ENVIRONMENT</b>		
A. Physical facilities, job placement and work areas shall not be assigned on a discriminatory basis. Agencies shall make reasonable accommodation for qualified handicapped applicants or employees unless it can be shown that the accommodation would impose an undue hardship under terms of 45CFR 84.12.	Cabinet Secretaries and Agency Heads	Now and continuing
B. Agency heads will see that work assignments are meaningful and beneficial to both the employee and the State to the maximum extent possible.	Cabinet Secretaries	Now and continuing
<b>VIII. EVALUATION</b>		
A. The Commissioner of Personnel, in cooperation with the Governor's Administrative Assistant for Equal Employment Opportunity will make a periodic evaluation of agency activities and tentative dates set forth in this Affirmative Action Plan and will take steps necessary to promote the Plan's implementation.	Governor's Office and Department of Personnel	Now and continuing
B. Technical assistance will be provided to Cabinets and agencies by the Department of Personnel in implementing the Plan and/or agency plans. Periodic technical assistance visits will be made to each Cabinet and/or agency by the state EEO Coordinator and the Governor's EEO Administrative Assistant.	Governor's Office and Department of Personnel	Now and continuing
C. Statistical information concerning the make up of the state work force will be compiled periodically to keep abreast of present conditions.	Cabinet Secretaries, Agency Heads, and Dept. of Personnel	Now and continuing



JULIAN M. CARROLL, Governor of Kentucky

September 1, 1977  
DATE

BLACK EMPLOYMENT, LABOR MARKET AVAILABILITY, AND GOALS  
OF FULL-TIME PERMANENT STAFF BY EEO-6 CATEGORY  
FOR THE KENTUCKY COUNCIL ON HIGHER EDUCATION

EEO-6 CATEGORY	CURRENT EMPLOYMENT	AVAILABILITY	BENCHMARK GOAL FOR					
			1981-2	1982-3	1983-4	1984-5	1985-6	
Executive/Administrative/Managerial	12.5	4.0	NOT	UNDERUTILIZED				
Faculty	NOT APPLICABLE							
Professional Nonfaculty	4.8	3.3	NOT	UNDERUTILIZED				
Secretarial/Clerical	4.5	9.2	4.5	4.5	9.1			
Technical/Paraprofessional	0.0	4.6	0.0	0.0	12.5			
Skilled Craft	NOT APPLICABLE							
Service / Maintenance	0.0	*						

\* Refer to Section 7, Availability Analysis for Employment of Blacks by EEO-6 Job Category.

BLACK FULL-TIME STAFF AND AS A PERCENT OF TOTAL FULL-TIME STAFF  
STATE-SUPPORTED INSTITUTIONS  
FALL 1975, FALL 1977, AND FALL 1979

Institution	Fall 1975			Fall 1977			Fall 1979		
	Black	Total	Percent of Total	Black	Total	Percent of Total	Black	Total	Percent of Total
Eastern Kentucky University	56	1,420	3.9	66	1,589	4.2	72	1,802	4.0
Kentucky State University	231	411	56.2	337	564	59.8	316	520	60.8
Morehead State University	7	892	0.8	5	1,083	0.5	5	908	0.6
Murray State University	10	950	1.0	31	1,058	2.9	36	1,119	3.2
Northern Kentucky University	5	421	1.2	7	555	1.3	15	675	2.2
University of Kentucky	929	7,330	12.7	906	7,741	11.7	979	8,014	12.2
University of Louisville	336	2,769	12.1	365	3,129	11.7	853	4,357	19.6
Western Kentucky University	42	1,392	3.0	59	1,530	3.8	58	1,596	3.6
UK Community College System	46	811	5.7	70	981	7.1	91	1,072	8.5
<b>Total</b>									
(Excluding Kentucky State University)	1,431	15,985	9.0	1,509	17,666	8.5	2,109	19,543	10.8
Total State-Supported	1,662	16,396	10.1%	1,846	18,230	10.1%	2,425	20,063	12.1%

BLACK FULL-TIME EXECUTIVE\* STAFF AND AS A PERCENT OF TOTAL FULL-TIME EXECUTIVE STAFF  
 STATE-SUPPORTED INSTITUTIONS  
 FALL 1975, FALL 1977, AND FALL 1979

Institution	Fall 1975			Fall 1977			Fall 1979		
	Black	Total	Percent of Total	Black	Total	Percent of Total	Black	Total	Percent of Total
Eastern Kentucky University	1	115	0.9	1	116	0.9	0	99	0.0
Kentucky State University	38	50	76.0	57	75	76.0	36	44	81.8
Morehead State University	0	41	0.0	0	61	0.0	0	52	0.0
Murray State University	1	94	1.1	1	101	1.0	1	106	0.9
Northern Kentucky University	0	54	0.0	0	57	0.0	2	102	2.0
University of Kentucky	12	434	2.6	28	868	3.2	15	405	3.7
University of Louisville	12	212	5.7	23	273	8.4	5	100	5.0
Western Kentucky University	3	196	1.5	3	176	1.7	4	187	2.1
UK Community College System	0	74	0.0	3	89	3.4	0	66	0.0
<b>Total</b>									
Total (Excluding Kentucky State University)	29	1,240	2.3	59	1,741	3.4	27	1,117	2.4
Total State-Supported	67	1,290	5.2%	116	1,816	6.4%	63	1,161	5.4%

\* Actual EEO-6 category is "Executive/Administrative/Managerial".

BLACK FULL-TIME FACULTY AND AS A PERCENT OF TOTAL FULL-TIME FACULTY  
 STATE-SUPPORTED INSTITUTIONS  
 FALL 1975, FALL 1977, AND FALL 1979

<u>Institution</u>	<u>Fall 1975</u>			<u>Fall 1977</u>			<u>Fall 1979</u>		
	<u>Black</u>	<u>Total</u>	<u>Percent of Total</u>	<u>Black</u>	<u>Total</u>	<u>Percent of Total</u>	<u>Black</u>	<u>Total</u>	<u>Percent of Total</u>
Eastern Kentucky University	7	528	1.3	10	584	1.7	6	669	0.9
Kentucky State University	73	146	50.0	68	146	46.6	70	148	47.3
Morehead State University	5	340	1.5	4	336	1.2	2	336	0.6
Murray State University	1	348	0.3	13	405	3.2	14	405	3.4
Northern Kentucky University	1	160	0.6	1	204	0.5	4	257	1.6
University of Kentucky	13	1,416	0.9	11	1,488	0.7	21	1,492	1.4
University of Louisville	19	720	2.6	20	872	2.3	18	910	2.0
Western Kentucky University	6	538	1.1	6	579	1.0	10	605	1.6
UK Community College System	10	447	2.2	19	546	3.5	24	566	4.2
<b>Total</b>									
(Excluding Kentucky State University)	62	4,497	1.4	84	5,014	1.7	99	5,240	1.9
Total State-Supported	135	4,643	2.9%	152	5,160	2.9%	169	5,388	3.1%

BLACK FULL-TIME PROFESSIONAL NONFACULTY STAFF AND AS A PERCENT OF TOTAL FULL-TIME PROFESSIONAL NONFACULTY STAFF  
 STATE-SUPPORTED INSTITUTIONS  
 FALL 1975, FALL 1977, AND FALL 1979

Institution	Fall 1975			Fall 1977			Fall 1979		
	Black	Total	Percent of Total	Black	Total	Percent of Total	Black	Total	Percent of Total
Eastern Kentucky University	0	50	0.0	2	66	3.0	6	145	4.1
Kentucky State University	16	33	48.5	32	55	58.2	52	90	57.8
Morehead State University	1	47	2.1	1	98	1.0	2	134	1.5
Murray State University	1	50	2.0	1	70	1.4	3	108	2.8
Northern Kentucky University	0	35	0.0	1	64	1.6	1	62	1.6
University of Kentucky	17	1,257	1.4	16	1,115	1.4	28	1,765	1.6
University of Louisville	19	514	3.7	25	606	4.1	90	1,163	7.7
Western Kentucky University	1	20	5.0	4	67	6.0	4	85	4.7
UK Community College System	0	24	0.0	1	15	6.7	7	57	12.3
<b>Total</b>	<b>39</b>	<b>1,997</b>	<b>2.0</b>	<b>51</b>	<b>2,101</b>	<b>2.4</b>	<b>141</b>	<b>3,519</b>	<b>4.0</b>
<b>Total State-Supported</b>	<b>55</b>	<b>2,030</b>	<b>2.7%</b>	<b>83</b>	<b>2,156</b>	<b>3.8%</b>	<b>193</b>	<b>3,609</b>	<b>5.3%</b>

BLACK FULL-TIME SECRETARIAL\* STAFF AND AS A PERCENT OF TOTAL FULL-TIME SECRETARIAL STAFF  
 STATE-SUPPORTED INSTITUTIONS  
 FALL 1975, FALL 1977, AND FALL 1979

Institution	Fall 1975			Fall 1977			Fall 1979		
	Black	Total	Percent of Total	Black	Total	Percent of Total	Black	Total	Percent of Total
Eastern Kentucky University	12	305	3.9	9	292	3.1	9	342	2.6
Kentucky State University	30	68	44.1	56	114	49.1	56	101	55.4
Morehead State University	0	156	0.0	0	163	0.0	1	166	0.6
Murray State University	2	165	1.2	4	177	2.2	3	198	1.5
Northern Kentucky University	0	99	0.0	0	99	0.0	1	143	0.7
University of Kentucky	152	1,864	8.2	133	1,833	7.2	156	1,921	8.1
University of Louisville	89	713	12.5	103	745	13.8	224	1,003	22.3
Western Kentucky University	12	277	4.3	8	295	2.7	6	312	1.9
UK Community College System	17	163	10.4	21	199	10.6	29	241	12.0
<b>Total</b>									
(Excluding Kentucky State University)	284	3,742	7.6	278	3,803	7.3	429	4,326	9.9
<b>Total State-Supported</b>	314	3,810	8.2%	334	3,917	8.5%	485	4,427	11.0%

\* Actual EEO-6 category is "Secretarial/Clerical".





BLACK FULL-TIME SKILLED CRAFTS STAFF AND AS A PERCENT OF TOTAL FULL-TIME SKILLED CRAFTS STAFF  
 STATE-SUPPORTED INSTITUTIONS  
 FALL 1975, FALL 1977, AND FALL 1979

Institution	Fall 1975			Fall 1977			Fall 1979		
	Black	Total	Percent of Total	Black	Total	Percent of Total	Black	Total	Percent of Total
Eastern Kentucky University	1	43	2.3	3	51	5.9	3	38	7.9
Kentucky State University	10	16	62.5	6	12	50.0	2	6	33.3
Morehead State University	0	53	0.0	0	32	0.0	0	30	0.0
Murray State University	0	47	0.0	0	58	0.0	0	66	0.0
Northern Kentucky University	1	15	6.7	0	11	0.0	1	23	4.3
University of Kentucky	36	375	9.6	26	275	9.4	107	540	19.8
University of Louisville	6	67	9.0	1	73	1.4	6	98	6.1
Western Kentucky University	1	82	1.2	12	170	7.0	11	176	6.2
UK Community College System	0	13	0.0	0	19	0.0	3	40	7.5
<b>Total</b>	<b>45</b>	<b>695</b>	<b>6.5</b>	<b>42</b>	<b>689</b>	<b>6.1</b>	<b>131</b>	<b>1,011</b>	<b>13.0</b>
<b>Total State-Supported</b>	<b>55</b>	<b>711</b>	<b>7.7%</b>	<b>48</b>	<b>701</b>	<b>6.8%</b>	<b>133</b>	<b>1,017</b>	<b>13.1%</b>

BLACK FULL-TIME SERVICE/MAINTENANCE STAFF AND AS A PERCENT OF TOTAL FULL-TIME SERVICE/MAINTENANCE STAFF  
 STATE-SUPPORTED INSTITUTIONS  
 FALL 1975, FALL 1977, AND FALL 1979

Institution	Fall 1975			Fall 1977			Fall 1979		
	Black	Total	Percent of Total	Black	Total	Percent of Total	Black	Total	Percent of Total
Eastern Kentucky University	35	341	10.3	39	443	8.8	45	462	9.7
Kentucky State University	42	55	76.4	103	122	84.4	86	102	84.3
Morehead State University	1	235	0.4	0	363	0.0	0	153	0.0
Murray State University	5	227	2.2	11	218	5.0	14	199	7.0
Northern Kentucky University	3	56	5.4	5	110	4.5	6	80	7.5
University of Kentucky	615	1,272	48.3	602	1,429	42.1	558	1,179	47.3
University of Louisville	160	320	50.0	162	319	50.8	242	398	60.8
Western Kentucky University	18	252	7.1	25	226	11.1	23	219	10.5
UK Community College System	18	80	22.5	25	96	26.0	28	93	30.1
<b>Total</b>									
(Excluding Kentucky State University)	855	2,783	30.7	869	3,204	27.1	916	2,783	32.9
<b>Total State-Supported</b>	897	2,838	31.6%	972	3,326	29.2%	1,002	2,885	34.7%

BLACK FULL-TIME NEW HIRE\* STAFF AND AS A PERCENT OF TOTAL FULL-TIME NEW HIRE STAFF  
 STATE-SUPPORTED INSTITUTIONS  
 FALL 1975, FALL 1977, AND FALL 1979

Institution	Fall 1975		Fall 1977		Fall 1979	
	Black	Percent of Total	Black	Percent of Total	Black	Percent of Total
Eastern Kentucky University	4	2.8	143	2.8	7	3.1
Kentucky State University	31	33.3	93	33.3	29	52.7
Morehead State University	0	0.0	31	0.0	2	1.9
Murray State University	6	5.4	110	5.4	9	6.3
Northern Kentucky University	2	4.3	46	4.3	5	5.0
University of Kentucky	101	13.8	733	13.8	83	13.4
University of Louisville	35	9.4	373	9.4	78	16.3
Western Kentucky University	15	8.9	169	8.9	4	2.8
UK Community College System	5	4.2	120	4.2	8	7.3
Total						
(Excluding Kentucky State University)	168	9.7	1,725	9.7	196	10.2
Total State-Supported	199	10.9%	1,818	10.9%	225	11.4%

Appendix

30 page nine

\* "New Hire" includes staff hired between July 1 and September 30 of each reported year.

BLACK FULL-TIME NEW HIRE \* EXECUTIVE \*\* STAFF AND AS A PERCENT OF TOTAL FULL-TIME NEW HIRE EXECUTIVE STAFF  
 STATE-SUPPORTED INSTITUTIONS  
 FALL 1975, FALL 1977, AND FALL 1979

Institution	Fall 1975			Fall 1977			Fall 1979		
	Black	Total	Percent of Total	Black	Total	Percent of Total	Black	Total	Percent of Total
Eastern Kentucky University	0	11	0.0	0	11	0.0	0	1	0.0
Kentucky State University	0	0	N/A	0	0	N/A	1	1	100.0
Morehead State University	0	0	N/A	0	0	N/A	0	4	0.0
Murray State University	0	5	0.0	0	5	0.0	0	6	0.0
Northern Kentucky University	0	0	N/A	0	0	N/A	1	7	14.3
University of Kentucky	0	28	0.0	0	28	0.0	0	7	0.0
University of Louisville	0	10	0.0	0	10	0.0	0	1	0.0
Western Kentucky University	1	3	33.3	1	3	33.3	0	3	0.0
UK Community College System	0	5	0.0	0	5	0.0	0	2	0.0
Total (Excluding Kentucky State University)	1	62	1.6	1	62	1.6	1	31	3.2
Total State-Supported	1	62	1.6%	1	62	1.6%	2	32	6.2%

\* "New Hire" includes staff hired between July 1 and September 30 of each year.

\*\* Actual EEO-6 category is "Executive/Administrative/Managerial".

BLACK FULL-TIME NEW HIRE\* FACULTY AND AS A PERCENT OF TOTAL FULL-TIME NEW HIRE FACULTY  
 STATE-SUPPORTED INSTITUTIONS  
 FALL 1975, FALL 1977, AND FALL 1979

<u>Institution</u>	<u>Fall 1975</u>			<u>Fall 1977</u>			<u>Fall 1979</u>		
	<u>Black</u>	<u>Total</u>	<u>Percent of Total</u>	<u>Black</u>	<u>Total</u>	<u>Percent of Total</u>	<u>Black</u>	<u>Total</u>	<u>Percent of Total</u>
Eastern Kentucky University	1	55	1.8	1	79	1.3	1	79	1.3
Kentucky State University	3	17	17.6	6	14	42.8	6	14	42.8
Morehead State University	0	5	0.0	0	50	0.0	0	50	0.0
Murray State University	4	62	6.4	4	53	7.5	4	53	7.5
Northern Kentucky University	1	15	6.7	1	56	1.8	1	56	1.8
University of Kentucky	3	124	2.4	8	114	7.0	8	114	7.0
University of Louisville	2	71	2.8	0	81	0.0	0	81	0.0
Western Kentucky University	2	62	3.2	1	44	2.3	1	44	2.3
UK Community College System	2	78	2.6	6	69	8.7	6	69	8.7
<b>Total</b>									
(Excluding Kentucky State University)	15	472	3.2	21	546	3.8	21	546	3.8
<b>Total State-Supported</b>	18	489	3.7%	27	560	4.8%	27	560	4.8%

Appendix 30

page eleven

\*"New Hire" includes staff hired between July 1 and September 30 of each year.

BLACK FULL-TIME NEW HIRE PROFESSIONAL NONFACULTY STAFF AND AS A PERCENT OF  
 TOTAL FULL-TIME NEW HIRE PROFESSIONAL NONFACULTY STAFF  
 STATE-SUPPORTED INSTITUTIONS  
 FALL 1975, FALL 1977, AND FALL 1979

Institution	Fall 1975		Fall 1977		Fall 1979	
	Black	Percent of Total	Black	Percent of Total	Black	Percent of Total
Eastern Kentucky University	0	0.0	4	0.0	2	13
Kentucky State University	5	45.4	11	45.4	7	13
Morehead State University	0	0.0	3	0.0	1	22
Murray State University	0	0.0	6	0.0	1	23
Northern Kentucky University	1	20.0	5	20.0	0	4
University of Kentucky	0	0.0	130	0.0	1	137
University of Louisville	7	4.0	175	4.0	10	188
Western Kentucky University	1	14.3	7	14.3	1	13
UK Community College System	0	0.0	4	0.0	1	8
<b>Total</b>						
(Excluding Kentucky State University)	9	2.7	334	2.7	17	408
Total State-Supported	14	4.0%	345	4.0%	24	421

\*"New Hire" includes staff hired between July 1 and September 30 of each year.

BLACK FULL-TIME NEW HIRE \* SECRETARIAL \*\* STAFF AND AS A PERCENT OF  
 TOTAL FULL-TIME NEW HIRE SECRETARIAL STAFF  
 STATE-SUPPORTED INSTITUTIONS  
 FALL 1975, FALL 1977, AND FALL 1979

Institution	Fall 1975		Fall 1977		Fall 1979	
	Black	Percent of Total	Black	Percent of Total	Black	Percent of Total
Eastern Kentucky University	3	7.9	38	7.9	0	0.0
Kentucky State University	2	18.2	11	18.2	4	50.0
Morehead State University	0	0.0	12	0.0	1	5.6
Murray State University	1	5.0	20	5.0	1	5.6
Northern Kentucky University	0	0.0	20	0.0	1	5.3
University of Kentucky	19	9.0	210	9.0	14	8.0
University of Louisville	14	21.9	64	21.9	16	22.8
Western Kentucky University	0	0.0	38	0.0	0	0.0
UK Community College System	2	11.1	18	11.1	0	0.0
Total						
(Excluding Kentucky State University)	39	9.3	420	9.3	33	8.0
Total State-Supported	41	9.5%	431	9.5%	37	8.7%

Appendix 30

page thirteen

\* "New Hire" includes staff hired between July 1 and September 30 of each year.

\*\* Actual EEO-6 category is "Secretarial/Clerical".



BLACK FULL-TIME NEW HIRE \* TECHNICAL \*\* STAFF AND AS A PERCENT OF TOTAL FULL-TIME NEW HIRE TECHNICAL STAFF  
 STATE-SUPPORTED INSTITUTIONS  
 FALL 1975, FALL 1977, AND FALL 1979

Institution	Fall 1975			Fall 1977			Fall 1979		
	Black	Total	Percent of Total	Black	Total	Percent of Total	Black	Total	Percent of Total
Eastern Kentucky University	0			0	1	0.0	0	5	0.0
Kentucky State University	19	51	37.2	19	51	37.2	5	10	50.0
Morehead State University	0			0	2	0.0	0	8	0.0
Murray State University	0			0	2	0.0	0	8	0
Northern Kentucky University	0			0	0	N/A	0	0	N/A
University of Kentucky	3	52	5.8	3	52	5.8	3	45	6.7
University of Louisville	0	14	0.0	0	14	0.0	18	84	21.4
Western Kentucky University	0			0	1	0.0	0	0	N/A
UK Community College System	0			0	2	0.0	0	0	N/A
Total									
(Excluding Kentucky State University)	3	74	4.0	3	74	4.0	21	150	14.0
Total State-Supported	22	125	17.5%	22	125	17.5%	26	160	16.2%

\* "New Hire" includes staff hired between July 1 and September 30 of each year.

\*\* Actual EEO-6 category is "Technical/Paraprofessional".

BLACK FULL-TIME NEW HIRE\* SKILLED CRAFTS STAFF AND AS A PERCENT OF TOTAL NEW HIRE SKILLED CRAFTS STAFF  
 STATE-SUPPORTED INSTITUTIONS  
 FALL 1975, FALL 1977, AND FALL 1979

Institution	Fall 1975			Fall 1977			Fall 1979		
	Black	Total	Percent of Total	Black	Total	Percent of Total	Black	Total	Percent of Total
Eastern Kentucky University	0			0	4	0.0	0	4	0.0
Kentucky State University	0			0	1	0.0	0	0	N/A
Morehead State University	0			0	0	N/A	0	0	N/A
Murray State University	0			0	1	0.0	0	0	N/A
Northern Kentucky University	0			0	0	N/A	0	0	N/A
University of Kentucky	0			0	4	0.0	2	20	10.0
University of Louisville	0			0	6	0.0	0	8	0.0
Western Kentucky University	2			2	13	15.4	1	12	8.3
UK Community College System	0			0	0	N/A	0	1	0.0
<b>Total</b>									
(Excluding Kentucky State University)	2			2	28	7.1	3	45	6.7
<b>Total State-Supported</b>	2			2	29	6.9%	3	45	6.7%

\* "New Hire" includes staff hired between July 1 and September 30 of each year.

BLACK FULL-TIME NEW HIRE \* SERVICE/MAINTENANCE STAFF AND AS A PERCENT OF  
 TOTAL FULL-TIME NEW HIRE SERVICE/MAINTENANCE STAFF  
 STATE-SUPPORTED INSTITUTIONS  
 FALL 1975, FALL 1977, AND FALL 1979

Institution	Fall 1975		Fall 1977		Fall 1979	
	Black	Percent of Total	Black	Percent of Total	Black	Percent of Total
Eastern Kentucky University	0	0.0	30	0.0	4	5.8
Kentucky State University	2	100.0	2	100.0	6	66.7
Morehead State University	0	0.0	9	0.0	0	0.0
Murray State University	1	7.1	14	7.1	3	8.8
Northern Kentucky University	0	0.0	6	0.0	2	15.4
University of Kentucky	76	41.1	185	41.1	55	45.8
University of Louisville	12	36.4	33	36.4	34	72.3
Western Kentucky University	9	20.0	45	20.0	1	3.3
UK Community College System	1	7.7	13	7.7	1	16.7
<b>Total</b>						
(Excluding Kentucky State University)	99	29.6	335	29.6	100	30.9
<b>Total State-Supported</b>	101	30.0%	337	30.0%	106	31.8%

Appendix 30

page six

\* "New Hire" includes staff hired between July 1 and September 30 of each year.

JOHN Y. BROWN, JR.  
GOVERNOR



Appendix 31  
COMMONWEALTH  
OF KENTUCKY

Office of the Governor  
FRANKFORT, KENTUCKY 40601

March 2, 1981

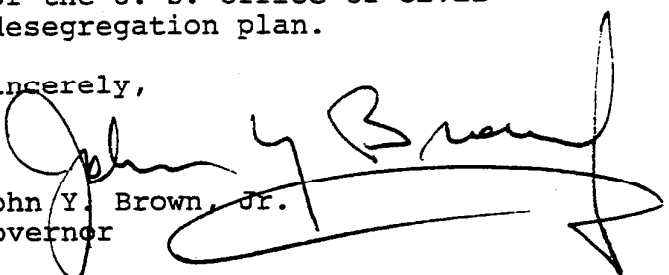
Mr. C. Gibson Downing, Chairman  
Special Committee on Minority Affairs  
Council on Higher Education  
1000 First Security Plaza  
Lexington, Kentucky 40507

Dear Mr. Downing:

You know of my stated commitment to assure representation for minorities and women on all boards and commissions of the Commonwealth. I have appointed blacks and women consistently as vacancies have occurred. I will continue this policy.

The governing boards of the public universities and the Council on Higher Education have gubernatorially appointed black members in all but four instances: Eastern Kentucky University, Murray State University, Northern Kentucky University, and Western Kentucky University. Be assured that I plan to appoint qualified black individuals to those governing boards lacking black representation as vacancies occur. Please transmit my intentions in this matter to Mr. William Thomas of the U. S. Office of Civil Rights when you submit Kentucky's desegregation plan.

Sincerely,

  
John Y. Brown, Jr.  
Governor

cc: Mr. William McCann  
Mr. Harry M. Snyder

Gubernatorially Appointed

MEMBERSHIP  
COUNCIL ON HIGHER EDUCATION  
KENTUCKY UNIVERSITY GOVERNING BOARDS

AUGUST 1981

Council on Higher Education

William H. McCann (Chairman)  
Larry Forgy (Vice Chairman)  
Raymond Barber (ex-officio)  
Ann Bardwell (ex-officio)  
Robert D. Bell  
Hon. Edward T. Breathitt  
Raymond Burse\*  
William Cox  
C. Gibson Downing  
David Grissom  
Morton Holbrook  
Gordon Hood  
Harry LaViers, Jr.  
Dove Anna McNabb  
Donna Moloney  
Evan Perkins  
Carolynn Wosoba

Eastern Kentucky University

Robert J. Begley  
Charles Clayton Combs  
Dr. Rodney Gross\*  
Jerry Ikerd  
John M. Keith, Jr.  
Joseph W. Phelps  
Mrs. Hallie Shouse  
Beverly Yeiser, Sr.

Kentucky State University

John B. Clarke  
Eugene Goss  
Elliott H. Marcus  
Dr. Andrew W. Morton\*  
Mrs. Sue Stodghill  
Barney A. Tucker  
Luska Twyman\*  
George W. Wilson\*

\*Indicates Black Representation

Morehead State University

John H. Baird  
Lloyd Cassity  
Mrs. Ethel Foley\*  
Billy Jo Hall  
Jerry Howell  
Sam Kibbey  
Cloyd McDowell  
James M. Richardson

Murray State University

J. W. "Bill" Carneal  
M. Ronald Christopher  
Dr. Charles E. Howard  
Jere Levy McCuiston  
Billy Brandon Morgan  
Dr. Ed Settle  
Mrs. Jerry L. Page  
Jerry Woodall

Northern Kentucky University

Dave Duncan\*  
Elmer Haas  
Kenneth Lucas  
Henry Mitchell Mann  
H. Gordon Martin  
Ms. Patricia Jean Sommerkamp  
Richard W. Spears  
John A. Yarmuth

University of Kentucky

William R. Black  
Hon. Albert B. Chandler  
Mrs. Robert Clark  
Albert Clay  
Tracy Farmer  
Mrs. Edythe Jones Hayes\*  
Mrs. Sally Powell Hermansdorfer  
Thomas B. Kessinger  
W. Terry McBrayer  
Robert T. McCowan  
A. Steven Miles  
Frank Ramsey, Jr.  
Homer Wendell Ramsey  
William B. Sturgill  
W. B. Terry  
W. T. Young, Sr.

\*Indicates Black Representation

University of Louisville

Norbert L. Blume  
Robert E. Cato  
Gene Gardner  
A. Wallace "Skip" Grafton, Jr.  
Michael D. Helton  
David Jones  
Samuel H. Klein  
Charles I. McCarty  
Dr. J. Herman Mahaffey  
W. Scott Miller, Jr.  
Woodford R. Porter\*  
Mrs. Mason C. Rudd  
Mrs. Ruth S. Ryan  
William E. Scent  
Mrs. Mary Shands  
C. Waitman Taylor, Jr.  
Daniel C. Ulmer, Jr.

Western Kentucky University

Joe Bill Campbell  
Ronald W. Clark  
John David Cole  
Michael N. Harreld  
Joseph Iracane  
Hon. Patsy Judd  
Julius Price\*  
Ronald G. Sheffer

\*Indicates Black Representation



UNITED STATES DEPARTMENT OF EDUCATION  
WASHINGTON, D.C. 20202

JAN 29 1982

ASSISTANT SECRETARY  
FOR CIVIL RIGHTS

RECEIVED

FEB -1 1982

GOVERNOR'S  
OFFICE

The Honorable John Y. Brown, Jr.  
Governor  
Commonwealth of Kentucky  
Frankfort, Kentucky 40601

Dear Governor Brown:

I am pleased to inform you that we have provisionally accepted Kentucky's statewide higher education desegregation plan as meeting the requirements of Title VI of the Civil Rights Act of 1964 and the Criteria Specifying the Ingredients of Acceptable Plans to Desegregate State Systems of Public Higher Education. This provisional acceptance is in effect until August 31, 1982, the date by which the State has assured us that all decisions necessary to the completion and successful implementation of the plan will be made.

The plan consists of the following documents:

- (1) "Kentucky's Plan in Response to the Office for Civil Rights Letter of January 15, 1981," submitted to us by your letter of January 21, 1982.
- (2) Employment Affirmative Action Plans, as modified by the Plan's Appendix IVA, Revised August 28, 1981:
  - o University of Louisville, dated December 19, 1980, accepted by the OFCCP January 14, 1981;
  - o University of Kentucky, dated 1980, accepted by the OFCCP, March 6, 1981;
  - o Northern Kentucky University, dated May 1981;
  - o Eastern Kentucky University, dated April 4, 1981;
  - o Morehead State University, dated May 8, 1981;
  - o Murray State University, dated September 1, 1976;
  - o Kentucky State University, dated March 1, 1981.



Page 2 - The Honorable John Y. Brown

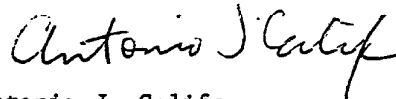
- (3) Descriptions of recruitment and retention programs supplied with Dr. Harry Snyder's letter to William H. Thomas, Regional Director, Office for Civil Rights, Region IV, dated September 22, 1981.
- (4) Letters to you from each of the eight university presidents, dated January 19 through 25, committing them to the Plan.

In accordance with telephone conversations between your counsel and OCR staff, you have agreed to supply us with a copy of Western Kentucky University's Affirmative Action Plan, prepared for the Office of Federal Contract Compliance Programs, by August 1982. If this Affirmative Action Plan and all of the items specified in the statewide Plan for submission by August 1982 are supplied, and activities are described with sufficient specificity so that OCR can determine that they are adequate, we will accept the plan at that time. For your convenience, I have enclosed a list of the documents and activities that are due by August 1982. (While we believe this list to be complete, the omission of any actions called for in the plan does not eliminate the need to implement them.)

It is understood that implementation of the plan will commence immediately and will proceed at the most expeditious rate feasible. As indicated in the Criteria, the Office for Civil Rights will monitor Kentucky's implementation of its plan, and the results achieved. Mr. William Thomas and the Atlanta Regional Office will review statistical and narrative reports and continue to conduct periodic on-site compliance reviews to ascertain firsthand the effectiveness of the plan.

I would like to express my gratitude to Dr. Gary Cox and the entire Council staff, Mr. Rush W. Dozier, Jr., and the many other State officials who worked diligently to develop Kentucky's plan. It was their leadership and imagination which led to the development of this new and promising plan. Through their continued leadership and commitment we believe that Kentucky's plan will result in the elimination of the remaining vestiges of the State's formerly segregated higher education system and will increase educational opportunities for black citizens in all aspects of higher education throughout the State. We look forward to working with Kentucky's officials during the next several years to achieve our mutual goals and objectives.

Sincerely,



Antonio J. Califa  
Director for Litigation, Enforcement  
and Policy Service

Enclosure

cc: Dr. Harry M. Snyder  
Heads of Governing Boards and Presidents,  
Kentucky Institutions of Higher Education

Elements Needed For Final Acceptance of Kentucky's Higher Education  
Desegregation Plan

- Page 22. II. A-1: Proposed legislative changes resulting from reports of the Committee on Higher Education in Kentucky's Future and the interim management study.
- Page 22. II. A-2: Final management study, to be submitted to OCR June 1982.
- Page 60-1. II. B-1: Description of Kentucky State University's program to recruit 25 Kentucky high school seniors graduating in the top third of their class for the full-time liberal studies program, with goals for the Fall, 1983 semester, through the life of the plan.
- Page 60-1. II. B-2: List and description of new or changed programs, consistent with the redefined liberal studies mission component, submitted by Kentucky State University to the Council on Higher Education.
- Page 60-1. II. B-3: List and description of academic programs approved by the Council on Higher Education for Kentucky State University.
- Page 60-1. II. B-4: Description of cooperative program to upgrade and retrain Kentucky State University's faculty.
- Page 60-2. II. B-5: List of advisory council members to assist Kentucky State University in the design and implementation of revised curricula.
- Page 60-2. II. B-7: Description of Kentucky State University's revised liberal studies curriculum, specifying courses to be added, re-organized or phased out.
- Page 60-2. II. B-8: Description of Kentucky State University's academic programs which will be consolidated.
- Page 60-2. II. B-9: Description of faculty and student seminar programs.
- Page 60-2. II. B-10: Description of Kentucky State University's exchange program, including copies of agreements with at least two other universities.

Page 2

- Page 60-3. II. B-12: Description of Kentucky State University's plan to reorganize its counseling program.
- Page 60-3. II. B-14: Description of Kentucky State University's planned actions to enhance undergraduate programs in English, Political Science, Fine Arts, Mathematics, History, Sociology and Natural Sciences, and undergraduate programs in Business Administration, Computer Science and Pre-engineering.
- Pages 60-4, 60-5.  
II. B-17A: Description of the University of Kentucky, University of Louisville and Kentucky State University cooperative program to enhance KSU's academic program to ensure that KSU graduates will be offered admission to the medical school of either the University of Kentucky or the University of Louisville.
- Page 60-5. II. B-17B: Description of the University of Kentucky, University of Louisville and Kentucky State University cooperative program to enhance Kentucky's academic program to ensure that KSU graduates will be offered admission to the dental school of either the University of Kentucky or the University of Louisville.
- Pages 60-5, 60-6.  
II. B-17C: Description of the University of Kentucky, University of Louisville, Northern Kentucky University and Kentucky State University cooperative program to enhance KSU's academic program to ensure that KSU's graduates will be offered admission to the law school of either the University of Kentucky, University of Louisville or Northern Kentucky University.
- Page 60-6. II. B-18: Description of the Council on Higher Education's program to provide for the recommendation for admission annually of not less than one qualified Kentucky resident KSU graduate to veterinary medicine school under the contract space program administered by the Council.
- Page 60-6. II. B-19: List of degree programs and credit offerings recommended by each executive cabinet of the state government for its personnel.
- Page 60-7. II. B-20: List of programs submitted by Kentucky State University for the Council on Higher Education approval to enhance programs for state agency personnel.
- Page 60-7, II. B-21: List of program changes and additions approved by The Council on Higher Education to enhance KSU's State government service mission.
- Page 60-7. II. B-22: Documentation of the Secretary of Finance, Personnel and Management's directive on the use of state training funds and tuition assistance at KSU.

Page 3

- Page 60-8. II. B-24: Description of the State Government Services Center at Kentucky State University, including documentation of the Governor's directives necessary to implement the Center.
- Page 60-8. II. B-25: Description of revised curriculum, faculty exchange and seminar plans to strengthen the Masters program in Public Affairs at KSU.
- Page 60-8. II. B-26: Description of the State Government Intern and Cooperative Education program for Kentucky State University students.
- Page 60-8. II. B-28: Documentation of review by the Council on Higher Education, University of Kentucky and Eastern Kentucky University of Masters programs in public affairs/administration to determine whether educationally unnecessary program duplication exists, and corrective action initiated by the Council on Higher Education.
- Page 60-9. II. B-30: Documentation of appointment of broadly representative KSU Community Advisory Committee.
- Page 60-9. II. B-31: Documentation of review of KSU's community college existing or proposed new programs, conclusion of that review, and Council on Higher Education action.
- Page 60-10. II. B-32, 33, 34: Description of Kentucky State University's new, revised, consolidated and eliminated associate degree programs.
- Page 60-10. II. B-36: Documentation of arrangements between Kentucky State University, the University of Louisville, University of Kentucky, and Eastern Kentucky University for the development of an interinstitutional graduate center on the Kentucky State University campus.
- Pages 60-10, 11. II. B-37: Description of masters programs to be offered at the graduate center, institutional roles, and a copy of publication describing initial offerings.
- Page 60-11. II. B-38: Description of Graduate Center participating universities' long range plans, program offerings, enrollment projections and needs assessments, including documentation of KSU approval.
- Page 60-11. II. B-41: Documentation of KSU's physical facilities inventory and recommendations of KSU's Board of Regents, the Council on Higher Education, and the Governor for capital improvements.

Page 4

- Page 60-12. II. B-42: Description of ways the KSU Regents will effect savings to meet enhancement needs.
- Page 60-12. II. B-44: Documentation that the Governor has included in the executive budget for the 1982-84 biennium a special fund in the amount of \$400,000 to be used at the discretion of the KSU Board of Regents for the purpose of initiating enhancement activities called for under this Plan.
- Page 60-12. II. B-45: Description of KSU's comprehensive land-grant activity plan, detailing specialty areas, personnel needs and types of projects, with documentation of Council on Higher Education approval, as necessary.
- Page 60-13. II. B-47: Documentation of the Governor's directive to state agency heads to identify qualified personnel to assist KSU in the implementation of its land-grant program of services, with indication of when agency action can be expected.
- Page 60-13. II. B-48: Documentation of Kentucky State University Board of Regents's assessment of the implications of the enhancement plan as to faculty.
- Page 60-13. II. B-49: Documentation that Kentucky State University has completed individual faculty evaluations.
- Page 60-13. II. B-52: Documentation that the Kentucky State University Board of Regents has allocated resources to support appropriate retraining and upgrading of faculty.
- Page 60-14. II. B-53,  
54: Documentation of the organization and staffing of the Relocation Committee, and the submission of a description of the processes and procedures that have been submitted to all public higher education institutions in Kentucky.
- Page 60-15. II. B-58: Documentation that the evaluation of presidential performance has been completed by the Kentucky State University Board of Regents.
- Page 60-15. II. B-59: Documentation that an evaluation of the Kentucky State University administrative structure has been completed by the Board of Regents.
- Page 60-15. II. C-1: Documentation that the Council has promulgated standards for the review and elimination of educationally unnecessarily duplicative programs that take into account the commitment to insure that program duplication decisions favor the enhancement and strengthening of Kentucky State University.

Page 5

- Page 60-16. II. C-2: Designation of unduplicated or new high demand programs to be offered at Kentucky State University, with an implementation schedule for each such program, including enrollment projections and an explanation of why each such program is considered new or "high demand."
- Page 69. III. B-2.  
and Page 76. III.  
E-2: Documentation of Council on Higher Education recommendation to institutions to strengthen efforts to recruit and retain minority undergraduates.
- Page 72. III. C-1: Documentation that each institution with graduate and professional programs has developed specific minority enrollment goals for those programs that are consistent with guidelines developed by the Council, consistent with needs expressed in Appendix III. C-2 through C-9.
- Page 72. III. C-3: Documentation of Council on Higher Education recommendations to institutions to strengthen efforts to retain minority students to graduation and to recruit minority students to graduate and professional schools.
- Page 77. III. F-2: Task Force report recommending ways to improve articulation between two-year and four-year institutions with emphasis on improving mobility of black students.
- Page 81. Western Kentucky University's Affirmative Action Plan, prepared for the OFCCP, consistent with goals in Appendix IV-A, Table Revised August 28, 1981. Murray State University's Affirmative Action Plan, if it has been amended since September 1, 1976.
- Page 89. Name and race of each member of the Monitoring Committee.



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF THE ASSISTANT SECRETARY FOR CIVIL RIGHTS

JUN 22 1983

RECEIVED

The Honorable John Y. Brown, Jr.  
Governor of Kentucky  
Frankfort, Kentucky 40601

JUN 22 1983

GOVERNOR'S  
OFFICE

Dear Governor Brown:

I am pleased to inform you that we have accepted Kentucky's statewide Higher Education Desegregation Plan (Plan) as meeting the requirements of Title VI of the Civil Rights Act of 1964 and the revised Criteria Specifying the Ingredients of Acceptable Plans to Desegregate State Systems of Public Higher Education (Criteria). This acceptance is based on the approval of the Plan by the governing boards of each institution of public higher education in the Commonwealth within the next 60 days. Lack of approval by any governing board will vitiate this acceptance.

The Plan consists of the following documents:

- (1) the Higher Education Desegregation Plan dated May 23, 1983, in two parts with 119 appendices, and
- (2) letters dated May 23, June 3, June 6, and June 7, 1983, from Michael B. Goldstein, and a letter dated June 14, 1983, from Blain B. Butner, attorneys for the Council on Higher Education, to Antonio Califa of the Office for Civil Rights, supplying letters from the presidents of all Kentucky institutions of higher education indicating their approval of the Plan, and confirming agreements on technical matters.

The recruitment, mobility and retention plans for the seven traditionally white institutions of public higher education included in appendices 21, 22 and 112, plus additional material supplied by Dr. Harry M. Snyder with his letter to William H. Thomas, dated December 30, 1981, will be revised and resubmitted in accordance with item number 30 in Mr. Goldstein's letter of May 23.

Based on information provided to us by State officials, it appears that Department of Labor (DOL) acceptance of employment affirmative action plans for the University of Kentucky, the University of Louisville, Western Kentucky University, and Murray State University has expired. In accordance with the Plan, within 90 days of the date of this letter, documentation of a currently accepted DOL plan or an employment plan meeting the requirements of the Criteria for each institution must be submitted to this office.

Page 2 - The Honorable John Y. Brown, Jr.

It is understood that implementation of the Plan will continue to proceed as expeditiously as possible. As indicated in the Criteria, the Office for Civil Rights (OCR) will monitor Kentucky's implementation of its Plan, and the results achieved. The primary responsibility for monitoring resides in the Atlanta Regional Office for Civil Rights.

I especially wish to thank Dr. Gary Cox of the Council staff, Mr. Rush W. Dozier, Jr., of your staff, and Mr. Michael B. Goldstein, Attorney for the Council on Higher Education, for their cooperative spirit and diligent work in developing Kentucky's higher education desegregation plan. We look forward to continued cooperation with State officials as you proceed to implement the Plan's provisions.

Sincerely, ,



Harry M. Singleton  
Assistant Secretary  
for Civil Rights

cc: Heads of Governing Boards and Presidents,  
Kentucky Institutions of Higher Education  
Dr. Harry M. Snyder, Executive Director, Kentucky Council  
on Higher Education





EASTERN KENTUCKY UNIVERSITY

RICHMOND, KENTUCKY 40475

OFFICE OF THE PRESIDENT

July 18, 1983

Dr. Harry Snyder  
Executive Director  
Council on Higher Education  
Frankfort, Kentucky 40601

Dear Dr. Snyder:

At its meeting of July 16, 1983, I advised the Eastern Kentucky University Board of Regents of the June 22, 1983 acceptance of the Kentucky Higher Education Desegregation Plan by the Office for Civil Rights. I further advised the Board of modifications to the plan since its last action.

The Board of Regents of Eastern Kentucky University unanimously resolved to reaffirm its commitment to the Kentucky Higher Education Desegregation Plan and its acceptance of the goals and timetables incorporated in the Plan.

Sincerely,

A handwritten signature in cursive script, appearing to read "J. C. Powell".

J. C. Powell  
President

JCP/mdw



## Kentucky State University

FRANKFORT, KENTUCKY  
40601

BOARD OF REGENTS

July 28, 1983

Mr. Harry N. Snyder  
Executive Director  
Council on Higher Education  
U. S. 127 South  
Frankfort, Kentucky 40601

Dear Mr. Snyder:

The Kentucky State University Board of Regents met on July 28, 1983 and at that meeting reviewed the Commonwealth of Kentucky's Higher Education Desegregation Plan Developed in Response to the Office of Civil Rights Letter of January 15, 1981. The Board adopted the following resolution indicating its approval and acceptance of the goals and timetables contained in the Plan relating to Kentucky State University -

"The Board of Regents approved and authorized the Chairman of the Board to forward to the Executive Director for the Council on Higher Education, a letter stating the University's commitment to the benchmarks relating to Kentucky State University contained in the May 23, 1983 Desegregation Plan, submitted to the Office of Civil Rights, U. S. Department of Education."

Should you need any additional information from the University, please contact me or the President.

Sincerely,

A handwritten signature in cursive script that reads "George W. Wilson".

George W. Wilson  
Chairman

GWW/cyw



OFFICE OF THE PRESIDENT

201 HOWELL-MCDOWELL AD. BLDG.  
MOREHEAD, KENTUCKY 40351  
TELEPHONE 606-783-2111

August 1, 1983

Mr. Harry Snyder  
Executive Director  
Council on Higher Education  
West Frankfort Complex  
Frankfort, KY 40601

Dear Harry:

At the meeting of the Board of Regents of Morehead State University on July 29, 1983, the Board reaffirmed its position and commitment to the goals and timetables contained in THE COMMONWEALTH OF KENTUCKY HIGHER EDUCATION DESEGREGATION PLAN. We have not changed our stance since the inception that we are committed to try to achieve these goals even though we know the difficulty and the near impossibility of reaching some of them as stated.

We will be providing additional information which you have requested on the timetables as designated.

Yours truly,

A handwritten signature in cursive script that reads 'Morris Norfleet'.

Morris L. Norfleet  
President

cj

CC: Mr. Vinson Watts  
Mr. John Graham



**Murray State University**

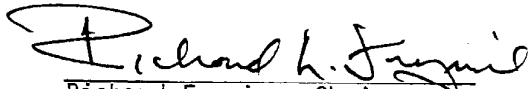
Office of the President  
Murray, Ky. 42071 (502) 762-3763

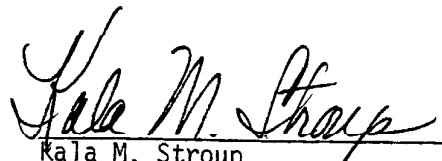
August 27, 1983

Mr. Harry Snyder  
Executive Director  
Council on Higher Education  
U. S. 127 South  
Frankfort, KY 40601

Dear Mr. Snyder:

This is to certify that Murray State University has been and remains committed to Kentucky's Desegregation Plan and that this commitment extends to the final changes and amendments reflected in the revision of that Plan accepted by the Office of Civil Rights on June 22, 1983.

  
Richard Frymire, Chairman  
Board of Regents

  
Kala M. Stroup  
President



Northern Kentucky University  
Highland Heights, Kentucky 41076

July 28, 1983

Mr. Harry M. Snyder  
Executive Director  
Council on Higher Education  
Frankfort, KY 40801

Dear Mr. Snyder:

On July 27, 1983 at its regularly scheduled quarterly meeting, the Board of Regents of Northern Kentucky University approved the Commonwealth of Kentucky Desegregation Plan as accepted by the Office of Civil Rights on June 22, 1983. The Board of Regents reaffirms Northern Kentucky University's commitment to the plan and goals contained therein.

Sincerely,

---

Kenneth R. Lucas  
Chairman

A handwritten signature in cursive script that reads 'Leon E. Boothe'.

---

Leon E. Boothe  
President

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

OFFICE OF THE PRESIDENT  
ADMINISTRATION BUILDING

August 26, 1983

RECEIVED

AUG 29 1983

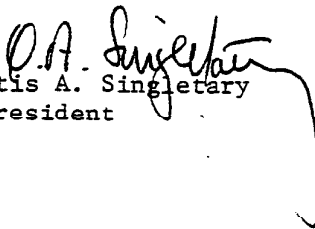
GOVERNOR'S  
OFFICE

The Honorable John Y. Brown, Jr.  
Governor  
Commonwealth of Kentucky  
Capitol Building  
Frankfort, Kentucky 40601

Dear Governor Brown:

The Board of Trustees has authorized me to reiterate this institution's commitment to make good faith efforts toward the achievement of the goals specified in the Kentucky Higher Education Desegregation Plan as accepted by the Office for Civil Rights on July 22, 1983.

Sincerely,

  
Otis A. Singletary  
President

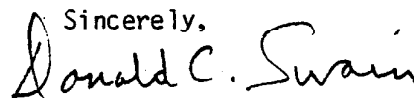
# UNIVERSITY of LOUISVILLE

August 3, 1983

Governor John Y. Brown  
Governor's Office  
Capitol Building  
Frankfort, Kentucky 40601

Dear Governor Brown:

This is to acknowledge that at its meeting held on June 27, 1983 the Board of Trustees of the University of Louisville approved the Kentucky Higher Education Plan as amended and accepted by the U. S. Department of Education on June 22, 1983. The Board's acceptance of and commitment to the goals and timetables of the Plan are expressed in the action taken, a certified copy of which is attached.

Sincerely,  


Donald C. Swain  
President

ENC

1474S

RECEIVED

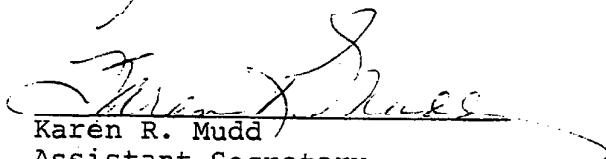
AUG - 4 1983

GOVERNOR'S  
OFFICE

Certificate

I certify that I am the duly qualified Assistant Secretary of the Board of Trustees of the University of Louisville and that the attached recommendation was approved by said Board at its meeting held June 27, 1983, at which meeting a quorum was present and voting. I further certify that such recommendation is still in full force and effect.

Dated this 3rd day of August, 1983.



Karen R. Mudd  
Assistant Secretary  
Board of Trustees  
University of Louisville



RECOMMENDATION TO THE BOARD OF TRUSTEES  
 CONCERNING OFFICE FOR CIVIL RIGHTS REPORT  
 FROM THE COUNCIL ON HIGHER EDUCATION  
 JUNE 27, 1983

RECOMMENDATION

The President recommends: That the board of Trustees reaffirm its approval of Kentucky's revised Plan in response to the Office for Civil Rights Letter of January 15, 1981 as amended May 23, 1983, subject to the stipulations set out below:

- 1) The admissions and enrollment goals of the Plan are not to be interpreted as quotas to be imposed upon the University.
- 2) As a separate, autonomous body in Kentucky's coordinated system of higher education, the University of Louisville will participate in the following Plan activities in a manner consistent with its pre-existing commitments to equal opportunity principles
  - \* Good faith efforts toward a goal of 11.2 percent black undergraduate enrollment within the time-frame of the Plan is official policy and high priority of the University.
  - \* Participation in any employee relocation program under the Plan will carry the full commitment of the board of Trustees so long as it is understood that no position can be declared vacant until the University has discharged its legal and moral obligations under its affirmative action plan and layoff recall procedure.
  - \* Cooperation in efforts to qualify Kentucky State University students for admission to medical, dental, and law schools is consistent with existing University efforts in allied health fields, and acceptance of up to three percent of each entering class from KSU is a reasonable goal provided that the University is a full participant in designing the curricula and establishing the standards for KSU's pre-professional programs in these fields; provided also that the students who apply are in fact qualified; and provided further that this program is viewed as a part of, and not a substitute for, the university's larger overall effort to increase minority student enrollment in its professional school.

BACKGROUND

During January, 1979 staff of the Office for Civil Rights in the Department of Health, Education, and Welfare advised the Commonwealth of Kentucky that the Office for Civil Rights would conduct a statewide review of higher education in Kentucky under the authority of Title VI of the Civil Rights Act of 1964. Title VI provides that:

No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

During the spring of 1979, OCR staff collected information concerning the University of Louisville and the other state universities. On-site visits were conducted and the University was consulted and participated in limited discussions. The finding was that the Commonwealth of Kentucky was in violation of Title VI of the Civil Rights Act of 1964, having failed to eliminate the vestiges of the dual system of public higher education. Accordingly, the Commonwealth was directed to submit a plan to fully desegregate the Kentucky system of higher education.

Board members will recall that they reviewed the first version of this plan and approved it on January 25, 1983. A revised version must now be approved. The components of the revised plan are substantially the same as the earlier draft, which was submitted to OCR for review. The revisions grew out of negotiations with the OCR staff. A summary of the plan is attached.

-----  
ACTION

A motion was made by \_\_\_\_\_ and seconded by \_\_\_\_\_, to approve the President's recommendation concerning the report of the Office for Civil Rights from the Council on Higher Education. The motion

passed  \_\_\_\_\_ did not pass \_\_\_\_\_  
other \_\_\_\_\_

Date: \_\_\_\_\_

SUMMARY OF THE COMMONWEALTH'S HIGHER EDUCATION  
DESEGREGATION PLAN

The purpose of the following brief outline is to provide a summary of the critical elements of the Commonwealth's Higher Education Desegregation Plan which have impact on the University of Louisville.

1. The Council on Higher Education shall create a faculty/staff relocation committee for the purpose of assisting Kentucky State University personnel in finding suitable positions following layoffs created by the implementation of the Plan. All public higher education institutions in Kentucky must notify the committee of all vacancies in their institutions. All public higher education institutions in Kentucky will give employment priority to relocation program participants who have credentials appropriate to the positions vacant at their institutions.
2. Kentucky State University, in conjunction with the University of Louisville and the University of Kentucky, will establish a faculty seminar program and a student seminar program led by scholars and cooperating institutions.
3. Kentucky State University, in conjunction with the other public universities, will put in place a faculty exchange program which will provide for the appointment of not less than five Kentucky State University faculty to adjunct or visiting posts at other institutions in the Commonwealth, and the appointment of not less than five faculty members from those institutions to adjunct or visiting posts at Kentucky State University.
4. The University of Kentucky, the University of Louisville, and Kentucky State University will develop a cooperative program through which Kentucky State graduates who are residents of the Commonwealth, achieving a specific grade point average and a curriculum approved by the cooperating institutions, will be offered admission to the medical or dental schools of either the University of Kentucky or the University of Louisville, except that neither institution shall be obligated to offer admission under this program to a number of Kentucky State graduates in excess of three percent of the entering medical

- or mental school classes. This cooperative program will take effect with the Kentucky State graduating class of 1985 and will continue to operate until at least 1990.
5. The University of Kentucky, the University of Louisville, Northern Kentucky University, and Kentucky State University will develop a cooperative program through which Kentucky State graduates who are residents of the Commonwealth, achieving a specific grade point average and a curriculum approved by the four cooperating institutions, will be offered admission to the law school of either the University of Kentucky, the University of Louisville, or Northern Kentucky University, except that no one institution will be obligated to offer admission under this program to a number of Kentucky State graduates in excess of three percent of the entering law school class. This cooperative program will take effect with the Kentucky State graduating class of 1985 and will continue in operation until at least 1990.
  6. Kentucky State University, the University of Louisville, the University of Kentucky, and Eastern Kentucky University will develop an inter-institutional graduate center on the Kentucky State University campus.
  7. In adding new academic programs at other institutions, no new program will be added that will adversely affect Kentucky State University's enhancement.
  8. The University of Louisville currently has the largest headcount enrollment of black students of any institution in the Commonwealth. The five-year plan sets as a goal for the University of Louisville an increase in entering black enrollment of 1.4 percent per annum. The Commonwealth is committed statewide to raising the proportion of black Kentuckians who receive undergraduate degrees and enter graduate or professional programs to equal the proportion of white Kentuckians who receive similar degrees.
  9. The University of Louisville, with an affirmative action plan approved by the Office of Federal Contract Compliance Programs of the United States Department of Labor, will not be required to submit a separate plan to the Office of Civil Rights, but will submit an informational copy of its plan and annual updates to OCR.

10. The Commonwealth is committed to increasing the proportion of black employees in positions not requiring and requiring doctoral degrees at the University of Louisville. The University of Louisville and the University of Kentucky each agree to waive tuition for up to three Kentucky State University faculty members selected for retraining or upgrading.



WESTERN KENTUCKY UNIVERSITY

BOWLING GREEN, KENTUCKY 42101

Board of Regents

CERTIFICATION OF SECRETARY

I, Elizabeth Esters, Secretary for the Board of Regents at Western Kentucky University, hereby certify that the following is a true copy of an action taken by the Board of Regents of said university at its regular meeting held on August 20, 1983, at which a quorum was present and voted:

"Recommendation:

President Zacharias recommends that the Board of Regents reaffirm as institutional policy a commitment to good faith efforts toward achievement of the goals and benchmarks contained in Kentucky's statewide Higher Education Desegregation Plan, accepted by the United States Department of Education, Office of the Assistant Secretary for Civil Rights, by letter dated June 22, 1983, from Harry M. Singleton to the Honorable John Y. Brown, Jr., Governor of the Commonwealth of Kentucky.

Background:

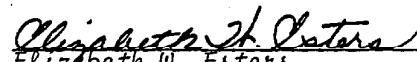
Since the Board of Regents' previous action approving the plan, several modifications have resulted from negotiation sessions between the Office for Civil Rights and the Governor's representatives.

A letter to Governor Brown accepting Kentucky's Plan is expressly conditioned upon approval of the Plan, as modified, by the governing board of each public institution of higher education in Kentucky.

Motion for adoption of the above recommendation was made by Mrs. Patsy Judd, seconded by Mr. Joseph A. Cook, and passed unanimously by the Board of Regents."

Witness my signature and the seal of the University this 24th day of August, 1983.

S E A L

  
Elizabeth W. Esters  
Secretary

JOHN Y. BROWN, JR.  
GOVERNOR



COMMONWEALTH  
OF KENTUCKY

Office of the Governor

FRANKFORT, KENTUCKY 40601

March 11, 1982

Mr. Antonio J. Califa  
Director for Litigation,  
Enforcement and Policy Service  
U. S. Department of Education  
Office for Civil Rights  
400 Maryland Avenue, S. W.  
Room 5054  
Washington, D. C. 20202

Dear Mr. Califa:

I am in receipt of your recent letter notifying me that the U. S. Office for Civil Rights has provisionally accepted Kentucky's statewide higher education desegregation plan. I appreciate the consideration you and your staff have given to the Commonwealth throughout the process of plan development and look forward to continued cooperation with you as Kentucky progresses with the successful implementation of the plan.

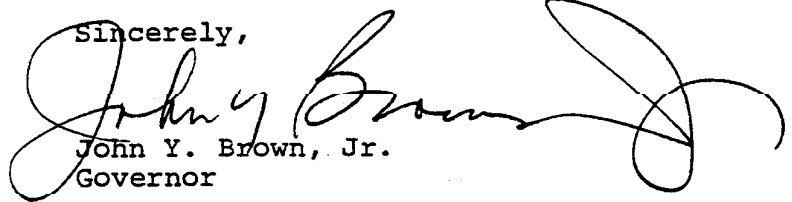
I understand and accept the conditions associated with the provisional acceptance of our plan and I assure you that the Commonwealth of Kentucky is dedicated to meeting our commitments in a timely fashion. Overall responsibility for coordination of the plan's implementation has been assigned to the Council on Higher Education. My executive staff will continue to work closely with the Council and its staff. The elements needed by August, 1982, are in preparation at this time and I am confident we will provide those items necessary for final acceptance of our plan.

As Governor of the Commonwealth, I have called upon all signatories to our plan to join forces to implement the plan in an efficient, effective and successful manner.

MR. ANTONIO J. CALIFA  
March 11, 1982  
Page 2

Again, I thank you for the courtesy and consideration  
you have extended to us and I pledge my full support to our  
mutual goals.

Sincerely,

A handwritten signature in black ink, appearing to read "John Y. Brown, Jr.", with a large, stylized flourish extending to the right.

John Y. Brown, Jr.  
Governor

cc: Secretary Terrel Bell